

## DOCUMENT RESUME

ED 456 637

FL 026 828

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TITLE Foreign Language Teaching in Schools in Europe [and] Profile of...Foreign Language Teaching in Schools in Europe.

INSTITUTION EURYDICE European Unit, Brussels (Belgium).

SPONS AGENCY Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.

ISBN ISBN-2-87116-311-1; ISBN-2-87116-314-6

PUB DATE 2001-00-00

NOTE 568p.; Written with Teresa Longo. Paul Holdsworth, European Commission, DG Education and Culture (Chapter 6). Part of European Year of Languages 2001.

AVAILABLE FROM EURYDICE European Unit, Rue d'Arlon 15, B-1050 Brussels, Belgium. Tel: 32-02 2383011; Fax: 32-02 2306562; e-mail: info@eurydice.org; Web site: <http://www.eurydice.org>.

PUB TYPE Books (010) -- Numerical/Quantitative Data (110) -- Reports - Research (143)

EDRS PRICE MF02/PC23 Plus Postage.

DESCRIPTORS Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Development; Language Attitudes; \*Language Maintenance; Language Minorities; \*Language Teachers; \*National Programs; \*Second Language Instruction; Second Language Learning; Teacher Education; Teacher Recruitment; Uncommonly Taught Languages

IDENTIFIERS Council of Europe (France); \*Europe; European Union

## ABSTRACT

This book is an appraisal of the teaching of foreign languages in the 29 European countries taking part in the Socrates program. It contains a detailed analysis of the way teaching is organized, the approaches and content of curricula, arrangements for the recruitment and training of teachers, and the initiatives developed within the education system to provide linguistic support to minority languages. It also provides historical perspective. The book is divided into an introduction and six chapters. The introduction includes a glossary and information on the background, scope, methodology, and structure of the study. Chapter titles include the following: "Language Support in a Multilingual Environment"; "Historical Background"; "Organisation of Teaching"; "Professional Qualifications and Training of Teachers"; "Foreign Language Curricula"; and "European Community Actions." There is also an annex, "National Summary Tables on Foreign Language Curricula." (Contains 33 references.) (KFT)

Foreign Language Teaching in Schools in Europe  
[and]  
Profile of...Foreign Language Teaching in Schools in Europe

Maria Luisa Garcia Minguéz, Nathalie Baidak, and Angelika Harvey

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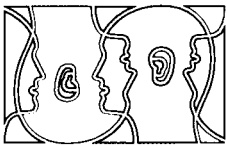
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Directorate-General for Education and Culture

# Foreign Language Teaching in Schools in Europe



European Year of Languages 2001





## *Eurydice Studies*

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# Foreign Language Teaching in Schools in Europe

**Eurydice**  
**The Information Network on Education in Europe**

This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture).

Available in German (*Der Fremdsprachenunterricht an den Schulen in Europa*), English (*Foreign Language Teaching in Schools in Europe*) and French (*L'enseignement des langues étrangères en milieu scolaire en Europe*).

D/2001/4008/1  
ISBN 2-87116-311-1

This document is also available on the Internet (<http://www.eurydice.org>).

Text completed in December 2000.

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## PREFACE



Following the lead given by the European Commission and the Council of Europe, 2001 has been declared the *European Year of Languages*. The year will be marked by an impressive series of events and initiatives which we hope will result in the increasingly active promotion of both foreign language teaching and the linguistic diversity characteristic of Europe. Indeed, the issue of languages is unquestionably at the heart of the development of a Europe synonymous with culture and citizenship.

Furthermore, it has now been formally stated that the command of at least two foreign languages by the time young people complete school should be a central objective enabling all citizens to derive full benefit from their right to free movement and actively contribute to better mutual understanding among the peoples of Europe.

From this standpoint, the comparative study carried out by Eurydice constitutes an original and exceptionally rich appraisal of the teaching of foreign languages in the 29 countries taking part in the Socrates programme. It is both a timely and essential reference work on the subject, and I wish to express my warmest thanks to the Network for this vital contribution to improved mutual understanding between European countries on a topic attracting such strong common interest.

This is, indeed, the most comprehensive study on the teaching of foreign languages to have been completed hitherto at European level. It contains a detailed analysis of the way teaching in this area is organised, the approaches and content of curricula, arrangements for the training and recruitment of teachers and the initiatives developed within education system to provide linguistic support to minority languages. The book is all the more valuable for placing in a historical perspective the many reforms carried out in this area over a period of several decades. These changes bear witness to the steadily increasing importance attached by national policies to the teaching of foreign languages. The account of actions undertaken at Community level since the launching of the Lingua programme is yet a further reminder of the Union's commitment in this field.

The book thus provides a guide to the steadily increasing effort invested at all levels in the promotion of foreign language learning. Special mention is made of the way in which pedagogical research is taken into account in approaches recommended in the curriculum, as well as the inclusion of languages among the compulsory subjects from the earliest years of primary school in many countries and the increased mobility of teachers towards countries speaking the language that they teach. However, further progress is still required to prevent the personal and professional development of each of us from being thwarted by linguistic barriers.

In this respect, a few questions merit further consideration: what is required to ensure that the consistently strong preference among pupils for learning English, or even the status of English as the first compulsory foreign language, do not compromise preservation of the linguistic and cultural diversity of Europe? How is one to effectively overcome recurrent urgent problems relating to the recruitment of teachers skilled in languages? How can one be sure that recommended new teaching methods will really be put into practice in the classroom? These questions call for answers both in terms of the resources that should be earmarked for the in-service training of teachers and the adjustments that have to be made to the organisation of teaching as such.

In this respect, Community action is essential. It is for this reason that the Commission will continue to encourage and support action by the Member States and ensure that the linguistic and cultural diversity of Europe remains one of its top priorities.

Viviane Reding  
European Commissioner for Education and Culture

January 2001

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# INTRODUCTION

## 1. BACKGROUND TO THE STUDY

Europe is the meeting point for a variety of multicultural and multilingual societies, which are the product of its history and have enriched it and given it strength. This same diversity creates a special need for communication, mutual understanding and tolerance between peoples.

The European institutions have always set much store by this inherent richness of Europe and felt it had to be respected by encouraging the preservation of the continent's many languages and cultures. Encouraging people to learn the languages that form part of Europe's cultural heritage has been an established objective of European cooperation in the field of education from the outset. In 1976, the Resolution of the Council and of the Ministers for Education included the aim of 'offering all pupils the opportunity of learning at least one other Community language', also advocating that 'before qualifying as a foreign-language teacher a student should have spent a period in a country or region where the language he is to teach is spoken' (p. 4). Since then, there has been a succession of Community initiatives in the field of teaching and learning foreign languages and the launching of the Lingua programme in 1989 reflects this sustained commitment.

In present-day Europe, the acquisition of language skills by European citizens has become a prerequisite for full-fledged participation in the new professional and personal opportunities open to them. This priority is clearly stated in the 1995 European Commission White Paper on education and training, in relation to the following objectives (p. 69):

- 'Promote the learning of at least two Community foreign languages by all young people.
- Encourage innovatory language-teaching methods.
- Spread the daily use of European foreign languages in schools of all levels.
- Foster awareness of Community languages and cultures, and their early learning.'

Fully aware of how important knowledge of foreign languages has become, the European Parliament and the Council, following a proposal by the European Commission, have declared that 2001 should be the 'European Year of Languages'. The initiative aims to 'raise awareness of the richness of linguistic and cultural diversity' and to extend the learning of foreign languages to a broader public 'as a key element in the personal and professional development of individuals' (p. 3). The Year is organised in close cooperation with the Council of Europe which has also declared 2001 to be the 'European Year of Languages'.

To date, however, the language proficiency level of young Europeans has not been subject to international assessment. The only data collected in this respect comes from *Eurobarometer* survey opinion polls (<sup>1</sup>). The April 2000 survey revealed that less than half of the citizens of the European Union claim to be able to hold a conversation in a language other than their mother tongue. The results of this opinion poll highlight the need to further encourage European citizens to learn foreign languages.

Faced with the challenge of acquiring proficiency in foreign languages, European education systems have made every effort to respond to the wide variety of associated demands. All young Europeans

(<sup>1</sup>) *Eurobarometer* surveys are commissioned by the Directorate-General for Education and Culture of the European Commission and have been conducted each spring and autumn since 1973.

attend school and, for many of them, this is where they are most likely to acquire linguistic skills. It is thus important to examine those aspects of the education system which are conducive to language proficiency among children at school.

In this respect, the methodological approaches of the curricula of European countries should be regarded as key elements. Prevailing teaching methods reflect the basic assumptions of one of the most prominent trends in foreign language teaching methodology, namely the communicative approach. Drawing on the work of authors such as S.D. Krashen, this approach is based on the premise that the strategies underlying acquisition of a foreign language are similar to those used in learning the mother tongue. This means exposing learners to the target language through experiences (such as immersion) that are close to the natural context, and focusing on the meaning of what is being communicated rather than on its form. The approach was thus developed by giving priority to the ability to communicate. However, researchers have started to identify limits to this approach, which has left its imprint on the educational scene, and already refer to the 'post-communicative' era <sup>(2)</sup>.

Implementation of the teaching methods recommended by education authorities requires high standards of competence from those most actively involved – the teachers themselves. It therefore has an impact on the way initial and in-service teacher training is organised. The introduction of foreign languages at school at an increasingly early age also has to confront the issue of difficulty in recruiting teachers as a result of the rising demand for them which appears particularly acute in primary education.

The urgency and importance of these matters for policy-makers and administrators in the area of teacher training vary from one country to the next. To comply with the new requirements, adjustments need to be made to initial and in-service teacher training systems. The process depends on a number of factors, which vary in accordance with the history, culture and economic structures of the countries in question.

## 2. SCOPE OF THE STUDY

The objective of the present study is to analyse of how foreign language teaching is organised at school. The scope is, however, restricted to public and grant-aided private education. Private initiatives organised outside the school system, such as language courses offered by enterprises, academies or local authorities, are not covered.

The study focuses on teaching organisation, teacher training and recruitment, the content of curricula, support measures for minority languages and Community actions in the field of language teaching.

### LEVELS OF EDUCATION CONCERNED

The information dealt with in this document covers the **primary** and the **lower and upper general secondary education levels**. However, parts of the study also deal with other levels of education. In this way, the Community actions described in Chapter 6 concern all levels of education, including tertiary education. The same applies to teacher training, in Chapter 4, where all education levels are covered except the pre-primary level.

To the extent that the school path is not always structured around three levels, the International Standard Classification for Education (ISCED) was used to facilitate comparisons between countries.

<sup>(2)</sup> For further information on successive trends in foreign language teaching methodology, cf. European Commission, 1997.

## THE 'FOREIGN LANGUAGE' FOCUS

Foreign languages are considered an essential discipline in compulsory education curricula in European countries. This core subject, referred to as 'foreign language' in the context of the study, usually occurs in the form of a subject to be taught. However, it can also be used as the language of instruction for other subjects. The point of view of the pupil's mother tongue is not taken into account in defining the focus of the analysis.

The terms used in the national curricula to refer to the subject of the present study are listed in the table below. This table shows that different forms of the 'foreign language' subject are encountered, which often amount to terminological variations related to the cultural tradition underlying the education system of each country. Expressions such as 'living languages', 'modern languages' or 'second language' occur in the curricula of certain countries. However, considering that the term 'foreign language' seems to be the most widely used, it was adopted to serve the purpose of this study.

The so-called 'dead' or 'ancient languages' such as Latin or Ancient Greek are not covered, except in a few cases where the curricula offer these languages as options that a pupil can choose as alternatives to 'foreign languages' in the same timetable slot. These rather exceptional occurrences are reported in the study.

## Terminological variations of 'foreign language' within curricula

	TERM IN THE ORIGINAL LANGUAGE <sup>(3)</sup>	TRANSLATION
<b>EUROPEAN UNION</b>		
<b>B fr</b>	LANGUE MODERNE	Modern language
<b>B de</b>	FREMDSPRACHE OR ZWEITSPRACHE FRANZÖSISCH (the latter specifically refers to French)	Foreign language or French as a second language
<b>B nl</b>	TWEEDE TAAL	Second language
<b>DK</b>	FREMMEDESPROG	Foreign language
<b>D</b>	FREMDSPRACHE	Foreign language
<b>EL</b>	ΞΕΝΗ ΓΛΩΣΣΑ	Foreign language
<b>E</b>	LENGUA EXTRANJERA OR IDIOMA EXTRANJERO	Foreign language or foreign idiom
<b>F</b>	LANGUE VIVANTE ÉTRANGÈRE	Living foreign language
<b>IRL</b>	FOREIGN LANGUAGE	
<b>I</b>	LINGUA STRANIERA	Foreign language
<b>L</b>	LANGUE ÉTRANGÈRE <sup>(4)</sup>	Foreign language
<b>NL</b>	MODERNE VREEMDE TALEN	Modern foreign languages
<b>A</b>	LEBENDE FREMDSPRACHE	Living foreign language
<b>P</b>	LINGUA ESTRANGEIRA	Foreign language
<b>FIN</b>	VIERAS KIELI/ FRÄMMANDE SPRÅK	Foreign language
<b>S</b>	FRÄMMANDE SPRÅK	Foreign language
<b>UK (E/W)</b>	MODERN FOREIGN LANGUAGES	
<b>UK (NI)</b>	MODERN LANGUAGES	
<b>UK (Sc)</b>	MODERN EUROPEAN LANGUAGES	
<b>EFTA/EEA</b>		
<b>IS</b>	ERLENT MÁL OR ERLENT TUNGUMÁL	Foreign language
<b>LI</b>	MODERNE FREMDSPRACHEN	Modern foreign languages
<b>NO</b>	FREMMEDESPRÅK OR ANDRESPRÅK	Foreign language or other language
<b>PRE-ACCESSION COUNTRIES</b>		
<b>BG</b>	Чужд Език	Foreign language
<b>CZ</b>	CIZÍ JAZYK	Foreign language
<b>EE</b>	VÕORKEEL	Foreign language
<b>CY</b>	XENES GLOSSES	Foreign languages
<b>LV</b>	SVEŠVALODA	Foreign language
<b>LT</b>	UŽSIENIO KALBA	Foreign language
<b>HU</b>	ELŐ IDEGEN NYELV	Living foreign language
<b>PL</b>	JĘZYK OBCY	Foreign language
<b>RO</b>	LIMBI MODERNE	Modern languages
<b>SI</b>	TUJI JEZIKI OR MODERNI TUJI JEZIKI	Foreign languages or Modern foreign languages
<b>SK</b>	CUDZÍ JAZYK	Foreign language

<sup>(3)</sup> The terms are listed here in the form in which they occur in the curricula of the relevant countries, which is why some may be in the plural, others in the singular.

<sup>(4)</sup> The actual term 'foreign language' is only used in curricula for the secondary education level and only for languages other than French and German.

## REFERENCE YEAR

The reference year for the data presented in the different chapters of this publication is the school year **1998/99**, except in Chapter 2, which is dedicated to the historical background and contains references that date back to the 1970s and earlier. Statistical data presented in Chapter 3, on the organisation of teaching, refer to the school year 1996/97.

Reforms introduced after the school year 1998/99 are also mentioned, either in a footnote or the body of the text. In this way, the reader's attention is drawn to the fact that some situations are still being phased in or should be implemented in the near future.

## 3. METHODOLOGY

Each chapter of the study is based on the analysis of answers to five specific questionnaires developed by the research team at the Eurydice European Unit, with the exception of Chapter 6, drawn up by the European Commission. In view of the mass of data to be collected and the wide range of aspects to be covered, the questionnaires were mailed to the network's National Units in several stages, from 1998 onward.

Based on the contributions by the National Units, the European Unit drew up a comparative analysis of each aspect covered by the study. The National Units then carefully re-read this first draft, to ensure that national data are correctly interpreted in the comparative analysis. The text set out in this document is the result of these essential and fruitful exchanges, i.e. it incorporates corrections and improvements suggested by the National Units.

To prepare their contributions, most National Units called upon national experts who specialise in each of the fields examined. The participation of such experts clearly adds value and substance to the present study. The synergy and close collaboration between the different partners, both at national level and with the European Unit, paved the way for the smoother conduct of this complex analysis. The names of all people involved in drawing up this study are acknowledged at the end of the document.

The analysis in Chapter 1 is based not only on responses to the questionnaires but on publications devoted to the promotion of languages within a multilingual environment. References are included in the bibliography. It is also worth clarifying the methodological approach used to draw up Chapter 5 on the analysis of the content of foreign language curricula. Indeed, this chapter involved processing and analysing a considerable volume of national documents. Prior to developing the data collection questionnaire for this chapter, the European Unit sent the network a set of questions assessing the overall feasibility of such an analysis. Subsequent to the feedback from National Units, it was possible to develop a highly elaborate questionnaire on the content of curricula and the official teaching recommendations for foreign language teaching. Strict directions were given to the Units with a view to remaining as faithful as possible to the original text of the curricula. They were asked to identify the passages from curricula containing the information requested.

Thousands of pages were read and processed by the national partners in order to respond to the questionnaire. As a result of this detailed work, the European Unit was not only able to produce a comparative analysis of the language curricula's teaching contents and objectives and of recommendations on teaching methods that they contain, but also to come up with national summary tables for each country. These tables present elaborate information based on the actual text of the curricula.

The Eurydice National Units went to great lengths to include a wealth of invaluable and detailed national information in their responses to the five data collection questionnaires. To add value to the contents of these contributions, they provided reports accounting for specific national characteristics.

These descriptions obey the same logic as the comparative analysis. A section on reforms underway or specific provisions made by national education authorities in the field of foreign language teaching was added to the framework. National descriptions will be available on the Eurydice website during the first half of 2001.

## **4. STRUCTURE OF THE STUDY**

The study is divided into six chapters that can be regarded as self-contained units. Each chapter contains all relevant informative items, including diagrammatic representations with explanatory notes. Some chapters include annexes presenting the data broken down per country. The annex to Chapter 3 on the organisation of teaching also contains a guide to reading the diagrams pertaining to the place of foreign languages in education systems.

A glossary presented at the beginning of the document contains the codes and definitions of specific terms used in this study. At the end, an annex presents a synthesis of foreign language curricula in the form of tables.

### **GLOSSARY**

The glossary contains the country and language codes that are consistently used throughout the document and national abbreviations in their original language, as well as notes and definitions relating to a range of terms some of which are specific to this study. Only those terms likely to be helpful to the reader in understanding the concepts referred to in the different chapters were retained. Each term comes with a suitable definition.

### **CHAPTER 1: LANGUAGE SUPPORT IN A MULTILINGUAL ENVIRONMENT**

Faced with the cultural and linguistic diversity that characterises the European territory, education systems endeavour to meet varying needs and demands by adjusting school conditions. The first chapter describes measures put in place by the different countries with a view to preserving and promoting their linguistic heritage within the framework of the education system. It describes the array of actions implemented for the benefit of pupils belonging to minority/regional language communities, as well as steps taken to assist whose mother tongue is not that of the host country. Support measures developed by education authorities to help such pupils learn the official state language are also examined.

### **CHAPTER 2: HISTORICAL BACKGROUND**

Key events that had an impact on the development of foreign language teaching today are summarised in this chapter. Major changes having occurred during the first half of the 20<sup>th</sup> century are analysed in summary fashion, so that more time can be spent examining the main domains covered by the reforms implemented as of 1950. In this chapter, the reader will encounter precise references as regards measures affecting various aspects of language teaching. Thus, an entire section illustrates important reforms that affected the organisation of language teaching as well as the training of language teachers.

This chapter is closed by a series of comparative diagrams on the status of foreign languages within the education systems, in 1974 and in 1984. The situation in the reference year 1998/99 is described in the following chapter.

### **CHAPTER 3: ORGANISATION OF TEACHING**

This chapter first presents a comparative analysis of the place and status of the 'foreign language' subject within the minimum curricula of education systems. Diagrams showing the situation per country illustrate this analysis.

Other aspects are also considered, such as the range of foreign languages offered in the curriculum and choices made by pupils; time allocated to foreign language teaching; official recommendations as to the maximum/minimum number of pupils per language class; and initiatives regarding linguistic exchanges between European students.

The annex at the end of the chapter contains a guide to reading the diagrams. It also includes a breakdown per country of quantitative data on the percentage of pupils learning various languages and the number of hours allocated to foreign language teaching and two other subjects in the curriculum.

The material in Chapter 3 was also used to compile and publish a booklet in the *Eurydice Focus* series in September 2000. This took a closer look at the place and status of foreign languages throughout school careers in all 29 European countries covered.

### **CHAPTER 4: PROFESSIONAL QUALIFICATIONS AND TRAINING OF TEACHERS**

This chapter analyses how education authorities attempt to cope with new issues that result from the recent introduction of foreign language teaching as of the first years of primary school. It describes measures put in place for initial and in-service training of foreign language teachers as well as methods of recruitment and selection.

An entire section is devoted to the different institutions in charge of initial training of language teachers, their admissions criteria, the content of curricula and the organisation of study visits and stays in countries where the target language is spoken.

In-service training of language teachers is also examined, with a description of the type of activities, the bodies responsible for organising them, the content of such programmes and the exchange arrangements between teachers of different countries.

The annex presented at the end of the chapter contains available information per country on time allocated to command of the foreign language within general training, as well as the proportion of time allocated to language teaching methodology and practical training in the vocational training of future teachers.

### **CHAPTER 5: FOREIGN LANGUAGE CURRICULA**

This is where the reader will find the results of an in-depth analysis of the content of the curricula and/or the official recommendations on foreign language teaching. The first section focuses on features of the documents that contain foreign language curricula – such as their status, the method used to draw them up, their date of publication, the number of years of study covered and the foreign languages concerned.

The body of the analysis deals with teaching objectives/contents and recommendations relating to teaching methodology as stated in the curricula. The information is structured around four main themes: communication, grammatical aspects, knowledge and understanding of other people, and fostering pupils' independent learning and personality development.

This chapter also presents the results of surveys conducted at national or even international level, investigating various aspects of language teaching.

## **CHAPTER 6: EUROPEAN COMMUNITY ACTIONS**

This publication would fail to be comprehensive if it lacked a presentation of initiatives taken by the European Union in the field of foreign language teaching. In this perspective, Chapter 6 offers a review of Community policy documents (mainly resolutions and recommendations), describes actions undertaken to promote foreign language teaching at different moments of the Community's history, and takes a closer look at the Lingua programme. A section analyses the different actions of the latter in some detail and illustrates their increasing success since they were developed in 1989.

The authors of this chapter are the people in charge of the programme within the European Commission, Directorate General for Education and Culture.

### **SUMMARY AND CONCLUSION**

This closing part summarises all aspects analysed within the framework of the different themes developed in the six chapters. It moreover undertakes to highlight the issues and controversies that form the substance of current debate on the direction that foreign language teaching should take, in a world that is constantly undergoing changes.

### **ANNEX**

Linked with Chapter 5 on the official foreign language curricula, the Annex at the end of the publication contains the national summary tables. These present, for each individual country, key information pertaining to the teaching objectives/content and methodology set out in the foreign language curricula, including their formal characteristics (exact title of the document in the country's language, its year of publication, the level of education and foreign languages concerned). The Annex begins with a 'standard table', which provides readers with a detailed explanation of the content that they will find under the headings of the tables for each individual country.



# GLOSSARY

## A. CODES AND ABBREVIATIONS

### COUNTRY CODES

<b>EU</b>	EUROPEAN UNION
<b>B</b>	BELGIUM
<b>B fr</b>	BELGIUM – FRENCH COMMUNITY
<b>B de</b>	BELGIUM – GERMAN-SPEAKING COMMUNITY
<b>B nl</b>	BELGIUM – FLEMISH COMMUNITY
<b>DK</b>	DENMARK
<b>D</b>	GERMANY
<b>EL</b>	GREECE
<b>E</b>	SPAIN
<b>F</b>	FRANCE
<b>IRL</b>	IRELAND
<b>I</b>	ITALY
<b>L</b>	LUXEMBOURG
<b>NL</b>	NETHERLANDS
<b>A</b>	AUSTRIA
<b>P</b>	PORTUGAL
<b>FIN</b>	FINLAND
<b>S</b>	SWEDEN
<b>UK</b>	UNITED KINGDOM
<b>UK (E/W)</b>	ENGLAND AND WALES
<b>UK (NI)</b>	NORTHERN IRELAND
<b>UK (SC)</b>	SCOTLAND
<b>EFTA/EEA</b>	EUROPEAN FREE TRADE ASSOCIATION / EUROPEAN ECONOMIC AREA
<b>IS</b>	ICELAND
<b>LI</b>	LIECHTENSTEIN
<b>NO</b>	NORWAY
<b>PRE-ACCESSION COUNTRIES</b>	
<b>BG</b>	BULGARIA
<b>CZ</b>	CZECH REPUBLIC
<b>EE</b>	ESTONIA
<b>CY</b>	CYPRUS
<b>LV</b>	LATVIA
<b>LT</b>	LITHUANIA
<b>HU</b>	HUNGARY
<b>PL</b>	POLAND
<b>RO</b>	ROMANIA
<b>SI</b>	SLOVENIA
<b>SK</b>	SLOVAKIA

## NATIONAL ABBREVIATIONS IN THEIR LANGUAGE OF ORIGIN AND OTHER ABBREVIATIONS

<b>AAP</b>	<i>Assessment of Achievement Programme</i>	UK
<b>ACCAC</b>	<i>Curriculum and Assessment Authority for Wales</i>	UK
<b>CCEA</b>	<i>Northern Ireland Council for the Curriculum, Examinations and Assessment</i>	UK
<b>CE2</b>	<i>Cours élémentaire 2</i>	F
<b>CILT</b>	<i>Centre for Information on Language Teaching and Research</i>	UK
<b>CLIL</b>	<i>Content and Language Integrated Learning</i>	
<b>CM1, 2</b>	<i>Cours moyen 1, 2</i>	F
<b>CSPOPE</b>	<i>Curso Secundários Predominantemente Orientados para o Proseguimento de Estudos</i>	P
<b>EAL</b>	<i>English as an additional language</i>	UK
<b>EGB</b>	<i>Educación General Básica</i>	E
<b>EPLV</b>	<i>Enseignement précoce des langues vivantes</i>	F
<b>HAVO</b>	<i>Hoger algemeen voortgezet onderwijs</i>	NL
<b>HBO</b>	<i>Hoger beroepsonderwijs</i>	NL
<b>HMSO</b>	<i>Her Majesty's Stationery Office</i>	UK
<b>ICT</b>	<i>Information and communication technologies</i>	
<b>IKY</b>	<i>Ίδρυμα Κρατικών Υποτροφιών</i>	EL
<b>ILSSE</b>	<i>Insegnamento delle Lingue Straniere nella Scuola Elementare</i>	I
<b>INCE</b>	<i>Instituto Nacional de Calidad y Evaluación</i>	E
<b>IRRSAE</b>	<i>Istituti Regionali di Ricerca, Sperimentazione e Aggiornamento Educativi</i>	I
<b>IT</b>	<i>Information technologies</i>	
<b>IUFM</b>	<i>Instituts Universitaires de Formation des Maîtres</i>	F
<b>KMK</b>	<i>Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland</i>	D
<b>LGE</b>	<i>Ley General de Educación</i>	E
<b>LOGSE</b>	<i>Ley Orgánica de Ordenación General del Sistema Educativo</i>	E
<b>MAVO</b>	<i>Middelbaar algemeen voortgezet onderwijs</i>	NL
<b>MEN</b>	<i>Ministerul Educației Naționale</i>	RO
<b>NCCA</b>	<i>National Council for Curriculum and Assessment</i>	IRL
<b>NFER</b>	<i>National Foundation for Educational Research</i>	UK
<b>OALT</b>	<i>Onderwijs in Allochtone Levende Talen</i>	NL
<b>OFSTED</b>	<i>Office for Standards in Education</i>	UK
<b>PEK</b>	<i>Περιφερειακά Επιμορφωτικά Κέντρα (ΠΕΚ)</i>	EL
<b>PGCE</b>	<i>Postgraduate Certificate in Education</i>	UK
<b>QCA</b>	<i>Qualifications and Curriculum Authority</i>	UK
<b>SCRE</b>	<i>Scottish Council for Research in Education</i>	UK
<b>SLO</b>	<i>Stichting voor Leerplanontwikkeling</i>	NL
<b>SME</b>	<i>Small and Medium-sized Enterprises</i>	
<b>VBO</b>	<i>Vorbereidend beroepsonderwijs</i>	NL
<b>VWO</b>	<i>Vorbereidend wetenschappelijk onderwijs</i>	NL

**LANGUAGE CODES**

<b>ES</b>	SPANISH
<b>DA</b>	DANISH
<b>DE</b>	GERMAN
<b>EL</b>	GREEK
<b>EN</b>	ENGLISH
<b>FR</b>	FRENCH
<b>IT</b>	ITALIAN
<b>NL</b>	DUTCH
<b>PT</b>	PORTUGUESE
<b>FI</b>	FINNISH
<b>SV</b>	SWEDISH
<b>EE</b>	ESTONIAN
<b>LV</b>	LATVIAN
<b>RU</b>	RUSSIAN
<b>SK</b>	SLOVAK

**ABBREVIATIONS OF STATISTICAL TOOLS AND OTHER CLASSIFICATIONS**

<b>(:)</b>	NOT AVAILABLE
<b>(-)</b>	NOT APPLICABLE
<b>FL</b>	FOREIGN LANGUAGES
<b>FTE</b>	FULL-TIME EQUIVALENTS
<b>ISCED</b>	INTERNATIONAL STANDARD CLASSIFICATION FOR EDUCATION
<b>OPEC</b>	OFFICE FOR OFFICIAL PUBLICATIONS OF THE EUROPEAN COMMUNITIES
<b>UOE</b>	UNESCO/OECD/EUROSTAT

## B. DEFINITIONS OF STATISTICAL TOOLS

### THE UOE DATA COLLECTION

The UOE (Unesco/OECD/Eurostat) data collection is an instrument through which these three organizations jointly collect internationally comparable data on key aspects of education systems on an annual basis using administrative sources. Data collected cover enrolments, new entrants, graduates, educational personnel, education institutions and educational expenditures. The specific breakdowns include level of education, gender, age, type of programme (general/vocational), mode (full-time/part-time), type of institution (public/private), field of study and country of citizenship. In addition, to meet the information needs of the European Commission, Eurostat collects enrolment data by region and on foreign language learning.

### THE INTERNATIONAL STANDARD CLASSIFICATION FOR EDUCATION (ISCED)

In order to facilitate comparison between countries, the different levels of national education have been allocated the various ISCED levels as follows:

ISCED 0: pre-primary education.

ISCED 1: primary education.

ISCED 2: lower secondary education.

ISCED 3: upper secondary education.

ISCED 5: higher education programmes generally leading to an award not equivalent to a university first degree but admission to which requires at least the completion of upper secondary education.

ISCED 6: higher education programmes leading to a first degree or equivalent.

ISCED 7: higher education programmes leading to a postgraduate degree or equivalent.

Since data was collected for the 1997/98 academic year, a new classification has been used. The levels 0, 1, 2 and 3 remain unchanged. A level 4 has been created, and corresponds to post-secondary education outside higher education. Level 5 covers university and non-university courses in higher education leading to a first qualification. Admission to them requires as a minimum the satisfactory completion of upper secondary education, or equivalent courses offered in post-secondary education. Level 6 covers courses in higher education leading to an advanced research qualification. Level 7 has been abolished.

## C. NOTES AND DEFINITIONS

**Areas of study:** the sections/streams chosen by pupils from among the possible general types of education and, where the curriculum is flexible, the programmes put together by pupils in preparation for their final examinations. This concept describes what is current practice in a certain number of countries at the general upper secondary level.

**Autochthonous language:** a language spoken by a population that has been settled in a specific region for several generations and which is closely associated with the geographical area where it is spoken.

**Bilingual education/teaching:** education during the course of which two or more languages are used as languages of instruction for the curriculum subjects.

**Closed compulsory curriculum option system:** a system in which schools are not free to choose the subjects they offer as compulsory curriculum options.

**Communicative approach:** methodological approach to language teaching based on the assumption that the strategies underlying the process of foreign language acquisition are similar to those used in learning the mother tongue. Consequently, it is very important to expose pupils as much as possible to the foreign language and to offer them frequent opportunities to use it in situations closely related to real life. The main objective is to teach pupils to communicate in a foreign language. The ability to produce a comprehensible message is hence regarded more important than the message's formal aspect.

**Compulsory curriculum option:** one of a set of subjects offered by the school, from which pupils have to select a limited number in order to cover part of their minimum curriculum.

**Compulsory subject:** a subject included in the minimum curriculum drawn up by the central education authority, which all pupils are obliged to study.

**Foreign language:** the term of 'foreign language' refers to any language regarded as such or associated with that concept (living language, modern language, B language, second language) in curricula or other official documents relating to education. In general, curricula consider a foreign language as a subject to be taught. It can, however, also be used as the language of instruction for other subjects. The point of view of the pupil's mother tongue is not taken into account in this context. The so-called 'dead' or 'ancient' languages normally fall outside the scope of the definition.

**Major skills:** the four areas of competence relating to communication activities: listening, speaking, reading and writing.

**Minimum curriculum:** a compulsory curriculum drawn up by the central education authorities in the form of a common core of subjects that must be taught to all pupils. It can also take the form of a flexible curriculum in which pupils themselves choose the subjects they wish to study for their final examinations.

**Minority/regional 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, and 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). In this context, account is taken only of those minority/regional languages that have been recognised as such by the countries under consideration. As a general rule, these are languages of populations that have their ethnic roots in the areas concerned or have been settled in these regions for generations. Minority/regional languages can have

the status of official languages, but by definition this status will be limited to the area in which they are spoken.

**Mother tongue:** the first language learnt by a child – usually the language spoken by one or both parents.

**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.)

**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. Languages with official status for the whole of the country are referred to as official language(s) of the State or state language(s). They serve as a tool to promote identification with the State and to facilitate interaction between the different linguistic communities present in any given State.

**Open compulsory curriculum option system:** a system in which the schools are free to choose the subjects they offer as compulsory curriculum options.

**Optional elective subject:** a subject which is offered in addition to the minimum curriculum and which pupils are not obliged to study.

**Pilot project:** foreign language teaching experiment, limited in time, and at least in part established and financed by the relevant education authorities. The number of participating schools and the age of the pupils involved are determined by the organising bodies, which make a selection. Such experiments are subject to systematic assessment.

**Schools/classes that specialise in foreign languages:** schools/classes that offer an education specialising in foreign languages. These classes are organised and funded by the country's ministry of education, and the latter recognises the specialisation awarded. A further distinction can be made between two different types, based on their more specific characteristics:

- Schools that are part of a structure running in parallel to the ordinary school system and do not teach the minimum curriculum, but just a larger or smaller number of foreign languages, leading to the award of a qualification.
- Schools/classes that offer the whole of the minimum curriculum and, at the same time, offer education that specialises in foreign languages – by using the target language as the language of instruction for certain subjects (bilingual school/class) and/or by making the study of additional foreign languages compulsory and/or by allocating a proportionally larger number of teaching periods to foreign languages than in non-specialised schools/classes.

**Target language:** the foreign language that is being taught.

**Teaching language/language of instruction:** the language used to teach a certain proportion of subjects included in the curriculum.

**Types of education:** different types of courses, which are based on different curricula and belong to general, non-specialised education. For example, the Austrian *Hauptschule* and *allgemeinbildende höhere Schule* are two different types of school within general secondary education.

# CHAPTER 1

## LANGUAGE SUPPORT IN A MULTILINGUAL ENVIRONMENT

### INTRODUCTION

This chapter is an attempt to give an overview of the different ways in which the countries participating in this study try to promote and preserve their linguistic heritage with the help of the education system. It offers a description of measures to support languages of minority/regional and foreign mother tongue communities as well as to promote the state language amongst these populations. Where applicable, it addresses specific situations of individual countries with particular reference to those with several state languages and with decentralised multilingual education systems.

It is important to be aware that Chapter 1 deals exclusively with all forms of bilingual/multilingual education intended to serve the specific linguistic needs of communities whose native language differs from the majority of a country's population. A discussion of multilingual educational provisions aiming to improve the proficiency of pupils in certain widely used languages rather than preserve and promote the native language of minority, regional or migrant populations is provided in Chapter 3.

Due to the generally very complex nature of linguistic situations in the countries studied, some terms used in the following sections may, within the context of each country, be subject to differing meanings and interpretations and embrace varying characteristics and concepts. In order to establish a suitable common framework to accommodate the great diversity of multilingual environments described by the individual countries, the following terms had to be strictly defined: autochthonous language, official language, state language, minority/regional language and non-territorial language. Please refer to the glossary for further information.

Article 126 of the Maastricht Treaty (1992) specifically refers to the cultural and linguistic diversity of European education systems. Figure 1.1 tries to explore this diversity by providing an overview of the main autochthonous languages benefiting from special support within the education systems of the 29 countries under consideration. Inclusion in this figure, which by no means claims to present an exhaustive list, is based on the relative importance of these languages within each country's education system.

A quick glance at Figure 1.1 is enough to observe that the majority of European citizens live in a multilingual environment. Only 16 out of the 29 countries under consideration have a single official language, while the rest employ between 2 and 5, with a concentration of countries with co-official languages in the EU area. Within the group of countries with more than one official language, five (Belgium, Ireland, Luxembourg, Finland, Cyprus) use all their official languages as state languages. This linguistic diversity is further enriched by a large number of minority and regional languages. Their concentration is highest in the pre-accession countries, with up to seven of these languages used for teaching in some of these countries. Amongst the 29 countries under consideration, only five did not signal the presence of any minority/regional language (Ireland, Luxembourg, Iceland, Liechtenstein and Cyprus). In order to complete the European language mosaic we also have to add all languages used by migrant populations and the two non-territorial languages of Romany and Yiddish. Two countries, Iceland and Liechtenstein, can be classified as monolingual, as they signalled only one official language and no minority/regional languages.

Figure 1.1: Main autochthonous languages represented in the European education systems

	EUROPEAN UNION																		
	B fr	B de	B nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK E/NI	UK W	UK SC
Basque							MRO	MR											
Belorussian																			
Breton								MR											
Bulgarian																			
Castilian							S												
Catalan							MRO	MR											
Corsican								MR											
Croatian													MRO						
Czech													MR						
Danish				S	MR														
Dutch	MR		S									S							
English									S								S	S	S
Estonian																			
Finnish (¹)															S	MR			
French	S	MR	MR					S		MRO	S								
Frisian					MR							MRO							
Galician							MRO												
German		S		MR	S				MRO	S			S						
Greek						S													
Hungarian													MRO						
Icelandic																			
Irish Gaelic									S								MR		
Italian										S									
Ladin									MRO										
L. Moselle reg. (²)								MR											
Latvian																			
Letzeburgesch											S								
Lithuanian																			
Mirandês														MR					
Norwegian																			
Occitan								MR											
Polish																			
Portuguese														S					
R. L. of Alsace (²)								MR											
Romanian																			
Romany					MNT								MNT		NT	MNT			
Russian																			
Ruthenian																			
Sami															MR	MR			
Scottish Gaelic																			MR
Serbian																			
Slovak													MR						
Slovene									MRO				MRO						
Sorbian					MRO														
Swedish															S	S			
Turkish						MR													
Ukrainian																			
Valencian							MRO												
Welsh																		MRO	
	B fr	B de	B nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK E/NI	UK W	UK SC

S State language  
 MR Recognised minority/regional language without official language status

(¹) For Sweden, the line Finnish comprises Tornedalen Finnish.  
 (²) L. Moselle reg.: languages of the Moselle region (*langues mosellanes* – France)



Reference Year 1999

EFTA/EEA			PRE-ACCESSION COUNTRIES												
IS	LI	No	BG	CZ	EE	CY	LV	LT	HU	PL	RO	SI	SK		
								MR	MR		MR			Basque	
														Belorussian	
														Breton	
				S										Bulgarian	
														Castilian	
														Catalan	
														Corsican	
									MR					Croatian	
					S									Czech	
														Danish	
														Dutch	
														English	
					S			MR						Estonian	
		MR												Finnish (')	
														French	
														Frisian	
														Galician	
	S			MR				MR	MR	MR	MR		MR	German	
							S							Greek	
				MR					S		MR	MRO	MR	Hungarian	
S														Icelandic	
														Irish Gaelic	
												MRO		Italian	
														Ladin	
														L. Moselle reg. (?)	
								S						Latvian	
								MR	S		MR			Letzeburgesch	
														Lithuanian	
														Mirandès	
		S												Norwegian	
														Occitan	
				MR				MR	MR		S		MR	Polish	
														Portuguese	
														R. L. of Alsace (?)	
									MR		S			Romanian	
				NT	NT			NT	MNT		NT	NT	NT	Romany	
						MR		MR	MR					Russian	
		MRO											MR	Ruthenian	
														Sami	
														Scottish Gaelic	
									MR		MR			Serbian	
					MR				MR	MR	MR		S	Slovak	
									MR			S		Slovene	
														Sorbian	
														Swedish	
				MR			S							Turkish	
					MR	MR		MR		MR	MR		MR	Ukrainian	
														Valencian	
														Welsh	
IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	PL	RO	SI	SK		

MRO Recognised minority/regional language with official language status

NT Non-territorial language

MNT Non-territorial language recognised as minority language

<sup>(3)</sup> R. L. of Alsace: regional languages of Alsace (*langues régionales d'Alsace* – France).

## 1. THE ROLE OF LANGUAGE IN THE EDUCATION SYSTEM OF COUNTRIES WITH SEVERAL STATE LANGUAGES

As shown in Figure 1.1, just over a third of the participating countries use more than one official language. In general, these comprise one state language, which enjoys official status across the country's entire territory, and one or several co-official languages. The latter are the autochthonous languages of certain minority populations and their status as official language tends to be restricted to the settlement area of the minority group in question. Most countries have assigned a dominant role to the state language by imposing it for use in public administration, legislation and jurisdiction, and by using it as the preferred medium of instruction. Far fewer are the countries that grant the status of official language of the State to more than one language. Ireland, Finland, and Cyprus opted for two state languages, Luxembourg and Belgium for three.

According to the Irish Constitution, both Irish and English are official languages for the whole of Ireland. In the Irish-speaking areas, all primary schools use Irish as a medium of instruction and there is support teaching for children whose mother tongue is not Irish. Secondary schools in these areas provide all or part of their teaching in Irish. In the rest of Ireland, Irish can be a medium of instruction at primary level and is taught as a subject at all other primary and secondary schools. English is taught as a subject in all Irish-medium schools.

According to the Luxembourg Language Act of 1984, Letzeburgesch is the national language. French is the language of legislation, and Letzeburgesch, French, and German are all languages of the judiciary and public administration. Letzeburgesch is the vernacular language of the majority of Luxembourg children and the sole medium of communication at pre-primary level. Once children move on to primary education, German becomes the predominant language of instruction, with French taught as a subject from the second year. During the course of lower secondary education, French gradually replaces German as a medium of instruction but science subjects, as well as history and geography, continue to be taught in German. By the time pupils reach upper general secondary education, all subjects are taught in French. In technical secondary schools, the use of German or French is determined by the specialisation chosen. German is the preferred teaching language in the technologically oriented divisions while French is the dominant medium of instruction in the commercial sections. This trilingual environment can sometimes pose educational problems for children from the migrant population and special support measures have been introduced to combat these difficulties.

The two state languages of Finland are Finnish and Swedish and each language community has its own institutional network from pre-primary to university level. Municipalities with both Swedish- and Finnish-speaking inhabitants must provide separate basic education for both language groups. All pupils learn both state languages at school.

Greek and Turkish, the two state languages of Cyprus, are both used as languages of instruction but never in the same schools. Neither Greek-medium nor Turkish-medium schools make the study of the other language compulsory. If the number of Turkish-speaking pupils is insufficient to warrant the establishment of a separate school with instruction in the mother tongue, the pupils concerned are offered education in private schools of their choice. The cost of this education is borne by the government.

Two countries, Belgium and Spain, occupy a special position within this context. Both countries have opted for the devolution of a great number of state competencies, including education and culture, to regional entities (Communities in Belgium and Autonomous Communities in Spain) with geopolitical and linguistic coterminous borders. This empowerment has led the Communities to use their regional or autochthonous languages as a tool to reinforce their social, cultural, and political structures and identities. Consequently, these languages have often been the preferred if not the exclusive medium of instruction.

At the federal level, Belgium has three languages of the State: Dutch, French, and German. Following the devolution of a large number of competencies (including education) to the German-speaking, French and Flemish Communities in 1989, each Community made its respective language the only official language to be used in all matters under its jurisdiction. The situation is further complicated by the fact that Belgium is divided into four language areas: the German, French, and Dutch language areas, and the bilingual Region of Brussels-Capital. The 1963 Federal Law on the Linguistic Regime in Education stipulates that the use of any of these official languages as medium of instruction is limited to the language area concerned, except for certain minority language areas listed in Article 3. In Brussels, the language of instruction for all levels of education is either French or Dutch, with the other language taught as a compulsory subject. For the rest of the country, the three Communities differ in their approaches to teaching the other official languages to their pupils. Primary and secondary schools of the French Community have to offer Dutch, German or English as a foreign language. As a result, pupils can forgo studying either of the other two official languages during their entire school career by opting for English as a foreign language. In the Flemish Community, all schools offer French from the fifth year of primary education (cf. Article 9 of the *Decreet van Basisonderwijs 13/7/1963*). It is only for pupils in general (not technical and vocational) secondary education that the study of French is a compulsory subject during part of their course. In Dutch-medium schools in the Region of Brussels-Capital it is however compulsory to teach French already from the second year of primary education (cf. Article 10 of the *Decreet van Basisonderwijs 13/7/1963*). The German-speaking Community of Belgium has a large minority population of French speakers and offers their language either as a medium of instruction or as a compulsory subject to all pupils until the end of upper secondary education. Since schools in all three Communities employ different curricula and fall under the supervision of different authorities, any school offering tuition in more than one official language has to establish a separate teaching and administrative infrastructure for each language section.

Article 3 of the Spanish Constitution states that the official language of the State is Castilian and that all Spaniards have the obligation to know and the right to use it. It further states that in the Autonomous Communities the other Spanish languages are also official languages, in keeping with the Communities' legislation. Since the creation of the Autonomous Communities, Castilian has remained the only official language in 11 out of 17 Communities. The remaining six (the Balearic Islands, Basque Country, Catalonia, Galicia, Navarra and Valencia) all have a second official language and, as a result of the transfer of responsibility for educational matters to the Communities, these languages have been given a more prominent role as a medium of instruction. The obligation to educate all children in Castilian as well as in the regional language of the Autonomous Community is assured in different ways by each of the Communities concerned, details of which can be found in the section on minority/regional languages.

## 2. THE ROLE OF MINORITY/REGIONAL LANGUAGES IN EUROPEAN EDUCATION SYSTEMS

In 1987, the European Parliament in its *Resolution on the Languages and Cultures of Regional and Ethnic Minorities in the European Community* supported the efforts of the Council of Europe to draw up a Charter of regional and minority languages and recommended that the Member States implement a number of measures, including the following:

- arranging for all levels of education to be officially conducted in the regional and minority languages in the language areas concerned;
- officially recognising such courses, classes and schools;
- giving particular attention to the training of teaching staff in such languages and making the necessary educational resources available;

- promoting information on educational opportunities in the regional and minority languages;
- providing for the equivalence of diplomas, certificates, other qualifications, and evidence of professional skills, so that members of regional and minority groups in one Member State would have easier access to the labour market in culturally related communities in other Member States.

Article 8 of the above-mentioned *European Charter for Regional or Minority Languages (1992)* requires countries to make education or a substantial part thereof available in the relevant regional or minority languages, or to provide for the teaching of such languages as part of the curriculum and to make such provision available at least to those pupils whose families so request, and whose number is considered sufficient.

### **2.1. CRITERIA FOR THE INTRODUCTION OF MINORITY/REGIONAL LANGUAGE TEACHING**

Analysis of the information submitted by the participating countries revealed that the vast majority of policies reported are well in line with principles contained in the two texts listed above.

Out of the 29 countries under consideration, only five (Ireland, Luxembourg, Iceland, Liechtenstein and Cyprus) did not report the presence of any minority population with the right to education in its own mother tongue. Their citizens receive their entire education in one of the state languages.

Figure 1.2 provides an overview of the criteria that have to be met in order for a minority/regional language to be introduced into the education system of the language area concerned. It lists a maximum of three minority/regional languages per country, selected on the assumption that they give a representative view of this country's situation. The term 'legal obligation' means that, on fulfilment of the necessary criteria, the school or relevant authority is obliged to introduce teaching in or of the minority/regional language. The term 'legal possibility' indicates that, if the necessary criteria are fulfilled, the school or relevant authority is invited to consider introducing the minority/regional language as a medium of instruction or otherwise provide adequate support.

**Figure 1.2:** Criteria for the introduction of measures in support of minority/regional language teaching in schools located in the language areas concerned. School Year 1998/99

Country	Minority/ regional language	Legal obligation					Legal possibility Decision by individual school or relevant authority
		For all schools	Parental demand	Minimum number of pupils	Sufficient funds	Sufficient number of qualified teachers	
<b>European Union</b>							
B fr	Dutch		●	16			
B de	French		●	16			
B nl	French		●	16			
DK	German		●	10			
D	Danish		●	●	●	●	
	Frisian		●	●	●	●	
	Sorbian		●	●	●	●	
EL	Turkish						
E	Basque	●					
	Catalan	●					
	Galician	●					
F	Basque						●
	Breton						●
	Catalan						●
IRL	(-)						
I	French	●					
	German			●			
	Slovene			●			
L	(-)						
NL	Frisian	●					
A	Croatian		●	1			
	Hungarian		●	1			
	Slovene		●	1			
P	Mirandès						●
FIN	Sami		●	1		●	
S	Finnish (Tornedalen)		●	1		●	
	Romany		●	1		●	
	Sami		●	1		●	
UK(W)	Welsh						●
UK (NI)	Irish						●
UK (SC)	Gaelic		●			●	

Source: Eurydice.

#### Explanatory note

Figure 1.2 lists a maximum of three minority/regional languages per country, selected on the assumption that they give a representative view of the country's situation. The information given in this figure only refers to schools catering for pupils from the minority/regional language population. In the case of each country, languages are listed in alphabetical order.

#### Additional notes

**Belgium:** It is the number of families represented by their heads of households, and not the number of pupils, that is used as one of the criteria for the decision on whether to introduce minority language education. This criterion is only valid for pre-primary and primary education, as secondary pupils are no longer legally entitled to education in their minority language. The German-speaking Community, however, continues to offer French tuition to its minority pupils until the end of upper secondary education.

**Germany:** Danish is a minority language in Schleswig-Holstein, Frisian in Lower Saxony and Schleswig-Holstein, and Sorbian in Brandenburg and Saxony. In this context only public-sector schools are considered (in Schleswig-Holstein, private Danish-medium schools are governed by their own regulations). The criteria for introduction vary according to the *Land* and whether the language is used as a medium of instruction or taught as a subject. As for the introduction of the Frisian language, parental demand is a criteria in Schleswig-Holstein, but not in Lower Saxony. Sorbian enjoys the same status in Saxony as in Brandenburg.

**Greece:** According to the 1923 Treaty of Lausanne and the legislative arrangements and regulatory decisions issued by the Ministry of National Education and Religious Affairs within the framework of treaties and agreements relating to international education, the Greek State is obliged to provide the necessary number of bilingual (Turkish and Greek) minority schools. Parents can choose either a Greek-medium or bilingual minority school for their children to attend.

**France:** Authorisation for minority language teaching is only granted if a minimum number of pupils register and if a sufficient number of teachers is available.

**Netherlands:** This legal obligation applies to all primary and lower secondary schools (*basisvorming*) with possibilities for exemption.

**Finland:** All Sami children have the right to education in their mother tongue, but schools offering such education are eligible for state subsidies only if they cater for a certain minimum number of pupils.

**Figure 1.2:** Criteria for the introduction of measures in support of minority/ regional language teaching in schools located in the language areas concerned. School Year 1998/99

Country	Minority/ regional language	Legal obligation					Legal possibility
		For all schools	Parental demand	Minimum number of pupils	Sufficient funds	Sufficient number of qualified teachers	Decision by individual school or relevant authority
<b>EFTA/EEA</b>							
IS	(-)						
LI	(-)						
NO	Finnish		●	3			
	Sami		●	●			
<b>Pre-accession countries</b>							
BG	Turkish					●	
CZ	Polish		●	●			
	Slovak		●	●			
EE	Russian					●	
	Ukrainian					●	
CY	(-)						
LV	Polish		●	8			
	Russian		●	8			
LT	Belorussian		●	●			
	Polish		●	●			
HU	Russian		●	●			
	German		●	8		●	
PL	Romanian		●	8		●	
	Slovak		●	8		●	
	German		●				
RO	Lithuanian		●	7 (primary) 14 (secondary)			
	Ukrainian		●				
	German		●	20		●	
SI	Hungarian	●		(min. 10 % of any given class)		●	
	Hungarian		●				
	Italian		●				
SK	Hungarian		●	●			
	Ukrainian		●	●			
	Ruthenian		●	●			

Source: Eurydice.

#### Explanatory note

Figure 1.2 lists a maximum of three minority/regional languages per country, selected on the assumption that they give a representative view of the country's situation. The information given in this figure only refers to schools catering for pupils from the minority/regional language population. In the case of each country, languages are listed in alphabetical order.

#### Additional notes

**Norway:** Across the whole of the country, Sami pupils enjoy the same rights in relation to instruction in Sami. In Sami-speaking areas, pupils are also entitled to have all subjects taught through the medium of the Sami language.

**Czech Republic:** The establishment of schools in sparsely populated areas, irrespective of their language of instruction, is subject to a minimum number of pupils (15 for pre-primary, 13 for primary and 17 for lower secondary education). In the case of minority language-medium schools the Ministry of Education has the right, after careful consideration of each application, to lower these thresholds.

**Latvia:** As a general rule, the minimum number of pupils is eight, but it can vary according to the geographical location of the school, the population density of the area and the level of education concerned. In the capital, Riga, this number can be as high as 18, while in other areas it can, under special circumstances, drop to five.

**Hungary:** The allocation of government funds to municipalities increases in line with the number of minority pupils. If less than eight pupils request instruction in the minority language, the regional rather than the municipal education authorities are obliged to organise such teaching (e.g. offer free transport in order to group these pupils for after-school minority language teaching).

**Slovenia:** It is the minority community, rather than individual parents, which formulates requests for Italian-speaking schools.

Since members of minority groups are by definition nationals of the country they reside in, the responsibility for providing them with adequate education rests with the State. For children in compulsory education, the teaching in and the teaching of the minority language as part of the curriculum is therefore provided free of charge in all publicly financed schools without exception, and in all participating countries. In Italy, upper secondary pupils in minority/regional language education are charged the same enrolment, attendance, and exam fees as their peers in Italian-medium schools.

As discussed earlier, the borders of the four language areas in Belgium are strictly defined by federal law and all pupils are obliged to pursue their education in the official language(s) of the area they reside in. A certain number of municipalities, individually listed by federal law, are however obliged to grant speakers of other official languages the right to education in their mother tongue – an obligation limited to pre-primary and primary education. As opposed to any other country under consideration, Belgium uses the number of households rather than the number of pupils as a criterion for the establishment of such education.

All Autonomous Communities of Spain with two official languages, the Aosta Valley in Italy, the Dutch region of Friesland and the Hungarian-speaking regions of Slovenia make teaching of the minority/regional language compulsory for all schools. In the Dutch region of Friesland, schools may however be granted an exemption by the Provincial Executive (for primary schools) or the Education Inspectorate (for lower secondary schools). The establishment of bilingual minority schools, with 50% of instruction in Turkish and 50% in Greek, in the Greek region of Thrace is governed by a number of legislative acts including the 1923 Treaty of Lausanne. The remaining countries or regions studied make the establishment of minority/regional language schools or classes dependent on a combination of parental demand and a required minimum number of pupils. In order to qualify for instruction in the minority/regional language, pupils must demonstrate a certain knowledge of this language but it does not necessarily have to be their mother tongue. Sweden and Norway grant this right to all declared members of the minority group, regardless of their actual command of the language in question. In Austria, Finland, and Sweden, this right to education in the mother tongue calls for the introduction of such teaching as soon as just one pupil requests it.

In France, the Law on the Teaching of Regional Languages and Cultures of 1951 allowed for a few hours of teaching of the regional language per week or, in a less widespread manner, for its use as medium of instruction for certain subjects. The number of subjects taught in the regional languages increased gradually and, since 1994, these schools have been able to operate like any other private establishment under a contract with the State (*contrat d'association*). In February 2000, under pressure from regional language groups, the government submitted proposals on how to fully integrate these schools into the public education system. General agreement seems to have been reached, with the discussion now evolving around the point in time when French should be introduced as a subject. In line with the regulations of the national curriculum, the government proposes the gradual introduction of French from the basic learning stage onwards in primary school.

Once the parents of a sufficient number of pupils have expressed their wish to have their children educated in the minority/regional language, the school in question is generally under the obligation to introduce such teaching. Only in the Mirandês-speaking region of Portugal, is the final decision to establish minority/regional language classes left to the individual school. In France, any school wishing to offer non French-medium instruction has to apply for authorisation and the necessary funds to the geographically decentralised education authority of the State. In Northern Ireland, promoters who seek funding for an Irish-medium school must satisfy the general criteria for the funding of grant-aided schools, e.g. the school must be able to provide an acceptable standard of education, and must be able to show that it can achieve an annual intake of at least 25 pupils. In November 2000, the Department of Education proposed a reduction in the viability criteria for schools, to an initial annual intake of 15 for new schools in Belfast and Derry, and 12 elsewhere. These proposed changes are aimed at encouraging Irish-medium education, which at present is available in a very small number of schools only. In Wales, *local education authorities* have overall responsibility for provision of schools, and their policies

for promoting and supporting Welsh-medium education vary. However, individual schools may determine the balance between Welsh and English as the medium of instruction. About 25% of children in Wales attend schools in which Welsh is the sole or main medium of instruction.

## 2.2. SUPPORT FOR THE MINORITY/REGIONAL LANGUAGE

Figure 1.3 gives an overview of the options available for pupils from minority groups to be educated in their mother tongue at different levels of education, without taking into account the number of pupils who actually benefit from such education. Here again, a maximum of three minority/regional languages was selected in order to provide a representative picture of each country's situation. The fact that a language is offered as a language of instruction or is otherwise promoted does not necessarily mean that this offer is available at all establishments or in all subject areas. Three distinct approaches could be identified:

- **Total immersion:** the minority/regional language is the sole medium of instruction. Schools or classes are obliged to offer at least one of the state languages as a subject. This form of education, especially if delivered in different buildings, separates children according to their mother tongue, as non-speakers of the minority/regional language tend not to follow this type of education.
- **Partial immersion:** the minority/regional language and the state language are both media of instruction. These schools or classes recruit their pupils mainly from the minority/regional language community, but also manage to attract children of other mother tongues living in the minority region.
- **Other support measures:** any activity other than the use of the minority/regional language as a medium of instruction. The most common form of support is the teaching of the language as a subject.



**Figure 1.3:** The use of minority/regional languages in the education of children from these language groups. School Year 1998/99

Country	Minority/ regional language	Level of education			
		Pre-primary	Primary	Compulsory or lower secondary	Post-compulsory or upper secondary
<b>European Union</b>					
<b>B fr</b>	Dutch				
<b>B de</b>	French				
<b>B nl</b>	French				
<b>DK</b>	German				
<b>D</b>	Danish				
	Frisian				
	Sorbian				
<b>EL</b>	Turkish				
<b>E</b>	Basque				
	Catalan				
	Galician				
<b>F</b>	Basque				
	Breton				
	Catalan				
<b>IRL</b>	(-)				
<b>I</b>	French				
	German				
	Slovene				
<b>L</b>	(-)				
<b>NL</b>	Frisian				
<b>A</b>	Croatian				
	Hungarian				
	Slovene				
<b>P</b>	Mirandês				
<b>FIN</b>	Sami				
<b>S</b>	Finnish (Tornedalen)				
	Romany				
	Sami				
<b>UK (W)</b>	Welsh				
<b>UK (NI)</b>	Irish				
<b>UK (SC)</b>	Gaelic				
<b>EFTA/EEA</b>					
<b>IS</b>	(-)				
<b>LI</b>	(-)				
<b>NO</b>	Finnish				
	Sami				

- Minority/regional language as medium of instruction for all subjects (total immersion)
- Minority/regional language as medium of instruction for selected subjects (partial immersion)
- Other measures to support the minority/regional language (including teaching as a subject)
- No support for minority/regional language

Source: Eurydice.

**Figure 1.3:** The use of minority/regional languages in the education of children from these (continued) language groups. School Year 1998/99

Country	Minority/regional language	Level of education			
		Pre-primary	Primary	Compulsory or lower secondary	Post-compulsory or upper secondary
<b>Pre-accession countries</b>					
BG	Turkish				
CZ	Polish				
EE	Russian				
	Ukrainian				
CY	(-)				
LV	Polish				
	Russian				
LT	Belorussian				
	Polish				
	Russian				
HU	German				
	Romanian				
	Slovak				
PL	German				
	Lithuanian				
	Ukrainian				
RO	German				
	Hungarian				
	Ukrainian				
SI	Hungarian				
	Italian				
SK	Hungarian				
	Ruthenian				
	Ukrainian				

- Minority/regional language as medium of instruction for all subjects (total immersion)
- Minority/regional language as medium of instruction for selected subjects (partial immersion)
- Other measures to support the minority/regional language (including teaching as a subject)
- No support for minority/regional language

Source: Eurydice.

**Explanatory note**

Figure 1.3 lists a maximum of three minority/regional languages per country, selected on the assumption that they give a representative view of the country's situation. The information given in this figure only refers to schools catering for pupils from the minority/regional language population. In the case of each country, languages are listed in alphabetical order.

**Additional notes**

**Germany:** In Lower Saxony, Frisian is taught at all pre-primary institutions for one hour a week. At primary level and during the first two years of lower secondary education (*Orientierungsstufe*), schools may offer working groups in Frisian, but participation is optional. In Schleswig-Holstein, where Frisian is not taught at pre-primary level, pupils are offered this language at primary and, to a lesser extent, in lower and upper secondary education. In Brandenburg and Saxony, Sorbian is compulsory only in Sorbian-medium schools. In all other schools in Sorbian-speaking areas, teaching of the language is optional.

**Spain:** Pupils are not assigned to different schools on grounds of mother tongue. The aim is to make pupils bilingual in Castilian and their regional language by the end of compulsory education. **Catalonia:** All children attend Catalan-medium schools. **Galicia:** In pre-primary and the first cycle of primary education the mother tongue of the majority of pupils is chosen as the language of instruction (Galician or Castilian). From the second cycle of primary education up to the final year of upper secondary education, the subjects taught in Galician or Castilian are determined by decree. **Basque Country and Navarra:** Basque and Castilian may both be used either as the language of instruction for all subjects or for only part of the subjects. **France:** Schools where the main language of instruction is other than French must offer pupils the possibility to be bilingual in French and their minority language by the end of primary education.

**Italy:** All primary and lower secondary schools in the Aosta Valley offer bilingual French-Italian education. At the end of compulsory education, Italian becomes the only language of instruction.

**Netherlands:** In 1955, an amendment to the Education Act allowed for the possibility to introduce Frisian either as a subject or as a medium of instruction at primary schools in the region of Friesland. Twenty-five years later, in 1980, Frisian was made a compulsory subject in primary schools within this area. Taking into account the possibility for exemption, nearly 100 % of these schools actually teach Frisian. In lower secondary schools, Frisian was made a compulsory subject in 1993 (exemptions are again possible). In 1997/98, one out of three secondary schools did not teach Frisian (see report by the Education Inspectorate, *Fries in de basisvorming: evaluatie van de eerste vijf jaar*, Utrecht 1999). In upper secondary education Frisian is an optional examination subject.

**Portugal:** As of school year 2000/01, Mirandês is also taught in pre-primary education.

**Finland:** Since 1999 the law stipulates that Sami is to be used as the primary language of instruction in basic education and may be used in upper secondary education.

**Sweden:** Except for Sami schools, minority languages are treated in the same manner as languages spoken by migrants.

**United Kingdom:** In Wales, there is a statutory requirement to teach Welsh throughout compulsory education, either as a first or as a second language. This is in addition to requirements for modern foreign languages at secondary level. In Northern Ireland, at secondary level, schools may offer Irish within the framework of foreign language teaching.

**Latvia:** In the school year 1999/00, a special programme aimed at bilingual education of minority group children will be launched for compulsory education. Following a 3-year transition period, all schools where the main language of instruction is not Latvian will teach two subjects in Latvian from the 1<sup>st</sup> to the 9<sup>th</sup> year and three subjects in the 10<sup>th</sup> and 12<sup>th</sup> years. At the higher education level, Russian is offered as a medium only in private establishments.

**Lithuania:** Although minority languages are offered as a medium of instruction for all subjects, it is recommended to teach history and geography in Lithuanian.

**Hungary:** The Higher Education Act of 1993 provides for the possibility to teach higher education courses either in Hungarian or in any of the minority languages.

**Poland:** Education through the medium of the minority language can either be applied to all subjects or be limited to some subjects chosen by the school in consultation with the parents.

**Romania:** At primary level, history and geography are always taught in Romanian. At secondary level, history and geography may be taught in the minority language but according to the same syllabi and textbooks as those used in Romanian language schools.

**Slovenia:** In the Hungarian-speaking area, instruction in Hungarian and Slovenian is compulsory in all schools. The Italian-speaking area in contrast, hosts Italian-medium schools where Slovenian is a compulsory subject and Slovenian-medium schools where Italian is a compulsory subject. These schools are open to all pupils, regardless of their mother tongue.

**Slovakia:** In schools with Ukrainian-medium instruction, parents can request any subject to be taught in the Slovak language.

In just over half of the countries studied (17 out of 29), at least some of the schools offer a minority/regional language as the sole medium of instruction (total immersion). The role of these languages as teaching medium depends on the political thinking as well as on the number of pupils involved, but tends to be greatest till the end of compulsory education. During the course of secondary education their significance seems to decrease and they are gradually replaced by the state language as the main medium of instruction. Apart from Catalonia (which uses Catalan as the sole language of instruction), the Aosta Valley in Italy (where all instruction is in French and Italian), and the Hungarian minority region in Slovenia (where both Hungarian and Slovenian are media of instruction in all schools), all regions with a minority language population also have schools where the state language is the sole medium of instruction.

Bilingual education, which uses both the minority/regional language and the state language as media of instruction (partial immersion), is on offer in 16 of the countries under consideration. Often a region offers both methods, total and partial immersion, for a given education level but in different schools. In addition to being taught in educational establishments located in settlement areas of the minority groups, some minority/regional languages are also promoted amongst the rest of the country's population. In Finland and Norway, the Sami language can be taught in any school outside the Sami districts either as mother tongue or foreign language. In Bulgaria, all Bulgarian-medium schools located in the Turkish-speaking area are encouraged to offer this minority language as a subject. Italian and Hungarian have to be made available anywhere in Slovenia as an optional subject if at least five pupils so request. In Spain, the *Escuelas Oficiales de Idiomas* (specialised language schools) regardless of their geographical location offer teaching of all official languages.

Article 3 of the Belgian Federal Law on the Linguistic Regime in Education of 1963 contains a list of areas where language minorities speaking one of the other official languages are granted the right to benefit from instruction in their mother tongue. This right is limited to pre-primary and primary education. In addition, French speakers in some specified Dutch-speaking municipalities on the outskirts and under the administration of Brussels can benefit from education in their mother tongue. In these minority schools, teaching of the official language of the area concerned is compulsory in the order of four to eight hours per week. This regulation was introduced with a view to a possible transfer of these children to local schools at the end of primary education, when they lose their entitlement to education in their own language. In reality however, most pupils transfer to schools located in other language areas,

which allows them to continue their education in their mother tongue. The German-speaking Community of Belgium has a large minority population of French speakers and offers their language as a medium of instruction at primary level with German as the first compulsory foreign language. German-medium schools begin with the teaching of French at the age of 3 and continue to do so right to the end of upper secondary education. In addition, most secondary schools promote the French language by using it as a medium of instruction, mainly for science subjects. This policy is based on the fact that most pupils from the German-speaking Community opting for higher education will study in French.

Muslim minority pupils living in Thrace are enrolled either in bilingual minority schools or in Greek-medium schools (as long as they operate in the same area). The choice of school is at the discretion of parents. Turkish is taught only in the Muslim minority schools: 50% of the curriculum is taught in Turkish, the rest in Greek. Christian and Muslim teachers are employed in these schools on the basis of the 1923 Treaty of Lausanne. Certificates are issued in Greek. There are 235 minority primary schools, 2 lower and upper secondary schools and 2 Koranic schools operating in this region.

The Education Act of 1944 allowed *local education authorities* to consider opening Welsh-medium schools and now around 25% of all pupils in Wales attend schools in which Welsh is the sole or main medium of instruction. The Education Reform Act of 1988 paved the way for the *National Curriculum* in Wales and made it a statutory requirement for all pupils in compulsory education to learn Welsh either as a first or second language. In Northern Ireland, Irish is one of the five languages which schools at secondary level may offer within the framework of the statutory curriculum for modern languages. Irish is the medium of instruction in a very small number of schools. Gaelic education finds some support in the Education (Scotland) Act of 1980 and specific funding for Gaelic education in Scotland has been provided since 1986. Gaelic-medium education is provided at nursery, primary and secondary levels and there are at present 59 units in Scotland offering Gaelic-medium education at primary level. In addition, some further education colleges provide Gaelic language courses.

During the period of Soviet occupation, there was a policy of Russification and, in reality, Russian was the first official language in Latvia while Latvian had been relegated to the position of second official language. Latvian-medium schools placed great importance on the teaching of Russian and the intention was to make all Latvian pupils bilingual in Russian and Latvian. Russian-medium schools in contrast, which in 1991 presented 23.5% of all schools and 59% of schools in Riga, put very little emphasis on teaching Latvian. With the passing of the Language Act in 1989, Latvian was made the only state language of the Republic and minorities were granted the right to education in their native language.

The Hungarian Constitution grants minorities the right to self-government, including responsibility for all minority issues. As a consequence, minority groups enjoy a high degree of autonomy in educational and cultural matters, and their self-governing body has far-ranging powers in this area; it decides on the medium of instruction, approves the curriculum and appoints the head of schools. Based on a ministerial decree, the self-governing body of each minority can choose between four forms of education: (i) the minority language is the sole medium of instruction, except for the Hungarian language and culture; (ii) both Hungarian and the minority language are media of instruction with at least three subjects, taught in the minority language; (iii) Hungarian is the sole medium of instruction and the minority language and culture are taught as a subject; (iv) education in the form of special programmes with emphasis on the minority culture but not necessarily with teaching in or of the minority language. Moreover, the school's curriculum has to be approved by the National Committee for Minority Languages and the school's maintainer has to provide the necessary funds. In case of disagreement between the two bodies, the minority has the right to call on the Parliament's Ombudsman to assist in finding a solution.

Schools in the Hungarian-speaking part of Slovenia use both Hungarian and Slovenian as vehicles of an instruction characterised by constant alternation between the two languages. A typical lesson could consist of the teacher presenting the lesson in one of the two languages, summarising the content in

the other, repeating basic concepts, and asking and answering questions in both languages. Any writing on the blackboard is done in both languages whereby the teacher uses different colour chalk to distinguish between the languages. These specialised teachers enjoy a pay supplement. In the Italian-speaking minority area, schools use either Italian or Slovenian as the medium of instruction and teach the other as a compulsory subject. Demand for Italian-medium schools is expressed through the minority community, which is represented on the school board together with the municipality or the State and has an advisory role in the appointment of the head teacher.

As far as partial immersion is concerned, the information available did not seem to suggest that there is a pattern for teaching certain non-language subjects in the minority/regional rather than the state language. For the Autonomous Community of Galicia, subjects to be taught in Galician are listed in great detail by Decrees 247/1995 and 66/1997 for all levels of education from pre-primary to upper secondary level. Interestingly though, a certain number of countries or regions take a special interest in the language to be used for teaching history and geography. All minority language schools in Latvia, and the upper secondary schools in Galicia are obliged to offer these two subjects in the minority/regional language. In Wales, Welsh is the preferred medium for teaching history and geography, but this is by no means mandatory. At the other end of the spectrum, some countries or regions actively encourage the use of the state language for teaching these two subjects. Turkish minority children in Thrace will always be taught history and geography in Greek, while education authorities in Lithuania recommend that the language of instruction for these two subjects be Lithuanian. In Romania, history and geography have to be taught in Romanian in primary education, but may be taught in the minority language at secondary schools as long as syllabi and textbooks are the same as in Romanian-medium schools.

Diplomas and school-leaving certificates delivered by minority/regional language schools are in all countries recognised as equivalent to certificates delivered by schools using the state language as medium of instruction. In some countries, the knowledge of a minority language can be taken into account in the school-leaving exam. Since 1994, the French government has allowed a regional language to be studied as the second compulsory language and to be used as the medium for taking the history part in the *baccalauréat* secondary school-leaving exam. In the Dutch region of Friesland, pupils may choose the Frisian language as an option in their upper secondary school-leaving exam. Since 1990, pupils in Finland have been able to take the compulsory mother tongue test, which is part of the matriculation exam for gaining admission to higher education, in the Sami languages. In Wales, examinations taken at age 16 and 18 are available in both English and Welsh.

### 2.3. TEACHER TRAINING

In general, teachers employed in schools offering teaching in the minority/regional language are required to have the same qualifications as their colleagues at schools where the state language features as the main medium of instruction. Only in Slovenia must teachers for language minority groups be native speakers. In case of a shortage of native speakers, this requirement can however be waived. In all other countries or regions concerned, teachers only have to prove sufficient knowledge of the minority/regional language.

In the French and Flemish Communities of Belgium, the qualification to teach is restricted to the Community where teachers have obtained their qualification. Teachers wishing to work in the other Community have to pass an official exam in order to prove sufficient knowledge of the relevant Community language. Teaching staff at French-medium minority schools in the German-speaking Community of Belgium follow the same training as their colleagues at German-medium schools. Since the Community itself does not offer any training possibilities for secondary school teachers, most of them will have pursued their studies in the French-speaking Community. This leads to the particular situation where the majority of teachers working either in German- or French-medium schools have all received their training in French.

German-minority schools in Denmark and Danish-minority schools in Germany employ teachers with qualifications obtained either in Denmark or Germany. Denmark insists that these teachers be bilingual, while Germany has a policy of giving preference to teachers who are bilingual, but also accepts teachers who are fluent in both languages.

Christian and Muslim teachers in bilingual minority schools in the Greek region of Thrace are employed on the basis of the 1923 Treaty of Lausanne. Christian primary and secondary teachers at minority schools in Thrace (teaching the Greek language) are Greek nationals who have graduated from Greek universities. Muslim teachers employed at these schools are Greek nationals who have graduated either from the Special Pedagogic Academy (for primary teachers only) or from universities in Turkey. In addition, minority schools employ Turkish nationals, graduates from Turkish universities, who are appointed for a set period of time in line with provisions on teacher exchanges between Greece and Turkey included in the 1968 Bilateral Cultural Protocol.

In France and Spain, knowledge of the regional language must be proven either by a relevant higher education diploma or certified by a special commission. In Spain, it is up to each Autonomous Community to determine the way in which teachers must give evidence of a sufficient knowledge of any other official language spoken in the Community. Teachers wanting to teach in the Italian Aosta Valley, but having pursued their studies outside this region, are required to pass an exam demonstrating a sufficient knowledge of French. In addition to general teacher training, teaching staff at Slovene, Croatian, and Hungarian minority schools in Austria have to be qualified to teach the languages concerned.

In the United Kingdom, some courses of initial teacher training focus on Welsh-, Irish- or Gaelic-medium teaching. In Wales, grants are available for the training and support of teachers who wish to transfer to Welsh-medium teaching. In Scotland, the Scottish Executive has established a training scheme for Gaelic-speaking secondary teachers who may wish to deliver their subject through the medium of Gaelic.

Teachers at Polish minority schools in the Czech Republic can be trained either in the Czech Republic or in Poland. In case of teacher shortage, a bilateral agreement allows for the secondment of Polish teachers to the Czech Republic.

### **3. LANGUAGE SUPPORT FOR CHILDREN OF FOREIGN MOTHER TONGUE**

This section looks into measures put in place for pupils of foreign mother tongue, whether citizens or foreign nationals, both to improve their knowledge of the official language(s) and to continue to use their native tongue. In some instances, migrant communities share their language with one of the recognised language minorities and in this case both communities can benefit from the same educational infrastructure. Such arrangements allow children from migrant families to benefit from support measures (native language medium instruction, specialised teachers and textbooks) that might otherwise not be available to them.

Council Directive of 25 July 1977 was the first Community legislation in relation to the educational needs of children of migrant workers. Its scope was limited to children in compulsory education and to dependants of nationals of the Member States. The Directive stipulates that appropriate measures shall be taken to ensure that these children receive free tuition to facilitate initial reception, including:

- the teaching of (one of) the official language(s) of the host state, and
- the promotion of teaching of the mother tongue and culture of the country of origin.

A study by the European Parliament <sup>(4)</sup> shows that failure to fully implement this Directive was mainly due to budgetary and structural problems experienced by Member States, faced with a growing immigrant community. The European Community therefore adopted a new strategy centred on the notion of intercultural education. In contrast to the previous approach, which targeted its measures solely at children from immigrant communities with a view to integrating them into the host society, intercultural education is targeted at all children. It aims to raise intercultural awareness, promote tolerance, and create mutual respect between children from different linguistic and cultural backgrounds. Education is no longer seen as a separate issue but considered an integral part of social, economic, and political integration. This emphasis on intercultural education is also reflected in its inclusion in Action 2 of the Comenius programme. With this general shift towards intercultural education, the approach reported by the participating countries in relation to language teaching for children of the migrant community seems to pursue the following twin strategy:

- teaching of at least one official language of the host country (almost invariably the state language) in order to overcome linguistic barriers, facilitate integration into the host society and pave the way for schooling in this language;
- safeguarding and promoting the children's mother tongue with a view to preserving their cultural heritage, enabling them to maintain links with their culture of origin and if need be, facilitating reintegration upon return to their country of origin. This thinking is in line with the recognition that schooling, irrespective of the language of instruction, is facilitated if children are self-assured and at ease with their ethnic identity, of which the native language is an integral part.

Education of children of foreign nationals on fixed-term contracts, who are not expected to settle in the host country, tends to follow a different pattern. Their native tongue takes priority over the host country's state language as a medium of instruction. Should teaching in the mother tongue not be available, widely used languages like English or French become the preferred medium of instruction. The language of the host country is taught as a foreign language or may be the medium of instruction for selected subjects. International schools, European schools and other foreign-medium schools abroad applying the curriculum of the home country (*Lycées français, deutsche Schulen, British Schools* etc.) all cater for children of the expatriate community, albeit at a high cost.

### **3.1. SUPPORT FOR THE OFFICIAL LANGUAGE(S) OF THE COUNTRY OF RESIDENCE**

Throughout Europe, it is the country of residence that assumes the task of providing teaching of its official language(s) to pupils of foreign mother tongue. It decides on the hours of teaching, the content of the teaching programme, and the qualification required from teachers whom it recruits and pays. During the first few years of schooling, such teaching will generally be provided during school hours and on the school's premises. Children who enter the education system at a later stage may have to follow intensive courses outside school hours.

Two main approaches could be identified in relation to integrating children of foreign mother tongue who are embarking on mainstream compulsory education for the first time in the host country: initial separation and immediate integration. Countries which have opted for initial separation welcome these pupils in reception/preparatory classes in order to enhance their proficiency in the official language, which will later become their main language of instruction. In parallel, pupils receive instruction in other subjects which are part of the general curriculum. Children from a variety of language backgrounds generally spend between one and three years in these classes before they join their classmates from the host country. Following this transfer, supplementary language teaching will be offered to them either during or after school hours. Other countries reject the idea of separating pupils according to their lan-

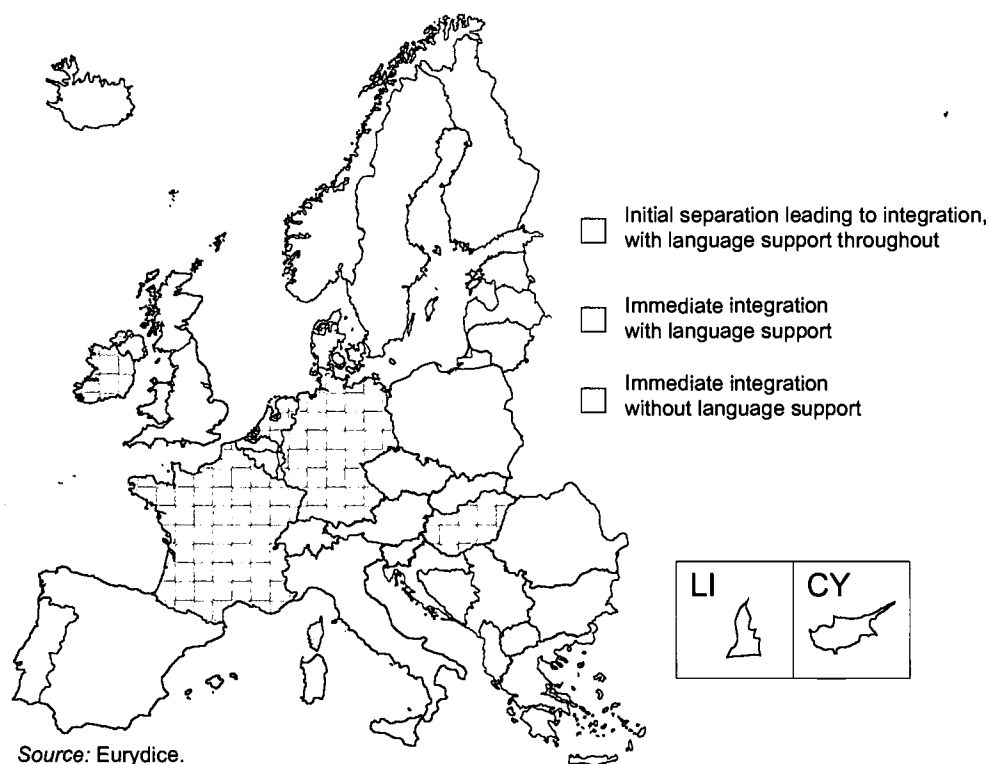
<sup>(4)</sup> European Parliament, *The Teaching of Immigrants in the European Union*, 1998, p. 43.

guage background and integrate pupils of foreign mother tongue into their mainstream classes from the first day at school. As a general rule, these pupils will receive supplementary teaching of the host country's language of instruction. A small number of countries have opted for immediate integration without addressing the special language development needs of the children concerned. Acquisition of the official language is assumed to result from daily exposure to this language during lessons and from interaction with classmates and the out-of-school environment.

Regardless of the approach chosen, the class teacher is, under certain circumstances, assisted by another member of staff (either another qualified teacher or a classroom assistant) who may or may not be conversant in the pupils' mother tongue(s). The Flemish Community of Belgium, Germany, Spain, France, Italy, the Netherlands, Austria (in the *Hauptschule* only), Finland, the United Kingdom and Norway resort to assistant teachers/teaching assistants to better serve the special learning needs of these children.

Only six countries (Denmark, Luxembourg, the Netherlands, Finland, Sweden and Lithuania (as of the school year 2000/01)) reported that they had pre-primary reception classes to prepare immigrant children for compulsory education taught in the state language.

**Figure 1.4:** Catering for pupils of foreign mother tongue embarking on compulsory education in the host country. School Year 1998/99



**Additional notes**

**Germany:** The measures employed vary from *Land* to *Land*.

**France:** Depending on their geographical location, schools may offer reception classes or opt for immediate integration.

**Czech Republic:** Since 1999, schools with a centre for asylum-seekers within their catchment area may organise reception classes for the children of this community. In the year 2000 six schools offered such classes.

**Hungary:** It is left to the school to decide whether to create a reception class for pupils of foreign mother tongue or to mainstream them with the necessary support for the Hungarian language. The Office for Immigrants and Refugee Affairs bears the cost of such tuition.

**Poland:** A planned amendment to the Act on the Education System foresees the introduction of reception classes and/or supplementary lessons for pupils with a foreign mother tongue.



In the Flemish Community of Belgium, one-year reception classes at primary and secondary schools designated by the government of Flanders welcome pupils with a level of Dutch insufficient to follow instruction in this language. For organisational reasons a minimum number of 10 pupils is required. Under the educational priority programme, schools with a high proportion of pupils with learning difficulties linked to their social, economic or cultural background are awarded special funds to employ supplementary teaching staff. The main beneficiaries are immigrant children, since the programme is specifically targeted at pupils whose mother did not continue education beyond the age of 18 and whose grandmothers were born outside Belgium.

According to the Danish legislation on the *folkeskole*, it is the children's mother tongue and not their nationality that determines their right to receive support teaching in Danish. When they reach compulsory school age, non-Danish-speaking children are generally placed in reception classes until their level of Danish allows them to attend local schools. A recent amendment to the Act on the *folkeskole* however obliges local authorities to organise so-called language stimulation programmes for all migrant children from the age of four. These programmes have proven very successful and 95% of children who have followed them have been able to enter the *folkeskole* without the need to attend a reception class. Young people older than 14 are in addition taught all subjects relevant for the 8<sup>th</sup> to 10<sup>th</sup> years. In 1999, a special programme was set up to prepare young immigrants above compulsory school age and with a limited knowledge of Danish for admission to upper secondary education. The programme takes into account the individual needs and aspirations of each participant.

In Germany, the support given for learning the state language varies from *Land to Land* and ranges from preparatory classes, intensive courses in German and supplementary German teaching to bilingual classes. The latter welcome pupils of the same mother tongue which together with German is used as a medium of instruction. Only if the language in question is one of the foreign language options will these lessons be counted towards the children's course work.

To promote progress and integration of pupils of foreign mother tongue into the Greek education system, Greece has put in place the following support structures: (i) reception classes (corresponding to the 1<sup>st</sup> and 2<sup>nd</sup> years), with three to four hours of intensive teaching of the Greek language until children are able to transfer to mainstream education classes; depending on their educational progress and needs, children can attend these classes for up to three years; (ii) support courses where children receive supplementary teaching in certain subjects. Reception classes require a minimum of nine pupils, support classes three.

Ireland has until recently been a country of emigration rather than immigration and the first substantial number of non-nationals to come to this country were refugees from Bosnia and Vietnam. The Refugee Language Support Unit has been set up to provide training and support for teachers in the area of English language delivery, and develop appropriate programmes and material. Primary school children receive their education in local schools and, due to daily contact with the language, soon become proficient in English and sometimes even Irish. In the case of more senior pupils, the need for separate induction periods with intensive language support has been identified. The length of time for which these pupils are provided for separately is determined by the school authorities. They base their decision on the pupil's age, previous language and educational experience, natural ability and family circumstances.

The use of all three official languages in education and its associated problems for children of the immigrant community was at the heart of a review of the language teaching system in Luxembourg. A period of intense reflection was followed in 1995 by the introduction of pilot projects facilitating the integration of immigrant children into primary school. In Finland, since 1997, immigrant children of compulsory school age have the right to attend preparatory classes during one term prior to their integration into mainstream basic education.

In the Netherlands, schools are autonomous in the way they offer Dutch as a second language. Foreign mother tongue pupils can be grouped in one separate class or join their Dutch-speaking peers in mainstream classes while at the same time receiving support from a specialist teacher. Some schools offer a combination of these two approaches, grouping non-Dutch speakers in reception classes for certain lessons and letting them join mainstream classes for the rest of the time. All schools concerned receive additional funding from the central government which has to be spent on extra staff. The municipalities benefit from additional resources to cover their local educational priority policy, which lists foreign mother tongue pupils as one of the target groups.

Compulsory schooling in Austria applies to all children who are permanent residents, regardless of their nationality. Children whose proficiency in German is insufficient for them to receive education in this language must under Austrian law attend school but will do so as non-regular pupils (*ausserordentliche Schüler*). Children may spend up to two years as non-regular pupils, during which time they are only assessed and graded in subjects which they are capable of following. Any time spent as a non-regular pupil counts towards compulsory schooling. Non-regular pupils (in the *Hauptschule* only) have the right to benefit from up to 12 hours of supplementary German teaching per week either during or outside school hours. The exact number of lessons depends on the legal provisions of each *Land*. Once they have reached a satisfactory proficiency level in German, these children are accepted as regular pupils (*ordentliche Schüler*), which still entitles them to supplementary German lessons in the order of five lessons per week. In addition, there is the possibility of having the class teacher assisted by a second teacher during German mother tongue lessons.

In the United Kingdom, there are measures intended to meet the specific needs of pupils for whom English is an additional language (EAL). In England and Wales, government grants are available and in Scotland some additional support is provided for local authorities, which may be spent on additional staffing costs, training costs for existing staff, and the cost of appropriate teaching materials. It is for individual schools and authorities to decide how the additional support is to be organised. For example, classroom assistants may provide support to particular pupils within the classroom, or children may be withdrawn from certain lessons, for language support with a specialist teacher. In Wales, support may also be given to enable non-Welsh-speaking pupils become fully integrated into Welsh-medium education.

Children attending Greek Cypriot schools who have an insufficient knowledge of Greek receive supplementary lessons in this language. These are either given during school hours, in which case they generally replace art or music lessons, or after school in further education institutes. Tuition is provided free of charge and efforts are being made to reach all areas with a high concentration of children in need of this support.

The largest group of foreign mother tongue speakers in Estonia and Latvia are Russians. They have their own school network, which is shared with the Russian-speaking minority population. The rest of the immigrant community is so small that no special measures to promote the official language amongst its school-age children have been developed. In the Czech Republic, immigrant children are from the start put into the same class as their Czech-speaking schoolmates, and all instruction is in Czech. Experience shows that daily contact with their Czech-speaking friends is a very effective way of acquiring the language. Poland, where foreign nationals are in principle still liable to pay school fees but where the majority of them benefit from an exemption, also groups children in classes irrespective of their language background. A planned amendment to the Act on the Education System will put an end to school fees for foreigners and introduce preparatory classes for non-Polish speakers aimed at facilitating their integration into Polish-medium mainstream education.

### 3.2. SUPPORT FOR THE PUPILS' MOTHER TONGUE

Concerning the responsibility for teaching children of foreign mother tongue their native language, the participating countries have adopted varying approaches. In Belgium, some German *Länder*, Spain, France, Luxembourg, Portugal, Estonia and Hungary, such teaching can be and often is based on bilateral agreements between the host country and the country of origin. The resulting arrangements vary accordingly, but generally it is the country of origin (via its embassy or consulate) that puts in place the necessary infrastructure and recruits the teaching staff, in close cooperation with the immigrant community. The host country tends to provide the premises and in some instances makes a financial contribution to teachers' salaries, especially if such teaching takes place during school hours. In Denmark, some German *Länder*, Greece, Italy, the Netherlands, Austria, Finland, Sweden, Iceland, Norway and Cyprus, the host country is responsible for such instruction. The decision as to whether the teaching takes place during or outside school hours seems to depend on the number of pupils participating. If children from various schools are grouped together, such teaching tends to be delivered outside school hours. Teachers are generally recruited and paid by the host country. Other countries (Slovenia, Lithuania) vary their approach according to the language or country of origin of the immigrant group concerned. In the United Kingdom, mother tongue teaching is provided mainly by the voluntary sector, for example by local community-based groups, which sometimes receive support from the local authority or charitable foundations.

Countries that did not signal any special measures aimed at children from migrant families in support of their mother tongue were Ireland, Bulgaria, the Czech Republic, Poland, Romania, and Slovakia. Ireland had experienced its first significant intake of non-nationals with the arrival of refugees from Bosnia and Vietnam and mother tongue and culture classes had been provided for these groups. At the moment there are non-nationals from over 120 countries living in Ireland, but no decision has been taken in regard to the way in which mother tongue support will be provided to these non-nationals. As mentioned earlier, the relatively small immigrant community explains the absence of special measures in Bulgaria. Public education in the Czech and Slovak Republics and in Poland is the same for all children, whether they are nationals or immigrants, and the sole language of instruction is the state language. Nevertheless, the Czech Republic may support teaching of migrant community languages by providing premises and contributing to teachers' salaries.

In the French and Flemish Communities of Belgium, some migrant communities (in particular the Turkish, Moroccan and Italian communities) provide their children with the opportunity to receive support teaching and sometimes instruction of certain subjects in their mother tongue. These lessons are given by mother tongue teachers employed by the education authorities of the sending country and count towards the children's course work.

In Denmark, it is mandatory for local authorities to provide mother tongue instruction in any language (that has a written form) during the whole of compulsory education, as long as a minimum of 12 children have declared an interest. If fewer pupils are enrolled, they shall be offered free transport to another municipality where such instruction is available.

In Germany, regulations for providing mother tongue lessons to immigrant children are issued by the *Länder*. If such teaching falls under the authority of the ministry of education and culture of the *Land*, then it is generally given during school hours. Teachers are employed by the education authorities. In those *Länder* where such teaching falls under the responsibility of the different consulates, it forms part of the extra-curricular activities and teachers are paid by the country of origin. The promotion of intercultural education plays an important role in German schools. In 1996, the Conference of Ministers of Education and Cultural Affairs issued a recommendation on this subject that, amongst other things, encourages the participation of native German speakers in mother tongue lessons for their immigrant classmates.

Since the beginning of the school year 2000/01, the Greek Ministry of Education and Religious Affairs is recruiting Russian-speaking teachers to teach repatriates from the former USSR their mother tongue. In France, the main languages of the immigrant communities are also taught as subjects and can be certified in the national exams. Mother tongue instruction to immigrant children is not available in Italian mainstream education, but within the framework of their autonomy, schools may offer it outside school hours as an extra-curricular activity. Certain legal provisions encourage action at local level aimed at preserving these languages, with the involvement of diplomatic representations and immigrant associations.

Portuguese and Italian are the two most common languages amongst the immigrant community of Luxembourg. During primary education, children of Portuguese or Italian mother tongue can benefit from courses in their language and culture organised by the Ministry of Education in collaboration with the respective embassy and the local municipalities. In addition, certain non-language subjects (e.g. initiation to science) may be taught in the children's mother tongue. At upper secondary level - Italian but not Portuguese - is offered as a foreign language subject.

The teaching of their native tongue to children from migrant communities has traditionally been part of the Dutch school curriculum. In 1998, the passing of the OALT Law (*Wet Onderwijs in Allochtone Levende Talen*) marked the introduction of a new approach, which transferred responsibility for such teaching to the municipalities on the grounds that it was part of the cultural rather than the educational public domain. Children continue to have the right to receive mother tongue teaching, but only outside school hours.

In Austria, immigrant children in compulsory education are offered the opportunity of mother tongue lessons if a given minimum number of pupils (varying from *Land* to *Land*) so request. The recruitment and remuneration of qualified teachers is the responsibility of the Austrian authorities. As of the school year 2000/01, Turkish and Serbo-Croatian (Bosnian/Croatian/Serbian) can be offered to all pupils as a foreign language in general secondary schools, while academic secondary schools may only offer Serbo-Croatian.

Portugal, in collaboration with the Netherlands and Greece, has launched pilot projects to promote the language and culture of their home country amongst Dutch and Greek children living in Portugal. These support measures take the form of extra-curricular activities.

In Finland, prior to the adoption of the new Basic Education Act in 1998, children from the migrant population had the right but not the obligation to follow basic education. Since then, compulsory education has been extended to all children who are permanent residents. As long as the children's education is not compromised, no restrictions are placed on the language of instruction or on the number of children attending such classes. In 1997, as many as 66% of all municipalities offered instruction to immigrant children in their respective mother tongues. In the same way as Sami children, pupils from immigrant backgrounds can also use their language for the mother tongue test in the matriculation examination at the end of upper secondary education. This means that they can gain access to higher education without learning either of the state languages to mother tongue level.

Sweden offers all children with non-Swedish mother tongue the opportunity to be taught their native language. On receipt of five applications, the municipality concerned must offer such instruction, but the children's participation is optional. These children also have the possibility to choose Swedish as a second language rather than studying it at mother tongue level. For all other subjects, which are taught in Swedish, they share the class with their Swedish peers.

In the United Kingdom, educational measures for non-English mother tongue pupils focus on providing access to the curriculum as soon as possible, through support for the learning of English and also through additional support during lessons. In a few schools, there may be bilingual teachers or classroom assistants who can help maintain the development of the mother tongue. However, supplement-

tary teaching of the mother tongue is provided more widely by the voluntary sector, for example by the minority communities themselves, sometimes with support from the local authority or charitable foundations. In some secondary schools, these languages are available within the framework of foreign language teaching.

Education authorities in Iceland are under no obligation to offer teaching of the native tongue to immigrant children. Municipalities however have the option of offering instruction in any language other than Icelandic if they deem this beneficial to immigrant children.

Due to the increasing number of non-Greek speakers in Greek Cypriot schools, a pilot project in intercultural education was launched in 2000/01. The programme focuses on immigrant children from the former Soviet Union who have Russian as their common language. In an effort to promote mutual understanding, the main aspects of their culture is taught to the whole class in the hope of boosting these children's self-image while at the same time teaching local children about their classmates' cultural background. The Ministry of Education and Culture will also respond favourably to requests to use school premises after school hours for teaching immigrant children their mother tongue.

A few countries have developed a particularly strong support structure in aid of language acquisition and maintenance for their citizens and their descendants living abroad. About 2,000 Greek teachers work in 68 countries to provide mother tongue teaching to children of the Greek community worldwide. The pedagogical and administrative responsibility for the necessary infrastructure lies with so-called education coordinators stationed abroad. The Ministry of Education and Religious Affairs sends the teachers, employs local staff and supplies all teaching material. Germany, with the help of *Auslandsschulen*, and France, through its *lycées français*, have established a network for the promotion of their language and culture abroad. These schools are financed by public and private funds and teachers are seconded from the home country.

The Portuguese Constitution gives every citizen, whether living in Portugal or abroad, the right to learn Portuguese. The establishment of the necessary infrastructure was placed under the joint responsibility of the Ministries of Education and Foreign Affairs, which employ special coordinators attached to diplomatic missions. Originally intended to facilitate integration into Portuguese society upon return to the home country, this education network has developed into a valuable means of maintaining contact with the home culture, even for those who have settled abroad permanently.

The government of Cyprus – via the Cyprus Educational Mission – offers Greek language lessons to children of Cypriot origin living in the United Kingdom, regardless of their nationality. Primary school teachers are seconded from Cyprus to give Greek-medium instruction to these children in history, religion and social studies. Similar efforts to teach Cypriot children the Greek language are made in Australia, Canada, the USA, and certain republics of the former Soviet Union. The Ministry also hosts regular summer camps in Cyprus for these children.

According to the Basic Education Act, teaching of the Slovene language and culture must be provided for all Slovene citizens in their country of residence. The Slovene Ministry of Education and Sport employs the majority of teachers providing this instruction.

### **3.3. SUPPORT MEASURES FOR RETURNEES**

A group of the population that warrants particular interest are those nationals who return to their home country after living abroad for a certain period of time and who have had their children educated in the state language of the host country. On their return, they are looking for schools offering education in this particular language or for support in improving their language of origin. Most countries will welcome these children within the framework of language teaching established for the immigrant community, where children are able to improve their knowledge of the state language.

In the wake of political developments in the former Soviet Republics, many families of German descent have been returning to Germany (*Aussiedler*). Their children are put into mainstream classes corresponding to their educational level, regardless of their proficiency in German. The aim is to integrate them as fully and as quickly as possible into German society. Workshops, supplementary lessons and assistance with homework are all part of the measures targeted at this group of pupils. If necessary, children may also attend preparatory classes of between 3 months and one year at special boarding schools.

Greece has established 23 Intercultural Schools geared for this group in particular, but which accept children of various nationalities. These schools are located in areas with a high percentage of children of non-Greek mother tongue. Six of these schools are bilingual institutions with Greek and English as languages of instruction, since they were originally intended for children returning from English-speaking countries. The number of Intercultural Schools is expected to increase significantly over the coming years and could reach 200.

In Slovenia, these children can benefit from supplementary Slovene teaching on an individual basis to help them integrate into mainstream education, or they can attend English-medium education in the International School.

Children from families returning to Lithuania after having lived abroad for a period of time are offered support for learning the state language. In Vilnius, one particular school called 'The Home of the Lithuanians' (*Lietuvių namai*) is catering for descendants of Lithuanians who had formerly been obliged to relocate within the Soviet Union.

#### **4. LANGUAGE SUPPORT FOR SPEAKERS OF NON-TERRITORIAL LANGUAGES**

The only non-territorial language identified within the education systems of the 29 countries under consideration was Romany. The general principle underlying language teaching for children of the Romany community is the promotion of the state language in order to facilitate schooling. The dominant role of the state language is explained by the fact that Romany exists in various spoken forms and that the written language was not codified until the 1970s. In some countries, children can also benefit from support measures in their mother tongue to strengthen their ethnic identity.

The only EU countries reporting special arrangements for the teaching of Romany were Finland, Germany, Austria and Sweden, with Romany recognised as a minority language in the latter three.

In Hungary, the Roma count amongst the minorities which according to the Constitution have the right to establish within their municipalities a territorial self-government with far-ranging powers in relation to educational matters (more details on minority self-governments in Hungary are to be found in Subsection 2.2 of this chapter). Since around 70% of the Roma community have Hungarian as their mother tongue, teaching is generally given in Hungarian and Romany language, culture, and history are taught as an extra-curricular activity. There are nevertheless two upper secondary schools where the language of instruction is Romany.

The Czech Republic, Latvia, Slovenia and Slovakia are other countries that report special support measures for children of the Romany language community. Although there are a number of schools that offer teaching in Romany and a first textbook has just been published in this language, the majority of Roma families in Latvia prefer their children to be educated in Latvian-medium schools. In Slovenia, schools provide supplementary teaching using Romany and Slovene language textbooks. The Council of Experts for General Education has adopted a curriculum specially tailored to the needs of Roma children, which has to be followed by all schools with a Roma population. The presence of Romany-speak-

ing pedagogical assistants in Czech primary schools fosters the socialisation of and Czech language acquisition in children from this community. In June 2000, the government issued a recommendation for the establishment of a Romany language university department to research and teach the language, and train new teachers. Romania has developed special support documents to help inspectors who are themselves members of the Roma community to oversee the teaching of Romany. In Slovakia, Romany is used as an auxiliary language to help children from this community integrate into Slovak-medium schools. Romany and Slovak are both languages of instruction at the Košice Secondary School of Arts with a high proportion of Roma youth. There are specialised courses at the universities of Bratislava, Nitra and Prešov that train teachers to work in schools with a predominantly Romany-speaking population. Lithuania, which in the past did not plan any special arrangements for the teaching of the Romany language, is currently developing an appropriate textbook.

# CHAPTER 2

## HISTORICAL BACKGROUND

### INTRODUCTION

The first section of this chapter provides a historical overview of the teaching of foreign languages in Europe. Subsection 1.1 covers the first half of the 20<sup>th</sup> century in summary fashion, briefly describing the economic and political context in which developments pertaining to the teaching of foreign languages are set. This analysis will also endeavour to show that the status of foreign languages – and the way they are taught – was affected by the prevailing political and demographic situation, which often relates to the creation or remodelling of new nations.

Subsection 1.2 of this chapter describes the major reforms that have been implemented over roughly the past 50 years. The 29 countries concerned are divided into five geographical groups characterised by different developmental models. However, it would be wrong to regard these five groups as static entities. The analysis compares phases of development that are in constant progress, and certain countries may move away from the group in which they were ranked towards another group.

Those aspects of foreign language teaching that have been at the heart of the main educational reforms undertaken over the last 30 years by the 29 countries covered by the present study are the subject of Section 2. Summary tables then illustrate the three key periods – the 1970s, the 1980s and the 1990s – that have been analysed in detail.

National diagrams comparing the situation in 1974 and 1984 are used in Section 3 to illustrate trends in the organisation of foreign language teaching in Europe. The situation in school year 1998/99 is presented in diagrams in Chapter 3.

In contrast to other chapters of the study, in which the 29 countries are usually presented in the EU-EFTA/EEA-Pre-accession order, Chapter 2 often follows the chronological order imposed by the historical events described. In this fashion, the countries may be reviewed according to historical references.

## 1. OVERVIEW OF MAJOR REFORMS

### 1.1. SITUATION UNTIL THE MIDDLE OF THE 20<sup>TH</sup> CENTURY

For a long time, the teaching of classical languages was the dominant linguistic and cultural backdrop of European educational systems. It was only during the 18<sup>th</sup> century that foreign language teaching started to gain momentum in secondary education. From that time on, new laws were passed in several countries with a view to reforming teaching methods and the organisation of education systems. This development went hand in hand with an interest in foreign languages, which thus found their way into the school curriculum. Examples include German provisions such as the *General-Land-Schul-Reglement für Preußen* (1763) and the *Schulordnung für die bürgerliche Erziehung der Stadt- und Landschulen in Bayern* (1778). Through these reforms, subjects such as foreign languages and natural sciences were introduced into the secondary school curriculum, which used to have a more classical orientation.

However, in most countries, it was only in the 19<sup>th</sup> century that the systematic teaching of foreign languages began in earnest. Thus, the introduction in Spain of the 1845 curriculum (*Plan Pidal*) marked the beginning of foreign language teaching in schools and the new-found status of foreign languages as curriculum subjects.



This can easily be understood in the historical context, with an unprecedented need for communication brought about by the industrial revolution and the resulting increase in trade. Generally speaking, countries with a strong tradition of foreign trade were the first to find themselves confronted with a need for increased communication with people from other countries. The Netherlands is a good example (a country in which English, German and French have been compulsory subjects in secondary education since the 19<sup>th</sup> century), as is Belgium, where from 1863 onwards the state secondary schools (*Athénées Royaux*) have offered a 'modern humanities' section offering three foreign languages (Dutch, English and German were taught in the Walloon Region).

The succession of nationalist movements throughout the century spawned new geo-political entities, with unavoidable effects on linguistic groups sharing the same territory. Thus, many countries still feature a situation of multilingualism on their territory. This multilingualism can be due to a variety of causes, an important one being economic immigration. Some countries have needed language teaching quite soon to allow communication among the various groups living on their territory.

Multilingualism was undoubtedly the main reason for the importance attached to the teaching of languages in Luxembourg (1). It resulted from a unique set of historical circumstances. When Belgium gained its independence, the western part of Luxembourg, which was French-speaking, threw in its lot with Belgium. The Grand Duchy thus became a unilingual country, speaking a Franco-Mosellan dialect, but with German as its written language. However, since Luxembourg's western and southern neighbours are French-speaking, and in view of its historical tradition, the Grand Duchy included French in the curriculum of the *école du peuple* as of 1843. In 1881, French became compulsory alongside German.

Newly formed states also undertook to teach their official language to linguistic minorities. In the Union of the Netherlands, Dutch was taught to the French-speaking minority in the Walloon Region from 1815 onwards. However, this experiment was short-lived, as Dutch subsequently lost its privileged position when Belgium became independent in 1830. This loss was only temporary, since Dutch regained its prestige during the 20<sup>th</sup> century.

A certain type of country, referred to in German as *Vielvölkerstaat* i.e. a 'state of many peoples', deserves special attention. The handling of linguistic issues and language-teaching policy has often proved very complex in such countries. During the 19<sup>th</sup> century, the Austro-Hungarian dual monarchy approved the teaching of foreign languages, provided they were languages of the States of the empire. Other western languages were only taught much later: first French, then English in the early 20<sup>th</sup> century. Austria imposed German as the official language in 1620. The 19<sup>th</sup> century nation states embraced the tradition of teaching the official language (which was a foreign language for certain population groups) as a tool for unification.

The Baltic States are further examples of 'states of many peoples'. Estonia acquired independence in 1918. The former language of instruction had been German or Russian. Between 1918 and 1940, Estonian, Russian, German and Swedish were used as languages of instruction in schools run by the corresponding linguistic minorities. The German population left the country in 1938 and the Swedish population in 1944. Between 1944 and 1989, the Russian minority became considerably larger.

Latvia's history has seen many upheavals, featuring conflicts with Germany, Russia and Poland since the 13<sup>th</sup> century. Lithuania also clashed with German armed forces until the 15<sup>th</sup> century, and experienced German and Russian occupations of its territory at different times during its history. Lithuania was also under Polish rule after the signature of the Treaty of Lublin in the 16<sup>th</sup> century. These historical events account for the fact that the peoples of the Baltic States have always been in contact with foreign cultures and languages.

(1) Although Luxembourg is officially trilingual (Letzeburgesch, German and French), its native inhabitants nevertheless regard French and German as foreign languages.

The ethnic composition of the Baltic States is hence quite complex, owing mainly to the presence of sizeable Russian minorities. This situation gave rise to multiple educational structures, featuring a separate system of Russian schools in the three countries.

Some European countries were never confronted with multilingualism resulting from massive population shifts. In the English-speaking countries, for instance, other factors shaped the historical development of foreign language teaching in education systems. In Ireland, two specific influences were decisive. First, in the 19<sup>th</sup> century, as Catholic schools expanded, they brought in priests trained in France, Spain and Italy, who kept their ties with the continent. Second, English and Irish became compulsory subjects in 1924. Irish was included in the curriculum almost immediately after Ireland became independent. Consequently, French – previously the most studied foreign language – has since dropped back to the position of third language taught. In the 18<sup>th</sup> century, French became the language of diplomacy but no significant progress was made in the teaching of foreign languages in schools in England until the middle of the 19<sup>th</sup> century, when it was stimulated in part by the influx of political refugees from continental Europe at this time.

Finally, however important the teaching of foreign languages may have been in European countries, for a very long time this type of education only affected pupils in general secondary education or pupils preparing to attend such schooling.

## 1.2. DEVELOPMENTS SINCE 1950

The organisation of European education systems underwent great changes in the 1950s and 1960s. These reforms inevitably left their mark on the teaching of foreign languages; its fundamental importance to all pupils was more widely acknowledged and gradually became commonplace after the 1950s.

However, the teaching of foreign languages has not developed in a linear fashion, with a steady increase of foreign language learners. Political events have had considerable impact on the teaching of certain languages and on the teaching of languages in general. The pre-accession countries have developed in their own particular way. Around 1950, great importance was attached to learning Russian, which at the time was regarded not so much as one foreign language among many but rather as the first and sometimes only foreign language that should be learned. From 1949 onwards, Russian was taught as of the primary school level in a majority of these countries. Its introduction at this education level was carried out hastily, sometimes without adequate teacher training, textbooks or teaching methods<sup>(2)</sup>. Today, the recent abandonment of Russian's priority status in favour of other foreign languages in pre-accession countries reflects new preferences on the part of these countries, which are in the throes of linguistic and political change.

The analysis of the national situations and the reforms that have taken place in the 29 countries covered by the study reveals not only a number of similarities and common trends but also divergences. The countries have therefore been ranked into five geographic groups, some of which also correspond to linguistic groups, which share common educational characteristics. Within each group, one will find:

- a similar education structure (compulsory secondary level structured around a common core, diversified types of education at the lower and upper secondary levels, a single structure for compulsory education, etc.);

<sup>(2)</sup> Thus, Hungary increased the number of pupils learning Russian from a few thousand (secondary education) to 350,000 (primary and secondary education together) in the space of two or three years. In 1949/50, 2,500 teachers 'learned Russian by teaching it'. This phenomenon recurred 40 years later on a different scale when entire age-groups of pupils turned to western languages.

- similar timing of the introduction of foreign language teaching (recent development or long-standing tradition);
- similar range of foreign languages to choose from (narrow or broad offer, prevalence of a given language).

Some of these geographic groups also share a common linguistic situation. Thus, English or German provide a link between countries in which they are considered official languages and are therefore pre-vaillingly used as the languages of instruction in the respective educational systems. The permeability between languages belonging to the same family may also represent a reason for grouping together countries, e.g. the Scandinavian languages in the Nordic countries.

Nevertheless, the inclusion of a country in one or the other of these five groups may sometimes only be partially justified. Some countries display characteristics shared by groups other than the one in which they have been ranked. The groups must hence be viewed as open entities, which draw nearer to or farther from the established model, depending on which of the analysed characteristics is being considered.

### 1.2.1. German-speaking Countries and Benelux

The countries forming this first geographic group share a number of characteristics. First, they apply the same concept of diversification of education at the lower secondary level, by offering different orientations to pupils. The organisation of secondary education in different types of education (often three) <sup>(3)</sup> dates back to the 19<sup>th</sup> century and has major consequences for the teaching of languages. During part of their school career, pupils enrolled at general secondary level follow courses in several foreign languages (often as many as three and sometimes even four). In addition, they study at least one and sometimes two classical languages (in general Latin, and at times also ancient Greek). Languages also determine to some extent how pupils are distributed across the different types of education. The educational structure of these countries with its parallel streams has not changed fundamentally since it was set up.

The long-standing tradition of foreign language teaching is particularly evident at the secondary level, in both general and vocational types of education. In most of these countries, foreign languages were introduced as compulsory subjects in the primary level curriculum only recently, if at all.

As regards the offer of foreign languages, pupils have – generally speaking – always been able to choose from several languages, with modern languages gradually gaining in popularity over classical languages.

In the new Federal Republic of Germany, the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland* - KMK) was set up in 1948. The cooperation of the *Länder* within the KMK led to several agreements. In 1955, the Agreement on harmonisation in the schools system, known as the Düsseldorf Agreement, introduced a first foreign language (generally English) at the secondary level. In 1964, this first language became compulsory in all types of secondary schools (Hamburg Agreement). Since then, a maximum of two foreign languages have been taught from the 7<sup>th</sup> year of schooling, on an optional basis in the *Realschule* and the *Fachoberschule* and on a compulsory basis in the *Gymnasium*, whilst in the latter a third language became optional from the 9<sup>th</sup> year of schooling onward. The *neusprachliches Gymnasium*, concentrating on foreign languages, was also introduced in 1955. In 1971, these agreements were amended to adjust to the fact that French was already the first language taught in schools in Saarland. French thus acquired the status of first language at least in the *Gymnasium*.

<sup>(3)</sup> For example the *Hauptschule*, *Realschule* and *Gymnasium* in Germany. There are also variants with two general types of education, which in fact combine the two least demanding types.

The KMK reached a new agreement in 1993 (amended in 1996) concerning lower secondary level schools. The agreement laid down a framework curriculum for the 5<sup>th</sup> to the 9<sup>th</sup> or 10<sup>th</sup> year, offering a number of core subjects – including foreign languages – in every type of school. The reform of the upper level of the *Gymnasium* (*Gymnasiale Oberstufe*) dates back to a 1972 KMK agreement last amended in 1997. Since 1997, a foreign language has had to be taken either as a basic course (*Grundkurs*) or as an intensified course (*Leistungskurs*) during the 12<sup>th</sup> and 13<sup>th</sup> years, prior to obtaining the secondary school leaving certificate.

With the adoption of school legislation by the parliaments of the *Länder* in eastern Germany, western Germany's differentiated system was introduced in all five *Länder* in eastern Germany at the beginning of school year 1992/93. In these *Länder*, the replacement of the *Polytechnische Oberschule*, the old system based on a common core, with a structure equivalent to that of the *Länder* of former West Germany, did not lead to a drop in the number of hours devoted to teaching languages to pupils attending the *Realschule* or *Hauptschule*. The reintroduction of the *Gymnasium* in the new *Länder* of Germany in 1991, also revived interest in Latin. This ancient language thus finds itself in competition with foreign languages.

In Belgium, the language laws of 1963 established early teaching of foreign languages in the Region of Brussels-Capital and the German-speaking Community <sup>(4)</sup>. As a result, French-speaking and Dutch-speaking children of Brussels and Belgium's German-speaking children benefit from the compulsory teaching of one of the official languages (different from their own) from 8 years of age. They can also opt to start learning it at 6 years of age. In 1998, the French-speaking Community made the teaching of a foreign language in primary schools compulsory. In secondary education, *Enseignement rénové* was introduced in the 1970s, opening up many different avenues and making it possible for pupils to learn up to three foreign languages in lower secondary school. The aim of *Enseignement rénové* was a more comprehensive approach to secondary education, avoiding selection at too early an age. To this end, it introduced three two-year stages called *Observation*, *Orientation* and *Determination*. During the first two years it was no longer possible to divide pupils into separate types of education. This system of options was simplified because it was deemed too expensive.

In Luxembourg, there have been no major changes in the teaching of foreign languages in primary schools since 1912. The country's multilingualism has led to a situation that is unique in Europe: two of the three official languages, German and French, are compulsory from the 2<sup>nd</sup> year of primary school. In addition, these two languages are used to teach other subjects in the curriculum (German in primary schools, while French gradually takes over in secondary schools).

In secondary education, reforms affecting the teaching of languages were implemented in 1968. In general secondary education (*Lycée*), English became compulsory for all pupils (from the 2<sup>nd</sup> or 3<sup>rd</sup> year, depending on the section), becoming the third foreign language taught. Spanish and Italian were introduced in the foreign language sections from the 4<sup>th</sup> year of secondary education.

In the Netherlands, a considerable number of changes to the educational system affected the teaching of languages in the second half of the 20<sup>th</sup> century. The most important change was undoubtedly the 1963 *Wet op het voortgezet onderwijs* (Secondary Education Act), in force since 1968. The Act defined the different types of secondary school, which before 1968 were governed by separate laws, and created a new general school type (HAVO). The Act made two foreign languages (English and French) compulsory for all pupils in the 1<sup>st</sup> year, which was common for all types of secondary school.

<sup>(4)</sup> During the Second World War, Germany annexed the eastern part of Belgium (Eupen – Malmédy – Sankt-Vith), which thus became part of the *Reich*. After the War and up to the 1963 language laws, German was not an official language in Belgium. Thus, although primary education was provided in German (as much as possible, considering the lack of qualified teachers), secondary education was in French (except for religion classes). In 1963, German was recognised as one of three official languages in Belgium and the situation slowly changed thereafter.

In 1985, pre-primary and primary schools were integrated into *basisonderwijs*, which now lasts eight years. With this change, the teaching of English was brought forward by two years for all pupils (starting at the age of 10 in primary education instead of at the age of 12 in secondary education).

In 1993, a common core curriculum spanning two to three years was introduced at the lower secondary level. Pupils can progress at different speeds, but schools must ensure that they achieve the attainment targets (*kerndoelen*). Imposing two compulsory foreign languages on all pupils ensures that all types of education are on the same footing. The same requirement applies to pre-vocational education (VBO) during *basisvorming* (though with possible exemption).

In Austria, the post-war curricula remained provisional until the 1960s. After extensive political debate, the 1962 reform introduced, among other things, the *neusprachliche Gymnasium*, a type of school with a special focus on foreign languages. Since 1974 this academic path has been chosen by half of the pupils enrolled in long-type general secondary education.

Foreign language teaching gradually became more widespread when, in 1993, schools were granted more autonomy in determining their curricula. Half of the secondary schools of the various types use this autonomy to replace Latin with a second foreign language, which is thus taught two years earlier (at the age of 13 instead of 15 as previously).

Similar developments were observed in primary schools. Following a number of experiments carried out in the 1970s, in 1983 the teaching of a first foreign language (English or French) became compulsory from the 3<sup>rd</sup> year of primary school (at the age of 8).

The development of language teaching in Liechtenstein features several changes in the order of priority of the languages taught. At the primary level, a major change took place in 1996/97, when English became compulsory for all pupils from the age of 8 onwards. In 1999, the first pupils to follow English courses in primary school were admitted to secondary school. English has now become the first foreign language for all pupils.

At the secondary level, French was introduced as an optional subject in the *Oberschule* in 1971, joined in 1974 by English. French maintained its status as the first optional language until the late 1980s. In 1993, English became compulsory from the 1<sup>st</sup> year of *Oberschule*. In the *Realschule*, French – the only compulsory language – remains the first foreign language to be taught. English, offered from the 2<sup>nd</sup> year of this type of education, remains optional. Finally, in the *Gymnasium*, French supplanted Latin as the first foreign language to be taught in the early 1970s. English keeps its status as third compulsory foreign language taught from the 3<sup>rd</sup> year onward.

### 1.2.2. English-speaking Countries

For historical reasons, English has, to varying degrees, become the dominant language in Scotland, Wales, Northern Ireland and the Republic of Ireland although there has been a resurgence of local languages in recent years. Such languages are often used as the languages of instruction for subjects included in the curriculum. Aside from this distinguishing characteristic, English-speaking countries have other features in common: an educational structure in two stages (primary and secondary); foreign language teaching that was never widespread at the primary level (it is part of the schools' autonomy or conducted within experimental projects) or only recently so (Scotland); the status of French, which has always been, and continues to be, the dominant first foreign language taught in schools.

In Ireland, the introduction of the compulsory teaching of Irish has left less room for other languages regarded as foreign languages. It should be noted that a majority of Irish children do not speak Irish at home and have little contact with it in everyday life. Irish is not their mother tongue and for many pupils it is in a way a second language.

In Wales, the Education Act of 1988 introduced the requirement to teach Welsh, and Welsh is now compulsory for all pupils throughout compulsory education, either as a first or second language. In Northern Ireland, Irish may be offered within the framework of foreign language teaching at secondary level. A few schools provide Irish-medium teaching.

In England, Wales and Northern Ireland, foreign languages were traditionally taught solely to the most academically gifted pupils who attended the *grammar schools*. However, the spread of *comprehensive education* at the secondary level in England and Wales in the course of the 1960s opened up language teaching to all secondary school pupils. In Northern Ireland, even though the *grammar school* system has been maintained, there was a similar development of foreign language teaching. Also, in the 1960s, command of a foreign language ceased to be a requirement for admission to university. In England, Wales and Northern Ireland, there was no compulsory curriculum before the end of the 1980s, but schools were encouraged to teach foreign languages to most pupils aged 11-14. The 1988 *National Curriculum* and the 1989 *Northern Ireland Curriculum* imposed the study of a foreign language on all secondary school pupils aged 11-16 (11-14 in Wales), although this requirement has since been made more flexible for a small number of pupils. Despite official recommendations for diversification, French remains the dominant first foreign language taught in England, Wales and Northern Ireland.

From a historical perspective, the situation in Scotland is different. Although it is part of the United Kingdom, it has always had its own education and training system, with its own legislation and its own Ministry of Education. This explains why Scotland's language teaching policy is different from that in the rest of the United Kingdom. In Scotland, a foreign language has been encouraged for all pupils in the 12-14 age group since the 1970s. In 1993, this requirement was extended to all pupils between 10 and 16 years of age, and an in-service training programme was launched for primary school teachers wishing to teach a foreign language to pupils from the age of 10. A foreign language is still optional between 16 and 18 years of age, and a second foreign language can be learned on an optional basis between 14 and 18 years of age. In common with the rest of the United Kingdom, French is the language most frequently taught.

### 1.2.3. Nordic Countries

One of the characteristics of Nordic countries is that, back in the 1960s and 1970s, they introduced a single structure that provides compulsory education without a transition between the primary and lower secondary levels. In these countries, commitment to democracy in access to education and the desire to offer all pupils the same chances has had a significant impact on the teaching of languages, which became compulsory in the course of the above-mentioned two decades.

In the Nordic countries, English has prevailed over other foreign languages and has often been imposed as the first (or second) compulsory language for all pupils. German has also had an important place in the curricula of this group of countries.

Denmark has a long tradition of English teaching. As early as the turn of the century, English was the language most taught at *mellemskole* (lower secondary education from 6<sup>th</sup> to 9<sup>th</sup> year). By 1958, with the creation of the present *folkeskole*, all pupils were to study for the first time at least one foreign language (in most cases English or German), as from the 6<sup>th</sup> year. In 1970, English became compulsory a year earlier, from the 5<sup>th</sup> year, and German was taught from the 7<sup>th</sup> year. In 1975, German became optional as from the 7<sup>th</sup> year, with French appearing in the 10<sup>th</sup> year on an optional basis. With the 1994 *folkeskole* reform, English became compulsory from the 4<sup>th</sup> to the 9<sup>th</sup> year. French and German are in competition for the first optional subject that schools must offer from the 7<sup>th</sup> to the 10<sup>th</sup> year and the second optional subject from the 8<sup>th</sup> to the 10<sup>th</sup> year. However, as in other Nordic countries, German has firmly held on to its place as the second language after English. The situation is the same at upper secondary level.

Foreign languages have traditionally played an important role in secondary education in Finland, but the creation of the single structure (*peruskoulu/grundskola*) in the early 1970s introduced for the first time two compulsory foreign languages (one being Finnish or Swedish, the country's official languages), as well as the possibility of studying one foreign language on an optional basis for the entire age group. Since the curricular reform of 1985, a second optional language is offered in *peruskoulu/grundskola*.

As is the case in the Baltic States, German has played an important role in Finland. The decline of the German language started after World War II and by the 1960s English had supplanted German as the most popular language learned at school. Nonetheless, German maintains its position as the second 'real' foreign language.

In Sweden, English or German could be offered to pupils aged 13 or 14 as far back as the first half of the 20<sup>th</sup> century. When the new single structure (*grundskola*) was set up in 1962, English became compulsory for pupils aged 10-13. In 1969, the teaching of English was brought forward one year and continued until the age of 15. Since the introduction of the new *grundskola* curriculum in 1994, a second foreign language has been compulsory at no later than the age of 13. For the first time, pupils can indiscriminately choose between French, German and Spanish <sup>(5)</sup>.

In Norway, the developments of the education system and foreign language teaching have been parallel to those of Sweden: one foreign language has been taught in primary schools since 1889, but only to pupils who intended to go on to secondary school. This system of selection was abolished in 1969, when English became compulsory and the first foreign language taught to all pupils. Between 1950 and 1974, several new laws strengthened the status of the first foreign language, increasing the number of years for which it was compulsory for all pupils. As in the majority of Nordic countries, compulsory education began at an earlier age and the age at which learning a foreign language becomes compulsory was likewise lowered. Since 1997, school entry has been brought down to the age of 6, at which time the compulsory teaching of a foreign language also begins.

The introduction of a second compulsory foreign language for all has developed along the same lines. Although one of the objectives of the new 1997 curriculum is to make a second foreign language accessible to all pupils, at this point it is still optional.

The Icelandic education system has always emphasised foreign language learning, given the very limited use of the Icelandic language outside the country. Danish remained the first foreign language taught in Iceland, which gained its total independence from Denmark in 1944. Since the late 1940s, Danish was taught as compulsory subject from the age of 13 and English from the age of 14. In the early 1970s, the trend was to teach Danish at an increasingly early age (from the age of 10). In the 1980s, however, the teaching of this language was put back by one school year. A new curriculum guide<sup>6</sup> was published in the spring of 1999 in which English has taken over the place of Danish. The teaching of English as the first compulsory foreign language will be introduced gradually from the age of 10, whereas Danish will be taught to all pupils from the age of 12.

### 1.2.4. Countries of the Mediterranean Basin

In all countries of the Mediterranean basin except Portugal, compulsory education is divided into two stages (primary and secondary). The secondary level proposes a core curriculum of general education, with some internal diversification possibilities through a system of options for some of the subjects.

Compulsory foreign language teaching at primary level is a relatively recent development in the education systems of these countries. In the past few decades, however, considerable efforts have been made

<sup>(5)</sup> Schools can moreover offer other languages such as Finnish or Sami. Pupils can also elect to study the language that they speak at home or to deepen their knowledge of Swedish, Swedish as a second language, English or sign language.

to change this situation. Thus, with the exception of Portugal <sup>(6)</sup> and Cyprus, the Mediterranean countries introduced foreign languages as compulsory subjects at primary level in the late 1980s or early 1990s. On the other hand, the teaching of classical languages is given high priority at secondary level in the Italian, Greek and Spanish curricula.

Moreover, all these countries offer a relatively wide choice of first foreign languages, except Greece and Cyprus where English is mandatory.

In Spain, the absence of foreign languages in the curricula of the ordinary school system was compensated by a long-standing tradition of teaching foreign languages outside schools. At the beginning of the 20<sup>th</sup> century (in 1911) Spain set up the *Escuelas Oficiales de Idiomas*, the first public establishments devoted exclusively to foreign language teaching. At the time, this type of parallel network represented a major innovation in the area of language teaching in Spain. It was also unique in Europe, and pointed to strong motivation for acquiring foreign language proficiency. These schools multiplied spectacularly over the 1980s and 1990s <sup>(7)</sup>, so that now many towns and even villages have their own *Escuela Oficial de Idiomas*. For many years, the *Escuelas Oficiales de Idiomas* also trained specialist foreign language teachers at both secondary and university level.

From 1970, with the introduction of EGB (*Educación General Básica*) and the approval of new educational strategies, French and English were introduced as optional subjects in the first stage of EGB (ages 6-9). In practice, however, these subjects were generally introduced at the age of 8-9 or even later (10-11). Before then, few pupils were exposed to foreign languages at school.

The range of foreign languages taught in secondary schools also changed, in keeping with trends in pupils' choices. French was dominant until the early 1970s, when it began to be supplanted by English, which is now the first foreign language taught.

In 1975 compulsory teaching of a first foreign language was extended to the new *Bachillerato Unificado y Polivalente* and the *Curso de Orientación Universitaria* (14-18 age-group). Since then, all schools must also offer an optional second foreign language. With the law on the organisation of the education system of 1990, learning a foreign language became compulsory in primary schools for the first time, from the age of 8 instead of 11.

In Portugal, primary school attendance for children aged 7-12 became compulsory in 1960. Compulsory education was lengthened by two years in 1965. In 1967, these two extra years became a 'common preparatory stage for secondary school', including compulsory teaching of either French or English for all. The reform of 1947 had already made foreign languages compulsory for *Ensino Liceal* pupils, from the age of 11. The pace of reform was slowed down by the political upheavals of the 1970s (the 'Carnation Revolution'). The law on the education system of 1986, which came into effect in 1987/88, extended the duration of compulsory schooling to nine years (ages 6-15). Following this law, the curriculum reform of 1989 made the second foreign language optional from the age of 12.

The rapid change that currently affects compulsory teaching of foreign languages in the Mediterranean countries is perhaps best illustrated by the situation in Italy. The teaching of the first foreign language at lower secondary level became compulsory for all pupils only in 1962, with the introduction of the *scuola media unica* (11-14 age-group). In the old *scuola media*, the first foreign language had been compulsory only in certain types of education.

<sup>(6)</sup> In Portugal, in the 1970s, foreign language learning was compulsory from the age of 11, corresponding to the preparatory stage of secondary education in the former education structure (*Ciclo preparatório do ensino secundário*). At the time, this level was part of ISCED 2.

<sup>(7)</sup> In 1974/75 there were six *Escuelas Oficiales de Idiomas* in the whole country; in 1984/85 there were 13, and in 1998/99 the number had risen to 176.



Thirty years later, in 1992, one foreign language was made compulsory in primary school, from the age of 7 onward. However, a lack of qualified teachers means that only 65% of schools are able to provide this teaching, which is unevenly distributed across the country. Nevertheless, Italians set great store by early language learning.

In Greece, foreign language teaching has also gained momentum in recent decades. Until the introduction of English in 1955-1960, only one foreign language, French, was taught at the secondary level. In 1992/93, foreign language teaching was included in the primary school curriculum (comprehensive 6-year curriculum for the teaching of English to pupils from the 4<sup>th</sup> year of primary school to the 3<sup>rd</sup> year of *Gymnasio*) and English became compulsory. A second compulsory foreign language (French or German) was introduced in the *Gymnasio* in 1993. In 1996/97, German was introduced in the *Lykeio* (upper secondary level). In 1998/99, a foreign language chosen among the three on offer at this level (English, French, or German) became compulsory in the *Eniaio Lykeio*.

Two countries stand out in this group owing to a longer tradition of foreign language teaching. In France, compulsory teaching of a foreign language dates back to the foundation of the national education system (*Éducation nationale*) in the 1880s. In the 1970s, efforts were made to facilitate the learning and extend the offer of a second foreign language, which had long been compulsory in general education. In 1998 the second language, which may be a foreign or regional language, became compulsory for all pupils aged 13-14 attending a *collège*. The recent introduction of compulsory foreign language teaching at the primary level (1992), which is still being phased in, brings France closer to the other Mediterranean countries and justifies its inclusion in this group.

Cyprus is characterised by the unassailable dominance of English, which was used even as a language of instruction at primary school from 1878 onwards, during British colonial rule. Since independence, English has been taught as a compulsory foreign language at the primary level, from the age of 9 onward. As regards other languages, French prevails in the secondary school curriculum. Since 1996, French is compulsory from the first year of lower secondary school, the *gymnasio*, which starts at around 12 years of age. Before that, it used to be compulsory from the age of 14. French is also compulsory in the upper secondary school (*Lykeio*). As can be seen, for historical reasons, the situation of foreign language teaching in Cyprus is similar to that of the English-speaking countries.

### 1.2.5. Central and Eastern European Countries

The countries of central and eastern Europe reorganised their education systems in the mid-1940s, often introducing a single structure for the primary and secondary levels. They focused on teaching Western languages: French and German in Poland, German in Hungary. English, which was seldom taught in central Europe during the first half of the century, also started to become popular at that time. However, this situation lasted only a few years. Around 1950, the general introduction of Russian radically changed the panorama of foreign language teaching: Russian became the first foreign language taught throughout eastern Europe (except in Slovenia) <sup>(8)</sup> and maintained that position for 40 years. Interest in western languages has nonetheless always existed among the population, although teaching these languages was not among the main objectives of education systems. In certain countries such as Poland, private teaching catered for this demand, filling the gap.

In 1989, there was a new upheaval. In the space of a few years, western languages regained the position they had lost to Russian. However, they were not the only languages to appear on the educational scene. In certain countries – the new *Länder* of reunified Germany, and also Hungary, Romania and, to

<sup>(8)</sup> In Slovenia, Russian was kept in the basic school curriculum as an optional subject until the mid-1960s, though it was seldom chosen. Since then, only English and German have been on offer.

a lesser extent, former Czech and Slovak Federal Republic – the strategy adopted to reinforce the *Gymnasium* <sup>(9)</sup> (and new forms of this type of education) kindled a revival of Latin.

On the other hand, the predominance of Russian in education systems did not prevent the development of parallel systems of schools specialising in foreign languages. Many countries such as Bulgaria, Poland, Romania, the former Czech and Slovak Federal Republic, Estonia <sup>(10)</sup>, Latvia <sup>(11)</sup>, and Lithuania <sup>(12)</sup> have had their own systems of parallel bilingual schools for the best language learners. Such systems have never ceased to be in operation since the 1960s. Moreover, in some pre-accession countries the (new) types of *Gymnasium* introduced at lower secondary level include sections offering specialised foreign language teaching. In Hungary, 27% of pupils are currently enrolled in *Gimnázium* schools. In the former Czech and Slovak Federal Republic, some schools at both lower and upper secondary levels provide specialised foreign language teaching at a level that enables use of the foreign language as the language of instruction. This system was maintained, and the offer of specialised teaching of foreign languages has increased since the new type of *Gymnázium* was introduced.

In Poland, five major cities have had their bilingual schools since 1965, for three languages: English, French and German. This initiative expanded considerably following the reforms of 1990.

In Romania, it has been possible to set up 'strengthened foreign language classes', also known as 'special classes', since 1968 (Russian ceased to be compulsory in 1965). Such classes, providing advanced teaching of French, German, English, Spanish and Italian, were mainly set up in schools in the large cities, both at primary and secondary level. However, the Education Act of 1978 cut back this type of language teaching to the first two stages of the secondary level. Special classes were completely withdrawn from all schools in the 1980s. Only during the 1990s were they brought back into both primary and secondary schools. The 1990s also witnessed the introduction of bilingual secondary level schools. In all these cases, secondary school pupils have always taken two compulsory foreign languages since the 1950s.

Many factors explain the popularity of foreign languages among Slovenians: the commercial interests of the country, its size, the current national multilingualism (with Hungarian- and Italian-speaking minorities) and its historical linguistic links (Slovenia belonged to the Austro-Hungarian dual monarchy and had a 'Yugoslav period' during which Serbo-Croatian was compulsory alongside Slovenian). Foreign languages were first introduced as compulsory subjects in primary and secondary school curricula in 1951. English, German, French and Russian are offered as a first foreign language. Italian, French, German and English are on offer as second foreign languages. During the 1960s, the choice of the first foreign language was in practice reduced to English and German.

It is mainly at the upper secondary level that a major expansion of foreign language teaching took place. The reforms of 1981 introduced four-year curricula strongly focused on languages and offering a wide range of languages. The *Gimnazija* were reintroduced in 1989, with two or three compulsory foreign languages. In 1995, the status of languages in secondary education was strengthened when a foreign language became a compulsory subject in the new school leaving examination (*Matura*).

<sup>(9)</sup> The German term is used here: the Hungarian, Czech and Slovak words are *Gimnázium*, *Gymnázium* and *Gymnasium* respectively.

<sup>(10)</sup> In 1962, Estonia gave 12 schools the right to introduce bilingual types of education. This number may appear rather limited. However, when compared with the number of inhabitants (1,500,000 in 1978), the project takes on a completely new dimension.

<sup>(11)</sup> Bilingual schools since the 1940s.

<sup>(12)</sup> Almost 3% of pupils up to 1989; 10% of pupils today.

## 2. MAIN SCOPE OF REFORMS FROM THE 1970s TO THE PRESENT DAY

As the previous section of this chapter has shown, the 1970s and the 1990s were both very productive periods for reforms affecting foreign language teaching. The overall reforms of educational structures undertaken during these years had significant repercussions in the area of languages.

In most countries, these major reforms led to more or less extensive changes in curricula. Every country has revised the range of subjects taught at one stage or another, with special emphasis on those disciplines deemed fundamental for pupils' education and, in particular, foreign languages <sup>(13)</sup>.

Nonetheless, over the past 30 years, certain aspects of foreign language teaching have undergone more changes than others, as a result not only of the constant changes in teaching methods applied to foreign language teaching, but also of political, economic and social movements in European countries.

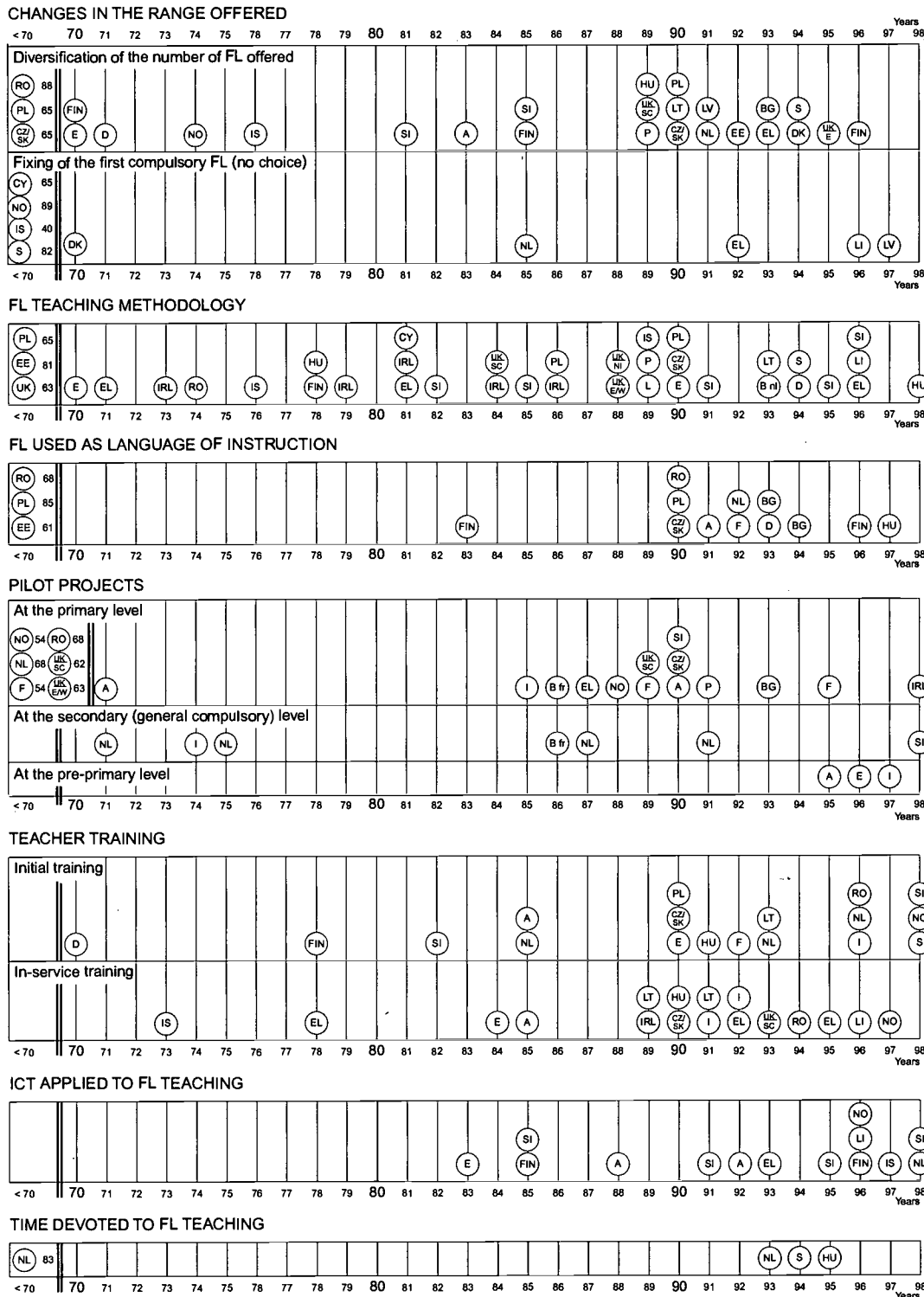
Aspects of teaching that have been priority targets of reforms during the past 30 years include:

- status of foreign language teaching at primary level,
- range of languages on offer in the curriculum,
- methodology,
- use of the foreign language as language of instruction,
- pilot projects,
- initial and in-service training of foreign language teachers,
- applying information and communication technology to foreign language teaching, and
- the amount of time devoted to foreign languages in the curriculum.

Figure 2.1 summarises the major events in the history of foreign language teaching at the primary and compulsory secondary levels. Only the dates of the most salient reforms, i.e. those that have significantly influenced foreign language teaching, are shown. Subsections 2.1–2.8 briefly present the context and content of these reforms for the different countries. Changes of the status of foreign language teaching at the primary level are shown in Figure 2.2 (Subsection 2.1).

<sup>(13)</sup> For further information on curriculum reform in compulsory education, cf. Eurydice, 1997a.

**Figure 2.1: Dates of principal changes in the organisation of foreign language teaching between 1970 and 1998. Primary and secondary (general compulsory) levels**



Source: Eurydice.

**Explanatory note**

Only ordinary education at the primary and secondary (general compulsory) levels has been analysed. Schools specialising in foreign languages are not included in this historical overview, except in Subsection 2.4 covering use of a foreign language as the language of instruction. The figure only indicates the precise dates of reforms affecting foreign language teaching. Nevertheless, Subsections 2.1–2.8 also refer to changes that are not due to a reform or concrete measure and hence cannot be dated precisely (e.g. 'during the 1980s', 'in the mid-1990s', etc.). Whenever the same reform has affected several aspects of foreign language teaching, its date is repeated in each relevant field of the figure. In the case of pilot projects extending over several years, only the initial launch date is shown. Data corresponding to years prior to 1993 are the same for the Czech Republic and Slovakia (former Czech and Slovak Federal Republic).

## 2.1. STATUS OF FOREIGN LANGUAGE TEACHING AT THE PRIMARY LEVEL

All countries have changed the status of foreign language teaching, making it a compulsory part of the curriculum and seeking to extend the period during which such teaching takes place (generally by starting to teach the first foreign language from an earlier age) <sup>(14)</sup>.

Figure 2.2 shows that the period in which foreign languages were introduced into primary schools differs from one country to the next. Apart from Luxembourg and the German-speaking Community of Belgium, in which German and/or French were taught in primary schools from 1912 and the end of the 1940s respectively, the Nordic countries pioneered the introduction of foreign language teaching in the initial years of compulsory schooling. As part of global reforms of their education systems, Denmark (1958), Finland (1970), Sweden (1962), Iceland (1973) and Norway (1969) have felt it necessary to confront pupils with one or even two compulsory foreign languages from the first years of school.

It should also be mentioned that the pre-accession countries have long included foreign languages in the primary level curriculum. As pointed out previously in Subsection 1.2.5 of this chapter, Russian was imposed as the first compulsory foreign language at primary level in these countries (with the exception of Cyprus and Slovenia) <sup>(15)</sup> in the late 1940s. A vast majority of them, however, introduced foreign languages other than Russian more recently. The range of foreign languages offered to pupils was broadened only as of the 1990s.

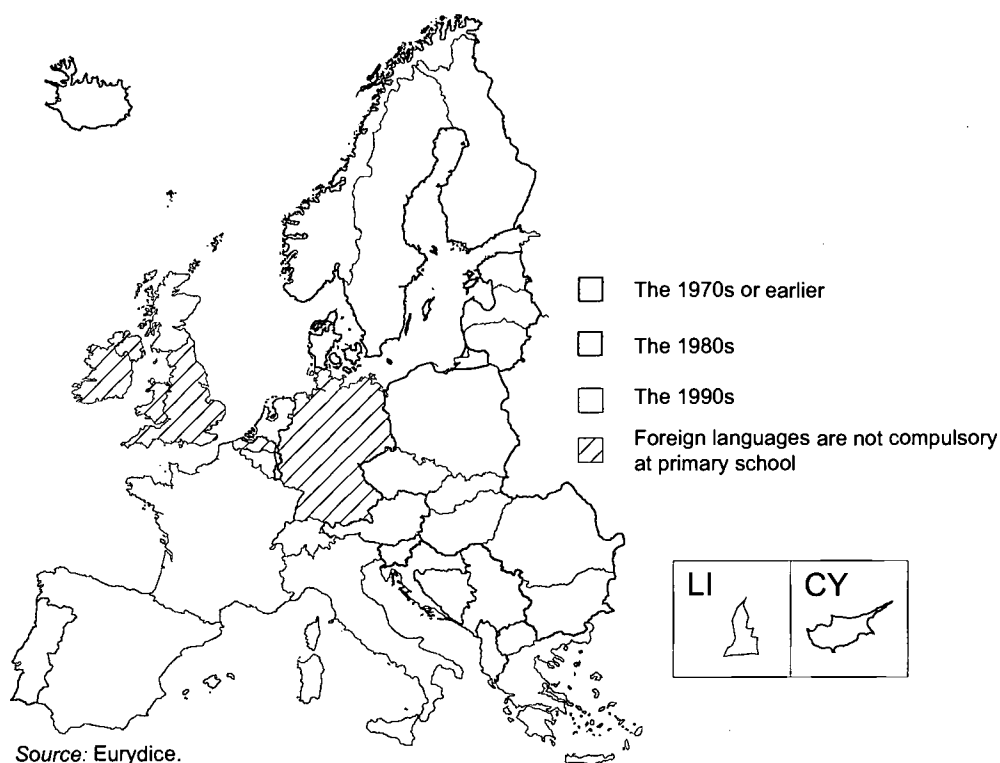
It was only in the 1980s or even the 1990s that the majority of EU countries implemented reforms making foreign languages a compulsory part of the primary school curriculum. Thus, Austria (1983), the Netherlands (1985) and Portugal (1989) introduced foreign languages in the group of basic compulsory subjects at primary level in the course of the 1980s. In a number of countries, education authorities took similar steps during the 1990s: Spain (1990), Greece and Italy (1992), France (gradually, from 1992), Scotland (1993), Liechtenstein (1996), and the French Community of Belgium (1998).

Certain countries provide foreign language teaching at the primary level outside the scope of the minimum curriculum. Germany is a special case: based on the outcome of several pilot projects, the KMK recommended in the early 1970s that a first foreign language be introduced in the 3<sup>rd</sup> year of primary school. In 1994, the KMK issued a recommendation calling for more systematic teaching of a first foreign language at the primary level. In the other countries, foreign language teaching at primary level is in a pilot project phase in a few schools (Ireland) or is left to the curricular autonomy of schools (Flemish Community of Belgium, England, Wales and Northern Ireland).

<sup>(14)</sup> Section 3 of this chapter provides diagrams illustrating the organisation of foreign language teaching at the primary and (lower and upper general) secondary levels at two moments in time: 1974 and 1984. The situation in 1998/99 is presented in Chapter 3.

<sup>(15)</sup> In Cyprus and Slovenia, foreign language teaching has been compulsory at the primary level since the school year 1965/66 and 1951, respectively.

**Figure 2.2:** Introduction of the first foreign language in the minimum curriculum at the primary level



#### Explanatory note

For countries that have a single structure system, the definition of primary level corresponds to ISCED 1 (in general, the first 6 or 7 years) for the three periods under consideration.

This figure does not distinguish between the different foreign languages included in the curriculum (now or formerly). For this reason, the pre-accession countries in which a first foreign language (normally Russian) was compulsory at the primary level as of the late 1940s are included in 'The 1970s or earlier' category.

#### Additional note

**Portugal:** In the 1970s, foreign language learning was compulsory from the age of 11, corresponding to the preparatory stage of secondary education in the former education structure (*Ciclo preparatório do ensino secundário*). At the time, this level was part of ISCED 2.

## 2.2. RANGE OF FOREIGN LANGUAGES IN THE CURRICULA

A major effort has been made to diversify as far as possible the range of foreign languages on offer during compulsory education. Starting at the end of the 1980s and especially in the 1990s, many initiatives were launched to offer a broader choice of languages. Nonetheless, some countries started making changes in this area during the 1970s or even earlier. In Poland, as part of the education reform of 1965, experiments were started to promote the learning of eastern European languages. At the same time, in the former Czech and Slovak Federal Republic, with the separation of general secondary education into two streams (science and humanities), early foreign language learning was introduced in a limited number of schools. This represented the first opportunity to learn a compulsory language other than Russian within the school system. In Romania, the range of foreign languages offered was extended in 1968 to languages other than Russian, which had lost its compulsory status a few years earlier (1965). The languages on offer at the lower and upper secondary level were English, French, German, Russian, Italian and Spanish.

During the 1970s, Germany called into question the status of English as the first foreign language, at least in the Gymnasium (1971, amended Hamburg Agreement). According to the ministers at the time, it should be possible for any foreign language to be taught as the first language – provided that it could be offered in the different types of education. This resulted in French and English being placed on an equal footing in the Gymnasium schools. Since the mid-1970s, the range of languages has been gradually extended <sup>(16)</sup>.

In Spain, the *Ley General de Educación* of 1970 introduced French and English as optional elective subjects in the 1<sup>st</sup> stage of *Educación General Básica* (age 6-9), with the possibility of adding other languages. In Finland, since the creation of the *peruskoulu/grundskola* in the 1970s pupils have been able, besides the other official language, to choose one of the following as their first compulsory foreign language: English, German, French or Russian. Since then, English has been the pupils' most popular choice. In Norway, the 1974 national compulsory education curriculum (M-74) added German, French, Spanish and Russian to the list of languages that are eligible as optional subjects. In Iceland, within the framework of the curriculum for compulsory education issued in 1976, schools have had the opportunity of offering a third language (usually German) as an optional subject for pupils in the last year.

Other countries remodelled the range of languages offered in their curricula in **the 1980s**. In 1983, Austria began teaching the languages of neighbouring countries in primary schools. In Finland, by offering the possibility to study an optional foreign language from the 5<sup>th</sup> year of compulsory education as of 1985, the education authorities have tried to encourage pupils to take up another foreign language in addition to English, the most popular foreign language. In Portugal, the 1989 reform broadened the offer to three foreign languages. Pupils must choose one as a compulsory subject in the 2<sup>nd</sup> stage of *ensino básico* or as a compulsory curriculum option in the 3<sup>rd</sup> stage.

In the United Kingdom (England and Wales), a number of official reports have called for diversification in foreign language teaching since the 1960s. In 1988, a Government policy statement encouraged schools and *local education authorities* in England and Wales to ensure that a reasonable proportion of their pupils of all abilities study a language other than French as their first foreign language. However, despite the fact that the legislation provides for a wide choice of languages to be taught, French remains the dominant first foreign language. More recently, in 1995, a new initiative to create specialist language schools in England included, as part of its remit, diversification in the range of languages offered. In Scotland, Scottish Office policy since 1989 has been to encourage local authorities and schools to teach foreign languages other than French.

As regards the pre-accession countries, Slovenia introduced Italian and French as optional foreign languages at the primary level, in 1981 and 1985 respectively.

Particularly in the early **1990s**, a large number of countries took measures to broaden the range of languages on offer. In the Netherlands, the 1991 curriculum for MAVO, HAVO and VWO introduced a novelty: the possibility of choosing between Spanish, Arabic, Turkish or Russian (the latter only in HAVO and VWO) as examination subjects if they are offered by the school. At the same time, the law restricts the number of foreign languages in lower and upper secondary education to a maximum of three, with a view to avoiding undue emphasis on languages. It is nevertheless possible to present other subjects than the compulsory ones at the final examination, or to choose a foreign language as an additional examination subject. Since the introduction of the new curriculum in all general upper secondary schools in 1999/2000, Italian has been added to the range offered in HAVO and VWO. In 1994, as part of the *folkeskole* reform, Denmark introduced French as a second foreign language as an alternative to German from the 7<sup>th</sup> year of the *folkeskole*. In Greece, the range of languages on offer was broadened in 1993/94 with the introduction of a second compulsory foreign language in the *gymnasio* (either

<sup>(16)</sup> In 2000, eleven foreign languages were offered and could be chosen in the secondary school leaving examination (*Abitur*).

French or German). In Sweden, from 1994 onwards, pupils could for the first time choose indiscriminately between French, German and Spanish as their second foreign language. In Finland, a five-year national project was launched in 1996 to diversify foreign language teaching (Kimmoke project 1996-2000).

In the pre-accession countries, extensive changes occurred in this area in the early 1990s, as a logical sequel to the major political developments. In Hungary (1989), the former Czech and Slovak Federal Republic, Lithuania and Poland (1990), Latvia (1991), Estonia (1992) and Bulgaria (1993), Russian lost its priority language status within education systems, becoming one foreign language among others.

In certain countries, this trend towards diversification in the range of languages offered was nevertheless offset by **requirements** concerning in particular the **choice of the first compulsory foreign language**. English has thus been given priority status. In Sweden (1962), Cyprus (1965), Norway (1969), Denmark (1970), the Netherlands (1985), Greece (1992), Liechtenstein (1996) and Latvia (school year 1997/98), English is mandatory as the first foreign language of compulsory schooling. In Luxembourg, German and French have been compulsory at the primary level since 1912. Since the late 1940s, Danish has been the first compulsory foreign language in Iceland, taught from the age of 13, and English, the second taught from the age of 14 <sup>(17)</sup>.

### 2.3. METHODOLOGY

Education authorities were also concerned with the methodology <sup>(18)</sup> to be used in foreign language teaching. 1971 was a pivotal year, during which a group of experts appointed by the Council of Europe was charged with designing a European system of cumulative course credits, valid in the different countries for foreign language instruction to adults. From then onwards and through the entire **decade of the 1970s** and the early 1980s, the Council of Europe was very active in publishing works by its experts, in particular different 'threshold levels' providing an inventory of basic linguistic concepts and functions that need to be mastered by beginners. These documents, drawn up for several languages, influenced the design of foreign language curricula and textbooks in several European countries. These countries gradually adopted the communicative approach in foreign language teaching at school.

In Greece, English language textbooks adopted the increasingly popular communicative approach as of 1971. In Ireland, a series of revisions of foreign language curricula took place from 1973 onwards, and new assessment procedures were introduced for the *Intermediate Certificate*. In terms of methodology, emphasis was placed on the teaching and testing of pupils' oral skills. In 1979, a pilot oral examination at the *Leaving Certificate* level was organised. In Finland, the Council of Europe's work was used in 1978 for the elaboration of objectives and specific contents for foreign language teaching in the national curriculum.

In the United Kingdom (England, Wales and Northern Ireland), the School Curriculum Materials Project at the Nuffield Foundation began to produce audio-visual courses <sup>(19)</sup> in four languages in 1963, some years before the Council of Europe publications appeared. Throughout the late 1960s and early 1970s, schools moved towards a greater emphasis on communication skills rather than translation and grammar. In Spain, the General Education Act (LGE) of 1970 already stressed the importance of developing pupils' oral skills.

<sup>(17)</sup> Since 1999/2000, English has replaced Danish as the first compulsory foreign language. English is taught from the age of 10, whereas Danish (the second compulsory foreign language) is taught from the age of 12.

<sup>(18)</sup> For information on recommendations as to teaching methods in current curricula, the reader is referred to Chapter 5.

<sup>(19)</sup> The audio-visual approach presents a foreign language in a real-life situation, in which its use is quite plausible. Pupils learn the meaning of a message by visualising the connection between the words used, the sentence and the context – which is visualised.



In Iceland, the 1976 compulsory education curriculum highlighted the importance of oral comprehension skills in foreign language learning and introduced a test assessing such skills in the national Danish and English examinations. New teaching aids were also introduced.

In Estonia, a ministerial decree was published in 1961 to improve foreign language teaching. This decree resulted from the observation that pupils' grammatical knowledge and communication skills, the teaching methods used, and the initial training of teachers were of poor quality. The minister proposed a series of measures to remedy this situation.

In Poland, the reform of 1965 focused mainly on methodological aspects. An audio-lingual approach was introduced and socio-cultural aspects were deemed indispensable. In Romania, 1974 saw the beginning of the use of a methodology emphasising classroom practice of the foreign language, with audio-visual material used extensively at every level of education. In Hungary, with the curriculum reform of 1978, the method used to teach Russian underwent changes linked to the teaching objectives, as it was no longer desired that pupils should acquire the values of the socialist regime.

**In the 1980s**, the curricula in several countries emphasised the need to clearly define the methodological approach to be applied in foreign language teaching. Following the events in the 1970s mentioned earlier, the new curricula for English and French language teaching adopted by Greece in 1981 officially included the communicative approach, with a free choice of teaching materials focussing on communication. That same year, Ireland adopted a more communicative approach when developing assessment procedures for *Leaving Certificate* examinations. In 1986, an oral test was introduced. Similar developments took place at *Intermediate Certificate* level: in 1984, a new curriculum was developed for French, which was later adapted for German, Spanish and Italian (with a more grammar-based approach for Spanish and Italian). In Poland, the curriculum reform of 1986 emphasised the promotion of the communicative approach.

Other countries also reviewed their foreign language teaching methods. In Luxembourg, the intercultural concept as applied to foreign language teaching appeared with the introduction of the new curriculum in 1989, which is still in use. In Portugal, introduction to a foreign language in the 1<sup>st</sup> stage of *ensino básico*, which has been possible since the reform of 1989, is envisaged in an oral approach and in a context in which the play aspect is given priority. In the United Kingdom (England, Wales and Northern Ireland), the developments mentioned above were consolidated by the introduction of the *General Certificate of Secondary Education* (GCSE) in 1988, which was aimed at pupils of all abilities and highlighted the communicative approach and the use of authentic material. Subsequently, the *National Curriculum* and the *Northern Ireland Curriculum* emphasised the use of the target language as the language of instruction. In Scotland, the *Standard Grade Examination* was introduced in 1984 and brought foreign language speaking and listening skills to the fore. In Iceland, new curriculum guidelines introduced in 1989 emphasised the acquisition of communication skills in foreign language learning.

Turning to the pre-accession countries: in Cyprus, the communicative approach has ousted every other way of teaching foreign languages in schools since 1981. During school year 1982/83, Slovenia introduced changes in the communicative approach, such as the introduction of a European dimension in teaching, which influenced assessment methods. In 1985, the first foreign language textbooks were distributed to pupils free of charge. Also, for the first time, books by foreign writers were accepted as teaching materials.

**In the 1990s**, the Flemish Community of Belgium (1993) and Sweden (1994) introduced a foreign language curriculum expressed in terms of 'attainment targets', without specifying contents. Teaching methods were also reviewed as a function of this new curricular approach <sup>(20)</sup>. In Germany, the new ver-

<sup>(20)</sup> For information on current curricula, cf. Chapter 5.

sion of the recommendations on primary education, published in 1994, stressed the importance of learning a foreign language within the linguistic context of a united Europe. In this country, as well as in Liechtenstein since 1996, the foreign language course in the 3<sup>rd</sup> and 4<sup>th</sup> years of primary school (5<sup>th</sup> year in Liechtenstein) has become a full-fledged subject with its own teaching methods. Forms of learning that mix play and work are designed to enable pupils to make individual progress. This approach should interface with those used for other subjects, give priority to oral expression, encourage all pupils to participate, and forsake traditional forms of assessment. In Greece, the new curriculum of 1996 for English language teaching at primary and secondary levels incorporated a teaching approach emphasising the personal development of the pupil. Specific activities were designed in order to draw on pupils' personal experiences during the language learning process. In Spain, the reform of the general organisation of the education system (LOGSE) of 1990 included a revision of the methodology to be applied in foreign language teaching, openly adopting the communicative approach.

In the pre-accession countries, numerous changes concerning methodology took place during the last decade, within the framework of the introduction of new curricula. Since 1990, the methods used to teach foreign languages in the Czech Republic and Slovakia have been revised following the inclusion of new languages in the curriculum, with an emphasis on the communicative approach<sup>(21)</sup>. The reform of 1990 in Poland authorised a free choice of teaching materials and also influenced the methodological approach to the teaching of Russian, which is now taught from a more communicative viewpoint. In Lithuania, with the introduction of the new foreign language curriculum between 1993 and 1996, priority is given to the acquisition of practical and functional linguistic skills. In contrast to the earlier years of centrally designed curricula, these new guidelines open the door for the first time to information about the culture and society of the chosen foreign language, with an emphasis on democratic values.

In Slovenia, the new curricula of 1991 were elaborated taking into account recommendations by the Council of Europe, in particular the *Common European Framework of Reference* for language teaching<sup>(22)</sup> and the *European Language Portfolio*<sup>(23)</sup>. These initiatives by the Council of Europe stress the notion of language learning that continues beyond the school career. Slovenian educational authorities also addressed the issue of textbooks: in 1995, textbooks were adopted that differentiate degrees of difficulty in the acquisition of foreign language skills. A year later, in 1996, three alternative textbooks for teaching English became available, of which two were foreign publications and one was written by Slovenian authors. The latter highlighted the intercultural aspects of teaching English.

In Hungary, the basic national curriculum, introduced in 1998, proposes innovative methodological approaches to foreign language teaching. Schools are encouraged to form small groups, whereby pupils are grouped according to ability. This organisation enables teachers to use a more active methodology in foreign language classes. The national curriculum sets out gradual, flexible proficiency levels:

## 2.4. THE FOREIGN LANGUAGE AS THE LANGUAGE OF INSTRUCTION

The priorities assigned to foreign language learning have led certain countries to adopt initiatives aimed at bilingual education and, more concretely, the teaching of one or more subject areas using the foreign language as the language of instruction<sup>(24)</sup>. The German-speaking Community of Belgium is a spe-

<sup>(21)</sup> In Estonia also, the communicative approach was integrated into teaching practice in the early 1990s.

<sup>(22)</sup> Policy-making tool for the international comparison of objectives and methods and the assessment of foreign language teaching.

<sup>(23)</sup> Consists of a passport, a linguistic C.V. and a dossier. It bears the logo of the Council of Europe and records the holder's formal qualifications and foreign language learning experiences. The aim is to contribute to the mobility of citizens within Europe through the creation of an instrument to record and give value to lifelong language learning.

<sup>(24)</sup> Some information in this section also concerns the upper general secondary (i.e. non-compulsory) level.

cial case. Since the late 1940s, its education system has been founded on common use of both German and French to teach the different subjects in the curriculum. For political, socio-economic and geographic reasons, this general policy of encouraging bilingualism (from an early age) has never changed. An educational factor has also helped to maintain the status quo in so far as most pupils in this region who go on to tertiary education enrol in universities of the French Community.

During **the 1960s and 1970s** and even earlier, a number of the pre-accession countries set up parallel systems of bilingual schools for their high achievers. The bilingual education systems in Bulgaria, the former Czech and Slovak Federal Republic, Estonia, Lithuania, Latvia, Poland and Romania offered subjects like geography, literature, history, economics, mathematics and even chemistry in one or more languages other than the language of instruction in the ordinary education system. During the 1990s this system, which was aimed at the best performing pupils, was abandoned in favour of a more democratic system. Bilingual teaching was made available to all pupils in the general education system, subject to passing an admission examination (sometimes at the discretion of individual schools).

In the Czech Republic and Slovakia, general secondary schools offering bilingual education began to open from 1990 onwards. In these countries, bilingual *Gymnasia* were created in 1990 for languages such as German, English, French, Italian, and Spanish. In Poland, the reform of 1990 made it possible to open bilingual schools, in particular in the larger cities. In Romania, from 1990 onwards, an intensive programme was introduced at primary and lower secondary level: English, French and German were to be taught more intensively (i.e. more lessons in smaller groups) in a limited number of schools. Schools that wished to participate had to meet a number of criteria, such as availability of qualified teachers. That same year, a bilingual programme was introduced at upper secondary level, with combinations involving French, English, German, Italian and Spanish. In Bulgaria, within the context of new curricula for the early learning of foreign languages introduced in 1993 and 1994, pupils taught in this way could later (at general secondary level) be taught non-linguistic subjects in the language learned at an early stage. With the decree of 1997, following an experimental phase that began as far back as 1985, Hungary recognised bilingual schools as educational institutes. A distinction is made between bilingual schools offering minority languages and those teaching foreign languages.

Within the European Union, countries such as France, Austria, the Netherlands and Finland have taken initiatives in the area of bilingualism, especially during **the 1990s**. In Germany, however, bilingual education at the (lower and upper) secondary level has been in place since the late 1960s. These forms of education place increased emphasis on foreign language teaching and involve teaching a subject such as social sciences in a foreign language. The Franco-German course of education, instituted in 1993, in which pupils aim to attain both the German *Allgemeine Hochschulreife* and the French *baccalauréat* is a special variant of this bilingual concept. This opportunity is becoming widely accessible in the different *Länder*.

In 1992, France created the *sections européennes*, offering a number of linguistic disciplines in a foreign language, with special mention of this variant on the *baccalauréat* certificate. These *sections européennes* have several original features: reference to a school project, in the form of a charter aimed at cooperation between teaching and administrative teams and ensuring consistency in educational and cultural initiatives. In 1991 in Austria, the ministry launched a project to promote English as a language of instruction (*Englisch als Arbeitssprache*) for other subjects. In the Netherlands, bilingual schools have been created at both primary and secondary level since 1992. In Finland, as far back as 1983, the *peruskoulul/grundskola* School Act has enabled the use of a foreign language in the teaching of other subjects. The authorities have paid more attention to bilingual education since 1990, with the approval in 1996 of a national project to diversify foreign language teaching, which primarily focuses on bilingual education (Kimmoke project, 1996-2000).

## 2.5. PILOT PROJECTS

Education authorities have realised how important it is to test the feasibility of certain types of foreign language teaching before introducing them on a more general basis. These trials often take the form of pilot projects, i.e. experimental projects that are limited in time and financed at least in part with public funds (the education authorities involved). The latter decide which schools will participate, how many will take part, and the ages of the pupils involved. These experiments are usually subject to a systematic assessment.

### 2.5.1. Primary Level

It is at the primary level that experiments have been the most plentiful and started the earliest. The **1960s and 1970s** saw an upsurge of initiatives, which had varying fortunes depending on the positive or negative assessments received. In Germany, experiments in early foreign language teaching were introduced in the 1970s in a number of *Länder*. The dominant principles were the imitation of the foreign language, creating appropriate situations, and the development of elementary oral skills (listening and speaking) and reading skills. On the basis of the experiments' results, the KMK prepared recommendations with a view to introducing a first foreign language in the curriculum of the 3<sup>rd</sup> year of primary school (at the age of 8-9). However, compulsory foreign language teaching at primary level is not yet the norm.

In France, a variety of experiments in the early teaching of foreign languages took place between 1954 and 1989. The levels involved were CE2, CM1 and CM2 (ages 8-11), as well as the pre-primary level (ages 4 and 5). Only 2 to 3 % of children of a given age cohort were involved in this experiment. The foreign languages were mainly English and German. Teachers were volunteers. The methodology consisted of integrated audio-visual methods (spoken language and pronunciation) at primary school level, and of involving infants in physical activities at the pre-primary level. Two assessments were carried out in 1974 and 1980, pointing to limited effects: there was little evidence of greater progress among *collège* pupils, owing mainly to the fact that foreign language teachers at the *collège* level do not really take into account pupils' prior acquisitions and learning experiences. Also, these learning experiences were virtually ignored in the curricula and textbooks of the first years of *collège*. The situation is apparently improving with the recent decision to introduce, within five years, early compulsory teaching of a foreign language – considered henceforth a full-fledged subject of the primary school curriculum.

In the Netherlands, between 1968 and 1982, English was taught on an experimental basis in the last two years of primary school (ages 10-12) in Utrecht and Doetinchem. Following these experiments, English was made compulsory in primary schools in 1985. In Austria, a pilot experiment in introducing a foreign language at primary school was launched on a regional scale in 1971. An assessment in 1976 showed that pupils had made greatest progress in listening comprehension.

One initiative in this area that attracted much attention was launched in the United Kingdom (England and Wales) in 1963. A pilot project for teaching French at primary school level to pupils from the age of 8 was set up by the Ministry of Education, with support from the *Schools Council*, *local education authorities* and the Nuffield Foundation. The project, known as *French from Eight*, aroused such enthusiasm that, at the start of the 1970s, an estimated one third of all primary schools had included French in their curricula. However, an assessment of this project by the National Foundation for Educational Research (NFER), published in 1974, concluded that there was no significant advantage to be gained from introducing this type of early language learning generally, and its introduction was abandoned. From then on, it was left to the *local education authorities* and schools whether or not to continue this teaching. The report concluded that pupils taught French from the age of eight did not subsequently reveal any 'substantial' gains in achievement compared with those who were only taught French from the age of 11. The only area in which children who started at eight showed increased proficiency was aural comprehension. At secondary level, it was found that the early introduction of French had tended

to exert a negative effect on the teaching of other foreign languages; it had reinforced the position of French as the dominant foreign language and had increased the number of pupils who reached secondary school convinced that further foreign language learning was not for them. In 1977, the Nuffield Foundation published a counter-appraisal of the scheme in response to what it considered to be an unduly negative evaluation by the NFER. During the same period (1962-67), a pilot project for the introduction of French in primary schools was carried out in Scotland. The assessment concluded that it was a failure, owing especially to the lack of resources.

In Finland, in the late 1960s, pilot projects were carried out with the aim of introducing a foreign language in the first years of the *peruskoulu/grundskola*.

In Iceland, foreign language teaching at primary level was investigated in the 1970s. Experiments were carried out in teaching Danish and English to pupils aged 10-12. As a result, the teaching of these two languages was reorganised so as to gradually begin at an earlier age. In Norway, a series of experiments was carried out between 1954 and 1974, in particular for teaching English during the period of compulsory education.

In Romania, experiments conducted between 1968 and 1970 on foreign language teaching in primary schools led to the implementation of a general policy between 1970 and 1978. After a gap of 12 years, teaching foreign languages at primary school level became standard practice again in 1990.

The **1980s** produced little further progress in this area. Nevertheless, the cases of the French Community of Belgium, Greece, Italy, Scotland and Norway are worthy of note. During the school year 1986/87, the French Community of Belgium launched a brief experiment in introducing the learning of Dutch on a general basis between the ages of 10 and 12. This failed, due to a lack of competent specialist teachers. In Greece, experimental foreign language teaching (French and English) in primary schools began in 1987/88. In Italy, the ILSSE project (*Insegnamento delle Lingue Straniere nella Scuola Elementare*) was set up in 1985. It aimed to introduce foreign language teaching in primary schools.

In Scotland, a new project for introducing a foreign language at primary school was launched in 1989. As a result, this type of teaching (aimed at children aged 10-12) became generalised from 1993 onwards.

In Norway, between 1988 and 1991, the Compulsory Education Council launched a project to introduce a second foreign language. This project, involving only a small number of pupils, sought to emphasise the autonomy of the language learner, with pupils taking charge of their own foreign language learning. The languages included in the experiment were French, Russian, Spanish and German. The time allocated to this experiment was gradually increased in order to give it every chance of a positive outcome. The experiment was deemed successful.

Starting in the **1990s**, several European countries set about introducing foreign language teaching from the first years of compulsory schooling. Within the European Union, projects took place in Germany, France, Ireland, Austria and Portugal. In Germany, a series of experiments aiming to introduce foreign languages from the first years of primary school was launched during the 1990s.

France provides a good example of the way some countries try to introduce foreign languages broadly on the basis of preliminary experiments. A pilot project conducted from 1989 to 1992 led to the gradual introduction of a genuine 'initiation' type of instruction, which is currently being extended to all 10-year-olds and already covers more than one half of 9-year-olds <sup>(25)</sup>. The languages offered – mainly English and German – were taught by *collège* teachers, primary school teachers or external professionals, whose qualifications were screened. From 1991/92, the range of languages on offer was gradually expanded.

<sup>(25)</sup> This teaching is generalised from the school year 2000/01.

Parallel with this, initiation to foreign languages was introduced for 7-year-olds in 1995/96 in the form of daily 15-minute sessions, with an emphasis on the communicative side of learning. The foreign language is taught by the class teacher where he/she volunteers to do so. In 2000, the minister decided to gradually introduce foreign language teaching at an earlier stage of the primary level <sup>(26)</sup>.

Austria and Slovenia are also worth mentioning as examples of countries that contemplate general introduction of foreign language teaching based on experimental results. In Austria, a pilot project aiming to introduce a foreign language from the 1<sup>st</sup> year of primary school (6-year-olds) was launched in 1990. The objective was an early development of pupils' linguistic skills <sup>(27)</sup>. In Slovenia, the ministry launched a project in 1990/91 for young learners aged 8-9. The assessment (conducted in 1997) proved positive and other primary schools have begun to introduce a foreign language into their curriculum <sup>(28)</sup>.

Other countries started out with a pilot project and then gave schools the freedom to choose to integrate the teaching into their curricula. In Portugal, for example, the Ministry of Education launched in 1991/92 an experimental programme exposing pupils of the 1<sup>st</sup> stage of *ensino básico* to foreign languages. As part of this project, each school is free to call on secondary school teachers and other personnel from outside the school with a view to offering language courses, depending on its curricular autonomy and its resources.

Ireland's recent project (1998/99) sets out to introduce the possibility of learning a foreign language into a certain number of primary schools.

In the pre-accession countries, pilot projects were launched during the early 1990s to teach one or more foreign languages to pupils in the first years of compulsory education in Bulgaria (1993), the former Czech and Slovak Federal Republic (1990), and Poland (early 1990s).

### 2.5.2. Secondary Level

At the secondary level, where foreign language teaching became standard practice long ago, pilot projects have been few and far between over the past thirty years. Education authorities have been more concerned with introducing language teaching at an earlier age than with testing new teaching methods at the more advanced levels. Nonetheless, in 1974, Italy wanted to test the introduction of a second foreign language and issued a decree allowing lower secondary schools to experiment with teaching a second language. From the 1980s, this second foreign language was no longer taught on an experimental basis, but offered as an optional subject by any school that wished to do so.

In the Netherlands, the outcome of experiments carried out in the 1970s and 1980s to diversify the range of languages on offer was that, in 1991, this offer was officially extended in the secondary school curriculum and the final examination. The experiments concerned Russian (from 1971), Spanish (from 1975) and Arabic and Turkish (from 1987).

In 1986/87, the French Community of Belgium experimented briefly with the simultaneous learning of two foreign languages in the 1<sup>st</sup> year of secondary school (Dutch plus English or German), but ran up against strong protests (additional burden for pupils, danger of confusion between the two languages).

Very recently (from 1998), Slovenia has set up an experimental programme to teach a second foreign language to pupils aged 11-15.

<sup>(26)</sup> By 2005, pupils will benefit from this measure from the last stage of pre-primary education, so that they can start learning a second foreign language as soon as they are admitted to the *collège* (age 11).

<sup>(27)</sup> This teaching will be generalised from school year 2002/03.

<sup>(28)</sup> This will become more general from 2003/04 onwards. From then on, the first foreign language will be compulsory from the age of 9, and a second language will be optional from the age of 12.

### 2.5.3. Pre-primary Level

At the pre-primary level, experiments are very recent and concern only a very small group of countries. In Austria, 30 % of the nursery schools in Vienna are introducing the teaching of English to children aged 3-5 years as part of an experiment that started in 1995. In Spain, a programme was launched in 1996/97 under an agreement between the Spanish Ministry of Education and the *British Council* for pupils to obtain diplomas from both countries simultaneously at the end of their compulsory schooling. This programme provides for the teaching of English from the age of 3 right through compulsory schooling. At this stage, only a small number of pre-primary schools are taking part.

In Italy, a pilot project was set up in 1997/98, aimed at initiating pre-school children to a foreign language. The idea is to expose children to the language for 30 minutes a day, five days a week.

The teaching experiments conducted by education authorities have in many cases been accompanied by or integrated into research commissioned at the national level, with a view to providing scientific backing to the outcome of the project. Measuring pupils' linguistic performance – while defining the skills to be acquired and designing adequate assessment tools – and identifying and remedying the weaknesses in the system are some of the authorities' major concerns in this area. At present, the pre-accession countries are perhaps those investing most in research on language teaching. Examples include Bulgaria, the Czech Republic and Slovakia, which all commissioned national-level research in 1998.

## 2.6. TRAINING OF TEACHERS

The various aspects of foreign language teaching described above have undoubtedly affected the development of the teaching profession <sup>(29)</sup>. The changes brought to the status of language teaching and the way it is organised, and the wealth of innovative teaching experiments have led language teachers to adopt teaching strategies that have become increasingly complex during recent years. Numerous changes, which occurred in the 1990s as a result of reforms in the field of foreign language teaching, had a considerable impact on teachers.

In general terms, from the second half of the 1980s onwards, we have witnessed a global restructuring of initial teacher training, in particular at the primary level <sup>(30)</sup>, with changes in the structural organisation of training courses and the creation of new institutes for training future teaching professionals. These changes went hand in hand with adjustments to existing curricula or entirely new curricula.

### 2.6.1. Initial Training

In the last 30 years, the initial training of foreign language teachers has also been affected, in particular through changes in the curricula. In certain cases, mastery of the target language was at the focal point of the curriculum changes, whereas in other cases greater attention was given to the pedagogical training of future teachers. Starting in **the 1960s**, courses of initial teacher training in the United Kingdom began to emphasise the communicative approach and the use of new technologies, and changed in response to the need to train teachers to teach pupils of all levels of ability.

Germany can be quoted as an example for **the 1970s**. At that time, the training of foreign language teachers underwent decisive changes in the country. Until then training had been mainly philology-based, with an emphasis on the history of the language, knowledge of its ancient forms and texts, orig-

<sup>(29)</sup> Chapter 4 describes in detail the present characteristics of the typical qualifications and experience, recruitment, initial and in-service training of foreign language teachers at primary and general secondary levels.

<sup>(30)</sup> For further information on reforms in the teaching body, cf. Eurydice, 1997a.

inal documents and their comparison with foreign literature. Training of foreign language teachers was reviewed in the 1970s in the light of the changes in society, progress in every area and the growing pressure of international competitiveness.

This review led the Science Council (*Wissenschaftsrat*) to make recommendations covering the whole of teacher training. In its *Strukturplan* of 1970, the German Education Council (*Deutscher Bildungsrat*) encouraged the introduction of study plans which concentrated more on the teaching profession, not only in the second stage of training (*Vorbereitungsdienst*), but also from the first stage. In this way, training of foreign language teachers was extended to include subject-related teaching methodology and training in speaking the language. The desired form of teacher training was profession-, science- and society-oriented in order to respond to society's needs. In some *Länder*, the transformation of the *Pädagogischen Hochschulen* into institutions offering a wider range of courses and considered equivalent to universities or, in other *Länder*, the incorporation of the *Pädagogischen Hochschulen* into the universities up to the 1980s, reflected the desire to give teacher training a scientific foundation.

In Finland, the contents of teacher training were reformed in the second half of the 1970s following the introduction of the single structure. Different decrees on degrees in education and humanities (including foreign languages) were adopted in 1978. The central objective of the reform was to increase teachers' expertise in their specialist subject and relevant teaching methods. The reform was particularly significant in the development of the concurrent model in training specialist subject teachers.

Moving to **the 1980s**, Austria introduced in 1985 the compulsory learning of English into the *Pädagogischen Akademien* that train future primary school teachers. That same year, in the Netherlands, a foreign language became compulsory for the first time at the primary level. At the same time, English was introduced in the initial training of primary school teachers as a compulsory curriculum subject.

In Iceland, a special course in foreign language teaching was introduced in the late 1980s, as part of the teaching methodology curriculum.

Slovenia changed the foreign language curricula in 1982/83 in the direction of a communicative approach. Teacher training curricula were consequently adapted to the new teaching methods.

It is in **the 1990s** that we find the highest concentration of changes. As part of the LOGSE reform of 1990, Spain instituted a specialisation for primary school single class teachers: *Maestro en la especialidad en lengua extranjera*. This changed the professional profile of such teachers, who became specialist subject teachers responsible for foreign languages.

In France, as part of the introduction in 1992 of the *Instituts Universitaires de Formation des Maîtres* (IUFM), i.e. University Institutes for Teacher Training, in application of the Education Policy Act of 1989, changes were made in the training of foreign language teachers. The demand for school teachers mastering a foreign language led the IUFM to adapt their training provision. In many cases, the IUFM offer their students a course that prepares them for the optional language test at the competitive examination for school teachers. Successful laureates of this examination benefit from the possibility of complementary foreign language training as well as training in foreign language teaching. Specialised foreign language teachers have thus been recruited from most IUFM.

In Italy, a presidential decree was issued in 1996 as part of the reform of initial training for pre-primary, primary and secondary school teachers (law of 1990). It makes the study of a foreign language compulsory during at least three years for aspiring language teachers at primary level.

The introduction of basic secondary education in the Netherlands in 1993 was not without repercussions for the training of foreign language teachers. The curriculum was adapted and updated, with emphasis on a communicative approach. This updating of content also included the integration of information and communication technologies.



Three years later, in 1996, the Dutch Minister of Education introduced the Process Management *Lerarenopleidingen* (process management for the transformation of teacher training) with a view to drawing up an innovative plan covering both the HBO training programmes for primary school teachers and the HBO training programmes for lower secondary school teachers. A common curriculum was developed in 1998 for institutes dispensing the initial training of primary and lower secondary school teachers, and has been used since then on a voluntary basis by all teacher training institutions. The common curriculum is founded on the basic skills that a novice teacher is required to have and is designed to cover approximately 70% of the training. As the teaching of English represents 3% of the curriculum of primary schools, it was proposed that 3% of the training curriculum for primary school teachers likewise be devoted to this language. This came down to one module of English in the main programme and two or three modules for those specialising in teaching in the upper classes. As regards the teaching of English, priority is given to teaching methodology, with less attention to mastery of the language *per se* <sup>(31)</sup>. In the new curriculum for lower secondary school teacher training, there is a common part for the whole of foreign language teacher training, characterised by the priority given to strengthening teaching skills. A new element is the introduction of practical periods at an earlier stage of the training.

In Sweden, new curricula were introduced in 1994 for both compulsory (single structure) and upper secondary education, which included the introduction of a compulsory second foreign language from the age of 12-13. This led to changes in the initial training of teachers, which were formalised in a new training curriculum in 1998. Teachers destined to teach in the single structure could opt for either of two alternatives: training specifically for teaching in the 1<sup>st</sup>-7<sup>th</sup> years of the *grundskola* or in the 4<sup>th</sup>-9<sup>th</sup> years. In both cases, prospective teachers may opt to specialise in Swedish or foreign languages.

In Norway, a new framework programme for teacher training came into effect in the autumn of 1998. English is still only an optional subject, but the most important changes are in the area of practical training, with a greater number of credits for educational theory and reduced emphasis on methodological aspects.

Turning to the pre-accession countries, since the 1990s the offer of teacher training programmes in the Czech Republic and Slovakia has increased and the curriculum has gone through substantial changes, reflecting new methodology requirements. In order to meet the demand for language teachers, study programmes of a level equivalent to a university degree have been introduced for a transition period. In Poland, the reform of 1990 modernised teacher training by introducing a new network of colleges offering 3-year training courses for foreign language specialists. The reform has endowed these training colleges with an organisation that balances all aspects of training. Almost 45% of time is spent on improving mastery of the foreign language, 25% on subjects pertaining to the teaching profession, 20% to all-round education, and 10% to optional subjects. In the new curricula, as much attention is given to the cultural aspects, history, geography and institutions of the target country as to linguistic and pedagogic studies. Among optional subjects, the colleges introduce additional aspects of the foreign culture, of its economy, and business applications of the foreign language. In Hungary, since 1991, the ministry has funded fast-track 3-year training courses in English, German, French, Italian and Spanish in the universities and teacher training institutes.

In Lithuania, in 1993/94, the teacher training institutes previously offering training for pre-primary and primary school teachers, started offering training also for foreign language teachers of the lower secondary level. In 1995, initial teacher training regulations and qualification requirements were approved. In Romania, foreign language courses were included in the initial 3-year training programme of teacher training institutes in 1996.

<sup>(31)</sup> The Process Management *Lerarenopleidingen* has been dissolved.

In Slovenia <sup>(32)</sup>, in 1998 a new programme for training primary school teachers wishing to teach foreign languages introduced a specialisation for teaching the 3<sup>rd</sup> and 4<sup>th</sup> years. A reform of teacher training is under way.

### 2.6.2. In-service Training

Over the past 30 years, most countries have paid particular attention to promoting the in-service training of foreign language teachers. Efforts to develop in-service training programmes for teachers gained momentum in **the 1970s and 1980s**. In Greece, in 1978, an optional 2-year foreign language in-service training programme was introduced for teachers of English and French. In Spain, with the creation of teacher centres in 1984, teachers started having access to a higher standard of in-service training. These centres also undertook to organise training courses for foreign language teachers. A few years later, such centres were also founded in Portugal. In Ireland, the introduction of the *Junior Certificate* in 1989 led to the creation of a national in-service training programme directed at teachers whose subjects had evolved, as was the case for foreign language teachers. In Austria, from 1985 onwards, primary school teachers who had not taken any language courses during their higher education were given the opportunity of retraining in the *Pädagogischen Instituten*, and more than 90% took advantage of it.

In Iceland, in the 1970s, the Ministry of Education began to organise special in-service training courses for foreign language teachers in compulsory education. In 1973, the teacher training institute took over the responsibility of these in-service training courses.

Turning to **the 1990s**, in Italy a ministerial decree was adopted in 1991 with a view to facilitating the introduction of a compulsory foreign language at primary level in 1992. The decree provided for foreign language teaching to be entrusted to a primary school teacher trained as a specialist subject teacher who had to receive ad hoc in-service training. That same year, a new framework programme for teachers' in-service training came into effect in Greece, including a compulsory 3-month in-service training course for all foreign language teachers. In 1995, an optional 40-hour course was also introduced. In Scotland, a specific in-service training programme has been in place since 1993 (the year when it was recommended that all primary schools should offer a foreign language). The training programme targets primary school teachers, emphasising active use of the foreign language in interaction with pupils.

In Liechtenstein, since 1996, English courses and traineeships in English-speaking countries have been offered to primary school teachers who are trained in foreign universities in which English is not a compulsory subject (e.g. some Swiss cantons). In Norway, a programme was launched in November 1997 to stimulate foreign language teachers' practice of the target languages.

Last, the pre-accession countries, in order to remedy the shortage of teachers of languages other than Russian, set up programmes to retrain teachers of Russian. In the former Czech and Slovak Federal Republic, teachers of Russian benefited from a retraining scheme in 1990. In Lithuania, the first teacher-retraining programme was introduced in 1989. It was targeted at specialist teachers to be retrained as English language teachers. In 1991, regulations concerning an in-service training system and a retraining scheme for teachers were approved. From then on, a programme that still applies today was implemented, through which a large number of Russian language teachers have been retrained as English and German language teachers. In Hungary, a 6-year programme was launched in 1990 to retrain Russian teachers to teach central or eastern European languages.

In Romania, since 1994, changes have taken place in the in-service training of foreign language teachers, drawing on themes such as new technologies, implementation of new language curricula, the adoption of new assessment methods or the preparation of new textbooks.

<sup>(32)</sup> From 1994, primary and secondary schools may employ foreign language assistants to support language teachers.

## 2.7. USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Audio-visual technologies, such as sound and image recording, and TV broadcasts in the target language, have been a mainstay of foreign language teaching for many years. Although these are still widely used in schools, many countries view the potential contribution of computer technology as even more important, and are investing more and more in designing software to support teaching and learning.

During the last decade, most European countries published recommendations advocating the use of information and communication technologies in schools. Teachers were encouraged to use the new technologies in all subjects.

A growing number of countries have started applying the new technologies to foreign language teaching methodology, and several have already enacted concrete measures in this direction. Spain, for example, launched in 1983 a global project in the area of new technologies, encouraging their use in teaching at primary and secondary levels, in particular as regards foreign languages. In Austria, information technology was introduced as a subject for the first time in the 1988 curriculum. The new technologies are used to develop computer-based exercises to teach basic subjects such as the first foreign language, mathematics, German, and Latin. In 1992, the education authorities took the decision to teach information technologies through the medium of subjects such as English, German, and maths. Since 1993, Greece has also taken measures to promote the application of the new technologies to foreign language teaching. Teachers, especially in secondary schools, are provided with software. In Finland, the year 1996 refers to a national project in the field of information and communication technologies, but in fact, their use had already been recommended in the 1985 national curriculum. In the Netherlands, the use of information and communication technologies was explicitly formulated in 1998, in the new attainment targets (*kerndoelen*) for primary as well as secondary education.

In Liechtenstein, the application of new technologies to foreign language teaching was introduced in 1996, when language teaching became compulsory at primary level. In Norway, the Ministry of Education has been funding, since 1996, a 3-year programme of research into the application of the new technologies to foreign language teaching. In Iceland, the introduction of a special in-service training programme covering the use of the new technologies by foreign language teachers dates back to 1997, although some courses in this field had been organised previously.

In Slovenia, the first computers were used in foreign language classes in 1985. Since the early 1990s, there have been several initiatives in this area (in 1991, 1995/96 and 1998/99).

## 2.8. TIME ALLOCATED TO FOREIGN LANGUAGES

It should be pointed out that every country has, at some given point in the period under review, changed the amount of time allocated to foreign languages. In general, over the past 30 years foreign languages have taken up a greater proportion of the overall curriculum. During the 1960s and 1970s, some countries changed the number of hours devoted to foreign languages. In the Netherlands, as of the secondary education act of 1963 (in force since 1968), a minimum number of hours was imposed for the three foreign languages offered in HAVO and VWO (English, French, and German) and the two languages offered in MAVO (English and French). Schools are free to decide how to distribute those hours across the entire duration of the relevant type of education.

In particular, during the last decade, timetables have been rearranged to make more room for a second foreign language. Sweden, for example, when introducing its new curricula in 1994, deemed it necessary to devote more time to teaching the second compulsory foreign language. In other countries, timetables have become more flexible, so that languages can be added more easily. The Netherlands, for example, when it introduced basic education in 1993, replaced the existing minimum timetable with

a recommended timetable, consisting of a recommended total number of hours per language throughout the duration of basic education. Taking for example English, this means that for the three-year period of *basisvorming* in all types of school the recommended minimum for the English language (and English literature for the HAVO and VWO) amounts to 280 50-minute periods. The way these hours are divided up is left to the schools. In Hungary too, with the introduction of the national basic curriculum in 1995, timetables became flexible and the hours devoted to foreign languages could therefore increase or decrease.

Nevertheless, there are cases in which circumstances induced a reduction in the number of hours allocated to language teaching. In the early 1980s, Iceland reduced the number of hours devoted to Danish and English (which had considerably increased owing to the decision of 1973 to teach these languages to younger pupils). The number of hours allocated to these languages has since remained unchanged.

### 3. DIAGRAMS ILLUSTRATING THE ORGANISATION OF FOREIGN LANGUAGE TEACHING IN 1974 AND 1984

The changing organisation of foreign language teaching in the pre-primary, primary and general (lower and upper) secondary levels over the last thirty years is illustrated by diagrams depicting the situation in 1974, 1984 and 1998<sup>(33)</sup>. They show at what age foreign language teaching is introduced into curricula and indicate the status of the subject, i.e. whether it is taught as a compulsory subject, a compulsory curriculum option or on an experimental basis<sup>(34)</sup>.

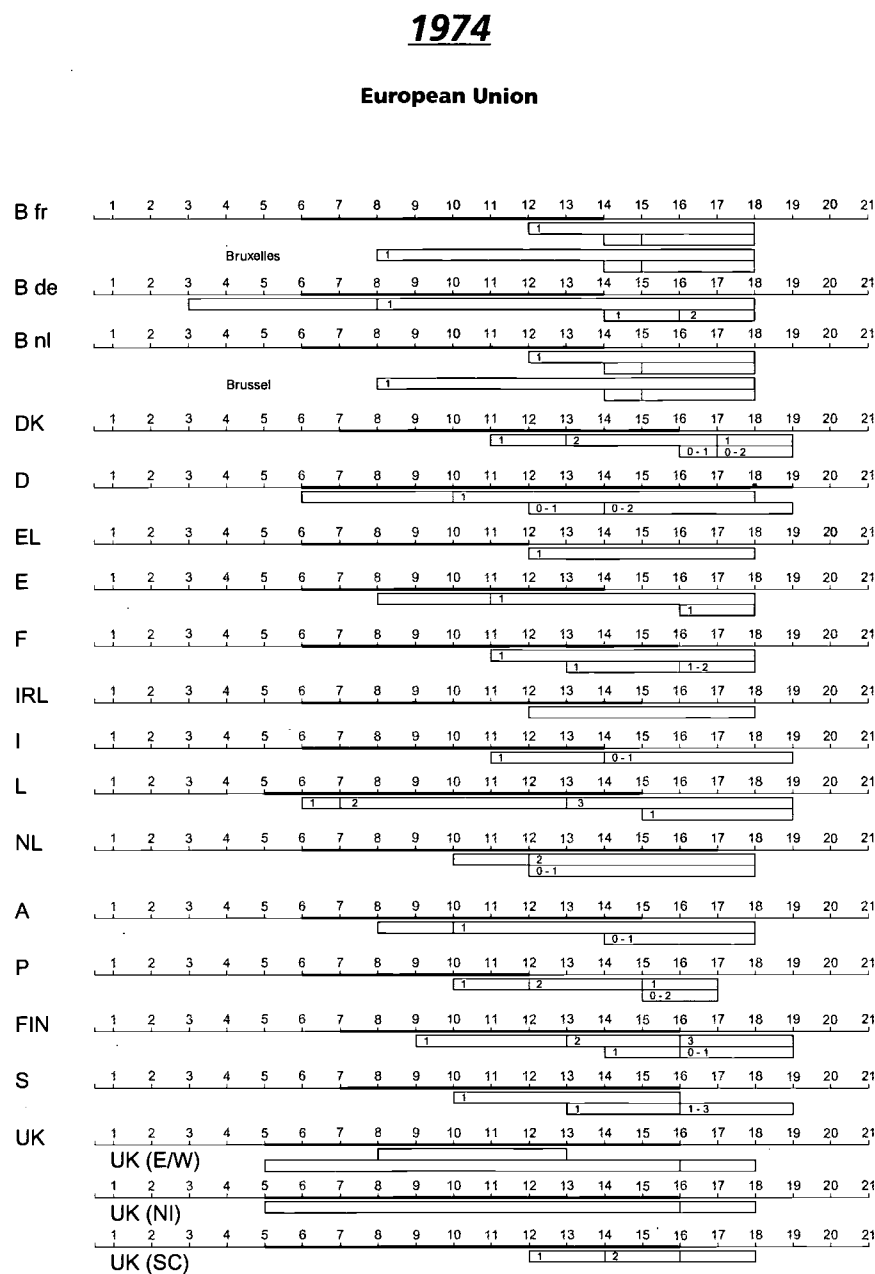
During the three decades covered by the diagrams, all countries, with the exception of Ireland, have made it **compulsory** for all pupils to learn at least **one foreign language** at some point in compulsory education (orange in the diagrams). In 1974 and 1984, the situation of the first compulsory foreign language was very much the same. In general, pupils only started to learn a foreign language after the age of 10, except in Belgium (German-speaking Community and Region of Brussels-Capital), Luxembourg, and Finland, where foreign language teaching has always started at a very early age (8, 6 and 9 respectively). This early start was also typical of a number of pre-accession countries. In 1974 and 1984, these countries were providing one compulsory foreign language from the early years of primary school, even from the 1<sup>st</sup> year in the Baltic States. In the majority of these countries, the language was Russian, compulsory in the ordinary education system. In Cyprus, Romania, and Slovenia, however, other foreign languages were taught as compulsory subjects at the time.

1998 shows great changes by comparison with the two previous decades. The age at which compulsory teaching of the first foreign language starts was brought forward by several years in the majority of EU and EFTA/EEA countries. Reforms swept through countries like Greece, Spain, Italy, Liechtenstein, and Norway, with the first contact with a foreign language brought forward by three or even four years. Conversely, in the pre-accession countries and particularly in the Baltic States, the start of instruction in the first foreign language was put back considerably. From a situation in which Russian had to be taught from the 1<sup>st</sup> year of primary school, these countries switched to the free choice of a foreign language taught as a compulsory subject to all pupils aged 9-11. This change resulted from the abolition of the requirement to learn Russian at an early age.

<sup>(33)</sup> The diagram depicting the situation in 1998/99 is shown in Section 1 of Chapter 3.

<sup>(34)</sup> For definitions of compulsory subject, compulsory curriculum option and subject taught within a pilot project, cf. the 'Guide to reading the diagrams' in the annex to Chapter 3.

Figure 2.3: Organisation of foreign language teaching at pre-primary, primary and general secondary levels



**Additional notes**

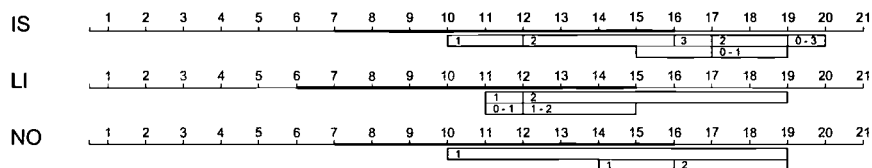
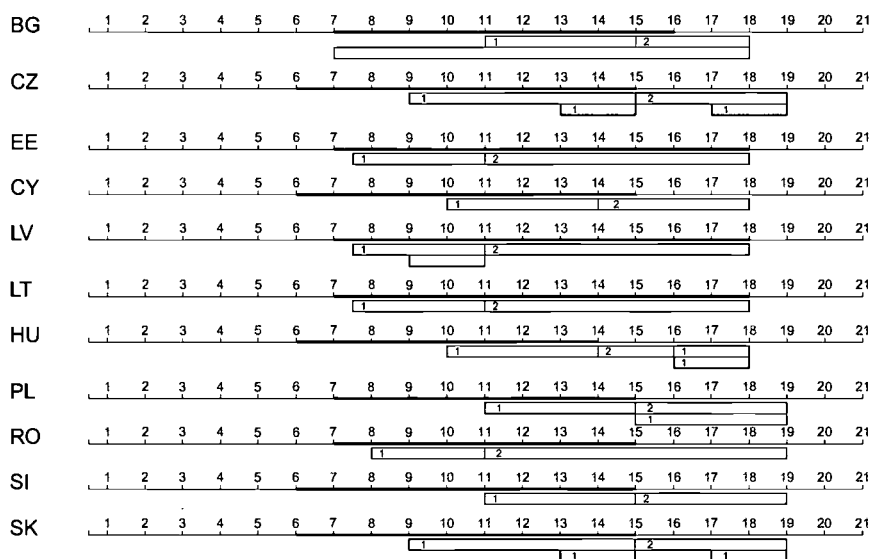
**Spain:** The part of the diagram relating to upper secondary education (ages 14-18) represents the situation in 1975.

**Germany:** General full-time compulsory education (*allgemeine Schulpflicht*) ends at the age of 15 in twelve *Länder* and at the age of 16 in the four others. Part-time education (compulsory *Berufsschule* attendance) ends at the age of 18 in twelve *Länder* (represented by a black dot on the red bar in the diagram) and at the age of 19 in the four others.

**Austria:** The situation represented in yellow is that of the *Fremdsprachliche Gymnasia* (*Gymnasia* specialising in foreign languages), which represented almost 50 % of the *Gymnasia* population at the time. There was no second foreign language in the other types of secondary schools.

**United Kingdom (E/W/NI):** Before the *National Curriculum* was introduced following legislation in 1988 (1989 in Northern Ireland) there were no compulsory school subjects, apart from religious education. Nevertheless, most secondary schools encouraged pupils to study a foreign language at least between the ages of 11 and 14. For pupils aged 16-18, there has never been a statutory curriculum. Pupils were free to choose from the subjects offered by the school. Most schools offered one or more foreign languages at this level.

**United Kingdom (SC):** In the absence of a national curriculum there were no compulsory school subjects (including foreign languages). Nonetheless, most schools encouraged pupils to study a foreign language between the ages of 12 and 14. For pupils aged 16-18, there has never been a statutory curriculum. Pupils were free to choose five subjects from the range offered by the school.

**1974 (continued)****EFTA/EEA****Pre-accession countries**
 Compulsory subject

Compulsory curriculum option:

- All schools have to offer a foreign language
- Schools are free to decide whether or not to offer a foreign language

 The position of foreign languages depends on the type of education and/or area of study

 Pilot project

 School autonomy in matters related to the curriculum

 0-1-2-3

Number of foreign languages

 x  y

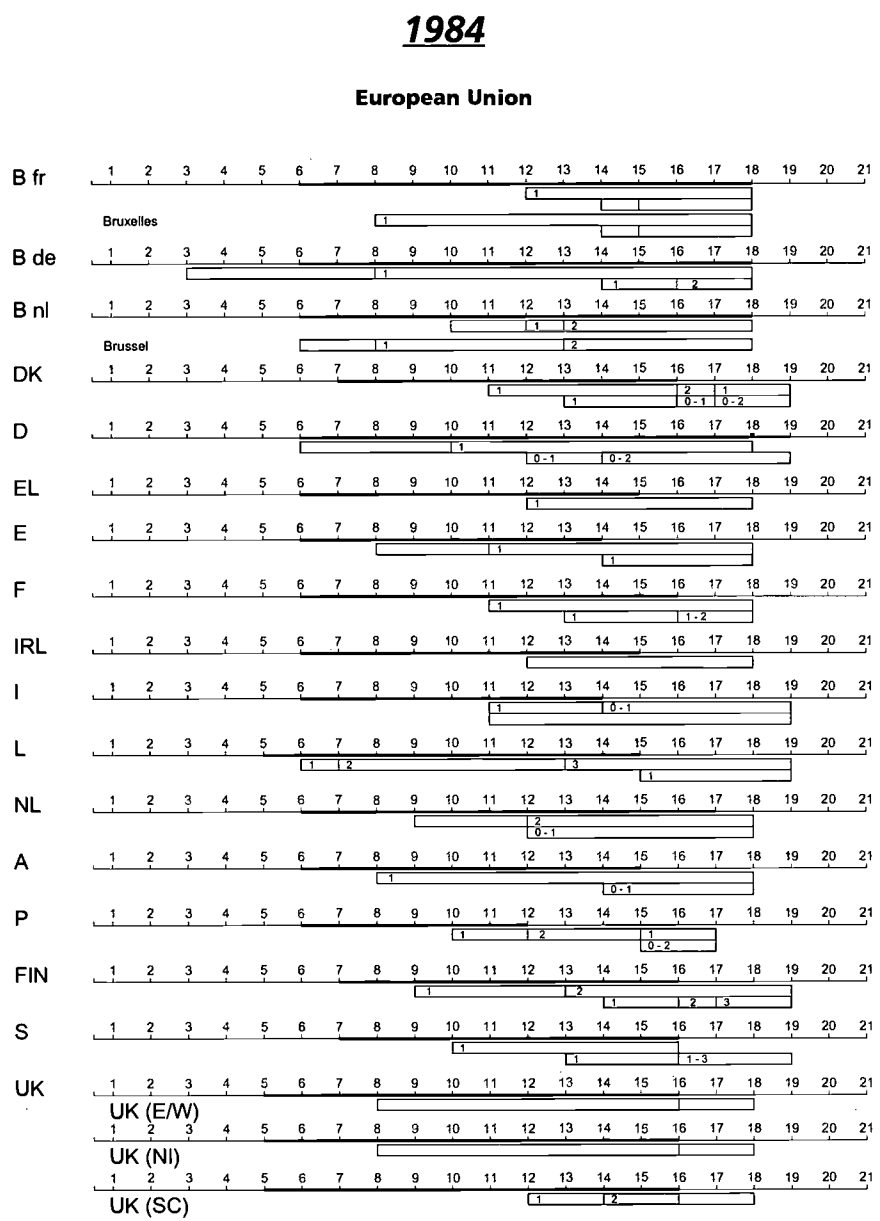
 Compulsory education  
(full-time and part-time)

Source: Eurydice.

**Additional note**

Iceland: In 1973, the starting age for learning a foreign language was lowered to the age of 10 for Danish and 12 for English.

Figure 2.3: Organisation of foreign language teaching at pre-primary, primary and general secondary levels



**Additional notes**

**Germany:** General full-time compulsory education (*allgemeine Schulpflicht*) ends at the age of 15 in twelve *Länder* and at the age of 16 in the four others. Part-time education (compulsory *Berufsschule* attendance) ends at the age of 18 in twelve *Länder* (represented by a black dot on the red bar in the diagram) and at the age of 19 in the four others.

**Austria:** The situation represented in yellow is that of the *Fremdsprachliche Gymnasia* (*Gymnasia* specialising in foreign languages), which represented almost 50 % of the *Gymnasia* population at the time. There was no second foreign language in the other types of secondary schools.

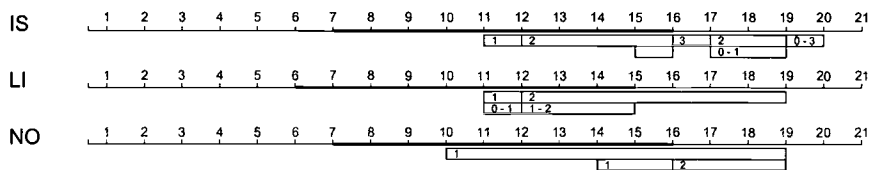
**Finland:** The first or second language offered as an option is compulsory during the 1<sup>st</sup> or 2<sup>nd</sup> year of the upper secondary level for all pupils who followed the short mathematics curriculum.

**United Kingdom (E/W/NI):** Before the *National Curriculum* was introduced following legislation in 1988 (1989 in Northern Ireland) there were no compulsory school subjects, apart from religious education. Nevertheless, most secondary schools encouraged pupils to study a foreign language at least between the ages of 11 and 14. For pupils aged 16-18, there has never been a statutory curriculum. Pupils were free to choose from the subjects offered by the school. Most schools offered one or more foreign languages at this level.

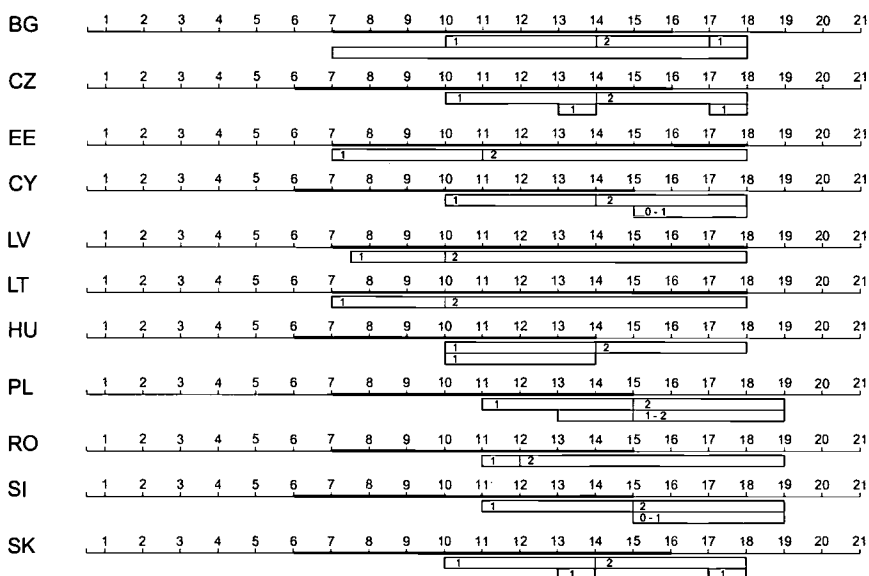
**United Kingdom (SC):** In the absence of a national curriculum there were no compulsory school subjects (including foreign languages). Nonetheless, most schools encouraged pupils to study a foreign language between the ages of 12 and 14. For pupils aged 16-18, there has never been a statutory curriculum. Pupils were free to choose five subjects from the range offered by the school.

# 1984 (continued)

## EFTA/EEA



## Pre-accession countries



Compulsory subject

Compulsory curriculum option:

- All schools have to offer a foreign language
- Schools are free to decide whether or not to offer a foreign language

The position of foreign languages depends on the type of education and/or area of study

Pilot project

School autonomy in matters related to the curriculum

0-1-2-3 Number of foreign languages

x \_\_\_\_\_ y

Compulsory education (full-time and part-time)

Source: Eurydice.



Regarding the learning of **a second compulsory foreign language**, few countries introduced one into their curricula at the level of compulsory secondary education during the 1970s. This situation changed somewhat in the course of the 1990s, a decade during which some European Union countries included a second foreign language among their compulsory subjects. It is noteworthy that the pre-accession countries always imposed two compulsory foreign languages – although in the majority of countries the second language starts quite late (in the last years of compulsory education or at the post-compulsory secondary level). The Baltic States and Romania are exceptions. Luxembourg also deserves a special mention, because since the 1970s it has always provided – and continues to provide – compulsory teaching of French as a second language for all pupils aged 7.

The teaching of **one or more foreign languages as a compulsory curriculum option** (light blue or dark blue in the diagrams) was neither widespread in 1974 nor in 1984. A foreign language as a compulsory curriculum option was offered late in the path through school, generally from the age of 14, especially whenever a school was obliged to include a foreign language among the range of subjects offered as compulsory curriculum options (dark blue). Spain is an exception, since it provided a foreign language as a compulsory curriculum option for all pupils from the age of 8. In the 1990s, this compulsory curriculum option was to become the first compulsory foreign language. It is essentially during the 1990s that the teaching of foreign languages as compulsory curriculum options first appeared in a good number of countries. In Romania, pupils aged 15-19 have had to choose a foreign language as compulsory curriculum option since 1998.

Few initiatives were taken by education authorities to experiment with teaching foreign languages. In 1974 only four countries (Germany, the Netherlands, Austria and the United Kingdom – England and Wales) were running **pilot projects** (green in the diagrams) which introduced foreign language teaching on an experimental basis and in some cases led to its introduction as compulsory for all. Ten years later, Germany was the only one left. During the 1990s, however, experiments of this type appeared to pick up again, even though the projects were always very limited in scope. Thus, only eight countries were running pilot projects in 1998, mainly at primary level.

The diagrams, which depict the situation of foreign language teaching for three given school years, mainly highlight two major trends: the offer of at least one foreign language (compulsory or otherwise) at an ever earlier age, and to facilitate the organisation of subjects within the curriculum by **increasing the autonomy** granted to schools. The reforms implemented in education in the late 1980s and early 1990s have above all led to gradual decentralisation in the overall provision of education. This inevitably affected the teaching of so-called 'basic' subjects such as foreign languages. Changes occurred particularly in countries which have a long tradition of centrally determined curricula and have opted for more flexibility only in the past few years. This trend gave rise to a number of situations whereby the schools themselves became free to decide not only the optional subjects offered to pupils but also the whole range of subjects covered by the school curriculum. Sometimes, the schools could also decide at what age foreign language teaching should begin. The 1998 diagram reflects a new situation in which the schools' increasing autonomy is clearly apparent.

# CHAPTER 3

## ORGANISATION OF TEACHING

### Introduction

This chapter examines some essential aspects of the way foreign language teaching is organised at the pre-primary, primary and general secondary levels of European education systems.

Based on a series of data summarised in diagrammatic form, it first presents a comparative analysis of the place and status of foreign languages within the various education structures. Section 1 mainly covers the organisation of foreign language teaching as formulated in the minimum curriculum or in certain sections of curricula compulsory for all pupils and drawn up by schools enjoying the necessary degree of autonomy to do so.

The analysis of foreign language teaching goes beyond the curricula in Section 2. In addition to the theoretical range of languages offered by each education system, details are provided on the languages actually offered by schools as well as the choices made by pupils.

Section 3 presents a comparative analysis of the number of hours devoted to foreign languages each week, as well as the time allocated to them during the course of the school year in proportion to other compulsory subjects in the curriculum. The official recommendations as to the maximum/minimum number of pupils in foreign language classes are set out in Section 4.

Finally, Section 5 presents a comparative analysis of individual initiatives regarding group exchanges of European pupils within the framework of language learning.

### 1. THE PLACE OF FOREIGN LANGUAGES IN EDUCATION SYSTEMS

This section seeks to analyse the current organisation of foreign language teaching, as represented in diagrams for the school year 1998/99. A guide explaining the various colours and symbols used in the key is to be found in the annex to this chapter.

These diagrams describe the situation of foreign language teaching in pre-primary, primary and general (lower and upper) secondary education. They do not provide information concerning vocational secondary education and tertiary education. Moreover, these diagrams cover only state schools and grant-aided private schools.

Only foreign languages regarded as such by the curricula of each country are taken into consideration. Regional and/or ancient languages are included only if they are considered by the curricula as alternatives to foreign languages in the same timetable slot.

Foreign language teaching in schools that cater for linguistic minorities and have their own curriculum is not part of this analysis.

The information contained in this section is extracted from the relevant official recommendations, as formulated by central and/or local education authorities. Where local authorities are totally or partially in charge of organising foreign language teaching, reference is only made to those situations where the teaching of a foreign language is compulsory, or where pupils are obliged to choose from a range of options that includes a foreign language.

The analysis highlights the compulsory framework of foreign language teaching. It also shows that in a number of countries, the presence of foreign languages in the curriculum results from a certain flexibility exercised by schools in organising curricula. This form of organisation has come to the fore in particular during the 1990s. The analysis also shows the extent to which pupils may, if they wish, choose particular areas of study that place greater emphasis on foreign languages or even specialise in this area. Finally, attention is drawn to foreign language teaching that takes place in the form of pilot projects.

## 1.1. COMPULSORY FRAMEWORK FOR THE TEACHING OF FOREIGN LANGUAGES

### 1.1.1. First Compulsory Foreign Language

Every country except Ireland requires that at least one foreign language be taught to all pupils on a compulsory basis. This situation is represented in orange in the diagram. In Ireland, even though this teaching is not compulsory, English and Irish are taught to all pupils without being considered as foreign languages.

In most European countries, compulsory teaching of the first foreign language begins between the ages of 8 and 11, corresponding to the end of primary and the very beginning of secondary education. Only five countries deviate from this pattern: Luxembourg, Norway, and Austria, where teaching of the first compulsory foreign language begins at the age of 6; Italy, where it begins at the age of 7; and finally Belgium (Flemish Community), where it starts at the age of 12.

The situation of Finland, Sweden, and Scotland is also special in that the central education authorities do not impose any particular age for starting to learn the first compulsory foreign language. In Finland and Sweden, the central education authorities do no more than lay down attainment objectives for a given school level. This means that schools are free to decide at what point in time to begin teaching the first compulsory foreign language. In most Finnish schools, this teaching begins at the age of 9. In Sweden, pupils start learning the first foreign language at the age of 10 at the latest (the great majority of them start much earlier). In Scotland, the *curriculum guidelines* invite schools to introduce this first compulsory language at the age of 10 or 11. It should be stressed that the *curriculum guidelines* do not impose the teaching of any subject (except religion). Even so, schools are strongly encouraged to offer a foreign language to all pupils aged 10-16.

### 1.1.2. Second Compulsory Foreign Language

The large majority of countries in the Union, as well as all pre-accession and EFTA/EEA countries, teach a second compulsory foreign language at some point in the school curriculum. Exceptions to this general trend are some EU countries: Belgium (French and German-speaking Communities), Spain, Italy, Portugal, the United Kingdom and, last, Ireland, where no compulsory foreign language is taught. The situation in Portugal calls for special comment. All pupils at upper secondary level have to learn at least one foreign language. Until 2000, those in the final stage of *ensino básico* who have not chosen to study a foreign language as a compulsory curriculum option – in addition to the single foreign language which all pupils have to learn – are obliged to study two languages at upper secondary level. Thus all those completing upper secondary education will have studied two different foreign languages. From 2002 onwards, a second foreign language will become compulsory for all pupils during *ensino básico*. In Germany, the introduction of a second compulsory foreign language, from the age of 12, is limited to *Gymnasium* pupils.

Within the Union, eight countries impose a second foreign language at some point during compulsory education: Belgium (Flemish Community), Greece, France, Luxembourg, the Netherlands, Austria, Finland and Sweden. Within the group of pre-accession and EFTA/EEA countries, a higher number impose a second foreign language. The only exceptions are Norway, the Czech Republic, Hungary,

Poland, and Slovenia, which introduce the second compulsory foreign language in post-compulsory education.

No relationship can be established between the start of the teaching of the first compulsory foreign language and the start of a second one. Thus, Norway, where teaching of the first compulsory foreign language begins at the age of 6, imposes teaching of a second foreign language for 16-year-olds in post-compulsory education. On the other hand, in Luxembourg, the teaching of the second compulsory foreign language (French) begins at the age of 7, one year after the introduction of the first compulsory foreign language (German). These two languages, which are taught as foreign languages, are however state languages.

Among those countries that introduce teaching of the first compulsory foreign language relatively late in the school career, Belgium (Flemish Community) and Iceland begin teaching the second compulsory foreign language relatively early. In both countries, the second compulsory foreign language follows soon after the first.

### **1.1.3. Foreign Language as a Compulsory Curriculum Option**

In most countries, schools are required to offer a foreign language among the range of subjects available as compulsory curriculum options. This means that pupils in these countries always have the possibility of choosing a language among compulsory curriculum options. In other words, there is a closed compulsory curriculum option system since the subjects included in the group of options are pre-established in the minimum curriculum (this situation is shown in dark blue in the diagrams). This situation is more characteristic of countries in the Union. In pre-accession countries, with the exception of Slovakia, the offer of at least one foreign language among compulsory curriculum options exclusively concerns post-compulsory education. In the countries of the Union and EFTA/EEA, this offer relates to both the lower and the upper secondary level.

## **1.2. FLEXIBILITY OF SCHOOLS IN ORGANISING CURRICULA**

### **1.2.1. Open Compulsory Curriculum Option System**

In many countries, schools enjoy a varying degree of flexibility in organising curricula. Some schools are thus free to determine the range of subjects from which pupils will select their compulsory curriculum options. In other words, the possibility of choosing a language among compulsory curriculum options is not guaranteed to all pupils: it depends on the school. This system constitutes an open compulsory option system since the schools themselves decide which subjects are included among compulsory curriculum options (this situation is shown in light blue in the diagrams).

Some 15 European countries leave their schools free to decide what compulsory curriculum options to offer to pupils. This situation is mainly found at the secondary level. However, certain countries such as Finland, Hungary and Slovenia apply this system from the first years of compulsory education.

### **1.2.2. Open Compulsory Supplement System**

In some countries, one aspect of the autonomy that central education authorities grant schools is that the latter are free to require that their pupils either learn a foreign language or, alternatively, that they choose a subject from a group that includes a foreign language – as an addition to their minimum curriculum. This is an open compulsory supplement system (represented in mauve in the diagrams). The number of schools offering this system varies considerably from one country to the next, or even from one school level to another within a country.

This system is more widespread in EU countries, particularly at the primary and pre-primary levels (German-speaking Community of Belgium, Spain, and Czech Republic). At these levels, schools essentially use their curricular autonomy to introduce the teaching of a foreign language as a compulsory subject or compulsory curriculum option before the age at which the minimum curriculum imposes it on all pupils. This reflects the desire that exists in these countries to promote foreign language learning beyond what is already provided for by the central education authorities. In the United Kingdom (England, Wales and Northern Ireland), where schools have a long tradition of developing their own curriculum, many primary schools and the majority of secondary schools provide teaching in languages beyond the statutory minimum requirement.

### **1.3. FOREIGN LANGUAGES WITHIN AN AREA OF STUDY AND/OR SPECIALISATION**

The organisation of foreign language teaching may depend on the chosen area of study or the type of education (this situation is represented in yellow in the diagrams). In other words, depending on the area of study they choose or the type of education they follow, pupils study a varying number of foreign languages. In several countries, there are also schools/classes specialising in foreign languages (these situations are shown by bars drawn as dotted lines in the diagrams).

#### **1.3.1. Areas of Study and/or Specialisation of Studies**

In several countries of the Union, pupils wishing to strengthen their knowledge of foreign languages or even to specialise in this area may do so by opting for an area of study at the upper secondary level that places greater emphasis on foreign language study, such as 'classical', 'literary', 'economics and social studies' and of course 'foreign languages'. Pupils following the 'literary' area of study in Luxembourg study the greatest number of foreign languages (four compulsory languages).

Ireland and the United Kingdom present a special situation at the level of post-compulsory secondary education. Here, pupils put together their own curriculum by selecting those subjects that they wish to study for their school leaving examination. Depending on these choices, they may or may not learn foreign languages.

In Germany, the Netherlands, Austria and Liechtenstein, foreign language teaching varies from lower secondary education onwards, depending on the type of education. Pupils enrolled in the most academic type of education study the greatest number of foreign languages. Several pre-accession countries also provide different types of education, some of which (the gymnasia) offer more foreign languages.

#### **1.3.2. Specialised Schools**

In Spain, the *Escuelas Oficiales de Idiomas* constitute a network of 176 language schools, operating in parallel with the ordinary school system. On the basis of their own curriculum, they organise the teaching of a greater or smaller number of foreign languages (up to 20), leading to the award of a certificate. Specialised schools in other European education systems teach the full minimum curriculum and, at the same time, offer specialised instruction in foreign languages. They are characterised by the use of a foreign language as medium of instruction, additional compulsory foreign languages or a greater number of hours devoted to foreign languages.

Schools specialising in foreign languages exist in all central and eastern European countries. In general, these schools cover post-compulsory education and, in certain countries, part of the lower secondary level. Except in Latvia and Slovenia, pupils have to pass an admissions examination. In some of these countries, classes specialising in foreign languages are also offered at primary level. The number of specialised schools varies greatly from one country to the next. In Romania, for example, in each county there are secondary schools offering bilingual teaching, especially for French, English and German. There are 12 specialised schools in the Czech Republic, 40 in Poland.

Several European Union countries also have schools specialising in foreign languages. In Belgium (French Community), Germany, the Netherlands and Finland, they offer specialised foreign language teaching from the start of primary education, and even pre-primary education in Belgium and Finland. In Belgium, a ministerial decree was issued in 1998, permitting the opening of this type of school. In the United Kingdom (England), under the government's *Specialist Schools Programme*, existing secondary schools may apply to become *Language Colleges*. These schools are then expected to encourage the learning of additional languages as well as raising standards of achievement in foreign languages for all their pupils across the ability range. They still teach the full *National Curriculum*.

The *sections internationales* of French schools are attended primarily by foreign but also by French pupils aged 6-18. Their objective is to facilitate the integration of foreign pupils into both the French school system and that of the home country, in case they return. At the same time, for French pupils, they seek to create an effective learning environment for the advanced study of a foreign language. The *sections européennes* offer pupils aged 13-18 the possibility of taking certain subjects in the target foreign language.

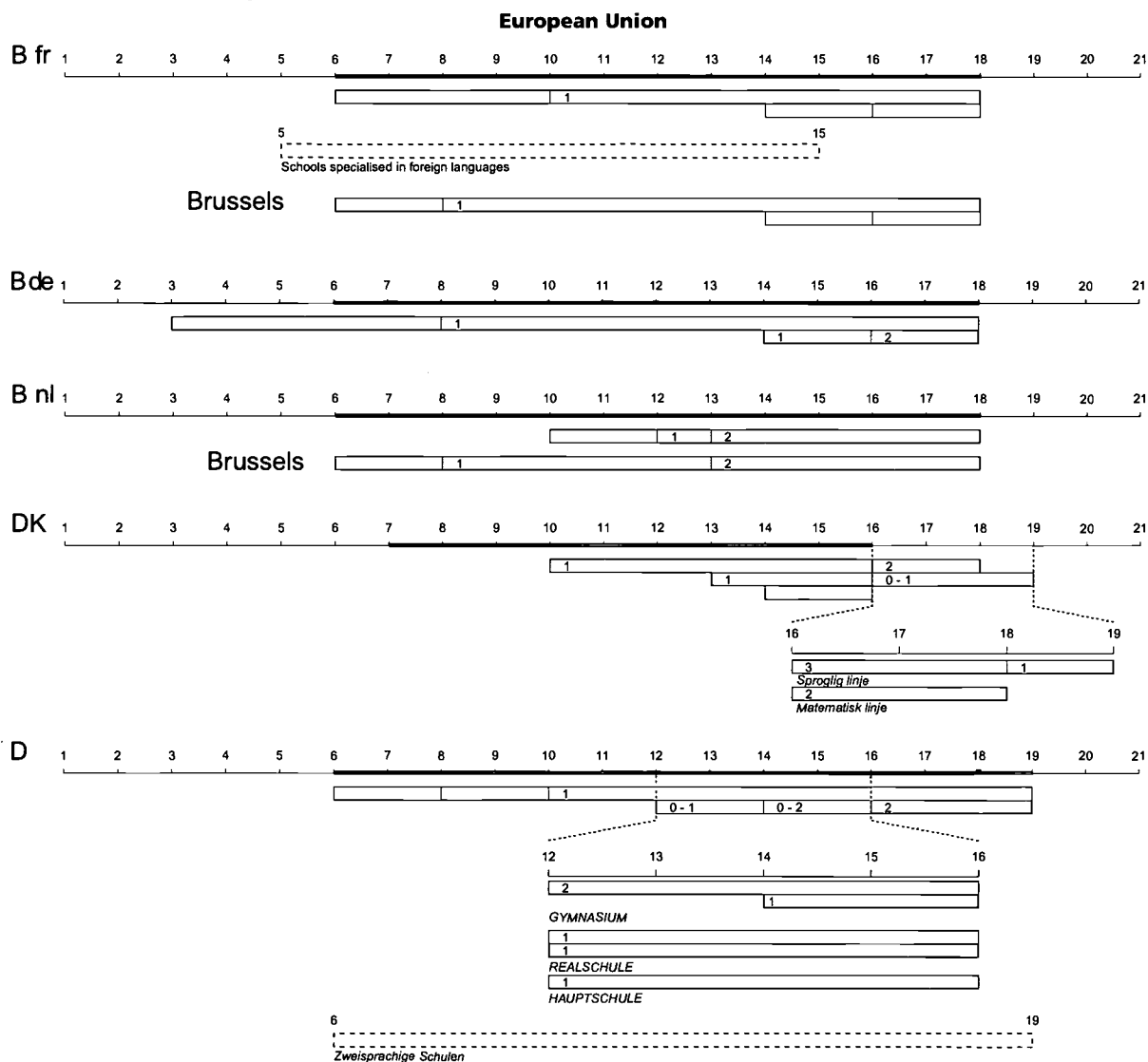
#### **1.4. FOREIGN LANGUAGE TEACHING WITHIN PILOT PROJECTS**

Pilot projects are currently organised and financed by the education authorities in 10 or so countries. (This situation is represented in green in the diagrams.) These experiments are all subject to systematic evaluation, enabling those responsible to measure the impact of this type of education.

All pilot projects, with the exception of those in Spain and Slovenia, are aimed mainly at introducing foreign language teaching at a level where it is not yet compulsory. They concern young children in pre-primary schools in Italy and in Austria. In Germany, Ireland, Bulgaria, and Poland, the primary school pupils involved can learn one foreign language (in Bulgaria two). In these pilot projects, pupils are offered at least two languages and in most cases four or five, except in Austria, where these initiatives are restricted to English.

In Spain, a special programme was set up under an agreement concluded between the Spanish Ministry of Education and the *British Council*. This programme is aimed mainly at allowing pupils to simultaneously obtain both countries' diplomas at the end of compulsory education. In 1998/99, only pre-primary pupils were involved in this project and received teaching in English. An experimental programme introduced in Slovenia seeks to provide the teaching of a second compulsory foreign language for pupils aged 11-15.

Figure 3.1: Provision of foreign language teaching at the pre-primary, primary and general secondary levels. School Year 1998/99



<input type="checkbox"/> Compulsory subject Compulsory curriculum option: <input type="checkbox"/> - All schools have to offer a foreign language <input type="checkbox"/> - Schools are free to decide whether or not to offer a foreign language The position of foreign languages depends on the type of education (capital letters) and/or area of study (small letters) <input type="checkbox"/>	<input type="checkbox"/> Pilot project <input type="checkbox"/> School autonomy in matters related to the curriculum <input checked="" type="checkbox"/> A foreign language is being phased in <input type="checkbox"/> Specialised school/class      Selection for admission <input type="checkbox"/> Variable starting age
0-1-2-3      Number of foreign languages	x      y      Compulsory education (full-time and part-time)

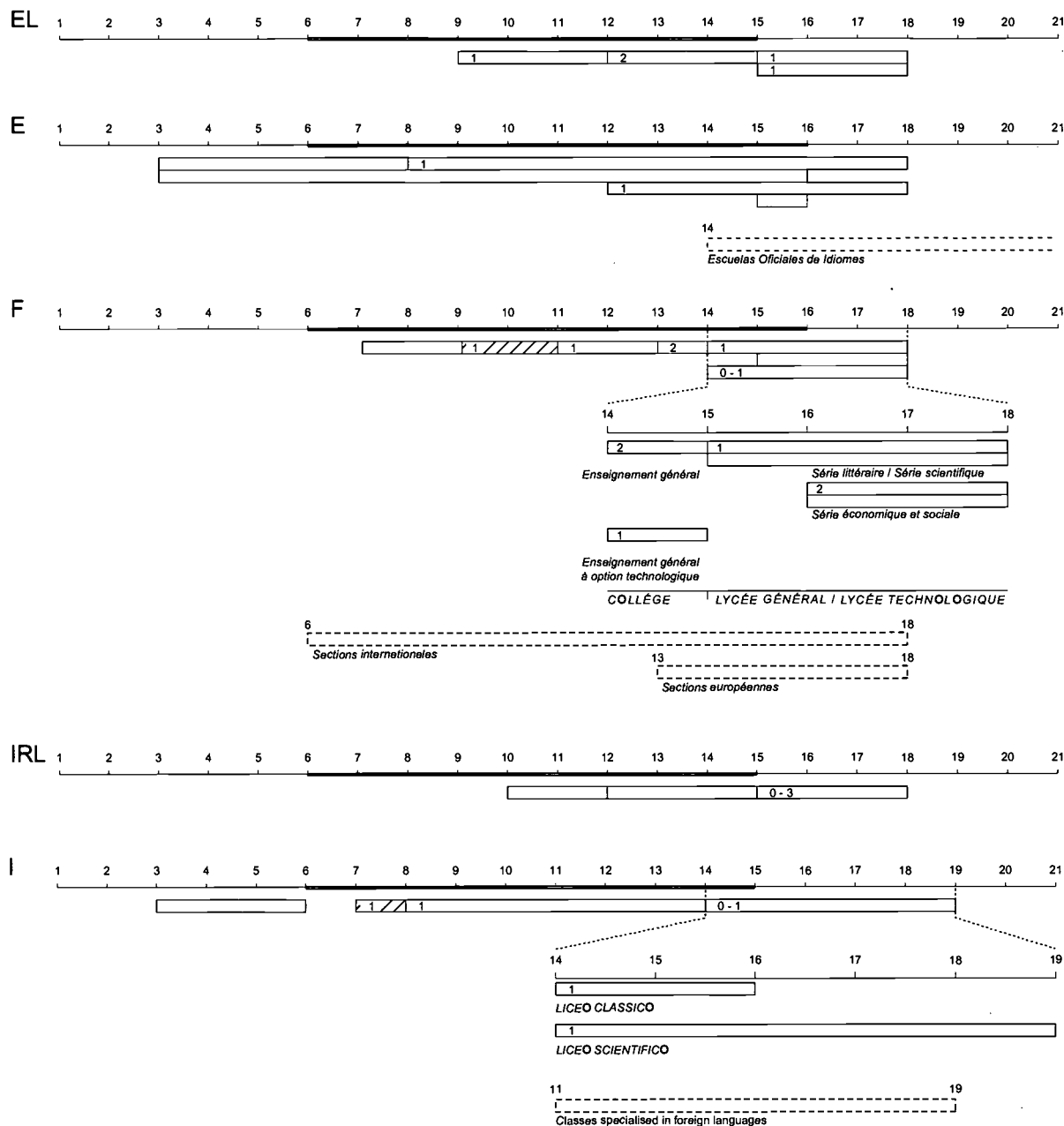
Source: Eurydice.

**Additional notes**

**Denmark:** All schools have to offer a foreign language as an option to pupils between the ages of 13 and 16. Pupils do not have to take that option, as it is not part of the minimum curriculum. In practice, 98% of pupils do take a foreign language, although it is not part of the minimum curriculum beyond compulsory level have to study a second foreign language from the age of 13, as though it is not part of the minimum curriculum. The Act on the *Folkeskole* strongly encourages schools to offer a second foreign language as an option to pupils aged 14-16. Pupils are entirely free to accept or decline this offer.

**Germany:** General full-time compulsory education (*allgemeine Schulpflicht*) ends at the age of 15 in twelve *Länder* and at the age of 16 in the four others. Part-time education (compulsory *Berufsschule* attendance) ends at the age of 18 in twelve *Länder* (this is represented by a black dot on the red bar in the diagram) and at the age of 19 in the four others. Bilingual schools exist mainly at secondary level. There are very few at primary level. In the near future, compulsory teaching of a foreign language to pupils aged 8-10 will be extended to all *Länder*.

Figure 3.1: Provision of foreign language teaching at the pre-primary, primary and general (continued) secondary levels. School Year 1998/99



Source: Eurydice.

**Additional notes**

**France:** As of the school year 2000/01, the compulsory teaching of a foreign language is being extended to all pupils from the age of 10 onwards. In certain regions, pupils may opt for a regional language instead of a second foreign language at the age of 13. In practice and in response to demand, *lycées* (the 15-18 age range) always include at least two foreign languages among the many subjects offered as compulsory curriculum options in general streams. In 2000, two foreign languages became compulsory from the 1<sup>st</sup> general year of *lycée*. Pupils in the 'literary' area of study are able to choose either a modern foreign language or an ancient language as their second compulsory language. In 2000, the minister took the decision to gradually lower the age at which a foreign language is introduced at primary level, so that by 2005 pupils will benefit from this teaching from the upper class of pre-primary school. They will be able to start learning a second foreign language as soon as they are admitted to the *collège* (at the age of 11).

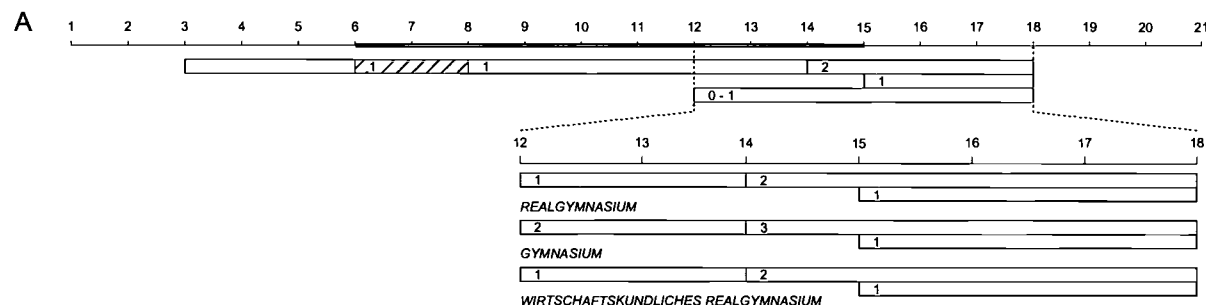
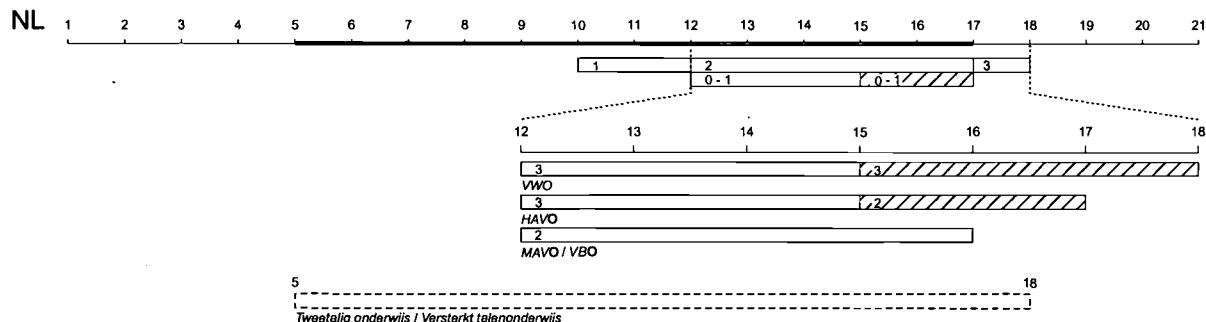
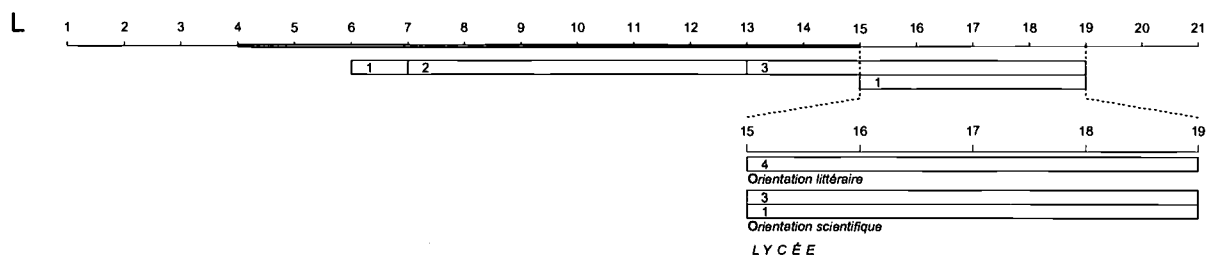
**Ireland:** Pupils aged 15-18 are required to study at least five subjects, which they choose from five subject groups (languages, science, business subjects, applied science, social science). The way in which subjects are grouped and offered to pupils varies from one school to the next. As a rule, all pupils study mathematics, English, and Irish, and may select three to five further subjects. They are advised by their career guidance teachers to include at least one modern European language, a science subject and a business subject, with a view to keeping their career choices as open as possible. In this way, depending on their choice, pupils may study two or (rarely) three foreign languages or none.

**Italy:** Since 1992/93, compulsory foreign language teaching has been gradually introduced for all pupils aged 7. Pupils at the *liceo artistico* do not take a compulsory foreign language unless they enrol on an experimental course, for which the school may change the official curriculum and make the teaching of a foreign language compulsory. During the school year 1999/2000, the education authorities launched *Progetto Lingue 2000*, a project that aims to introduce innovative forms of foreign language teaching from pre-primary to upper secondary level. The innovations concern organisational aspects, methodology, and teacher training.



**Figure 3.1: Provision of foreign language teaching at the pre-primary, primary and general (continued) secondary levels. School Year 1998/99**

**European Union (continued)**



<input type="checkbox"/> Compulsory subject Compulsory curriculum option: <input type="checkbox"/> - All schools have to offer a foreign language <input type="checkbox"/> - Schools are free to decide whether or not to offer a foreign language <input type="checkbox"/> The position of foreign languages depends on the type of education (capital letters) and/or area of study (small letters)	<input type="checkbox"/> Pilot project <input type="checkbox"/> School autonomy in matters related to the curriculum <input checked="" type="checkbox"/> A foreign language is being phased in <input type="checkbox"/> Specialised school/class Selection for admission <input type="checkbox"/> Variable starting age
0-1-2-3    Number of foreign languages	x    y    Compulsory education (full-time and part-time)

Source: Eurydice.

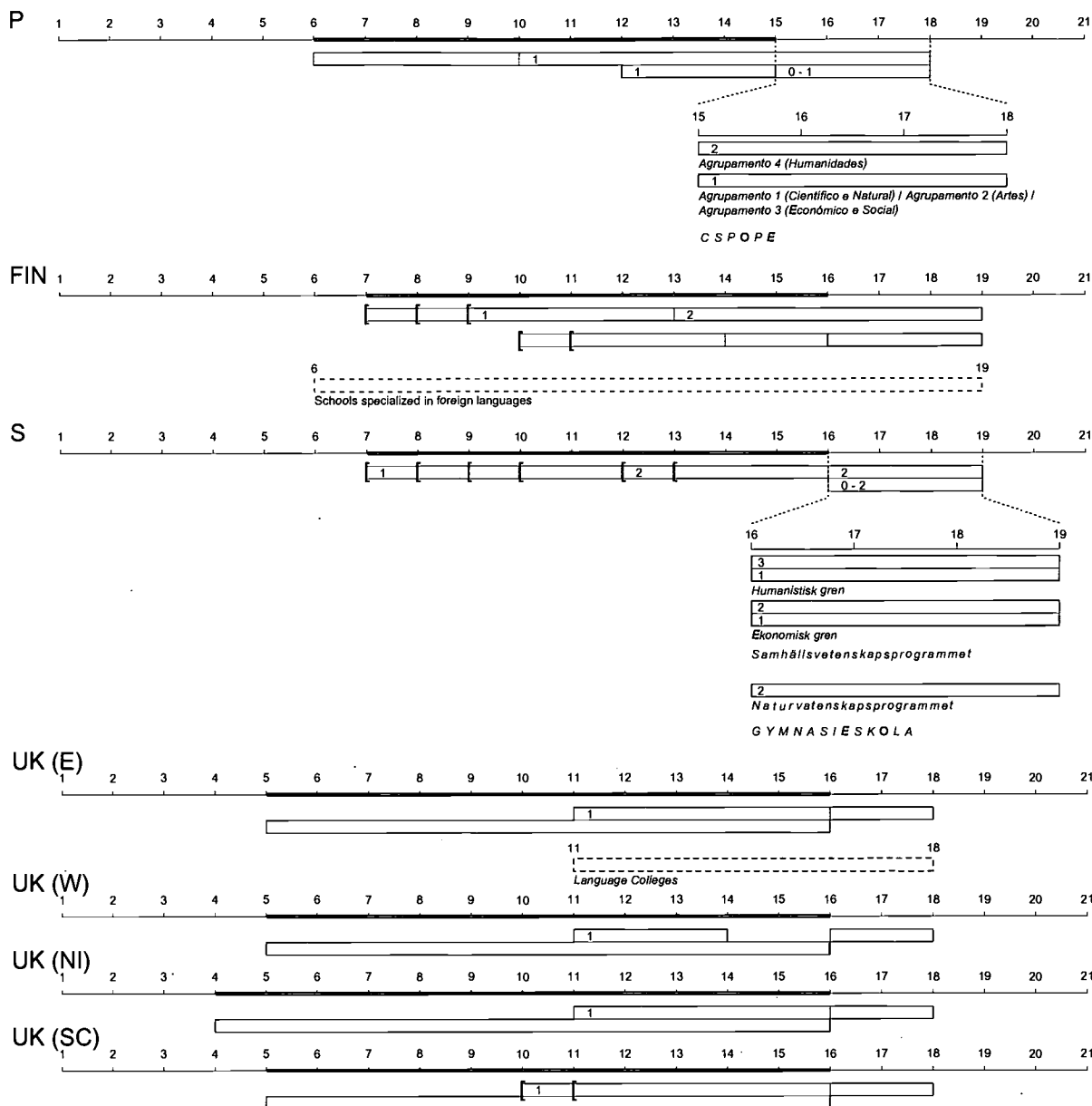
**Additional notes**

**Luxembourg:** In the 'classics' section, English starts at the age of 14 instead of 13.

**Netherlands:** Schools are allowed to distribute a predetermined number of hours of foreign language teaching over the last three years of primary school. In practice, this teaching takes place from the ages of 10 to 12. From the school year 1998/99 (experimental schools) or 1999/2000 (all schools), all VWO pupils aged 15-18 will be required to study three compulsory foreign languages whilst HAVO pupils aged 15-17 will have two compulsory foreign languages.

**Austria:** The teaching of a foreign language from the age of 6 should be extended to all children in 2002/03.

**Figure 3.1: Provision of foreign language teaching at the pre-primary, primary and general (continued) secondary levels. School Year 1998/99**



Source: Eurydice.

#### Additional notes

**Portugal:** All pupils at upper secondary level have to learn at least one foreign language. In 1998/99, those in the final stage of *ensino básico* who had not chosen to study a foreign language as a compulsory curriculum option – in addition to the single foreign language which all pupils have to learn – were obliged to study two languages at upper secondary level. Thus all those completing upper secondary education had studied two different foreign languages. In some areas of study, the compulsory foreign language learnt in *ensino básico* is offered as an optional elective subject outside the minimum curriculum. From 2002 onwards, a second foreign language will become compulsory for all pupils during *ensino básico*.

**Finland:** The curriculum for the *peruskoulu/grundskola* (compulsory education) strongly encourages schools to offer a foreign language as an optional subject at the age of 10 or 11, and then a second one at the age of 14, in addition to the minimum curriculum. Pupils are entirely free to accept or decline this offer. The minimum curriculum for the *lukio/gymnasium* does not specify the number of foreign languages schools have to offer, but strongly encourages them to offer pupils four different foreign languages.

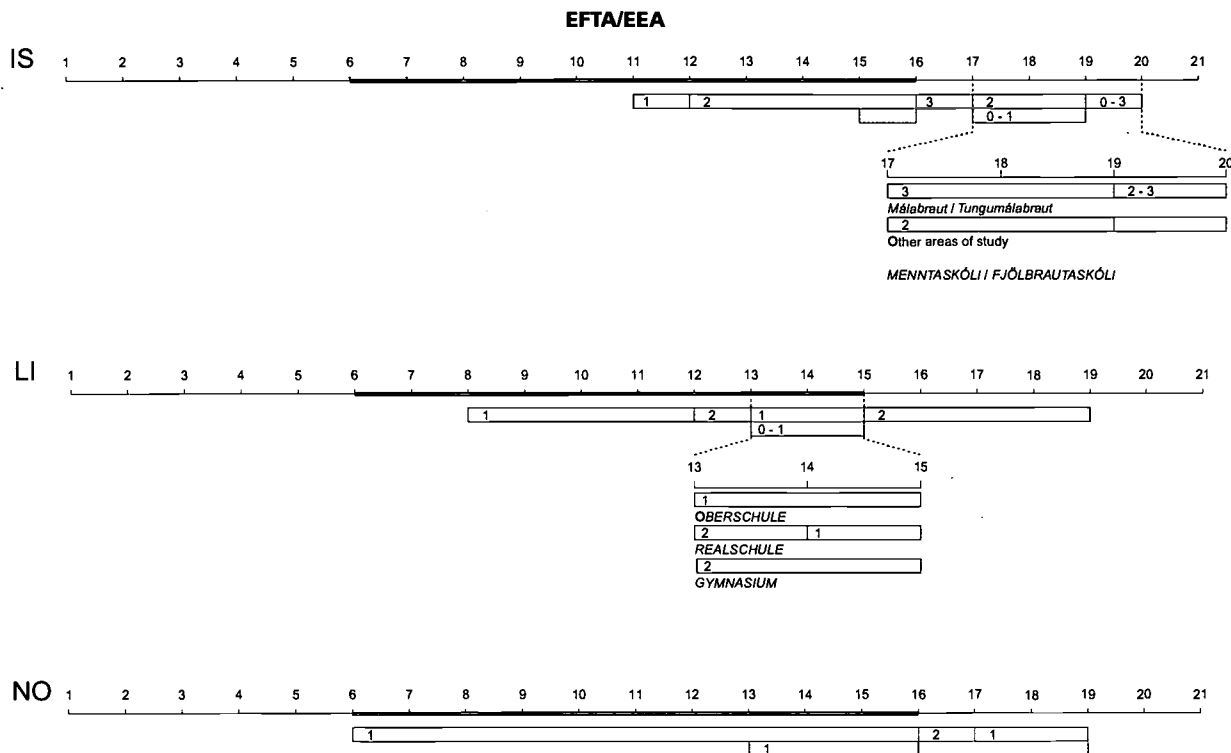
**Sweden:** One third of pupils begin to learn their first foreign language at the age of 7, a further third start at the age of 9, and the remainder are evenly spread between the ages of 8 and 10. As regards the second compulsory foreign language, 80% of pupils start learning it at the age of 12, and the remaining 20% at the age of 13.

**United Kingdom:** There is no compulsory common-core curriculum laid down by the education authorities for pupils aged 16-18. Pupils are free to choose whichever subjects they wish to study for their final examination, from among those offered by their school. Most schools offer one or more foreign languages at this level.

**United Kingdom (E):** The statutory requirement to study a foreign language can be waived for individual pupils aged 14-16, to allow attendance on a work-related learning programme.

**United Kingdom (SC):** Curriculum guidelines from the Scottish Executive are not compulsory but local education authorities are strongly encouraged to require that their schools offer foreign language teaching to all pupils aged 10-16. For the purposes of these diagrams, curriculum advice from the Scottish Executive is considered to be equivalent to a minimum curriculum.

**Figure 3.1:** Provision of foreign language teaching at the pre-primary, primary and general secondary levels. School Year 1998/99 (continued)



<input type="checkbox"/> Compulsory subject Compulsory curriculum option: <input type="checkbox"/> - All schools have to offer a foreign language <input type="checkbox"/> - Schools are free to decide whether or not to offer a foreign language <input type="checkbox"/> The position of foreign languages depends on the type of education (capital letters) and/or area of study (small letters)	<input type="checkbox"/> Pilot project <input type="checkbox"/> School autonomy in matters related to the curriculum <input checked="" type="checkbox"/> A foreign language is being phased in <input type="checkbox"/> Specialised school/class        Selection for admission  <input type="checkbox"/> Variable starting age
<input type="text" value="0-1-2-3"/> Number of foreign languages	<input type="text" value="x"/> <input type="text" value="y"/> Compulsory education (full-time and part-time)

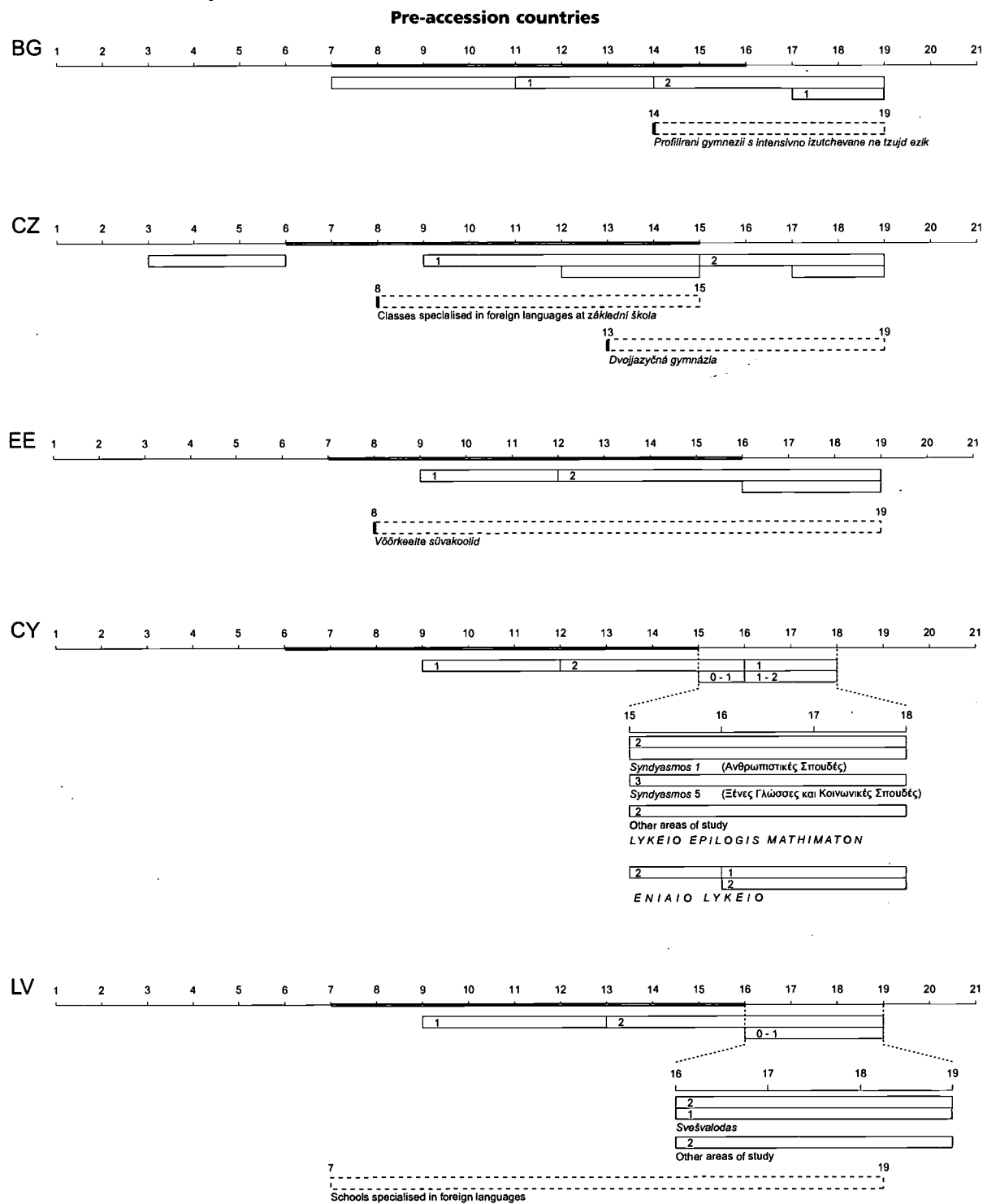
Source: Eurydice.

**Additional notes**

**Iceland:** Since 1999/2000, English (the first compulsory foreign language) is progressively taught from the age of 10 and Danish (the second compulsory foreign language) is taught to all from the age of 12. All pupils taking the 'languages' area of study are required to study three foreign languages between the ages of 17 and 19. At the age of 19, those who have completed the curriculum in one of the three languages continue to study two foreign languages only. Those who have not completed the curriculum in any of the three languages are required to go on studying them up to the age of 20.

**Norway:** Only those pupils who have selected a foreign language as one of their compulsory curriculum options between the ages of 13 and 16 do not have to study a foreign language as a compulsory subject between the ages of 18 and 19. Around 80% of pupils select a foreign language as an option at the age of 13.

**Figure 3.1: Provision of foreign language teaching at the pre-primary, primary and general secondary levels. School Year 1998/99 (continued)**

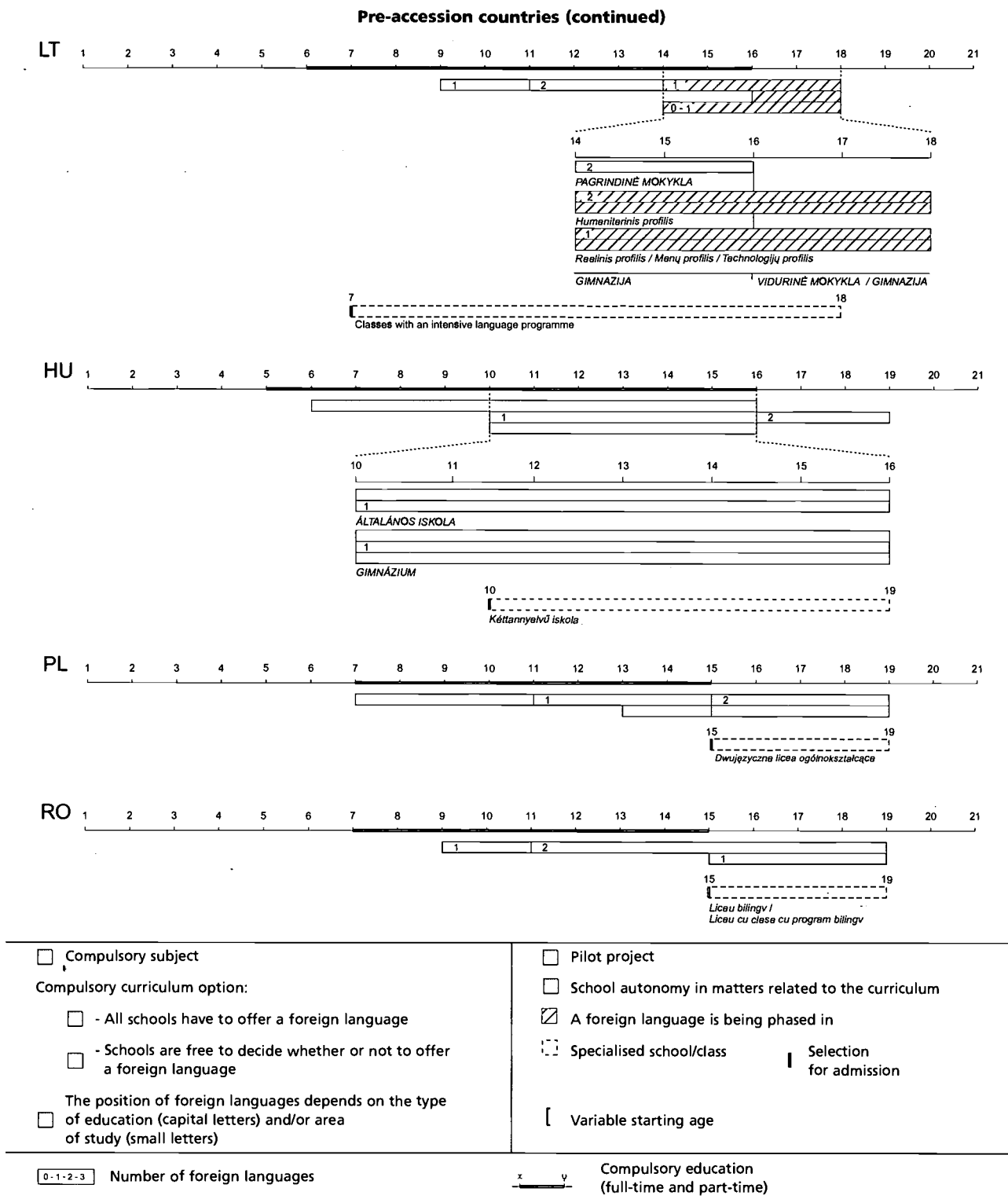


Source: Eurydice.

**Additional note**

Cyprus: Between the ages of 15 and 18, most pupils attend the *Lykeio Epilogis Mathimaton*, which means that they study at least two compulsory foreign languages.

**Figure 3.1: Provision of foreign language teaching at the pre-primary, primary and general secondary levels. School Year 1998/99 (continued)**



Source: Eurydice.

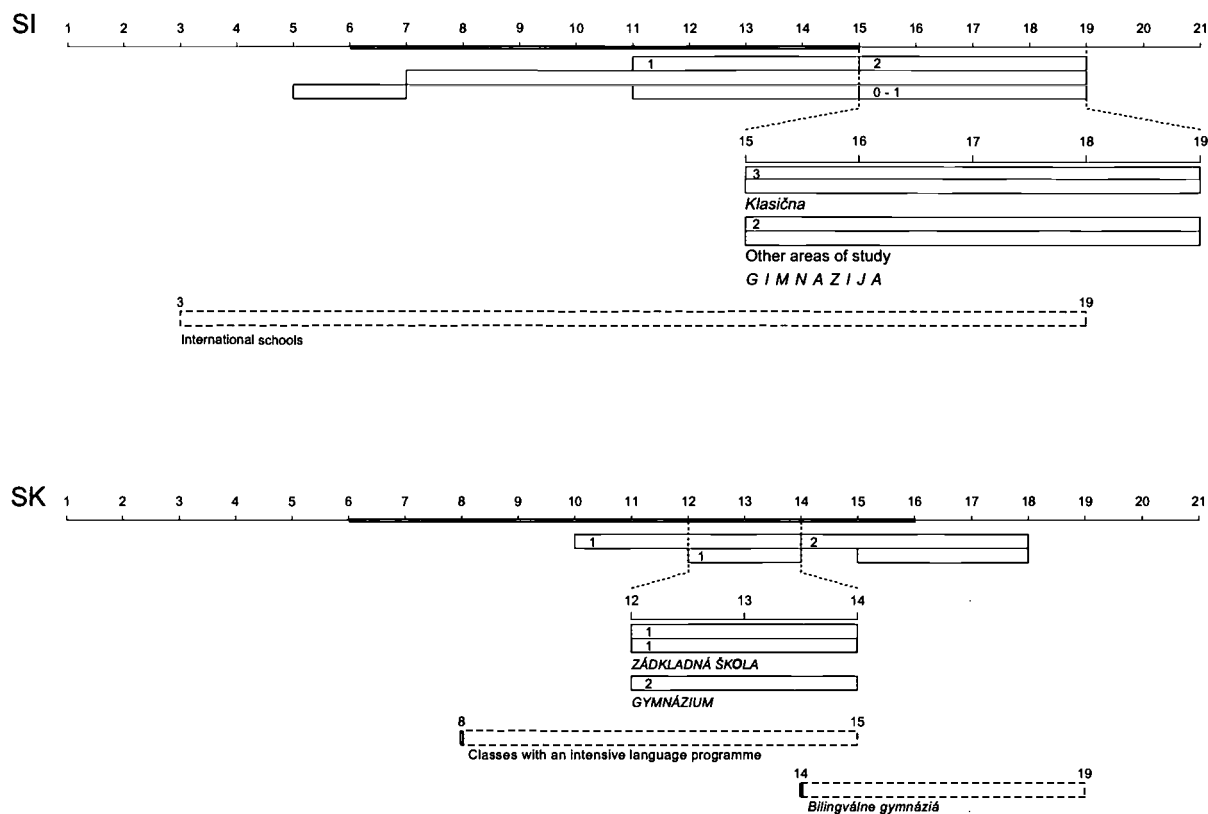
**Additional notes**

**Lithuania:** The school year 1998/99 is a transition period that will result in the introduction of a system of streams both in upper secondary education and in 4-year *gimnazija* (ages 14-18), in which the first two years correspond to the last two years of compulsory education.

**Hungary:** The situation described for foreign language teaching to pupils aged 6-16 is laid down in the 1998 national core curriculum. The situation for pupils aged 16-18 is governed by a ministerial decree of 1985. A new framework curriculum is introduced in certain schools from school year 2000/01 and in all schools from 2001/02.

**Poland:** From 1999/2000, a foreign language will be a compulsory subject from the age of 10.

**Figure 3.1:** Provision of foreign language teaching at the pre-primary, primary and general secondary levels. School Year 1998/99 (continued)



Source: Eurydice.

#### Additional note

**Slovenia:** From 1999/2000 to 2003/04, the new 9-year single structure (*Osnovna šola*) will gradually be implemented. The new curricula contain many improvements, including the introduction of one compulsory foreign language for all pupils as of the age of 9; the introduction of a foreign language as a compulsory option for all pupils as of the age of 12, and increased opportunities for learning a foreign language as a compulsory curriculum option from the age of 6. The aim is to enable as many schools as possible to offer a foreign language among the optional subjects from which pupils have to choose from the age of 6.

## 2. RANGE OF LANGUAGES OFFERED IN COMPULSORY EDUCATION

This second section examines three aspects of the issue of foreign language provision in secondary education. First of all, it presents the range of foreign languages mentioned in the official documents for the first and second compulsory languages. However, this theoretical offer does not always correspond to what is actually available in schools. The number of languages on offer is often limited for several reasons that are analysed in the second part of this section. The third and last part comments on a series of statistics relating to pupils' choice of foreign languages at the primary and secondary levels.

### 2.1. THEORETICAL CHOICE

As regards the choices available for the first compulsory foreign language, the range of languages contained in the official documents (in general in the form of curricula) is limited. As shown in Figure 3.2, in most countries of the European Union there are up to six languages on offer for the first compulsory foreign language. The exceptions are Austria (up to eight languages), France (up to 12 languages) and the United Kingdom (England and Wales – up to 19 languages). In all pre-accession countries, the number of languages does not exceed six.

Spain, Finland and Hungary are the only countries that do not set precise lists of foreign languages. In theory, any language may be taught.

In the countries of the Union, the range of languages is no broader for the second compulsory foreign language, with the exception of the Netherlands (where pupils may, in theory, choose between seven languages) and France (15 languages). In the pre-accession countries, the range of second foreign languages on offer, like that of first foreign languages, does not exceed six. In most cases, schools offer the same languages as first or second foreign languages.

In certain countries, pupils cannot choose a first foreign language – the choice is made for them. English is imposed as the first foreign language in Denmark, Greece, the Netherlands, Sweden, Liechtenstein, Norway, Cyprus and Latvia. French is imposed in Belgium (German-speaking Community), German in Luxembourg, and Danish in Iceland. As regards the second compulsory foreign language, French is imposed in Luxembourg, Liechtenstein, and Cyprus (in the *Gymnasio*), whereas English is imposed in Iceland.

Of the 11 official languages of the EU, only English is a possible choice of first and/or second compulsory foreign language in all countries that provide lists of languages – with the exception of the German-speaking Community of Belgium and Luxembourg. French and German are also among the languages offered in a large number of countries. Spanish and/or Italian are also offered in EU countries like France, Italy, the Netherlands, Austria, Portugal, Sweden, and the United Kingdom and, in pre-accession countries, Bulgaria, the Czech Republic, Romania, and Slovakia. Russian is also found in all pre-accession countries (with the exception of Cyprus and Slovenia), as it is in France, Italy, the Netherlands, Austria, and the United Kingdom (E/W, SC).

**Figure 3.2:** Range of foreign languages contained in the official documents for compulsory education (first and second compulsory foreign languages). School Year 1998/99

Languages	Countries																			Languages																	
	Bf	B de	B nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK (E/W)	UK (NI)	UK (SC)		IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	PL	RO	SI	SK			
ES								<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
DA								<input type="checkbox"/>									<input type="checkbox"/>				<input type="checkbox"/>																
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European Union
EFTA/EEA
Pre-accession countries

Languages offered as:  1<sup>st</sup> language       2<sup>nd</sup> language       1<sup>st</sup> and 2<sup>nd</sup> languages

Source: Eurydice.

#### Additional notes

**Germany:** The regulations may differ from one *Land* to the next. Generally, English and French can be chosen as the first compulsory foreign language, but pupils are obliged to study English at some point during compulsory education. Latin can be chosen as first or second language in certain types of *Gymnasium*.

**Spain:** This country does not provide a list of foreign languages. Theoretically, schools may offer any language.

**France:** Arabic, Chinese, modern Hebrew, Japanese, Polish, and Turkish are the languages in the category 'other'. (Turkish is exclusively offered as a second compulsory foreign language.) For the second compulsory language, pupils aged 13 may choose between a foreign and a regional language.

**Ireland:** No foreign languages are compulsory: French, German, Spanish, Italian, Latin, Greek, and Hebrew are offered as options.

**Luxembourg:** English is the third compulsory foreign language.

**Netherlands:** Arabic and Turkish are the languages in the category 'other'.

**Austria:** Slovenian, Croatian, Hungarian, Slovak, and Czech are the languages in the category 'other'. *Gymnasium*, *Realgymnasium* and *Wirtschaftsrealgymnasium* pupils can choose between a foreign language and Latin for the timetable slot reserved for the second compulsory foreign language.

**Finland:** The new legislation, in force since 1999, no longer prescribes the range of foreign languages that must be offered. Theoretically, schools may offer any language. The second state language (Swedish or Finnish) has to be learned at some point during compulsory education.

**Sweden:** The category 'other' includes the mother tongues of pupils who do not have Swedish as their mother tongue. Courses are organised if a minimum of five pupils submit a demand. Schools may also offer a foreign language other than those represented in Figure 3.2 if a sufficient number of pupils applies for it and there are enough qualified teachers to teach it.

**United Kingdom (E/W):** Arabic, Bengali, Chinese (Cantonese or Mandarin), Gujarati, modern Hebrew, Hindi, Japanese, Panjabi, Turkish, and Urdu are the languages in the category 'other'. Schools must offer pupils at least one of the official languages of the European Union. Provided that this condition is satisfied, individual pupils may meet the requirements of the *National Curriculum* by studying any one of the 19 languages listed therein.

**United Kingdom (NI):** Irish is the language in the category 'other'.

**Iceland:** With the new curriculum (spring 1999), English becomes the first and Danish the second compulsory foreign language. Swedish and Norwegian may be offered in place of Danish, outside school hours, for pupils who have lived in Sweden or Norway or whose parents are from these countries.

**Liechtenstein:** Since the reform of 1996/97, English has replaced French as the first foreign language taught from the 3<sup>rd</sup> year of the primary level. At secondary level, this new regulation was not in force for all pupils in 1998/99.

**Czech Republic:** English and German are recommended; French, Spanish, and Russian are possible.

**Latvia:** The data relate to schools that have Latvian as the language of instruction.

**Lithuania:** As regards the second compulsory foreign language, the official document states that in addition to English, French, German, and Russian, schools are free to offer any other language of their choice.

**Hungary:** This country does not provide a list of foreign languages. Theoretically, schools may offer any language.

**Slovenia:** Since 2000/01, Italian has been offered as first compulsory foreign language for all pupils, in addition to the range of languages already offered.



## 2.2. FACTORS LIMITING THE CHOICE OF LANGUAGES

The range of foreign languages that schools offer their pupils is often narrower than is proposed in the official documents. Several reasons exist to explain this gap between theory and practice. In the United Kingdom (England and Wales), schools are not expected to offer the 19 languages listed in the *National Curriculum*. They are only required to offer at least one of the official languages of the European Union.

One of the main reasons for the limited choice is the need to have a minimum number of interested pupils in order to organise courses in a particular language. The lack of specialist teachers of the chosen language also places a limit on possible choices. This is the case in Ireland, Italy, and Scotland and in the pre-accession countries.

Other more subjective criteria may also lead schools to select one language rather than another. Satisfying the demand expressed by the majority of parents or pupils is a priority criterion in France, Austria, Sweden, and Poland. At times, the force of tradition also leads schools to maintain languages that have been taught for many years. The teaching of French in Romanian schools is a good example of this. Germany, France, Italy, Portugal, and Slovenia also state that they take into account the linguistic and cultural context created by neighbouring countries/regions when offering teaching in specific languages.

In order to adequately respond to the imperatives of the economic world, schools in most countries tend to offer English as the first foreign language. Indeed, 10 or so countries even impose it. However, whilst demonstrating economic realism, certain education authorities have also introduced policies aimed at diversifying foreign language teaching. The measures they have taken in recent years with a view to offering a wider range of foreign languages are presented in Chapter 2 (Subsection 2.2).

Conscious of this gap between the theoretical offer and the languages actually provided by schools, education authorities are trying to take measures to remedy this situation. In the short term, the solution adopted by most countries is to organise out-of-school courses given by outside staff (native speakers living locally, embassy personnel, etc.). Nonetheless, in a longer-term perspective, most countries are beginning to invest in training new teachers who can teach languages that do not yet feature largely in schools.

## 2.3. THE MOST STUDIED LANGUAGES

At primary school level, eight countries (Denmark, Greece, the Netherlands, Sweden, Liechtenstein, Norway, Cyprus and Latvia) make English the first compulsory foreign language.

Even in those countries where it is possible to choose between several foreign languages, statistics show that English remains the most chosen language. Figures 3.3 and 3.4 show the languages that are most taught at the primary and general secondary levels, as well as the percentage of pupils learning them.

The large majority of pupils in Portugal (93%) and Spain (71%) study English. More than half learn it in Finland (63%), Sweden (62%), and Austria (56%). In the pre-accession countries, English is frequently present as the first foreign language, but with lower percentages than in the Union. The highest percentages are found in Estonia (44%) and Cyprus (36%). In Lithuania, Hungary, Poland, and Slovenia, around 20% of pupils learn English.

French is the first foreign language learned in Romania (43%) and in the Flemish Community of Belgium (33%), Danish in Iceland (25%) and Dutch in the French Community of Belgium (15%).

In secondary education, we find a similar prevalence of English. In Germany, Spain, France, Austria, and Finland, English is the first foreign language for over 90% of pupils. In the pre-accession countries, the

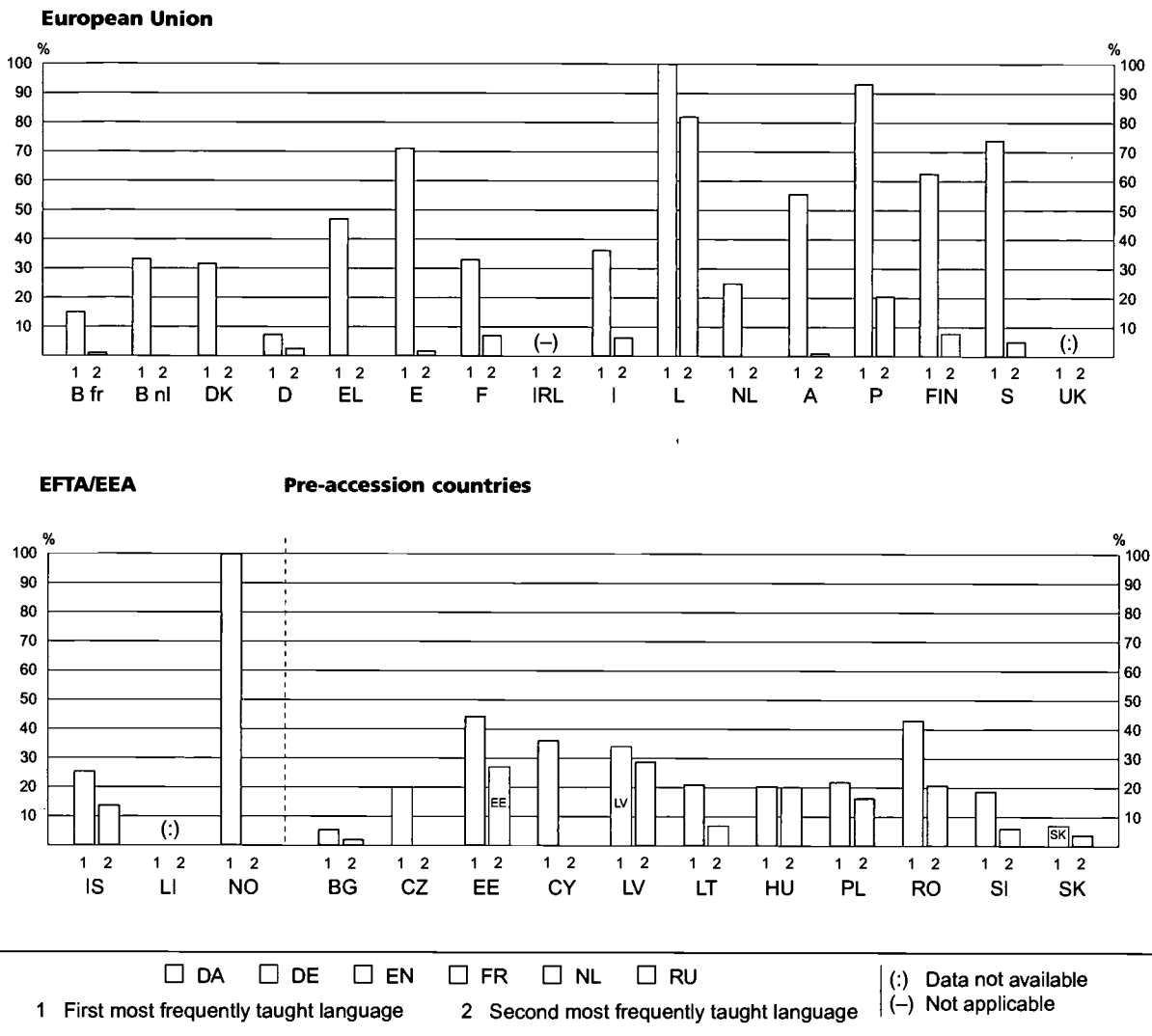
learning of English is also widespread, with percentages ranging from 55% in the Czech Republic to 82% in Estonia.

In those countries where the learning of English is compulsory, the differences in percentages observed between, for example, Denmark, Sweden, Norway, and Cyprus on the one hand (100%) and Greece (83%) and Latvia (73%) on the other, are explained by the fact that in the latter, English is no longer compulsory at the upper secondary level.

Dutch, French, and German are the three other languages that, for certain countries, are the first choice at the general secondary level. In the French Community of Belgium, Dutch is studied by 70% of pupils. In the Flemish Community of Belgium, in Ireland and in Romania, French is learned as the first foreign language by 95%, 70% and 74% of pupils respectively, whilst in Hungary and Slovakia, 48% and 62% of pupils take German as their first foreign language.

When it comes to the second foreign language at the secondary level – four countries impose a specific language, namely French in Luxembourg, Liechtenstein and Cyprus, and English in Iceland – French shares the stage with German. French is chosen in particular in Greece (63%), Italy (34%), Germany (24%), Spain (23%), and Austria (13%). German is learnt by Danish (76%), Swedish (44%), Norwegian (35%) and Irish (25%) pupils. In the pre-accession countries, Russian is the most studied language (Bulgaria, Estonia, Latvia, and Lithuania), followed by German (Czech Republic, Poland, and Slovenia) and English (Hungary, Romania, and Slovakia).

**Figure 3.3: The two foreign languages most taught at primary level (ISCED 1) and the percentage of pupils that learn them, by country. School Year 1996/97**



Source: Eurostat.

**Explanatory note**

Raw percentage data is to be found in the annex of this chapter.

The figure shows, for each country, the two languages most frequently taught at primary level. They are shown in decreasing order of the percentage of pupils learning them.

Percentages are based on the total number of pupils at primary level (ISCED 1) who study a foreign language, divided by the total number of pupils enrolled in primary education, including those attending years in which foreign languages are not part of the curriculum.

Marginal cases (less than 1%) are not represented.

Save exceptions, when one of the state languages is taught in schools where it is not the language of instruction, it is not considered a foreign language.

**Additional notes**

France, Austria: 1997/98.

Netherlands, Portugal: 1995/96.

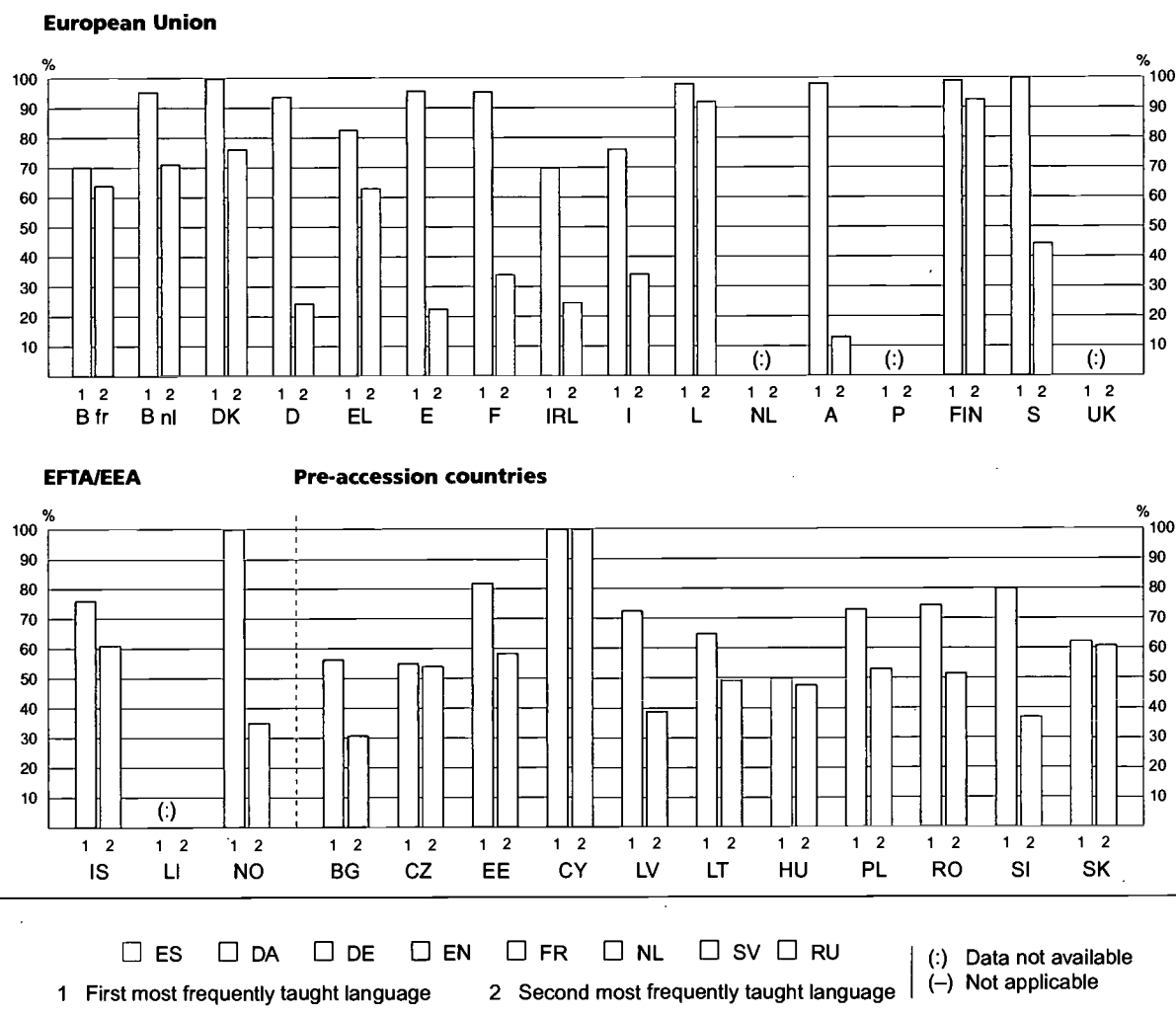
Liechtenstein: National data (1996/97); 20% of pupils study English.

Norway: 1998/99.

Poland: ISCED 2 pupils are also included.

Estonia, Latvia and Slovakia: The state language taught in schools where it is not the language of instruction is counted as a foreign language.

**Figure 3.4:** The two foreign languages most taught in general secondary education (ISCED 2 and ISCED 3) and the percentage of pupils that learn them, by country. School Year 1996/97



Source: Eurostat.

#### Explanatory note

Raw percentage data is to be found in the annex of this chapter.

The figure shows, for each country, the two languages most frequently taught at general secondary level. They are shown in decreasing order of the percentage of pupils learning them.

Percentages are calculated regardless of whether courses are compulsory or not.

Marginal cases (less than 1%) are not represented.

Save exceptions, when one of the state languages is taught in schools where it is not the language of instruction, it is not considered a foreign language.

#### Additional notes

France: At ISCED 3 level, pupils from technological education are included with those of general secondary education.

Ireland: Only full-time pupils are included.

Netherlands: According to the national inspectorate, the percentage of VWO, HAVO, and MAVO/VBO pupils opting for English, German, and French for the national examination was 99% for English, 41% for German, and 21% for French in 1999. In 1997, the figures were 93% for English, 39% for German, and 20% for French.

Austria: 1997/98.

Finland: The state language taught in schools where it is not the language of instruction is counted as a foreign language.

Sweden: Only ISCED 2 pupils are included.

Liechtenstein: National data (1996/97); 79% of pupils study English and 77% of pupils study French.

Norway: 1998/99.

Iceland, Slovenia: At ISCED 3 level, pupils from the vocational stream are also included.

Czech Republic: Only full-time pupils are included.

Poland: Only ISCED 3 pupils are included.

### 3. TIME ALLOCATED TO FOREIGN LANGUAGE TEACHING

#### 3.1. WEEKLY TEACHING TIME

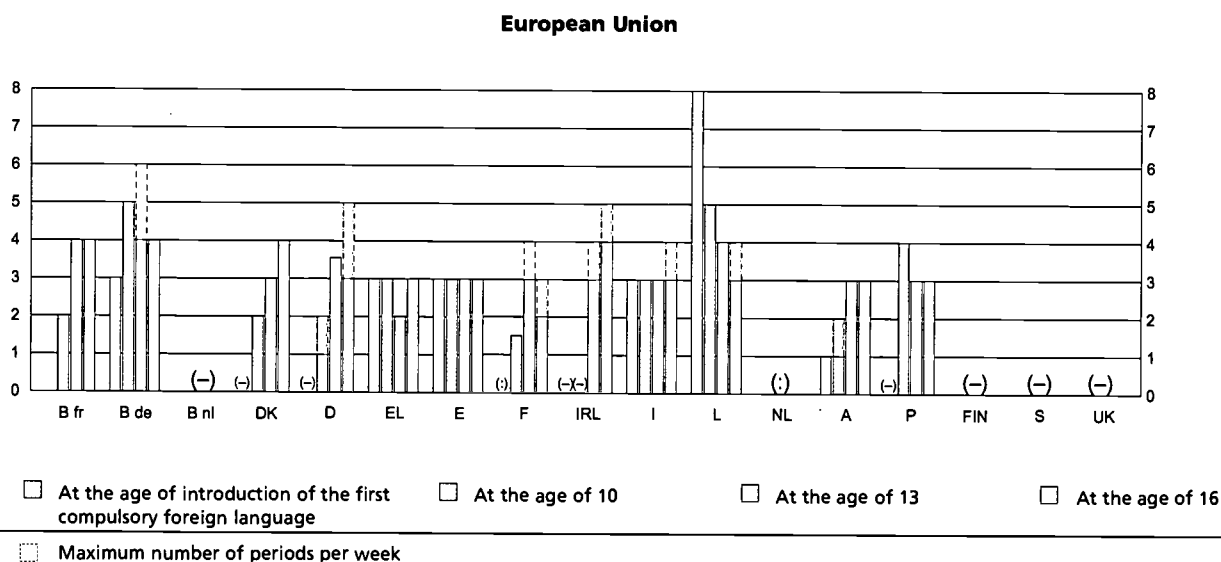
Figure 3.5 shows the number of teaching periods per week for the first compulsory foreign language at four key points in a pupil's school career: at the age when the first compulsory foreign language is introduced (before the age of 10), during primary education (at the age of 10), at the beginning of lower secondary education (at the age of 13) and at the end of compulsory secondary education or the start of post-compulsory education (at the age of 16). In general, three to four periods a week are allocated to learning the first compulsory foreign language. This figure can be slightly lower during the first years of teaching.

Figure 3.5 shows that in most countries the number of lessons devoted to foreign languages gradually increases over time. It is very rare that the amount of time spent on language teaching reduces as pupils progress in their education. This is however the case in Luxembourg, where the number of weekly lessons of German as the first foreign language decreases, insofar as it gradually becomes a language of instruction.

In a certain number of countries, the time allocated to foreign languages remains unchanged from the earliest to the final years of schooling. In Spain, Italy, the Czech Republic, Slovenia, and Romania, the same number of periods is allocated to learning the foreign language all the way through a pupil's school career (three periods in the first four countries, two periods for the last country).

Finally, in certain countries, the time devoted to foreign languages, whilst remaining relatively stable throughout, increases somewhat (Poland) or decreases somewhat (Greece) at a given point in time. These variations are probably due to timetable readjustments affecting other curriculum subjects.

**Figure 3.5:** Number of teaching periods per week for the first compulsory foreign language. School Year 1998/99



Source: Eurydice.

**Figure 3.5: Number of teaching periods per week for the first compulsory foreign language. (continued) School Year 1998/99**



Source: Eurydice.

#### Explanatory note

The length of a teaching period varies from one country to the next: 40 minutes in Iceland; 45 minutes in Denmark, Germany, Greece, Liechtenstein, the Czech Republic, Estonia, Poland, Slovenia, and Slovakia; 50 minutes in Belgium, Luxembourg, Austria, Portugal, and Romania; 60 minutes in France and Italy. The variation can also depend on the year of study, as is the case in Spain (55/60), Ireland, Cyprus and Latvia (40/45), and Lithuania (35/45), or on the school, as is the case in Norway.

#### Additional notes

**Belgium (B fr):** In the Brussels-Capital Region, 10-year-old pupils have five teaching periods per week.

**Belgium (B nl):** At the secondary level, the organising body is free to draw up its own curriculum and set the number of periods it wishes to allocate to each subject.

**Germany:** For 13-year-olds, an average has been calculated based on the provisions for 8<sup>th</sup> year pupils in all types of education.

**Italy:** In the *liceo classico*, four periods; in the *liceo scientifico*, three periods in the 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years, and four periods in the 2<sup>nd</sup> and 5<sup>th</sup> years.

**Netherlands:** At primary level, schools are free to set the time allocated to each subject. At secondary level, a minimum number of teaching hours is imposed on them. Schools are free to decide how to spread this teaching time across the school career.

**Finland:** The minimum curriculum defines the compulsory subjects and minimum total number of periods per subject for the whole of compulsory education (9 years). Schools are free to decide at what age the pupils will study those subjects and how the courses are distributed over compulsory education.

**Sweden:** The reform of 1995 sets the number of periods per subject for the whole of compulsory education. Schools are free to decide at what moment they introduce a subject and how the periods for this subject are distributed over the nine years.

**United Kingdom:** Schools are free to decide the time spent on each subject but the time allocated must be sufficient to meet curriculum requirements.

**Iceland, Poland and Slovenia:** The red bar accounts for the number of teaching periods per week for the first compulsory foreign language at the age of 11 instead of at the age of 10.

**Norway:** As regards the number of teaching periods at the age of introduction of the first foreign language (before the age of 10), 95 periods are distributed over a 4-year span, i.e. from the 1<sup>st</sup> to the 4<sup>th</sup> year.

**Czech Republic:** At the age of 13, as of 1 September 1998, all subjects including foreign language fit into a flexible timetable: schools are free to decide how much time is to be spent on each subject. However, the time allocated must be sufficient to meet curriculum requirements.

**Hungary:** The minimum curriculum merely defines a percentage range of foreign language teaching time in relation to other areas of study. This range is 11-15% at the age of 10-12; 9-12% at the age of 13-14; and 9-13% at the age of 15-16.

**Latvia:** The data refer to schools where Latvian is the language of instruction.

**Romania:** Two periods per week are the minimum. At upper secondary level, in certain areas of study (literary), the first foreign language is taught at a rate of three to four periods per week.

**Slovenia:** The new 9-year single structure (*Osnovna šola*) is gradually being phased in from 1999/2000 to 2003/04. The curricula have been modified: among current improvements are that 9-year-olds have two foreign language teaching periods a week, 10-year-olds have three periods a week and, at the age of 13, pupils also have three periods a week.

### 3.2. ANNUAL TEACHING TIME IN RELATION TO OTHER SUBJECTS

Figure 3.6 makes it possible to compare percentages of teaching time allocated to foreign languages, mathematics and the mother tongue at three different points in a pupil's school career (ages 10, 13 and 16). In some countries, learning a foreign language only becomes compulsory for all pupils later than the age of 10. This is the case in Belgium (Flemish Community), Ireland <sup>(1)</sup>, the United Kingdom, Iceland <sup>(2)</sup>, Bulgaria, Poland, and Slovenia. Therefore, it is not possible to include the above-mentioned countries when making a comparison for the age of 10.

In a few countries, central education authorities leave schools the freedom to decide how much teaching time to allocate to the compulsory subjects of the curriculum. For this reason, it is not possible to compare the amount of time devoted to the mother tongue, mathematics and foreign language teaching in the case of Belgium (Flemish Community), Ireland, Finland, Sweden, the United Kingdom and Hungary.

At the age of 10, in the majority of countries, between 6% and 15% of teaching time is allocated to a compulsory foreign language, i.e. the time can be twice as high in one country than in another. In Austria, the percentage falls slightly below this bracket (4%). Conversely, it is much higher in Luxembourg (40%), where a number of subjects are taught through the medium of a foreign language (French and German, which are also official state languages in Luxembourg).

In almost all countries, less time is allocated to foreign language teaching than to mathematics or the mother tongue. In addition to Luxembourg, three Mediterranean countries deviate from this trend. In Spain, Italy and Portugal, the percentage of time devoted to foreign language teaching is the same as in the case of mathematics.

In most countries, time allocated to foreign language teaching at the age of 13 ranges from 10% to 17%. This represents a sizeable increase on the amount of teaching time devoted to learning a foreign language at the age of 10. Outside this bracket, the difference in percentages between certain countries can be quite substantial, as between Poland (7%) and Germany (24%) and again Luxembourg, where more than half the teaching time is allocated to foreign language teaching.

In several countries, the proportion of teaching time allocated to foreign language teaching at the age of 13 remains lower or equal to that set aside for mathematics and the mother tongue. This situation is, however, less widespread than at the age of 10. In a number of countries, the amount of time spent on teaching foreign languages is even greater than that spent on teaching the mother tongue or mathematics.

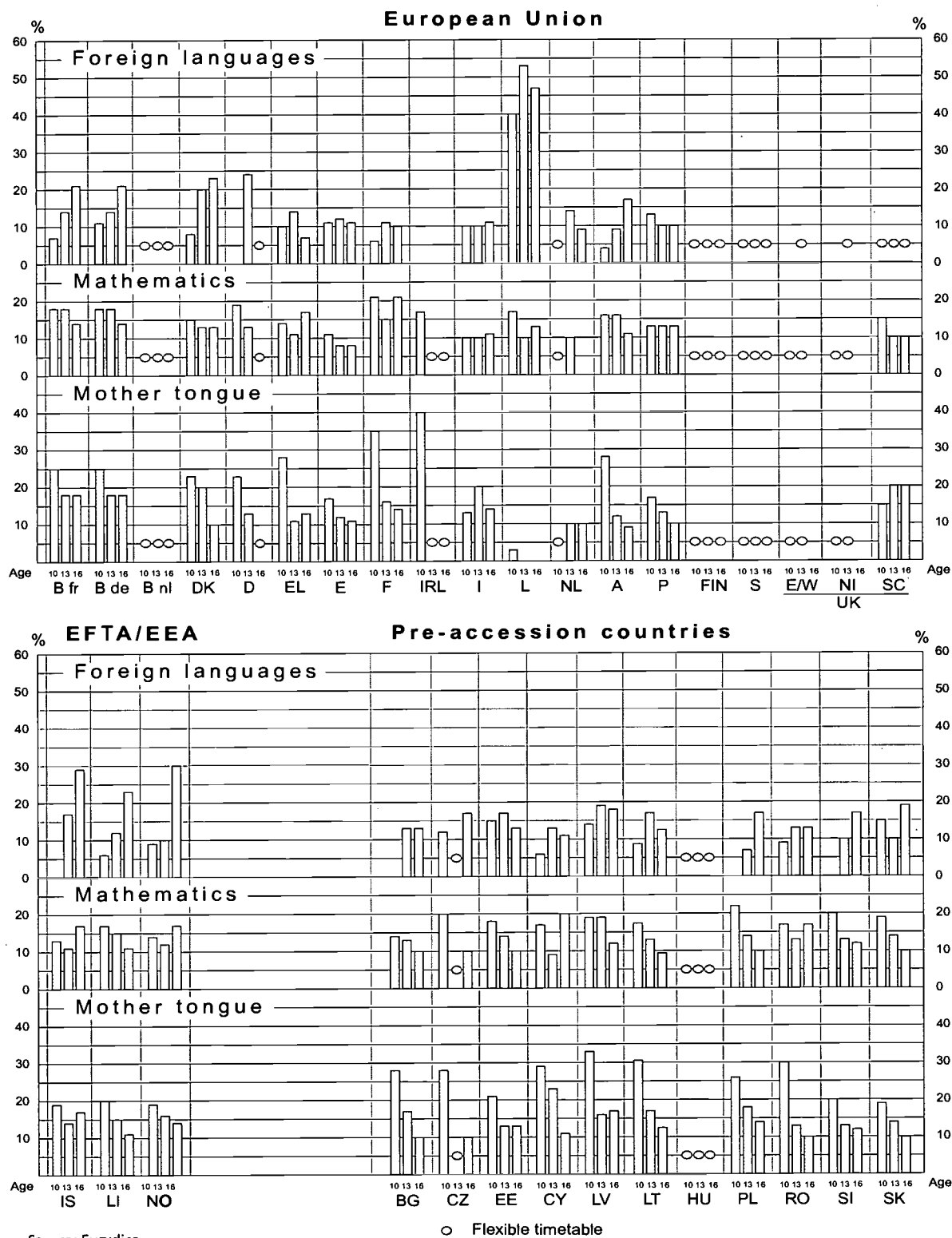
At the age of 16, the percentage of time allocated to foreign language teaching ranges from 10% to 23% for a majority of countries, varying in this way again by a factor of two. Two countries, the Netherlands and Greece, show slightly lower percentages (9% and 7% respectively). Iceland, Norway and Luxembourg, in turn, display considerably higher percentages (29%, 30%, and 47% respectively).

At this age, in a majority of countries, the percentage of time set aside for foreign language teaching is higher than or equal to that allocated to either mathematics or the mother tongue.

<sup>(1)</sup> There is no compulsory foreign language teaching. However, English and Irish (Gaelic) are taught to all pupils.

<sup>(2)</sup> Teaching of one compulsory foreign language (English) has been extended to all 10-year-old pupils since 1999/2000.

**Figure 3.6:** Recommended minimum number of hours for the teaching of foreign languages, mathematics and the mother tongue as a percentage of total time allocated to all school subjects at the ages of 10, 13 and 16. School Year 1998/99



Source: Eurydice.

**Explanatory note**

Teaching hours allocated to foreign languages can also be listed in the category of compulsory curriculum options, which is not displayed in this Figure. Data relevant to this category as well as other raw data relating to this figure can be found in the annex to this chapter.

**Additional note**

See the annex to this chapter.



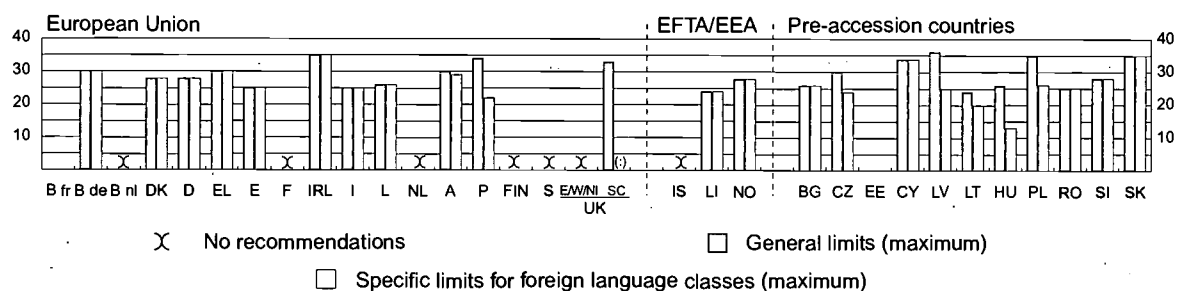
#### 4. STANDARDS AS TO NUMBER OF PUPILS IN FOREIGN LANGUAGE CLASSES

In a majority of countries, official recommendations indicate the maximum and/or minimum number of pupils in a class or a group of pupils. Standards regarding maximum class size can significantly vary from one country to the next, but do not exceed 36 children per class. In most countries, recommendations for class size are the same at primary and lower secondary level. When these standards do differ, recommended class sizes are larger at the secondary level (with the exception of the German-speaking Community of Belgium and Slovakia, where they are smaller).

In general, requirements as to class sizes do not differentiate between subjects of the curriculum. In other words, the same standards apply to a mathematics class or to a foreign language class. However, a small group of countries specifically regulates student distribution when it comes to foreign language classes.

At the primary level, in Austria, Portugal, the Czech Republic, Latvia, Lithuania, Hungary, and Poland, the maximum number of pupils per foreign language class is smaller than the maximum for other curriculum subjects. The standard size of a language class may be several units below the overall standard size of a class, sometimes up to a factor of two in the case of Hungary (26 = general limit, 13 = specific limit).

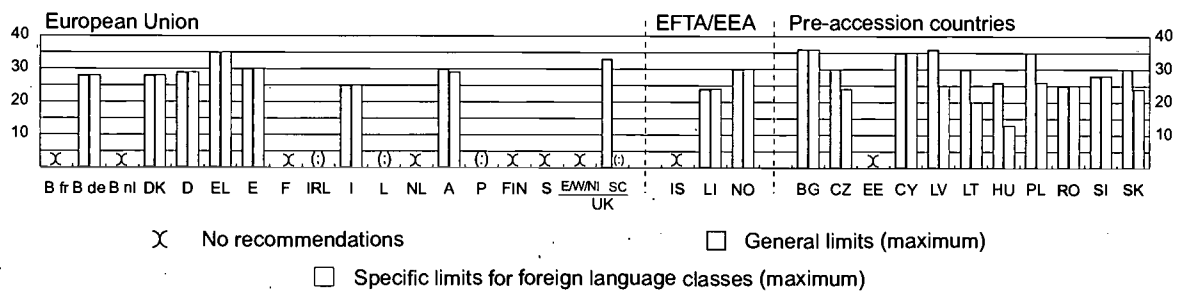
**Figure 3.7: Regulations or recommendations as to maximum class size at primary level. School Year 1998/99**



Source: Eurydice.

At the lower secondary level, Austria within the Union and in particular the pre-accession countries have specific class size requirements, which generally provide for smaller foreign language classes than the overall recommended class size. The Czech Republic, Latvia, Lithuania, Hungary, Poland and Slovakia have specific limits for foreign language classes at the secondary level.

**Figure 3.8: Regulations or recommendations as to maximum class size at general lower secondary level. School Year 1998/99**



Source: Eurydice.

##### Additional notes

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

**Ireland:** Class size in primary schools does not exceed 29 pupils in less privileged zones.

**United Kingdom (SC):** 33 pupils in the first two years of lower secondary education, decreasing to 30 in the last two years. A maximum size of 20 pupils is recommended for those subjects described as practical.

**Bulgaria:** In theory, there are no specific standards for foreign languages. In practice, however, class sizes depend on pupils' choices in terms of studying a given language. Generally speaking, language classes are smaller.

**Slovakia:** At the lower secondary level, the overall standards refer solely to the mother tongue and mathematics.

## 5. SPECIAL INITIATIVES: EXCHANGES BETWEEN FOREIGN LANGUAGE PUPILS

This section highlights some organisational and educational features of group exchanges between European countries. Such exchanges have both a linguistic and a cultural purpose. Generally, they provide pupils with the opportunity to share the daily life of a host family in the target country for some time. This section deals exclusively with exchanges organised on the initiative of schools and local or central education authorities. It does not include actions that are managed and financed under international and European exchange programmes. The latter are analysed separately in Chapter 6. Nor does the present analysis cover exchange schemes managed by private associations that receive payment for their services.

All countries have regulations or guidelines on student group exchange activities. These regulations and guidelines can be more or less detailed and affect a lesser or greater number of aspects relating to the exchanges. The various aspects, which are the subject of this comparative analysis and are enshrined in these regulations, are the management of exchanges, their organisational features (level of education involved, terms of the exchanges, selection of the pupils and/or schools) and educational features (languages involved, existence and specifics of the prior preparation of pupils/teachers).

### 5.1. MANAGEMENT OF THE EXCHANGES

In all countries, there are exchanges of groups of pupils organised by schools and by local or central authorities. The management and organisation of a majority thereof is carried out at the local level, i.e. by schools, supported in certain cases by local municipal and/or education authorities. At this level of organisation, such exchanges normally originate in personal contacts between teachers and their colleagues in other countries, as well as in town twinning programmes. To make contact with schools in other countries, some schools also resort to the cultural departments of embassies or to specialised travel agencies.

In addition to exchange programmes initiated and managed at local level, some programmes are organised and managed largely at the national level. In the Netherlands, for instance, there are national bodies, like *Europees Platform*, which organise student exchanges. In Nordic countries, the *Nordplus Junior* programme, managed by the *Nordic Council of Ministers*, was established in 1989 and provides a structure for exchange activities between these countries.

### 5.2. ORGANISATIONAL FEATURES

The vast majority of exchange programmes essentially concern secondary education level pupils. The Netherlands and Belgium (exchanges between language Communities) report the existence of such activities in primary schools as well.

At the secondary level, most exchanges last between one and two weeks. Some countries, however, depart from this general trend. In Germany, stays can last up to four weeks. Under the *Nordplus* programme, most pupils from Nordic countries stay about two weeks in the foreign country. A few pupils, however, stay between two and eight weeks in the host country.

Since exchanges are mainly managed and organised by schools, the schools also decide whether there should be selection criteria for pupils and, if so, they define these criteria themselves. Conversely, when exchanges are managed at the national or international level, the government or non-governmental bodies organising them select the schools based on criteria that they themselves establish. This applies to *Europees Platform* in the Netherlands and the *Nordic Council of Ministers* in Nordic countries.

### 5.3. EDUCATIONAL FEATURES

The languages most concerned by these activities are English, German, and French. Spanish is mentioned by the Netherlands and Belgium (French Community). The latter also reports the existence of such activities within the framework of its Italian classes. In the case of exchange programmes between Nordic countries, the main languages involved are Danish, Swedish, and Norwegian.

The teachers themselves generally undertake to prepare their pupils for exchange activities. The form and nature of this preparation varies greatly from one school to the next. It can include meetings informing pupils about what they are about to do, research projects on the host country, or mail exchanges with their prospective hosts in the target country. In most countries, the teachers themselves do not receive any specific preparation other than that organised by their school, though some countries offer teachers in-service training in exchange activities. One such case is the Czech Republic. In Poland, teachers taking part in this kind of exchange need a tourist group leader's qualification. In the Netherlands, *Europees Platform* organises preparatory meetings for the teachers.

# ANNEXES

## Guide to Reading the Diagrams

### A. Foreign languages forming part of the minimum curriculum

**Orange:** a foreign language as a compulsory subject.

Foreign languages are among the compulsory subjects in the centrally determined minimum curriculum, and all pupils have to study them.

**Blue:** a foreign language as one of the compulsory curriculum options.

In the centrally devised minimum curriculum, pupils have to choose a certain number of subjects from among a selection offered by their school. As regards foreign languages, this may mean one of two things:

- 1) The school is obliged to offer at least one foreign language among the range of subjects offered as compulsory curriculum options (**dark blue**).

In other words, the system can be described as a **closed compulsory curriculum option scheme**, since the subjects that belong to the range of options are predetermined by the minimum curriculum.

- 2) The school is free, if it so wishes, to include a foreign language in the range of subjects offered as compulsory curriculum options (**light blue**).

In other words, the system can be described as an **open compulsory curriculum option scheme**, since the schools themselves select the subjects that should belong to the range of compulsory curriculum options.

Compulsory curriculum options should be clearly distinguished from optional elective subjects, which are not represented in these diagrams. An optional elective subject is one that is offered in addition to the minimum curriculum and that the pupil is not obliged to study.

**Yellow:** the position of foreign languages depends on the type of education and/or the area of study.

Depending on their chosen area of study, or the type of general education they receive, pupils may or may not have to study foreign languages. The minimum curriculum of these different study areas or types of education may (or may not) contain foreign languages as compulsory subjects, compulsory curriculum options, or subjects chosen by pupils to build up their courses as they wish (flexible curriculum model).

The yellow band indicates that the teaching of foreign languages varies, depending on the chosen area of study and/or the type of education concerned. Where the provision of foreign language teaching is the same for all types of education or areas of study, it is represented by one or more bands shown above the yellow band.

The various possibilities regarding the teaching of foreign languages in the different areas of study and/or types of general education are broken down and set out in a more detailed close-up. The close-up highlights the distinctive features of each area of study and/or type of education and those it has in common with others. It focuses specifically on a particular point in schooling, and must be read separately from the rest of the diagram, as it represents all possible situations with regard to foreign language teaching at that point.

### B. Foreign languages not forming part of the minimum curriculum (two possibilities)

**Green:** a foreign language taught within a pilot project.

The foreign language is taught as part of an experimental project of limited duration, which is set up and financed at least in part by the government (or the public authorities responsible for education). The authorities organising the project decide how many and which schools will take part, and the age of the pupils involved. These experiments are subject to systematic evaluation.

**Mauve:** the teaching of the foreign language is determined by the school in accordance with its autonomy in matters related to the curriculum.

This may occur where schools have some room to manoeuvre in drawing up their curricula. In addition to the subjects included in the minimum curriculum, schools are free to require either that all their pupils learn a foreign language, or that they must choose from among several subjects, one of which is a foreign language. The system can therefore be described as an **open compulsory supplement system**.

## C. Special conventions

**Box drawn as a dotted line:** schools/classes specialising in foreign languages.

These schools/classes offer specialised teaching in foreign languages. They are managed and financed by the country's ministry of education, which formally recognises their specialisation. Particular characteristics enable two categories to be distinguished:

- Schools/classes that provide the complete minimum curriculum and at the same time offer specialised instruction in a foreign language by teaching certain subjects in the target foreign language (bilingual schools/classes) and/or requiring additional languages and/or by devoting a relatively greater number of lesson hours to them than in non-specialised schools/classes.
- Schools that belong to a system running in parallel to the ordinary school system, which do not have a minimum curriculum and simply offer the teaching of a greater or lesser number of foreign languages leading to the award of a qualification.

Where selection procedures exist for entrance to these establishments, this is indicated by a **vertical red line**.

**Hatched:** a foreign language is being phased in (either as a compulsory subject, or a compulsory curriculum option).

In some countries, the obligation to teach foreign languages at a given level is the result of recent legislation. As a new legal provision regarding the teaching of a foreign language cannot be immediately implemented in all schools, there is a transition period in which they are allowed some time to adapt to the fresh requirements. As a result, the teaching of the foreign language is gradually being extended to all schools.

**Numbers:** 0, 1, 2, 3

The numbers shown in some bands refer either to the number of foreign languages included as compulsory subjects in the minimum curriculum (an orange band), or the minimum number of languages that have to be included among the compulsory curriculum options (a dark blue band). In the case of the latter, pupils are free to choose whether or not they study the foreign languages concerned.

This number is indicated only for languages that are either compulsory or compulsory curriculum options that are part of the minimum curriculum. However, if the school is free to decide whether or not foreign languages will be included in the compulsory curriculum options (a light blue band), the number is not shown.

In a yellow band, two figures separated by a hyphen indicate the minimum and maximum number of foreign languages studied (or included among the compulsory curriculum options) in the existing areas of study and/or types of education, in addition to those that are studied by everyone. (The latter are represented diagrammatically by bands shown above the yellow band.) For example, the scale 0-3 in a yellow band indicates that, depending on their area of study or the type of education they receive, pupils may study from nought to three foreign languages **in addition** to the foreign languages that are studied by all pupils at that level, regardless of the area of study or chosen course. The situation relating to each area of study/type of education is described in the close-up.

**[:** foreign language (as a compulsory subject or compulsory curriculum option) for which the starting age is not specified.

This symbol indicates that the education authorities do not impose a starting age for teaching a language as a compulsory subject or compulsory curriculum option, but confine themselves to laying down objectives to be attained for a given level in the school. Schools are therefore free to decide the stage of education at which teaching of a foreign language should start.

**Horizontal red line:** the length of the period of compulsory education (full-time and part-time) is represented by a horizontal red line covering the range of ages concerned.

## Quantitative Data

**Figure 3.3:** The two foreign languages most taught at primary level (ISCED 1) and the percentage of pupils that learn them, by country. School Year 1996/97

European Union																
	B fr	B nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK
1 <sup>st</sup> foreign language	NL 15	FR 33	EN 32	EN 8	EN 47	EN 71	EN 33	(-)	EN 36	DE 100	EN 25	EN 56	EN 93	EN 63	EN 74	(:)
2 <sup>nd</sup> foreign language	EN 1			FR 3		FR 2	DE 7		FR 6	FR 82		FR 1	FR 21	DE 8	DE 5	
EFTA/EEA				Pre-accession countries												
	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	PL	RO	SI	SK		
1 <sup>st</sup> foreign language	DA 25	(:)	EN 100	EN 5	DE 20	EN 44	EN 36	LV 34	EN 21	EN 21	EN 22	FR 43	EN 19	SK 7		
2 <sup>nd</sup> foreign language	EN 14				RU 2		EE 27		EN 29	DE 7	DE 20	RU 16	EN 21	DE 6	EN 4	

Source: Eurostat, UOE.

#### Explanatory note

The figure shows, for each country, the two languages most frequently taught at primary level. They are shown in decreasing order of the percentage of pupils learning them. Marginal cases (less than 1%) are not represented.

Save exceptions, when one of the state languages is taught in schools where it is not the language of instruction, it is not considered a foreign language.

Percentages are based on the total number of pupils at primary level (ISCED 1) who study a foreign language, divided by the total number of pupils enrolled in primary education, including those attending years in which foreign languages are not part of the curriculum.

**Figures 3.4:** The two foreign languages most taught in general secondary education (ISCED 2 and ISCED 3) and the percentage of pupils that learn them, by country. School Year 1996/97

European Union																
	B fr	B nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK
1 <sup>st</sup> foreign language	NL 70	FR 95	EN 100	EN 94	EN 83	EN 96	EN 95	FR 70	EN 76	FR 98	(:)	EN 98		EN 99	EN 100	(:)
2 <sup>nd</sup> foreign language	EN 64	EN 71	DE 76	FR 24	FR 63	FR 23	ES 34	DE 25	FR 34	DE 92		FR 13	(:)	SV 93	DE 44	
EFTA/EEA				Pre-accession countries												
	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	PL	RO	SI	SK		
1 <sup>st</sup> foreign language	EN 76	(:)	EN 100	EN 56	EN 55	EN 82	EN 100	EN 73	EN 65	DE 48	EN 73	FR 74	EN 80	DE 62		
2 <sup>nd</sup> foreign language	DA 61			DE 35	RU 31	DE 54	RU 58	FR 100	RU 39	RU 49	EN 47	DE 53	EN 52	DE 37	EN 61	

Source: Eurostat, UOE.

#### Explanatory note

The figure shows, for each country, the two languages most frequently taught in general secondary education. They are shown in decreasing order of the percentage of pupils learning them. Marginal cases (less than 1%) are not represented.

Percentages are calculated regardless of whether these courses are compulsory or not.

Save exceptions, when one of the state languages is taught in schools where it is not the language of instruction, it is not considered a foreign language.

**Figure 3.6:** Recommended minimum number of annual hours allocated to the teaching of foreign languages, mathematics and the mother tongue at around age 10. School Year 1998/99

	MOTHER TONGUE		MATHEMATICS		FOREIGN LANGUAGES		TOTAL	
<b>European Union</b>								
B fr	212	25%	152	18%	61	7%	848	100%
B de	212	25%	151	18%	90	11%	850	100%
B nl							849	100%
DK	180	23%	120	15%	60	8%	780	100%
D	164	23%	135	19%			713	100%
EL	211	28%	105	14%	79	10%	761	100%
E	138	17%	85	11%	85	11%	810	100%
F	293	35%	179	21%	47	6%	845	100%
IRL	342	40%	145	17%			854	100%
I	121	13%	90	10%	90	10%	900	100%
L	29	3%	159	17%	374	40%	936	100%
NL							1 000	100%
A	210	28%	120	16%	30	4%	750	100%
P	146	17%	117	13%	117	13%	875	100%
FIN							656	100%
S								100%
UK (E/W)							893	100%
UK (NI)							855	100%
UK (SC)	143	15%	143	15%			950	100%
<b>EFTA/EEA</b>								
IS	136	19%	91	13%			703	100%
LI	180	20%	149	17%	58	6%	900	100%
NO	147	19%	109	14%	67	9%	770	100%
<b>Pre-accession countries</b>								
BG	152	28%	76	14%			551	100%
CZ	207	28%	148	20%	89	12%	739	100%
EE	138	21%	118	18%	98	15%	656	100%
CY	225	29%	135	17%	45	6%	789	100%
LV	163	33%	93	19%	70	14%	490	100%
LT	179	31%	102	17%	51	9%	586	100%
HU							624	100%
PL	166	26%	138	22%			635	100%
RO	198	30%	114	17%	57	9%	652	100%
SI	131	20%	131	20%			661	100%
SK	144	19%	144	19%	115	15%	749	100%

Source: Eurydice.

#### Additional notes

**Germany:** The information given concerns 9-year-old pupils for whom it is not compulsory to learn a foreign language. In some *Länder*, 9-year-old pupils may take a foreign language as a separate subject. In other *Länder*, foreign language teaching is integrated into the teaching of other subjects.

**Spain:** In the Autonomous Communities with two official languages (the Community language and Castilian), the flexible portion of the timetable is 45%, which provides a means of increasing the time devoted to the second official language.

**Ireland:** The 'mother tongue' subject includes both English and Irish. As of the school year 1999/2000, the time allocated to each of the two languages reflects their position as first or second language at the school concerned.

**Finland:** The minimum curriculum determines the compulsory subjects and minimum total number of periods per subject for the whole of compulsory education (9 years). The schools are free to decide at what age the pupils will study those subjects and how the courses are distributed over compulsory education.

**Sweden:** Schools are free to decide on the point at which a new subject is to be introduced and how the periods are distributed across the nine years of *grundskola*, as long as they ensure that pupils attain certain objectives at the end of their 5<sup>th</sup> and 9<sup>th</sup> years of schooling.

**United Kingdom:** Schools are, to a large extent, free to decide on the time they wish to allocate to certain subjects.

**United Kingdom (E):** There are no recommendations as how to allocate teaching time to subjects. The only exception is the recommendation (introduced in September 1998) to devote one hour a day to literacy.

**United Kingdom (E/W):** The information given is based on the weekly minimum recommended taught time. Most schools provide more taught time than the minimum.

**United Kingdom (SC):** The primary schools curriculum is defined by the *Scottish Executive*. Five major subject areas are specified, together with the time to be devoted to them. They are indicated in the 5-14, *national guidelines*. The time allocation for foreign languages must be drawn from the mother tongue category, with additional time coming from the flexible timetable.

**Estonia:** The information on teaching hours per subject applies to Estonian-speaking pupils. Those whose mother tongue is not Estonian follow a timetable that includes more hours of Estonian as a foreign language.

**Lithuania:** Depending on the choice of the school or on the specific needs of a class, one of the 23 weekly periods that are part of the flexible timetable is allocated to either the mother tongue, or a foreign language, or mathematics or physical education.

**Hungary:** Within certain limits, schools are free to decide how much time to allocate to the different subjects.

**Figure 3.6:** Recommended minimum number of annual hours allocated to the teaching of foreign languages, mathematics and the mother tongue at around age 13 in general lower secondary education. School Year 1998/99

		MOTHER TONGUE		MATHEMATICS		FOREIGN LANGUAGES		COMPULSORY CURRICULUM OPTIONS		TOTAL	
<b>European Union</b>											
B fr	B de	152	18%	152	18%	121	14%	121	14%	849	100%
B nl										849	100%
DK		180	20%	120	13%	180	20%			900	100%
D		114	13%	114	13%	210	24%			874	100%
EL		105	11%	105	11%	131	14%			923	100%
E		105	12%	70	8%	105	12%			866	100%
F		153	16%	136	15%	102	11%	68	7%	935	100%
IRL										1 074	100%
I		187	20%	93	10%	93	10%			933	100%
L				90	10%	480	53%			900	100%
NL		111	10%	111	10%	144	14%	233	22%	1 067	100%
A		120	12%	165	16%	90	9%			1 020	100%
P		117	13%	117	13%	87	10%	87	10%	874	100%
FIN										855	100%
S										807	100%
UK (E/W)										912	100%
UK (NI)										855	100%
UK (SC)		209	20%	105	10%					1 045	100%
<b>EFTA/EEA</b>											
IS		113	14%	90	11%	136	17%			793	100%
LI		150	15%	150	15%	120	12%			1 020	100%
NO		133	16%	105	12%	86	10%	76	9%	855	100%
<b>Pre-accession countries</b>											
BG		128	17%	102	13%	102	13%			765	100%
CZ										887	100%
EE		102	13%	110	14%	134	17%	24	3%	787	100%
CY		198	23%	74	9%	111	13%			866	100%
LV		117	16%	140	19%	140	19%			724	100%
LT		146	17%	117	13%	146	17%			878	100%
HU										694	100%
PL		138	18%	110	14%	55	7%			772	100%
RO		113	13%	113	13%	113	13%	28	3%	878	100%
SI		99	13%	99	13%	79	10%	37	5%	783	100%
SK		115	14%	115	14%	86	10%	29	3%	835	100%

Source: Eurydice.

#### Additional notes

**Belgium (B fr):** The number of hours for mathematics and foreign language are minima, which pupils can complete according to their chosen options. The number of hours can rise to four times the set minimum once pupils have decided on their options.

**Belgium (B nl):** At the secondary level, the organising authority is free to develop its own curricula and allocate the number of periods to each subject. Denmark: The distribution of hours per subject is only set by ministry guidelines based on an estimated 30 periods per week. However, in practice, the municipalities and the schools decide on the minimum and maximum number of hours per week.

**Germany:** The annual number of hours per subject is an average based upon the number of hours per week for a class in the 8<sup>th</sup> year of education in all types of education in the different *Länder*.

**Spain:** In the Autonomous Communities with two official languages, the flexible portion of the timetable is 45%, which provides a means of including the second official language in the curriculum.

**Ireland:** Curricula and guidelines give schools full autonomy for allocating the time spent on each subject. Mother tongue includes English and Irish.

**Netherlands:** Latin and Greek (in VWO) and a third foreign language (in HAVO and VWO) are included in the compulsory curriculum options.

**Austria:** Refers to the 4<sup>th</sup> year of the *Hauptschule*. In the *allgemeinbildende höhere Schule*, the number of annual teaching hours is: 120 for the mother tongue, 90 for foreign languages, and 120 for mathematics.

**Finland:** The minimum curriculum determines the common subjects and the total minimum number of lessons for each subject across the whole of compulsory education (nine years). Schools are free to decide at what age pupils have to study the subjects and how the lessons are distributed across the period of compulsory education.

**Sweden:** Schools are free to decide the point at which a new subject is to be introduced and how the periods are distributed across the nine years of *grundskola*, as long as they ensure that pupils attain certain objectives at the end of their 5<sup>th</sup> and 9<sup>th</sup> years of education.

**United Kingdom:** Schools are, to a large extent, free to decide on the time they wish to allocate to certain subjects.

**United Kingdom (E/W):** The information given is based on the weekly minimum recommended taught time. Most schools provide more taught time than the minimum.

**United Kingdom (SC):** The secondary schools' curriculum is defined at this level by the 5-14, *national guidelines*. Five major subject areas are specified, together with the time to be devoted to them. The time allocation for foreign languages must be drawn from the mother tongue category, with additional time coming from the flexible timetable.

**Norway:** The 76 hours set aside for optional subjects may be devoted either to learning another foreign language or to practical project work. In addition to another foreign language and practical project work, pupils may choose to study Norwegian or English at an advanced level.

**Czech Republic:** Since 1 September 1998, all subjects including foreign languages have a flexible timetable. Schools are free to decide on the time spent on each subject, but the time allocated must be sufficient to meet curriculum requirements.

**Estonia:** The information on teaching hours per subject applies to Estonian-speaking pupils. Those whose mother tongue is not Estonian follow a timetable that has more hours devoted to foreign languages.

**Lithuania:** Depending on the choice of the school or on the specific needs of a class, 2 out of the 30 weekly periods are allocated to either the mother tongue, or a second foreign language, or mathematics or physical education.

**Hungary:** The curriculum states the subjects to be taught and schools are free to decide how much time to allocate to them, as long as they respect the set minima and maxima.



**Figure 3.6:** Recommended minimum number of annual hours allocated to the teaching of foreign languages, mathematics and the mother tongue at around age 16 in the science section of general upper secondary education. School Year 1998/99

		MOTHER TONGUE		MATHEMATICS		FOREIGN LANGUAGES		COMPULSORY CURRICULUM OPTIONS		TOTAL	
<b>European Union</b>											
<b>B fr</b>	<b>B de</b>	152	18%	121	14%	182	21%	30	4%	850	100%
<b>B nl</b>											
<b>DK</b>		90	10%	120	13%	210	23%			930	100%
<b>D</b>								282	33%	846	100%
<b>EL</b>		105	13%	131	17%	53	7%			788	100%
<b>E</b>		105	11%	70	8%	105	11%	70	8%	931	100%
<b>F</b>		132	14%	198	21%	99	10%	99	10%	957	100%
<b>IRL</b>										1 002	100%
<b>I</b>		133	14%	100	11%	100	11%			933	100%
<b>L</b>				120	13%	420	47%	30	3%	900	100%
<b>NL</b>		100	10%			89	9%	734	73%	1 000	100%
<b>A</b>		90	9%	120	11%	180	17%	90	9%	1 050	100%
<b>P</b>		80	10%	107	13%	80	10%			800	100%
<b>FIN</b>										812	100%
<b>S</b>										712	100%
<b>UK (E/W)</b>										N/A	
<b>UK (NI)</b>										N/A	
<b>UK (SC)</b>		209	20%	105	10%					1 045	100%
<b>EFTA/EEA</b>											
<b>IS</b>		116	17%	116	17%	193	29%			677	100%
<b>LI</b>		120	11%	120	11%	240	23%			1 060	100%
<b>NO</b>		119	14%	147	17%	265	30%			855	100%
<b>Pre-accession countries</b>											
<b>BG</b>		81	10%	81	10%	108	13%	135	16%	837	100%
<b>CZ</b>		87	10%	87	10%	148	17%			887	100%
<b>EE</b>		119	13%	92	10%	119	13%	165	18%	919	100%
<b>CY</b>		98	11%	172	20%	98	11%	49	6%	861	100%
<b>LV</b>		117	17%	93	12%	140	18%	39	6%	700	100%
<b>LT</b>		117	13%	88	9%	117	13%			936	100%
<b>HU</b>										833	100%
<b>PL</b>		110	14%	83	10%	138	17%			799	100%
<b>RO</b>		85	10%	142	17%	113	13%	57	7%	850	100%
<b>SI</b>		105	12%	105	12%	158	17%	72	8%	913	100%
<b>SK</b>		86	10%	86	10%	173	19%	173	19%	893	100%

Source: Eurydice.

#### Additional notes

**Belgium (B nl):** At secondary level, the organising authority is free to develop its own curricula and timetables and to allocate the number of periods to each subject.

**Germany:** Compulsory subjects (564 hours a year) are grouped into three subject areas (languages, literature and arts; social sciences; mathematics, natural science and technology) to which religion and sports are added. Amongst these subjects, emphasis is placed on the mother tongue, mathematics and a foreign language. 10% of the weekly timetable is allocated to each of these subjects. The compulsory curriculum options (282 hours a year) are intended for individual specialisation in these areas.

**Spain:** In the Autonomous Communities with two official languages, the flexible portion of the timetable is 45%, which provides a means of including the second official language in the curriculum.

**Ireland:** Curricula and guidelines give schools full autonomy for allocating the time spent on each subject.

**Luxembourg:** The data refer to the science section of general secondary education within the 'modern humanities' section.

**Netherlands:** At the upper secondary level, the common core curriculum for all areas of study has been modified since 1999/2000 – or 1998/99, depending on the schools' choice. For VWO, the teaching time of this common core amounts to 1960 hours for the 3 years. 720 hours are set aside for compulsory foreign language teaching, which amounts to 12% of the total number of hours per year (3 compulsory foreign languages). For HAVO, it amounts to 1480 hours. 520 thereof are set aside for compulsory foreign language teaching, which amounts to about 12% of the total number of hours per year (2 compulsory foreign languages). Depending on the area of specialisation and the options chosen, pupils have more hours devoted to foreign languages (either compulsory or as optional subjects).

**Finland:** Within the limits of the minimum curriculum, schools and pupils have considerable autonomy.

**United Kingdom:** Schools are substantially free to decide the amount of time to allocate to each subject.

**United Kingdom (SC):** The figure given for the mother tongue also includes foreign languages. The *Scottish Executive* suggests the subjects to be taught and the amount of time they should be allocated.

**Czech Republic:** The number of teaching hours per subject is defined by the school head, in consultation with the authority in charge, providing that all the curriculum subjects are taught, that the minimum number of hours is respected and that the maximum number is not exceeded.

**Estonia:** The information on teaching hours per subject applies to Estonian-speaking pupils. Those whose mother tongue is not Estonian follow a timetable that has more hours of Estonian as a foreign language.

**Latvia:** The total number of hours corresponds to the minimum amount of courses that 16-year-old pupils must choose. The maximum total number of hours is 840. The number of hours devoted to the mother tongue includes hours spent on literature. This information applies to the curricula of secondary schools that use Latvian as the language of instruction.

**Lithuania:** 6 out of the 32 weekly periods are allocated (at the choice of the school or according to the particular needs of a class) to the mother tongue, foreign languages, mathematics, computer science, physics, chemistry, biology, history, artistic education or physical education.

**Hungary:** The curriculum states the subjects to be taught, and schools are free to decide how much time to allocate to them as long as they respect the set minima and maxima

# CHAPTER 4

## Professional Qualifications and Training of Teachers

### INTRODUCTION

The rising demand for foreign language teachers affects both the primary and secondary levels of education, but poses greater problems at primary level. The general extension of foreign language teaching in primary schools is giving rise to a significant increase in demand for teachers who are both highly proficient in languages and knowledgeable about teaching these languages to very young children.

This chapter will set out those problems specific to the primary level by first taking a closer look at the set of issues relevant to the professional qualifications and background of foreign language teachers and the method of selection and recruitment of teaching staff at that level (Section 1).

It will also highlight how important it is to have teachers who are proficient in language teaching methodology and possess a sound practical knowledge of the target language. In this perspective, Section 2 will examine the different types of institutions in charge of initial training of foreign language teachers, their admissions criteria, the content of curricula, and the organisation of educational visits and periods spent abroad in training programmes.

Finally, in-service training activities organised for language teachers – in their own country or in a country where the target language is spoken – will be examined in the last part of this chapter. In this way, Section 3 will focus on the content of in-service training and the bodies called upon to update language competencies of in-service teachers.

### 1. PROFESSIONAL QUALIFICATIONS OF FOREIGN LANGUAGE TEACHERS AT PRIMARY LEVEL

As regards the type of teacher to whom foreign language teaching can be entrusted at primary level <sup>(1)</sup>, the different alternatives available show the complexity of the changes undergone by this education level during the past decade. The presence of foreign languages early in compulsory education has become gradually more widespread in a majority of countries, and this has given rise to a number of adaptations, including several for the teaching profession.

Foreign language teaching at secondary level <sup>(2)</sup> draws on a long tradition. Therefore, it is somewhat safeguarded against organisational novelties. The professional qualifications of teachers at secondary level are those of a specialist teacher for every subject in the curriculum, including foreign language(s).

<sup>(1)</sup> In countries that organise their compulsory education in a single structure, the type of teacher may not be the same in the various stages or phases. The information in this section therefore pertains only to years corresponding to ISCED 1 level. This means the first six years of *folkeskole* in Denmark, the 1st and 2nd stages of *ensino básico* in Portugal and of *grunnskole* in Norway, the first six years of *peruskoulu/grundskola* in Finland and of *grundskola* in Sweden, and the first seven years of *grunnskóli* in Iceland. In the pre-accession countries, ISCED 1 level corresponds to the first three years of the single structure in Poland, the first four years in Latvia, Hungary, Slovenia and Slovakia, the first five years in the Czech Republic, and the first six years of the single structure in Estonia.

<sup>(2)</sup> The secondary education level corresponds to general lower and upper secondary level (ISCED 2 and 3), cf. Subsection 2.2.

Taking into account specific features that characterise the primary level, this section describes the different choices that countries have made for teaching staff in charge of foreign language teaching at that level. These decisions are explained in the light of major reforms that changed the status of foreign language teaching at primary level in the past 30 years. The fact that inclusion of this subject into the minimum curriculum became compulsory proved to be a key achievement for a majority of countries.

## 1.1. TYPOLOGY OF FOREIGN LANGUAGE TEACHERS

In the first years of primary school, a single teacher is usually responsible for the class and in charge of teaching all subjects. However, s/he is often replaced by other teachers for certain subjects requiring specific competence, such as foreign languages.

In this context, the professional qualifications of foreign language teachers at primary education level may adopt a variety of forms that can be classified according to three main models:

- **generalist teacher:** a teacher qualified to teach all subjects in the curriculum, including foreign language(s);
- **semi-specialist teacher:** a teacher qualified to teach a group of subjects including foreign language(s); s/he may be in charge of foreign language(s) exclusively or several other subjects as well;
- **specialist subject teacher:** a teacher qualified to teach one or several foreign languages.

These three types of foreign language teacher cater for different education levels. In all countries, the generalist teacher is trained to teach only at primary level. The semi-specialist teacher generally teaches the primary level but may also teach at secondary level (usually the lower secondary). Specialist subject teachers may be trained for either primary or secondary level, the latter being the most common situation in all countries. In most cases, such teachers are also qualified to teach their specialist subject at the primary level.

As shown in Figure 4.1, the most widespread situation is that of countries resorting to either a generalist teacher or a foreign language specialist. Belgium (French and German-speaking Communities), Germany, France (pupils aged 8-11), Ireland, Italy, the United Kingdom (England and Wales), the Czech Republic, Estonia, Latvia, Lithuania, and Slovenia have opted for a mixed formula that allows them to call upon a specialist language teacher whenever the generalist teacher lacks the required language skills. In the Czech Republic, there are two types of generalist teachers that teach foreign languages at compulsory education level: those who are qualified to teach all curriculum subjects – including foreign languages in the first years of the single structure – and those who are qualified to teach not only all subjects in the first years of schooling, but also exclusively languages in the last stage of the single structure.

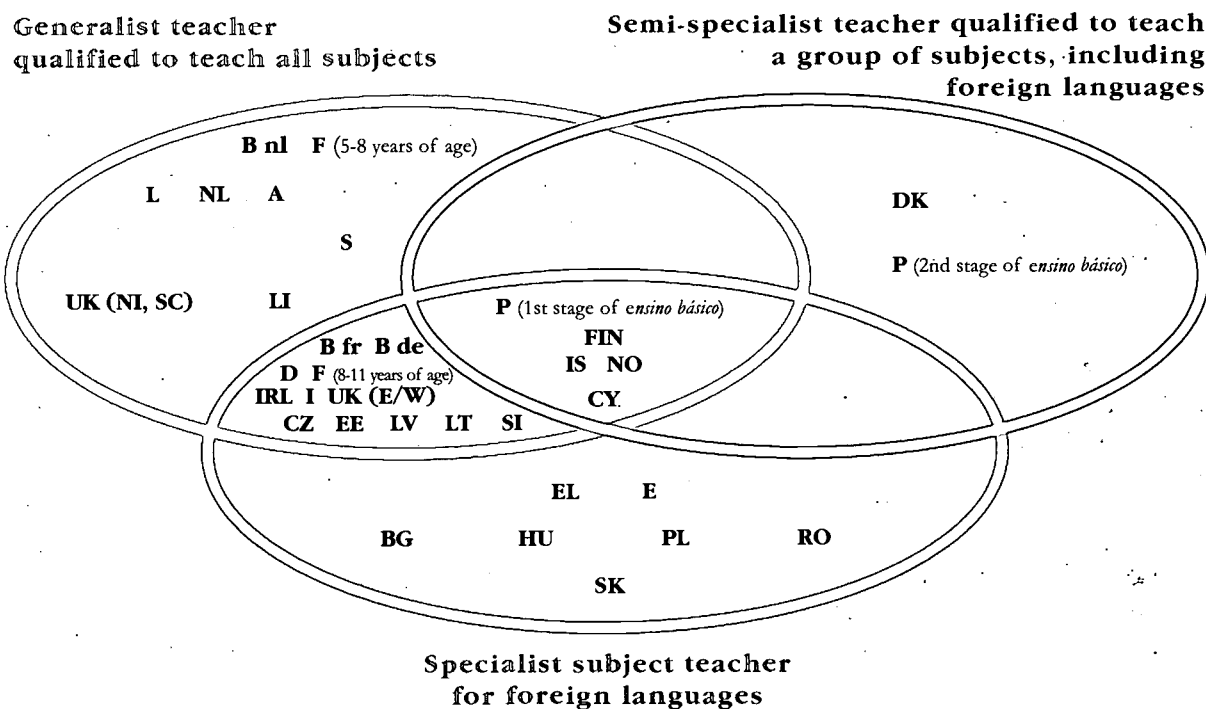
The specialist foreign language teacher is the preferred choice of half of the pre-accession countries. Other countries, such as Greece and Spain, also opt for this same specialist qualification. In Spain, foreign language teachers at primary level are specialists qualified to teach exclusively that subject at that level of education.

The preference for semi-specialists is not very widespread. It is found in only two countries, Denmark and Portugal (2<sup>nd</sup> stage of *ensino básico*).

In Portugal (first stage of *ensino básico*), Finland, Iceland, Norway and Cyprus, the organisation of foreign language teaching is more flexible, allowing combinations of the three types of teacher according to needs.

The choice of one or other type of teacher does not depend on whether foreign language teaching is compulsory at the primary level or not. Instead, the stage at which the foreign language is taught will tend to determine the qualifications expected of the teachers concerned. This explains why variations can be observed within a country: they often relate to different stages in pupils' school careers and to specific requirements in terms of foreign language teaching methodology. In particular, this applies to countries that have organised their compulsory education in a single structure, so that the qualifications of teachers in the earlier years and later years of this single structure may differ. In Norway, for example, this responsibility is entrusted to a generalist teacher or a semi-specialist teacher for the whole of the single structure (*grunnskole*). However, a specialist subject teacher is also eligible to teach foreign languages in the 2<sup>nd</sup> cycle of the *grunnskole*. To teach foreign languages in the 3<sup>rd</sup> stage of *école élémentaire* (pupils aged 8-11), France relies on the class teacher if s/he is a linguist who may also teach languages to other classes if the school has internal arrangements for exchanging or sharing teachers; a language teacher of the lower secondary level (*collège*) from the same district; an authorised external practitioner (of certified linguistic proficiency); or a language assistant. The point is to create situations that are propitious to foreign language learning. In the 2<sup>nd</sup> stage (pupils aged 5-8), the generalist teacher may arrange for his/her pupils' initial exposure to a foreign language.

Figure 4.1: Types of foreign language teacher at primary level. School Year 1998/99



Source: Eurydice.

#### Additional notes

**Belgium (B fr):** Foreign language specialist teachers trained for lower secondary education are the most commonly encountered in primary education. However, a minority group consists of primary school teachers who hold a certificate testifying to an advanced level of proficiency in the foreign language concerned. This certificate is issued outside traditional teacher training and involves passing an examination organised by a state board of examiners.

**Denmark:** The semi-specialist teacher is qualified to teach pupils in any year of the single structure (*folkeskole*).

**Iceland:** Generalist teachers are the most common, but all three types are encountered. Teachers who are qualified to teach at upper secondary level are also entitled to teach in compulsory education from the earliest years onwards. When such teachers are recruited for compulsory education, they are in most cases responsible for teaching pupils in the last three years of the single structure (*grunnskóli*).

**Norway:** Responsibility for teaching foreign languages throughout the single structure (*grunnskole*) lies with a generalist or semi-specialist teacher. However, a specialist teacher is also eligible to teach foreign languages in the second stage of *grunnskole*.

**Slovakia:** As foreign languages are not compulsory during the first four years of the single structure, only teachers of classes involved in the provision of intensive foreign language courses are shown in this Figure.

## 1.2. CHOICE OF A TEACHER AND TRADITION OF FOREIGN LANGUAGE TEACHING

In most European countries, key innovations in the field of languages were implemented from the late 1980s and in the 1990s (cf. Chapter 2). In the 1970s, however, a number of countries had already included a foreign language in the group of compulsory subjects taught in the earliest years of compulsory education. These countries have a long-standing tradition of foreign language teaching.

Figure 4.2 shows the relationship between the teacher's profile and the extent to which foreign language teaching is or is not traditionally included in the minimum curriculum for the primary education level.

**Figure 4.2:** Types of teacher and decade of introduction of compulsory foreign language teaching at primary level. School Year 1998/99

TYPES OF FOREIGN LANGUAGE TEACHER (1998/99)	DECADE OF INTRODUCTION OF FOREIGN LANGUAGES IN THE MINIMUM CURRICULUM			FOREIGN LANGUAGE TEACHING OUTSIDE THE SCOPE OF THE MINIMUM CURRICULUM (1998/99)
	1970s and earlier	1980s	1990s	
Generalist teacher	L, S	NL, A	UK (SC) LI	B nl F (pupils aged 5-8) UK (NI)
Semi-specialist teacher	DK	P (2 <sup>nd</sup> stage of <i>ensino básico</i> )		
Generalist or semi-specialist teacher	NO (throughout <i>grunnskole</i> )			
Specialist subject teacher	NO (2 <sup>nd</sup> stage of <i>grunnskole</i> )		EL, E RO	BG, HU, PL, SK
Generalist teacher or specialist subject teacher	B de		B fr, F (pupils aged 8-11) I CZ, EE, LV, LT	D, IRL UK (E/W) SI
Semi-specialist teacher or specialist subject teacher				
Three types possible	FIN IS CY			P (1 <sup>st</sup> stage of <i>ensino básico</i> )

Source: Eurydice.

### Explanatory note

In this figure, only countries that offer foreign languages in primary school (ISCED 1) as a compulsory subject included in the minimum curriculum (orange in the diagrams in Chapter 3) are listed in the columns for 1970s and earlier, 1980s and 1990s. Other countries are listed in the right-hand column, which indicates that foreign language teaching is organised outside the scope of the minimum curriculum. In these countries, foreign language teaching may take place within the framework of the autonomy granted to schools (light blue and mauve in the diagrams in Chapter 3), of a pilot project (green), and/or of schools specialising in foreign languages (box drawn as a dotted line).

In the pre-accession countries (except Cyprus and Slovenia), Russian became the first compulsory foreign language in the late 1940s. In the Figure, however, some of these countries are listed in the column corresponding to the situation introduced during the 1990s. It is at the beginning of this decade that other foreign languages were included in their curricula.

### Additional note

**Portugal:** In the 1970s, foreign language learning was compulsory from the age of 11, corresponding to the preparatory stage of secondary education in the former education structure (*Ciclo preparatório do ensino secundário*). At the time, this level was part of ISCED 2.

In countries with an **older tradition** of foreign language teaching at primary level, foreign language teaching methodology has developed into a competency that all teachers at this level must possess. In contexts in which foreign languages are taught at all levels of education, young people finishing their primary school teacher training will have accumulated proficiency in foreign language(s) throughout their school careers, which will be supplemented with training in teaching methodology. In such countries, a foreign language has been part of a primary school teacher's cultural capital for almost 30 years now. In the Nordic countries, future primary school teachers will have studied at least one foreign lan-

guage (generally English) throughout most of their compulsory and upper-secondary education. By the time they undertake initial teacher training, it is assumed that they have acquired command of the language, which is required to obtain the upper secondary education certificate.

The cultural capital of teachers from countries with a long tradition in foreign language teaching was constituted according to different models. The importance attributed by training institutions to language proficiency is a factor, but other elements may play a role as well. One of these is the linguistic context, which appears to be very important. For example, in Luxembourg, before future class teachers can enrol in a teacher training institute after secondary school, they must be proficient in the three official languages of their country. In the German-speaking Community of Belgium and in the Region of Brussels-Capital, primary school teachers must also teach French or Dutch. For this purpose, at the end of their teacher training, they must sit a special examination in these languages.

In Cyprus, the generalist teacher takes care of this teaching in most schools, although a semi-specialist teacher or a specialist subject teacher may also do so. The presence, at primary level, of a specialist teacher trained for the secondary level dates back to the late 1980s. At the time, unemployed secondary education teachers applied to teach at the primary level, where there was a shortage of teachers. Those who were recruited had to attend an intensive training programme to be entitled to teach in primary school. However, this emergency solution is no longer applied, since the need subsided.

Countries that introduced compulsory foreign language teaching at primary level **in the 1980s** developed approaches that did not differ much from those of the previous group of countries. However, the context varies widely. In the Netherlands and Austria, compulsory language teaching is implemented in a way compatible with the existing structure, which provides for a generalist teacher responsible for all subjects. Conversely, in Portugal, foreign language teaching was introduced at primary level within the framework of reforms affecting the school system, the organisation of teaching and teacher training. Furthermore, those education reforms were implemented at the historical turning point of new international and linguistic openness. In Portugal, a foreign language is one of the core subjects in the 2<sup>nd</sup> stage of *ensino básico*, in which subjects are taught by semi-specialist teachers responsible for subject groups.

The countries that introduced compulsory foreign language teaching **in the 1990s** were confronted with a different situation. In the majority of cases, in-service primary school teachers lacked specific competencies in the field of foreign languages. These countries had to take this reality into consideration as well as the organisational changes brought about by the introduction of compulsory foreign language teaching at primary level. This applies in Scotland <sup>(3)</sup>, where in-service generalist teachers must receive ad hoc training in order to teach a foreign language to their pupils at primary level. A specific training programme has been provided since 1993 (to support the introduction of compulsory foreign language teaching in primary schools). It focuses on the teacher's active use of the foreign language in his/her interaction with pupils. This initiative endeavours to solve the problem of teacher training for primary education teachers who found themselves involved in a form of education for which their initial teacher training had not prepared them. Currently, the initial training curriculum in teacher training institutes does not generally include sufficient language training to enable the teaching of foreign languages in primary schools.

Liechtenstein also decided to entrust the responsibility of foreign language teaching to the generalist teacher, on the assumption that s/he possessed sufficient linguistic capital. The education authorities offer teachers the possibility of following in-service language training.

<sup>(3)</sup> In Scotland, the impact of pilot projects for foreign language teaching at the primary level was evaluated between 1991 and 1993. Independent research<sup>1</sup> concluded that foreign languages in primary schools are best taught by primary level teachers (University of Stirling (1995), *Foreign Languages in Primary Schools: Evaluation of Scottish Pilot Projects, 1993-1995*).

The different solutions adopted by France to deal with the changes depend on the pupils' age. From the outset, France has implemented the reform of 1992 by means of a variety of initiatives.

Many countries that have recently introduced foreign languages as compulsory subjects at the primary level recruit specialist teachers to teach them. They are generally trained to teach at the secondary level. This is the case in Greece, Spain, and Romania. In Spain, language teaching in primary schools is entrusted to specialist teachers trained to teach foreign languages at that level. This decision was enshrined in LOGSE (*Ley Orgánica de Ordenación General del Sistema Educativo*) of 1990, which redefined the initial qualifications required to teach at the different levels. A *Maestro* specialises in teaching foreign languages.

In another group of countries, generalist as well as specialist teachers may teach foreign languages. That is the case in the French Community of Belgium, France (pupils aged 8-11), Italy, the Czech Republic, Estonia, and Lithuania. The French Community of Belgium, which added a foreign language to the group of compulsory subjects in the primary education curriculum in 1998, relies on language teachers at lower secondary level to teach foreign languages. In Italy, the teachers of each primary school distribute the teaching among themselves according to needs. In each school, the foreign language may be taught either by a generalist teacher who teaches foreign languages besides other subjects, or by a specialist of the foreign language to be taught. The latter teaches only the target language, in several classes. This decision was taken in the context of the reform of primary education of 1990<sup>(4)</sup> which, among other changes, organised teaching in such a way that two or three primary school teachers shared out the subjects between them in each class. An important reform of initial teacher training supplemented this innovation: it was transferred to the university level of tertiary education, and the foreign language was introduced as a compulsory subject in the teacher training curriculum.

In the pre-accession countries, the solution of specialist subject teachers has been the most widespread for several decades. These countries have a particular historical situation. For a long time, Russian was taught as a compulsory language in schools. However, as pointed out in Chapter 2, in the early 1990s Russian became one foreign language among others in the school curricula of these countries. To meet the new demands resulting from this change, these countries continued to entrust foreign language teaching to specialist subject teachers. In 1997, a new specialisation in foreign languages was introduced in faculties that train primary school teachers in Bulgaria. In the near future, the primary level will have its own specialist subject teachers in foreign languages, without having to resort to teachers from the secondary level. The Baltic States are the exception: foreign language teaching is preferably entrusted to the generalist teacher. In Estonia, Latvia and Lithuania, a specialist subject teacher is called in when the generalist teacher does not know the foreign language. In Lithuania since 1998/99, generalist teachers may obtain an additional qualification to teach foreign languages at the primary level.

In countries where the organisation of primary-level curricula is somewhat flexible, foreign language teaching has become widespread in schools even when organised outside the scope of the minimum curriculum. Countries have adopted different solutions to meet the ensuing demand. In Germany, Ireland, the United Kingdom (England and Wales), and Slovenia, generalist and specialist teachers may coexist. In Portugal, all three categories of teacher may teach foreign languages in the 1<sup>st</sup> stage of *ensino básico*. In Germany, each school may call upon specialist or generalist teachers. In the latter case, they may either have attended specific in-service training in foreign language teaching or taken a foreign language as an additional subject during initial teacher training, accredited by an examination. In the United Kingdom (England, Wales, Northern Ireland), primary schools that have chosen to introduce foreign languages are sometimes able to use their existing staff flexibly, to enable a generalist teacher with foreign language skills to teach the language to more than one class. In other cases (England and

(4) An important contextual factor, which policy-makers took into account at the time, was the surplus of primary school teachers resulting from a sharp drop in the country's birth rate.

Wales), they may employ a part-time specialist teacher. More often, language teaching in primary schools has been introduced as part of an initiative in a local area in which generalist teachers also receive in-service training and continuing support from the *local education authority* (England and Wales) or *Education and Library Board* (Northern Ireland). In England, some secondary schools specialise in foreign languages and may offer support to local primary schools. In 1999, the government made funds available in England and Wales to support existing initiatives and encourage new projects.

Finally, in Slovenia, where specialist subject teachers have been the most widespread for decades, education authorities have recently offered generalist teachers the opportunity to follow specialised modules in foreign language teaching at an early age. This early teaching is one of the novelties introduced by the new primary school structure phased in from 1999/2000.

### 1.3. RECRUITMENT OF FOREIGN LANGUAGE TEACHERS

At the secondary level, where foreign language teaching has been compulsory for a long time now, recruitment is no longer a major challenge for policy makers in most countries: the solution adopted everywhere is that of recruitment based on competitive examination or qualifications. Conversely, the initiatives taken to recruit foreign language teachers at the primary level show the diversity of possible solutions.

This section will therefore focus on selection and recruitment methods for foreign language teachers at primary level, where several alternatives coexist. One must first distinguish those countries where the recruitment method applied matches only the professional qualifications sought, i.e. countries selecting their teaching staff on the basis of qualifications obtained after graduating from their initial training or passing a national or regional competitive examination.

Figure 4.3 shows that the most widespread access to the teaching profession is through selection based on applicants' **qualifications** providing evidence of their language proficiency, either because they mention some kind of specialisation in this field or because the curriculum followed includes compulsory foreign language courses. In Austria, primary level teachers recruited for that purpose have graduated from the *Pädagogische Akademie* where training is given in foreign languages. In Finland, when the curriculum is drawn up within the school, the subject 'foreign languages' is assigned to those who hold a diploma specifying that they specialised in the relevant language.

Some countries only recruit teaching staff trained to teach foreign languages at secondary level. This applies, for example, to most pre-accession countries and to the Flemish and German-speaking Communities of Belgium. Graduates from teacher-training institutes in these countries hold a qualification that formally acknowledges their specific training in foreign languages. In the German-speaking Community of Belgium, aspiring primary school teachers must sit a special language examination to obtain the qualification required to teach the language in their class. In the French Community of Belgium, the specialist language teacher holds the title of 'qualified teacher for the lower secondary education level' (*agrégé de l'enseignement secondaire inférieur*), Germanic languages department, supplemented by a certificate of ability to teach a foreign language at primary level. Generalist teachers may sit a special examination outside the scope of their initial training and thus become eligible to teach foreign languages at primary level.

Recruitment based on **competitive examination** is a less widespread option. Countries that resort to this practice largely meet their teaching staff needs, so that they do not use any further recruitment method. The competitive examination is a test, usually organised at the national level, whereby a number of applicants compete for a limited number of vacancies. Spain organises competitive examinations for teachers of each foreign language taught. In Luxembourg, knowledge of at least three languages is a necessary condition for admission to the competitive examination.



In Greece, an important reform has recently modified the recruitment method for teaching staff. Until 1997, the recruitment of foreign language teachers at primary and secondary level was exclusively based on a waiting list. This meant that teachers were recruited on the basis of the date of their application for appointment in state schools. From 1998 to 2002, national examinations are also being organised for the purpose of selecting teachers. From 2003 onward, the competitive examination will be the only recruitment method for foreign language teachers at primary and secondary levels.

Countries that have to cope with a shortage of qualified language teachers for primary level may opt for **supplementary in-service training for primary level teachers who did not receive initial training in foreign languages**. An alternative is to recruit **teaching staff without formal teaching qualifications who are proficient in the foreign language**.

Germany, the United Kingdom and Lithuania opted for the first solution: primary level teachers are encouraged to attend a supplementary in-service training programme in foreign languages. In Germany, for example, the generalist teacher may have had the opportunity to receive specific in-service training to teach foreign languages or to take a foreign language as an additional subject during his/her initial teacher training, accredited by an examination. In the United Kingdom (England, Wales, Northern Ireland), schools are free to recruit teachers in very different ways. For example, a school may turn to its generalist staff for teachers with foreign language skills and assign them to teach several classes, or call upon teachers that teach in several schools. More often, generalist teachers receive training and continuing support through local initiatives. In some areas, these initiatives provide for the services of specialist foreign language teachers at secondary level.

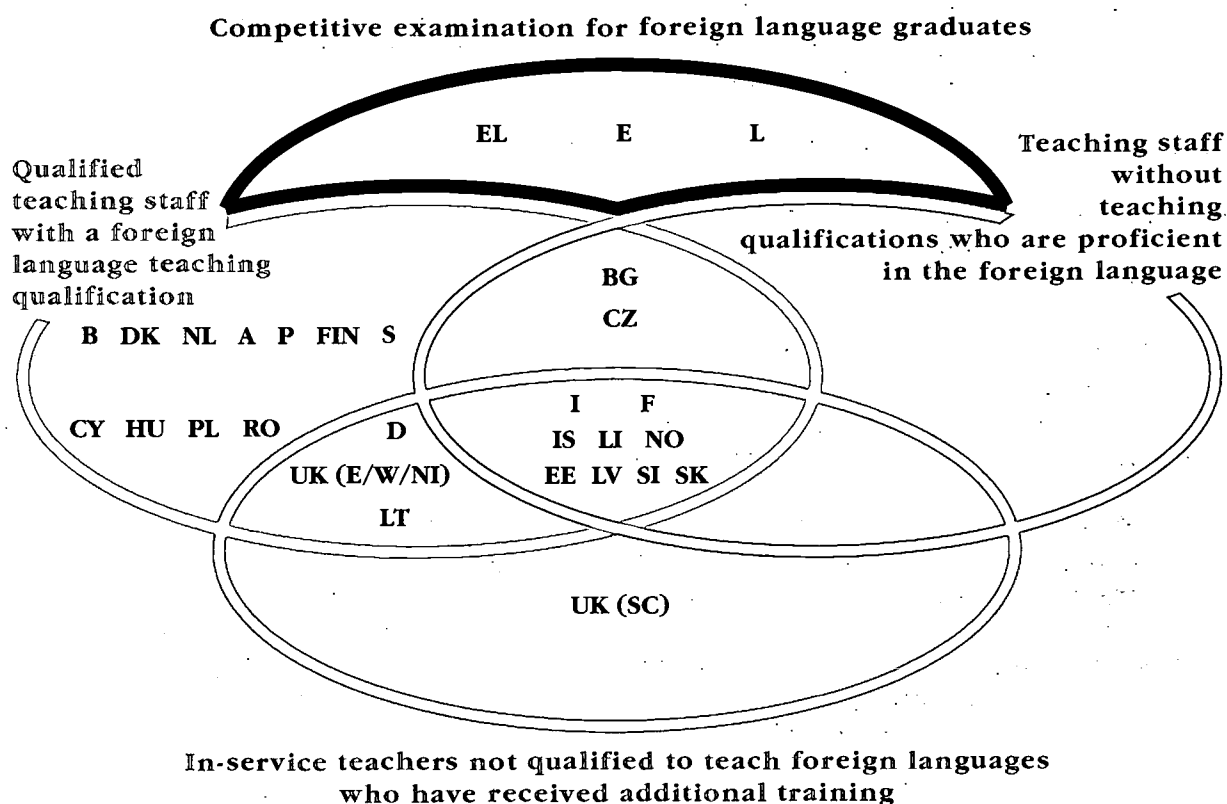
The second solution is to recruit teaching staff without formal teaching qualifications who are proficient in the foreign language. Bulgaria and the Czech Republic resort to this emergency solution when their staff qualified in foreign language teaching cannot meet the demand. In general, they call upon native speakers who are residents of that country or university students from the last years, specialising in the relevant subjects. In Bulgaria, pilot projects to teach foreign languages at primary level have been conducted since 1993, mobilising teachers with a great variety of qualifications. At first, foreign language teaching was entrusted to secondary level specialist subject teachers. However, primary level teachers proficient in the foreign language and qualified to teach at secondary level, native speakers, and foreign students registered in Bulgarian universities are also eligible. In the Czech Republic, a new curriculum for specialist subject teachers in foreign languages at primary level is in the process of being implemented. At present, recruitment is based on a qualification to teach at secondary level. In case of shortage, staff without proper qualifications who are proficient in foreign languages may also be recruited.

As shown in Figure 4.3, several countries implement diversified recruitment policies whereby the aforementioned **solutions coexist**. This is the case in France, Italy, Iceland, Liechtenstein, Norway, Estonia, Latvia, Slovenia and Slovakia.

Thus France implements several recruitment methods: 45% of the teachers responsible for foreign language teaching at primary level come from the secondary level, 45% are primary-level teachers whose capacity to teach the foreign language has been formally validated, and the remaining 10% are accredited external recruits. In Liechtenstein, education authorities can, whenever necessary, also recruit native speakers or other teaching staff without qualifications who are proficient in the language. In Estonia, when there is a shortage of specialist teachers, any staff member capable of teaching a language is eligible for recruitment. In Slovenia, to meet the needs of the optional language courses, professionals from other sectors; such as translators, can be recruited on condition that they complete a special state-approved programme to prepare them for the teaching profession. Recently graduated teachers who are still completing their practical placements in schools or visiting teachers can also become part of the teaching staff. The first young graduates in foreign language teaching at primary level have been recruited since the school year 1999/2000. In Slovakia, the Ministry of Education introduced a new regulation, valid until the year 2000, which entitles teachers who are qualified for other subjects to teach foreign languages provided that they pass a special examination to certify their language proficiency.

The recruitment situation in pre-accession countries has its own characteristics. In a context in which foreign language teachers are rare, although in theory a specialist subject teacher should teach this subject, in practice any staff capable of teaching a language (i.e. having a minimum of language and teaching methodology training) is eligible for recruitment.

**Figure 4.3:** Recruitment or selection methods for foreign language teachers at primary level. School Year 1998/99



Source: Eurydice.

**Explanatory note**

In the case of supplementary in-service training, recruitment or selection refers to entrusting foreign language teaching to staff who have followed such training.

**Additional note**

Ireland: does not appear in this Figure, owing to the fact that generalist teachers participating in the pilot project implemented as of school year 1998/99 do not hold qualifications for foreign language teaching.

## 2. INITIAL TRAINING OF FOREIGN LANGUAGE TEACHERS

To gain insight into how a teacher training system meets the demand for new foreign language teaching skills, one should be aware of the type of institution where teachers are trained, the duration of the training, the structure, the content and the organisational aspects of the relevant studies.

Beside these indicators, which provide us with raw data on how theoretical and professional skills build up during initial training, it is important to take a closer look at time allocated to foreign language teaching practice in schools, i.e. to initial experience in the exercise of the profession.

Finally, the analysis will examine the extent to which the curricula focus on study visits abroad, because educational visits to the target language country are an indispensable component of training in communicating a foreign language.

Of course, these indicators must be situated in the overall context of primary or secondary level teacher training. One can outline two major training models: the first model is that of theoretical and practical pedagogical training given concomitantly to general or subject-related education and training (concurrent model); the second is characterised by the fact that pedagogical training follows general education and training (consecutive model). In a majority of countries, the concurrent model is the most widespread for primary level teacher training. Conversely, the consecutive model is typical of secondary level teacher training. In pre-accession countries, the concurrent model is the most frequent one for both education levels.

## 2.1. PRIMARY LEVEL

### 2.1.1. Types of Training Institutions

Foreign language teachers at primary level are trained by the same training institutions that cater for teachers of other subjects of the curriculum. In a majority of countries, those teacher training institutions are part of the tertiary education level (university or non-university).

The aim of this section is not to list general information on the structures of initial training systems for primary level teachers, but rather to relate the three types of foreign language teachers described above to the training institutions that train them.

Figure 4.4 shows the distribution of the different countries according to the type of training institution where foreign language teachers are trained.

Regardless of the type of teacher, most countries train their primary level language teachers in teacher training institutes of university or non-university type. The language faculty or others such as the faculty of pedagogy also take on this responsibility in a number of countries. This applies to Germany, Greece, France (pupils aged 8-11), Finland, the United Kingdom (England, Wales and Northern Ireland), Iceland, Norway (2<sup>nd</sup> stage of *grunnskole*), Bulgaria, the Czech Republic, Cyprus, and Romania. In Finland, pedagogical training is organised by the teacher training department of faculties of education, whereas linguistic studies are the remit of language faculties. The two types of faculties work in close collaboration to train future teachers. In Norway, the universities train the teachers who will teach in the 2<sup>nd</sup> stage of compulsory education, organised in the form of a single structure, while teacher training institutes focus on training generalist and semi-specialist teachers for the whole of *grunnskole*.

Teacher training institutes may also train subject specialist teachers. This is the case in Belgium (French and German-speaking Communities), Spain, Ireland, and Italy. In the French Community of Belgium, specialist subject teachers are trained exclusively in a teacher training institute of non-university tertiary education level. The foreign language teacher holds the title of 'qualified teacher for the lower secondary level' (*agrégé de l'enseignement secondaire inférieur*).

In a majority of pre-accession countries, as well as in Portugal (1<sup>st</sup> and 2<sup>nd</sup> stage of *ensino básico*), Iceland, and Norway (for the whole of *grunnskole*), teacher training institutes and language faculties share the responsibility for training teachers, including those who are exclusively specialist foreign language teachers or semi-specialists. In Poland, for example, this dual training system works as follows: on the one hand, there is a 3-year course in the training institute for language teachers and, on the other hand, there is a 5-year university course in philology. The latter includes an important component of pedagogical training. The teacher training institutes and universities may collaborate to facilitate transfer from one training system to the other and favour interdisciplinary curricula.

As regards **criteria for access**, teacher training institutes do not set specific foreign language requirements, whereas for language faculties or other faculties, the same requirements apply as for secondary level teachers (cf. Subsection 2.2.2.)

**Figure 4.4:** Training institutions responsible for initial training of foreign language teachers and types of teachers in charge of foreign language teaching at primary level. School Year 1998/99

TYPES OF FOREIGN LANGUAGE TEACHERS AT PRIMARY LEVEL	TRAINING INSTITUTIONS RESPONSIBLE FOR INITIAL TRAINING of foreign language teachers at primary level		
	Teacher training institute (university and non-university level)	Language faculty or other faculties (university level)	Both alternatives coexist
Generalist teacher	B de, B nl, F (ages 5-11) L, IRL, I, NL, A, S, UK (SC) LI, NO (throughout <i>grunnskole</i> )	D, FIN, UK (E/W/NI) CZ, CY	P (1 <sup>st</sup> stage of <i>ensino básico</i> ) IS EE, LV, LT, SI
Semi-specialist teacher	DK	FIN	P (1 <sup>st</sup> and 2 <sup>nd</sup> stage of <i>ensino básico</i> ) IS, NO (throughout <i>grunnskole</i> )
Specialist subject teacher	B fr, B de, E, IRL, I	D, EL, F (ages 8-11) P (1 <sup>st</sup> stage of <i>ensino básico</i> ), FIN IS, NO (2 <sup>nd</sup> stage of <i>grunnskole</i> ) BG, CZ, CY, RO	UK (E/W) EE, LV, LT, HU, PL, SI, SK

Source: Eurydice.

#### Additional notes

**Belgium (fr):** Only specialist teachers trained to teach languages at lower secondary level are considered here. The training of generalist teachers is not taken into account, because the special certificate, which they must obtain in order to teach foreign languages at primary level, is issued outside the scope of initial teacher training.

**Portugal:** In the 1<sup>st</sup> stage of *ensino básico*, where foreign language teaching is not compulsory, all three types of teachers may be recruited. Specialist subject teachers trained to teach at the 3<sup>rd</sup> stage of *ensino básico* can also be called in to teach languages in the 1<sup>st</sup> stage.

**United Kingdom (E/W/NI):** Few primary level teachers have attended teacher training institutes offering foreign languages as part of their curricula. Iceland: A majority of the teachers intended for the first years of the single structure (*grunnskóli*) are trained in teacher training institutes. However, teachers trained to teach at upper secondary level can also be called upon for the first seven years of the *grunnskóli*; in that case, they are trained in a faculty at university.

**Czech Republic:** Training in teacher training institutes was available between 1992 and 1998.

**Cyprus:** The Cyprus Teacher Training Institute, which offered foreign language specialisation, ceased working in the early 1990s. The University of Cyprus, which has since then been responsible for initial training of primary level teachers, has not re-introduced this specialisation.

**Slovenia:** University faculties have recently introduced language teaching methodology modules in their training programmes, with a view to providing specialist training for the new generations of generalist teachers who have been in service in the new primary school structure since the school year 1999/2000.

**Slovakia:** As the teaching of foreign languages is not compulsory during the first four years of the single structure, only the qualifications and background of teachers of classes offering an intensive foreign languages curriculum are subject to consideration.

## 2.1.2. Training Content

This section analyses the place of the foreign language in initial teacher training in terms of command of the language and of teaching skills. First, it will examine whether the various constituents of command of a foreign language are regarded as core subjects in the curriculum of the teacher's general education and training. Second, it will take a closer look at the part of the training programme devoted to language teaching methodology and to teaching practice in schools.

The various other subjects that form part of the training curriculum of language teachers will also be analysed.

### Status of the foreign language in general education and training

Within the framework of the objectives defined for training a generalist teacher, teacher training institutes and/or faculties overwhelmingly favour approaches that foster the 'overall' development of children. In this context, the 'foreign language' subject may be a **compulsory subject**, or an **optional subject** that the future teacher chooses amongst other subjects, or a **specialist stream** or **module** in which both linguistic and pedagogical knowledge is imparted. These different choices result from the general objectives set for the curriculum and its organisation.

Figure 4.5 shows that, in teacher training institutes for primary level generalist teachers, the foreign language is a **compulsory subject** in one half of the countries. In the German-speaking Community of Belgium and in the Region of Brussels-Capital, all future primary school teachers must command one of the languages of the other communities (i.e. French and Dutch) and be able to teach it. The study of one of the country's other official languages is therefore compulsory.

Luxembourg's multilingual situation is also reflected in the curriculum for aspiring teachers. In this country, it is essential that primary school teachers know the three official languages, i.e. Letzeburgesch, French and German. Therefore, during their initial teacher training, they further pursue the study of those languages already learnt at secondary level, with a special focus on teaching methodology. In Italy, the new curricula provide that the future teacher study a foreign language for at least three years.

Teacher training institutes may also offer **language specialisation modules**, making it possible for interested candidates to supplement their qualification with a specialisation in foreign language teaching at primary level. This training option is available in Denmark, Portugal (2<sup>nd</sup> stage of *ensino básico*), Finland, Iceland, Norway (semi-specialist teachers), Estonia, Lithuania, and Slovenia. In Denmark, since the new 1997 legislation (implemented since August 1998), the initial training of *folkeskole* teachers has been structured around four main subjects, amongst which Danish or mathematics must be listed. Future language teachers also choose, as a main subject, the foreign language they wish to teach.

In Lithuania and Slovenia, prospective foreign language teachers at primary level can follow a specialised programme in the same institution attended by colleagues who follow an all-round programme. This specialised programme supplements their qualification so that they become eligible to teach languages at the primary level. In Slovenia, this specialisation module is targeted at the early teaching of foreign languages, which is a rising trend in primary schools.

Spain provides the only example of training in a full-fledged **specialist stream**. In this country, the *Maestro* is an all-round teacher for all subjects except music, physical education and the foreign language: training for teaching these three subjects is specialised. In the case of languages, it leads to the *Maestro en la especialidad en lengua extranjera* qualification. Training is conducted in a specialist stream focusing on in-depth instruction in the foreign language itself and its teaching methodology. Nevertheless, some subjects are part of the common core curriculum of all future teachers.

The foreign language is not always a compulsory subject in the curriculum of initial teacher training. In France, Ireland, Portugal (1<sup>st</sup> stage of *ensino básico*), the United Kingdom, Iceland, and Norway (generalist teachers), a foreign language may be included in the curriculum as an **optional subject**. The presence of this subject in the training curriculum, albeit optional, is significant when considering future work prospects. When schools introduce foreign language teaching, the administration often recruits teachers who have attended courses in this subject. As regards Scotland, where the introduction of a foreign language as a compulsory subject at primary level is quite recent (1993), teacher training institutes only offer optional language courses, which fail to give future teachers adequate training to teach languages in primary school. This problem is temporarily solved by offering specialist courses in language teaching methodology to in-service teachers who are interested. In England, only a limited number of tertiary education institutes offer a foreign language specialisation for primary level teachers. Thus, teachers who work at primary level have not necessarily specialised in teaching languages at that level during their initial teacher training. They may have acquired their proficiency in languages through other forms of education, training and experience.

In Norway, a foreign language is an optional subject in the training curriculum for generalist teachers in the *grunnskole*. However, the point must be made that all students enrolling in tertiary education in that country are holders of a secondary education level certificate, which mentions the mark obtained for the compulsory foreign language examination.

In Ireland, where a foreign language is not a compulsory subject in the curriculum at primary and secondary education level, future teachers may nevertheless take an optional course in a foreign language.

**Figure 4.5:** Types of foreign language teachers at primary level and status of the foreign language subject in the initial training curricula of foreign language teachers. School year 1998/99

TYPES OF FOREIGN LANGUAGE TEACHERS	STATUS OF THE FOREIGN LANGUAGE SUBJECT IN THE INITIAL TRAINING CURRICULA OF FOREIGN LANGUAGE TEACHERS		
	Compulsory subject	Specialist stream/ Specialist module	Optional subject
Generalist teacher	B de, B nl, D, I, L, NL, A FIN, S LI CZ, CY, LV	EE, LT, SI	F (ages 5-11), IRL P (1 <sup>st</sup> stage of <i>ensino básico</i> ), UK IS, NO (throughout <i>grunnskole</i> )
Semi-specialist teacher		DK P (2 <sup>nd</sup> stage of <i>ensino básico</i> ), FIN IS, NO (throughout <i>grunnskole</i> )	
Specialist subject teacher		E	

Source: Eurydice.

#### Explanatory note

This figure refers only to foreign language teachers trained (in teacher training institutes or university faculties) to teach at primary level (ISCED 1). Specialist subject teachers trained for the secondary level (ISCED 2 and 3), but who are also entitled to teach at primary level, are not included in the table. Initial training for such teachers is described in Subsection 2.2, dealing with the secondary level.

#### Additional notes

**Germany:** The generalist teacher must have received specific in-service training to teach foreign languages or taken a foreign language as an additional subject during initial training, which must be accredited by an examination.

**United Kingdom (SC):** A training programme for primary level teachers was implemented in 1993 to enable foreign language teaching at primary level.

**Iceland:** The training curriculum for primary level teachers includes two optional subjects in which candidates must specialise. The two subjects do not necessarily have to be foreign languages. Nevertheless, those who wish to teach foreign languages later will of course prefer to choose foreign languages.

### Status of foreign language teaching methodology and teaching practice in teacher training

The various aspects of **foreign language teaching methodology** are a key component of training in all countries except Cyprus, but certain countries include didactic theory directly during the teaching practice period. In Cyprus, teachers who are interested can attend seminars organised within the scope of their in-service training. These courses primarily focus on methodological approaches to teaching the English language.

In all countries, **practical teaching placements** in primary school classrooms are also compulsory for all teachers, including those who specialise in languages, except in Greece, Lithuania and Cyprus. In Greece, however, students from the Faculty of English Philology can choose between a practical placement in a school or drawing up a pedagogical project. Those who intend to become teachers often take the first option.

### Time devoted to command of the foreign language, teaching methodology, and teaching practice

It was not possible to conduct a comparative analysis of time devoted to command of the foreign language within general education and training, and to language teaching methodology and practical placements within the pedagogical and practical training of future foreign language teachers. The data are not always available and they vary significantly from one training institution to another, even inside a country. Nevertheless, a table in the annex to this chapter presents the available data on time devoted to these three components of foreign language teacher training, broken down by country.

### Other subjects taught

The importance of command of the language and the competencies required to teach it are not the sole concerns that all countries share. Other types of knowledge are also deemed a necessary part of the training of future language teachers. In the curricula of most countries, a number of recurring themes appear.

**Figure 4.6:** Other compulsory subjects included in the minimum curriculum for future primary level foreign language teachers. School Year 1998/99

	Psychology / Pedagogy	Psycholinguistics	Linguistics	Culture and civilisation
<b>European Union</b>				
B de	○			
B nl	○			
DK	○		○	○
D	○		○	○
E	○		○	○
F	○			○
IRL	○			○
I	○		○	
L	○	○	○	○
NL	○			○
A	○			○
P	○		○	○
FIN	○		○	○
S	○			○
UK (E/W/NI)	○			
UK (SC)	○			○
<b>EFTA/EEA</b>				
IS	○		○	○
LI	○		○	○
NO	○		○	○
<b>Pre-accession countries</b>				
CZ	○		○	○
EE	○			○
CY	○		○	
LV	○		○	○
LT	○		○	○
SI	○	○	○	○

Source: Eurydice.

#### Explanatory note

This figure refers only to foreign language teachers trained (in teacher training institutes or university faculties) to teach at primary level (ISCED 1). Specialist subject teachers trained for the secondary level (ISCED 2 and 3), but who are also entitled to teach at primary level, are not included in the table. Initial training for such teachers is described in Subsection 2.2, dealing with the secondary level. Owing to the high degree of autonomy granted to university institutions (teacher training institutes and/or faculties), the subjects presented in this figure are only meant to provide an overview of the content of curricula. Other subjects could be added to this list.

#### Additional notes

**Denmark:** Semi-specialist teachers are trained to teach throughout *folkeskole* (ISCED 1 and 2).

**Portugal:** The subjects indicated are included in the curricula of both the *Escolas Superiores de Educação* (where teachers of the 1<sup>st</sup> and 2<sup>nd</sup> stages of *ensino básico* are trained) and the universities (where only teachers of the 2<sup>nd</sup> stage of *ensino básico* are trained). There is no defined national curriculum for the initial training of teachers.

**Finland:** The subjects indicated are included in the curricula of the university faculties that train future generalist and semi-specialist teachers of the first six years of *peruskoulu/grundskola* (ISCED 1).

**Iceland:** The subjects indicated are included in the curricula of the teacher training institutes that train future generalist and semi-specialist teachers of the first seven years of *grunnskóli* (ISCED 1).

**Norway:** the subjects indicated are included in the curricula of both the teacher training institutes that train generalist and semi-specialist teachers of the three stages of *grunnskole* and the universities that train specialist teachers who are also eligible to teach the 2<sup>nd</sup> stage.

**Estonia, Latvia, Lithuania, and Slovenia:** The subjects indicated are included in the curricula of both teacher training institutes and universities (in Slovenia, the universities include teacher training institutes). Both institutions train primary level generalist teachers.

In this way, general training in **psychology and pedagogy** is a compulsory part of the curriculum of aspiring teachers. In certain countries, teachers also need a knowledge of psycholinguistics to enable them to better understand the process of foreign language acquisition in children. In Slovenia, for example, psycholinguistics was recently incorporated in initial training curricula as a key element, alongside traditional components such as mastery of the linguistic system and knowledge of the major socio-cultural aspects of the target language.

The study of **linguistics** is also widespread in curricula, although different countries focus on different aspects. In Denmark, for example, grammatical, phonetic and semantic aspects are examined in detail. This training endeavours to provide prospective teachers with genuine meta-linguistic awareness as well as a good level of language proficiency. In Spain, the new curriculum (in force since 1991) for the *Maestro en la especialidad en lengua extranjera* includes linguistics in the form of the study of morphology, semantics and syntax.

Finally, knowledge of the **culture and civilisation** of the target country, from a historical or sociological perspective, appears to be important in most countries. In a number of countries, questions raised by multicultural societies and communication between different cultures are making their way into the curricula. In the Netherlands, innovations introduced between 1993 and 1998 emphasise an approach to foreign language teaching that increasingly focuses on communication and the set of issues linked to the shift towards a multi-cultural society. In Luxembourg, certain changes have been made to curricular content since 1989, with particular attention paid to the problems encountered by immigrant children in learning German.

## 2.2. SECONDARY LEVEL

In the past, the training of secondary level teachers<sup>(5)</sup> has focused on in-depth study of the subject itself rather than pedagogical aspects. This approach has since been called into question and, in every subject, the aspects of teaching transmission and pedagogy are now emphasised. This can also be seen in foreign language teaching. The teacher needs to be able to put across both the knowledge of the language itself and the related cultural aspects. A broadening of teaching methods and the idea of learning a foreign language as a way of opening up to the world appear to be the two key issues addressed by training curricula. The increase in the number of foreign languages being taught, the objectives and methodologies of the curricula, the fact that languages are taught at different levels of advancement and the need to give teenagers meaningful reasons to learn the languages and cultures of the different countries, all play their part and affect the training of secondary school teachers.

### 2.2.1. Types of Training Institutions

In most European countries, secondary level foreign language teachers traditionally received their training in the literature, pedagogy, linguistics or foreign language departments of university or non-university tertiary education institutions.

These different options reflected a cultural choice and a preconceived idea as to the future role of the language teacher. Literary training would place the emphasis on the transmission of the literary and historical aspects of a language, whilst training focused more on philology and linguistics would give more importance to the structural and linguistic aspects of the language.

<sup>(5)</sup> This section analyses the training of general lower and upper secondary teachers (ISCED 2 and 3). The generic term 'secondary' will be used whenever information is valid for both levels. An explicit reference to the level (lower or upper) will be made whenever necessary.

In countries that organise their compulsory education in a single structure, the type of teacher may not be the same in the various stages or phases. The information in this section shall hence pertain only to years corresponding to ISCED 2 level. This means the last three years of *folkeskole* in Denmark, the 3<sup>rd</sup> stage of *ensino básico* in Portugal and *grunnskole* and Norway, the last three years of *peruskoulu/grundskola* in Finland, *grundskola* in Sweden, and *grunnskóli* in Iceland. In the pre-accession countries, ISCED 2 corresponds to the last three years of the single structure in Estonia and Latvia, the last four years in the Czech Republic, Hungary, and Slovenia and the last five years in Poland (until 1999/2000) and Slovakia.



Nowadays, in most European countries, lower and upper secondary school teachers are trained in university-type institutions. Certain countries (Belgium, Denmark <sup>(6)</sup>, Austria for *Hauptschulen* teachers, and Hungary) train lower secondary level teachers in non-university tertiary education institutions. In countries where compulsory education is organised in a single structure, as seen earlier, teacher training is adapted to this system and gradually provides prospective teachers with specialist training in one or more subjects. In Portugal, teachers who are being trained to teach the 3<sup>rd</sup> stage of *ensino básico* receive the same university level certification as those who will teach at upper secondary level. In Norway, aspiring teachers for the 3<sup>rd</sup> stage of *grunnskole* can be trained in a teacher training institute (if they wish to be able to teach throughout *grunnskole*) or in a university faculty (if they intend to teach in the 2<sup>nd</sup> and 3<sup>rd</sup> stages of the single structure as well as at the upper secondary level).

Wherever prospective secondary level teachers are trained in university level institutes, the consecutive model is the most widespread one. Conversely, when training is conducted at non-university level, it is always organised according to the concurrent model.

In the majority of countries where the consecutive model applies, subject-related training takes place mostly in **university departments or faculties that specialise in research into and teaching of foreign languages**. These institutions do not provide teaching certification; pedagogical training takes place after university-level language studies. The greater share of university-type institutions are language faculties.

Secondary level foreign language teachers follow this path in a number of countries. These are Belgium (French and Flemish Communities, upper secondary level only), Denmark (upper secondary level only), Greece, Spain, France, Italy, Ireland, Austria (*allgemeinbildende höhere Schulen*), the United Kingdom (most teachers), Iceland, and Cyprus. In France, for example, access to the *Institut Universitaire de Formation de Maîtres* (IUFM), which prepares candidates for the competitive examinations organised to recruit secondary level language teachers, is open to holders of a *licence* (bachelor's degree) or equivalent qualification. The regulations do not stipulate that this has to be a language degree or qualification. In practice, however, and barring certain exceptions (such as European Union citizens wanting to teach their own languages), only holders of foreign language qualifications possess sufficient knowledge to pass the language teacher competition.

In Spain, teachers in the *Escuelas Oficiales de Idiomas* (EOI, or Official Language Schools) <sup>(7)</sup> need to have undertaken the same philology studies as secondary level language teachers. The only difference for the two categories of teacher is the entry competition. On the other hand, EOI teachers are not required to have a professional qualification of specialisation in teaching methodology to take the entry competition.

In Germany, prospective foreign language teachers follow a first stage of teacher training at a university to obtain a first qualification. This allows them to enter a preparatory service, which ends with a final qualification. Both stages of training include a theoretical part and teaching practice.

A number of countries offer a twin system: candidates can choose between language faculties, pedagogy faculties, and teacher training institutes offering a language specialisation. This is the case in the Netherlands, Portugal, Finland, Sweden, Iceland (for teachers teaching the last three years of *grunnskóli*) and Norway, as well as a majority of the pre-accession countries, where the concurrent model prevails. In Finland, for example, the training of language teachers <sup>(8)</sup> is based on cooperation between the foreign languages department of the language faculty and the pedagogy department of

<sup>(6)</sup> The *folkeskole* teachers are trained to teach levels ISCED 1 and 2, and only holders of this specific qualification from a teacher training institute can teach in a municipal *folkeskole*.

<sup>(7)</sup> All information presented in both sections on initial training and in-service training applies also to EOI teachers.

<sup>(8)</sup> This information applies to prospective teachers at both secondary and primary levels.

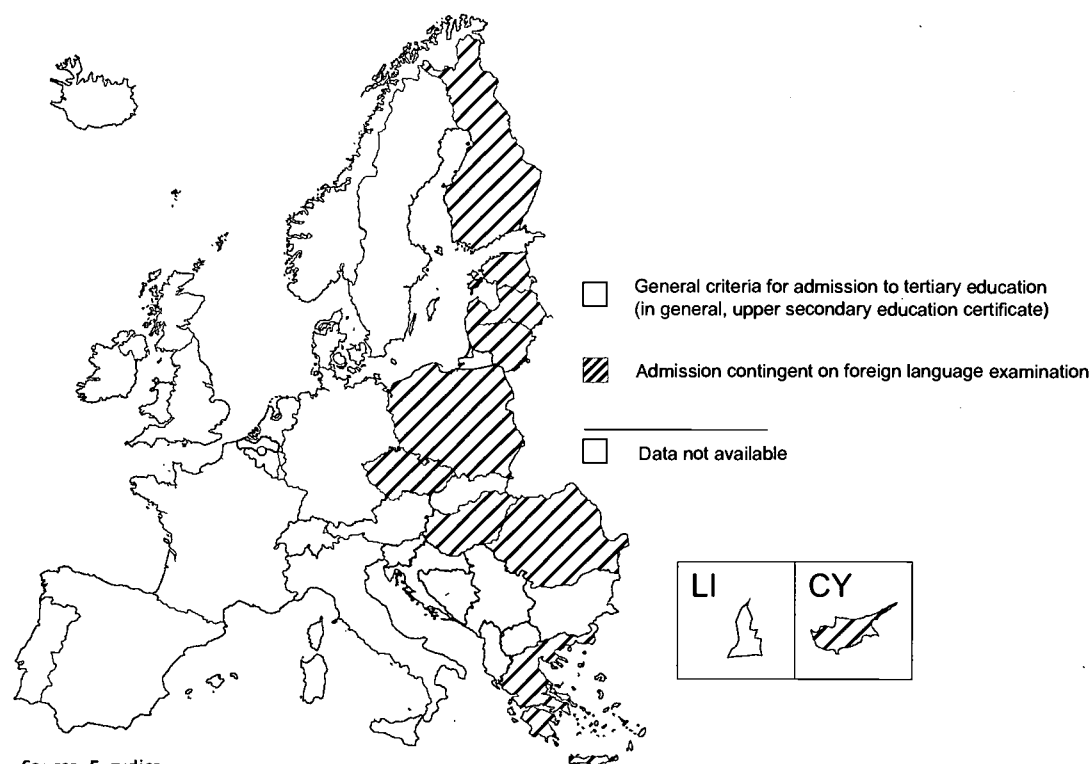
the faculty of education science. In Bulgaria, under the new legislation of 1997, teachers can be trained either in pedagogical faculties, with a specialisation in foreign language teaching, or in philology faculties. Before this reform, language teachers trained primarily in philology.

In Luxembourg, teachers train abroad. The equivalence of titles and grades gained in literature courses is then formally established before admission to a practical placement to become a secondary level teacher.

### 2.2.2. Criteria for Access

As shown above, the large majority of future secondary level foreign language teachers pass through university. The criteria for access to the first qualification in the initial training of language teachers vary from one country to another. As Figure 4.7 shows, countries fall into two main groups. In one group, the general criteria for admission to tertiary education are deemed sufficient; in other countries, candidates are required to sit an additional entrance examination.

**Figure 4.7:** Criteria for access to the first qualification in the initial training of (general lower and upper) secondary level foreign language teachers. School Year 1998/99



#### Explanatory note

The criteria for access represented in the figure pertain exclusively to enrolment for the first qualification. If, in the consecutive model, several qualifications are required to become a secondary level teacher, only the criteria for access to the first are represented.

#### Additional notes

**Italy:** Since the school year 1999/2000, access to the postgraduate school specialising in training of secondary level teachers has been based on a *numerus clausus*.

**United Kingdom (E/W/Nl):** Most prospective teachers of modern foreign languages at secondary level follow the postgraduate (consecutive) training route, after obtaining a first qualification (three or four years). The *Postgraduate Certificate in Education (PGCE)* is awarded after a course of professional training, normally lasting one year, which teaches how to teach the language(s), but does not normally include the study of foreign languages. Entrants to postgraduate training are expected to hold a university degree in the language or languages they propose to teach.

**Estonia:** There are two universities preparing secondary level foreign language teachers. As the universities are autonomous, they define their access criteria themselves. In one, admission is based on the national school leaving certificate (showing the result of the external foreign language examination). In the other, an entrance examination in the chosen language (consisting of a written test and an oral examination) has to be passed, in addition to the certificate.

All countries demand that candidates obtain at least an **upper secondary education certificate**. Certain countries, however, add specific conditions. In Ireland, access to the language faculty is contingent on results obtained for foreign languages in the general upper secondary school leaving examinations. To enrol in the language faculty in Denmark, students are required to have followed advanced language classes at upper secondary level. In Portugal, most institutions require that candidates successfully pass tests in one or more languages in the course of the national secondary school leaving examinations.

Fewer are the countries that, **in addition** to general criteria for admission to tertiary education, require **a foreign language examination for admission**. Many of these are pre-accession countries. In Bulgaria, the Czech Republic, Estonia, Latvia, Lithuania, Poland, and Romania, an examination in the chosen foreign language must be passed for admission into a faculty. In the Czech Republic, where every institution is free to set its admissions criteria, entrance tests routinely assess candidates' command of the language as well as their knowledge of the history, geography or literature of the country where the language is spoken. In Hungary, although each institution is likewise free to determine its admissions criteria, entrance tests are also becoming increasingly widespread.

In Greece, too, in addition to meeting general criteria for admission to tertiary education, candidates for admission to language faculties must pass an examination in the language required by the corresponding faculty. Since 2000, admission to university has been contingent on scores obtained for the relevant subjects in examinations sat by candidates in the course of the 2<sup>nd</sup> and 3<sup>rd</sup> years of the upper secondary level. In addition to the upper secondary education certificate, students seeking admission to a language faculty will need to have passed specific examinations. In Cyprus, students who wish to enrol in the national university or a Greek university must pass an entrance examination organised by the Ministry of Education. Tests cover not only foreign languages but also other subjects such as Modern Greek.

Finally, in Finland, notwithstanding the fact that universities apply their own admissions rules and procedures vary, a foreign language test is a standard requirement for admission to a language faculty.

### 2.2.3. Training Content

It is important to highlight two basic elements in the training of secondary level foreign language teachers: the first is the in-depth learning of the languages themselves; the second is the importance of methodology and classroom teaching practice. The other subjects included in this training will then be analysed.

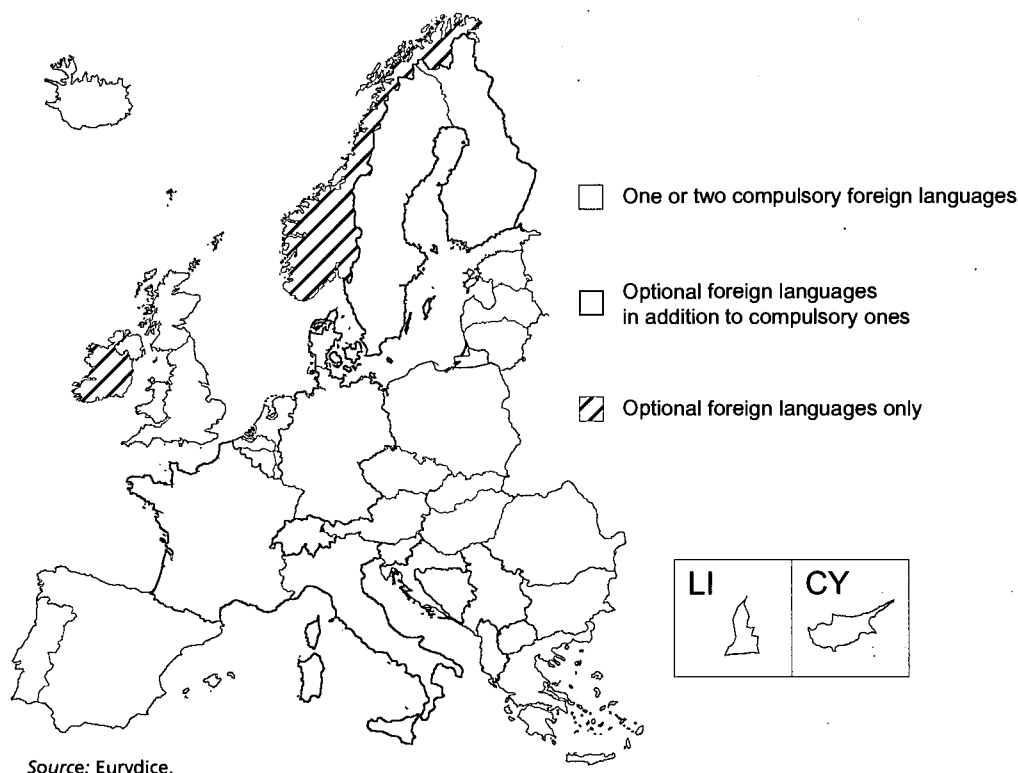
#### The status of the foreign language in foreign language teachers' general and practical training curricula

Figure 4.8 breaks down the countries covered by the study, by number of compulsory or optional foreign languages that future foreign language teachers must learn during their training.

The study of foreign languages is **compulsory** in initial training institutions in all countries, with the exception of Ireland and Norway. In most cases, this obligation extends to two foreign languages. It is also noteworthy that, in Estonia and Lithuania, all specialist subjects in the training curriculum of future foreign language teachers are taught in the target foreign language.

In a small number of countries, students may elect to study one or more optional languages in addition to the compulsory or main foreign language. This is the case in Denmark (for teachers of the *folkeskole*), Germany, France, Italy, Finland, and Sweden.

**Figure 4.8:** Number of foreign languages in the curriculum for the first qualification in the initial training of (general lower and upper) secondary level foreign language teachers. School Year 1998/99



#### Explanatory note

This Figure exclusively represents the enrolment for the first qualification in initial training of foreign language teachers. If, in the consecutive model, several qualifications are required to become a secondary level teacher, only the criteria for access to the first are represented.

#### Additional notes

**Germany:** All future secondary school teachers have to study at least two subjects or subject areas. Prospective foreign language teachers must study two foreign languages or one foreign language and another subject of their choice.

**Luxembourg:** Future secondary level teachers are trained in universities abroad.

**United Kingdom (SC):** Although only one foreign language is compulsory, students are generally advised to take two languages.

**Cyprus:** Students attending the English language faculty (in 1998/99, English was the only foreign language qualification offered) must choose three courses taught in another foreign language (French, German, Italian).

The status of classroom practice in training is important in understanding the role of teaching methodology. With the exception of Greece<sup>(9)</sup> and Spain, where practice is optional, all countries impose a period of teaching practice. The time devoted to this part of training varies considerably from one country to the next. In Spain, nevertheless, future teachers follow a pedagogic training programme upon obtaining their qualification from a philology faculty. This course is a mandatory requirement for admission to the competitive examination for entering the teaching career.

In Norway, despite the fact that the study of foreign languages is not compulsory, teaching practice becomes compulsory if a student has chosen foreign languages as an option.

### **Time devoted to command of the foreign language, teaching methodology, and teaching practice**

As with the training of foreign language teachers at primary level, it was not possible to conduct a comparative analysis of time devoted to command of the foreign language within general education and

<sup>(9)</sup> In Greece, from 2003, prospective teachers will have to follow a compulsory pedagogic training programme after graduating from university.

training, and to language teaching methodology and practical placements within the pedagogical and practical training of future foreign language teachers. The data are not always available and they vary significantly from one training institution to another, even inside a country. Nevertheless, a table in the annex to this chapter presents the available data on time devoted to these three components of foreign language teacher training, broken down by country.

### Other subjects taught

As we have seen when comparing the different types of institutions, training can have a literary, pedagogical or linguistic basis, with curricula structured according to different criteria. Increasingly, these criteria need to incorporate training demands that are being voiced by schools as well as the results of research into foreign language teaching.

Assessing the actual impact of research on training curricula and identifying which subject areas are most emphasised in teacher training are both difficult undertakings. This can be due to the increasing autonomy of individual institutions and to the fact that little is known of what actually happens in classes. Investigating theoretical curricula is the only available means of providing a partial response. Most countries clearly place an emphasis on acquisition of a more solid command of the foreign language and of linguistics.

**Linguistics** in the form of investigation into the structures of the language is studied in every country. Even so, certain countries place greater emphasis on the study of different **aspects of grammar** (such as morphology, phonology or syntax) or on subjects that are related to linguistics but have acquired the status of fields of study in their own right (such as **applied linguistics, comparative linguistics** or **socio-linguistics**). As shown in Figure 4.9, both grammar and applied linguistics <sup>(10)</sup> are mainstays in the curricula for prospective foreign language teachers. Comparative linguistics, where linguistic analysis is targeted at comparing the foreign language with the pupils' mother tongue, and socio-linguistics, which explores the relations between language and the social context, are not as widespread.

Study of the **history, literature and culture** of the target language country is considered an essential part of the training of secondary level teachers in a majority of countries. In Germany and in Portugal, in addition to knowledge of the culture and civilisation of the target language country, students examine questions arising from relations and confrontation with another civilisation. In Romania, part of the curriculum is devoted to issues related to intercultural relations.

Training in **the use of information and communication technologies** in foreign language teaching is also provided in a large number of countries.

This general overview of the subject matter studied by trainee teachers shows that, alongside linguistic aspects, knowledge of the history and literature of target countries is part of the heritage of the European tradition of the study of both modern and ancient languages. At the same time, considerable time is devoted to teaching skills, and to learning the profession of foreign language teacher. In this latter field, classroom practice and learning how to use new technologies play an increasingly prominent role.

<sup>(10)</sup> A discipline that focuses on the study of language in the forms in which it occurs in various social practices. As opposed to other areas of linguistics, applied linguistics does not examine the language in itself but rather in its quality as subject or instrument of activities determined from the social point of view.

**Figure 4.9:** Other compulsory subjects included in the minimum curriculum for future (general lower and upper) secondary level foreign language teachers. School Year 1998/99

	Linguistics				History, literature, culture	Information and communication technology (ICT)
	Grammatical content	Applied linguistics	Comparative linguistics	Socio-linguistics		
<b>European Union</b>						
B fr, B de (ISCED 2)					○	
B nl (ISCED 2)						
B fr, B de (ISCED 3)		○			○	○
B nl (ISCED 3)						○
DK (ISCED 3)	○	○	○	○	○	○
D	○	○		○	○	○
EL	○	○	○	○	○	○
E	○	○			○	
F	○	○	○	○	○	○
IRL	○	○	○		○	
I	○				○	
L			(-)			
NL		○		○	○	○
A	○	○			○	○
P	○			○	○	○
FIN	○	○	○	○	○	○
S			○		○	○
UK (E/W/NI)					○	○
UK (SC)	○				○	○
<b>EFTA/EEA</b>						
IS	○	○			○	○
LI	○	○			○	○
NO	○			○	○	○
<b>Pre-accession countries</b>						
BG (ISCED 2)	○	○			○	
(ISCED 3)	○	○		○	○	○
CZ	○	○			○	○
EE	○	○	○	○	○	○
CY	○	○		○	○	○
LV	○	○		○	○	○
LT	○	○	○	○	○	○
HU (ISCED 2)					○	
(ISCED 3)	○	○	○	○	○	
PL (ISCED 2)	○	○			○	
(ISCED 3)	○	○	○		○	○
RO (ISCED 2)	○	○			○	
(ISCED 3)	○	○	○		○	
SI	○	○	○	○	○	○
SK	○	○			○	○

Source: Eurydice.

#### Explanatory note

Owing to the high degree of autonomy granted to university institutions, the subjects presented in this Figure are only meant to provide an overview of the content of curricula. Other subjects could be added to this list.

#### Additional notes

**Belgium (fr, de):** Psychology and pedagogy are compulsory subjects in the training curriculum of lower secondary level (ISCED 2) foreign language teachers, in addition to command of the language and language teaching methodology.

**Greece:** Psychology, pedagogy, and psycholinguistics are compulsory subjects in the training curriculum of secondary level foreign language teachers, in addition to command of the language and teaching methodology.

**Portugal:** The subjects indicated are included in both the curricula of the *Escolas Superiores de Educação* (where teachers of the 1<sup>st</sup> and 2<sup>nd</sup> stages of *ensino básico* are trained) and in those of the universities (only for teachers of the 2<sup>nd</sup> stage of *ensino básico*). There is no national defined curriculum for the initial training of teachers.

**United Kingdom (E/W/NI):** There is no national curriculum for the initial training of teachers in Northern Ireland. Entrants to courses leading to the *Postgraduate Certificate in Education (PGCE)* are normally expected to hold a university degree in the language or languages they propose to teach, although this may be in combination with other subjects. Degree courses in foreign languages include studies aimed at developing an understanding of life and culture in the target language country, such as business, economics, literature, politics and history. They may also include linguistics.

**Bulgaria, Hungary, Poland:** Psychology and pedagogy are compulsory subjects in the training curriculum of lower secondary level (ISCED 2) foreign language teachers, in addition to command of the language and teaching methodology.

**Romania:** Psychology, pedagogy, and psycholinguistics are compulsory subjects in the training curriculum of lower secondary level (ISCED 2) foreign language teachers, in addition to command of the language and teaching methodology.

### 2.3. VISITS AND PERIODS SPENT ABROAD AS PART OF THE INITIAL TRAINING

Time spent in the target language country is of particular importance in the training of tomorrow's foreign language teachers. This allows them to hone their linguistic skills and to expose themselves to a culture other than their own, which should improve their ability to convey these languages and cultures in the future.

The fact remains that these activities are extremely costly and, in most countries, neither teacher training institutes nor other national bodies are able to finance them for all language students. This is probably why this activity is **optional** in the large majority of countries.

Exceptions to this general rule are a number of universities in various German *Länder*, in Sweden, and in the United Kingdom. In Scotland, aspiring teachers must have spent six months in the country where the first language they chose to study is spoken (three months if it is their second chosen language) before they undertake their initial training. Furthermore, they should have stayed six months in a country where the second chosen language is spoken in order to be registered with the *General Teaching Council of Scotland*. In England, Wales and Northern Ireland, most prospective secondary school teachers of foreign languages follow the postgraduate (consecutive) training route, in which one year of professional training follows three or four years of study leading to a first degree. A period of residence of up to a year in the target language country or countries is normally an essential part of the first degree course.

In Finland, future language teachers are strongly encouraged to spend some time in the target language country. Universities autonomously decide whether this stay abroad should be obligatory or not and how long it should last.

In Belgium, for teachers from all three language Communities, exchange possibilities exist as part of the *Operation Trèfle* organised by the Education Ministries of the three Communities and by the King Baudouin Foundation. Finally, in the German-speaking Community of Belgium, the training curriculum for primary school teachers has included an obligatory period spent in the target language country since the school year 1999/2000.

The **length** of the visits varies considerably, from a few days to several months and even one year (Spain, Ireland, Scotland, Iceland). As regards the **country of destination**, teachers mostly seek to go to countries of the European Union, but also to the United States and South America.

Considering that it is so important that trainee foreign language teachers spend time abroad, a variety of steps have been taken in the different countries to overcome the typically attendant financial difficulties. The concept of language '**assistantships**' is popular in European countries. In this case, foreign language students have the opportunity of staying in the country where the language they are learning to teach is spoken. They usually spend an academic year in a primary or secondary school to 'assist' local teachers in teaching the language, which is their mother tongue.

As shown in Figure 4.10, different bodies provide financing for periods spent abroad by trainee foreign language teachers. **Universities and training institutions** in particular play a key role in organising them. Departments exist at these institutions, which help students organise their visits and/or find financing. In general, universities organise mutual exchange programmes for trainee teachers.

**Public agencies** in charge of international relations also have specialist departments for students and at times take over accommodation costs. In the United Kingdom, the *Central Bureau for International Education and Training* runs an English Language Assistants programme. In Spain, an agreement

between the Foreign Ministry and the Ministry of Education allows a certain number of students to travel abroad. In Greece, the agency in charge of funding educational visits abroad is the Foundation for Scholarships (IKY), under supervision of the Ministry of Education.

**Figure 4.10: Bodies organising and/or financing periods spent abroad by foreign language teachers at primary and (general lower and upper) secondary level, and the practice of assistantships. School Year 1998/99**

	Universities/ Institutes	Public agencies	Private bodies	Assistantships
<b>European Union</b>				
B fr				○
B de				○
B nl				○
DK	○			
D	○	○	○	○
EL	○	○	○	○
E	○	○		○
F	○	○	○	○
IRL	○			○
I		○		○
L		(-)		
NL	○	○		○
A		○		○
P	○	○	○	○
FIN	○	○	○	○
S	○			
UK (E, W, NI)	○	○		○
UK (SC)	○	○		
<b>EFTA/EEA</b>				
IS	○	○		○
LI		○		
NO	○	○		○
<b>Pre-accession countries</b>				
BG	○		○	
CZ		○	○	
EE			○	
CY	○	○		
LV	○	○	○	
LT	○	○	○	○
HU	○	○	○	
PL	○	○		
RO	○	○		○
SI	○	○	○	
SK	○	○	○	

Source: Eurydice.

**Additional note**

**Luxembourg:** Future language teachers at secondary level must complete their tertiary education in a country where the language they intend to teach is spoken.



**Private bodies** offering financial support can be found in Germany, Greece, France, Portugal, Finland, Bulgaria, the Czech Republic, Estonia, Latvia, Lithuania, Hungary, Slovenia, and Slovakia.

Finally, the analysis of the opportunities for foreign language teachers to spend time training abroad has shown that initiatives by individuals and by public and private institutions, however important they are, remain sporadic. Continuity in financing is too rare to allow these visits to be considered a permanent activity that forms an integral part of the training of foreign language students.

Every country draws attention to the presence and significance of European programmes. As can be seen in Chapter 6, in several countries, these periods spent abroad take place to a large extent within the scope of one of the European Union programme.

### 3. IN-SERVICE TRAINING OF FOREIGN LANGUAGE TEACHERS

The in-service training of foreign language teachers includes a wide range of initiatives and very varied subject matter. For a long time in Europe, training activities directed at in-service language teachers were particularly numerous, more so than in any other area. Several public and private agencies have taken the initiative in offering teachers ways of improving their proficiency in the foreign language they teach and their knowledge of its teaching methodology. In every country, embassies have worked to promote the study of their country's language by using host country teachers. In the same way, universities and cultural centres open their doors to foreign teachers for in-service training. Finally, teachers themselves have formed associations which, in the language area, frequently have a European dimension. Today, these initiatives appear to be particularly lively in all European countries.

Given this ample provision, it is perhaps good to look at the nature of these courses and the time allocated to them. This will also enable us to better identify characteristics of the content of the courses offered in the foreign language area and to investigate, in each country, which agencies and bodies offer advancement and refresher courses to language teachers. It is also worth investigating whether the supply of such courses is entrusted to the private sector or the public authorities.

#### 3.1. NATURE OF IN-SERVICE TRAINING

In-service training, which in almost every country is regarded as both a right and a duty of the teacher, is regulated in various ways in official texts and employment contracts.

In-service training is expensive, particularly in the language area. Public authorities can only ensure part of the cost of the array of courses on offer. For this reason certain countries, recognising the importance of in-service training and the financial effort required of teachers, have decided to make only a few courses mandatory and leave it up to teachers themselves to select others.

Figure 4.11 shows that in-service training is mandatory for language teachers in only half of the countries.

In Greece, in-service training for teachers is organised by the Regional Training Centres (PEK) under the authority of the Ministry of Education, the *Pedagogiko Institouto* and the Educational Research Centre. However, educational consultants and university professors are in charge of adapting the content of the courses, which are revised every third month.

In Ireland, the Ministry of Education organises mandatory courses at the national level whenever new programmes are introduced, whereas courses organised by the local authorities, cultural institutes, language teacher associations, or schools are optional.

**Figure 4.11: Status of courses and minimum time allocated annually to in-service training of foreign language teachers at primary and (general lower and upper) secondary level. School Year 1998/99**

	Courses	Minimum annual time allocation
<b>European Union</b>		
B fr	○	(:)
B de	○	(:)
B nl	●	(:)
DK	○	Varies.
D	●	Varies.
EL	● ○	100 compulsory hours for young people appointed as language teachers, since 1999/2000; 20 optional hours (approximately) for in-service training programmes concerning new teaching methods; 1-3 days training course, often in cooperation with foreign agencies ( <i>British Council, Alliance française, etc.</i> ); 40 hours for optional intensive courses.
E	○	Varies (10-100 hours per training course).
F	○	Varies according to the study plan of each training programme (short traineeship, 1 week, long traineeship, 4 weeks).
IRL	● ○	Varies.
I	○	Varies.
L	○	One <i>crédit-formation</i> (training credit) of 40 hours.
NL	● ○	Varies.
A	○	<i>Allgemeinbildende höhere Schule</i> : teachers are released from teaching duties for two weeks at the most. They can decide the number of hours. <i>Hauptschule</i> and <i>Polytechnische Schule</i> : 80 hours.
P	○	Varies.
FIN	● ○	Varies.
S	○	120 hours.
UK (E/W/NI)	○	Out of the minimum of five working days when teachers are released from teaching duties, at least three should be used for in-service training (England and Wales only).
UK (SC)	●	80 hours minimum.
<b>EFTA/EEA</b>		
IS	● ○	80 hours spread across 2 years.
LI	● ○	No specific rules for language teachers, but they are entitled to attend a language course (four weeks at the most) every fourth year for every language they teach.
NO	○	Varies.
<b>Pre-accession countries</b>		
BG	○	Varies.
CZ	○	Varies.
EE	○	Varies.
CY	● ○	Compulsory: 4 hours per academic year (secondary school teachers only). Optional: 15 hours each.
LV	● ○	12 hours per year.
LT	● ○	Compulsory: 15 days spread across 5 years of training. This corresponds to 80 periods (45 minutes) spread across 5 years (6 periods per day).
HU	●	60-120 hours.
PL	● ○	Varies.
RO	○	48-96 hours.
SI	○	40 hours (5 days).
SK	○	From 2 hours to 1 week.

Source: Eurydice

● Compulsory courses

○ Optional courses

#### Additional notes

**Netherlands:** 10% of the teacher's annual working time (1,659 hours) must be allocated to 'professionalisation' courses. In-service training, which is optional for teachers, only represents a fraction of those compulsory courses.

**Poland:** In-service training is optional, except for teachers who are not qualified to teach languages, in which case it leads to qualification. Participation in in-service training determines teachers' salaries and promotion opportunities.

In Hungary, a recent decree (in force since 1998/99) stipulates that public school teachers at all levels will be required to pass an examination every seven years. Participation in a training course is a prerequisite for taking the examination.

A number of countries that only offer optional courses to their in-service teachers set up initiatives aiming to create conditions that are likely to increase teachers' participation in in-service programmes. In Spain, Portugal, Bulgaria, and Slovenia, in-service teachers who take optional courses are entitled to various forms of premium benefits.

The **duration** of in-service courses varies considerably from one country to the next. This variation, which also occurs within countries, depends on the courses' organisation schemes and their content.

### 3.2. COURSE CONTENT

As shown in Figure 4.12, topics relevant to language teaching **methodology** turn out to be the most widespread theme in training programmes offered in all countries. In Sweden, for example, in-service training activities focus on new didactic approaches enshrined in the curricula as well as on language teaching to pupils with special needs. In the United Kingdom (England, Wales, Northern Ireland), in-service training activities in recent years have covered areas such as developments in the curriculum, teaching methods, teaching languages to pupils with special educational needs, and relating language learning to the world of work.

In most pre-accession countries, training in teaching methodology includes the analysis of new school textbooks and new curricula. In Romania, a recent recommendation by the Ministry of Education, enforced since the school year 1988/89, establishes that implementation of new curricula and application of new assessment methods will form an integral part of secondary teachers' in-service training and will be taken into consideration during periodical evaluations by the specialist inspection bodies. In Slovenia, courses focus in particular on methodology, assessment and familiarity with new texts and teaching aids. Another important topic in the in-service training of Slovene teachers is early foreign language teaching.

Improving **command of the language** and gaining further insight into the **culture** of the target language seem to be objectives of advancement courses in a number of countries. In Greece, for example, teachers who are interested can attend courses on the intercultural aspects involved in teaching the culture of the target language.

Finally, applications of **new information and communication technology** to foreign language teaching methodology are also a recurrent feature of the content of in-service training for teachers in many countries.

**Figure 4.12:** Recurrent themes in the content of in-service training of foreign language teachers at primary and (general lower and upper) secondary level. School Year 1998/99

	Methodology	Advancement course in the target language	Knowledge of the culture of the target language country	Information and Communication Technology (ICT)
<b>European Union</b>				
B fr	○			
B de	○			○
B nl	○			
DK	○	○	○	○
D	○	○	○	○
EL	○		○	○
E	○	○	○	○
F	○	○	○	○
IRL	○	○	○	○
I	○			○
L	○			○
NL	○			○
A	○	○	○	○
P	○	○	○	○
FIN	○	○	○	○
S	○			○
UK (E/W/NI)	○	○	○	○
UK (SC)	○	○	○	○
<b>EFTA/EEA</b>				
IS	○	○	○	○
LI	○	○	○	○
NO	○	○	○	○
<b>Pre-accession countries</b>				
BG	○			
CZ	○	○	○	
EE	○			
CY	○			○
LV	○	○	○	
LT	○	○	○	○
HU	○			
PL	○		○	
RO	○	○	○	
SI	○	○	○	○
SK	○		○	○

Source: Eurydice.

**Additional note**

Estonia: Advancement courses in the target language, courses on the knowledge of its culture and on information and communication technology can also be organised if language teachers express interest.

### 3.3. TRAINING PROGRAMMES IN THE TARGET LANGUAGE COUNTRY

#### 3.3.1. Organisation and Financing of Courses Abroad

In most European countries, numerous bodies are involved in providing in-service training to foreign language teachers. These organisations not only organise courses, but also propose various types of activities such as the organisation of trips, creating and disseminating teaching aids, etc. In this way, the profile of in-service training varies according to the goal and content of the training.

**Figure 4.13:** Bodies organising and/or financing periods spent abroad for foreign language teachers at primary and (general lower and upper) secondary level. School Year 1998/99

	Universities/ Institutes	Public agencies	Private bodies	Teachers' associations
<b>European Union</b>				
B fr	○	○		
B de		○		
B nl		( )		
DK	○	○		○
D	○	○	○	○
EL	○	○	○	○
E	○	○		
F	○	○	○	○
IRL		○	○	○
I		○		○
L		○		
NL	○	○		
A	○	○	○	○
P		○	○	○
FIN	○	○	○	○
S	○	○		○
UK (E/ W/NI)	○	○	○	○
UK (SC)	○	○	○	○
<b>EFTA/EEA</b>				
IS	○	○		○
LI		○		
NO	○	○		○
<b>Pre-accession countries</b>				
BG	○		○	
CZ		○		○
EE		○	○	
CY		○	○	○
LV	○	○	○	○
LT	○	○	○	
HU	○	○	○	
PL	○	○		
RO	○	○	○	○
SI	○	○	○	
SK	○	○		

Source: Eurydice.

First, it is important to point out that in most cases teachers enrol for refresher courses abroad on their own initiative. Language teachers make an effort to travel abroad in order to improve their skills (several countries speak of 'voluntary' activities). Those teachers who decide to attend specific training courses abroad during their careers can contact various bodies that organise and – less frequently – finance them.

**Universities and teacher training institutions** appear to play an important role here through the support that they provide to in-service training abroad. In Denmark, the *Danmarks Lærerhøjskole* and its departments are charged with in-service training in both Denmark and abroad. Almost 20% of *folkeskole* teachers receive courses each year via this institution. In Spain, the *Institutos de Ciencias de la Educación* in cooperation with the *Centros de Profesores y Recursos* (which may be named differently in the various Autonomous Communities) provide technical support to teaching staff wishing to travel abroad to study. In Iceland, the universities have an in-service training institution that facilitates study travel abroad.

The **public authorities** play a far from negligible role in organising and financing study courses abroad for foreign language teachers. In many cases, several ministries are involved, including the Ministry of Education, the Ministry of Culture and the Ministry of Foreign Affairs.

In recent years, the foreign language teachers of the French Community of Belgium have benefited from training abroad thanks to an initiative of the Ministry of Education. In turn, the Modern Languages Inspectorate, working with the Self-Training and In-Service Training Centre, provides personalised assistance to teachers to enable them to reflect on their classroom experiences, to examine ways of improving their teaching and to prepare teaching aids based on such reflection. In Germany, courses are organised by the Pedagogical Exchange service on behalf of the Ministries of Education, Cultural Affairs and Science of the different *Länder*, the Foreign Ministry, the European Commission and the Council of Europe.

In Ireland, too, the Ministry of Education organises summer courses in foreign countries, in cooperation with the cultural offices of the embassies concerned and associations that promote the teaching of languages. In other countries, such as Austria, joint programmes are set up with the ministries of education of other countries. Teachers travelling abroad on their own initiative may obtain financial support under such cooperative arrangements.

In all central and eastern European countries, different ministries have concluded bilateral agreements with other European countries for perfecting the skills of their language teachers. Nevertheless, in all these countries, the possibility of travelling abroad is offered to a limited number of teachers. The exception is the Czech Republic, where 70-80% of French teachers and 30-50% of German teachers have taken part in in-service training courses abroad (between 1990 and 1998). In Lithuania, Romania and Poland, on the other hand, only 2-10% of foreign language teachers were able to take part in training programmes in their target language countries.

At the same time, there are **public organisations in the target language countries**, which work to promote the language and the culture that they represent, supply technical assistance and organise courses for teachers or travel. Those with the greatest presence in the different European countries are the *British Council* (for English), the *Alliance française* (for French), the *Goethe Institut* (for German), the *Instituto Cervantes* (for Spanish) and the *Istituto italiano di Cultura* (for Italian). In Greece and Cyprus, these bodies work in close cooperation with the Ministry of Education, in particular supplying technical assistance for the organisation of courses abroad. In the United Kingdom, the *Central Bureau for International Education and Training*, part of the *British Council*, advises on and coordinates training activities abroad.

The European Centre for Modern Languages in Graz, Austria, has provided particularly valuable services for refining the skills of language teachers, including those in pre-accession countries.

In most countries, **teaching staff associations** also play an active role in the organisation and financing of stays abroad.

Last, a number of **private training organisations and agencies** operate in a few countries. In the pre-accession countries, the *Soros Foundation* organises courses alongside other public and private bodies. In some countries, in-service teacher training also takes the form of courses offered by institutions of North American origin.

Opportunities for in-service training and refresher courses for foreign language teachers are growing by the year: the courses on offer respond to training needs with a wealth of initiatives that allow teachers to get to know and reflect on new approaches to foreign language teaching. Universities, teaching staff associations, public bodies and private specialist agencies are also providing courses to ensure that teachers are fully aware of these changes and able to adjust to them.

### 3.3.2. The Role of the Public Authorities in Coordinating In-Service Training Activities

As shown in the previous section, many different bodies offer in-service training to teachers. As a result, the public authorities seek to coordinate this diversity of in-service training opportunities offered to teachers. They monitor the extent to which the implementation and distribution of the courses adequately meet the need for teachers to improve their language skills.

In all countries and for all in-service training activities directed at language teachers, ministries of education tend to delegate the task of course coordination to centralised or decentralised organisations. This task can be carried out in a variety of ways.

#### Activities organised and/or coordinated by the ministry

The most widespread situation is that the ministry of education and its departments are in charge of organising and sometimes assessing in-service training activities for teachers. In Greece, in-service training courses are organised by the Ministry of Education in cooperation with 16 Training Centres (PEK). The *Pedagogiko Institutouto* and the Educational Research Centre are responsible for coordinating and promoting in-service training programmes at the primary and secondary levels. In Italy, the central government similarly coordinates and promotes courses. The Ministry establishes the objectives and criteria of training courses, assigning precise training tasks to the IRRSAE (*Istituti Regionali di Ricerca, Sperimentazione e Aggiornamento Educativi*), the universities, and the local school authorities. It also certifies professional associations and other institutions that offer training courses. Nonetheless, schools and teachers are free to choose those programmes that are most suited to their teaching activities.

Sometimes, inspectorates are responsible in cooperation with other bodies for organising and supervising in-service training courses for teachers. In the German-speaking Community of Belgium, the Ministry of Education provides financing and coordination via the teaching inspectorate and a pedagogical service (*Pädagogische Arbeitsgruppe*). In France, a training plan is drawn up for every school year, under the responsibility of the rector of the *Académie*. It takes into account the directions and the priorities set by the ministry in an annual framework circular. The content of activities is nevertheless defined at the local level by the in-service training managers of the *Académie* and the teaching inspectors concerned. In Portugal, courses are coordinated via different administrative organisations such as the Department of Basic Education, the Department of Secondary or Technical Education, the Institute for Innovation in Education and the Scientific and Pedagogical Council for In-Service Training.

Supervision of courses lies with the Inspectorate. In Cyprus, the language inspectors of the Ministry of Education and Culture, in cooperation with the Pedagogical Institute, are in charge of planning and implementing courses.

As regards the pre-accession countries, some measure of decentralisation may also be observed. Thus, in Romania, responsibility for coordinating and promoting in-service training courses for secondary school teachers lies with the central authorities. However, the present reforms, which aim to accelerate the decentralisation process, are transferring important responsibilities to the departmental inspectorates, including the planning and organisation of training programmes and the assessment of their effects on the career plans of the teachers concerned. In the Czech Republic, schools receive an in-service training budget from the Ministry. Schools enjoy a certain freedom of decision, but can only turn to organisations approved by the Ministry of Education.

### **Activities organised and/or coordinated by regional or local authorities**

In the case of countries where policy-making is largely decentralised, training courses may be organised and managed at different levels. In Germany, in-service teacher training is organised in the *Länder* at central, regional and local level. In-service training can take place within schools or in the form of guided private study. In order to centralise the organisation of in-service training activities, all *Länder* have established state-run in-service training institutions, which are subordinate to the Ministry of Education, Cultural Affairs and Science. In-service training at regional level is conducted differently in each *Land* by in-service teacher training institutions and their departments and by intermediate and lower-level school supervisory authorities (*Schulämter*). The *Schulämter* are also responsible for the organisation of in-service training at local level. In Spain, the Autonomous Communities organise in-service training activities in regional *Centros de Profesores y Recursos* (which may adopt other names in the different Communities) that are also in charge of regulating supply and demand.

In Finland and Sweden, responsibility for training teachers is devolved to the municipalities, in line with the general drive to decentralise administration. The municipalities ensure that all teachers have the opportunity to take part in training courses. In Iceland, universities and initial training institutions also supervise and coordinate in-service training courses. In Lithuania, the Ministry of Education finances and coordinates in-service training provision in regional education centres, as well as in the in-service training institutions established at universities engaged in in-service training of foreign language teachers.

Decentralisation can reach down to the level of the individual school. In this way, in the Netherlands, the United Kingdom (England, Wales, Northern Ireland), and Estonia <sup>(1)</sup>, funding for in-service training is to a large degree delegated to individual schools, which choose the courses and institutions most relevant to their needs.

As we have seen, the public authorities at both central and local or school level are active in the coordination and planning of a steadily expanding provision. Various bodies have been specifically developed for this purpose, such as teaching innovation institutes, departments of pedagogy, training centres and inspectorates. In addition to training, all of them provide opportunities to discuss and study the content and methodology of language teaching.

<sup>(1)</sup> In Estonia, however, a small part of the budget is centralised at ministerial or municipal level for priorities in the in-service training of teachers.



The public authorities also promote international relations. In this respect, the joint initiatives of the Ministries of Education and Foreign Affairs in the various European countries appear to play a particularly important role in twinning, post-to-post teacher exchanges, and agreements on courses provided by foreign organisations.

### 3.3.3. Exchanges between Teachers

When it comes to teacher mobility, most countries are gradually setting up schemes to facilitate exchanges between language teachers <sup>(12)</sup>. This system is, however, still in its infancy and involves only a limited number of teachers at this point. Some examples are worthy of mention.

In Belgium, the three Communities have organised teacher exchanges as part of the *Operation Trèfle* initiative.

The Danish Cultural Institute has organised since 1990/91 an exchange programme that assists teachers in finding an exchange opportunity with colleagues abroad.

In Greece, foreign language teachers at the secondary level may participate in a mobility programme organised within the framework of a specific initial and in-service training programme for teachers (EPEAEK). The Ministry of Education is responsible for organising these exchanges between professionals, lasting 7-15 days.

In Spain, the Ministry of Education and the Ministry of Foreign Affairs organise, for foreign language teachers, a post-to-post exchange programme with Germany, France, and the United Kingdom. Other programmes organised by the Ministry of Education enable teaching staff to travel to the United States.

In Ireland, there has been for many years a small-scale, post-to-post exchange programme with France for secondary level teachers of French (three months or one year) and with Germany for teachers of German (three months). The programmes are part of the French-Irish and German-Irish cultural agreements, and are jointly organised by the Ministry of Education and the relevant embassies.

Finally, in the United Kingdom, the *Central Bureau for International Education and Training* administers post-to-post teacher exchanges with Austria, France, Germany, Spain, and Switzerland.

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<sup>(12)</sup> This section examines exchanges between foreign language teachers organised and financed outside the scope of the EU Lingua programme. Information on Lingua exchanges is provided in Chapter 6.

## ANNEX

Time devoted to foreign language (command, teaching methodology and practice) in the minimum curriculum for initial training of generalist teachers. School Year 1998/99

	GENERAL SUBJECT-RELATED TRAINING	PEDAGOGICAL AND PRACTICAL TRAINING	
	Command of the language	Language teaching methodology	Language teaching practice
B de	Not relevant (command of the language is deemed to be acquired). Students have followed compulsory French courses from the 3 <sup>rd</sup> year of primary school and foreign language courses from the 1 <sup>st</sup> year of primary school.	Approx. 6-10 hours per week of French teaching methodology	For all subjects: 1 <sup>st</sup> year: 2-3 weeks 2 <sup>nd</sup> year: 4-6 weeks 3 <sup>rd</sup> year: 10-12 weeks
B nl	(:)	(:)	(:)
D	Varying study programmes.	Varying study programmes.	First phase of training: several weeks; second phase of training: 24 months of preparatory service.
F	No precise timetable imposed in IUFM, but there is a strong tendency to strengthen the compulsory or optional timetable for students and trainees, because the extension of foreign language teaching to all pupils from the age of 10 is under way.		
I	Of the minimum 21 annual courses (1,600 hours), at least 2 are devoted to command of the language.	Of the minimum 21 annual courses (1,600 hours), at least one is devoted to language teaching methodology.	400 hours of teaching practice, without any specification of the proportion devoted to practical placements in languages. The content and details of the training programme are included in an ad hoc agreement between each university and the education authorities.
L	Not relevant (command of the language is deemed to be acquired). At this stage of training, candidates must already have perfect command of French and German. Trainees may choose between 60 hours of French or German linguistics.	German: 180 hours French: 150 hours	1 <sup>st</sup> year: 10 weeks 2 <sup>nd</sup> year: 8 weeks 3 <sup>rd</sup> year: 8 weeks Total: 26 weeks
IRL	Varies from 110 hours minimum to 280 hours maximum for students who choose Irish.	60 hours	
NL	Not relevant (command of the language is deemed to be acquired). At this stage of training, candidates have studied English as a compulsory subject for seven years. The focus is more on teaching methodology of the language.	Approx. 40 hours spread across 4 years of study.	Not always possible; the number of lessons delivered by students varies from 0 to 10 hours spread across the entire school year.
A	(-)	112 hours	Practical placement is part of the 4-week practical training in primary schools, where English is compulsory and hence taught by the trainee teacher.
P	For the 1 <sup>st</sup> stage of <i>ensino básico</i> , the time varies from one institution to the next. Since foreign language teaching is not compulsory, the time devoted to command of the language, teaching methodology and practical placements is elective (i.e. not included in the minimum curriculum of initial teacher training).		
FIN	For the first 6 years of <i>peruskoulul/grundskola</i> : 15 credits (of 40 hours) = 600 hours.	For the first 6 years of <i>peruskoulul/grundskola</i> : 35 credits (1,400 hours) of pedagogical studies, divided between theory and practice in variable proportions, depending on the university.	
S	40 weeks (1 academic year) are set aside for command of the language.		10 weeks (out of the 40 weeks making up one academic year).
UK (E/W/NI)	The curricula do not include specific requirements for foreign languages. There is no national curriculum for the initial training of teachers in Northern Ireland.		
UK (SC)	Optional		825 hours ( <i>Bachelor of Education</i> ).
IS	140 hours	60 hours	4 weeks spread across a semester (= 40 hours).
LI	12 periods (45 minutes); 6 weeks of language courses in a country where the target language is spoken, with a view to award the <i>First Cambridge Certificate</i> .	Not specified for foreign languages.	
NO	For the 1 <sup>st</sup> stage of <i>grunnskole</i> : optional.		
CZ	(:)	(:)	(:)
EE	Practical English or German: 475 hours Writing: 37 hours Phonetics: 87 hours Reading at home: 84 hours. Conversation: 50 hours.	English or German language teaching methodology: 145 hours.	Observation: 16 hours spread across 3 years. Teaching in levels 2-4: 14-15 hours. Teaching in levels 5-6: 11-15 hours.
CY	70 hours	Not included in curriculum.	Optional practice.
LV	416 hours	64 hours	96 hours
LT	Varies from 13.5 to 28.5 credits (1 credit = 40 hours) spread over 4 years.	2 to 2.5 credits.	3-4 weeks of supervised traineeship during a semester.
SI	Generalist teacher training: 45-60 hours of compulsory foreign language. Early FL teaching module: 615 hours.	Generalist teacher training: no compulsory hours. Early FL teaching module: 135 hours.	Generalist teacher training: no compulsory hours. Early FL teaching module: 50 hours (2 weeks).

### Time devoted to foreign language (command, teaching methodology and practice) in the minimum curriculum for initial training of specialist subject teachers. School Year 1998/99

	GENERAL SUBJECT-RELATED TRAINING	PEDAGOGICAL AND PRACTICAL TRAINING	
	Command of the language	Language teaching methodology	Language teaching practice
<b>B fr, B de</b>	Varying study programmes. For example, training of teachers for the lower secondary level ( <i>régent</i> ): 1 <sup>st</sup> year: 75 hours.	Varying study programmes. For example, training of teachers for the lower secondary level ( <i>régent</i> ): 1 <sup>st</sup> year: 50 hours; 2 <sup>nd</sup> year: 100 hours.	Varying study programmes. For example, training of teachers for the lower secondary level ( <i>régent</i> ): 1 <sup>st</sup> year: 175 hours; 2 <sup>nd</sup> year: 175 hours; 3 <sup>rd</sup> year: 350 hours.
<b>B nl</b>			3 weeks during the 1 <sup>st</sup> year, 16 weeks during the 3 <sup>rd</sup> year
<b>DK</b>	Teachers trained to teach at upper secondary level (ISCED 3): time varies.	Teachers trained to teach at upper secondary level (ISCED 3): 2-4 days plus an extra 2-4 days of educational theory.	Teachers trained to teach at upper secondary level (ISCED 3): 120 hours.
<b>D</b>	Varies, depending on the institution.	Varies, depending on the institution.	First phase of training: sometimes several weeks. Second phase of training: 24 months of preparatory service.
<b>EL</b>	216 hours (English Faculty); 264 hours (French Faculty); 250 hours (German Faculty); 624 hours (Italian Faculty).	132 hours (English); 144 hours (French); 50-100 hours (German); 65 compulsory hours and 78 optional hours (Italian).	Optional practice.
<b>E</b>	Primary level: 160 hours minimum Secondary level: 240 hours minimum.	Primary level: 160 hours minimum. Secondary level: not part of the compulsory curriculum, even though most universities include it.	Primary level: 320 hours. Secondary level: optional practice.
<b>F</b>	Spread over 2 years: 400-750 hours in subject-related education; 300-450 hours in general education.	In the 2 <sup>nd</sup> year of general and subject-based education, the focus is on teaching methodology.	1 <sup>st</sup> year: 2 or 3 weeks; 2 <sup>nd</sup> year: 4-6 hours per week.
<b>IRL</b>	Varies, depending on the institution.		100 hours
<b>I<sup>(13)</sup></b>	Varies, depending on the institution.	Varies, depending on the institution.	(-)
<b>L</b>	Not relevant, as Luxembourg does not offer initial training for future teachers at the secondary level (this training takes place abroad).	During the pedagogical traineeship, the trainee follows courses in psychology, pedagogy and didactics, under the supervision of a tutor.	Although initial training takes place abroad, the pedagogical traineeship lasting 30 months takes place in Luxembourg. 1 <sup>st</sup> year: 6 hours per week; 2 <sup>nd</sup> year: 12 hours per week.
<b>NL</b>	Training in non-university institutes: 2,217 hours spread over 4 years of study. Approx. one-third are allocated to applied linguistics and civilisation/culture. Command of the language and its teaching methodology may be offered as integrated courses.		Training in non-university institutes: candidates are required to teach on their own for at least 200 hours. In general, practical training lasts 1,300 to 1,680 hours spread over the 4 years of study.
	Training at university: command of the language is a prior requirement.	Training at university: 840 hours spread over 1 year of study.	Training at university: candidates are required to teach on their own for at least 120 hours (250 hours out of the 840 hours that practical training generally lasts must be spent in a school).
<b>A</b>	<i>Allgemeinbildende höhere Schule</i> : 68 hours (priority is given to command of the language). <i>Hauptschule and Polytechnische Schule</i> : 480-520 hours.	<i>Allgemeinbildende höhere Schule</i> : 105 hours. <i>Hauptschule and Polytechnische Schule</i> : 128-146 hours.	<i>Allgemeinbildende höhere Schule</i> : approx. 100 hours. <i>Hauptschule and Polytechnische Schule</i> : 192 hours.
<b>P</b>	Maximum 70% for lower secondary level; 80% for upper secondary level.	At least 20-30%, including one school year of teaching practice.	
<b>FIN</b>	Varies, depending on the institution.	35 credits (1,400 hours) of pedagogical studies, divided into theory and practice in proportions that vary, depending on the university.	
<b>S</b>	40 weeks (=1 academic year) are set aside for command of the language.		20 weeks (out of 40 weeks comprising the academic year).
<b>UK</b>	There is no requirement for the number of hours of study for first degree courses (generally a <i>Bachelor of Arts</i> ); most courses in language studies last for four academic years, each of around 30 weeks. Applicants to postgraduate certificate in education (PGCE) courses with a foreign languages specialisation must normally hold a first degree in language studies.	The initial teacher training national curricula in England and Wales do not specify the number of hours to be spent on language teaching methodology, and there is no national curriculum for courses of initial teacher education in Northern Ireland. However, to be awarded qualified teacher status in England and Wales, or eligibility to teach in Northern Ireland, trainees must demonstrate that they use effective teaching methods.	Full-time PGCE courses must last a minimum of 36 weeks; at least 24 weeks of these, consisting of practical and teaching experience, must be spent in school.

<sup>(13)</sup> From the academic year 1999/2000, language teaching methodology in specialisation schools: at least 5 six-month courses in educational sciences and at least 5 six-month courses in methodology and didactics for the subject that the student will teach (at least 700 hours). Language teaching practice in specialisation schools: at least 300 hours.

**Time devoted to foreign language (command, teaching methodology and practice) in the minimum curriculum for initial training of specialist subject teachers. School Year 1998/99 (continued)**

	GENERAL SUBJECT-RELATED TRAINING	PEDAGOGICAL AND PRACTICAL TRAINING	
	Command of the language	Language teaching methodology	Language teaching practice
UK (SC)	Applicants must have a degree with passes in the languages they hope to teach. They must also have spent at least six months living in a country where the language is spoken and at least three months for their second language before starting their PGCE course.		A full time PGCE course must last a minimum of 36 weeks; at least 18 of these should consist of school experience.
IS	1,170 hours	65 hours	60 hours
LI	4 months in a country where the target language is spoken, spread across the 4 years of general subject-related training.	One year (30 periods per week at university).	Practical placement in a school, divided into two 60-period stages.
NO	University: consecutive model: 200-700 hours; concurrent model: 50-100 hours.	University: consecutive model: 50 hours; concurrent model: 50-100 hours.	60 hours
BG	1,680 hours (varies from university to university).	120 hours (varies from university to university).	150 hours
CZ	208 hours (phonetics, phonology, grammar, lexicology, etc.) in addition to courses in history, culture or literature that are taught in the target language.	110 hours	150 hours
EE	552-576 hours (phonetics, phonology grammar, lexicology, etc.) in addition to courses in history, culture or literature that are taught in the target language.	128-160 hours	32-60 hours
CY	English degree awarded by the University of Cyprus: 140 hours (linguistic component) + 420 hours (compulsory literature courses) = 560 hours	70 hours	20 hours
LV	1,872 hours	48 hours	96 hours (2 x 6 weeks).
LT	Concurrent model: varies from university to university and depends on whether one or two languages are studied. Approx. 60% of total training (96-98 credits).	Concurrent model: approx. 100 hours (25 credits) over 4 years. Consecutive model: 1 year of pedagogical training after obtaining a first degree.	Concurrent model: 320 hours (8 weeks). Consecutive model: 200 hours (5 weeks). The new concept of initial teacher training currently under preparation envisages the duration of practical training to extend up to 16 weeks (16 credits) minimum.
HU	206 hours (estimate), but varies from university to university and depends on the foreign language chosen.	52 hours (estimate) during the last year of studies.	15-20 courses of classroom observation (estimate).
PL	1,100 hours	500 hours	150 hours
RO	811 hours (over 4 years).	52 hours	104 hours (during the 2 <sup>nd</sup> and 3 <sup>rd</sup> year).
SI	Faculty-trained specialist teacher of two foreign languages: 2,160 hours (1,080 per language) + 60 hours multimedia.  Faculty-trained specialist teacher of one foreign language: 2,445-2,505 hours (including 210 hours of teaching methodology, psychology, multimedia, methodological research).	Faculty-trained specialist teacher of two foreign languages: 300 hours (90 hours of teaching methodology, 90 hours of psychology, 60 hours of methodological research), 150 hours per language.	Faculty-trained specialist teacher of two foreign languages: 4 weeks of teaching practice (total: 6 weeks/150 hours).  Faculty-trained specialist teacher of one foreign language: 270-810 hours (practical training in the form of teaching demonstrations and in-class observation).
SK	Varies from one institution to the next; min. 390 hours.	Varies from one institution to the next; min. 160 hours.	Varies from one institution to the next; min. 64 hours.

**Time devoted to foreign language (command, teaching methodology and practice) in the minimum curriculum for initial training of semi-specialist subject teachers. School Year 1998/99**

	GENERAL SUBJECT-RELATED TRAINING	PEDAGOGICAL AND PRACTICAL TRAINING	
		Language teaching methodology	Language teaching practice
DK	For <i>folkeskole</i> teachers (ISCED 1 and 2): 0.55 FTE = 22 weeks (spread across 4 semesters of the programme).	For <i>folkeskole</i> teachers (ISCED 1 and 2): 0.60 FTE = 24 weeks.	
P	For the 2 <sup>nd</sup> stage of <i>ensino básico</i> : varies (at least 70% must be devoted to command of the language).	For the 2 <sup>nd</sup> stage of <i>ensino básico</i> : varies (at least 30% must be devoted to command of the language).	
FIN	For the first 6 years of <i>peruskoulu/grundskola</i> : 15 credits (of 40 hours) = 600 hours.	For the first 6 years of <i>peruskoulu/grundskola</i> : 35 credits (1,400 hours) of pedagogical studies, divided between theory and practice in variable proportions, depending on the university.	
IS	140 hours	60 hours	4 weeks spread across a semester (= 40 hours).
NO	For the 2 <sup>nd</sup> stage of <i>grunnskole</i> : optional.		
CY	70 hours	Not included in curriculum.	Optional practice.

# CHAPTER 5

## Foreign Language Curricula

### INTRODUCTION

This chapter is devoted to curricula and/or official recommendations for the compulsory teaching of foreign languages at the primary and lower secondary levels.

The first section examines the various stages of preparing language curricula and presents detailed information on the composition and mode of operation of the bodies responsible for developing them.

The status and date of publication of the documents containing the foreign language curricula, the number of years of study covered and the foreign languages concerned are the features examined in Section 2.

The third section analyses objectives/teaching contents and recommendations relating to teaching methodology as stated in the curricula. Particular attention is paid to communication, grammatical and socio-cultural aspects of foreign language teaching.

The fourth and last section presents a number of national assessment and survey results on different aspects of foreign language teaching. Among other things, such surveys make it possible to estimate the extent to which the curricula are actually implemented in schools.

In the annex to this publication, summary tables break down per country the essential information on the objectives/teaching contents and methodology of language curricula.

### 1. METHODS OF DEVELOPING CURRICULA

The process of developing foreign language curricula does not differ from provisions made for other school subjects. The three main stages in this process are the decision to update the existing curriculum; the preparation of the new curriculum; and its approval – in the form of an act, a decree, an order, a circular, or other legislative texts. In general, the authorities developing new foreign language curricula are also responsible for other subject areas. Depending on the country, central or regional and/or the school's education authorities take on the task of devising and applying new curricula.

When developing the curriculum, foreign languages also follow the procedures established for other subject areas. Figure 5.1 summarises, per country, the composition of the bodies in charge of drawing up the language curricula. The work is usually entrusted to **ad hoc working parties appointed by the ministry of education and responsible to it**. In most countries these groups are heterogeneous, with a variety of players, such as teachers, school heads, inspectors, teacher trainers, educational researchers and representatives of parent or pupil associations. However, in some countries this task is entrusted to very homogenous groups that represent only one sector of the educational community, e.g. that of teachers, or experts.

In a small number of countries, **a permanent body attached to the ministry** is responsible either for drafting curricula or for setting up working parties for this purpose. This is the case in Finland, the United Kingdom, Latvia, Lithuania, Romania, and Slovakia. In Ireland and the Netherlands, curricula are developed by institutions that are **independent of the ministry**.

**Figure 5.1: Bodies responsible for developing foreign language curricula. School Year 1998/99**

	<b>COMMITTEE OR AD HOC WORKING PARTY APPOINTED BY THE MINISTRY AND RESPONSIBLE TO IT</b>
<b>B fr</b>	Group made up of teachers, inspectors and researchers.
<b>B de</b>	Group made up of teachers and inspectors (and sometimes researchers).
<b>B nl</b>	Group made up of teachers, teacher trainers, researchers and school advisors.
<b>DK</b>	Special curriculum committees made up of teachers, representatives of parents' organisations, experts in foreign languages and teaching. Participation extended to upper secondary education officials and local authorities.
<b>D</b>	Committee consisting mainly of teachers, including school heads, education authority officials, representatives of <i>Länder</i> research institutes and university researchers.
<b>EL</b>	Committee made up of a university lecturer, an assessor of <i>Pedagogiko Institutou</i> , a schools English advisor and five primary and secondary level teachers.
<b>E</b>	Group made up of teachers, inspectors and researchers.
<b>F</b>	Group made up of educational inspectors, lecturers from tertiary education and teachers from secondary education. This group submits the result of its work to the <i>Conseil National des Programmes</i> (National Council for Curricula), which ensures consistency between stages of instruction and delivers an expert opinion.
<b>I</b>	Committee made up of teachers, parents, civil servants, politicians and experts.
<b>L</b>	Primary level: committee made up of teachers and inspectors Secondary level: national curriculum committees made up of specialist teachers (of French, German, etc.)
<b>A</b>	Group made up of teachers, teacher trainers, inspectors, researchers, parents and civil servants.
<b>P</b>	Homogeneous group for English, French and German curricula. For the Spanish curriculum, the author works with the Spanish Embassy.
<b>S</b>	Special committee of experts. However, civil servants from the ministry draw up the final document. Parliament decides on the main points. Teachers, researchers and pupils are not directly involved in drawing up new curricula, but they are consulted (!).
<b>UK (SC)</b>	The <i>Action Group for Languages</i> (founded by the minister in 1998), which aims to improve the development of foreign languages at school. This group includes representatives from a number of educational interests, such as schools, higher education, school inspectors, local authorities, parents' groups, the <i>Scottish Consultative Council on the Curriculum</i> , the <i>Scottish Qualifications Authority</i> , the <i>Scottish Association of Language Teachers</i> , and government officials.
<b>IS</b>	Ministry officials in collaboration with a group made up of teachers and experts.
<b>LI</b>	A working party that operates under the auspices of the Minister for Education, in collaboration with groups of teachers. The group coordinator is a language expert appointed by the ministry.
<b>NO</b>	Special group of teachers and academics. The working parties in charge of preparing the curricula for English, the optional languages and Norwegian work closely together. They are also in contact with the groups responsible for developing the curricula for teaching Sami, the minority languages and Norwegian as a second language.  There is also a group drawn from a ministry department responsible for the quality of the curricula in their final stage of development.
<b>BG</b>	Group of specialists (university and non-university teachers).
<b>CZ</b>	Ministry officials, teachers' unions or associations, researchers, experts in education and foreign languages, etc.
<b>EE</b>	Group made up of teachers, teachers' associations, officials from the Ministry and researchers.
<b>CY</b>	Committees made up of inspectors, teachers and teacher trainers. There are also ad hoc committees for developing the language curricula concerned.  For the unified English curriculum, the committee is interdepartmental (primary and secondary). For the French curriculum, an advisor from a French university is on the committee.
<b>HU</b>	Group of experts (teacher trainers, experts in methodology, secondary level teachers).
<b>PL</b>	Homogenous group of experts, group of teachers or mixed group made up of different persons interested in putting together a curriculum for a given language.
<b>SI</b>	Group of researchers (university lecturers and experts in foreign languages) and foreign language teachers. Their work is revised at different stages by approximately 80% of in-service foreign language teachers and by the national authorities responsible for curricula.

(!) This is the procedure in the case of a new curriculum. Thereafter, the National Education Agency is responsible for revising it on a regular basis. The government, on a proposal made by the national agency, decides on revisions.

**Figure 5.1: Bodies responsible for developing foreign language curricula. School Year (continued) 1998/99**

	<b>PERMANENT BODY ATTACHED TO THE MINISTRY AND RESPONSIBLE FOR DRAFTING CURRICULA OR SETTING UP WORKING PARTIES/COMMITTEES FOR THIS PURPOSE</b>
<b>FIN</b>	<i>Opetushallitus/Utbildningsstyrelsen.</i> This national body of experts consults teachers, researchers, and experts, representatives from local authorities, workers' associations, parents' organisations and other relevant social partners.
<b>UK (E)</b>	The <i>Qualifications and Curriculum Authority (QCA)</i> is a statutory body whose board members are appointed by the Secretary of State for Education and Employment, and must include persons with experience in the provision of education, training, and in commercial, financial or professional matters. When developing the curriculum, the QCA's professional officers draw on recommendations of working groups, which include teachers and other interested parties, before consulting more widely.
<b>UK (W)</b>	The <i>Qualifications, Curriculum and Assessment Authority for Wales (ACCAC)</i> is a statutory body which performs, in relation to Wales, functions similar to those that QCA exercises in relation to England. Its board members are appointed by the National Assembly for Wales, and must include persons with experience in the provision of education and training, and may include persons with experience in commercial, financial or professional matters. When developing the curriculum, ACCAC's professional officers draw on recommendations of working groups, which include teachers and other interested parties, before consulting more widely.
<b>UK (NI)</b>	The <i>Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)</i> is a statutory body whose members are appointed by the Department of Education and include representatives from education, industry and commerce. When developing the curriculum, CCEA's professional officers draw on recommendations of working groups, which include teachers and other interested parties, before consulting more widely.
<b>UK (SC)</b>	<i>Scottish Consultative Council on the Curriculum and Scottish Qualifications Authority.</i> These bodies have committees, and can set up working parties, which include representatives from a number of educational interests, such as schools, school inspectors, higher education, local authorities, parent groups, teachers' associations and government officials.
<b>LV</b>	Curriculum and Examination Centre ( <i>Izglitibas saturs un eksaminācijas centrs, Valodu zinību data</i> ). The Centre's Foreign Language Division is mainly made up of teachers, experts and university lecturers.
<b>LT</b>	<i>Pedagogikos institutas.</i> Homogeneous group of researchers, group of experts.
<b>RO</b>	Group made up of teachers, inspectors, education specialists and researchers. This group is coordinated by a committee that submits the work to the national curriculum council.
<b>SK</b>	<i>Štátny Pedagogický Ústav.</i> This institution sets up working parties made up of researchers, representatives of university lecturers and people in charge of the language department at the <i>Štátny Pedagogický Ústav</i> .

**Figure 5.1: Bodies responsible for developing foreign language curricula. School Year (continued) 1998/99**

	<b>ADVISERS ATTACHED TO A CENTRE, INSTITUTE OR BODY INDEPENDENT OF THE MINISTRY</b>
<b>IRL</b>	The <i>National Council for Curriculum and Assessment (NCCA)</i> convenes and appoints committees for each subject area for the primary and secondary levels, made up of representatives of teachers' associations, representatives of subject associations, representatives of school management and administrators' associations, two inspectors and representatives from university level.
<b>NL</b>	The <i>Stichting voor Leerplanontwikkeling (SLO)</i> sets up a working party made up of teachers, inspectors, researchers, and pupils.

Source: Eurydice.

## 2. KEY FEATURES OF FOREIGN LANGUAGE CURRICULA

### 2.1. STATUS AND NATURE OF THE DOCUMENTS ANALYSED

The texts containing the foreign language curricula analysed come from official documents produced by the competent education authorities. They are often published in the form of decrees, orders, circulars, or laws. In most countries, several documents usually form the basis for foreign language teaching.

This chapter only analyses those official documents that cover compulsory foreign language teaching at primary and lower secondary levels. Therefore, the analysis of the primary level does not include the Flemish community of Belgium<sup>(2)</sup>, Germany<sup>(3)</sup>, the United Kingdom (E/W/NI), and Bulgaria. In Scotland, foreign language teaching is strongly encouraged at primary level. However, the documents used by teachers by way of curric-

<sup>(2)</sup> It is compulsory to learn a foreign language at the primary level only in those schools that are located in Brussels.

<sup>(3)</sup> In Germany, each *Land* has its own curricula. For the secondary level alone, there are some 240 curricula for English and French. Considering that they could not all be analysed, this chapter draws essentially on the document containing standards that are mandatory for all *Länder* (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).



ula are interim documents, and they are not official, normative, or exclusive. Ireland is included in this analysis, notwithstanding the fact that it does not, strictly speaking, offer compulsory foreign language teaching.

The designation of the official documents varies according to the country. These texts are referred to by terms such as 'programme', 'study plan', or 'curriculum' and of course, these terms are expressed in different languages. The generic terms 'foreign language curriculum' and 'minimum curriculum' are used consistently throughout this chapter.

The documents referred to in this study are the official texts containing the minimum requirements that teachers have to cover to teach foreign languages to pupils in compulsory education.

In addition to those official texts, a majority of countries also issues sets of documents and works of reference, also approved by the ministry of education. Their main purpose is to advise teachers on methodology and teaching. Due to the large number of publications of this type, an analysis of their content is not included in the present study.

Documents containing foreign language curricula can contain the objectives/teaching contents and/or make recommendations on methodology to the teachers and/or put forward assessment criteria <sup>(4)</sup>, for a particular foreign language or for the whole range of foreign languages. The various curricula do not consider all aspects at the same time. In general, they focus on objectives/teaching contents that the pupils are required to attain or master.

Typically, curricula are structured as follows:

<b>Introduction</b>	Section presenting the set of issues specific to foreign language acquisition together with explanations justifying the choice of teaching method. They also often touch on the relevance of teaching this or that foreign language in the current international context.
<b>General objectives</b>	Sections describing the linguistic skills pupils have to generally master by the end of an education level.
<b>Specific objectives/teaching contents</b>	Section including the objectives/teaching contents related to the four major skills (listening, speaking, reading, writing) together with those relating to grammatical and socio-cultural aspects.
<b>Assessment</b>	Section including assessment criteria used to measure the acquisition of the various elements of the language studied. This section is rarely specific to foreign languages.

Within these general headings, a clear and distinct separation between objectives and teaching contents is not always evident. In a large number of curricula, the objectives of language teaching are closely linked, in their formal presentation, with specific items that pupils have to learn. In this way, a statement begun in the form of an objective may end up by quoting examples of grammatical structures to be mastered. The national summary tables in the present study solve this problem by combining objectives and teaching contents under the same heading. When teaching recommendations are formulated, they are usually incorporated under the above-mentioned headings and not classified in a separate section.

The national summary tables present the essential information contained in the minimum curriculum. The possible exclusion of certain items from these tables should be interpreted with caution. Some tables may provide more details than others on methodological aspects because such aspects are listed in those countries' minimum curricula. Conversely, other tables present very little, if any, information in this respect because the curricula make very little or no mention of those aspects. In fact, the tables merely state the content of a country's minimum curriculum, but take no account of whether such information is available to teachers or not.

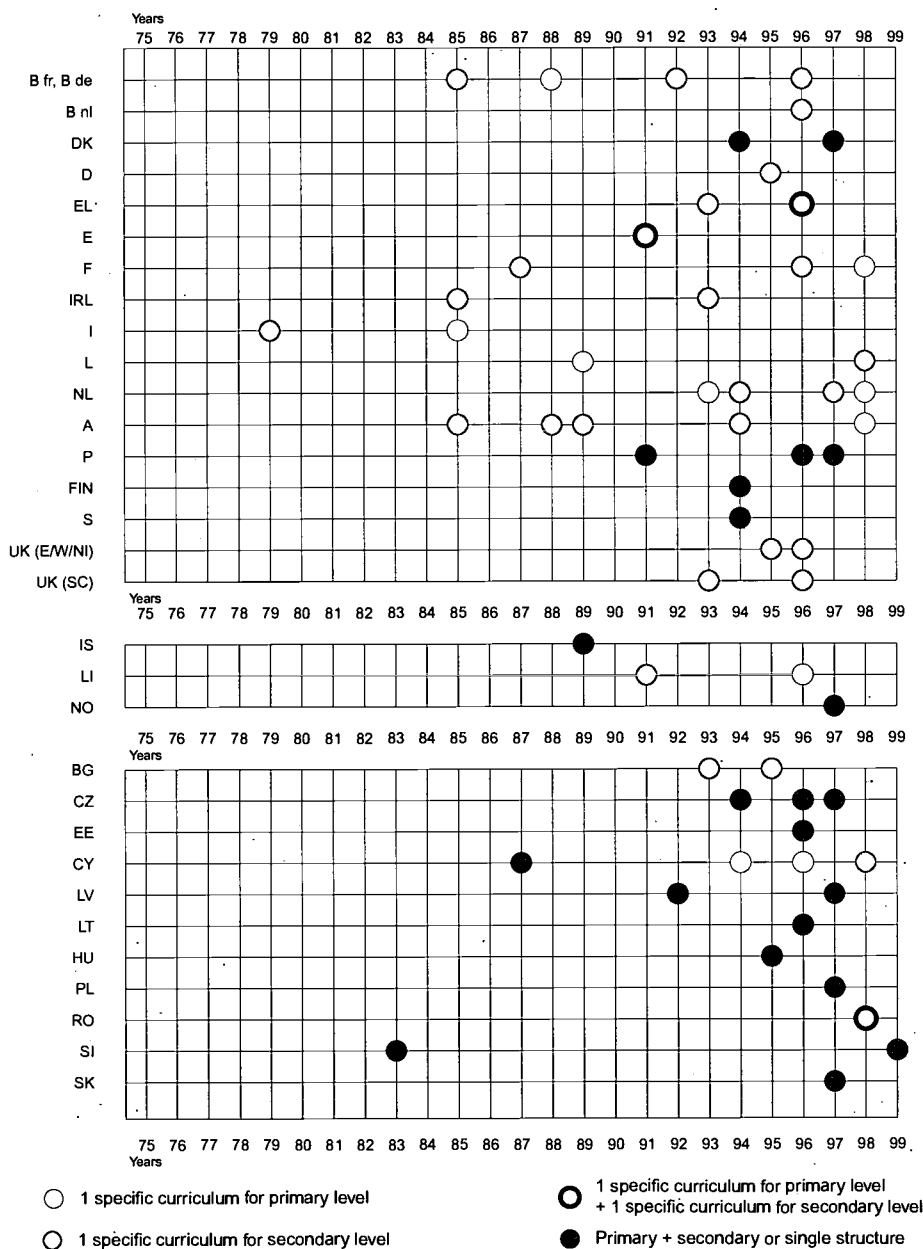
## 2.2. DATE OF PUBLICATION OF THE CURRICULA NOW IN USE

As the following figure illustrates, the majority of foreign language curricula <sup>(5)</sup> currently in use were published during the 1990s. In some cases, they were published very recently, as for instance in Iceland and Poland, where new curricula were approved in 1999 and are gradually being phased in.

<sup>(4)</sup> Assessment criteria in the curricula are not covered by this analysis, as in general such criteria are not specific to foreign languages.

<sup>(5)</sup> In France, foreign language teaching at primary level is outlined by *référentiels* (reference documents) instead of curricula.

**Figure 5.2:** Years of publication of documents containing the foreign language curricula in use during school year 1998/99. Primary and lower general secondary education



Source: Eurydice.

#### Additional notes

**Germany:** 1995 saw the publication of the *Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*, which are mandatory standards for all Länder.

**Austria:** As of September 2000, new curricula are being phased in at lower secondary level (*Hauptschule* and *allgemeinbildende höhere Schulen*). They establish teaching standards common to all foreign languages.

**Portugal:** New curricula for compulsory education will come into effect during school year 2001/02.

**Sweden:** As of autumn 2000, a new syllabus based on work by the Council of Europe came into effect.

**United Kingdom (E/W/Nl):** The revised *National Curriculum* has been introduced into schools in England and Wales since August 2000.

**United Kingdom (SC):** Since 1993, teaching of a foreign language in the last two years of primary school has gradually been introduced. Guidelines for teachers at this level of education were published in the course of the summer of 2000. Teachers currently base their teaching on interim documents.

**Iceland:** The new national guidelines for compulsory education were published in the spring of 1999. Schools began to apply them during the school year 1999/2000 and have three years to fully comply with them.

**Latvia:** The curricula for English, German and Russian date back to 1992. The French curriculum was published in 1997. The new curriculum for all foreign languages is due to be finalised in December 2000 and introduced in schools in a pilot phase during school year 2001/02.

**Hungary:** School year 1998/99 was the first year of introduction of the curriculum in the 1<sup>st</sup> and 7<sup>th</sup> grades.

**Poland:** Since the school year 1999/2000, the following curriculum has been in effect: *Podstawa programowa kształcenia ogólnego dla sześciolletnich szkół podstawowych i gimnazjów* (curriculum for general education in primary schools in a 6-year-course and in *gimnazja* in a 3-year course).

**Slovakia:** The curriculum for the single structure and that of the 8-year *Gymnázium* course both date from 1997.

Some of the countries, however, still base foreign language teaching on curricula formulated in the 1980s or even in the 1970s. This is the case in Italy, where the curricula for the primary and lower secondary levels were published in 1985 and 1979 respectively. In Luxembourg, the teaching of French and German at primary level is based on a study plan that dates back to 1989. In Austria, English and French teaching at lower secondary level is essentially based on curricula published in the late 1980s.

Some countries use curricula dating back to the 1980s in combination with more recent ones. The latter respond to needs created by a broader range of languages on offer. In the French and German-speaking Communities of Belgium, at secondary level, the 1985 curriculum for Germanic languages combines with the 1992 curriculum for Romance languages. Likewise, in Ireland, the *Junior Certificate Programme* of 1985 for the teaching of French and German at secondary level coexists with those for Italian and Spanish, published in 1993. The latter two were revised with a view to harmonising their content with that of the French and German language curricula. In other countries such as France and Cyprus, the different dates of publication correspond to different levels of education.

In Slovenia, the curriculum for the teaching of English in the 2<sup>nd</sup> stage of *Osnovna šola* was approved in 1983. However, it was hardly used by the teachers who, during the first years, resorted to textbooks that were specifically written in line with the curriculum. As of the late 1980s, textbooks that often significantly differed from the official curriculum were approved. In April 1999, a new curriculum was brought in. Officially, this document is considered a new version of the 1983 text and, as such, it supplements the latter.

Countries that have a long tradition of teaching foreign languages at primary level have recently undertaken a review of their curricula. These revisions often date from the second half of the 1990s. Furthermore, countries that imposed a foreign language at primary level in the early 1990s almost immediately developed a corresponding curriculum. In Liechtenstein, the English curriculum and the requirement that this language be taught from the age of 8 were approved the same year. Spain introduced the teaching of a foreign language in primary school in 1990 and in the following year approved a curriculum for teaching it. Other countries, such as Greece, France or Portugal, acted in the same way, i.e. with a very short time-span between their reform dates and dates of publication of the curriculum.

It should however be mentioned that teachers in the French Community of Belgium, as well as in Italy, are still working with curricula that predate (1988 and 1985 respectively) the introduction of compulsory foreign language teaching in their primary schools (1998 and 1992 respectively). While the teachers in those two countries were awaiting a new curriculum, their education authorities provided them with more recent documents, containing supplementary language teaching recommendations.

### **2.3. STRUCTURE OF THE TEACHING CONTENT COVERED BY CURRICULA**

The way the content of the curricula is structured at the level of general compulsory education (i.e. primary and lower secondary levels) may vary from one country to another, as shown in Figure 5.3.

Few countries have curricula whose content is defined as covering the whole of compulsory education. These are Denmark, Iceland, and Latvia. Greece and Cyprus have a curriculum for English that covers the whole of compulsory education. In a majority of cases, the content of the curricula is divided into different sections structured by level of education, by stage of several years of study, or again by year. The most frequent structure presents teaching content by stages of several years. In Austria, the primary curriculum is only divided into stages when it comes to reading and writing literacy in the foreign language.

**Figure 5.3:** Breakdown (where applicable) of the teaching content of foreign language curricula by year, stage, and level. Primary and lower secondary levels. School Year 1998/99

	TEACHING CONTENT DEFINED FOR THE ENTIRE PERIOD OF COMPULSORY EDUCATION	TEACHING CONTENT DEFINED		
		BY LEVEL OF EDUCATION ONLY	BY STAGE OF SEVERAL YEARS	BY YEAR
<b>European Union</b>				
B fr		▲	▼	
B de			▼	
B nl			▼	
DK	●			
D				▼
EL	●	▼		
E		●		
F				●
IRL		▼		
I		●		
L			●	
NL		●		
A			▲	▼
P			●	
FIN			●	
S			●	
UK (E/W/NI)		▼		
UK (SC)			▼	
<b>EFTA/EEA</b>				
IS	●			
LI			●	
NO				●
<b>Pre-accession countries</b>				
BG			▼	
CZ			●	
EE			●	
CY	●	▼		
LV	●			
LT				●
HU			●	
PL			●	
RO				●
SI				●
SK			▼	●

Source: Eurydice.

▲ Primary level      ▼ Lower secondary level      ● Primary and lower secondary levels or single structure

#### Additional notes

**Germany:** This information shows the situation as described in the curricula of all *Länder* and not as it is presented in the national table, which draws on the norms defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).

**Greece:** Joint curriculum for the primary and secondary levels, for English only. Curriculum for the lower secondary level, for French and German.

**Spain:** The lower secondary level is not really a level as such, but rather a stage within the secondary level.

**Austria:** The primary level curriculum is divided into stages as regards an introduction to the language (whether as a cross-curricular subject or as a language subject) and acquisition of reading and writing in a foreign language.

**Estonia:** The curriculum is broken down by attainment objectives for the age of 12 (6<sup>th</sup> year) and for the end of compulsory education (age 16).

**Cyprus:** Joint curriculum for the primary and secondary levels, for English only.

## 2.4. LINGUISTIC COVERAGE OF THE CURRICULA

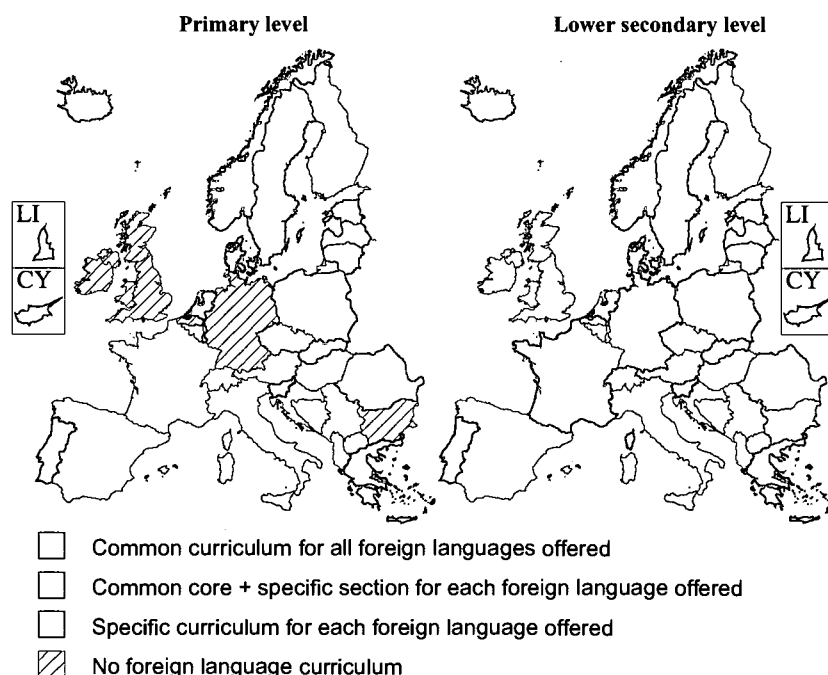
The foreign languages offered by each education system are represented in a variety of ways within the curricula. Figure 5.4 illustrates the three scenarios observed:

- the curriculum is the same for all languages;
- the curriculum has a common core section and a specific section for each of the languages;
- each language has its own curriculum.

The last two types of structure are the most common.

Within a single country, differences can be observed between the levels of education. In Belgium (French and German-speaking Communities), France, the Netherlands, Austria, and Liechtenstein, the foreign language curricula are not organised in the same way for primary and secondary education. At the primary level, there is usually a common curriculum for the different languages on offer. In general, there is a completely distinct curriculum for each language at secondary level, except in the Netherlands and in Liechtenstein, where there are a common curriculum and a common core respectively.

**Figure 5.4:** Linguistic coverage of the curricula. Primary and lower secondary levels. School Year 1998/99



Source: Eurydice.

**Explanatory note**

This chapter only analyses those official documents that cover compulsory foreign language teaching at primary and lower secondary levels. Therefore, the analysis of the primary level does not include Belgium (B nl) <sup>(6)</sup>, Germany, the United Kingdom (E/W/NI) and Bulgaria.

In Scotland, there exists compulsory foreign language teaching at primary level. However, the documents that serve the purpose of curricula and are currently used by the teachers are not official documents but rather interim documents, and they are not official, normative, or exclusive.

In Ireland, only the curricula for lower secondary level are taken into consideration.

**Additional notes**

**Belgium (B fr, B de):** At the secondary level, there is a specific curriculum for each group of languages (Germanic and Romance).

**Germany:** All *Länder* have developed specific curricula for each foreign language.

**Finland:** The curriculum is the same for all the foreign languages offered. Nevertheless, the two state languages (Swedish and Finnish) and Sami (as a foreign language) are presented in separate sections.

**United Kingdom (E/W):** The new *National Curriculum*, introduced in August 2000, includes a (non-statutory) curriculum for foreign languages at primary level.

**United Kingdom (SC):** Primary school teachers are provided with advice pertaining to foreign language teaching in the following documents: *Advice for Schools and Topic Frameworks*.

**Norway:** There is a new separate curriculum for English at primary and at lower and upper secondary levels. There are also separate curricula for German, French and Finnish at lower and upper secondary levels.

**Latvia:** The new curriculum was finalised in December 2000 and should be introduced in schools in a pilot phase by school year 2001/02.

**Lithuania:** The curriculum is the same for all foreign languages offered. At the same time, the communicative functions of the language are specified in separate documents for each of the foreign languages.

**Poland:** The curriculum is the same for all foreign languages offered. However, specific documents can be developed for each foreign language or group of foreign languages.

**Slovakia:** There is a specific curriculum for each foreign language offered in the *základná škola* as well as in the 8-year course of the *gymnázium*.

<sup>(6)</sup> It is compulsory to learn a foreign language at primary level only in those schools that are located in Brussels.

The overwhelming majority of countries prepare a precise list of foreign languages from which the pupils may choose the one(s) they wish to study. Several countries, however, do not necessarily present a particular curriculum or a particular section for each language on offer. This is particularly true for the EU countries. In contrast, in most pre-accession countries each foreign language offered has its own curriculum or at least a specific section. Spain, Finland, and Hungary are the only three countries not to provide a precise list of foreign languages. Those three countries do not possess a curriculum or section specific to the different languages, but rather a single curriculum common to all.

### **3. ANALYSIS OF THE CONTENT OF FOREIGN LANGUAGE CURRICULA**

Several observations must be made before dealing with the crux of the analysis. First, the curricula examined here exclusively concern the primary and lower secondary education levels. Second, the present analysis is much more centred on the contents of curricula (?) than on their wording. Third, it does not attempt to study the gradual change in the objectives/teaching contents as pupils progress through successive levels. The objectives/teaching contents are organised in a variety of ways: some are structured by level of education, others by stage, still others by year. The similarity between the curricula and the extensive scope of the data collection are conducive to an analysis that focuses on points of convergence. The study would have to go into too much detail to account for many of the differences between curricula. The reader is therefore invited to consult the national summary tables in the annex to access this type of information.

While the points set out in this comparative analysis are sparingly illustrated by concrete examples, they mostly refer to countries for which the national summary tables give concrete expression to the statements made. This does not rule out similar examples present in other national tables. In other words, a set of examples of national situations does not provide a comprehensive picture. This approach avoids undue repetition of the content of the annexes in the body of the text.

This section is divided into four major subsections. The first presents the general objectives and methodology. The second is devoted to specific learning/teaching objectives and teaching recommendations relating to communication. It focuses on the four major communication skills (listening, speaking, reading and writing) and the structural components of the language (grammar, pronunciation and lexis). The third section presents objectives and teaching recommendations in conveying a cultural dimension. The fourth and last section focuses on cross-curricular objectives, pursuing the personal development of the pupil through the process of learning a foreign language.

#### **3.1. GENERAL OBJECTIVES AND METHODOLOGY**

##### **3.1.1. Objectives**

The general objectives of teaching foreign languages can be ranked in three broad categories. The main aim of teaching a foreign language is for pupils to be able to use it as a means of communication. In some countries, this is formulated in a much broader sense of acquiring general communication skills, which are equally applicable when using the mother tongue or perhaps other foreign languages. Second, teaching a foreign language gives pupils an opportunity to construct their own social and cultural identity by discovering another culture and reflecting upon the characteristics of theirs. This cultural perspective allows the promotion of values such as tolerance and respect for others. In several countries, teaching a foreign language amounts to ensuring that pupils become motivated language learners, in some cases of other foreign languages. Pupils are thus made aware of the professional and

(?) The procedures used to collect information by means of a questionnaire are explained in the general introduction to the study.

personal benefits of foreign language learning. Foreign language acquisition also furthers the overall cognitive development of pupils and, in particular, helps them acquire tools conducive to learning that is more independent.

The general objectives of curricula intended specifically for the primary level <sup>(8)</sup> differ little from the ones described above. There are no major differences besides the increasing complexity of the learning objectives to be covered. Some curricula, such as those in Spain and Romania, set out objectives for teaching foreign languages in terms of making pupils familiar with and aware of the language concerned, and of introducing it to them.

### 3.1.2. Methodology

Most curricula formulate teaching recommendations while reminding teachers of their freedom in this respect <sup>(9)</sup>. Only the Greek, Cypriot, and Luxembourg curricula (the latter solely in the case of English) require their teachers to use a given textbook. In Germany, teachers must select their textbooks from a reference list, which is approved by the Ministry of Education and Cultural Affairs. They are, however, authorised to supplement these with teaching aids of their choice.

The great degree of convergence observed in the general objectives manifests itself even more strongly in the approach to teaching that is generally recommended. In short, whether explicitly or implicitly, they all refer to the **communicative approach**. In this approach, successful communication of the intended message is more important than the way in which the message is conveyed. Seen from this perspective, the teaching of grammar, pronunciation and vocabulary, when they are approached specifically, is targeted at communicating. While they also subscribe to this point of view, the Greek secondary school curricula recommend that teachers grant sufficient attention to traditional methods of teaching, and allow for activities such as intensive repetition, the recitation of passages from memory or again translation. In Luxembourg, besides the communicative approach, the methodology employed also draws on current teaching practice used for the mother tongue, because of the particular status of the languages (French and German) taught from primary level.

In the communicative approach, mistakes are treated in a particular way that is expressed in all curricula of countries that address the issue. The mistake is considered a sign of the progressive acquisition of a new linguistic system (e.g. in Spain, Norway and Slovenia). Moreover, it is recommended to avoid interrupting the communication flow, particularly oral communication (e.g. in Iceland, Lithuania, and Slovakia) and to only correct the pupil if the mistakes do not permit satisfactory communication (e.g. in Greece and Poland). According to the Portuguese curriculum, errors are not to be regarded as such when they fall outside the scope of the specific objectives of a given assessment.

For the communicative approach, it is very important that pupils be exposed to the target language as much as possible. Teachers and pupils are recommended to use the foreign language extensively and avoid resorting to the mother tongue. All the curricula that explicitly deal with this point take a similar line. However, some define the particular circumstances in which the teacher can use the mother tongue: to explain grammar (e.g. in the French and German-speaking Communities of Belgium, Greece, Bulgaria and Poland); to check the pupils' understanding (e.g. in Greece and Slovenia); to make best

<sup>(8)</sup> The following countries have a specific curriculum for the primary level: Belgium (French and German-speaking Communities), Spain, France, Italy, Luxembourg, the Netherlands, Austria, Liechtenstein, and Romania. In Scotland, compulsory language teaching at primary level is based on interim documents that should not be regarded as exclusive or normative. The present comparative analysis does not include items drawn from such interim documents. However, a national table is enclosed in the annex and summarises them. It should be noted that the new guidelines for foreign language teaching to children aged 5-14 are available as of summer 2000.

<sup>(9)</sup> The Danish curriculum only states teaching objectives and does not provide any information on methodology. However, the ministry issues folders that do not have force of law but do contain guidelines for the curriculum and teaching recommendations.

use of the time available for teaching (e.g. in Slovenia). Pupils may use their mother tongue if the exercise so requires (e.g. in the United Kingdom (E/W/NI) and Slovenia) or if the point is to reword an idea (e.g. in the French and German-speaking Communities of Belgium). The Bulgarian curriculum also puts forward a set of recommendations on how to avoid the detrimental impact of the mother tongue on learning the foreign language.

With the same goal in mind, the school curricula recommend that the types of materials used for foreign language teaching be the most authentic and the most varied possible (songs, films, poems, recipes, advertisements, etc.), both in terms of medium and content. However, the Bulgarian curriculum states that people who may not necessarily be native speakers can also produce spoken teaching material. It is also essential that the material be suitable for children and reflect their interests. In many countries, teachers are also encouraged to use new technologies as a source of information, a means of communication with others or alternatively as a tool enabling pupils to work independently.

Finally, the curricula come up with some general methodological trends. The majority insist on the need to vary and alternate the methods used. Teachers are recommended to approach the teaching objective in a practical way, making use of exercises that draw on children's daily experience; through games, particularly at the primary level; and in a 'spiralling' way, that is to say periodically coming back to the material to be assimilated. Some also advocate the combination of a practical and theoretical approach, others an interdisciplinary approach. Furthermore, the teachers are encouraged to use an active method, centred on the pupil, where the latter is both the point of departure for the learning/teaching process and its leading participant. Several curricula also emphasise the importance of setting up a methodology that can respond adequately to the individual needs of each pupil. Some highlight the role played by social interaction between language learners as they achieve their learning objectives. The curricula recommend that teachers vary the way schoolwork is structured, thus enabling pupils to work by themselves, in pairs or in groups.

## 3.2. COMMUNICATION

### 3.2.1. Communication Skills: the Four Major Skills

To be able to communicate in a foreign language requires a good mastery of an array of communication skills. Most curricula organise these skills separately around four main lines: listening, speaking, reading and writing. However, they can also be organised in a different way: Ireland, for example, links receptive skills (listening/reading) on the one hand and production skills (speaking/writing) on the other. Conversely, Sweden distinguishes oral skills (listening/speaking) from skills that relate to literacy (reading/writing).

Communication skills are not restricted to verbal aspects. The curricula indeed define a number of teaching objectives related to the acquisition of non-verbal communication skills. These should in part compensate for gaps in the knowledge of the foreign language or simply make it easier to get a message across or understand it. In oral communication, for example, the point is to understand the meaning of certain gestures and mimics.

The teaching **objectives** related to the four major skills are expressed in a variety of ways but very consistently in terms of content. The way they are formulated can be very general as, for example, in Finland where, at the end of the first stage of *peruskoulu/grundskola*, pupils should be able to cope with everyday situations, speaking the first foreign language they have learned. Conversely, an objective can be very specific and down-to-earth, as in the Irish curriculum, which sets out a whole series of communicative functions such as 'speaking on the subject of animals or asking the way and helping other people find their way'. Between these two extremes, there are obviously different shades of generality and detail across curricula and also within a curriculum. Beyond formal differences, communication objectives reflect a very high degree of convergence. Their contents are essentially structured



around three elements: behaviour comprising a communication activity and/or strategy, content, and an associated definition of the communication situation in which it is produced.

A large number of curricula present sets of **teaching recommendations** concerning the need to create authentic communication situations, that is to say situations within which pupils use the foreign language to express genuine communication needs. However, this general principle does not prevent teachers from giving pupils what are referred to as pre-communication exercises, during the course of which pupils can practise the acquisition of a given skill, for example the use of a past tense.

## Listening

All the communication **objectives** connected with the major skill of 'listening' are encapsulated in the following general formula: to be able to listen, i.e. to be able to understand different types of messages by using different types of strategies in a variety of communication situations.

<b>Behaviours (actions and strategies)</b>	<ul style="list-style-type: none"> <li>• Comprehension: overall, detailed, etc.;</li> <li>• to predict, infer, deduce the content of a message, make use of the context or of previous knowledge, identify structural elements, retain the key components of a message, etc.</li> </ul>
<b>Contents (form and topic)</b>	<ul style="list-style-type: none"> <li>• Messages that are long, simple, containing language structures familiar to the pupils, etc.;</li> <li>• messages comprising a variety of voices and accents (social/regional), with a slow, moderate, or normal flow of speech;</li> <li>• instructions given by the teacher, the lesson itself, weather forecasts, advertisements, etc.;</li> <li>• topics appropriate to the age and interests of the pupils.</li> </ul>
<b>Communication situations</b>	<ul style="list-style-type: none"> <li>• Daily life: in a station, etc.;</li> <li>• message played on a tape or delivered live by a speaker facing the pupil;</li> <li>• type of effort that the speaker must make to be understood, etc.</li> </ul>

The curricula sometimes give extremely precise **teaching recommendations** regarding the way the major skill of 'listening' should be taught. These include several references concerning the characteristics of the proposed oral messages, such as different voices, messages in everyday language and not overloaded with lexical or syntactic difficulties, etc. The way in which these listening activities are set up is also the subject of numerous observations: here it is important to place what is going to be heard in the appropriate context, to encourage pupils to practise active listening, that is to say to anticipate, make hypotheses regarding the content of the message, etc.

## Speaking

The **objectives** connected with the major skill of 'speaking' are expressed in a variety of forms, as is the case for 'listening'. Furthermore, some are integrated objectives, in the sense that attaining them requires using at least two major skills, as for example: 'to be capable of understanding and explaining different types of texts' (Denmark). The German curriculum makes it plain that pupils should be capable of seeking out occasions that allow them to speak the foreign language in class.

<b>Behaviours (actions and strategies)</b>	<ul style="list-style-type: none"> <li>• Reproduce, relate, describe, ask, summarise, criticise, convince, complete, respond, sing, etc.;</li> <li>• ask the speaker to repeat or to formulate what he has just said differently, use the medium of written notes, etc.</li> </ul>
<b>Contents (form and topic)</b>	<ul style="list-style-type: none"> <li>• Topics taken from everyday life, the pupils themselves (what they like, what they detest, their needs, their opinions, etc.), their country etc.;</li> <li>• use of the language in a way that is simple, varied, fluent, etc.;</li> <li>• coherent, precise message, expressed according to the standard rules of the language, part of the message learned by heart.</li> </ul>
<b>Communication situations</b>	<ul style="list-style-type: none"> <li>• All everyday situations;</li> <li>• discussion with one or several speakers; taking into account the listener's (in)experience in talking to someone of foreign mother tongue; including foreseeable and unforeseeable elements in the communicative situation, etc.;</li> <li>• abide by the fundamental conventions.</li> </ul>

The **teaching recommendations** invite teachers to encourage their pupils to express themselves in class as often and spontaneously as possible. Certain curricula, like the one in France, state that production activities must take precedence over reproduction activities. They also suggest using oral activ-

ities in which the free expression of pupils is conditioned by adequate stimuli (e.g. in the Czech Republic). Repetition exercises (drills) can also be very useful, particularly when the pupils are just beginning to learn a language (e.g. in Cyprus).

## Reading

The teaching **objectives** relating to the major skill of 'reading' are generally structured around two aspects. The first concerns the type of reading that the pupils should be able to accomplish, together with the strategies and techniques implemented to understand a written message. The second relates to special features of the text, in relation to both form and content. The communication situations for this major skill are conditioned by reading purpose, which is connected with strategies in an obvious manner. Reading purpose is expressed in the form of behaviours. It is worth mentioning a special feature of the Icelandic and Norwegian curricula: they indicate that being able to read a text in Danish should enable pupils also to read texts in other Scandinavian languages. In some countries, for example Luxembourg and Sweden, secondary school pupils are expected to read texts in a foreign language as a source of information on other subjects.

<b>Behaviours (actions and strategies)</b>	<ul style="list-style-type: none"> <li>• Read in a global or detailed manner, for pleasure, pinpoint specific information, identify aesthetic aspects in a text, read aloud, etc.;</li> <li>• be able to read between the lines, be able to tell the difference between a fact and an opinion, pick out the logical structures of the language, anticipate the content of a text, identify the meaning of unfamiliar words by the context or by appreciating how the word was formed, etc.;</li> <li>• read independently using various works of reference;</li> <li>• vary the reading speed according to the reason for reading the text;</li> <li>• compare information.</li> </ul>
<b>Contents (form and topic)</b>	<ul style="list-style-type: none"> <li>• Simple texts, authentic or adapted;</li> <li>• literary or informative texts, matching pupils' interests, written messages concerning the activities to be done in class, etc.;</li> <li>• Familiar and standard language.</li> </ul>

The curricula contain many **teaching recommendations** relating to the techniques and strategies of reading. It is recommended that teachers show their pupils that it is possible to understand a text without grasping the meaning of every single word and that there are different ways of reading, depending on the objectives set. In Liechtenstein, reading (and writing) are introduced in a very gradual way after two years of teaching. Some curricula put forward comments on reading aloud: in the Czech Republic, in particular, they advise teachers to gradually abandon this type of reading in favour of silent reading as pupils progress in their school career. In Ireland, on the contrary, it is not encouraged at all.

## Writing

As with the other major skills, the **objectives** regarding writing are very similar. Apart from the acquisition of skills in written expression, some curricula, such as those in Denmark, also encourage pupils to understand the basic differences between written and spoken language and the difference between formal and informal use. In Luxembourg, the German curriculum at primary level puts forward objectives that are sometimes very close to those one might expect to find in the mother tongue curriculum: 'to develop finely tuned psycho-motor skills, to discover and use print writing, to gradually develop handwriting'. This can in part be explained by the fact that Luxembourg pupils are taught to read and write in German.

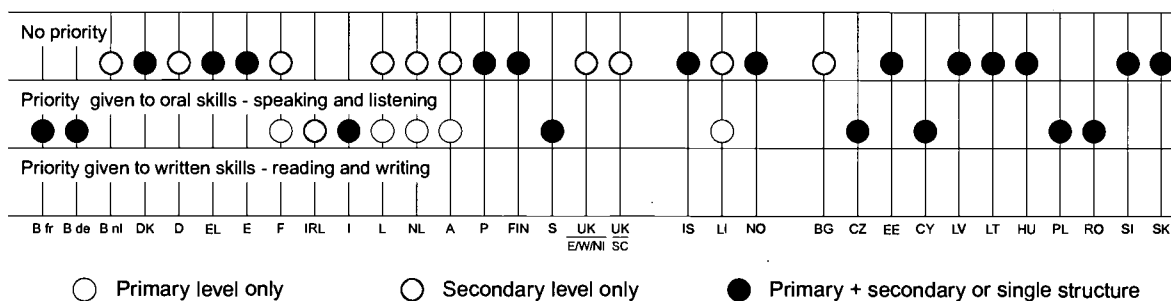
<b>Behaviours (actions and strategies)</b>	<ul style="list-style-type: none"> <li>• To copy, take notes, fill in a form, write, write to a certain model or freely, etc.;</li> <li>• to use conjunctions, logical structures, plan a text etc.;</li> <li>• to base what is written on knowledge and skills acquired from reading, oral expression of the pupil's own ideas, to use works of reference, etc.</li> </ul>
<b>Contents (form and topic)</b>	<ul style="list-style-type: none"> <li>• Coherent, logical, structured, simple, short messages, to a greater or lesser extent based on memorised excerpts, greater attention to correctness than when speaking, etc.;</li> <li>• personal or more formal letters, texts expressing an opinion, a judgement, writing on imaginative subjects, etc.</li> </ul>
<b>Communication situations</b>	<ul style="list-style-type: none"> <li>• In a manner appropriate to the addressee;</li> <li>• in compliance with actual communication needs.</li> </ul>

Teachers are advised to provide pupils with short, simple writing exercises, on topics familiar to them. These brief exercises must be frequent and corrected by the teachers as soon as possible. The secondary aspect, in terms of objectives, of the major skill of 'writing' is also reflected in some of the **teaching recommendations**. In Liechtenstein, at the primary level, writing is endowed with a function that is supportive of teaching the other major skills. In the Italian primary level curriculum, teachers are told to encourage pupils to produce written texts, though without unduly forcing them.

### 3.2.2. The Importance of the Four Major Skills and their Interdependence

The majority of curricula explicitly refrain from giving priority to any of the four major skills when stating their objectives. No curriculum grants special priority to writing. When distinct documents exist for the primary and secondary levels and take a different stand on this question, the primary level documents generally put the emphasis on oral skills, while the secondary level documents rank the four major skills equally.

**Figure 5.5:** In terms of objectives, priority is explicitly given to oral or written skills



Source: Eurydice.

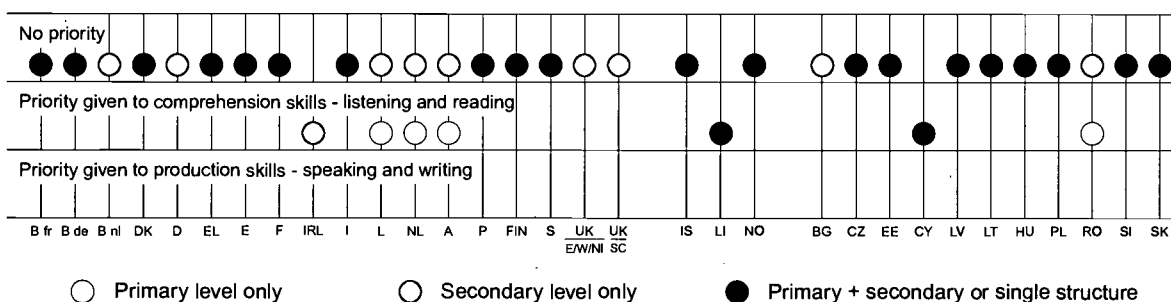
**Additional notes**

**Germany:** This information shows the situation as described in the curricula of all Länder and not as it is presented in the national table, which draws on the standards defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).

**United Kingdom (SC):** Oral expression, aural comprehension and reading are given priority at lower secondary level. Writing is optional at lower secondary level and included at upper secondary level.

A minority of countries give priority to comprehension, but none gives priority to production skills. Among the curricula that put more emphasis on comprehension, there is a relative abundance of specific documents at primary level. It is worth mentioning that the Dutch primary level curriculum is the only one that actually excludes the major skill of 'writing' from its teaching objectives.

**Figure 5.6:** In terms of objectives, priority is explicitly given to production or comprehension skills



Source: Eurydice.

**Additional notes**

**Germany:** This information shows the situation as described in the curricula of all Länder and not as it is presented in the national table, which draws on the standards defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).

**United Kingdom (SC):** As regards production, priority is given to oral expression rather than written expression, which remains optional at lower secondary level.

Luxembourg, the Netherlands, Austria, Liechtenstein, and Romania at primary level, Ireland and Scotland at lower secondary level, and Cyprus at both primary and lower secondary level give priority to oral skills (listening and speaking) and comprehension (listening and reading), thus emphasising the major skill of 'listening'. In those countries, the major skill of 'writing' is deemed less important.

**Figure 5.7:** In terms of objectives, priority is explicitly given to oral or written skills and to production or comprehension skills

		COMPREHENSION/PRODUCTION		
		NO PRIORITY	PRIORITY EXPLICITLY GIVEN TO COMPREHENSION	PRIORITY EXPLICITLY GIVEN TO PRODUCTION
ORAL/Written SKILLS	NO PRIORITY	B nl, DK, D, EL, E, F (s), L (s), NL (s), A (s), P, FIN, UK, IS, NO, BG, EE, LV, LT, HU, SI, SK	LI (s)	
	PRIORITY GIVEN TO ORAL SKILLS	B fr, B de, F (p), I, S, CZ, PL, RO (s)	IRL, L (p, first stage), NL (p), A (p), LI (p), CY, RO (p),	
	PRIORITY GIVEN TO WRITTEN SKILLS			

p = primary

s = secondary

Source: Eurydice.

#### Explanatory note

The indications 'primary' and/or 'secondary' are only added when there is a different curriculum for those two levels and when these curricula take a different stand on the issue.

#### Additional note

**Germany:** This information shows the situation as described in the curricula of all *Länder* and not as it is presented in the national table, which draws on the standards defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).

Although a majority of the curricula set out the objectives pertaining to the four major skills separately, many take into account their interdependence during the teaching process when they formulate **teaching recommendations**. For example Spain, the United Kingdom (E/W/NI), Norway, and Cyprus invite teachers to use an approach that integrates the four major skills or suggest oral activities that develop skills in understanding and speaking the foreign language in an integrated manner. Reading activities may precede activities of oral or written expression. Several curricula (e.g. in Italy and Slovenia) advise teachers not to introduce reading and writing until their pupils have become familiar with the spoken aspect of the newly learnt language.

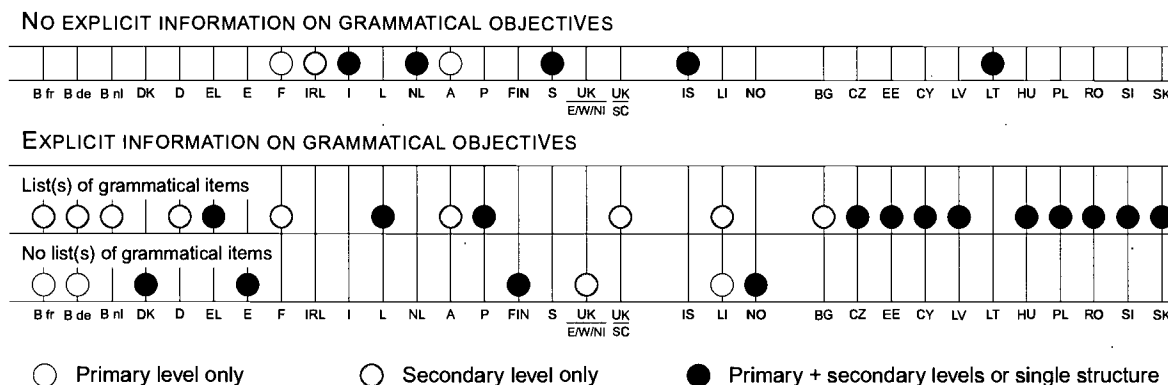
### 3.2.3. Knowledge for Communicating: Structural Aspects of the Language

To be in a position to communicate in a foreign language, it is necessary to possess a knowledge base linked to the structure or the substance of the language. Three broad fields can be distinguished in the curricula: grammar, pronunciation and lexis. In all the curricula, objectives/teaching contents related to those three fields underlie the objectives of communication, insofar as they are not taught for their own sake, but with an eye to communicative skills to be acquired. The foreign language curricula are very faithful in this respect to the general principles of the communicative method. Mastering the structural elements of the language is merely a **means** employed for the purpose of expressing oneself. Beyond this general line, variations between the curricula are measured in terms of the lesser or greater degree of subordination of structure-related teaching objectives to those related to communication. Some curricula do not actually formulate structural objectives, or do so only implicitly.

## Grammar

Less than half of the curricula do not explicitly formulate grammatical **objectives/teaching content**. When they do state this type of objective, the majority of curricula contain lists of grammatical structures. It is noteworthy that all the pre-accession countries fall into this category, except Lithuania. Those that do not present a list have curricula that are expressed exclusively in terms of attainment objectives, or have a minimalist curriculum due to the great degree of decentralisation of educational matters.

**Figure 5.8: Grammatical items in the curricula**



Source: Eurydice.

### Additional note

**Germany:** This information shows the situation as described in the curricula of all *Länder* and not as it is presented in the national table, which draws on the standards defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).

Following the same logic, the **teaching recommendations** of numerous curricula encourage teachers to present grammatical items in terms of communication skills to be acquired. In Belgium (French and German-speaking Communities), Austria and Finland for example, teachers are advised to confront pupils with points of grammar, in order to get them to work out for themselves how grammar operates in the language. Some curricula (e.g. in Bulgaria) also indicate that at the beginning of the learning process, grammar should be presented in an implicit manner, while it can be taught more explicitly at a later stage. The Italian curriculum recommends that mother tongue and foreign language teachers should agree to use the same grammatical terminology.

## Pronunciation

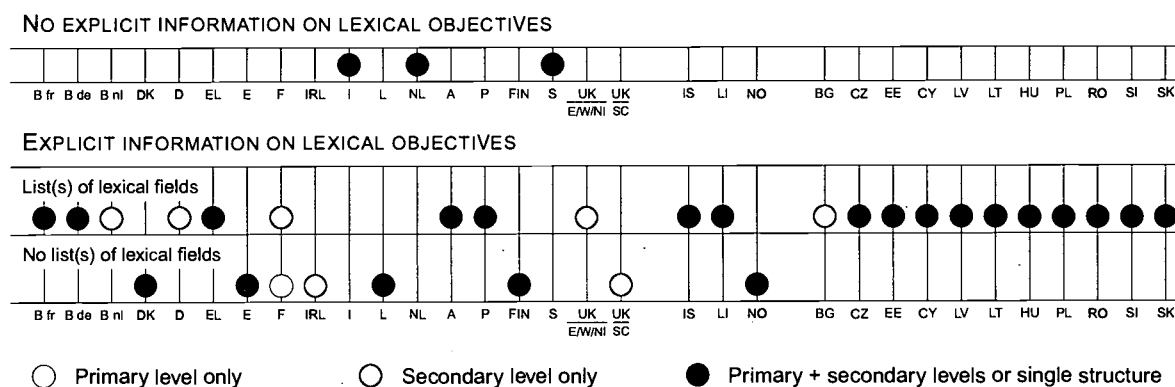
As with grammar, the Irish, Italian, Dutch (secondary) and Swedish curricula, along with those of Liechtenstein, do not explicitly refer to any **teaching content** related to pronunciation. In the other curricula, the accent, rhythm and intonation of the language together with the identification of links, specific to each idiom, between phonemes and graphemes, are the main phonetic and prosodic aspects to be taught. Many curricula insist that pupils' pronunciation should be as correct as possible, and even approach standard pronunciation (e.g. in Austria), be understood by the greatest possible number of people, and avoid misunderstandings (e.g. in Germany, Iceland, and Hungary). Slovenia emphasises that pupils are not expected to be able to pronounce the foreign language like native speakers. Some curricula (e.g. in Norway, Bulgaria, and Latvia) stress the importance of being able to distinguish (rather than reproduce) regional or national variations in the foreign language studied. Finally, being able to use the international phonetic alphabet constitutes an objective in several curricula, as in the case of Austria, Latvia, and Lithuania. In Norway, teachers are encouraged to acquaint pupils with this alphabet but not to use it.

The **teaching recommendations** pertaining to pronunciation insist on the importance of frequently exposing pupils to authentic language. As (for example) the Finnish curriculum suggests, teachers are also encouraged to make them listen to a variety of accents. Many curricula make it clear that training in the acquisition of a good pronunciation must begin at the outset of the learning process and remain consistent throughout (as mentioned in Austria, Sweden and the Czech Republic). Furthermore, teachers are encouraged to set up different types of activities that target a particular aspect of pronunciation (exercises in articulation, discrimination, etc.) or practise pronunciation as a whole (reading out loud, imitation, etc.). According to some curricula (e.g. in Bulgaria and the Czech Republic), it is useful to compare sounds characteristic of the foreign language with those of the mother tongue – so as to bring out the idiosyncrasies of the former.

## Lexis

On the subject of lexis, only three countries present curricula that do not contain any explicit **objectives/teaching content**. The vast majority of curricula in other countries enumerate lexical fields that pupils are supposed to learn. All the curricula of the pre-accession countries present such lists. Among those that do not mention them, many do not contain explicitly formulated grammatical objectives or lists of grammatical structures.

**Figure 5.9: Lexical fields in the curricula**



Source: Eurydice.

### Additional note

**Germany:** This information shows the situation as described in the curricula of all *Länder* and not as it is presented in the national table, which draws on the standards defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).

The curricula that explicitly contain lexical **objectives** insist on the necessity of acquiring a basic vocabulary relevant to the pupils' personal interests, which can be used in real-life communication situations (home, family, leisure, food, etc.). The basic corpus of knowledge broadens as pupils progress through school until it finally incorporates a rich variety of synonyms, antonyms, homonyms and special terms. Some countries (such as the French and German-speaking Communities of Belgium, and the Czech Republic) set a precise number of words pupils should have in their vocabulary. Belgium (French and German-speaking Communities) and Luxembourg also make a distinction between elements of vocabulary to be known actively and those for which passive knowledge will suffice.

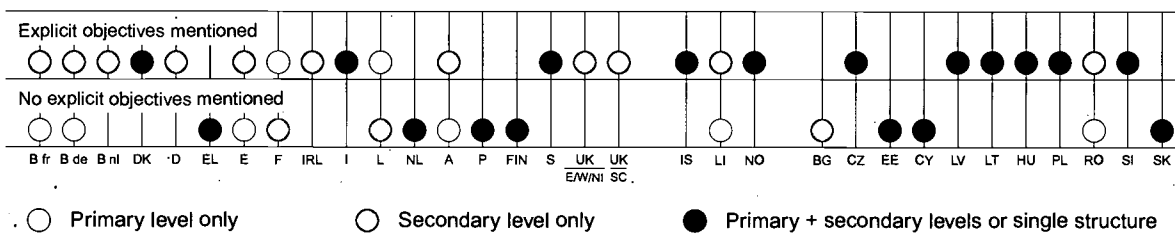
Many curricula insist on the fact that lexis should not be learnt in an isolated way, but rather in a communication context or situation. However, none of them discourage targeted **exercises** that enable pupils to consolidate or reactivate their knowledge. The activities presented must be varied, including games (e.g. in Hungary and Slovenia), or more traditional activities that draw on reading or the study of texts (e.g. in France and Luxembourg). Several curricula give teachers advice on the vocabulary they

should teach. They are encouraged to make sure it corresponds to the topics and communication situations pupils are required to master (e.g. in the French and German-speaking Communities of Belgium), to distinguish what has to be known actively and passively (e.g. in France), and to build on terms that resemble those of the pupils' mother tongue (e.g. in Greece). The Austrian and Bulgarian curricula insist on the fact that translation should never be the only means by which the meaning of a word is conveyed (use of synonyms, gestures, etc. are recommended).

### Reflecting on language

In addition to these three fields connected to the structure of the language, a majority of curricula formulate objectives that invite reflection on language. Separate curricula at the primary level rarely have specific objectives concerned with reflecting on language. However, this does not apply to the French, Italian, and Luxembourg curricula.

**Figure 5.10:** Explicit objectives in the curricula, which are related to reflecting on language



Source: Eurydice.

#### Additional note

**Germany:** This information shows the situation as described in the curricula of all *Länder* and not as it is presented in the national table, which draws on the standards defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache*).

Reflecting on the language should enable pupils to better understand how the foreign language functions, to consolidate their knowledge of the mother tongue and in a more general way, to develop linguistic and communication skills. Comparing the linguistic features of two languages is an excellent means of stimulating this reflection process. In this way, the Icelandic curriculum encourages pupils learning Danish to become aware of the closeness of Swedish, Norwegian, and Icelandic.

### 3.3. OPENNESS TO OTHER CULTURES: KNOWLEDGE AND UNDERSTANDING OF PEOPLE FROM OTHER CULTURES

To learn another language is to open oneself to the culture of the communities that speak it. This openness does not merely enable the acquisition of new knowledge, but also the development of respect and understanding vis-à-vis people from different cultural backgrounds. Very few primary level curricula (those of the French Community of Belgium, and the Netherlands) do not include, in the part devoted to foreign languages, explicit **objectives** concerning the acquisition of cultural insights. Liechtenstein introduced such objectives in its new curriculum adopted in 1999. As regards the development of attitudes of respect and understanding, the section devoted to language in the curricula of a few countries does not explicitly mention objectives of this type: they are Belgium (Flemish Community), France (secondary), Ireland, Luxembourg (primary), the Netherlands (primary), Sweden, United Kingdom (Scotland), Estonia, and Latvia. In these countries, the overall teaching objectives usually do contain such objectives.

Pupils are first encouraged to become aware of the relationships between language and culture. The cultural knowledge to be acquired is extremely varied and associated as much with the conventions of daily life, as the geography or political institutions of the countries/regions where the foreign language

studied is spoken. The Icelandic curriculum states that by studying the Danish language and culture, pupils should be able to gain insight into the customs and culture of all Nordic peoples. This diversity of content in cultural knowledge partly echoes the variety of purposes for which it can be used. In certain curricula (e.g. French and German-speaking Communities of Belgium, Luxembourg), pupils have to become familiar with certain cultural practices in order to avoid ambiguity and communication failure. Other curricula (in particular those of Portugal and Bulgaria) highlight how the study of foreign cultures can induce reflection. This reflection can, for example, help pupils in being more objective about certain aspects of their own culture (e.g. in Ireland), or in recognising the benefits and problems of multi-cultural and multilingual societies (e.g. in Germany).

In addition to the interest in communication and reflection, the study of the different aspects of culture without a doubt enables pupils to develop attitudes of respect and understanding vis-à-vis others. It is possible to note down all the nuances of this general objective within a continuum bounded by the idea of curiosity and openness on one side, and by empathy on the other. Between these two extremes, there are hints to increase tolerance and openness to the values of others, to go beyond stereotypes, to accept otherness and difference. The acquisition of values such as solidarity, or the adoption of positive attitudes towards European values also appear in certain curricula, such as those of Portugal and Hungary.

The curricula present some **teaching recommendations** to attain objectives linked to knowledge and understanding of other people. Teachers are invited to work from real situations and topics suitable for the pupils, and to avoid giving a teacher-centred, encyclopaedic or abstract lecture. The French curriculum therefore insists that teachers refrain from separating cultural aspects from the overall remit of language teaching (development of communication, grammatical and lexical skills, etc.). Several curricula (e.g. in Italy, Austria, and Lithuania) suggest that teachers develop open-mindedness in their pupils by encouraging them to compare their culture with that of foreign countries. Some (such as Finland, Iceland, and Slovenia) also suggest creating cross-curricular contacts and encouraging cooperation between teachers. The promotion of correspondence and exchanges between pupils from different countries is also a way to broaden pupils' horizons (e.g. in Greece and Poland). Finally, the French curriculum reminds teachers that a subtle and accurate knowledge of another person's language is already in itself an excellent passport to better mutual understanding.

### 3.4. FOSTERING INDEPENDENT LEARNING AND PERSONAL DEVELOPMENT

In all countries, encouraging autonomy in the learning process and the pupil's personal development are considered overall **objectives** of education in general. These objectives are not only found in foreign language curricula, but also in those of other subjects. The analysis presented here only examines the objectives listed in foreign language curricula.

Several state instrumental objectives that should enable pupils to learn in a more autonomous way. Some of these objectives are general enough to feature in the curricula of other subjects: acquiring skills in analysis and synthesis in combination with problem-solving strategies, developing a feel for observation, etc. Others are more specific to foreign languages; applying the knowledge and experience gained from the study of another foreign language; learning how to use a dictionary or a grammar textbook effectively; getting used to missing some of the finer points in oral or written messages, etc. Pupils should also be able to reflect on the process through which they learn foreign languages and discover the working methods and learning techniques best suited to them. In some curricula, e.g. in Norway, two of the objectives are for pupils to set their own learning objectives and to perform self-assessment.

As in the case of autonomy, the majority of objectives related to personal development are extremely general and only some of them are directly related to learning a foreign language. Pupils are expected to develop social skills, powers of creativity and concentration, the capacity to persevere, etc. They are also invited to adopt a positive attitude towards foreign languages, perhaps even show real motivation



for learning them. The mere ability to communicate and even more so the pleasure of being able to express themselves in another language, should allow pupils to gain more self-confidence. It must further be stressed that foreign languages are like windows offering an outlook onto another reality and that their study offers each individual numerous possibilities for personal and professional fulfilment.

#### **4. MECHANISMS FOR MONITORING THE APPLICATION OF THE CURRICULA**

Every education system has its own devices for monitoring how curricula are applied in practice. However, the type of mechanism and the way they operate vary. In many countries, this monitoring is performed by an inspectorate. In those that do not have such a body, the education authorities in charge take other steps to ensure that the educational objectives are achieved. The implementation of the curricula can also be checked by evaluating the results of external examinations organised at national level, a method used in countries with and without an inspectorate <sup>(10)</sup>.

In addition to the regular monitoring of the different subject areas, a good number of countries have conducted national surveys and/or assessments on implementation of the curricula in the classroom and on foreign language teaching in general. These national surveys and/or assessments mainly concern the three following aspects:

- pupils' skills and attitudes;
- characteristics of the teaching;
- accessibility of official documents.

In most cases, these three aspects have been treated separately and at different times, depending on the interest and priorities of the ministry of education and the educational community as a whole. However, some countries have assessed all aspects at once, as part of an overall revision of the way the system of foreign language teaching operates.

Such national or comparative surveys, which involve a small number of countries, make it possible to confront requirements set out by the curricula with the reality of classroom teaching. In a more general way, they provide insight into the strengths and weaknesses of foreign language teaching. This type of information often proves quite useful to policy makers and helps them to take appropriate steps concerning the organisation of teaching, teacher training or the curricula themselves.

##### **4.1. ASSESSMENT OF PUPILS' SKILLS AND ATTITUDES**

The set of issues related to pupils' skills and attitudes with regard to foreign languages is often dealt with by national surveys and assessments.

Those responsible for education have often felt the need to assess the level of performance of pupils in a language that is widely used, such as English. From 1995 to 1996, some countries including Spain, France, Portugal, Sweden, and Finland <sup>(11)</sup> assessed linguistic competencies of pupils who had studied English for at least five years <sup>(12)</sup>. The results of these investigations revealed the difficulties experienced by pupils in expressing themselves in writing. Differences between boys and girls were also noticed, with female pupils achieving better results than their male counterparts. Countries that had carried out sur-

<sup>(10)</sup> Only the national surveys and/or assessments based on representative samples are presented here.

<sup>(11)</sup> Another national survey, administered in 1999, assesses the English proficiency of pupils learning English at the level of the 9<sup>th</sup> year of *peruskoulu/grundskola*. The results were published by the National Board of Education in September 2000 (*Opetushallitus (2000), Peruskoulun 9. vuosiluokan englannin (A1-kieli) oppimistulosten kansallinen arviointi*).

<sup>(12)</sup> The conclusions of these assessments can be found in G. Bonnet (1998).

veys previously were able to observe how achievement levels had changed over the years. Finland and Sweden found that pupils had clearly improved over the last ten years, while in France the level had remained stable.

In some cases, these national surveys have been supplemented by assessments involving several countries. Spain, France, and Sweden have for example participated in a comparative study<sup>(13)</sup> aimed at evaluating the knowledge and skills in the English language of pupils aged 15 and 16. The results of this study show that overall the Swedish pupils did better than the French and Spanish pupils, who achieved very similar results.

The scope of other assessments included pupils' achievement in foreign languages, without focussing on a particular language. In England<sup>(14)</sup>, OFSTED (*Office for Standards in Education*) published a study in 1996<sup>(15)</sup>, which concluded that the skills level attained by the pupils did not progress sufficiently between *Key Stage 3* (11-14 years) and *Key Stage 4* (14-16 years).

More recently, in 1998, the *Scottish Executive Education Department* was requested to investigate why foreign languages were declining in popularity at upper secondary level in Scotland<sup>(16)</sup>. The conclusions of this enquiry showed that pupils who were considering entry into higher education did not consider competence in a foreign language an essential skill. In 1998 another report<sup>(17)</sup> published by the Scottish schools inspectors, on the quality of foreign language teaching in primary and secondary schools between 1994 and 1998, resulted in setting up an action group on languages. Its objective was to review the delivery and coherence of language teaching in Scottish schools<sup>(18)</sup>. Furthermore, a pilot project that was part of the programme for assessment of performance levels was set up in 1998 and an extensive study will continue until 2001. The *Assessment of Achievement Programme* (AAP) concerning foreign languages aims to assess proficiency in oral expression and aural comprehension for German and French in pupils attending the 7<sup>th</sup> year of primary school (pupils aged 11). It also attempts to measure performances in reading, in aural comprehension and spoken and written expression in pupils attending the 2<sup>nd</sup> year of the secondary level (pupils aged 13), also for French and German.

The competence level of pupils was also the subject of a national study in Bulgaria during school year 1995/96<sup>(19)</sup>. Pupils were selected from the last year of general secondary education and from bilingual upper secondary schools covered by the survey. The results were intended to help the competent authorities establish national standardised competence thresholds in order to measure pupil achievement. The study only measured reading and writing skills. One finding was a very high level of correspondence between curriculum requirements and pupil achievement levels. However, this conclusion must be seen as partial, because oral skills were not assessed at all. The research team has indicated the need to assess them.

In Cyprus, a survey conducted in 1997/98 by the Ministry of Education and Culture in collaboration with the *British Council*<sup>(20)</sup> assessed the teaching of the English language in primary and secondary schools.

<sup>(13)</sup> *Evaluación comparada de la enseñanza y aprendizaje de la lengua inglesa. España, Francia, Suecia*. Report prepared by Guillermo Gil Escudero and Isabel Alabau Balcells, INCE, Madrid, 1997.

<sup>(14)</sup> The final report of the enquiry conducted by the Nuffield Foundation on language teaching and language proficiency in the United Kingdom (*Languages: the next generation*) was published on 10 May 2000. Although this is not a study commissioned by the government, the latter is planning to consider the enquiry's recommendations and has set up a cross-departmental working group to that effect.

<sup>(15)</sup> OFSTED. (1996). *Subjects and Standards: Issues for School Development Arising from OFSTED Inspection Findings 1994-5: Key Stages 3 & 4 and Post-16*. London: HMSO.

<sup>(16)</sup> *Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline* (SCRE), 1998.

<sup>(17)</sup> *Standards and Quality in Primary and Secondary Schools, 1994-1998, Modern Languages*.

<sup>(18)</sup> The group reports in 2000.

<sup>(19)</sup> Stefanova P., Schopov T. (1996). *Foreign Language Teaching at Secondary School Level: Results Survey*. Foreign Language Teaching, No 6.

<sup>(20)</sup> A document entitled *Review of English Teaching in State-funded Schools and Institutes in the Republic of Cyprus* was submitted to the Ministry of Education in September 1998.

As regards pupils' competencies, the report showed that the objectives of the different levels for each of the four major communication skills could have been more specific. The report also indicated that it is necessary to establish an average performance standard for each year and for each educational domain, throughout compulsory education. Finally, this survey also assessed the pupils' attitudes to English as a foreign language: the subject turned out to be popular in so far as it took third place behind mathematics and physical education.

At present, the German-speaking Community of Belgium is surveying the level of competence of pupils at primary level and in the 1<sup>st</sup> stage of secondary education (among other things with a view to revising minimum skills requirements and preparing model tests) <sup>(21)</sup>. Likewise, in Spain the INCE (*Instituto Nacional de Calidad y Evaluación*) is currently preparing an assessment of the teaching of English at different education levels.

### 4.2. ASSESSMENT OF THE CHARACTERISTICS OF TEACHING

The practices and opinions of teachers have also been the subject of assessments commissioned by education authorities. Studies have concentrated on the types of methodological approaches used by teachers, particularly on the following aspects: use of the target language in class, the issue of resources and the types of materials used, as well as the role given to grammar within the framework of the teaching and assessment process.

In Ireland, the foreign language inspectors published a report in 1992 <sup>(22)</sup>, which contained the following conclusions:

- significant progress has been made in the teaching of French, especially with regard to aural and reading comprehension;
- greater attention needs to be paid to accuracy in pupils' expression, e.g. pronunciation and grammar;
- an effective French lesson is characterised by the following: warmth in pupil/teacher interactions; constant use of good quality French by the teacher; integrated teaching of the four major skills; the teacher should be free in his/her use of a textbook; the type of exercises and tasks expected in the assessment should have a limited impact on the teaching method. A good working pace should be maintained with the class textbook; a high level of pupil motivation can be brought about by, for example, the use of active and stimulating methods and interesting texts.

In 1992, the teaching inspectorate in the Netherlands analysed the place of the four major skills (oral and written expression, aural and reading comprehension) in the teaching of foreign languages in lower secondary schools (*basisvorming*), with a special focus on oral expression and aural comprehension. The inspectorate revealed that a good number of teachers thought pupils need a solid grounding in grammar and vocabulary before they can attain the key objectives associated with the four major skills. Since then, the inspectors have observed that the practice and assessment of the major skills have gained ground in comparison to those more directly linked to grammar and lexis. The inspectors consider this a step in the right direction. In 1997, as in 1992, they noted again in their annual report <sup>(23)</sup> that the use of the target language as a vehicular language in class was still quite limited. The same conclusion was reached once more in 1999. Even if the teachers used the target language, they did not always stimulate their pupils to do the same. In their 1999 report, the inspectors also stated that 82% of pupils obtained scores equivalent to or higher than the minimum required.

<sup>(21)</sup> The teaching inspectorate will publish its conclusions from this investigation in 2001.

<sup>(22)</sup> *Observations and advice on the teaching of French in post-primary schools*, 1992.

<sup>(23)</sup> *Moderne vreemde talen*, pp. 30-31 in *Verslag van de staat van het onderwijs in Nederland over het jaar 1997*. 's-Gravenhage: SDU-Uitgeverij, 1998. – *Inspectie van het onderwijs*.

In England, the above-mentioned study on the organisation of teaching, published by OFSTED in 1996, concluded that:

- for many pupils in *Key Stage 4* the range of experiences and activities was not sufficiently varied;
- teaching was often given in the target language, and this was very beneficial to the pupils. However the target language was used more by teachers of *Key Stage 3* than by those teaching *Key Stage 4*;
- in the majority of schools, the composition of classes for foreign languages depended on pupil achievement in this subject. However, in some schools, other criteria were used to form classes, which were identical for several subjects; this was deemed less effective.
- the type and level of resources varied considerably between schools. Nevertheless, a shortage of appropriate textbooks that covered the requirements of the *National Curriculum* was frequent. Few foreign language departments have sufficient computer equipment and planned use of this equipment is generally underdeveloped.

In 1996 also, the *National Foundation for Educational Research* (NFER) conducted a survey of foreign language teachers to investigate their practices and opinions concerning the use of the target language<sup>(24)</sup>. The survey revealed discrepancy between the principle of maximum use of the target language, supported by most teachers, and the practices actually employed by them in class.

In Cyprus, the above-mentioned survey conducted by the Ministry of Education and Culture in collaboration with the *British Council* also examined methodological aspects of teaching. Among other things, it emerged that authentic language use remained superficial, in that it was confined to the materials used.

Between 1995 and 1998, Romania examined how teachers adapted the curricula to their teaching environment. The conclusions of this study bring to the fore the need to include performance levels in the curriculum. The marking scheme needs to be amended. It is recommended to give up the points system (on a numeral scale from 1 to 10) and replace it with a system of descriptions of performance levels for each separate subject in the curriculum. Consequently, the following proposals were submitted to the National Curriculum Council:

- performance criteria should be incorporated into the curriculum in order to set up a national system of assessment;
- some suggestions and recommendations concerning methodology should be incorporated, especially for the teaching of foreign languages to very young learners (7-year-olds);
- clearer, more relevant proposals should be made with regard to optional subjects offered by the curriculum, so that it would become easier to make one's choice as well as to teach them. For foreign languages, these suggestions refer to general trends, themes and teaching aids<sup>(25)</sup>.

In 1990, Slovenia published a study concerning the teaching of English to pupils aged 11-15<sup>(26)</sup>. Among other things, this study dealt with the 1983 curriculum, which was completely overhauled and replaced by a new document in 1999. Of particular interest among the conclusions reported were those relating to methodology:

- the number of lessons (two per week) given to pupils in the last two years of compulsory education was inadequate;
- learning was too mechanical, with too little room for original, creative work. An audio-visual approach prevailed in the classroom;

<sup>(24)</sup> Dickson, P. (1996). *Using the target language: a view from the classroom*. Slough: NFER.

<sup>(25)</sup> *Noul curriculum national: statut, componente, structura*, published in: *Programe școlare pentru învățământul primar*, MEN, *Directia Relații Publice, buletinele informative 24, 25, 26, 27, 28* (containing clarifications and guidelines on the application of foreign language curricula).

<sup>(26)</sup> Nevenka Seliškar (1990). *Angleški jezik*. In: *Evalvacija življenja in dela osnovne šole*. Zavod RS za šolstvo, pp. 163-169.

- particular emphasis was placed on the role of grammar in the learning process. Grammatical items were not necessarily placed in a real life context. Besides, the assessment covered only the grammatical aspect and ignored the other aspects of language learning;
- Slovene, not the target language, turned out to be the main classroom language;
- the materials used varied from one school to the next. Overhead projectors and tape recorders were frequently used, but the use of videos and computers was comparatively rare. In general, there was little audio-visual or reference material available for teachers;
- overall, the teachers prepared their lessons well. Certain difficulties were observed with regard to teachers' ability to state specific objectives. Most teachers were adequately qualified.

Finally, other countries such as Belgium (French Community) <sup>(27)</sup> and Italy are currently conducting surveys on the teaching practices of foreign language teachers.

### **4.3. ASSESSMENT OF THE ACCESSIBILITY OF OFFICIAL DOCUMENTS**

In Lithuania, the compulsory education curriculum, which had been approved by the Ministry of Education in 1996, was the subject of several studies. These were conducted between 1995 and 1996 and their aim was to measure the relevance and adequacy of the new curriculum.

The Cypriot and Romanian authorities examined the extent to which documents containing the foreign language curriculum were accessible to teachers. In Cyprus, the 1997-98 survey showed that the curriculum presented objectives clearly and could be accessed easily not only by teachers but also by those who train teachers and by publishers.

Articles published in *Tribuna Invatamantului*, one of the foremost educational journals in Romania, indicated the positive attitude of teachers towards the new foreign language curriculum, published in 1998. Its form and content appeared relevant to them, and they were motivated to make use of it. All the same, they did have some objections, suggesting that the National Curriculum Council simplify the jargon used and avoid an excessively analytical presentation of the objectives.

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<sup>(27)</sup> *Évaluation des compétences linguistiques en néerlandais des enfants bruxellois francophones terminant l'enseignement primaire*, pp. 48-98, J.L. Wolf.

# CHAPTER 6

## European Community Actions

### Introduction

The promotion of language skills within Member States has always been recognised as important for Europe's success. The Union has on numerous occasions reaffirmed the need to promote the teaching of languages in the context of the construction of Europe.

The second phase of the Socrates and Leonardo da Vinci programmes (dealing with education and vocational training respectively) commenced in 2000 and will run for a seven-year period to 2006. The year 2001 has been declared the 'European Year of Languages'. It is therefore timely to review achievements in the field of language teaching and learning.

This chapter starts by reviewing the development of Community policy in the field of language teaching and learning, goes on to give an overview of the practical actions that have been undertaken, then concentrates in some detail on the Lingua actions of the Socrates programme, and considers the main innovations in the world of foreign language teaching, before concluding with a glimpse of future trends in this field.

### 1. DEVELOPMENT OF COMMUNITY POLICY

The Community's early activities in the field of language learning were set in the context of work to create a Single Market in which there would be free movement of people, capital, products and services. It was understood from early on that truly free movement of people would be possible only if there were real communication between citizens. Knowledge of foreign languages and cultures was, and continues to be, seen as the main prerequisite for such communication.

The Education Council in 1976 <sup>(1)</sup> called for practical actions by Member States to extend language teaching and learning, such as ensuring that all pupils learn at least one foreign European language or facilitating training periods abroad for language teachers and language assistants. In 1983 <sup>(2)</sup> the European Council accepted the need for the Community to promote, encourage and facilitate the teaching of foreign languages in Member States. The Education Council in 1984 <sup>(3)</sup> agreed on the need to allow pupils to learn two foreign languages before the end of compulsory education and maintain these skills throughout subsequent phases of education, amongst other recommendations designed to give a fresh impetus to the teaching and learning of foreign languages.

If the first Community actions sought to encourage Member States to become aware of the economic and cultural importance of multilingualism in a Europe without frontiers, in later years, language learning actions began to be seen in an even wider social and cultural context. The 1985 <sup>(4)</sup> Milan European

<sup>(1)</sup> Resolution of the Council and Ministers of Education meeting within the Council of 9 February 1976 (Official Journal No C38 of 19 02 76). This comprised an action programme in the field of education, and included a number of objectives concerning the teaching and learning of foreign languages.

<sup>(2)</sup> Stuttgart European Council 1983: in the section concerning cultural cooperation of the Solemn Declaration on the European Union, the Heads of State or Government made specific reference to the need to promote, encourage and facilitate the teaching of the languages of the Member States. Bulletin of the EC 6/83, 1.6.1.

<sup>(3)</sup> Conclusions of the Council and Ministers of Education meeting within the Council of 4 June 1984.

<sup>(4)</sup> 1985 meeting of the European Council in Milan: adoption of the Final report of the Ad-Hoc Committee 'On a People's Europe': Bulletin of the EC 6/85, 1.4.4.

Council noted the essential contribution that languages can play in constructing a Europe of citizens and stressed the importance of the early learning of languages; a maximum number of pupils should learn two foreign languages and should have the possibility of participating in exchanges, it said.

On 28 July 1989 <sup>(5)</sup>, the Lingua programme was adopted. Its objective was to improve the quantity and the quality of language teaching in the European Union. It came into force on 1 January 1990. It is dealt with in more detail later in this chapter.

The Maastricht Treaty of 1992 <sup>(6)</sup> referred, in its article 126, to the field of education, which was thereby included in the Union's Treaty for the first time. It states that 'the Community shall contribute to the development of quality education by encouraging cooperation between Member States' and that 'Community action shall be aimed at ... developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States; ...'.

In 1995 a Resolution <sup>(7)</sup> of the Council took stock of the new powers given to the Community in this field and noted that the promotion of linguistic diversity had become one of the major issues in education. It wished to enable every citizen to have access to the cultural wealth rooted in the linguistic diversity of the Union. It emphasised the need to promote a qualitative and quantitative improvement in language skills in the Community and to encourage diversity in the languages taught in Member States. It referred, *inter alia*, to:

- promoting the mobility of teachers and learners;
- promoting innovative teaching methods;
- the learning of languages at a early age;
- defining the skills of language teachers;
- the need for pupils to learn two languages other than the mother tongue for at least two years; and
- the need for an improvement in the supply of teaching of the less widely used and less taught languages.

Each of these themes was subsequently taken up in Community actions (see below).

The European Year of Lifelong Learning in 1996 emphasised the fact that learning, including language learning, does not end after school or university, but has an essential role to play in the full development of the person throughout his or her lifetime. The Union's aim – as later described in the Treaty of Amsterdam – is to create a Europe of Knowledge in which every individual will be encouraged to map out his own path of learning throughout his lifetime; the acquisition of knowledge will no longer be seen as a once-and-for-all event, but a rich and diverse lifelong adventure.

The Commission's White Paper *Teaching and Learning – towards a learning society* <sup>(8)</sup> emphasised that certain key skills – including language skills – would be necessary for all citizens to be able to play a full part in the society of the future; it proposed the objective that all citizens should be able to speak two European Union languages in addition to their mother tongue.

With the Treaty on European Union, a formal European citizenship was established; the Member States see in European citizenship: '... an ever closer Union among the peoples of Europe, in which decisions

<sup>(5)</sup> Decision of the Council 89/489/EEC, Official Journal L 239, 16 August 1989.

<sup>(6)</sup> Maastricht Treaty article 126.

<sup>(7)</sup> Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union; Official Journal No C 207 12 08 95.

<sup>(8)</sup> White Paper: *Teaching and learning – Towards a learning society* (COM(95)590 final, 29 Nov 1995), EUR-OP, Lux., 1996.

are taken as openly as possible and as closely as possible to the citizen' <sup>(9)</sup>. Thus, the fostering of trading relationships between Member States and businesses is to be complemented by new relationships between citizens themselves, and between the Union and citizens. For these new relationships to work effectively citizens must be able to take part in political debates which go beyond the borders of their local or national communities; this will be easier if they can speak foreign languages. However, because language expresses a cultural identity, learning a language enables citizens to open themselves up to the experience of other outlooks. They can begin to understand another culture, another outlook on life, another set of values.

The 1996 Green Paper *Education, Training, Research: Eliminating obstacles to transnational mobility* <sup>(10)</sup> concluded that 'learning at least two Community languages has become a precondition if citizens of the European Union are to benefit from occupational and personal opportunities open to them in the single market'.

So the Commission's actions to promote the learning of all European languages are stimulated by more than a desire to improve communication, to overcome linguistic barriers to trade, or to enhance the free movement of people, important though they are. They are based on the belief that with language skills come many other abilities and qualities that are of importance to the European citizen of the future.

## 2. OVERVIEW OF COMMUNITY ACTIONS

### 2.1. THE LINGUA PROGRAMME 1990 – 1994

On 28 July 1989, the Lingua programme was adopted. Its objective was to improve the quantity and the quality of language teaching in the European Union. It came into force on 1 January 1990. Lingua had five strands: cooperation between language teacher training institutions and individual training grants for language teachers; support for in-service training of language teachers; promotion of language skills in the world of work; exchanges of young people for language learning; development of language learning materials for less widely used and less taught languages, and complementary measures.

During the period 1990 to 1994 the Lingua programme:

- enabled 19,000 teachers of a foreign language to undertake in-service training abroad;
- helped 83,000 young people and their teachers to become involved in Joint Educational Projects with schools abroad;
- created 800 transnational partnerships to promote the training of teachers of a foreign language;
- gave 32,000 university students a mobility grant.

### 2.2. THE LINGUA ACTIONS IN THE SOCRATES PROGRAMME 1995 – 1999

With the creation of two new, broader programmes (the Socrates programme of action in the field of education, adopted on 14 March 1995, and the Leonardo da Vinci programme in the field of vocational training, adopted on 6 December 1994), Lingua was reinforced and partially integrated as a horizontal measure into each.

Within the Socrates programme, the Lingua action had five distinct language actions, which are dealt with in more detail later in section 3:

<sup>(9)</sup> Amsterdam Treaty: Amendment to the second paragraph of Article A of the Treaty on European Union.

<sup>(10)</sup> <http://europa.eu.int/comm/education/lvopen.html>.



- programmes of cooperation between institutions of language teacher-training;
- grants to language teachers for in-service training abroad;
- Lingua Assistantships for future language teachers in educational establishments;
- development of instruments for language learning, teaching and skills assessment;
- joint language learning Projects between groups of pupils in different participating countries.

In addition to the actions in Lingua, other actions of the Socrates programme such as Comenius (cooperation in school education) and Erasmus (cooperation in higher education) also had a language dimension.

### **2.3. THE ERASMUS ACTION IN THE SOCRATES PROGRAMME 1995 – 1999**

A significant part of the Socrates budget is devoted to enabling students to follow a course of study at a university in another participating country. In many cases, students require language preparation if they are to do this successfully. The home universities can, as part of support for the organisation of student mobility, offer students appropriate language tuition prior to their departure. In addition, the host universities can organise integrated language courses in order to extend the learning of other languages spoken in the participant countries to a greater number of students, including those in non-language subject areas.

Intensive Language Preparation Courses, launched in 1996, make it easier for university students to take part in courses of study at institutions abroad where the teaching is delivered through a less widely used and less taught language. Approximately 1,000 students a year have benefited from this action so far.

### **2.4. THE LANGUAGE ACTIONS IN THE LEONARDO DA VINCI PROGRAMME 1995 – 1999**

Languages were also a key element in the Leonardo da Vinci programme for cooperation in vocational training. It promoted the development of vocationally oriented language skills through transnational pilot projects and exchange programmes.

Multilingualism is a key aim in this field because in a Europe of free movement – for workers in particular – proficiency in several languages does more than simply promote individual development: it also contributes to a genuine feeling of European citizenship. It opens up new prospects for employment and professional mobility beyond national borders. Multilingualism also encourages young people to take fuller advantage of the European dimension in training, by extending the range of countries where such opportunities exist. Moreover, numerous studies have shown that a high proportion of businesses lose significant market share because they literally do not speak their customer's language, especially where it is one of the lesser-used languages.

In the first phase of the Leonardo da Vinci programme, 174 pilot projects and 13 exchanges or placements out of 3,733 transnational partnerships funded were specifically concerned with promoting foreign language training for work. These initiatives accounted for around 23.5 million euros, or almost 5% of the programme budget for the same period.

Leonardo da Vinci language learning projects target professional sectors, like health or the environment, or occupational groups, such as accountants or personnel managers. In each project, a training provider, firm or other body from a single country acts as contractor for the partnership.

All languages eligible for support in Leonardo da Vinci partnerships have been represented at least once. Besides the presence in at least 25 projects of Danish (26), Greek (40), Dutch (28) and Portuguese

(33), interest in the Nordic languages, especially Swedish and Finnish, is also growing. But the three European languages with the most native speakers came first between 1995 and 1999, namely English (a target language in 147 partnerships), German (in 114) and French (93), followed by Spanish (79) and Italian (57).

Many projects have had a cross-sectoral focus apparent from titles such as 'training in commercial language' and 'language training for Small and Medium-sized Enterprises (SMEs)'; they have put a premium on skills transferable to a variety of sectors and staff categories, in line with the importance attached to key skills in calls for project proposals.

One important aspect is the involvement in projects of many more sectors than those in which the need for foreign languages is self-evident, such as international travel and tourism. Examples include the construction industry (the development of interactive multilingual tutorials on CD-ROM), fish farming (linguistic materials for managers and employees) and, in an interesting link between a university and industry, paper manufacturing in Finland (staff English-language training). SMEs are involved in all these partnerships.

A significant number of ventures focus on the needs of disadvantaged groups; a few are specifically for staff working for employer or employee organisations, which are also represented in partnerships.

Recent language teaching at the workplace has been very flexible, relying on many different methods and materials generally employed in combination. Several approaches, including immersion and simulation methodologies, have emerged. They place the emphasis on enabling the student to 'learn to learn', with or without assistance from a tutor.

Extensive project innovation has exploited the opportunities created by new developments in Information Technologies (IT). By 1999, the number of projects employing software language learning materials in the period from 1995 to 1999 had easily overtaken those that relied on traditional printed products. However the latter remain very popular in most forms of learning, and are often used to supplement software-based approaches. Use of the Internet and e-mail, and the growth of local area networks have surged with an increasing number of on-line products.

Dissemination is the key to ensuring that findings and best practice are more widely known and exploited. Several international seminars have been held with this end in mind. They have focused on Language Learning using Information Technologies, Language/Communication Skills and Competitiveness, and IT and Language Trainers.

## **2.5. ACTIONS IN FAVOUR OF REGIONAL AND MINORITY LANGUAGES**

The Socrates programme targets the official languages of the European Union, plus Irish and Letzeburgesch and the national languages of the newly participating countries. There are, of course, many other languages spoken in Europe.

Since 1983, resources have been made available to projects supporting or promoting the indigenous languages traditionally spoken by a part of the population of a Member State of the Union. Around 45 languages in 60 language communities are involved; dialects, migrant languages and artificial languages are not included. Projects supported have included language courses, teaching and support materials, TV and radio programmes, teacher training and exchanges, cultural events and publications, work on the standardisation of the language, and awareness-raising about regional and minority languages and cultures. The Commission has also supported the exchange of experience and information in this field.

## **2.6. THE LANGUAGE ACTIONS IN THE SECOND PHASE OF THE SOCRATES PROGRAMME 2000 – 2006**

The Lingua measures will be maintained and developed in the second phase of the Socrates programme, which runs from 2000 to 2006.

The promotion of language learning is a key theme running throughout the programme. The promotion of language teaching and learning is present in the actions dealing with school education (Comenius), higher education (Erasmus) and adult education and other educational pathways (Grundtvig).

Action 4 (Lingua) takes a strategic approach to the promotion of language learning and linguistic diversity throughout the whole programme. It supports the other Socrates actions through measures designed to encourage and support linguistic diversity throughout the Union, to contribute to an improvement in the quality of language teaching and learning and to promote access to lifelong language learning opportunities appropriate to each individual's needs.

It includes new activities concerned with raising awareness about language learning, motivating citizens to learn languages, improving citizens' access to language learning opportunities and disseminating information about best practice in language teaching.

## **2.7. THE LANGUAGE ACTIONS IN THE SECOND PHASE OF THE LEONARDO DA VINCI PROGRAMME 2000 – 2006**

Language measures are maintained and developed in the framework of the second phase of the Leonardo da Vinci programme which, like Socrates, runs from 2000 to 2006.

One of the key measures in the programme concerns language skills and is aimed at the 'promotion of language competencies, including for less widely used and taught languages, and understanding of different cultures in the context of vocational training'. The main aim of this measure is to enhance multilingual and multicultural communication in the training and working environment. The point of the projects is to design, test and validate, assess and disseminate teaching material, as well as innovative pedagogical methods tailored to the specific needs of each occupational area and economic sector. This includes the use of language audits, and also innovative pedagogical approaches based on language self-tuition and the dissemination of their results.

Their content is specifically aimed at a target group in vocational training and must reflect the communication and task-oriented performance that is needed in a particular work situation. They contribute to making enterprises, particularly SMEs, aware of the importance of effective communication in a foreign language in a work-related environment, and to providing them with the tools needed to develop an appropriate language-training strategy.

The following types of project may receive Community support:

- Language/communication audits (diagnostic tools to help enterprises, particularly SMEs, public authorities and industrial sectors, to identify their communication needs and plan the necessary language training courses or autonomous learning programmes; awareness-raising initiatives aimed at promoting language and communication audits; and training tools and methods for the training of language/communication auditors).
- Learning and/or training tools (training programmes; systems to assess, validate and/or recognise language skills; materials, approaches and methods for the training and learning of language and

intercultural competencies; tools to train trainers and tutors; language and cultural preparation for transnational mobility).

- Dissemination projects. The aim of these projects is to broaden the field of application for the results of previous projects, thus allowing methodologies and/or tools to be transferred and adapted to other sectors and other source and/or target languages.

### 3. THE LINGUA ACTIONS IN THE SOCRATES PROGRAMME 1995 – 1999

This section considers in more detail the results and achievements of the five Lingua actions within the first phase of the Socrates programme, which were referred to in Subsection 2.2 above.

#### 3.1. TARGET LANGUAGES

The **target languages** are all the 11 official languages of the Union, plus Letzeburgesch and Irish. Norwegian and Icelandic, the languages of the European Economic Area (EEA) countries participating in the programme, are eligible as well.

Priority is accorded to the less widely used and less taught languages of the Community. What constitutes a less widely used and less taught language varies in practice from region to region within each Member State. For example, although in the Union as a whole Danish is not very widely taught as a foreign language, in certain *Länder* of Germany it is quite widely offered on the school curriculum. The same applies to several other languages. In general, however, the following languages are less widely used and less taught than others: Danish, Greek, Dutch, Irish, Letzeburgesch, Portuguese, Finnish, and Swedish.

In recent years, the Socrates programme has been opened up to countries from central and eastern Europe and Cyprus, which are in the process of applying for membership of the Union. This has meant that eligible languages now include the official languages of Romania, Hungary, the Czech Republic, Cyprus, Poland, Slovakia, Latvia, Lithuania, Estonia, Bulgaria and Slovenia.

The basic purpose of the Lingua actions is twofold:

- to help create the conditions in which language teaching and learning can flourish, and
- to help encourage European citizens to take advantage of the possibilities available to learn and speak the languages of the EU as foreign languages.

Thus, the Lingua action on development of instruments for language learning helps to ensure that there is an adequate supply of learning and teaching materials for all EU languages; other actions aim at improvements in the training of language teachers, and motivate young people in particular to learn a foreign language and use it in real situations.

The following sections give a summary of the activity undertaken under each of the five Lingua actions.

#### 3.2. TREND TOWARDS BETTER TEACHER TRAINING

As is clear from Chapter 4, the role of the teacher of foreign languages has undergone a period of considerable change in recent years, which is likely to continue. The growing appreciation of the multilingual nature of Europe, and therefore of the need for language skills, places more demands upon language teachers than before. With the opportunities offered by new technologies, teachers are taking on new roles as managers of information and of learning resources. Their role as the catalyst for

transnational projects and exchanges is well known. Today, more and more generalist primary and kindergarten teachers are being asked to give pupils their very first language lessons – a serious responsibility.

The role of language teachers in promoting a culture of multilingualism is crucial, not only in passing on to their pupils their own skills in speaking, reading, writing and understanding a foreign language, but also in motivating others to want to learn a foreign language. Encouraging a young person to invest his or her energies in learning several foreign languages is no easy task and requires proper preparation. The European Council in 1995 stated explicitly that every teacher of a foreign language should receive a certain minimum training. Yet not all language teaching is successful. Whilst almost 90% of young people have studied a foreign language at school, a large proportion of them leave school unable to hold a conversation in that language <sup>(11)</sup> <sup>(12)</sup>.

The training of language teachers was therefore a priority under Lingua in the first phase of Socrates, and will continue to be so. Three of the five actions involved this activity. The Community works with Member States to improve the quality of the training received by teachers of a foreign language in the following ways:

- by encouraging institutions of foreign language teacher training from different Member States to work together to jointly create teacher-training materials, modules, curricula or courses that reflect best practice across Europe;
- by offering grants to individual teachers to enable them to spend from two to four weeks abroad improving their language or pedagogical skills;
- by offering the possibility to future language teachers to spend three to eight months teaching in a school abroad where they can improve their teaching and language skills, and contribute to the linguistic and cultural life of the host school.

### **3.3. COOPERATION BETWEEN INSTITUTIONS OF LANGUAGE TEACHER TRAINING** <sup>(13)</sup>

Through European cooperation programmes for language teacher training, institutions responsible for training language teachers develop closer working ties with counterparts across Europe and produce practical teacher training courses and materials that draw upon the best experience in Europe.

Since 1991, almost 22 million euros have been spent on joint-funding projects which may focus on the initial or in-service training of teachers of a foreign language, and aim to improve the teaching of teachers in the pre-primary, primary, secondary, vocational or adult education sectors.

European cooperation programmes have targeted all Lingua languages, and many of the activities have related to methodologies that are equally applicable to any target language. Examples of the activities undertaken include the creation of:

- new materials for nine target languages which are designed to train foreign language assistants and other non-trained native speakers who are called on to provide language classes in schools;
- training materials for teachers of the 3-8 years age-group in which some subjects can be taught in part through the medium of a foreign language;
- training courses on the effective use of youth literature in foreign language teaching;

<sup>(11)</sup> Eurobarometer 41, July 1994; cf. also *Key Data on Education in Europe 1994*. European Commission/Eurydice/Eurostat, Luxembourg 1995. ISBN 92-826-9142-X.

<sup>(12)</sup> Eurobarometer 47.2 *The Young Europeans*, published 1997. (Fieldwork April - June 1997.)

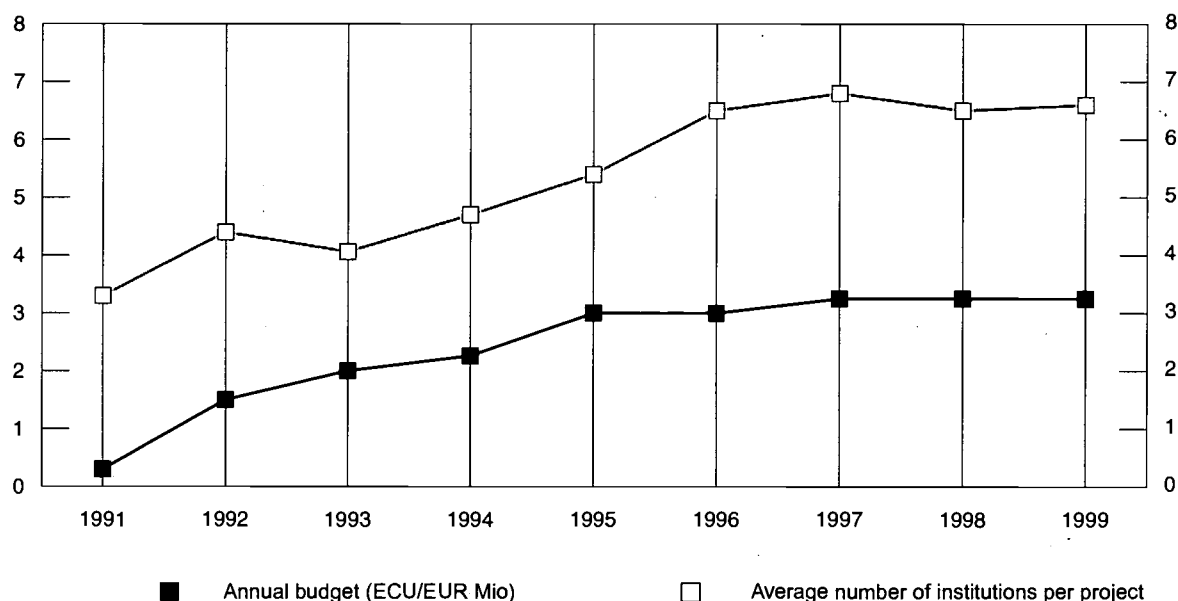
<sup>(13)</sup> Former Lingua action A; from 2001, Comenius European cooperation projects for the training of school education staff.

- projects which provide teachers with skills in using IT effectively in the languages classroom;
- modules training teachers to teach other subjects (e.g. geography, science, mathematics) through the medium of a foreign language;
- a network of language teacher associations in 10 countries on the management of 'differentiated teaching' (teaching mixed-ability groups) in the language classroom.

The benefits of taking part in a European cooperation programme go far beyond the creation of new training products for teachers. For the partner institutions, they include an increased understanding of the methods and approaches to language teacher training in other participating countries, the sharing of ideas and best practice across national boundaries, and the opportunity to take part in a joint venture in the creation of new knowledge and methods.

Demand amongst teacher training institutions has been consistently high and the average number of colleges involved in each project has risen steadily. This is reflected in an increase over time of the average grant made to each project.

**Figure 6.1:** Cooperation between language teacher training institutions



Source: European Commission.

### 3.4. GRANTS TO LANGUAGE TEACHERS FOR IN-SERVICE TRAINING <sup>(14)</sup>

Between 1995 and 1999, a total budget of 39 million euros was allocated to grants to teachers for in-service training. It is estimated that by the end of the period 1995-99, 34,600 teachers from EU and EFTA countries had taken part in in-service training courses abroad <sup>(15)</sup>. This is in addition to 19,000 teachers who took part under the former Lingua programme between 1990 and 1994.

<sup>(14)</sup> Former Lingua action B; from 2001, Comenius Individual Training Grants.

<sup>(15)</sup> Since 1998, under agreements with associated countries in central and eastern Europe, citizens of these countries can also participate on the basis of a financial contribution from the countries concerned. No figures are available yet on the levels of this participation.

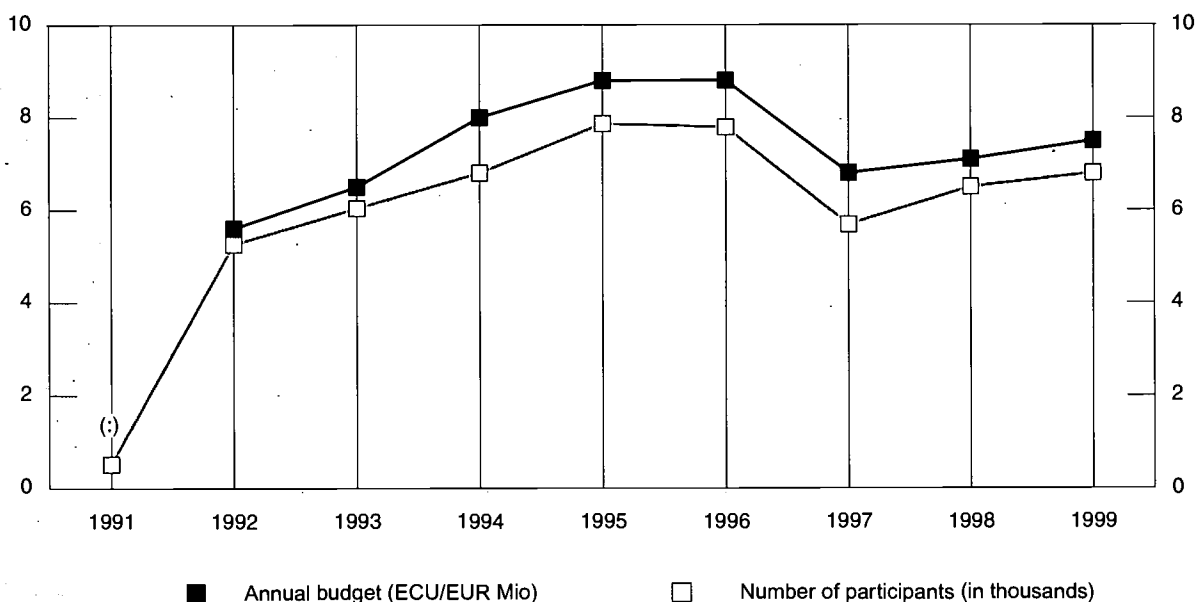
Eligible courses last between two and four weeks. Each participating teacher benefits from an EU grant contributing to travel costs, subsistence and tuition fees. Grants have generally been within the range 500-1,500 euros and averaged around 1,100 euros: grant levels are at the discretion of National Agencies <sup>(16)</sup>.

The courses in most cases aim to improve teachers' pedagogical skills as well as their linguistic abilities, although some courses, particularly in less widely used languages, concentrate on language skills alone.

Demand for the action is high. In the last year for which complete figures are available, 62% of applicants were unsuccessful in obtaining a grant. External evaluation reports highlight the positive appreciation of participants with regard to this action, the resolve of these participants to follow this type of continuing training on a regular basis and the added value this action brings to their professional development.

It is notable that generally over half of participating teachers followed courses taking place in the UK and Ireland. This reflects the importance of English in school curricula all over the European Union, which was demonstrated in Chapter 3. Courses in other languages which are spoken by large numbers of European citizens and are widely taught in schools were also popular: generally around 20% of participants attended courses in France or French-speaking Belgium, around 10% in Spain and in German speaking countries, and over 4% in Italy. Nevertheless, all eligible languages have been covered by the action. Nearly 4% of applicants attended courses in Danish, Dutch, Greek, Portuguese, Finnish, Swedish, Icelandic or Norwegian. Given the limited number of schools so far offering these less widely used languages, this constitutes some success in promoting the teaching and learning of a diverse range of languages and in improving the skills of the – so far relatively small – number of teachers willing and able to introduce less widely used and taught languages into schools.

**Figure 6.2: Grants to language teachers for in-service training**



Source: European Commission.

<sup>(16)</sup> National Agencies are official organisations in each participating country, which administer certain actions of the Socrates programme on behalf of the European Commission.

### 3.5. ASSISTANTSHIPS FOR FUTURE LANGUAGE TEACHERS <sup>(17)</sup>

Between 1995 (a pilot year with a limited budget) and 1999, a total budget of 13.2 million euros was allocated to this new action. It is estimated that by the end of the period 1995-99, over 2,800 future foreign language teachers from EU and EFTA countries undertook Lingua Assistantships <sup>(18)</sup>, usually in countries where the main language was one they would later be teaching in their own country, though exceptions are made in order to encourage Assistants to travel to countries where less widely used languages are spoken.

Assistantships last between three and eight months. Assistants receive their travel expenses plus a monthly grant to meet basic needs, calculated according to the cost of living in the host country. The average total funding per Assistantship has been around 4,000 euros.

Evaluation reports from participants confirm that Lingua Assistantships have important benefits for assistants and host schools. Assistants significantly improve both their teaching skills and their command of the language(s) spoken in the host country, thus ensuring that they are better equipped for their future careers as language teachers and that their future pupils also benefit from their improved skills. Assistants who travel to countries with less widely used languages are often motivated to continue learning the languages concerned on their return, and are potential catalysts for the introduction of such languages into schools.

Host schools have the opportunity to bring a native speaker who is also a trainee teacher into their lessons, to add extra languages to their curriculum or to improve the teaching of existing languages. Assistants also often participate in organising other European projects, notably pupil exchanges under Joint Educational Projects. In many cases, too, they are active in projects involving the local community around the school where they are working.

There are significant differences between Lingua Assistantships and assistantships organised under the longstanding bilateral arrangements that exist between certain pairs of countries. Lingua Assistants are future teachers of foreign languages. They are often speakers of languages not already taught in the host school. They therefore bring to the school and local community a linguistic and cultural resource that they might not otherwise encounter. This potential to raise pupils' awareness of another, often lesser-known, European culture and help to break down prejudice will become even more important in the context of enlargement of the European Union, given that Assistants and schools from candidate countries are already participating in the Socrates programme. While many Lingua Assistants concentrate mainly on work in the classroom, there are often opportunities to develop more unusual or innovative activities.

The fact that the Assistant's presence is the result of a European programme also provides tangible evidence to pupils of the benefits and potential of the European Union, and may inspire them to seek out further information on how they, too, can participate in such programmes. In addition, many Lingua Assistants are knowledgeable on European issues and can help schools to develop pupils' knowledge of the reality of the European Union and to enhance their critical awareness of it, while combating inaccurate stereotypes.

Lingua Assistants go to all countries participating in Socrates. It is encouraging to note that nearly 36% of Assistants have undertaken their assistantships in countries where the main languages spoken are

<sup>(17)</sup> Former Lingua action C; from 2001, Comenius Language Assistantships.

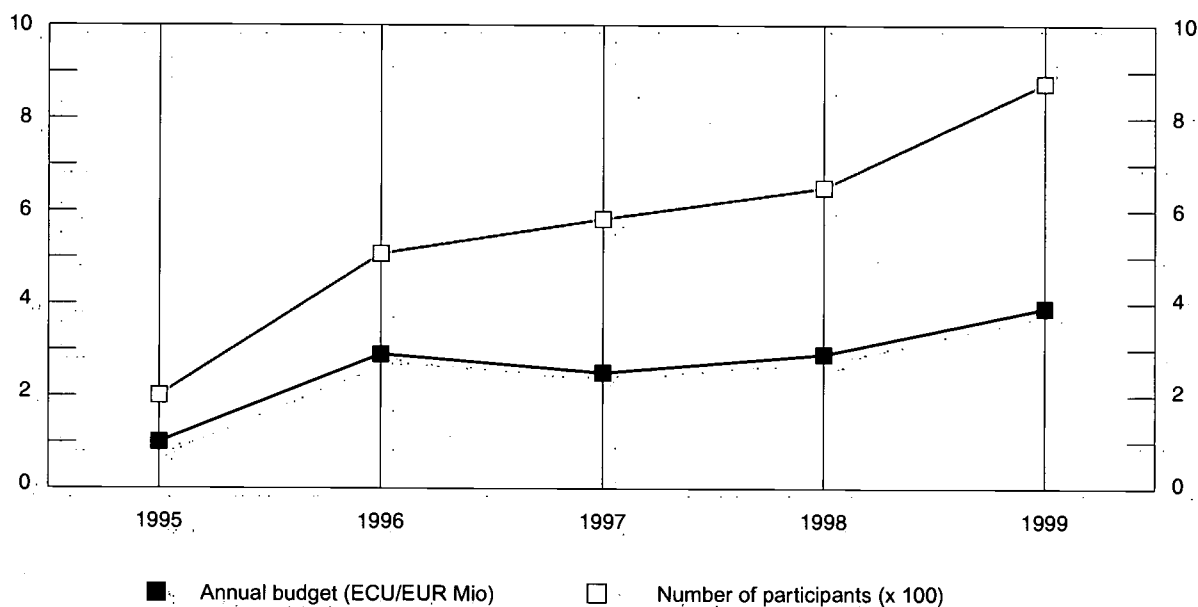
<sup>(18)</sup> Since 1998, under agreements with associated countries in central and eastern Europe, assistants and host schools from these countries can also participate – on the basis of a financial contribution from the countries concerned. No figures are available yet on the levels of this participation.



usually classified as less widely used (Danish, Dutch, Greek, Portuguese, Finnish, Swedish, Icelandic or Norwegian) and have thus been able to acquire or enhance skills in those languages.

Demand has risen dramatically since the action began. In the last year for which statistics are available, demand from assistants was over six times the number of Assistantships available, and demand from host schools has doubled.

**Figure 6.3: Assistantships for future language teachers**



Source: European Commission.

### 3.6. A WIDE RANGE OF LANGUAGE TEACHING MATERIALS AND TESTS AVAILABLE <sup>(19)</sup>

This action is designed to help to improve the quality of language teaching and to promote linguistic diversity, increasing both the number of learners and the number of languages taught and used. It does this by promoting the production and dissemination of new tools for language teaching and learning and for the evaluation of language skills.

Community aid is given to transnational cooperation projects for the development of resources for learners that are not yet available on the market. In many cases their targeted nature – either because they involve the less widely used and taught languages, or because they adopt an innovative methodology or target special learning needs – makes it difficult to cater for their production in an exclusively commercial context. In other words, this Lingua action provides support for the development of methods and learning tools in areas for which the market does not offer the required products, or for which the resources are disseminated outside the conventional production and distribution routes.

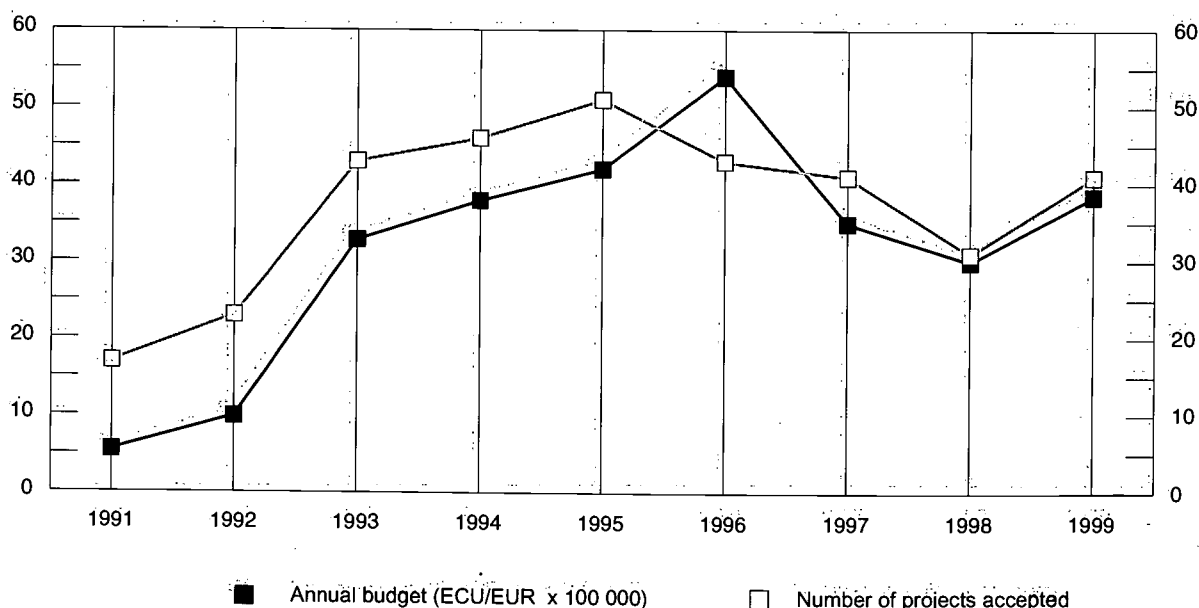
Project activities include the production of new teaching methods, materials and curricula, the adaptation of existing ones to other languages or learner groups, and the development of assessment instruments.

<sup>(19)</sup> Former Lingua action D; from 2001, Lingua action 2.

Here are some examples of projects <sup>(20)</sup>:

- didactic materials aimed at raising children's awareness of linguistic diversity, creating a positive attitude towards language learning and developing metalinguistic skills;
- multimedia package for 13 languages which combines language acquisition with the acquisition of socio-cultural knowledge;
- teaching materials to develop and evaluate learners' oral skills;
- development of diagnostic language tests in 14 languages that can be delivered over the Internet;
- materials for teaching at least two romance languages (in different combinations) to students in secondary school;
- a reading course for Danish, Dutch and German using authentic texts;
- multimedia learning materials in Danish for deaf students.

**Figure 6.4:** Development of instruments for language learning, teaching and skills assessment



Source: European Commission.

### 3.7. MORE MOTIVATED YOUNG LEARNERS, MORE LANGUAGES AVAILABLE IN SCHOOLS <sup>(21)</sup>

Each year, on average, about 30,000 young people aged 14 and over work together with counterparts abroad on a project related to their education and training; they travel abroad to work with them in person, and spend time in their families. These are Joint Educational Projects. This practical use of foreign languages enables pupils to improve their language skills and their motivation to learn languages, thus making them more confident in using their language skills.

The languages spoken in the partner countries are the target languages of the project. The role of language learning in a project is largely dependent on whether the partner languages form part of the cur-

<sup>(20)</sup> For detailed information on the products developed so far, please visit the Lingua Catalogue at the web site of the European Commission, DG Education and Culture: [http://europa.eu.int/comm/education/socrates/lingua/catalogue/home\\_en](http://europa.eu.int/comm/education/socrates/lingua/catalogue/home_en)

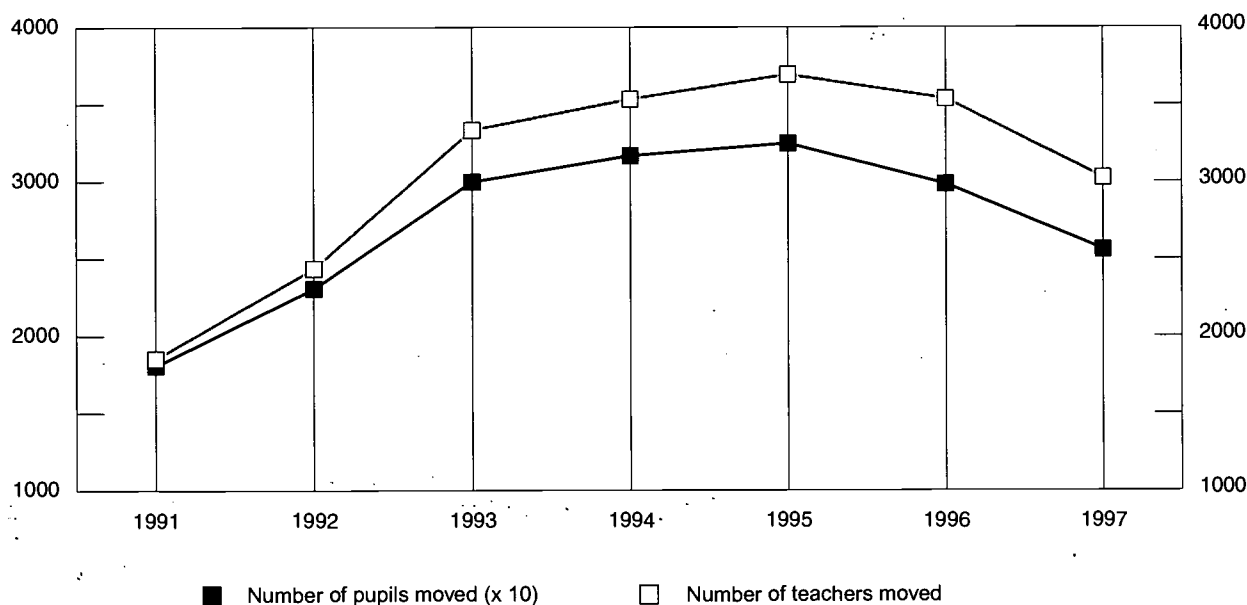
<sup>(21)</sup> Former Lingua action E; from 2001, Comenius Language Projects.

riculum or not. If they do not, participating pupils receive some basic introduction to the partner language before their stay abroad. Accommodation in the families of their partners further stimulates the learning of the language as well as the culture of the host country. As in all other Lingua actions, priority is given to projects involving partners speaking one of the least widely used and least taught languages of the European Union. This action therefore gives many European pupils an opportunity to encounter and experience languages that they would normally not learn at school.

Besides this, it is evident that the pupils' knowledge of any common languages used during the project work will also improve. There are also examples of schools that have introduced new foreign languages into their curricula as a result of their involvement in this action. It has promoted linguistic diversity very successfully: in 1997, less than 20% of all projects involved English-speaking partners as compared to the beginning of the 1990s when 40% of all participating schools had partners from the United Kingdom or Ireland. There has also been a small decline for French (from 23% to 15%), which in 1997 was about as popular as Italian, German and Spanish.

During a recent external evaluation of the Socrates programme, reference was made to this action that 'makes it possible, according to the teachers interviewed, to motivate almost all beneficiaries to learn a language. The added value is all the greater as all European languages are covered and as the action targets by way of priority the professional and vocational streams (accounting for over half the participants)'. The participants positively acknowledge the practical results of this action. Participation in Lingua has had a positive impact on pupils, primarily because 98% of the participants interviewed maintained that their desire to learn had been stimulated as a result. According to 75% of those interviewed, the pupils also made progress in understanding the spoken language and oral expression. Clearly, incorporating mobility into a coherent teaching context helps to improve the performance of pupils and thus the quality of their training.

**Figure 6.5: Joint Educational Projects for language learning**



Source: European Commission.

#### 4. NEW INITIATIVES TO PROMOTE LANGUAGE LEARNING

Of course, the actions of the Socrates and Leonardo programmes are not the only ways in which the Commission promotes the teaching and learning of foreign languages. This section provides some examples of other recent initiatives in which it has been involved.

## 4.1. THE WHITE PAPER 'TEACHING AND LEARNING'

In many countries it is quite normal for most people to be able to use three languages. In the European Union, such people are well placed to take full advantage of European citizenship and of the single market. They are better able to move between countries for educational, professional or other reasons. Their linguistic skills are attractive to employers.

The European Commission wants everybody to share those benefits. In its 1995 White Paper on education and training *Teaching and Learning: Towards a learning society*, it set the objective of helping all EU citizens to be proficient in three European languages.

The White Paper considers language learning at all ages. The emphasis is on new ideas and on best practice. The White Paper proposed highlighting such best practice by the award of a European 'Label' and this idea has now been implemented (see below).

The White Paper has also been linked with important developments in the following areas: 'early' language learning, at pre-school and primary level; learning other subjects through the medium of a foreign language; multilingual comprehension (between people speaking different languages); the quality of language learning programmes and materials; exchange of information. These have been partly funded by the Socrates/Lingua actions and by the Leonardo da Vinci programme.

## 4.2. THE EUROPEAN LABEL FOR INNOVATIVE INITIATIVES IN LANGUAGE TEACHING AND LEARNING

The aim of the Label is to help stimulate interest in language learning by highlighting innovative language learning projects at all stages of education and training, from pre-school to adult education. The first awards were made in 1998, the pilot year of the scheme. Selected projects were then invited to a European event in Brussels, where they exhibited their work. Following the success of the pilot year, all participating countries agreed that the Label scheme should be continued and further developed.

The Label is coordinated by the European Commission, but managed on a decentralised basis by Member States, along with Norway and Iceland. It is awarded by juries in each Member State, according to criteria agreed at European level and to additional national criteria. It can be awarded to any initiative in the field of language teaching and learning, whatever type of organisation is responsible. Successful applicants can use the Label and the associated logo on their premises and in publicity material.

## 4.3. EARLY LANGUAGE LEARNING

The chances of creating a Europe of multilingual citizens will be greatly improved if those citizens have access to language learning at primary school or before. A conference of experts and decision-makers, 'Early Learning and After', was organised in Luxembourg in September 1997. European Union Education Ministers subsequently adopted a Resolution (98/C/1) calling upon Member States to encourage the early teaching of languages and European cooperation between schools providing such teaching.

The Commission has contributed to work on a publication entitled 'Foreign languages in primary and pre-school education: contexts and outcomes' <sup>(22)</sup>. Published in English, French and German, this is based on an analysis of existing projects and sets out the conditions for successful early language learning. It is addressed mainly to those who hold posts of responsibility related to the policy, provision and practice of foreign languages at primary or pre-school level.

<sup>(22)</sup> Blondin, 1998.

#### 4.4. LEARNING OTHER SUBJECTS THROUGH THE MEDIUM OF A FOREIGN LANGUAGE

An excellent way of making progress in a foreign language is to use it for a purpose, so that the language becomes a tool rather than an end in itself. After all, that is the way we use our own language. Content and Language Integrated Learning (CLIL) involves teaching a subject (such as geography or science) through a foreign language. The Commission has contributed to developing a network, 'Euroclil', of practitioners, researchers, teacher trainers and other parties interested in the learning of other educational subjects through the use of a foreign language. This network produces regular bulletins with a specific thematic focus, and has an Internet site <sup>(23)</sup> including a materials bank, a calendar of events, and a discussion forum for teachers and language assistants amongst others.

#### 4.5. MULTILINGUAL COMPREHENSION

It is usually much easier to learn to understand a foreign language than to speak it fluently. This is especially the case where languages are for historical reasons closely related, as in the case of Dutch and German or Italian and Spanish. European and international communication can be greatly enhanced if more people can learn to understand each other's languages, so that participants in multilingual conversations or correspondence can speak or write their own language, whilst still being largely understood. Fluent understanding also tends to be a step on the way towards fluent speech.

A seminar on multilingual comprehension in Europe was held under the auspices of the Commission in Brussels in 1997 <sup>(24)</sup>. The Commission has supported the development of a Web site for the development and exchange of information in this area <sup>(25)</sup>. The aim of multilingual comprehension is to enable as many Europeans as possible to understand each other and to interact, communicating in their own language – a realistic option in a European Union where there is such a wealth of languages.

#### 4.6. QUALITY INDICATORS AND QUALITY SYSTEMS

A Quality Guide for the evaluation and the design of language learning or teaching programmes and materials has been developed. This Guide aims in particular to raise awareness of the concept of quality in relation to modern language learning and teaching; to serve as a reference or stimulus for designers of materials and programmes, teachers and trainers, publishing companies, course decision-makers, etc.; and to provide a tool to help teacher trainers or project managers to design and evaluate courses, review learning and training materials, etc. The Guide is published as a CD-ROM, a tool both for people developing methods and materials and for those using them <sup>(26)</sup>.

#### 4.7. EXCHANGE OF INFORMATION

The Commission subsidises the development of Lingu@netEuropa, a virtual resource centre for the teaching and learning of foreign languages. It is being developed by a 10-nation consortium <sup>(27)</sup>.

Lingu@netEuropa will provide useful content – initially for teachers, trainers, policy makers and multipliers – and, later on, for learners of languages in general. This will include information and links to quality-assured on-line resources from Europe and further afield. It will offer access to a unique collec-

<sup>(23)</sup> <http://www.euroclil.net>.

<sup>(24)</sup> A summary for academic readers is available from the *Centre de Recherche en Ingénierie Multilingue* in Paris, 2 rue de Lille, F-75343 PARIS (e-mail: [crim@inalco.fr](mailto:crim@inalco.fr)).

<sup>(25)</sup> <http://crim.inalco.fr/recomu/>.

<sup>(26)</sup> Information on the Guide is available at <http://europa.eu.int/comm/education/languages/lang/teaching.html>.

<sup>(27)</sup> A prototype is already accessible at: [www.linguanet-europa.org](http://www.linguanet-europa.org).

tion of resources, from authentic teaching materials and details of conferences and events to policy and planning documents and research bibliographies.

Access will be multilingual – in the first instance in four languages (English, Dutch, French and German). An accessible common interface is being developed, as well as links to other relevant sites. Quality assurance issues will be tackled through a combination of expert advice and user interaction.

#### **4.8. INTERNATIONAL COOPERATION**

The European Commission is keenly aware of the contributions that can be made by other organisations working in the field of language teaching and learning. It cooperates regularly both with national and international associations of teachers and institutions, and with international organisations such as Unesco. In particular it has a close working relationship with the Council of Europe which (in addition to its other activities) promotes the teaching and learning of languages amongst its 41 Member States. For example, the Commission actively promotes the use in its projects of the Common European Framework of Reference for the teaching, learning and assessment of foreign languages, which was developed by the Council of Europe.

#### **4.9 THE EUROPEAN YEAR OF LANGUAGES 2001**

One example of this cooperation with the Council of Europe is the European Year of Languages 2001 – a year-long celebration of the languages of Europe. The aim is to encourage everyone to learn and speak foreign languages with the general message that learning languages opens doors, and that everyone can do it.

## Annex

### Key statistics Lingua action A (cooperation programmes between language teacher training institutions)

	Former Lingua programme					Socrates/Lingua programme				
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
No. of applications received		51	62	39	42	56	45	76	68	50
No. of projects accepted		12	25	32	38	43	31	38	40	33
No. of institutions involved in accepted projects		40	110	130	178	231	200	260	260	219
Average No. of institutions per project		3.3	4.4	4.06	4.7	5.4	6.5	6.8	6.5	6.6
Annual budget (million ECU/EUR)		0.3	1.5	2.0	2.26	3.00	3.00	3.25	3.25	3.25
Average project grant			57,240	59,369	58,866	69,000	93,500	85,172	80,625	100,606

Source: European Commission.

### Key statistics Lingua action B (grants to language teachers for in-service training)

#### BUDGET AND PARTICIPANTS

	Former Lingua programme					Socrates/Lingua programme					Total Socrates/Lingua
	1990	1991	1992	1993	1994	1995 <sup>(28)</sup>	1996	1997	1998	1999	
Annual budget (million ECU/EUR)		-	5.6	6.5	8.0	8.8	8.8	6.8	7.1	7.5	39.0
Participants		516	5,257	6,037	6,802	7,867	7,790	5,684	6,500*	6,800*	34,641*

Source: European Commission.

\* Estimate

### Key statistics Lingua action C (Lingua Assistantships for future language teachers)

#### BUDGET AND PARTICIPANTS

	Socrates/Lingua programme					Total
	1995**	1996	1997	1998	1999	
Annual budget (million ECU/EUR)	1.0	2.9	2.5	2.9	3.9	13.2
Participants	201	507	582	650*	875*	2,815*

Source: European Commission.

\* Estimate

\*\* Pilot Year

### Key statistics Lingua action D (development of pedagogic instruments for language learning, teaching and skills assessment)

	Former Lingua programme					Socrates/Lingua programme				
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
No. of projects received		58	52	93	78	162	111	93	76	100
No. of projects ACCEPTED		17	23	43	46	51	43	41	31	41
No. of institutions involved							238	220	176	263
Total No. of institutions involved in at least one project							5.5	5.4	5.7	6.4
Annual budget (million ECU/EUR)		0.55	0.99	3.28	3.79	4.2	5.4	3.5	3	3.85

Source: European Commission.

### Key statistics Lingua Action E (Joint Educational Projects for language learning)

	Former Lingua programme					Socrates/Lingua programme				
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
No. of pupils moved		18,057	23,053	29,979	31,670	32,466	29,840	25,592		
No. of teachers moved		1,852	2,435	3,334	3,534	3,693	3,537	3,025		
No. of pupils and teachers moved		19,909	25,488	33,313	35,204	36,159	33,377	28,617		

Source: European Commission.

<sup>(28)</sup> Note that for actions B, C and E, the years refer to school years running from August to July.

## SUMMARY AND CONCLUSION

The origins of foreign language teaching as defined by this study can be traced back to the 18th century, but it was only a century later, during the industrial revolution and the ensuing surge in international trade, that the teaching of foreign languages became an integral part of general secondary education. There was another massive boost in foreign language learning in the period following the Second World War, and development has been gathering further speed since the 1980s. In western Europe, the scene was set by the creation of the European Union and its rising demand for multilingual citizens able to benefit from the free movement of persons, goods and services within its boundaries. In the wake of major political events and a move towards European integration, foreign language teaching in central and eastern Europe, which had been dominated by Russian for decades, made a big leap towards diversification during the 1990s. These developments were accompanied by a Europe-wide review of the role within the different education systems of minority/regional languages, as well as the languages of a growing number of non-EU immigrants.

The new demand for increased linguistic and cross-cultural competence has influenced education policies in all participating countries and is at the heart of a number of Community actions. It has exercised and continues to exercise its influence on curricula and has prompted a rise in demand for more and better qualified teachers at all levels of education. The growing emphasis on language skills has found its expression in the increasingly compulsory nature of such teaching; in teaching languages or at least creating an awareness of other languages and cultures at an early age; in the rise in school time devoted to language teaching; and in broadening the range of languages offered. All these strategies have shaped the educational policies of the participating countries to varying degrees, always with the aim of promoting communication and understanding amongst citizens of differing linguistic and cultural backgrounds.

### EUROPE: AN AREA OF LINGUISTIC AND CULTURAL DIVERSITY

The rich mixture of languages and cultures present within Europe and discussed in Chapter 1 is an asset that all countries under consideration have firmly undertaken to preserve and promote with the help of their education systems. More than 40 autochthonous languages and their active use in the different education systems are clear evidence of this desire to protect Europe's linguistic heritage. Educational approaches in all countries recognise the dominant role of the state language(s), which pupils are encouraged to master, but at the same time offer those speaking other native languages many opportunities to maintain and strengthen them.

### PROMOTION OF MINORITY LANGUAGES: FROM INCLUSION IN THE CURRICULUM TO TOTAL IMMERSION

Apart from the state languages, minority/regional languages seem to be the ones for which the teaching infrastructure is most developed. During the past two decades many studies, documents and recommendations were published by various European institutions, encouraging individual countries to make education or a part thereof available in the regional or minority language(s) spoken by the population. This has led to a situation where all countries concerned are committed to introducing such teaching in schools that submit a request for it and in which the number of pupils is deemed sufficient. Under certain circumstances, proof of adequate funding and/or sufficient numbers of qualified teachers is also needed.

Three distinct approaches to providing support for minority/regional languages were identified: (i) total immersion, where the minority/regional language is the only language of instruction and the state language is taught as a subject; (ii) partial immersion, where the minority/regional language and the state language are both used as a medium of instruction; and (iii) other support measures (in most cases



teaching the minority/regional language as a subject). Individual regions often offer all three models, but not necessarily at all educational levels or in all schools. Moreover, since they also possess schools where the state language is the sole medium of instruction, parents have a wide choice of schools to suit their children's needs and aspirations. Only a handful of regions impose the minority language as a medium of instruction for all pupils, in the form of either partial or total immersion.

## **DIFFERENT APPROACHES TO PROMOTING INTEGRATION OF CHILDREN OF FOREIGN MOTHER TONGUE**

The approach to integrating pupils of foreign mother tongue into mainstream education has undergone major revision during the last decades, prompted as much by the principle of free movement within the EU as by the growing influx of non-EU citizens. In the past, measures were solely targeted at children with a linguistic and cultural background different from that of the majority, with a view to integrating them as fully as possible into mainstream classes. More recently, however, countries have moved towards the model of intercultural education which is based on the promotion of mutual respect, intercultural awareness and cross-cultural competence, and aims to enrich the educational experience of all pupils regardless of linguistic or cultural background.

Promotion of the official language(s) of the country of residence remains the focal point of measures directed at pupils of foreign mother tongue, but countries differ in their opinion on how best to achieve this. The majority of countries under consideration favour immediate integration of these children into mainstream education, where the state language or other official language(s) are used as a medium of instruction. In most instances, the school supports pupils in their efforts to acquire command of the language of instruction by providing additional teaching in the language concerned. A few countries, however, believe that simple exposure to the language within the school environment is sufficient for pupils to achieve the necessary level of competence. It is left to the initiative of pupils and their parents to find additional help if needed. Initial reception in separate classes is the route chosen by another group of countries in order to accommodate pupils of foreign mother tongue. In general, pupils spend between one and three years in these reception classes in preparation for their transfer to mainstream education, where they will be offered ongoing support in the language of instruction.

Concern for protecting and strengthening pupils' native language and culture is another major factor shaping educational policies concerned with pupils of foreign mother tongue. Whereas, in the past, motivation for maintaining the native language was rooted in the wish to facilitate a possible return to the home country, nowadays it is based on awareness that schooling and socialisation are easier if children relate easily to their ethnic and cultural identity – of which the native language is an integral part. Responsibility for promoting the pupils' mother tongue may lie with the host country, be based on bilateral agreements with the country of origin, or rest with the local community that speaks the language in question.

## **INCREASED TEACHING OF FOREIGN LANGUAGES THROUGHOUT THE SCHOOL CAREER**

### **EARLIER INITIATION, TWO COMPULSORY FOREIGN LANGUAGES, AND POSSIBILITIES FOR SPECIALISATION**

As highlighted in Chapter 3, pupils in most countries covered by the study start studying a first compulsory foreign language between the ages of 8 and 11. Furthermore, in a vast majority of EFTA/EEA and pre-accession countries (but in only half of the EU countries) a second foreign language becomes compulsory at some point during compulsory education. Particularly in the 1990s, many countries introduced a compulsory foreign language at the primary level, or lowered the age at which it is taught. A certain number of countries that do not require all pupils to study two compulsory foreign languages include at least one foreign language among their compulsory curriculum options.

The trend towards earlier exposure to foreign languages in education systems finds expression in two strategies that are generally adopted at those stages in the school career where foreign languages are not compulsory for all pupils. The first of these strategies involves pilot projects organised and funded by the ministries of education, which mainly concern the pre-primary and primary levels. The second is based on the curricular autonomy granted to schools in several countries with a view to their teaching a foreign language to all pupils, as a compulsory subject or compulsory curriculum option.

At the upper secondary level, foreign language teaching may vary according to the type of education or the chosen area of study. Pupils have the opportunity of studying more languages than those that are compulsory for all, or even to specialise by choosing a 'foreign languages' area of study. All central and eastern European countries have schools which specialise in foreign languages. In most cases, access to these schools is contingent on passing an entrance examination. Such schools also exist in around half the EU countries; in contrast to the pre-accession countries, access does not depend on passing an examination.

### BROAD RANGE OF LANGUAGES ON OFFER BUT RESTRICTED CHOICES

In a majority of countries, the curricula list the foreign languages from which pupils may choose. They commonly offer from two to six languages (English, French, German, Spanish, Russian, Italian, Dutch). The effort to diversify the offer gained momentum in the 1990s. In practice, however, few schools offer all languages listed in the curricula. Significantly, in many countries pupils are not free to choose the first – or sometimes even the second – compulsory foreign language. In most such cases, English is mandatory.

Available statistics on the breakdown of pupils by foreign language studied show that English is overall the most studied language, at both primary and secondary level. The highest percentages of English learners are found above all in the EU countries. Only in some countries do French or German come first, although one or other is often taught as the second language in the EU countries. Russian, German, and English most frequently appear as the second compulsory language in central and eastern European countries.

Globalisation of the economy, with its attendant need for command of an internationally recognised vehicular language, is foremost among the reasons that lead policy-makers in some countries to impose the first foreign language. This goal, however, runs counter to that of preserving and furthering diversification of the range of languages learnt by Europeans. Given the circumstances, imposing a second compulsory foreign language on all pupils may be one way of reconciling these opposing objectives. This strategy, however, requires convincing European pupils to learn less popular languages, by reinforcing policies geared to this end.

### INCREASED TIME DEVOTED TO FOREIGN LANGUAGES AT ALL STAGES OF SCHOOLING

The number of periods per week devoted to the first compulsory foreign language tends to increase between the age at which the language is introduced and the beginning of post-compulsory secondary education. In general, three or four hours are allocated to the subject, but often slightly less during the initial years it is taught.

Other organisational characteristics suggest that foreign language teaching becomes central only at the secondary level. Thus, the time allocated to foreign languages as a proportion of the time devoted to the two core subjects in the curriculum (the mother tongue and mathematics) rises constantly throughout the school career. At the age of 10, the number of hours allocated to foreign languages is less than that allocated to mathematics and the mother tongue. By the age of 16, it is the other way around: time devoted to foreign languages is equal to or greater than time devoted to the other two subjects.

Ensuring that all young people achieve true language proficiency is undoubtedly the reason behind the introduction of foreign language teaching increasingly early in the school career. By reserving a more central position for languages in curricula and timetables from the outset, education authorities are more likely to succeed in their efforts.

## **TEACHER TRAINING TO MATCH EMERGING NEEDS**

### **INCREASED DEMAND FOR TEACHERS – PARTICULARLY AT THE PRIMARY LEVEL**

The need that is felt in a majority of countries to start foreign language teaching at the earliest possible age obviously affects policies for training teachers in charge of the first stages of the school career. In those countries in which foreign language teaching is a time-honoured tradition, foreign language teachers at all educational levels are available in sufficient numbers. By contrast, there is a need to train more of them in countries that have adopted foreign language teaching at school more recently.

A shortage of teachers is often an acute problem in pre-accession countries, which resort to emergency recruitment solutions while undertaking to reform their teacher training curricula. In most of these countries, any staff member capable of teaching a language (i.e. with a minimum of linguistic and pedagogical training) is eligible for recruitment.

### **TREND TOWARDS INCREASINGLY QUALIFIED TEACHERS**

An important debate is currently under way in all the countries: should the initial exposure to a foreign language be envisaged as a simple first contact or already part of a specialised course? The kind of teacher depends on the alternative chosen.

The analysis in Chapter 4 shows that the commonest kinds of teacher at primary level are generalists qualified to teach all curriculum subjects, and/or specialist teachers of the target foreign language.

Foreign languages are gradually being included among compulsory subjects in the curricula of the institutions in charge of training primary school teachers. In some cases, these institutions also offer modules or streams specialising in foreign language teaching at primary level. This is a sign that specialised teacher training institutes are taking over the task of training teachers capable of teaching foreign languages.

The problems are different for the initial training of secondary level foreign language teachers. In a majority of countries, such teachers are typically specialist subject teachers, even though sometimes the foreign language teacher may also teach other subjects – particularly at the lower secondary level.

At the secondary level, education authorities in most countries are not up against the same teacher recruitment and shortage problems that affect the primary level. Training institutions therefore focus more on providing training that allows prospective teachers to achieve sufficient command of the foreign language and of the methodological and didactic skills required to teach it.

### **OPENNESS TO INNOVATION IN CURRICULA**

To provide the teaching prescribed by primary and secondary level curricula (cf. Chapter 5), teachers must acquire new knowledge and develop new methodological skills. Today, foreign language teachers must not only be proficient in the target language and knowledgeable about the associated cultural aspects. They are also expected to be familiar with the country or countries where the language is spoken, and attuned to all the implications of communication that consists of exchanges between the culture of pupils and the foreign culture. To transmit this knowledge, teachers must also learn to implement approaches to teaching that stimulate communication and make pupils aware of cultural and

intercultural aspects of foreign language acquisition. Finally, they must be able to convey all this knowledge to young people, and so must be highly conversant with the psychological and pedagogical mechanisms involved in foreign language acquisition.

Thus the training of prospective primary level foreign language teachers now also covers the psychology of language. Intercultural aspects, which are included in modern curricula, are also part of the new emphasis in training. In the great majority of countries, knowledge of the linguistics, culture, literature and history of the country or countries where the target language is spoken rounds off the training of future secondary level foreign language teachers. Sometimes this training goes as far as including a comparative analysis of the languages and cultures concerned.

#### KEY ROLE OF IN-SERVICE TRAINING IN THE IMPLEMENTATION OF METHODOLOGICAL INNOVATION

The field of in-service training appears to be even more dynamic and rich in innovative elements than initial training. In all countries, there are many courses available, although they are often not compulsory. A variety of private and public bodies provide teachers with means to improve their command of the language, to update their knowledge on results of research into language teaching methodology, and to learn how to put into practice the novel approaches advocated in curricula.

Within this framework, ministries, training institutions and universities play a coordinating and promotional role. The possibilities for introducing such training on a broad basis are nevertheless limited, owing to the voluntary character of participation.

In-service training is a key element in the measures introduced by education authorities to ensure that the new requirements and priorities of curricula translate into classroom practice – all the more so in that the initial training of a majority of teachers at work in Europe dates back more than 20 years. Many teachers were initially trained in more traditional teaching methods, which they must now leave behind. The successful application of new approaches therefore depends to a high degree on the quality and accessibility of in-service training. In countries where such training is not mandatory, it is important to reflect on strategies to encourage as many teachers as possible to participate.

#### COMMUNICATION AND INTERCULTURAL OPENNESS: PRIORITY OBJECTIVES OF FOREIGN LANGUAGE CURRICULA

##### PREPARATION OF FOREIGN LANGUAGE CURRICULA: A RESPONSIBILITY OF THE CENTRAL LEVEL OF AUTHORITY

In most European countries, the authorities responsible for drawing up curricula establish ad hoc working parties nominated by the ministry of education and working under its supervision. Some countries have permanent bodies reporting to the ministry. Only two countries entrust the preparation of curricula to a body independent of the ministry.

Almost all curricula used in the school year 1998/99 date back to the last decade. Those used in central and eastern European countries are particularly recent, owing to the changes in education systems which followed the major political developments of that period. Furthermore, the decision to extend compulsory foreign language teaching to all schools has nearly always been accompanied by the publication of new curricula.

##### THE COMMUNICATIVE APPROACH AT THE HEART OF FOREIGN LANGUAGE TEACHING AT SCHOOL

The comparative analysis of curricula undertaken in Chapter 4 shows that the basic objectives of foreign language teaching and the major methodological approaches are the same in all countries. All cur-

ricula explicitly or implicitly refer to the communicative approach. The prime objective is to enable learners to communicate and express themselves in a foreign language. All curricula therefore emphasise those objectives and contents that pertain to communication. These are expressed by way of four areas of proficiency, known as the four major skills: listening, reading, speaking, and writing. Most often, these skills are given equal treatment in terms of priority. Some countries, however, emphasise oral and aural skills (speaking and listening), which are sometimes associated with reading skills. Grammatical knowledge is generally presented as a means of achieving communication proficiency. The role and importance of grammar are thus subordinate to communication-related objectives. The only differences observed between countries relate primarily to the extent to which this is so. Thus, some curricula do not explicitly formulate any objectives for grammatical learning and only set out communication objectives that implicitly require the achievement of a given level of grammatical proficiency. Other curricula instead clearly set out grammatical objectives, or even draw up lists of grammatical elements to be taught.

#### CULTURAL ASPECTS: AN IMPORTANT DIMENSION OF FOREIGN LANGUAGE TEACHING

In addition to covering communication skills, foreign language teaching – as nearly all curricula conceive it – must also allow pupils to broaden their knowledge and deepen their understanding of the people who speak the foreign language taught, and of their customs and lifestyles. These objectives, formulated in terms of openness to other cultures, often go hand in hand with the aim of promoting personal reflection on one's own culture.

Many curricula also set out objectives relating to the acquisition of a degree of autonomy in learning a foreign language and, even more generally, to personal development. Several curricula emphasize that learning one or more additional languages holds out the promise of personal and professional enrichment.

#### THE COMMUNICATIVE APPROACH IN PRACTICE: PRECONDITIONS AND EVALUATION

Putting the communicative approach into practice amounts to quite a challenge for the players and authorities involved in education, in so far as it implies the existence of appropriate means. Not only do teachers need to have a good active knowledge of the target language (so that they may use it as often as possible in class); they also need to organise their teaching in a way that allows pupils to express themselves as often as possible in that language. Turning the class or school into a setting in which languages may come into play in communication situations that are as authentic as possible is another major challenge. It is thus helpful to reflect on the organisational changes called for by these objectives. The advisability of maintaining certain forms of school activity must be evaluated in the light of requirements arising from the communicative approach.

Chapter 5 describes a number of evaluations of foreign language teaching. These surveys or studies, conducted at national or international level, often prove useful for education authorities that want to know not only about the competencies achieved by pupils and their attitude towards the subject, but also how it is actually taught in classes. Comparative studies measuring the impact of the communicative approach on pupil performance are necessary for a meaningful debate on the merits of the approach in terms of quality of language proficiency attained, and to provide accurate diagnostic tools on the conditions required for its successful application.

#### COMMUNITY ACTION AND FOREIGN LANGUAGE TEACHING POLICIES IN EUROPEAN COUNTRIES: SHARED OBJECTIVES

The European Union has always asserted the need to encourage the Member States to increase their awareness of the importance of multilingualism in the construction of Europe, and to take action in the area of foreign language teaching.

The first Community initiatives in the area of educational cooperation, described in Chapter 6, were mainly aimed at raising awareness among citizens of the importance of the Community's rich linguistic and cultural diversity. Thus measures to support all languages spoken in the Member States were developed on many occasions. In recent years, the participation of new countries in some EU programmes has given fresh impetus to the development of foreign language teaching. Besides, proficiency in foreign languages is nowadays considered a competency that must be perfected throughout one's personal and professional life, and is often extolled as a key element in the construction of European citizenship.

During the 1990s, many initiatives sought to promote foreign language teaching, at both European and national levels. During the last ten years, as highlighted in Chapter 2, many significant reforms affecting foreign language teaching have been undertaken in European education systems. At the Community level, an entire generation of new programmes in the area of education (Lingua, Socrates and Leonardo da Vinci) have integrated a more or less important linguistic dimension within their scope of action.

The priority objectives of national reforms and European initiatives in the area of foreign language teaching have taken the same direction. In the past few years, this has arisen from the desire to encourage the achievement of proficiency in several languages, to start teaching them at a very early age, and to promote a culture of multilingualism by offering a broader range of languages in curricula. European and national authorities have also recognised the pivotal role of teachers when it comes to transposing innovation into practice, and that improving the quality of their training must hence be an objective of the highest priority. At the European level, many actions in the area of foreign language teaching involve the development of closer cooperation between teacher training institutions, with a view to fostering the mobility not only of persons but also of expertise. These measures at European level supplement the efforts of the individual countries, which have more difficulty in implementing projects to boost mobility.

Community action aims to make Europe a truly multilingual area, in which everyone will be capable of communicating in at least two languages of the Union in addition to his/her mother tongue. Much progress has been achieved in creating an environment more favourable to foreign language learning and in providing the means for all European citizens to practise and perfect their language skills throughout their lives.

The hope might be expressed, in view of the trends that have been observed, that in the near future Europe may truly become an area in which widespread language proficiency brings citizens closer together, with free circulation, mutual comprehension and solidarity no longer hindered by the linguistic barrier.

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## **ANNEX**

# **NATIONAL SUMMARY TABLES ON FOREIGN LANGUAGE CURRICULA**

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## Standard National Summary Table

## NAME OF THE COUNTRY

## Level of compulsory education concerned by compulsory foreign language teaching

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)  
The quoted document(s) should correspond to the curriculum in effect in the 1998/99 school year. If a new curriculum is planned for the following school year, this is indicated in a note.

2. Years, stages or levels concerned

Number of years which the curriculum covers. Only the age range covered is indicated here. It is also stated whether the curriculum is presented by level, stage or year of study.

3. Foreign languages concerned

The following points are indicated:

- whether the curriculum is the same for all the foreign languages taught;
- whether it contains a part that is common to all the foreign languages, plus a specific section for each language;
- whether each foreign language has its own syllabus. If so, the information given in Section II (Content) relates to no more than two foreign languages chosen from among those whose teaching is compulsory.

## II. Content

The aims/content as well as information about methodology given in the country tables are very clearly set out in the curriculum (or curricula). Where this is not the case, the headings concerned carry the note 'no explicit information'.

## Objectives / Contents

## General points

General information on the objectives and/or the content to be acquired by the pupil. This is general information covering the four areas that have been identified.

## Methodology

General recommendations on teaching method, directed at teachers. This is general information covering the four areas that have been identified.

- This heading also includes information on:
- dealing with mistakes: strategies adopted by the teacher to correct pupils who make mistakes during oral or written use of the foreign language;
  - use of the mother tongue to explain a particular aspect of the study of the foreign language.

## Aspects related to communication

## Verbal

The following points are indicated:

1. whether priority is given to oral or written skills, to comprehension or production;
2. the four major skills: listening, speaking, reading, writing;
3. whether a list of communicative functions exists, such as: introducing oneself; maintaining social relations; expressing feelings (joy, anger, hope, fear, etc.); wishes, needs, desires; asking for information; asking permission; forbidding; speculating; depending on each situation; establishing and prolonging contacts (invitations, setting up meetings, etc.); commands and reacting to commands: expressing agreement/dis-agreement; making suggestions and justifying them; asking for some-thing; complaining; defending one's position; protesting; etc.;
4. whether anything is said about understanding the context of communication: ability to situate oneself in time, space, and in relation to the person one is communicating with;

## Verbal

**Activities:** examples of activities to teach pupils to master the major skills (listening, speaking, reading and writing).

**Materials:** examples of materials for teaching pupils to master the major skills (listening, speaking, reading and writing).

The summary table also indicates whether the material is authentic or assimilated, i.e. whether it comprises written or oral documents from the foreign language country (newspapers, magazines, advertising, radio and TV programmes, etc.), or whether it is aimed at reproducing life in the country as accurately as possible.

**Language teaching recommendations:** specific recommendations given to help teachers in the way they approach their work.

Level of compulsory education concerned by compulsory foreign language teaching  
(continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p>5. whether <u>communication strategies</u> (to compensate for the lack of command of the foreign language) are mentioned, such as asking someone to repeat something, to speak more slowly, asking someone to spell a word, asking someone to put something down in writing, deducing meaning from context, or from the intonation, etc.</p>	
	<p><b>Non-verbal</b> Items relating to non-linguistic means of expression, such as gestures, noises, drawings, etc.</p>	<p><b>Non-verbal</b> Examples of activities, materials and teaching recommendations for using non-linguistic means of expression during language lessons.</p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Items concerning the ability to recognise and pronounce the sounds of the foreign language. Items relating to the ability to recognise how they are spelt and spell them.</p>	<p><b>Pronunciation</b> Examples of activities, materials and teaching recommendations for acquiring sounds and spelling in the foreign language.</p>
	<p><b>Grammar</b> Items relating to morphology (word formation, how words vary within the sentence), syntax (sentence construction rules), the different parts of speech (article, verb, adverbs, etc.), the different types of clauses (coordinating, subordinated, etc.). The summary table indicates whether grammar items are handled: – explicitly and, in this case, whether the curriculum lists them; – implicitly, i.e. the curriculum does not list the grammar items to be studied but recommends instead the correct use of grammatical structures in a communication situation.</p>	<p><b>Grammar</b> Examples of activities, materials and teaching recommendations for acquiring grammatical content in the foreign language.</p>
	<p><b>Lexis</b> Items relating to vocabulary acquisition. This heading should mention the main lexical fields that the curriculum covers. The following classification is proposed: personal identification; home, family, environment; daily life; free time and leisure activities; travel; inter-personal relations; health and personal care; shopping; food and drink; services; time; places; language; weather; numbers; animals; colours and shapes. Where the curriculum contains other lexical fields, these are also indicated.</p>	<p><b>Lexis</b> Examples of activities, materials and teaching recommendations for acquiring a corpus of vocabulary in the foreign language.</p>
	<p><b>Reflecting on language</b> Items about examining the operating mechanisms of the foreign language, the native language or any other language (as references to the similarities and differences between the foreign language and the native language).</p>	<p><b>Reflecting on language</b> Examples of activities, materials and teaching recommendations for understanding the way the foreign language functions.</p>

## NAME OF THE COUNTRY

Level of compulsory education concerned by compulsory foreign language teaching  
(continued)

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Items relating to the culture of the foreign language country (history, geography, music, cinema, museums, customs, etc.).</p> <p><b>Understanding people from other cultures</b> Items concerning the development of values and behaviour, such as respect for others and their differences.</p>	<p><b>Knowledge of other cultures</b> Examples of activities, materials and teaching recommendations for acquiring a knowledge of the culture of the communities in which the foreign language is spoken.</p> <p><b>Understanding people from other cultures</b> Examples of activities, materials and teaching recommendations relating to the development of understanding of others and their differences.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Items relating to the development of autonomy in the learning process. Items conducive to the ability to learn on one's own.</p> <p><b>Fostering personality development</b> Items relating to the development of the pupil's overall personality as this links in to the acquisition of the foreign language, such as the development of social skills via the foreign language, motivation for studying the foreign language, development of the pleasure of learning a foreign language, etc.</p>	<p><b>Fostering independent learning</b> Examples of activities, materials and teaching recommendations conducive to the development of language learning autonomy (learning to learn).</p> <p><b>Fostering personality development</b> Examples of activities, materials and teaching recommendations relating to the development of the pupil's overall personality.</p>

**I. Key facts about the curriculum**

**1. Exact title of the document and its year of reference (and any reissue)**

*Programme 2e langue, français, néerlandais, allemand, enseignement primaire (1998), ministère de l'éducation, de la recherche et de la formation (Curriculum for the 1<sup>st</sup> foreign language – French, Dutch, German, primary education, 1998).*

**2. Years, stages or levels concerned**

Brussels and German-speaking Community: pupils aged between 8 and 12.  
Wallonia: pupils aged between 10 and 12 (a more lightweight version of the curriculum).  
The aims and content are formulated with respect to the whole of the primary level concerned with the compulsory teaching of a foreign language.

**3. Foreign languages concerned**

The curriculum has a section common to all foreign languages on offer, and a specific section (list of tasks) for each of the languages considered individually.

**II. Content**

**Objectives / Contents**

**General points**

The initial objective is to awaken interest in the language concerned.  
Educational objective: the study of modern languages contributes to the personal enrichment of pupils, to the development of their intelligence and their social awareness.  
Cultural objective: use of another language makes it possible to appreciate ways of thinking and understand cultural patterns, which are different from our own.  
Practical objective: command of a foreign language presupposes the development of ability geared to the acquisition of the four major skills.

**Aspects related to communication**

**Verbal**

Priority is given to oral expression, rather than understanding or writing.

Listening:

- encouraging children to derive pleasure from listening to a foreign language;
- getting children used to listening to the language (its intonations, modulations and accentuation);
- understanding and grasping the essentials of a simple oral message in the course of communication;
- using the aural faculty to instil and develop other linguistic behavioural modes such as responding, speaking, singing, reading and writing.

**Methodology**

The development of the ability to communicate stems from the desire to learn and can only be nurtured through use of the language.  
Reliance in appropriate cases on the mother tongue to avoid a total breakdown in communication when something is not understood.  
To avoid fear of mistakes, assessment (with approval/disapproval of performance), or formal testing of knowledge of grammar, vocabulary and spelling are actively discouraged.

**Verbal**

Written activity is used to support oral work.

**Activities**

Listening: listening to the recording of chosen sentences, and picking out sounds selected for identification; listening to a short recorded narrative in association with visual elements related to it, etc.

## BELGIUM (B FR, B DE)

## Primary (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>- nurturing and developing the desire to speak a foreign language, and the pleasure derived from doing so;</li> <li>- assimilating the rudiments of the language by imitating and reproducing it, and training the phonetic organs in the process;</li> <li>- acquiring linguistic abilities;</li> <li>- enabling children to exercise their skills and learning achievements and develop them further.</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- nurturing the desire to read and the pleasure derived from doing so;</li> <li>- encouraging contact with written material;</li> <li>- understanding and grasping a written message to improve knowledge of specific aspects of the written language;</li> <li>- acquiring techniques to become a good reader.</li> </ul>	<p><u>Speaking:</u> giving orders, instructions, advice, expressing a sentence with different feelings, translating a simple pictogram into sentences, imagining the end to a simple story, asking for permission, playing the part of someone in a familiar situation, etc.</p> <p><u>Reading:</u> illustrating a short account corresponding to a familiar situation, repeating word for word a short read message, recognizing the form of a word from which letters or syllables have been left out, finding words whose written form is similar to that of a word that has been read, underlining everything that has been understood in a sentence, making reasoned suggestions as to the content of a sentence by identifying familiar elements within it, reading a narrative to give it a title, etc.</p> <p><u>Writing:</u> focusing on spelling in all writing activity, transcribing a word or a short sentence after memorizing it, filling in missing parts of sentences with words chosen from among several that are all similar, making up the title of a story, etc.</p> <p><b>Materials:</b> visual support and a variety of objects are nearly always essential for children to learn by imitation and make-believe, by activating everything that enables them to introduce some element of play into their activities. To assist with listening activity, a minimum amount of equipment is essential, including a cassette player, a combined radio and cassette player and a recorder. An overhead projector and video recorder may also be helpful.</p> <p><b>Language teaching recommendations:</b> listening and speaking activities should be undertaken in conjunction with each other.</p> <p>Teaching materials will be chosen with respect to communication objectives established by the teacher in advance:</p> <ul style="list-style-type: none"> <li>- they will be visual and/or sound-based and/or written, for the purpose of developing the four major skills, with a priority emphasis on oral skills;</li> <li>- they will be employed to assist with teaching/learning activities;</li> <li>- they will focus on authentic language so that, from the outset, pupils become accustomed to learning the language as it is really used and experienced in daily life;</li> <li>- they will stimulate the need for pupils to communicate;</li> <li>- they will stimulate the creativity of pupils by appealing to the inner world of their imagination;</li> <li>- they will be simple, require no more than a short presentation, and often be used merely to initiate an activity;</li> </ul>

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>		<ul style="list-style-type: none"> <li>- if their content or use is sometimes longer, they will serve as the basis for a clearly defined assignment, such as selective or general comprehension, etc.;</li> <li>- while, as a rule, the materials selected should provide no more than an opportunity to initiate further activity, they will sometimes, by their very nature, awaken the pleasure to be derived from using a language or merely listening to it.</li> </ul>
	<p><b>Non-verbal</b> Use of non-verbal elements in the oral message to facilitate understanding.</p>	<p><b>Non-verbal</b> Reproducing rhythm through gestures and mime.</p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Discovery of rhythm and aural perception of sounds.</p>	<p><b>Pronunciation</b> <b>Activities:</b> playing with phonemes, enabling pupils to hear, pronounce, and classify them, associate them with first names, and establish connections between phonemes and graphemes by linking each phoneme to a drawing, or to a word learnt in its entirety, pronouncing words selected to highlight accentuation, becoming aware of intonation, variations in intensity and the differing registers of vocal sound by imitating a range of noises (such as those of water, machines, the farmyard and cars), etc. <b>Language teaching recommendations:</b> because the pronunciation of teachers cannot be systematically regarded as an exclusive standard of reference, even if they are teaching their mother tongue, it is vital that children should hear several models of pronunciation, preferably involving the recording of a number of different voices.</p>
	<p><b>Grammar</b> Correct use of grammatical structures in communicative situations. Morphology and syntax are learnt and employed through the use of meaningful learning aids for pupils, in contexts which are familiar to them. Pupils should acquire the system of spelling through usage, and not as a result of formal expositions on the subject by the teacher.</p>	<p><b>Grammar</b> <b>Language teaching recommendations:</b> grammar is regarded as a vehicle for facilitating communication. At the outset, grammar is implicit. Children gradually become aware of variations in the forms of words (the conjugation of verbs and the declension of nouns), and of the syntactical structure of sentences. Subsequently, they will be led to make a certain number of inferences, and reason by analogy, so as to arrive at a set of simple practical rules. An entire lesson spent considering grammatical aspects of a language is rarely justified. Teachers will help pupils to identify visual indicators and changes in them with respect to what has gone beforehand and what follows. If necessary, they may adopt systems of classification in accordance with a specific criterion, to illustrate the formation of words, or their composition or derivation.</p>



## Primary (continued)

BELGIUM (B FR, B DE)

Grammatical aspects	Objectives / Contents	Methodology
<b>Lexis</b>	All the lexical fields of the classification are referred to.	<b>Lexis</b> Activities linked to those intended for communication.
<b>Reflecting on language</b>	<b>Reflecting on language</b> <i>No explicit information.</i>	<b>Language teaching recommendations:</b> teachers should definitely not seek to cut corners by instructing pupils to study lists of words with which they have not had an opportunity to become familiar. On the other hand, it is recommended that they make a note of the most commonly used vocabulary, after highlighting particular features of the way words are spelt and, possibly, of the structure of words or sentences, or their stress – in short, all relevant pointers that have to be identified in the course of understanding. There is sometimes justification for learning the entire stock of words in a single category, such as days of the week, numbers, etc. In such cases, there are plenty of games combining word and image to make the assimilation of vocabulary a pleasant experience.
<b>Socio-cultural aspects</b>	<b>Reflecting on language</b> <i>No explicit information.</i>	<b>Reflecting on language</b> <i>No explicit information.</i>
<b>Knowledge of other cultures</b>	<b>Knowledge of other cultures</b> <i>No explicit information.</i>	<b>Knowledge of other cultures</b> <i>No explicit information.</i>
<b>Understanding people from other cultures</b>	<b>Understanding people from other cultures</b> Developing awareness of and respect for differences (pupils should gain a better understanding of others and adopt a positive attitude <i>vis-à-vis</i> cultures that they will encounter at a later stage).	<b>Understanding people from other cultures</b> Authentic original material (such as posters, publicity leaflets and T.V. programmes) should be used to enable pupils to make comparisons, and discover points of likeness, differences and universal characteristics. The layout and decoration of classrooms should be used to create an atmosphere particularly suited to language lessons.
<b>Fostering independent learning</b>	<b>Fostering independent learning</b> The development of skills for learning to learn is considered in relation to each of the major skills (for example, acquiring the techniques needed to become a good reader).	<b>Fostering independent learning</b> <i>No explicit information.</i>
<b>Fostering personality development</b>	<b>Fostering personality development</b> <i>No explicit information.</i>	<b>Fostering personality development</b> <i>No explicit information.</i>
<b>Cognitive and affective aspects</b>	<b>Fostering independent learning</b> The development of skills for learning to learn is considered in relation to each of the major skills (for example, acquiring the techniques needed to become a good reader).	<b>Fostering independent learning</b> <i>No explicit information.</i>
<b>Fostering personality development</b>	<b>Fostering personality development</b> <i>No explicit information.</i>	<b>Fostering personality development</b> <i>No explicit information.</i>

## Secondary

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

- *Programme de langues germaniques, enseignement secondaire, premier degré de l'enseignement général*, Ministère de l'éducation, de la recherche et de la formation, Brussels, 1996.
  - *Programme de langues germaniques, enseignement secondaire, deuxième degré de l'enseignement général*, Ministère de l'éducation nationale, Brussels, 1985.
  - *Programme de langues romanes, enseignement général et technique*, Ministère de l'éducation, de la recherche et de la formation, Brussels, 1992.
- (Curricula for the Germanic languages, secondary education, first and second stages of general education (published in 1996 and 1985 respectively).  
Curriculum for the Romance languages, general and technical education (1992)).

2. Years, stages or levels concerned

First and second stages (pupils aged between 12 and 16).  
The aims and content are structured in stages each lasting two years.

3. Foreign languages concerned

The Germanic languages (English, German, Dutch) have their own curriculum, as do the Romance languages (Spanish and Italian). Furthermore, some sections, such as those concerned with grammar, distinguish between languages within a given linguistic group.

**II. Content****Objectives / Contents****General points**

*Germanic languages curriculum*, first stage:  
The overriding objective is the acquisition of a spoken and written language of communication.

*Germanic languages curriculum*, second stage:

The general aims are centred on the four major skills, activities focused on the language as a code, and activities of a socio-cultural nature.

*Romance languages curriculum*:

Pupils should be capable of articulating the 'spoken utterances' required for involvement in daily life situations relating to tangible realities, as well as the characteristics and relations that affect them.

**Methodology**

Methodology should be adapted to the learning methods of pupils. Teachers rely on a direct and active methodology.

First stage:

The curriculum gives indications for use of the mother tongue. It is to be used to explain grammar and in some writing exercises in which, on occasions, teachers may ask pupils to reformulate in their native language an idea they cannot fully express in a foreign language.

There are several indications relating to the correction of mistakes: in the case of oral exercises, this may be undertaken by other pupils, including the one who is speaking (though, naturally, with help from the teacher). The curriculum also gives examples of symbols that teachers might use for correcting mistakes.

**Aspects related to communication****Verbal**

First stage:

Priority is given to oral expression, rather than comprehension or production.

Reading and listening: pupils will be able to understand written (or oral) messages from native users of the foreign language, on given topics or for particular purposes. Understanding will be general, selective or detailed, depending on the reasons for reading.

Speaking: pupils will be able to express themselves orally on given topics or for particular purposes, so that they can be understood by native users of the foreign language willing to listen supportively.

Writing: pupils will be able to draft clear logical messages on given topics or for particular purposes.

**Verbal**

Teachers are asked to prepare activities requiring the use of two, three or four of the major skills (listening, speaking, reading, writing).

**Activities**

First stage:

Listening: illustrating a narrative (summary drawing, etc.), comparing recorded sound material and its illustration, sorting and classifying information.

Speaking: guided conversations, role-playing, mini-debates, etc.

Reading: filling in missing parts of sentences in the light of proposals with several decoy words, supplying a text with a title, carrying out instructions (such as those for a recipe or itinerary).

Writing: writing in groups, etc.

## Objectives / Contents

## Aspects related to communication

For each language, curricula provide a list of purposes or functions of communication, some of which have to be mastered by the end of the first stage. Pupils also have to be able to comply with the rules governing proper use of the language in specific circumstances (etiquette): speaking at the right time and in the right way without interrupting the person one is talking to, and interpreting the intentions of speakers or those who have communicated in writing, etc.

Pupils should be able to use comprehension strategies by formulating hypotheses tested as a result of listening/reading without being put off by not understanding a particular word, and by relying on pointers such as titles, illustrations, structuring in the form of paragraphs, grammatical signs, etc. Pupils should be able to use strategies specifically related to speech, paraphrasing to compensate for any forgotten words or expressions, and simplifying to avoid forms about which they are in doubt, etc.

## Second stage:

No priorities are indicated either regarding oral as opposed to written activity, or understanding as opposed to expression.

## Listening:

In relation to specified broad fields of interest (see Lexis below):

- understanding the responses most liable to follow in answer to questions or as a reaction to statements;
- understanding questions that are asked;
- following a conversation;
- understanding the essentials and/or details of various messages;
- understanding instructions, requests to take action, etc.

Under circumstances corresponding to fairly familiar situations or topics, pupils should be able to understand messages containing a limited number of new elements clear from the context and spoken at normal speed with standard pronunciation, as long as their interlocutors make allowances for them as non-native users of the language.

## Speaking:

In relation to specified broad fields of interest (see Lexis):

- asking questions and making statements;
- taking part in a conversation;
- talking about oneself and one's milieu;
- recounting and reporting on various messages;
- giving instructions, requesting action and warning people.

## Methodology

## Second stage:

Listening: activities geared to understanding in situations of one-way communication (texts with parts missing, multiple-choice questions, etc.); activities geared to understanding during two-way communication (receiving information and expressing it clearly).

Speaking: role playing, conversations in small groups, etc.

Reading: exercises focused on general comprehension (guessing the essentials of a message); activities focused on understanding of dense material (noting detailed information); exercises in selective comprehension (extracting a specific sought-after item of information from a message).

Writing: requesting and supplying written information (descriptions, narratives, letters); ordering notes taken during lessons; responding personally to a given situation or written material.

## Materials

As far as possible authentic documents which, if they have been taken from handbooks to assist learning, should have been devised to facilitate understanding; materials consistent with aims and the needs of pupils, to assist their progress in grammar and vocabulary.

## Language teaching recommendations

## First stage:

Three phases may be identified in a learning sequence geared to oral communication: presentation, practice and real-life applications.

Listening: planning of activities enabling elements needed to carry out tasks (etc.) to be introduced in context.

Speaking: some freedom of linguistic expression is permissible. Teachers should nevertheless always ensure that messages are grasped and that the language used is in keeping with its context.

Messages will always have the following characteristics: they should correspond to real communicative needs; their content should come first; and they should be linguistically sound so that pupils cannot be misunderstood.

Reading: pupils should be asked to formulate hypotheses derived from visual data; teachers should refuse to explain as a matter of course new words irrelevant to performing a particular task, etc.

Writing: as a reminder of the most common mistakes to be avoided, pupils should be offered a table which they can elaborate in accordance with their own needs, etc.

Messages should be simple, short, relate to models and correspond to real communication requirements, with possible elements of guidance. They should also be more formally correct than in the case of oral expression (with due regard for spelling, punctuation, morphology, syntax and vocabulary).

**Objectives / Contents**

**Aspects related to communication**

The way pupils express themselves grammatically and phonetically, as well as in terms of stress, intonation and variety in their use of vocabulary, should be sufficiently correct for their spoken messages to be easily understood and unambiguous.

**Reading:**

In relation to specified broad fields of interest (see Lexis):

- understanding in keeping with the content, essentials and details of formal or informal letters, standard forms and various documents particularly of a socio-cultural nature and/or related to the area of study.

Under circumstances corresponding to fairly familiar situations or topics, pupils should be able to understand original or simplified messages containing a limited number of new elements clear from the context with or without the use of a lexicon or a dictionary.

**Writing:**

In relation to specified broad fields of interest (see Lexis):

- drafting simple formal letters, requests for information, informal letters;
- completing standard forms;
- formulating simple personal responses to accounts, narratives and documents of a socio-cultural nature;
- reporting, as appropriate, on either the essentials and/or the details of information received orally or in writing.

Pupils should be able to express themselves in a way considered formally correct for communication in writing, with or without using linguistic reference material.

There is a list of functions of communication, together with the forms and structures (in English, Dutch and German) needed for them to achieve their purpose.

**Non-verbal**

Pupils should be able to use non-verbal strategies specific to oral expression: associating mime and language; showing and demonstrating, etc.

**Grammatical aspects**

**Pronunciation**

**First stage:**

Mastering pronunciation – its phonetic elements and the prosodic elements of rhythm, intonation, accentuation and sound. These various aspects are specified for each of the Germanic languages.

**Methodology**

Messages to develop listening and reading ability should be simple, short and, as far as possible, authentic. They should contain basically standard language, though with the possible inclusion of a few unfamiliar words whose meaning can easily be inferred from the context, or is not essential to understanding. For messages to be aurally understood, it is further desirable that they should be stated or recorded by native speakers at a speed close to that of normal speech and, if possible, face to face with pupils who may then ask for them to be repeated, or put questions.

For messages to be understood when read, they should be logically structured, with the use of dictionaries sometimes allowed.

**Second stage:**

Less attention should be devoted to the phases of presentation and practice than in the first stage. The extra time made available may then be used to increase and diversify activities calling for more independent spontaneous use of the language so as to address the overriding goal of its application to real-life situations as soon as possible. This means going beyond mechanical instruction entailing drills, imitation and substitution, and placing pupils in situations that are as close to daily life as is feasible.

**Non-verbal**

No explicit information.

**Pronunciation**

**First stage:**

**Activities:** exercises to practise articulating and discriminating between sounds, along with systematic repetition and reading aloud, etc.  
**Materials:** material recorded by native speakers.

## Objectives / Contents

## Methodology

## Grammatical aspects

## Second stage:

Aural comprehension and oral expression involve the ability to discriminate and produce phonemes, intonations and rhythmic patterns.

## Grammar

## First stage:

The curriculum sets out a grammatical index in which some items relate solely to comprehension or to just one of the three Germanic languages.

## Second stage:

The curriculum provides a comparative overview of the grammatical forms and structures encountered in each of the three languages, so that communication achieves its purpose.

**Language teaching recommendations:** phonetic and prosodic elements of a language should be practised as soon as learning gets under way. The curriculum provides teaching recommendations in accordance with the specific features of each language concerned.

## Grammar

## First stage:

**Materials:** rather than using a grammar book, it is no doubt preferable to rely on the grammar referred to in the curricular handbook (as long as it is set out in clear straightforward tables), or to devise a convenient way of presenting grammatical structures.

**Language teaching recommendations:** with an eye to efficiency and time-saving, grammar should be explained in the mother tongue after its most important features have first been very fully covered. When pupils initially start learning, grammar should be something that is implicit and inferred. At this stage, it is more important to nurture grammatical reflexes than to launch into premature explanations.

## Second stage:

**Activities:** communicative exercises calling for a certain degree of creativity from pupils (for example, constructing an anecdote from just a few key words, with or without other restrictions on the exercise; replying to a letter using the greatest possible number of modal nuances).

**Language teaching recommendations:** grammar should preferably be approached in a roundabout way in which pupils are gradually encouraged to work out its logic for themselves. Their knowledge should then be consolidated by means of appropriate exercises with regular further practice for the purposes of recall.

## Lexis

## First stage:

The range of topics referred to in the curriculum are as follows: personal self-identification; habitat and the environment; daily and family life; school; recreational and spare-time activity; travel and transport; social relations; shopping and services; food and drink; health and welfare; time and the seasons; foreign languages.

## Second stage:

The range of topics referred to in the curriculum are as follows: identification, personality, habitat, family life, school/education, transport/travel/mobility, social relations, shopping, drink/food, time/the seasons, spare time/recreations, health/well-being, services, foreign languages, the culture of countries or communities whose language is being studied.

## Lexis

## First stage:

**Activities:** grids of topics, supplying the first and last letter of a word, supplying a word to match a definition.

**Language teaching recommendations:** vocabulary linked to a range of topics should be built up in the course of active communication during practice in class. However, some pupils will need to consolidate this practice through more systematic study. Pupils should be informed that vocabulary is not retained indefinitely, and that its use needs to be nurtured.

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	Pupils should be able to use some 2000 words actively, and recognize and understand passively a further 1000.	
	<b>Reflecting on language</b> <u>Second stage:</u> Becoming aware of phenomena peculiar to the language being studied. Improving the perception that pupils have of their own mother tongue.	<b>Reflecting on language</b> Considered comparisons with the mother tongue.
<b>Socio-cultural aspects</b>	<b>Knowledge of other cultures</b> <u>First stage:</u> It is essential that pupils become familiar with the cultural conventions and norms of a people whose language they speak, in order to avoid misunderstanding or even the complete breakdown of communication. The acquisition of cultural competence contributes to open-mindedness through the awareness of cultural differences. Mastery of European languages is the best possible way of securing unlimited access to the rich diversity of European culture and of overcoming stereotypes. <u>Second stage:</u> The implicit content of words that only rarely have the same range of meaning in both the mother tongue and the foreign language. Explicit content related to a significant aspect of the country or community whose language is being studied (history, geography, folklore, etc.).	<b>Knowledge of other cultures</b> <b>Materials:</b> video recordings can be used to improve the contact pupils have with socio-cultural aspects of the country of the target language. <b>Language teaching recommendations</b> <u>First stage:</u> The range of different topics and functions of communication covered during the first stage are ideally suited to the above objective, in so far as they relate both to experiences from daily life (meals, home, work, etc.) and linguistic conventions (associated with courtesy and good manners, etc.). <u>Second stage:</u> <b>Materials:</b> plays, songs, films, etc. <b>Language teaching recommendations:</b> pupils should not be lectured to in classes, or bombarded with facts or abstract knowledge.
	<b>Understanding people from other cultures</b> <u>First stage:</u> Learning activities should enable pupils to accept others notwithstanding their differences. <u>Second stage:</u> Overcoming prejudices and stereotypes to become tolerant and open-minded.	<b>Understanding people from other cultures</b> No explicit information.
<b>Cognitive and affective aspects</b>	<b>Fostering independent learning</b> Pupils must acquire the most effective techniques for them to build up knowledge and skills (acquiring an effective individual working method, using reference books, etc.). Pupils should be able to engage in self-assessment.	<b>Fostering independent learning: Activities, Language teaching recommendations</b> <u>Second stage:</u> The teacher should frequently give pupils advice on methods and help them to discover the learning methods to which individually they are best suited. There should be intelligent use of good reference sources, including dictionaries and material relating to grammar.
	<b>Fostering personality development</b> Learning activities should enable pupils to develop self-confidence and become fully involved in a group, so that they share its responsibilities.	<b>Fostering personality development</b> No explicit information.

## BELGIUM (Flemish Community)

### Secondary (1)

#### I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)

*Decreet tot bekrachtiging van de eindtermen en ontwikkelingsdoelen van de eerste graad van het gewoon secundair onderwijs (B.S. 14/8/1996). Decree ratifying the attainment targets and developmental objectives of the first stage of general secondary education, 24 July 1996.*

2. Years, stages or levels concerned

Pupils aged 12-14.

The document defines objectives/content for the entire first stage (two years).

3. Foreign languages concerned

The curriculum is specific for all foreign languages offered (French and English).

#### II. Content

##### Objectives / Contents

##### Methodology

##### General points

The central current aim of foreign language teaching in the Flemish Community of Belgium is to impart the ability to use the language concerned for purposes of communication.

Since the attainment targets for French and English have been compiled on the basis of the same approach, close coordination between the teaching of both languages is possible.

During the lesson, teacher and pupils should use the target language and not the mother tongue.

Dealing with mistakes: *no explicit information.*

##### Aspects related to communication

##### Verbal

No priority is given to either oral or written skills. No priority is given to either comprehensive or productive skills.

##### French and English (?)

Listening: with texts worded in simple language, in terms of structure and vocabulary, and spoken at moderate speed, pupils should be able to:

- understand the meaning of clearly pronounced indications, instructions and warnings;
- select relevant and recognizable information from functional messages;
- understand the main point of short, orally presented texts in which the information is clearly and explicitly worded;
- understand their interlocutors sufficiently well in a simple conversation to be able to speak to them;
- learn to acquire the willingness to listen, understand what is said in simple communicative situations and concentrate on what they want to understand.

##### Verbal

**Activities:** problem-solving activities; all kinds of interactive activities are promoted.

**Materials:** authentic material and constructed or semi-authentic material.

This should be related to the real and imaginary world of pupils (communication situations in which they may find themselves, such as on a trip, in a shop, etc.).

It should be functional (adapted to the communicative situation and to the skill being practised: some examples involving listening, such as weather forecasts or arrival and departure time announcements; others involving reading, such as advertisements, street maps and instructions for use). It should be of a suitable level of difficulty.

(1) Concerning the primary level, French is offered as of the 5<sup>th</sup> year in line with Article 9 of the *Decreet van Basisonderwijs 13/7/1963*. In the Region of Brussels-Capital, the teaching of French is compulsory as of the 2<sup>nd</sup> year primary (Article 10 of the *Decreet van Basisonderwijs 13/7/1963*).

(?) Despite the considerable difference in the number of teaching hours allocated to French and English in the first stage, the attainment targets for receptive skills in French and English are worded in the same way. This is possible because the level of specification leaves sufficient room for appropriate interpretation of the attainment targets for such skills. Moreover, a higher level of command is more readily feasible in the acquisition of receptive skills than productive skills.

## Secondary (\*) (continued)

## Objectives / Contents

## Aspects related to communication

- Reading:** with texts worded in simple language, in terms of structure and vocabulary, pupils should be able to:
- understand the meaning of instructions, signs and warnings;
  - look up relevant and recognizable information in functional texts;
  - understand the main points of short texts in which the information is clearly and explicitly worded;
  - understand the essentials of short texts;
  - learn to acquire the willingness to read, and concentrate on what they want to understand.

**Speaking:** pupils should be able to:

- answer questions in a simple way and provide information concerning themselves, their environment and their world;
- appropriately use a number of linguistic expressions which occur frequently during simple conversations, observing the basic rules of convention;
- learn, through acquiring the willingness and courage to speak, to be able to speak and interact in simple communicative situations.

**French**

Pupils should be capable of:

- asking and answering simple questions on topics dealt with in the classroom;
- summarizing orally simple, short texts and dialogues studied, using key words;
- asking and answering simple questions using simple documents;
- taking part in a simple conversation in situations which are relevant and feasible for them.

**English**

Pupils should be capable of:

- taking part in conversation led by the teacher;
- asking simple questions and giving a concise answer to questions about textual material listened to and read in class.

**Writing:** pupils should be able to:

- copy words, sentences and short texts, paying attention to correct spelling; fill in simple forms;
- formulate short announcements using examples.

## Methodology

**Language teaching recommendations:** the final aim for French in primary education is to achieve the starting level for the first stage of secondary education.

Native speakers should be used in the classroom.

The four major skills should not be taught as individual fragments in the learning process: pupils must experience their integrated character to a sufficient extent.

(\*) Concerning the primary level, French is offered as of the 5<sup>th</sup> year in line with Article 9 of the Decreet van Basisonderwijs 13/77/1963. In the Region of Brussels-Capital, the teaching of French is compulsory as of the 2<sup>nd</sup> year primary (Article 10 of the Decreet van Basisonderwijs 13/77/1963).



## BELGIUM (Flemish Community)

## Secondary (1) (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>French:</b> pupils should write simple short texts about a topic discussed, using key words.</p> <p><b>English:</b> pupils should perform written exercises in which information must be changed or added.</p> <p>Pupils can learn to develop a feeling for specific language registers, <u>adapt</u> their use of language to a given situation, and use a set of fixed linguistic formulae and structures.</p> <p>Pupils should be able to apply <u>communicative strategies</u> which facilitate the achievement of their goals (or communication needs). This might involve activity such as the following: requesting their interlocutor to repeat or say something more slowly; asking for a description; asking for something to be spelt; asking for something to be written down (listening); recognizing obvious words; deducing something from the context; consulting a simple dictionary or glossary (reading); saying things in a different way; giving or asking for a simple description; asking for the correct word; making use of body language (speaking); using a model or a text dealt with in class; and using a simple dictionary or glossary effectively to find the correct word (writing).</p>	
<b>Grammatical aspects</b>	<p><b>Non-verbal</b> Ability to use non-verbal strategies to compensate for gaps in the user's knowledge of the code, or for a breakdown in communication for other reasons.</p> <p><b>Pronunciation</b> In order to be understood, pupils should be able to use the pronunciation and intonation pattern as correctly as possible, paying attention to speed, rhythm and stress.</p> <p><b>Grammar</b> Mastering the grammatical structures needed to acquire and provide information in written and spoken form in specific situations. Lists of grammatical items that pupils have to learn.</p> <p><b>Lexis</b> Mastering the basic vocabulary needed to acquire and provide information in written and spoken form in specific situations. Lists of lexical items that pupils have to learn.</p>	<p><b>Non-verbal</b> <i>No explicit information.</i></p> <p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> <b>Activities:</b> grammar games. <b>Language teaching recommendations:</b> grammar can be taught in a communicative way. Grammar is taught through language use.</p> <p><b>Lexis</b> <b>Activities:</b> vocabulary games. <b>Language teaching recommendations:</b> vocabulary can be taught in a communicative way. Vocabulary is taught in context.</p>

(1) Concerning the primary level, French is offered as of the 5<sup>th</sup> year in line with Article 9 of the Decreet van Basisonderwijs 13/77/1963. In the Region of Brussels-Capital, the teaching of French is compulsory as of the 2<sup>nd</sup> year primary (Article 10 of the Decreet van Basisonderwijs 13/77/1963).

## Secondary (\*) (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<b>Reflecting on language</b> <i>No explicit information.</i>	<b>Reflecting on language</b> <i>No explicit information.</i>
<b>Socio-cultural aspects</b>	<b>Knowledge of other cultures</b> Language teaching aims at socio-cultural competence or, in other words, a certain degree of familiarity with the socio-cultural context in which the language is used. <b>Understanding people from other cultures</b> A general objective for French and English is to establish a link between the culture of the pupil and that of the country of the target language (in the broad sense of civilisation).	<b>Knowledge of other cultures</b> <i>No explicit information.</i> <b>Understanding people from other cultures</b> <i>No explicit information.</i>
<b>Cognitive and affective aspects</b>	<b>Fostering independent learning</b> Pupils should learn to learn. By reflecting on their own learning experiences, they develop an attitude geared to autonomous learning and self-teaching. They must become aware of their own learning style. <b>Fostering personality development</b> Pupils should develop social competence, including the desire and self-confidence to interact with others, the empathy and ability to handle social situations, and the will and the skill to interact with others. Pupils should learn to assess their own ability and progress, and to regard this as a valuable achievement.	<b>Fostering independent learning</b> <b>Language teaching recommendations:</b> it is crucial to work systematically towards the final objective of learning to learn. <b>Fostering personality development</b> <b>Language teaching recommendations:</b> the ways in which teachers and pupils approach the language and interact with each other offer many opportunities for attitude formation (attention can be paid to aspects such as willingness to listen, courage to speak, etc.).

(\*) Concerning the primary level, French is offered as of the 5<sup>th</sup> year in line with Article 9 of the Decreet van Basisonderwijs 13/7/1963. In the Region of Brussels-Capital, the teaching of French is compulsory as of the 2<sup>nd</sup> year primary (Article 10 of the Decreet van Basisonderwijs 13/7/1963).

DENMARK

Folkeskole

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

Bekendtgørelse nr. 482 af 6. Juni 1994 om formålet med undervisningen i Folkeskolens fag og obligatoriske emner med angivelse af centrale kundskabs og færdighedsområder (Ministry of Education Order No 482 of 6 June 1994 on the Aims of Teaching in the Subjects and Compulsory Topics of the Folkeskole with an Indication of Areas of Core Knowledge and Proficiency, 1994).

2. Years, stages or levels concerned

Pupils aged 7-16.  
The documents formulate aims/contents for the whole of the Folkeskole.

3. Foreign languages concerned

Each foreign language offered has its own section within the curricular framework. (1)

**II. Content**

**Objectives / Contents**

**Methodology (2)**

**General points**

To use foreign languages as an international (English) and European (German and French) means of communication.

No explicit information on how to deal with mistakes.  
No explicit information as to use by pupils of their mother tongue.

**Aspects related to communication**

**Verbal**  
No priority to either oral or written skills, or to comprehension or production.  
Pupils are involved in the following activities:

**Verbal**  
No explicit information.

Listening/speaking:

- understanding different types of spoken language and reacting to them in a way appropriate to the situation;
- expressing themselves adequately both in conversation and other coherent forms of oral presentation;
- understanding and explaining different types of text.

Reading: reading texts which convey information and experience.

Writing:

- expressing themselves clearly in written presentations;
- understanding essential differences between spoken and written language, and formal and informal usage.

**Non-verbal**

No explicit information.

**Non-verbal**

No explicit information.

(1) The information presented in this summary table applies to all foreign languages offered in the curriculum.

(2) The curriculum only states teaching objectives. It does not give any indication on methodology. Subject pamphlets issued by the Ministry of Education which contain curricular guidelines and guidelines for teaching a particular subject are not included in the present summary table.

	Objectives / Contents	Methodology (*)
<b>Grammatical aspects</b>	<p><b>Pronunciation, Grammar and Lexis</b> Pupils should fully exploit the potential of the language, being able to express themselves in a precise and varied manner. They should become familiar with the function and structure of the language, including phonetic and grammatical rules. Finally, they should be fully aware of the decisive importance of vocabulary in using the language, and devote significant time and effort to it in their language-learning activity.</p> <p><b>Reflecting on language</b> Work by pupils should focus on differences and similarities between the foreign language they are learning and Danish, and between the same foreign language and others.</p>	<p><b>Pronunciation, Grammar and Lexis</b> <i>No explicit information.</i></p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Work by pupils should focus on:</p> <ul style="list-style-type: none"> <li>- the living conditions, daily life, values and norms of people in the countries where the foreign language concerned is spoken; the world position of the language and cultures associated with it;</li> <li>- topics enabling them to use the foreign language to become familiar with the world, and thus develop their more general understanding of other cultures;</li> <li>- differences and similarities between foreign cultures and their own.</li> </ul> <p><b>Understanding people from other cultures</b> The pupils should use foreign languages to familiarise themselves with the surrounding world and thereby develop more generally their understanding of other cultures.</p>	<p><b>Knowledge of other cultures</b> <i>No explicit information.</i></p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering autonomous learning</b> Pupils should develop their understanding of the best way to learn a language.</p> <p><b>Fostering personality development</b> Pupils should remain motivated to consider foreign languages and cultures as means to furthering their personal development.</p>	<p><b>Fostering autonomous learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

(\*) The curriculum only states teaching objectives. It does not give any indication on methodology. Subject pamphlets issued by the Ministry of Education which contain curricular guidelines and guidelines for teaching a particular subject are not included in the present summary table.

**I. Key facts about the curriculum**

<b>1. Exact title of the document and its year of reference (and any reissue)</b>	Standards für den Mittleren Schulabschluss in den Fächern Deutsch, Mathematik und erste Fremdsprache (Standards for the general education school leaving certificate in German, Mathematics and the First Foreign Language). Agreement of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder, adopted on 12/5/1995.
<b>2. Years, stages or levels concerned</b>	Pupils aged 10-15/16. The document formulates aims/content for the entire secondary level concerned. The Standards do not contain any methodological or teaching principles (i.e. practice-oriented teaching methods, pupil-oriented teaching, literature or media teaching approaches based on authentic materials, or teaching aimed at helping pupils to acquire a solid basis for self-sufficiency and live within their environment).
<b>3. Foreign languages concerned</b>	The standards are the same for all foreign languages offered.

**II. Content**

Objectives / Contents	Methodology
<p>Recognizing the importance of English and French as languages of international communication, and of French as a partner language. The following are the main focal points of teaching:</p> <ul style="list-style-type: none"> <li>- the four major skills (listening, speaking, reading, writing);</li> <li>- the communication tools needed to understand the language used in different contexts and situations;</li> <li>- everyday life in English- and French-speaking countries;</li> <li>- learning and study techniques.</li> </ul>	<p>Handling of <u>mistakes</u>: no explicit information. Use of the <u>mother tongue</u>: no explicit information. In the document mentioned above special didactical and methodological issues are not described. These details are laid down in the curriculum of each language.</p>
<p><b>Aspects related to communication</b></p> <p><b>Verbal</b> A certain degree of priority is given to comprehension.  Pupils should have the necessary <u>listening</u>, <u>speaking</u>, <u>reading</u> and <u>writing</u> skills in order to read texts, put across what they want to say in English and French, and intervene in situations where two languages are required. In addition, they should:</p> <ul style="list-style-type: none"> <li>- express themselves orally on subjects and events, if necessary with the help of written notes;</li> <li>- make themselves understood in the foreign language in concrete, everyday situations, as well as general subject areas;</li> <li>- assimilate the resources necessary to understand English or French in a very wide range of situations;</li> </ul>	<p><b>Verbal</b> <b>Activities/language teaching recommendations:</b> taking part in simulations of daily communicative situations (role-play, sketches). In working on texts, pupils should:</p> <ul style="list-style-type: none"> <li>- make use of their own knowledge and experience;</li> <li>- use appropriate techniques to overcome comprehension difficulties;</li> <li>- work alone on texts for learning purposes and/or for personal interest, applying strategies such as intensive reading/scanning and reading for pleasure;</li> <li>- find passages in which the meaning is particularly clear;</li> <li>- use their own reading experience to compose texts; and exploit and improve texts that have been heard and/or read previously;</li> </ul>

(\*) The present summary table does not cover primary level, as foreign language teaching is not compulsory at that level. However, a report published in 1997 sets out very succinctly the objectives and methodological approaches for foreign language teaching in primary schools (*Fremdsprachen in der Grundschule. Bericht des ständigen Hauptausschusses der Kultusministerkonferenz vom 17.09.1997*). As regards secondary level, each of the Länder organizes its own curriculum. There are therefore approximately 240 for English and French. As it is impossible to analyse all of them, this summary table only presents information relating to compulsory standards for all Länder. The standards only concern lower secondary education. An entrance qualification required for transfer to the *Gymnasiale Oberstufe* may be obtained by way of a *Mittlerer Schulabschluss* if a certain level of performance is achieved.

## Lower Secondary (1) (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p> <ul style="list-style-type: none"> <li>- confront various types of text and the way the latter communicate, and use the knowledge they acquire in the process to understand and produce English or French themselves;</li> <li>- seek opportunities to speak in class;</li> <li>- communicate in two-language situations, summarising in the target language the content of a message expressed in the source language (interpreting).</li> </ul> <p>A series of communicative functions are specified.</p>	<ul style="list-style-type: none"> <li>- recognize and explain how these texts affect them;</li> <li>- reformulate the content of texts, using German if necessary.</li> </ul> <p>It is important to use language in everyday situations and agree on subjects to be tackled in conversation.</p> <p><b>Materials</b> Tackling various types of texts, including those encountered daily (songs, short stories for young people, etc.), visual texts (video clips, comic strips) and those taken from the mass media, etc. Using pictures, illustrated stories, and other texts and reading material to produce oral or written narrative.</p>
<p><b>Non-verbal</b> <i>No explicit information.</i></p>	<p><b>Non-verbal</b> <i>No explicit information.</i></p>
<p><b>Grammatical aspects</b></p> <p><b>Pronunciation</b> The aim should be to achieve as far as possible normal pronunciation (including intonation) of English or French, at the very least to eliminate lexical or syntactical misunderstanding.</p>	<p><b>Pronunciation</b> <i>No explicit information.</i></p>
<p><b>Grammar</b> A selection of grammatical items are specified: normal basic structures used to form questions, statements and imperatives; subordinate, relative, causal and conditional clauses; the distinction between direct and indirect speech. Knowledge of the specific rules of English and French grammar (correct spelling of basic vocabulary) is also referred to.</p>	<p><b>Grammar</b> <b>Language teaching recommendations:</b> grammar should be supportive, and should be directed towards acquiring tools to the communicative functions.</p>
<p><b>Lexis</b> Possession of a basic vocabulary with which to handle daily situations and discussion of particular topics. Use of synonyms, antonyms, paraphrases, semantic fields and word families, etc.</p>	<p><b>Lexis</b> <i>No explicit information.</i></p>
<p><b>Reflecting on language</b> <i>No explicit information.</i></p>	<p><b>Reflecting on language</b> <i>No explicit information.</i></p>

(1) The present summary table does not cover primary level, as foreign language teaching is not compulsory at that level. However, a report published in 1997 sets out very succinctly the objectives and methodological approaches for foreign language teaching in primary schools (*Fremdsprachen in der Grundschule. Bericht des ständigen Hauptausschusses der Kultusministerkonferenz vom 17.09.1997*). As regards secondary level, each of the Länder organizes its own curriculum. There are therefore approximately 240 for English and French. As it is impossible to analyse all of them, this summary table only presents information relating to compulsory standards for all Länder. The standards only concern lower secondary education. An entrance qualification required for transfer to the *Gymnastiale Oberstufe* may be obtained by way of a *Mittlerer Schulabschluss* if a certain level of performance is achieved.

## GERMANY

## Lower Secondary (1) (continued)

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Studying the diversity of the English- or French-speaking worlds (including the United States and Canada), as well as their geographic, historical, social, political and cultural aspects. Pupils should be able to compare those worlds with their own, recognize their common features and be aware of their cultural differences. Seizing opportunities for cultural enrichment. Recognizing opportunities and problems associated with multilingual, multi-cultural societies.</p> <p><b>Understanding people from other cultures</b> Recognizing otherness as something normal within one's own country.</p>	<p><b>Knowledge of other cultures</b> <b>Language teaching recommendations:</b> in order to understand texts, pupils need an in-depth understanding of life in English- and French-speaking milieux, which they acquire in focusing on concrete situations and topics. They need to relate their observations, experience and knowledge to their own world, and apply them when involved in intercultural exchange activities.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> When studying their first foreign language, pupils should acquire learning and working techniques (for use both in and out of school) for extending their personal knowledge and broadening their linguistic skills. These learning techniques involve:</p> <ul style="list-style-type: none"> <li>- the adoption by pupils of strategies for organized learning and work activity (for example, they discover their own pace of learning, organize learning processes and agree on work-sharing);</li> <li>- the development by pupils of specific foreign language learning methods, such as the ability to learn words and their meanings with the correct spelling and pronunciation, to deduce the meaning of words from context or with reference to existing knowledge of the target language, or to discover and use language rules on their own.</li> </ul> <p><b>Fostering personality development</b> The resolution of linguistic difficulties by cooperating with other people and assisting them. Contributing to lessons.</p>	<p><b>Fostering independent learning</b> <b>Activities:</b> pupils working on set tasks either alone or in groups; checking, completing, correcting and improving their work, etc.</p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

(1) The present summary table does not cover primary level, as foreign language teaching is not compulsory at that level. However, a report published in 1997 sets out very succinctly the objectives and methodological approaches for foreign language teaching in primary schools (*Fremdsprachen in der Grundschule. Bericht des ständigen Hauptausschusses der Kultusministerkonferenz vom 17.09.1997*). As regards secondary level, each of the Länder organizes its own curriculum. There are therefore approximately 240 for English and French. As it is impossible to analyse all of them, this summary table only presents information relating to compulsory standards for all Länder. The standards only concern lower secondary education. An entrance qualification required for transfer to the *Gymnasiale Oberstufe* may be obtained by way of a *Mittlerer Schulabschluss* if a certain level of performance is achieved.

**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

Ενιαίο Εξαιρέτως Αναλυτικό Πρόγραμμα για τη διδασκαλία της Αγγλικής γλώσσας, Δ' Δημοτικού έως Γ' Γυμνασίου. Π.Δ. 15/96 ΦΕΚ9/18-1-96 (Comprehensive six-year curriculum for the teaching of English to pupils from the fourth year of primary education to the third year of lower secondary education: Presidential Decree 15/96, Official Government Gazette, 9 / 18-1-96).

**2. Years, stages or levels concerned**

Pupils aged 9-15.

This is a comprehensive curriculum for the last three primary years and the first three secondary years. (\*)

**3. Foreign languages concerned**

English.

**II. Content****Objectives / Contents****Methodology****General points**

In general, the aim is gradually to develop the ability of pupils to take part in English-language communication situations so as to cover, in the medium and long term, the basic needs of their private, school and social lives, and to enable them to respond to the basic demands of their social, educational and professional environments.

Teachers are given advice on children's social and intellectual development, the intellectual, communication and social aptitudes of pupils of this age, and their linguistic and functional skills.

Correction of errors takes place as soon as communication is hindered.

No explicit information as to the use of the pupil's mother tongue.

**Aspects related to communication****Verbal**

No priority to either oral or written work. Comprehension and production are the two fundamental areas of the curriculum. Pupils are involved in the following activities:

Listening:

- understanding the general meaning of different types of oral discourse (instructions, lists, dialogues, information, etc.) containing mainly simple and known linguistic elements;
- identifying the precise elements that they are asked to find in different types of oral discourse;
- deducing the meaning of unknown words or sentences from the linguistic context.

Speaking:

- giving brief oral answers (Cycle A); providing answers at greater length, where necessary, to what they hear or read (cycle B);
- asking for and giving information, details and explanations when required;
- starting and taking part in a natural classroom conversation or a role dialogue;
- describing simply people, places, experiences, future projects, their daily activities and interests;

**Verbal**Listening:

**Activities:** listening to dialogues, stories, songs (original, adapted or specially composed material) and completing different types of exercises (filling in blanks in texts, the words of songs, true/false, etc.) or reproducing a text orally.  
**Materials:** authentic or adapted. During Cycle B, the amount of original material is gradually increased.

Speaking:

**Activities:** presenting (project) work, role-play, holding conversations, descriptions by pupils of their centres of interest, recounting personal stories, taking part in games, etc.

(\*) Where distinctions appear, they are indicated as 'Cycle A' for primary and 'Cycle B' for secondary.



	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<ul style="list-style-type: none"> <li>- giving simple oral instructions, explaining how something happens or works;</li> <li>- asking questions, and briefly describing past, present and future events.</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- understanding all known elements in written texts;</li> <li>- understanding/reacting to instructions, descriptions and other types of information comprising known linguistic elements and simple sentences;</li> <li>- deducing the meaning of unknown words/sentences from context, or using information resources to discover the meaning of unknown words in written texts;</li> <li>- understanding different types of texts which can appear in brochures, magazines and other printed sources of information.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- giving short answers (Cycle A); giving more extended answers (Cycle B);</li> <li>- making short written presentations of their daily activities, interests and projects;</li> <li>- using simple descriptive discourse in order to write brief texts about persons, places, experiences and future projects;</li> <li>- giving simple oral instructions, explaining how something happens or works;</li> <li>- producing brief but coherent texts, including coordinating conjunctions, relatives and sentences which show that they understand the nuances of verb tenses (Cycle B);</li> <li>- producing texts such as brief essays, personal notes, a private diary, letters, etc.</li> </ul>	<p><u>Reading:</u></p> <p><b>Materials:</b> classbooks, glossaries and, later, dictionaries; different works, such as instructions, comics, words of songs, poems, passages from fairy tales, advertisements, brief accounts, etc.</p> <p>Cycle A: the material is devised to familiarize pupils with the different forms of written discourse they will meet at a later stage.</p> <p>Cycle B: the material is designed so that pupils gradually come into contact with different types of original material (articles, information material, comics, humorous texts, instructions, letters, etc.).</p> <p>From the outset, they are encouraged to use a dictionary, with specific activities to point them in this direction.</p> <p><u>Writing:</u></p> <p><b>Activities:</b> the workbook is a fundamental tool for practising writing. It contains all sorts of activities such as filling in tables, comic strips, keeping a diary, preparing invitations and simple letters, etc. During Cycle B, pupils are encouraged to produce written texts relating to more complex communicative situations, such as correspondence with young persons of the same age, and project and essay work in which they express their personal opinions.</p>
<b>Grammatical aspects</b>	<p><b>Non-verbal</b></p> <p>Combining linguistic and extra-linguistic elements (gestures, mime, intonation, etc.) in order to understand precise or general notions in an oral or written text.</p>	<p><b>Non-verbal</b></p> <p>No explicit information.</p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b></p> <p>Distinguishing and producing correctly:</p> <ul style="list-style-type: none"> <li>- isolated and grouped phonemes, sounds making up lexical shapes, both in isolation and in sentences;</li> <li>- accentuation of words and sentence intonation in order to mark information, emphasis, etc.;</li> <li>- the elements of the grapheme system.</li> </ul> <p>Decoding the system of graphemes into phonemes and transposing phonemic elements into graphemes.</p>	<p><b>Pronunciation</b></p> <p><b>Materials:</b> for Cycle B only, material is provided mainly for distinguishing between very close sounds (/p/ b/), or situations where the mother tongue has a heavy influence, such as /sm/, which Greek pupils tend to pronounce as /zml/.</p>

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Grammar</b> Production of a brief but coherent text (written or oral), including coordinating conjunctions, relatives and sentences which indicate that pupils understand the nuances of verb tenses (Cycle A and Cycle B).</p> <p><b>Lexis</b> The following lexical fields are covered: relationships with other persons (family environment, fellow-pupils, etc.); activities with other people (sports, hobbies, etc.); personal objects (clothes, food, etc.); the immediate environment (home, school, local district, etc.); the man-made environment (work place/relationships/role, means of transport, etc.); knowledge of art and culture (music, literature, cinema, etc.). All the lexical fields in the classification are referred to.</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>	<p><b>Grammar</b> <b>Activities:</b> communication-directed activities, such as keeping a diary (use of past simple) or preparing a questionnaire (question form, etc.).</p> <p><b>Lexis</b> <b>Activities:</b> the various teaching manuals include a wide range of activities such as projects, but also simple exercises in which pupils are asked to fill in blanks, find mistakes and match items. <b>Language teaching recommendations:</b> fields of thematic vocabulary are defined to help teachers tackle the question of choice of context in which to use linguistic elements.</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b></p> <ul style="list-style-type: none"> <li>- Awareness of the vital links between language and civilization, language and society;</li> <li>- familiarizing pupils with other cultures and civilizations and, in particular, those of English-speaking countries; bringing pupils into contact with information about daily life, conventions and customs, festivals, and trends and fashion in clothing and art.</li> </ul> <p><b>Understanding people from other cultures</b></p> <ul style="list-style-type: none"> <li>- Making pupils more receptive to values, opinions and social behaviour which are unfamiliar to them;</li> <li>- developing acceptance of differences between persons, social groups and backgrounds, in order that pupils understand and appreciate the values and opinions of others and learn to cooperate with them;</li> <li>- accepting people from other religious backgrounds, acknowledging the principle of fundamental equality between the sexes, and combating stereotypes relating to others or unknown situations;</li> <li>- broadening the horizons of pupils beyond their own linguistic community;</li> <li>- learning about other institutions, rules, values and cultural behaviour.</li> </ul>	<p><b>Knowledge of other cultures</b> <b>Activities:</b> games, group work (projects), correspondence, music, etc. <b>Materials:</b> the material contains information on daily life and on the customs, habits and artistic production of other peoples and, in particular, those of the Anglo-Saxon world.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>

GREECE

## Primary (continued)

	Objectives / Contents	Methodology
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b></p> <ul style="list-style-type: none"> <li>- Developing a spirit of initiative and a sense of responsibility so that pupils acquire techniques and resources which promote independent learning;</li> <li>- developing the self-confidence of pupils and their ability to rely on themselves, while teaching them to recognize their skills, aptitudes and knowledge so that they can draw maximum benefit from them;</li> <li>- increasing the range of roles assumed by pupils in communicative situations using the foreign language.</li> </ul>	<p><b>Fostering independent learning</b></p> <p><i>No explicit information.</i></p>
	<p><b>Fostering personality development</b></p> <p>Use of the foreign language by pupils to discover and understand information relating to their own needs and interests.</p>	<p><b>Fostering personality development</b></p> <p><i>No explicit information.</i></p>

**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

- *Αναλυτικό Πρόγραμμα για τη διδασκαλία της Γαλλικής γλώσσας στο Γυμνάσιο, τάξεις Α', Β', Γ', Π.Δ. 11/90, ΦΕΚ 5/22-1-96 και Π.Δ. 370/96, ΦΕΚ 240/20-9-96* (Curriculum for the teaching of **French** in lower secondary education, first, second, third years (*Gymnasio*), Presidential Decree 11/90, Official Government Gazette 5/22-1-96 and Presidential Decree 370/96, Official Government Gazette 240/20-9-96).
- *Αναλυτικό Πρόγραμμα για τη διδασκαλία της Γερμανικής γλώσσας στο Γυμνάσιο, τάξεις Α', Β', Γ', Π.Δ. 451/93, ΦΕΚ 187/8-10-93* (Curriculum for the teaching of **German** in lower secondary education first, second, third years (*Gymnasio*), Presidential Decree 451/93, Official Government Gazette 187/8-10-93). (1)

Pupils aged 12-15. The objectives/contents are formulated for the whole of the *Gymnasio* stage (lower secondary education).

**2. Years, stages or levels concerned****3. Foreign languages concerned**

Each foreign language has its own curriculum.

**II. Content****Objectives / Contents****General points**

Contribute to the development of the general communicative ability of pupils.

**French****Mistakes in speech:**

From the beginning of the first year of foreign language teaching, the teacher corrects the pronunciation of pupils systematically. Correction involves the continuous repetition of sounds, words and sentences orally, or the reading of corresponding paragraphs or small texts, or listening to cassettes.

As pupils progress from one year to the next, correction continues with small oral dialogues between them, and the reading of school books and original texts.

**Errors in written speech:**

The teacher tries to anchor the new foreign language structure using specific, structural exercises, and then goes on to correct mistakes when pupils enrich their knowledge by producing the language on their own. The correction of mistakes in summaries or compositions focuses on the orthography, morphology, the language, syntax and rhythm. It takes place throughout the school year, in writing, verbally, or using specific tests.

**German**

It is essential to create an appropriate classroom atmosphere (posters, magazine and newspaper articles as well as German-language wall displays of work by pupils). As far as possible, pupils should be placed in groups in order to achieve a rapid alternation of different types of teaching (to individuals, pairs

**Methodology**

(1) The information contained in the comprehensive 6-year curriculum for the teaching of English is developed in the national summary table for primary and secondary.

## Objectives / Contents

## Methodology

**General points**

or teams, etc.). A tape recorder should be available, as well as other materials used by pupils from time to time (cartons, scissors, coloured pencils, glue, etc.). The use of play in constructing the lesson is recommended.

Traditional types of teaching and learning should be given prominence. Methods like intensive repetition, recital from memory, translation, and strongly directed linguistic behaviour can be incorporated into a lesson which alternates teaching methods while retaining a consistent focus on one or more particular aspects of the language.

Maximum authenticity should be a priority from the outset, both in terms of communicative situations and the kinds of text used.

A rich alternation of exercises and regular changes in the mode of teaching are necessary, as well as the use of various audio-visual resources. This prevents pupils from getting bored and respects the need for different types of approach (visual, aural, cognitive, etc.).

The Greek language may be used where necessary:

- when explaining grammatical phenomena on a comparative basis;
- when explaining difficult words and consolidating complex linguistic structures;
- when checking understanding;
- in linguistically difficult announcements for pupils.

**Aspects related to communication****Verbal**

In teaching **French**, no priority is given to either oral or written skills. In teaching **German**, no priority is given to either oral or written work.

**French**

- Understanding oral and written language and using it while gradually acquiring ease of communication; the pupil ought to be able to use communicative functions, such as welcoming someone, introducing oneself, recounting an event, inviting someone, asking for information, etc.;
- producing oral and written sequences and adapting them to similar and parallel situations;
- producing written texts;
- acquiring fundamental space-time concepts.

To use communication strategies.

**Verbal****French**

**Activities:** listening and spoken information recognition exercises.

Developing a particular theme in writing in the target language.

**Materials**

For listening and speaking: video equipment, a tape recorder and cassettes are used in the classroom (given the absence of language laboratories).

For reading: authentic texts (newspapers, magazines), dictionaries, etc.

Use of modern educational technology (educational TV, interactive video, computers, French radio and TV networks, educational satellite, e-mail, etc.).

**Language teaching recommendations:** methods for gathering and distributing information.

Recommendations for helping teachers to select texts.

## Secondary (continued)

Aspects related to communication	Objectives / Contents	Methodology
<p><b>German</b></p> <p><u>Listening:</u></p> <ul style="list-style-type: none"> <li>- identifying the number of persons involved in a conversation;</li> <li>- using linguistic context to understand unknown words, expressions and idioms;</li> <li>- use of one's own knowledge in order to understand new words.</li> </ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>- recounting simple actions;</li> <li>- reproducing a logical series of simple events that pupils have read, seen, heard or experienced;</li> <li>- use by pupils of simple words to speak about themselves and their environment;</li> <li>- holding short conversations in German using simple linguistic tools;</li> <li>- preparing and presenting role games and simulations;</li> <li>- understanding and using day-to-day classroom language.</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- total or partial comprehension of texts of up to 500 words on subjects related to the experience of pupils.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- pupils should express themselves as freely as possible in writing, using the limited linguistic tools in their possession;</li> <li>- producing short, simple, directed texts;</li> <li>- taking notes for simple events and working with basic vocabulary (for example word trees).</li> </ul> <p><b>Non-verbal</b></p> <p>Understanding and diversifying sounds, gestures, movements, etc. in the foreign language.</p>	<p><b>German</b></p> <p><b>Activities:</b> exercises on receiving information and developing production skills.</p> <p><b>For speaking:</b> participation in games, role-play, songs, etc.</p> <p><b>For reading:</b> training also in reading handwritten texts. This helps train pupils in pronunciation and orthography; reading of literary texts (songs, poems, myths, narrative); reading aloud of simple stories, narratives and tales.</p> <p><b>For writing:</b> pupils are asked to convert a small text into dialogue or compose a parallel text. They are also asked to change the form of short texts, such as verse, songs or prose, or complete or write short texts.</p> <p><b>Materials:</b> for <u>listening</u>, a tape recorder and cassettes are used, as well as any other equipment available at the school (video, etc.)</p> <p><b>Language teaching recommendations:</b> of all the skills, oral expression needs to be exercised most.</p> <p>Texts may include a small number of unknown words, as long as they do not inhibit comprehension, or their meaning can be deduced from the context.</p>	<p><b>German</b></p> <p><b>Activities:</b> exercises on receiving information and developing production skills.</p> <p><b>For speaking:</b> participation in games, role-play, songs, etc.</p> <p><b>For reading:</b> training also in reading handwritten texts. This helps train pupils in pronunciation and orthography; reading of literary texts (songs, poems, myths, narrative); reading aloud of simple stories, narratives and tales.</p> <p><b>For writing:</b> pupils are asked to convert a small text into dialogue or compose a parallel text. They are also asked to change the form of short texts, such as verse, songs or prose, or complete or write short texts.</p> <p><b>Materials:</b> for <u>listening</u>, a tape recorder and cassettes are used, as well as any other equipment available at the school (video, etc.)</p> <p><b>Language teaching recommendations:</b> of all the skills, oral expression needs to be exercised most.</p> <p>Texts may include a small number of unknown words, as long as they do not inhibit comprehension, or their meaning can be deduced from the context.</p>
<p><b>Grammatical aspects</b></p>	<p><b>Non-verbal</b></p> <p>Understanding and diversifying sounds, gestures, movements, etc. in the foreign language.</p>	<p><b>Non-verbal</b></p> <p>No explicit information.</p>
<p><b>Grammatical aspects</b></p>	<p><b>French:</b> recognizing and producing the sounds, rhythms and intonation of the foreign language.</p>	<p><b>Pronunciation</b></p> <p><b>French</b></p> <p>No explicit information.</p>
<p><b>Grammatical aspects</b></p>	<p><b>German</b></p> <ul style="list-style-type: none"> <li>- Rapid acquisition of pronunciation that will not hinder intelligibility and will be as close as possible to the correct pronunciation of German in terms of articulation, rhythm and functional intonation;</li> <li>- distinguishing the particularities of intonation and understanding their importance.</li> </ul>	<p><b>Pronunciation</b></p> <p><b>German</b></p> <p><b>Activities:</b> speaking with correct pronunciation and intonation as far as possible; reading aloud and intelligibly short texts with known vocabulary and reciting verses, poems, songs etc.; dictation using known words.</p> <p><b>Language teaching recommendations:</b> special attention is paid to pronunciation from the outset. The central aim is to achieve correct articulation of the vowels, which is a characteristic pronunciation difficulty for Greeks.</p>

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Grammar</b> <b>French</b></p> <ul style="list-style-type: none"> <li>- To recognize the structures of oral language, so as to be able to construct questions, give negative or positive answers, or produce descriptions;</li> <li>- to recognize the structures of written language and ask questions, and use the past, present and future tenses;</li> </ul> <p><b>German</b> To possess the fundamental syntactical and morphological structures of the German language in order to use them to communicate. The curriculum presents a list of the grammatical structures to be studied.</p> <p><b>Lexis</b> All the lexical fields in the classification are referred to.</p> <p><b>German:</b> pupils need to be able to understand compound words.</p>	<p><b>Grammar</b> <b>French</b></p> <p><b>Language teaching recommendations:</b> grammar is to be presented in appropriate functional situations so that pupils not only possess the structure of the language but can use it in communicative situations.</p> <p><b>German</b> No explicit information.</p> <p><b>Lexis</b> <b>French</b></p> <p><b>Language teaching recommendations:</b> using existing knowledge in order to understand new words.</p> <p><b>German</b></p> <p><b>Language teaching recommendations:</b> in choosing vocabulary, the teacher ought to bear in mind that:</p> <ul style="list-style-type: none"> <li>- the morphology and syntax should reflect the content of the grammar taught in each year;</li> <li>- if possible, words should be chosen where correspondences exist in Greek (e.g. <i>Banane, Kaffee, Elefant, Kameel, Zebra, Tiger, Krokodil</i>). Known vocabulary may be used to produce new words (<i>Bananenmilch, Tomatensalat</i>).</li> </ul> <p>A distinction is made between active and passive vocabulary. The active vocabulary should amount to around 300-350 words per school year.</p> <p><b>Reflecting on language</b> No explicit information.</p> <p><b>Knowledge of other cultures</b> <b>French</b></p> <p><b>Activities:</b> creativity exercises (similarities, theatre, role-play, etc.).</p> <p><b>German</b></p> <p><b>Activities:</b> locating cultural particularities and discussing prejudices and stereotypes. <b>Materials:</b> teaching books with plenty of pictures, sound documents, etc., which communicate a realistic sense of German culture.</p>
<b>Socio-cultural aspects</b> (*)	<p><b>Reflecting on language</b> No explicit information.</p> <p><b>Knowledge of other cultures</b> <b>French:</b> daily life in France – compared with Greece – environment, entertainment, habits, etc.</p> <p><b>German:</b> to develop a basic approach to and an understanding of the particularities of the German people and country.</p>	<p><b>Reflecting on language</b> No explicit information.</p> <p><b>Knowledge of other cultures</b> <b>French</b></p> <p><b>Activities:</b> creativity exercises (similarities, theatre, role-play, etc.).</p> <p><b>German</b></p> <p><b>Activities:</b> locating cultural particularities and discussing prejudices and stereotypes. <b>Materials:</b> teaching books with plenty of pictures, sound documents, etc., which communicate a realistic sense of German culture.</p>

(\*) The curriculum uses the term 'inter-cultural dimension' for the comparative study of the cultural elements of the mother tongue and those of the foreign language.

## Secondary (continued)

Socio-cultural aspects (?)	Objectives / Contents	Methodology
	<p><b>Understanding people from other cultures</b> Helping pupils to get to know, understand and respect differences between people, and also to discover the similarities that exist between Greek and French life.</p>	<p><b>Language teaching recommendations:</b> the topics brought up in class should be appropriate to the age of the pupils, their experience and their interests. Promoting twinning and the exchange of correspondence between classes and between pupils.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Enabling pupils to acquire habits which will lead them to learn independently (by developing learning strategies and problem-solving tools).</p> <p><b>Fostering personality development</b></p> <ul style="list-style-type: none"> <li>- Developing a positive attitude to foreign language learning;</li> <li>- developing observation, analytical skills, and a broad grasp of ideas and concepts.</li> </ul>	<p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p> <p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> Teaching of <b>German</b> contributes to the acquisition by pupils of skills which they use in other classes, and helps them to mature outside school. Teachers need to base their work on pupil/teacher cooperation.</p>

(?) The curriculum uses the term 'inter-cultural dimension' for the comparative study of the cultural elements of the mother tongue and those of the foreign language.



**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

*Real Decreto 1006/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Enseñanza Primaria* (Royal Decree 1006 of 14 June 1991 establishing the minimum core curriculum for Primary Education).

**2. Years, stages or levels concerned**

Pupils aged 6-12.

Objectives/contents are formulated for the whole of primary level.

**3. Foreign languages concerned**

The curriculum is the same for all foreign languages offered.

**II. Content****Objectives / Contents****General points**

The fundamental objective of the first years of primary teaching is to familiarize pupils with a foreign language, and get them used to it. This is a period in which they are made gradually more sensitive to the foreign language and culture.

The curriculum recommends that children should learn foreign languages even earlier.

**Methodology (\*)**

Pupils should be able to use the foreign language to communicate with the teacher and other pupils. The aim is effective communication. The curriculum points out that errors by pupils should not be interpreted as genuine mistakes. Instead, they are a sign that pupils are successfully understanding and mastering the new system of communication. They should thus be regarded as basic indicators for establishing pupil progress. It is possible to use words in the native language which resemble those in the foreign language.

**Aspects related to communication****Verbal**

The curriculum places equal emphasis on oral and written communication. Comprehension and linguistic output are also equally emphasized.

**Listening:**

- understanding different spoken messages from various sources;
- overall understanding of spoken messages (face-to-face and recorded) on subjects known to the pupil;
- specific understanding of simple, targeted messages (face-to-face or recorded), in context.

**Speaking:**

- using day-to-day expressions to meet simple communication needs. The associated communicative functions are greeting, giving and asking for information, identifying and finding objects, describing, narrating and expressing needs and requests, etc.;
- using pre-learned messages (courtesy phrases, etc.) and adapting them to specific communication situations;

**Verbal****Listening**

**Activities:** group activities (games, teamwork).  
**Materials:** video, tape recorders. The teacher and fellow-pupils also constitute a resource for practising and testing comprehension.

**Language teaching recommendations:**

The spoken texts should relate to subjects, situations and events close to the everyday life of pupils.

**Speaking:**

**Activities:** group activities (games, teamwork).

Making spoken use of the foreign language to communicate with the teacher and other pupils in normal language class activities and in specially devised communication situations.

Simulations, acting, improvisation, etc., in a play context.

(\*) As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

## Primary (continued)

Objectives / Contents	Methodology (1)
<p><b>Aspects related to communication</b></p> <ul style="list-style-type: none"> <li>- use of the spoken language to express pupils' most urgent communication needs inside the classroom and in their daily lives;</li> <li>- linguistic exchanges in a play context;</li> <li>- responding orally to spoken messages. The associated <u>communicative functions</u> are answering questions, spelling their own names and other common words, etc.</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- understanding various written messages;</li> <li>- general understanding of short messages related to the most immediate communication needs and personal interests;</li> <li>- general understanding of authentic material (with visual support) on concrete, day-to-day subjects.</li> </ul>	<p><b>Materials:</b> the same audio-visual materials recommended for listening can also be used here to stimulate speaking (videos, tape recorders).</p> <p><b>Language teaching recommendations:</b> pupils should be asked to take part spontaneously in a wide variety of speaking situations.</p> <p><u>Reading:</u></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- reading written messages and relating them to class activities: simple instructions for carrying out tasks, simple commentaries, etc.;</li> <li>- very simple descriptions, etc.;</li> <li>- recognizing specific, pre-identified elements in texts containing unknown words and structures.</li> </ul> <p><b>Materials:</b> authentic material (advertising, comic strips, road signs, birthday party invitations, billboards, leaflets, etc.).</p> <p><b>Language teaching recommendations:</b> when selecting texts, teachers should take account of pupils' knowledge of the outside world and their interests. They should develop the value attached by pupils to reading in the foreign language.</p> <p><u>Writing:</u></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- writing short notes and letters to friends, personal data, short descriptions and narration, invitations, etc.;</li> <li>- writing lists, describing pictures or situations, etc.;</li> <li>- solving crosswords using vocabulary and spelling learned in class.</li> </ul> <p><b>Materials:</b> written material from which students develop their own writing.</p> <p><b>Language teaching recommendations:</b> written texts should be short and simple, on subjects with which pupils are already familiar. Writing in the foreign language should be made meaningful to the pupil.</p>
<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- producing written texts adapted to the reader and the communicative situation;</li> <li>- producing written texts addressed to different types of readers in response to spoken or written stimuli;</li> <li>- writing down information received orally or visually.</li> </ul> <p>Using <u>communication strategies</u>: synonyms, similar words in the native language.</p>	<p><b>Non-verbal</b></p> <p>Understanding and using non-linguistic conventions (mime, gestures, visual aids etc.) used by speakers of the foreign language in common situations.</p>
<p><b>Non-verbal</b></p> <p>Understanding and using non-linguistic conventions (mime, gestures, visual aids etc.) used by speakers of the foreign language in common situations.</p>	<p><b>Non-verbal</b></p> <p><b>Activities:</b> games, role-play, etc.</p> <p><b>Materials:</b> printed or audio-visual.</p> <p><b>Teaching recommendations:</b> the pupil should be given a number of situations in which gestures, etc. may help communication.</p>

(1) As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

	Objectives / Contents	Methodology (1)
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Identification and familiarization with the characteristic sounds, rhythm and intonation of the foreign language. Recognizing the phonetic representation of words in the foreign language. Establishing links between meaning, pronunciation and spelling.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>– Recognizing orally grammatical structures used to formulate questions, to affirm, deny, express ownership and gender, describe, relate, and express facts or present and future actions;</li> <li>– recognizing, in written texts, grammatical structures used to formulate questions, affirm, deny, express ownership, gender and number, and to quantify and express facts in the present, past and future, etc.</li> </ul> <p><b>Lexis</b> Acquiring vocabulary in different communicative situations: greetings, giving and asking for information, identifying and finding objects, describing, narrating, expressing needs and requests, quantifying, etc. All the lexical fields in the classification are mentioned, except education, language, shapes.</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>	<p><b>Pronunciation</b> <b>Activities:</b> using grapho-phonetic correspondences to spell, for example, the pupil's name, date of birth, personal data, etc. <b>Materials:</b> recorded material. <b>Language teaching recommendations:</b> the material should be meaningful and contextualized.</p> <p><b>Grammar</b> <b>Language teaching recommendations:</b> the grammatical objectives are tackled in context. Adopting procedures that lead pupils to recognize, understand and use the target language.</p> <p><b>Lexis</b> <i>No explicit information.</i></p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Recognizing social and cultural aspects of the country where the language is spoken in ways close to the children's own experience:</p> <ul style="list-style-type: none"> <li>– expressions and gestures accompanying spoken expression: courtesy gestures, vocal intonation, etc.;</li> <li>– aspects of daily life: timetables, habits of children of the same age, images which are part of the culture and represent a way of understanding and interpreting reality;</li> <li>– leisure activities: games, songs, and sports practised most by children of the target language country, as well as their favourite meeting places;</li> </ul>	<p><b>Knowledge of other cultures</b> <b>Activities:</b> establishing 'pen pal' relationships with children from other countries. <b>Materials:</b> authentic material. <b>Language teaching recommendations:</b> obtaining information from authentic material in areas close to the children's environment. Awareness of the presence in Spain of the foreign language: product labelling, songs, films, TV programmes, etc.</p>

(1) As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

## Primary (continued)

	<b>Objectives / Contents</b>	<b>Methodology (*)</b>
<b>Socio-cultural aspects</b>	<ul style="list-style-type: none"> <li>- recognizing in written work, socio-cultural aspects of the foreign language different from those of the native language;</li> <li>- comparing salient aspects of daily life in the country of the taught language with the corresponding aspects of Spanish life.</li> </ul> <p>Sensitizing pupils to the social and cultural context of the target language.</p>	
	<p><b>Understanding people from other cultures</b>            Developing curiosity and respect on the part of learners for the salient aspects of daily life, culture and social customs of countries where the language taught is spoken.            Showing understanding and respect for other languages, their users, and the cultures associated with them.</p>	<p><b>Understanding people from other cultures</b>  <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b>            Making use, during foreign language learning, of knowledge and experience acquired in learning other languages, and gradually developing independent learning strategies.</p>	<p><b>Fostering independent learning</b>  <i>No explicit information.</i></p>
	<p><b>Fostering personality development</b>            Developing in learners a positive and optimistic attitude towards their ability to learn to speak a foreign language.</p>	<p><b>Fostering personality development</b>  <i>No explicit information.</i></p>

(\*) As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

SPAIN

Secondary

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

*Real Decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Enseñanza Secundaria Obligatoria (Royal Decree 1007/1991 of 14 June establishing the minimum core curriculum for compulsory general secondary education).*

2. Years, stages or levels concerned

Pupils aged 12-16.

The objectives/contents are formulated for the whole of compulsory general secondary education.

3. Foreign languages concerned

The curriculum is the same for all foreign languages offered.

**II. Content**

**Objectives / Contents**

**General points**

The curriculum clearly states the importance of introducing students to the social and cultural context of the countries where the language is spoken.

**Methodology (1)**

The use of similar words to the mother tongue.  
The curriculum states that the errors a pupil makes may not be interpreted as true mistakes: such errors are proof of the underlying dynamism in the pupils' acquired understanding and command of the new system of communication.  
Certain pupil errors may be the result of transposing rules from the mother tongue, which clearly indicates that similar strategies are being used for the two languages.  
Errors must be regarded as basic signs for developing pupil progress. And even limited mastery of the foreign language can enable pupils to establish a certain level of communication, so it should be considered a positive achievement.  
Use of the mother tongue: *No explicit information.*

**Aspects related to communication**

**Verbal**

The curriculum places equal emphasis on oral and written communication. Comprehension and linguistic output are equally emphasized.

**Listening:**

- understanding general and more detailed oral messages in the foreign language relating to everyday communicative situations, coming directly from speakers or the mass media;
- understanding messages from different sources that focus on picking up the relevant information;
- understanding oral exchanges (face-to-face or recorded).

**Verbal**

Emphasis is placed on the communicative approach directed towards the acquisition of communication skills.

**Listening:**

**Activities:** group activities (games, teamwork).  
**Materials:** radio, T.V., video, tape recorder, commercials, the teacher, other pupils; oral texts which do not demand any specialized knowledge from pupils.

(1) As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

## Secondary (continued)

Objectives / Contents	Methodology <sup>(1)</sup>
<p><b>Aspects related to communication</b></p> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>- producing oral messages in the foreign language related to everyday communicative situations, and showing an interest in being understood;</li> <li>- participating actively in oral exchanges involving the expression of likes, dislikes or preferences, asking and giving opinions, agreeing and disagreeing with options, etc.;</li> <li>- making use of linguistic strategies by asking people to repeat things, starting and ending conversations, etc.</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- reading a written text understandably and autonomously;</li> <li>- reading texts for specific purposes, both as an important source of information, enjoyment and leisure, and as a way to access other cultures and ways of living;</li> <li>- understanding written texts about class activities;</li> <li>- developing an ability to identify the meaning of unknown words from the context;</li> <li>- understanding written texts relating to the experience and cultural background of pupils;</li> <li>- understanding authentic material, and gathering specific information from authentic texts;</li> <li>- differentiating fact from opinion in written texts;</li> <li>- reading between the lines in a written text.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- producing written texts to satisfy the personal need to communicate, responding to oral or written stimuli in accordance with the main characteristics of the discourse;</li> <li>- producing easily understandable written texts whose logical structure reflects different types of texts and the varying needs of communication.</li> </ul> <p><b>Non-verbal</b> Producing and understanding oral messages in the foreign language using non-linguistic conventions (gestures, sounds, movements, visual aids, etc.) in everyday situations.</p>	<p><u>Speaking:</u></p> <p><b>Activities:</b> group activities (games, teamwork).  <b>Materials:</b> the same audio-visual materials recommended for listening (video, tape recorders, the teacher, fellow-pupils).  <b>Language teaching recommendations:</b> the teacher and the pupils should use the foreign language to establish communication in the classroom.</p> <p><u>Reading:</u></p> <p><b>Activities:</b> group activities (games, teamwork); class activities (guidelines for carrying out tasks, school notices, etc.).  <b>Materials:</b> texts of a literary or more scientific nature; authentic material (articles, advertisements, letters, comics, guidebooks, leaflets, billboards, etc.).  <b>Language teaching recommendations:</b> texts should be suited to student interests and skills, and should always concern school and out-of-school communicative situations.          To understand the authentic material, pupils can use a dictionary or even the teacher.</p> <p><u>Writing:</u></p> <p><b>Activities:</b> filling in application forms, answering questionnaires, surveys, etc.  <b>Materials:</b> authentic material (invitations and congratulation cards, letters of complaint, letters asking for information, etc.). Different types of written texts (descriptive, narrative, argumentative, etc.).</p> <p><b>Non-verbal</b> No explicit information.</p>

<sup>(1)</sup> As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

	Objectives / Contents	Methodology (*)
<b>Grammatical aspects</b>	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>- Identification and production of the sounds, rhythm and intonation of the foreign language;</li> <li>- recognizing the phonetic representation of sounds in the foreign language;</li> <li>- making links between words, their pronunciation and their graphic representation;</li> <li>- identification of different types of sentence stress and intonation according to where the focus is placed.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- The curriculum clearly recommends the correct use of all the grammatical structures required to employ the language effectively in any communicative situation;</li> <li>- structuring the various elements of a written text so that it is clear and consistent;</li> <li>- combining all grammatical elements in order to speak or write as accurately as possible.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Different commonly occurring situations: agreeing and disagreeing with opinions, expressing sympathy and consolation, asking and giving information, influencing others, solving difficulties, describing, contradicting, etc.;</li> <li>- formulas commonly used in social interaction: checking and showing that something has been understood, idiomatic expressions, taboo words, etc.;</li> <li>- all lexical fields of the classification.</li> </ul> <p><b>Reflecting on language</b></p> <p>Understanding the basic elements of the foreign language and its operating mechanisms. This facilitates improved understanding of the mother tongue.</p>	<p><b>Pronunciation</b></p> <p>No explicit information.</p> <p><b>Grammar</b></p> <p><b>Materials:</b> real and contextualized texts.  <b>Language teaching recommendations:</b> grammatical objectives are included in communicative situations. Pragmatic recommendations for the various aspects of grammar: procedures which lead pupils to recognize, understand and use the target language.</p> <p><b>Lexis</b></p> <p>No explicit information.</p> <p><b>Reflecting on language</b></p> <p><b>Activities:</b> exercises on rephrasing, summarizing activities, etc.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b></p> <p>To introduce students to the social and cultural context of the countries where the target foreign language is used:</p> <ul style="list-style-type: none"> <li>- aspects of daily life: schedules, activities, preferences, fashion, social roles, social formulas;</li> <li>- the physical surroundings in which pupils live: descriptions of towns, public services, shops, the environment, the quality of life, etc.;</li> </ul>	<p><b>Knowledge of other cultures</b></p> <p><b>Activities:</b> activities to improve comprehension of the communicative context such as 'situations' and 'simulations'; activities involving a critical analysis of social attitudes towards discrimination.  <b>Materials:</b> authentic written and oral material from different sources (newspapers, magazines, TV, radio, etc.).</p>

(\*) As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

## Secondary (continued)

	<b>Objectives / Contents</b>	<b>Methodology <sup>(1)</sup></b>
<b>Socio-cultural aspects</b>	<ul style="list-style-type: none"> <li>- human relations: with parents, relatives, love and friendship, young peoples' meeting places, different roles of men and women in the social structure, etc.;</li> <li>- the world of young people: studies, work, sport, free time, music, video, comics, cinema, etc.;</li> <li>- mass media: young peoples' magazines, radio and TV programmes, etc.;</li> <li>- civic habits and preservation of the environment and the national heritage by citizens from other countries;</li> <li>- presence of the foreign language in Spain: films, advertisements in newspapers and in public places, instructions, leaflets, songs, films, television programmes, commercials, etc.;</li> <li>- comparing the most relevant aspects of day-to-day life expressed in the foreign language with those of Spain.</li> </ul> <p><b>Understanding people from other cultures</b></p> <ul style="list-style-type: none"> <li>- Showing a respectful attitude and an interest towards other languages, their speakers and their culture;</li> <li>- developing students' curiosity and respect for the socio-cultural aspects of those countries where the target language is spoken;</li> <li>- developing in students an appreciation of those attitudes that foster social courtesy (formulas, gestures, etc.).</li> </ul>	<p><b>Language teaching recommendations:</b> recognizing the social and cultural aspects of countries where the foreign language is spoken in areas close to pupils' own interests and experience.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b></p> <ul style="list-style-type: none"> <li>- Making use, whilst learning the foreign language, of the knowledge and experience acquired when learning other languages and gradually developing strategies for independent learning;</li> <li>- developing in students an appreciation of the importance of being able to have access to information available in a foreign language;</li> <li>- recognizing and appreciating the communicative value of foreign languages and the ability of students to learn how to use them.</li> </ul> <p><b>Fostering personality development</b></p> <ul style="list-style-type: none"> <li>- The adoption by students of a receptive and critical attitude towards information derived from the culture of the target language, and their use of that information to reflect on their own culture;</li> <li>- appreciation by students of what relations with other cultures mean in terms of personal development.</li> </ul>	<p><b>Fostering independent learning</b> No explicit information.</p> <p><b>Fostering personality development</b> No explicit information.</p>

<sup>(1)</sup> As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.



**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

- Enseignement des langues vivantes étrangères: circulaire n° 98-105 du 11 mai 1998/BOEN n° 22 du 28 mai 1998 et circulaire n° 99-093 du 17/06/1999/BOEN n° 25 du 24/06/1999 (Circulaires on the teaching of modern foreign languages).
- Enseignement des langues vivantes au CM2 à la rentrée de 1998 – Orientations pédagogiques: circulaire n° 98-135 du 23 juin 1998/BOEN n° 27 du 2 juillet 1998 et circulaire n° 99-176 du 11 novembre 1999/BOEN n° 40 du 11 novembre 1999 (Circulaires on the teaching of modern languages in the final year of primary school, 1998/99 school year – pedagogical guidelines).

2. Years, stages or levels concerned

Pupils aged 10-11: they are taught in accordance with regulations which provide for the teaching of one foreign language to all children in the last two years of primary school (CM1 and CM2).

3. Foreign languages concerned

The curriculum is the same for all foreign languages on offer. <sup>(2)</sup>

**II. Content****Objectives / Contents****General points**

The circulars indicate the strong priority that should be given to the oral language. The aims of initiation centre on three core skills: talking about oneself, talking to others and talking about one's environment.

**Aspects related to communication****Verbal**

Priority to oral activity, with the overriding aim of communicating with others. No priority given to either production or comprehension.

**Oral (comprehension/production):**

- developing the ability of pupils to understand, in particular in the register of the oral language, and getting them to pick out some linguistic elements which lead to the identification of meaning;
- bringing pupils to acquire for their own use basic linguistic functions introduced in simple communicative situations which are varied, motivating, include cultural references, and are meaningful for children; there is a set of communicative concepts and functions with variants that depend on the foreign language concerned:

**Verbal Activities****Oral:**

Placing pupils in situations that draw on aspects of daily life, as well as the world of the imagination. Use of games (simulation, role play, etc.). These various activities focus on simple situations and attach most importance to oral forms of expression (instructions, songs, nursery rhymes, short dialogues, short plays, stories, etc.).

**Written:**

No systematic pattern of activities. However, pupils may be asked to express themselves briefly in writing (using a word, expression or a short sentence) to complete a drawing, a plan, a photo, a succession of pictures, a film, a song, etc.

**Methodology**

Dealing with mistakes: no explicit information.

Use of the mother tongue where necessary, especially when features of the foreign language and mother tongue readily invite comparison. Teachers should listen with interest to comments from pupils which seek to establish links between the two languages.

<sup>(1)</sup> The summary table only sets out the curriculum for those years of primary school (CM1 and CM2), in which there has been steady progress towards systematic teaching of a foreign language since the start of the 1998 school year. However, guidelines for teaching in this field have existed since 1995 for other educational levels (CE1 and CE2). They set out the aims of introducing children to a foreign language from the age of 7 (CE1) onwards, along with recommendations for doing so. In order to support teachers in this new responsibility, the Centre National de Documentation Pédagogique (CNDP) in 1995 devised and produced a video aid to teaching (entitled *CE sans frontière*) in English, German, Spanish, Italian and Portuguese. It includes a booklet containing texts, songs, and dialogues as well as a manual offering guidance to the teacher.

<sup>(2)</sup> The curriculum sets out the same aims and methodological recommendations for all languages. However, a list of concepts and particular communicative functions for each is included in the circulars. These differences for each individual language are not shown in the present summary table.

## Primary (1) (continued)

Aspects related to communication	Objectives / Contents	Methodology
<p>Speaking about themselves (real and imagined identity):</p> <ul style="list-style-type: none"> <li>- introducing themselves: giving their name, etc.;</li> <li>- saying what they feel: their general state of being, etc.;</li> <li>- speaking about their strong points and attributes, along with their preferences, needs, hopes, desires, intentions and plans;</li> <li>- stating whether or not they have particular ability and whether or not they are allowed to do something; saying what they have to do, what they do or do not possess, or do or do not know; saying where they are and where they are going.</li> </ul> <p>Talking to others:</p> <ul style="list-style-type: none"> <li>- knowing how to develop social relationships (greeting each other, etc.);</li> <li>- asking someone for information;</li> <li>- expressing a desire, an order, a characteristic, an obligation; granting and asking for permission; expressing a prohibition, a proposal;</li> <li>- replying to a proposal;</li> <li>- formulating a hypothesis;</li> <li>- knowing how to take part in classroom activity: asking for something to be repeated, etc.</li> </ul> <p>Speaking about others (about their immediate environment):</p> <ul style="list-style-type: none"> <li>- knowing how to identify/introduce or designate a person, etc.;</li> <li>- knowing how to give information;</li> <li>- knowing how to use some spatial reference markers, etc.</li> </ul>	<p><b>Materials</b></p> <p>Original written materials and other items (albums, books, posters, photos, magazines), backed by recorded sound, video or multimedia communication. In the course of class activities (correspondence, travel, exchanges), pupils are encouraged to use audio-visual and multimedia materials (fax, CD-ROM, the Internet, etc.). Consideration is currently being given to use ICT (Information and Communication Technologies) to support teaching activity.</p> <p><b>Language teaching recommendations</b></p> <ul style="list-style-type: none"> <li>- Teachers should distinguish clearly between activities concerned with comprehension, on the one hand, and production, on the other. They should introduce a whole range of motivating activities and situations in which pupils are fully involved and encouraged to talk about themselves, their interests and preferences, but also to ask questions of others, and to exchange or express points of view;</li> <li>- teachers should avoid adopting an excessively lexical approach to language learning;</li> <li>- they should see that pupils are fully encouraged to speak in a way that includes instructions, gestures, follow-up, and a variety of different requests and suggestions;</li> <li>- they should ensure that activities involve a balanced distribution of tasks and are organized to provide, in turn, for discovery, follow-up, repetition and attempts by pupils to express themselves at regular intervals;</li> <li>- the approach to teaching should be varied (to include, as appropriate, activities involving the whole class, small groups, or pupils working singly or in pairs);</li> <li>- teachers should encourage pupils to challenge each other and engage in dialogue;</li> <li>- they should establish and maintain a good learning environment (which is conducive to motivation, willingness to listen, and understanding of the meaning of activities, and has good teaching support facilities, etc.);</li> <li>- reuse, at other times in classroom activity, some of the functions employed in language learning (such as counting, telling the time or specifying the day of the week, etc.).</li> </ul>	<p><b>Non-verbal</b></p> <p>Gestures, mime, role play, simulation.</p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>
<p><b>Aspects related to communication</b></p>	<p><b>Objectives / Contents</b></p>	<p><b>Methodology</b></p>

(1) The summary table only sets out the curriculum for those years of primary school (CM1 and CM2), in which there has been steady progress towards systematic teaching of a foreign language since the start of the 1998 school year. However, guidelines for teaching in this field have existed since 1995 for other educational levels (CE1 and CE2). They set out the aims of introducing children to a foreign language from the age of 7 (CE1) onwards, along with recommendations for doing so. In order to support teachers in this new responsibility, the *Centre National de Documentation Pédagogique* (CNDP) in 1995 devised and produced a video aid to teaching (entitled *CE sans frontière*) in English, German, Spanish, Italian and Portuguese. It includes a booklet containing texts, songs, and dialogues as well as a manual offering guidance to the teacher.

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Facilitating perception of how sentences are broken up, and starting to highlight the relation between what is written and what is heard.</li> <li>Listening, perceiving, recognizing, reproducing and producing the stress, tones and patterns of intonation of the language being studied and, more generally, all characteristics relating to its pronunciation.</li> </ul> <p>There is a detailed approach to the acquisition of phonological skills.</p>	<p><b>Pronunciation</b></p> <p><b>Materials:</b> sound and video recordings.</p> <p><b>Language teaching recommendations:</b> intonation and stress should be the focus of a specific effort (always in context, and with reference to the recommendations in official texts).</p> <p>Teachers should ensure that they:</p> <ul style="list-style-type: none"> <li>provide good phonological models so that pupils can grasp the intonation, stress and tones of the language;</li> <li>exercise the aural discrimination of pupils so that they can satisfactorily reproduce its general melodic line, its prosody and basic phonemes;</li> <li>consider, gradually and in context, the main phonemes (recognition, identification, production, memorization) of the target language).</li> </ul>
	<p><b>Grammar</b></p> <p><i>No explicit information.</i></p>	<p><b>Grammar</b></p> <p><b>Language teaching recommendations:</b> the grammar is implicit. Teachers should be satisfied that statements are grammatically correct.</p>
	<p><b>Lexis</b></p> <p>Managing to recognize and use a simple lexis.</p> <p>Lexical fields covered: class activity, daily undertakings, noteworthy cultural developments.</p>	<p><b>Lexis</b></p> <p><i>No explicit information.</i></p>
	<p><b>Reflecting on language</b></p> <p>Understanding the working of the foreign language, comparing it with the mother tongue and memorizing it.</p>	<p><b>Reflecting on language</b></p> <p><i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b></p> <p>Bringing alive aspects of the culture and civilization of the country concerned.</p>	<p><b>Knowledge of other cultures</b></p> <p><b>Activities:</b> for example, constructing particular items and recreating a festive atmosphere.</p> <p><b>Materials:</b> original linguistic resources (sound, video, written materials, etc.).</p>
	<p><b>Understanding people from other cultures</b></p> <p>Ensuring that pupils become alive to the realities of an unfamiliar world, by making them realize that customs and conventions should be viewed in relative terms. Making them aware of otherness.</p>	<p><b>Understanding people from other cultures</b></p> <p><i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b></p> <p>Learning personal forms of self-expression (consistent with realistic aims, taking into account the age of the children and the time available for this particular aspect of teaching).</p>	<p><b>Fostering independent learning</b></p> <p><i>No explicit information.</i></p>
	<p><b>Fostering personality development</b></p> <p><i>No explicit information.</i></p>	<p><b>Fostering personality development</b></p> <p><i>No explicit information.</i></p>

### I. Key facts about the curriculum

#### 1. Exact title of the document and its year of reference (and any reissue)

- *Bulletin Officiel, Programmes 1996, Collection Collège, Centre national de documentation pédagogique.*
- *Bulletin Officiel spécial n° 1 du 5 février 1987, Classe de Seconde (anglais).* (English in the 1<sup>st</sup> year of lycée)
- *Bulletin Officiel spécial n° 3 du 9 juillet 1987, Classe de Seconde (anglais).* (English in the 1<sup>st</sup> year of lycée), Compléments.

#### 2. Years, stages or levels concerned

Pupils aged 11-15 (*collège*). The aims and content are formulated separately for each year.  
Pupils aged 15-16 (the first year of the *lycée*).

#### 3. Foreign languages concerned

Each foreign language offered has its own curriculum. (\*)

## II. Content

### Objectives / Contents

#### General points

Through its linguistic, cultural and intellectual aims, language teaching in **collèges** makes a special contribution to the general education of pupils. It consolidates and builds further on what has been acquired at primary school. It extends pupils' scope for expressing themselves in new and different ways, helps them relate better to the outside world and provides them with many opportunities for exchanging information and ideas with other people. In the first year at the **lycée**, the teaching of **English** should:

- enable pupils to understand, speak, read and write contemporary standard English to an ever greater extent and level of proficiency;
- enable them to acquire an inwardly consolidated culture through use of the language which is both its outward manifestation and without which it could not exist;
- enable them to grasp and use certain concepts related to aspects of the language they have already mastered.

### Methodology

#### Collège

Teachers should devise successive stages of instruction which take account of any previously acquired knowledge or ability, and which are part of the **collège** curriculum. Given the continuous process implicit in learning a foreign language and in improving linguistic skills throughout life, the aim should be to acquire, in accordance with a spiral pattern of development, a minimum level of ability both for the further refinement of skills and a return at any time to aspects that have been taught, learnt and possibly forgotten.

Dealing with mistakes: no explicit information.

Use of the mother tongue may be appropriate in order to conceptualize (clarify the workings of the language) and for purposes of translation. By way of encouragement, provisional reporting in French, for pupils to demonstrate they have understood something, should not be ruled out.

#### Lycée (first year)

Dealing with mistakes: no explicit information.

Use of the mother tongue: no explicit information.

(\*) The summary table sets out information corresponding to the teaching of the first foreign language at *collège*, without distinguishing between the different languages that may be on offer. However, a few examples relating to English and German are provided in the case of some areas of study. As regards the first year of *lycée*, the table contains only information taken from the English-language curriculum.

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>Verbal Collège</b> Equal importance is attached to the four components of communication (oral and written comprehension, and oral and written production).</p> <p><b>Oral:</b></p> <ul style="list-style-type: none"> <li>- recognizing essential information in the message (place, time, etc.);</li> <li>- searching for or checking specific information, on request;</li> <li>- identifying the different kinds of utterance;</li> <li>- picking out words of importance in conveying meaning and expressive elements in what is said (for example, as a result of the stress and intonation of speech);</li> <li>- identifying signs of consistency;</li> <li>- inferring the meaning of what is not known, from the context;</li> <li>- memorizing the key elements of the message.</li> </ul> <p><b>Expression:</b></p> <ul style="list-style-type: none"> <li>- formulating a simple spoken message in the modern language as used in everyday communication;</li> <li>- reconstructing the content of a dialogue or written or oral account using the means available to pupils;</li> <li>- articulating, in the form of short but intelligible statements, the linguistic elements required to give an account of an everyday event or take part in a simple dialogue;</li> <li>- asking for help in a way that is appropriate and making use of compensation strategies (expressing what one wishes to say in terms of what one is able to say);</li> <li>- achieving control over communication, through ability to correct sub-sequently what is said at the outset;</li> <li>- going beyond simple answers to questions and comments limited to a few words, in particular by justifying a point of view;</li> <li>- expressing the main thought content of a message in different ways (by reformulating it).</li> </ul> <p><b>Written:</b></p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>- identifying visual indicators (page numbering, lettering, punctuation, etc.);</li> <li>- identifying logical linguistic interconnections (coordination, comparison, contrast, cause, aim, etc.);</li> <li>- confirming the meaning of unknown terms with reference to the main processes by which words are formed (their composition, derivation and the way they are prefixed, etc.).</li> </ul>	<p><b>Verbal Collège</b> <b>Oral:</b> <b>Comprehension:</b> <b>Materials:</b> original sound-recorded material (video, cassettes, computer). Curricula recommend the use of the new technologies if these activities are, however, part of a school plan. <b>Language teaching recommendations:</b> irrespective of the nature of a message (account, conversation, information bulletin, etc.), it is important that it should be expressed in normal language without extraneous lexical elements or syntax, come from an original quality recording, and not last longer than a minute.</p> <p><b>Expression:</b> <b>Activities:</b> (see under 'Expression' opposite); <b>Materials:</b> (see under 'Materials' above). <b>Language teaching recommendations:</b> activities in which language is produced should take precedence over those in which it is reproduced or imitated. Pupils should be gradually encouraged to converse in an unbroken sequence, enabling them to ask questions (to their teacher or fellow-pupils). The ideal situation is one in which listening and speaking are not regarded as separate activities. However, they may be, in so far as pupils may have understood something they hear in a foreign language without being able to speak about its content in that language.</p> <p><b>Written:</b> <b>Comprehension:</b> <b>Activities:</b> in the first years at <i>collège</i>, teachers may plan for their pupils to begin reading simple or specially adapted material. <b>Materials:</b> (see 'Materials' above). <b>Language teaching recommendations:</b> teaching pupils to read independently is very important because it is one of the pathways to autonomous learning. The aim is to show pupils that they can understand more than they think (which enhances their self-esteem).</p>

## Secondary (continued)

Aspects related to communication	Objectives / Contents	Methodology
<p><b>Expression:</b> Draft a short structured paragraph of around 10-15 lines. To do this, pupils should have been led to:</p> <ul style="list-style-type: none"> <li>- construct simple statements (ask and reply to questions, continue a sentence, to interchange words in sentences, etc.);</li> <li>- link up statements using logical linguistic interconnections.</li> </ul> <p>A list of <u>functions of communication</u> is included for each of the years at <i>collège</i> and each of the proposed languages.</p>	<p><b>Expression:</b> <b>Activities:</b> describe and comment on a picture, write a letter, a brief announcement, a short account, a dialogue, etc. Tasks involving written expression should range from simply copying, without any mistakes, a statement or a short passage, to the drafting of a paragraph or the imitation of a model text. Pupils should be encouraged to correspond in the foreign language. <b>Materials:</b> (see 'Materials' above).</p> <p><b>Lycée (first year)</b> <b>Activities:</b> comprehensive or selective listening, note-taking, and use of notes for different purposes, such as the writing of summaries, minutes, debates, etc.; noting and reformulating ideas, facts, items of information and comparisons; shortening texts and giving them a special emphasis, etc. Intensive study of a written text (whether informative or literary), sustained reading of entire an work (short story, novel, play, etc.), undertaken mainly outside lesson time, but with a number of classroom teaching sessions. <b>Materials:</b> original materials (including, in particular, illustrated documents); use of the tape-recorder, video recorder and computer. <b>Language teaching recommendations:</b> teaching pupils to read independently (as undertaken at <i>collège</i>) should be continued and taken to more advanced levels.</p>	<p><b>Non-verbal</b> <b>Collège:</b> <i>no explicit information.</i></p> <p><b>Lycée (first year):</b> <i>no explicit information.</i></p>
<p><b>Non-verbal</b> <b>Collège</b> Detecting as appropriate the tone of the message, or the intentions of the speaker(s) (understanding of what is implied). <b>Lycée (first year):</b> <i>no explicit information.</i></p>	<p><b>Non-verbal</b> <b>Collège:</b> <i>no explicit information.</i></p>	<p><b>Non-verbal</b> <b>Collège:</b> <i>no explicit information.</i></p>
<p><b>Grammatical aspects (?)</b> <b>Pronunciation</b> <b>Collège</b> Respecting the basic patterns of stress and intonation, and pronouncing phonemes correctly. <b>Lycée (first year)</b> Intonation, rhythm and stress are studied.</p>	<p><b>Pronunciation</b> No <i>explicit information.</i></p>	<p><b>Pronunciation</b> No <i>explicit information.</i></p>

(?) The aim of the curriculum in the first year at the *lycée* is to consolidate what has been learnt at *collège*. For this reason, grammatical aspects (in particular) include no fresh elements.

FRANCE

## Secondary (continued)

Grammatical aspects <sup>(?)</sup>	Objectives / Contents	Methodology
<b>Grammar</b> <b>Collège</b>	The curriculum provides, in summary form, a fully comprehensive list of the grammatical elements to be mastered. <b>Lycée (first year)</b> Nothing is added to what is specified for work at <i>collège</i> . <sup>(?)</sup>	<b>Grammar</b> <b>Collège</b> <b>Activities:</b> exercises in spelling. <b>Language teaching recommendations:</b> the aim is above all to help pupils construct a logical system. Teaching should use as its basis straightforward, everyday, correct and standard language; care should thus be taken to avoid any over-ambitious lexical and grammatical approach. The part concerned with grammar in the new <b>English-language collège</b> curricula aims to ensure that: <ul style="list-style-type: none"> <li>- full account is taken, in the first year at <i>collège</i>, of what has been achieved in the introductory stage at primary school so that, as soon as they begin learning, pupils have the wherewithal to understand the main operational precepts, as well as the common binding principles, characteristic of spoken and written English;</li> <li>- special attention is devoted, in the fourth and final year at <i>collège</i>, to expressing and recognizing different possible shades of emphasis and meaning in formulating the same idea, and making pupils aware of the decisions in this respect that are taken by anyone making a statement.</li> <li>- As to the new <b>German-language</b> curricula, they state that:</li> <li>- grammar is a means of furthering operational command of the language;</li> <li>- all the linguistic elements referred to in the curricula are not meant to be dealt with successively and uniformly as if they were equally important or had the same priority;</li> <li>- at each stage of learning, it is important that pupils be made aware of ways in which the logical consistency of the German grammatical code facilitates linguistic assimilation.</li> </ul>
<b>Lycée (first year)</b>		<b>Lycée (first year)</b> <b>Language teaching recommendations:</b> the textbook on grammar is not meant to be studied systematically in the classroom; instead, teachers should periodically assess their pupils to identify grammatical structures that have not been properly mastered, and devote priority attention to them during their lessons.

<sup>(?)</sup> The aim of the curriculum in the first year at the *lycée* is to consolidate what has been learnt at *collège*. For this reason, grammatical aspects (in particular) include no fresh elements.

<sup>(?)</sup> Studies in grammar are based, with no changes, on the 'Programme grammatical de consolidation' published by the Ministry in 1982 in the brochure entitled *Anglais-Classes de Seconde, Première et Terminale (C.N.D.P.)*.

## Secondary (continued)

Grammatical aspects <sup>(2)</sup>	Objectives / Contents	Methodology
<p><b>Lexis</b> <b>Collège</b></p> <p>All the lexical fields of the classification are referred to, except health, health care, education, language and forms.</p>	<p><b>Lycée (first year)</b></p> <p>Lexical studies potentially cover the entire field of all semantic aspects of words – an ever changing field in which the immediate effect of selecting specific elements for attention would be to inhibit the initiative and inspiration of the teacher. For this reason, the curriculum draws up no lists for reference purposes, like those used during the four years at <i>collège</i>.</p>	<p><b>Lexis</b> <b>Collège</b></p> <p><b>Language teaching recommendations:</b> the lists of topics are no more than indicative. Teachers are not meant to teach pupils single words, but to introduce them in context and a particular order (for example, pupils will establish associations more easily between those terms that most frequently precede or follow a verb).</p>
<p><b>Lycée (first year)</b></p> <p>Lexical studies potentially cover the entire field of all semantic aspects of words – an ever changing field in which the immediate effect of selecting specific elements for attention would be to inhibit the initiative and inspiration of the teacher. For this reason, the curriculum draws up no lists for reference purposes, like those used during the four years at <i>collège</i>.</p>	<p><b>Lycée (first year)</b></p> <p><b>Materials:</b> dictionaries covering one or two languages (where their use is appropriate).</p> <p><b>Language teaching recommendations:</b> the task of the teacher is to consolidate what has been learnt, from the lexical point of view, at <i>collège</i>, dealing with it more thoroughly and extending it. Teachers will ensure that:</p> <ul style="list-style-type: none"> <li>– texts and other material are chosen in a way that corresponds to a flexible ordering of linguistic content and its lexical density;</li> <li>– when preparing their lessons, they plan for the crucial distinction between vocabulary that is simply recognized (very uncommon words of little use) and the active vocabulary that pupils have to assimilate so as to articulate it spontaneously themselves;</li> <li>– freshly acquired words and phrases are built into the stock of readily available vocabulary that is constantly being reactivated.</li> </ul> <p>Encouragement given to rapid reading, listening to foreign radio broadcasts and establishing contacts with English-speaking countries should further this lexical enrichment.</p>	<p><b>Lycée (first year)</b></p> <p><b>Materials:</b> dictionaries covering one or two languages (where their use is appropriate).</p> <p><b>Language teaching recommendations:</b> the task of the teacher is to consolidate what has been learnt, from the lexical point of view, at <i>collège</i>, dealing with it more thoroughly and extending it. Teachers will ensure that:</p> <ul style="list-style-type: none"> <li>– texts and other material are chosen in a way that corresponds to a flexible ordering of linguistic content and its lexical density;</li> <li>– when preparing their lessons, they plan for the crucial distinction between vocabulary that is simply recognized (very uncommon words of little use) and the active vocabulary that pupils have to assimilate so as to articulate it spontaneously themselves;</li> <li>– freshly acquired words and phrases are built into the stock of readily available vocabulary that is constantly being reactivated.</li> </ul> <p>Encouragement given to rapid reading, listening to foreign radio broadcasts and establishing contacts with English-speaking countries should further this lexical enrichment.</p>
<p><b>Reflecting on language</b> <b>Collège:</b> no explicit information.</p>	<p><b>Reflecting on language</b> <b>Collège</b></p> <p><b>Activities:</b> activities in which the language is transformed:</p> <ul style="list-style-type: none"> <li>– taking notes while listening or reading a straightforward short message;</li> <li>– reconstructing an oral or written message from notes;</li> <li>– converting into French an oral or written message expressed in the foreign language, or essential information contained in a longer text.</li> </ul>	<p><b>Reflecting on language</b> <b>Collège</b></p> <p><b>Activities:</b> activities in which the language is transformed:</p> <ul style="list-style-type: none"> <li>– taking notes while listening or reading a straightforward short message;</li> <li>– reconstructing an oral or written message from notes;</li> <li>– converting into French an oral or written message expressed in the foreign language, or essential information contained in a longer text.</li> </ul>
<p><b>Lycée (first year):</b> no explicit information.</p>	<p><b>Language teaching recommendations</b></p> <p>The comments of pupils should be guided, so that that they can discover a logical dimension to the language, and become able to make constructive comparisons, establish possible associations and become aware of the originality and specific nature of each language.</p> <p><b>Lycée (first year):</b> no explicit information.</p>	<p><b>Language teaching recommendations</b></p> <p>The comments of pupils should be guided, so that that they can discover a logical dimension to the language, and become able to make constructive comparisons, establish possible associations and become aware of the originality and specific nature of each language.</p> <p><b>Lycée (first year):</b> no explicit information.</p>

<sup>(2)</sup> The aim of the curriculum in the first year at the *lycée* is to consolidate what has been learnt at *collège*. For this reason, grammatical aspects (in particular) include no fresh elements.



Socio-cultural aspects	Objectives / Contents	Methodology
<p><b>Knowledge of other cultures</b> <b>Collège</b></p> <p>Enhancing the sensitivity of pupils to specific cultural characteristics, so that they become aware of both similarities and differences that may exist between their country and the country whose language they are learning, in social conventions, customs, outlook and institutions.</p> <p><b>English:</b> making pupils aware of the most immediate realities of civilization in the English-language speaking world, especially as regards conventions, lifestyles, institutions, history and geography.</p>	<p><b>Knowledge of other cultures</b> <b>Collège</b></p> <p><b>Activities:</b> for example, for the <b>English-language</b> curriculum:</p> <ul style="list-style-type: none"> <li>- identifying on a map and naming the British Isles, the United States, Canada, Australia, New Zealand, etc.;</li> <li>- locating and naming a selection of capitals, cities, rivers, etc.;</li> <li>- locating and naming countries in the European Union, and non-English-speaking world, etc.</li> </ul> <p><b>Materials:</b> written or sound material dealing with current events.</p> <p><b>Language teaching recommendations:</b> increasing familiarity with features of the civilization, culture and society of the language being studied should not result in whole lessons devoted to civilization as a subject in its own right. The top priority should remain teaching and practice in communication for pupils, and classroom work linked to cultural aspects should not be regarded as separate from functional, grammatical, lexical and phonological learning activity.</p>	<p><b>Knowledge of other cultures</b> <b>Collège</b></p> <p><b>Activities:</b> for example, for the <b>English-language</b> curriculum:</p> <ul style="list-style-type: none"> <li>- identifying on a map and naming the British Isles, the United States, Canada, Australia, New Zealand, etc.;</li> <li>- locating and naming a selection of capitals, cities, rivers, etc.;</li> <li>- locating and naming countries in the European Union, and non-English-speaking world, etc.</li> </ul> <p><b>Materials:</b> written or sound material dealing with current events.</p> <p><b>Language teaching recommendations:</b> increasing familiarity with features of the civilization, culture and society of the language being studied should not result in whole lessons devoted to civilization as a subject in its own right. The top priority should remain teaching and practice in communication for pupils, and classroom work linked to cultural aspects should not be regarded as separate from functional, grammatical, lexical and phonological learning activity.</p>
<p><b>Lycée (first year)</b></p> <p>Enabling pupils to get their bearings and structure their knowledge in a way that is useful.</p> <p>Mapping out a vast, open and varied cultural area using reference points that are coordinated, historical, geographical, economic, political, scientific, social, technical and cultural in the strictest sense.</p>	<p><b>Lycée (first year)</b></p> <p><b>Language teaching recommendations:</b> during classroom activities, teachers should draw the attention of pupils to representative cultural data (dates, names, places, etc.). The same principles of incorporation, memorization and reactivation should be applied to such data as are applied to other linguistic activities. In particular, pupils should be helped to establish relevant associations between all these reference points. This in turn implies:</p> <ul style="list-style-type: none"> <li>- the choice of a fairly wide variety of resources to cover all areas identified and stimulate curiosity and reciprocal communication;</li> <li>- a method of analysing and reading material, as well as of collecting and processing information gleaned during classroom activity;</li> <li>- procedures for presenting, reactivating and combining data, which enable its different elements to be more easily interrelated and which provide pupils with the means and motivation necessary for that purpose.</li> </ul>	<p><b>Lycée (first year)</b></p> <p><b>Language teaching recommendations:</b> during classroom activities, teachers should draw the attention of pupils to representative cultural data (dates, names, places, etc.). The same principles of incorporation, memorization and reactivation should be applied to such data as are applied to other linguistic activities. In particular, pupils should be helped to establish relevant associations between all these reference points. This in turn implies:</p> <ul style="list-style-type: none"> <li>- the choice of a fairly wide variety of resources to cover all areas identified and stimulate curiosity and reciprocal communication;</li> <li>- a method of analysing and reading material, as well as of collecting and processing information gleaned during classroom activity;</li> <li>- procedures for presenting, reactivating and combining data, which enable its different elements to be more easily interrelated and which provide pupils with the means and motivation necessary for that purpose.</li> </ul>
<p><b>Understanding people from other cultures</b> <b>Collège:</b> no explicit information.</p>	<p><b>Understanding people from other cultures</b> <b>Collège:</b> no explicit information.</p>	<p><b>Understanding people from other cultures</b> <b>Collège</b></p> <p><b>Language teaching recommendations:</b> to communicate in a normally accepted way, curricula should seek to develop a vocabulary associated with feelings, judgements, and likes and dislikes.</p> <p>Care should be taken to ensure that the intercultural approach makes use of comparisons likely to form part of the experience of adolescents aged between 11 and 15.</p> <p><b>Lycée (first year):</b> no explicit information.</p>

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> <b>Collège</b> Ensuring that there is some scope for autonomous learning. Pupils should at any time be readily aware of their progress and able to assess the further effort required of them. They should be capable of the following:</p> <ul style="list-style-type: none"> <li>- knowing and understanding the aims of learning activity at any given point in time;</li> <li>- identifying the usual tasks involved in learning (lessons, etc.) and the various activities that ensure they will be productive;</li> <li>- recognizing the expectations of teachers in the accomplishment of a particular task, along with the related methods of assessment;</li> <li>- consulting a dictionary.</li> </ul> <p><b>Lycée (first year)</b> Continuing gradually to extend autonomy.</p>	<p><b>Fostering independent learning</b> <b>Collège</b> <b>Language teaching recommendations:</b> assisting pupils to acquire their own working methods so that they can achieve a certain degree of autonomy. Repeatedly emphasizing the importance of memorization. <b>Lycée (first year)</b> <b>Activities:</b> seeking out essential information in any kind of written material; preparing cassette-recorded material (interviews, surveys of opinion, etc.). <b>Language teaching recommendations:</b> teachers should adopt methods that enable pupils to discover on their own what it is they should be learning. Teachers should help them to become responsible for their own learning in allowing them to take the initiative in carrying out clearly defined motivating tasks. Amongst other things, pupils should learn to be able to use reference tools (dictionaries, books on grammar), speak for a sustained period, react to the unexpected and understand through inference, etc.</p>
	<p><b>Fostering personality development</b> <b>Collège:</b> <i>no explicit information.</i> <b>Lycée (first year)</b> Satisfying a need for personal self-expression, critical appreciation, taking sides.</p>	<p><b>Fostering personality development</b> <b>Collège:</b> <i>no explicit information.</i> <b>Lycée (first year):</b> <i>no explicit information.</i></p>

**I. Key facts about the curriculum**

- *Junior Certificate Programme for French and German, 1985.*
- *Junior Certificate Italian Syllabus, 1993.*
- *Junior Certificate Spanish Syllabus 1993.*

- 12-15 years old.  
The objectives/content are defined for the three years together.  
Each foreign language has its own curriculum.

2. Years, stages or levels concerned

3. Foreign languages concerned

**II. Content****Objectives / Contents****General points**

To contribute to pupils' awareness of language as a system of communication.

*No explicit information on how teachers should deal with pupils' mistakes.  
No explicit information as to the use of the pupils' mother tongue.*

**Methodology****Aspects related to communication****Verbal**

Priority is given to oral/aural skills. Emphasis is placed on the receptive skills.

To enable pupils to cope with the normal classroom use of the target language.  
At the end of the third year of lower secondary school, pupils should be able to carry out all the communicative tasks referred to and organized around themes:

- Communicative tasks involving some productive use of the target language: (2)
  - meeting and getting to know people, saying hello, etc. (13 communicative tasks); (2)
  - engaging in and talking about leisure pursuits, asking someone what he or she would like to do, etc. (14 communicative tasks);
  - making plans, discussing alternatives, etc. (six communicative tasks);
  - visiting/staying in a home where the target language is spoken, expressing appreciation, etc. (nine communicative tasks);
  - talking about your own family and home, saying how many brothers and sisters you have, etc. (eight communicative tasks);
  - talking about animals, asking about pets, etc. (five communicative tasks);
  - talking about the weather, describing the weather, etc. (two communicative tasks);
  - talking about things you have done, things that have happened and the way things were, saying what you did or did not do yesterday, etc. (four communicative tasks);
  - talking about school and communicating in the classroom, saying what happened and when during a normal school day, etc. (21 communicative tasks);

**Verbal****Activities**

**Listening:** listening to the teacher, fellow pupils and tapes.

**Speaking:** replying to the teacher, pair work, group work.

**Reading:** reading of signs and notices, reading from different kinds of sources, reading exercises involving skimming, scanning and reading for detailed comprehension.

**Writing:** exercises in spelling, writing of simple messages, writing letters.

**Materials:** recordings of different kinds, authentic texts, textbooks, simplified readers, visual aids and dictionaries.

**Language teaching recommendations:** reading aloud is not encouraged.

(1) Foreign language learning is not compulsory at either primary or secondary level. The present summary table contains information related solely to the secondary curriculum.

(2) The 22 themes are the same for all the languages offered. There are very few differences in terms of the communicative tasks to be performed.

(3) The number of communicative tasks refers to the ones existing for French and German.

## Secondary (1) (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p> <ul style="list-style-type: none"> <li>- travelling, buying a ticket, etc. (four communicative tasks);</li> <li>- coping with not feeling well or a minor accident, saying you feel ill, etc. (six communicative tasks);</li> <li>- finding out and telling people the time, the day, the date, asking what time it is, etc. (six communicative tasks);</li> <li>- finding your way and helping other people to find their way, attracting attention, etc. (five communicative tasks);</li> <li>- eating and drinking and talking about food and drink, beginning a meal, etc. (17 communicative tasks);</li> <li>- shopping: asking if a shop has the commodity or item of clothing you require, etc. (five communicative tasks);</li> <li>- using the telephone, saying hello on the phone, etc. (six communicative tasks);</li> <li>- writing a short note/postcard, writing that someone telephoned/called at a particular time, etc. (eight communicative tasks);</li> <li>- writing a short personal letter, opening a personal letter etc. (eight communicative tasks);</li> <li>- writing for information or to make a booking, opening a formal letter etc. (five communicative tasks);</li> <li>- filling in a simple form/making out a simple curriculum vitae, writing such personal information as your name, sex, marital status, place and date of birth, age and occupation.</li> </ul> <p>Communicative tasks which involve only receptive use of the target language:</p> <ul style="list-style-type: none"> <li>- listening for information: understanding the main elements of the kinds of announcements you are likely to hear at bus stations, etc.</li> <li>- reading for information: understanding the main elements of the kinds of warning and information signs and notices you are likely to encounter on the road in the streets of a town or village and in bus stations, etc.</li> </ul>	<p><b>Non-verbal</b> <i>No explicit information.</i></p> <p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> The grammatical content is handled implicitly. The requirements in this area are to be inferred from the list of communicative tasks and from the exemplars of exponents supplied with these lists.</p>
<p><b>Grammatical aspects</b></p>	<p><b>Non-verbal</b> <i>No explicit information.</i></p> <p><b>Pronunciation</b> <b>Activities:</b> listening to recordings and to the teacher, imitation.</p> <p><b>Grammar</b> <i>No explicit information.</i></p>

(1) Foreign language learning is not compulsory at either primary or secondary level. The present summary table contains information related solely to the secondary curriculum.

## IRELAND

## Secondary (1) (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Lexis</b> All the lexical fields in the classification are referred to.</p> <p><b>Reflecting on language</b> To contribute to pupils' awareness of language as a system of communication.</p>	<p><b>Lexis</b> <i>No explicit information.</i></p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> To give pupils an awareness of another culture and thus a more objective perspective on aspects of their own culture. To give pupils the possibility of access to sources of information, cultural enrichment and entertainment in the target language.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>	<p><b>Knowledge of other cultures</b> <i>No explicit information.</i></p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> To give pupils the kind of language-learning experience that will encourage and facilitate their learning further languages in later life.</p> <p><b>Fostering personality development</b> To contribute to pupils' overall personal and social development. To contribute to the development in pupils of the capacity to engage in fruitful transactions and interactions with others. To encourage and equip pupils to consider participating in social and cultural activities which may involve some use of the target language. To give pupils linguistic skills which will make it possible for them to pursue at least some aspects of their general interests through the medium of the target language. To make it possible for pupils to consider taking up jobs and further education/training opportunities which may involve some use of the target language. To enlarge pupils' work, further education and leisure options.</p>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

(1) Foreign language learning is not compulsory at either primary or secondary level. The present summary table contains information related solely to the secondary curriculum.

**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

Decreto del Presidente della Repubblica 12 febbraio 1985, n. 104 - Approvazione dei nuovi programmi didattici per la scuola primaria (Decreto of the President of the Republic of 12 February 1985, no. 104 - Approval of new primary school teaching curricula).

**2. Years, stages or levels concerned**

Pupils aged from 7/8 to 11.  
The aims/contents apply to the whole of primary level.

**3. Foreign languages concerned**

The curriculum is the same for all foreign languages on offer.

**II. Content****Objectives / Contents****General points**

Helping to enrich the cognitive development of pupils by offering them another means of ordering their awareness.  
Enabling them to communicate with others by using a language different from their own.  
Introducing pupils, via language, to the understanding of another culture and people.

**Methodology**

Dealing with mistakes: *no explicit information.*  
Use of the mother tongue: *no explicit information.*

**Aspects related to communication****Verbal**

Initial priority to oral communication.  
No priority given to either production or comprehension.  
Ability to hold a simple conversation in the foreign language and read a short text referring to a real experience taken from daily life.  
Listening: developing the ability of pupils to understand messages.

**Verbal**

Concentrating initially on oral teaching and then gradually introducing the written language (both comprehension and production).

**Listening:**

**Activities:** listening in the target language, individual and group activities.  
**Materials:** audio and video cassettes, use of posters, drawings, masks, puppets.

**Language teaching recommendations:** listening and speaking should be developed jointly.

**Speaking:**

**Activities:** conversation, audio-visual association (picture-word-sentence); memorization of stock phrases, nursery rhymes and songs.

**Materials:** audio and video-cassettes.

**Language teaching recommendations:** listening and speaking should be developed jointly.

**Reading:**

**Activities:** reading simple texts.

**Materials:** posters, drawings.

**Language teaching recommendations:** stopping and referring back frequently to the texts.

ITALY

## Primary (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><u>Writing</u>: producing simple written texts.</p> <p><b>Non-verbal</b> No explicit information.</p>	<p><u>Writing</u>: <b>Activities</b>: letter-writing. <b>Materials</b>: posters, drawings. <b>Language teaching recommendations</b>: pupils should not be forced to write.</p> <p><b>Non-verbal</b> No explicit information.</p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> No explicit information.</p> <p><b>Grammar</b> No explicit information.</p> <p><b>Lexis</b> The lexical fields in the classification are not referred to.</p>	<p><b>Pronunciation</b> <b>Activities</b>: individual or group games. <b>Materials</b>: posters, drawings, masks, puppets, recorder, audio and video-cassettes. <b>Language teaching recommendations</b>: stimulating the natural learning of phonological structures (achieving correct diction).</p> <p><b>Grammar</b> <b>Activities</b>: individual or group games. <b>Materials</b>: posters, drawings, masks, puppets. <b>Language teaching recommendations</b>: grammatical items are handled implicitly. Stimulating the natural learning of morpho-syntactic structures and preparing the shift to the following stage in the analytical learning of this type of structure.</p> <p><b>Lexis</b> <b>Activities</b>: listening, conversations, audio-visual associations (image-word-sentence). Memorization of stock phrases, nursery rhymes and songs. <b>Materials</b>: posters, drawings, masks, puppets. <b>Language teaching recommendations</b>: acquiring the lexical items with a certain freedom to vary them within fixed structures; lexical items must be discovered and used <i>in situ</i>. Stimulating the natural learning of lexical structures and preparing the shift to the following stage in the analytical learning of this type of structure.</p>
	<p><b>Reflecting on language</b> In the later stages of learning, pupils may express certain simple linguistic ideas, so that they discover how their foreign language is similar to and different from the Italian language.</p>	<p><b>Reflecting on language</b> <b>Language teaching recommendations</b>: creating situations that contrast with or are analogous to the Italian language.</p>

Socio-cultural aspects	Objectives / Contents	Methodology
<b>Knowledge of other cultures</b>	<b>Knowledge of other cultures</b> <i>No explicit information.</i>	<b>Knowledge of other cultures</b> <i>No explicit information.</i>
<b>Understanding people from other cultures</b>	<b>Understanding people from other cultures</b> Using language as a tool to get pupils to understand other cultures and peoples.	<b>Understanding people from other cultures</b> <b>Activities:</b> games and songs. <b>Materials:</b> authentic materials. <b>Language teaching recommendations:</b> exploiting the play and musical character of these aspects; establishing penfriend relationships with children from other countries is also recommended.
<b>Cognitive and affective aspects</b>	<b>Fostering independent learning</b> <i>No explicit information.</i>	<b>Fostering independent learning</b> <b>Language teaching recommendations:</b> furthering the cognitive development of children by offering them ways to organize their knowledge.
	<b>Fostering personality development</b> <i>No explicit information.</i>	<b>Fostering personality development</b> <i>No explicit information.</i>



## Secondary

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

Decreto Ministeriale 9 febbraio 1979 - *Programmi, orari di insegnamento e prove di esame per la scuola media statale* (Ministerial Decree of 9 February 1979 - curricula, teaching hours and examinations for the public scuola media).

2. Years, stages or levels concerned

Pupils aged 11-14.

The aims/contents apply to the whole lower secondary level.

3. Foreign languages concerned

The curriculum is the same for all foreign languages on offer.

**II. Content****Objectives / Contents****General points**

The aim of the foreign language is to further the ability of pupils to express themselves and communicate, in a way that is compatible with other disciplines and Italian in particular. The foreign language also helps them to start broadening their social and cultural horizons, including their responsiveness to other human beings. This is made possible through the bond established between knowledge of that language and familiarity with a historical and socio-cultural reality that is different from that of Italy.

**Aspects related to communication****Verbal**

Priority to oral over written language. Written expression comes later, once understanding and correct use of the oral models have been acquired. No priority given to either production or comprehension.

**Listening:**

Gradual development of the ability to understand the most common oral expressions used in daily life.

**Speaking:**

- oral communication of day-to-day information;
- describing orally places, objects, persons;
- taking part in a conversation not based on the previous study of written texts;
- understanding and producing the most common expressions of spoken communication used in everyday life.

**Methodology**

It is recommended that teachers structure the curriculum into teaching units, on the basis of criteria related to the functions of communication, and spread the material to be studied over three years in accordance with the principle of 'spiral' learning.

As a general rule, it is recommended that classroom exercises should situate the language in a meaningful context of communication.

Dealing with mistakes: *no explicit information.*

Use of the mother tongue: *no explicit information.*

**Verbal**

The curriculum recommends that the areas of listening and speaking should be targeted first and foremost, either separately (listening to and understanding recordings, spoken descriptions of events, experiences and ideas), or jointly, depending on the conversational context.

**Listening:**

**Activities:** listening to short texts and dialogues; listening to and understanding oral models and recorded texts.

**Materials:** audio-visual supports of every kind.

**Language teaching recommendations:** teachers should not use isolated words or phrases but, rather, rely on very broadly significant contexts incorporated in communication situations.

**Speaking:**

**Activities:** oral communication of day-to-day information; describing places, objects, persons orally;

**Materials:** audio-visual supports of every kind.

**Language teaching recommendations:** teachers should provide pupils with exercises in which the language is used in real communication situations.

**Objectives / Contents**

**Aspects related to communication**

- Reading:
- reading and understanding short, accessible narrative and informative texts;
  - encouraging the reading (intensive and extensive) of texts reflecting news from the countries where the language taught is spoken;
  - stimulating poetry-reading in order to awaken an interest in literary texts.

Writing:

- introducing the written language via topics taken from everyday life.

**Methodology**

Reading:

**Activities:** reading texts of gradually increasing complexity; understanding letters.

**Materials:** texts on topics from current life; narrative and informative texts, poetry, advertising material, newspapers, magazines, etc.

**Language teaching recommendations:** reading should be introduced gradually, with pupils given the opportunity to exercise guided writing.

Writing:

**Activities:** graded copying and dictation exercises; describing places, objects and persons, and writing letters; answering questionnaires, converting text to dialogue, etc.

**Materials:** texts based on topics from daily life, current foreign culture, poetry, advertising material, newspapers, magazines and other authentic material.

**Language teaching recommendations:** it is recommended that the move to written language be undertaken once pupils have understood and can correctly use oral models. It is recommended that teachers use writing strategies which apply the language in communication situations.

**Non-verbal**

*No explicit information.*

**Grammatical aspects**

**Non-verbal**

*No explicit information.*

**Pronunciation**

*No explicit information.*

**Grammar**

Implicit grammar: using the language concretely in a communication context.

**Pronunciation**

**Activities:** exercises in order to anchor and apply, in the context of communication, phonological aspects that have been introduced globally in the dialogue. Acquiring pronunciation (in respect of perception and articulation), not as a separate subject, but as part of the overall language-learning process.

**Materials:** regular use of audio-visual supports of every kind.

**Grammar**

**Activities:** exercises in order to anchor and apply, in a communication situation, the morpho-syntactical aspects that have been introduced globally in the dialogue.

**Materials:** regular use of audio-visual supports of every kind.

**Language teaching recommendations:** it is recommended that the Italian teacher and the foreign language teacher come to an agreement, in the *Consiglio di classe*, on the grammatical terminology to be used in their respective lessons.

**Lexis**

The lexical fields in the classification are not referred to.

**Lexis**

**Activities:** exercises in order to anchor and apply, in a communication situation, the semantic aspects that have been introduced globally in the dialogue.

**Materials:** regular use of audio-visual supports of every kind.

ITALY

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Reflecting on language</b> Discovering ways in which the foreign language is similar to and different from Italian.</p>	<p><b>Reflecting on language</b> <b>Language teaching recommendations:</b> reflecting on the foreign language should incorporate not only morpho-syntactical but also semantic and communication-related elements.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Acquiring a knowledge of the cultural and social aspects of the country of the target language. This means cultivating awareness of the socio-cultural values and customs of that country, rather than learning simple historical and geographical references.</p> <p><b>Understanding people from other cultures</b> Study of the foreign language can lead pupils towards better understanding of and respect for other people, and greater awareness of the socio-cultural values and customs of the country in which the language is spoken.</p>	<p><b>Knowledge of other cultures</b> <b>Materials:</b> authentic material on current affairs and daily life in the country of the target language. <b>Language teaching recommendations:</b> teachers should stimulate pupils into confronting and comparing the realities of their native society and culture with those of other countries.</p> <p><b>Understanding people from other cultures</b> <b>Language teaching recommendations:</b> teachers should stimulate pupils into confronting and comparing the realities of their native society and culture with those of other countries.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

**I. Key facts about the curriculum**

*Plan d'études: enseignement primaire, Ministère de l'éducation nationale, 1989. (Study Programme: primary education).*

1. Exact title of the document and its year of reference (and any reissue)

2. Years, stages or levels concerned

Pupils aged 6-12.

The aims/content of the curriculum for French are structured into three stages: an introductory stage (for pupils aged 7), a development stage (for those aged 8-9) and a more advanced stage (pupils aged 10-11).

3. Foreign languages concerned

Each foreign language on offer has its own curriculum. (†)

**II. Content****Objectives / Contents****General points**

**French and German**  
The aim at primary school is to impart communication skills to all children. This means above all that they should have the ability to use spoken and written French and German independently in everyday circumstances both at and outside school.

**French**

Generally speaking, the very varied ability of pupils in understanding and using French calls for considerable flexibility in the way the language is taught. Under these circumstances, neither teaching methods for it as a foreign language, nor those used if it is the mother tongue, are appropriate. Teachers are strongly advised to exploit the contribution that can be made by children who speak French or other romance languages, and who use French outside school. Advantage should also be taken of the presence of French both inside and outside school, so that it is learnt during activities other than French-language lessons (such as classes in music and handicrafts). Teachers may decide for themselves as to the best balance between formal and more open learning situations.

Children should be encouraged to use the language 'poetically' in a way that satisfies their sensitivity to sounds, rhythms and the graphical representation of spoken language.

**Dealing with mistakes:** the approach to correcting mistakes sometimes depends on the activities which pursue specific linguistic aims and are geared to the ability of the children in the class. Mistakes should be dealt with only discreetly when children are practising the language in a more open, personalized way. In either case, errors should be handled flexibly as indicative of the growing linguistic ability of pupils. Interrupting the flow of communication in the course of oral work is discouraged. Instead, it is recommended that teachers take notes so that they can comment on any mistakes at a more appropriate time. The purpose of correcting them is to lead pupils to pay attention to their own effort while speaking or writing. Special attention should be devoted to the following criteria: the intelligibility of the message, the appropriateness of the message to the situation in which communication occurs, and the level of grammatical ability.

**Methodology**

(†) From the beginning of the first year, reading and writing are taught mainly in German. Letzburgeresch is considered a subsidiary language as far as these skills are concerned. German is used subsequently as the language of instruction for a certain number of subjects.

## Objectives / Contents

## Methodology

## General points

Use of the mother tongue: in practice, Letzeburgesch may be used on occasions to explain things to pupils, especially in the early stages of learning. In general, the use of French is recommended for all classroom communication (instructions, questions, requests for explanations).

**German**

The very varied ability of pupils from different areas or classes, which is the result of a high population of foreigners, calls for considerable flexibility in the teaching of German. It is for teachers to adapt the curriculum, their requirements as regards the desirable level of ability and their assessment of performance to the individual pupils concerned.

## Aspects related to communication

**Verbal French**

In the initial stages, priority is given to oral aspects and, above all, comprehension (introducing the language to pupils by getting them to listen to and pronounce it).

**Speaking/listening:** in general, the aim should be to get pupils to communicate orally in standard French with other children and adults on factual circumstances and events inside and outside school (they should act and react verbally, assume everyday roles, describe factual circumstances and experience);

- **introductory stage:** acting and reacting by speaking; making contact and greeting people; offering, accepting and refusing; describing, relating, etc.;
- **development stage:** broadening the potential for action through speech by handling more complex material; expressing disagreement or feelings, etc.;
- **advanced stage:** giving instructions that call for a response; explaining the reasons for accepting or refusing something; expressing doubt; persuading; giving an account of experience; providing a simple commentary; creating a narrative from the framework of a document; expressing appreciation or criticism, etc.

**Reading:** displaying motivation for reading, and readily reading easy French-language material, including original texts, either to obtain information or for pleasure. Aside from proficiency in the basic techniques involved in reading, knowing how to identify the information one needs in what is read. Recognizing, in graphical form, statements that have already been at least partly mastered from the oral standpoint.

**Writing:** expressing oneself in writing, with due regard for the main rules of composition, grammar and spelling, while making appropriate use of reference sources (such as dictionaries, files and tables, etc.).

**Verbal French****Activities/Materials**

**Listening:** identification of words and information from short spoken texts activating a limited vocabulary.

- **introductory stage:** songs, nursery rhymes, poems, short sketches, dialogues, oral accounts, psychomotor and rhythmic activities, exercises in comprehension;
- **development stage:** the same activities as in the introductory stage but with more complex content; a more varied vocabulary, faster speech, a more open context, elements that complicate the message and more varied linguistic structures;
- **advanced stage:** listening situations that rely more on context and what is implied.

**Speaking:**

- **introductory stage:** verbal communication built into the way classroom work is organized, in situations that are fairly sharply defined: interactive games, concrete situations close to the real-life experiences of children; supervised oral exercises;
- **development stage:** the same kinds of activity as in the previous stage but with topics that tend to open out into content further removed from daily experience; more real situations involving communication; games and role play;
- **advanced stage:** role-playing, inventing a character, inventing a scenario involving several characters.

**Reading:**

- **introductory stage:** reading aloud in front of the class;
- **development stage:** reading more quickly; returning to what has already been read; using non-linguistic visual markers; reading aloud; reading texts whose content is varied or comprehensive; formulating hypotheses; using written material to find answers to one's own questions; acting and reacting to a written message; reading to oneself and becoming familiar with the use of a dictionary;

**Aspects related  
to communication**

- advanced stage: reading texts of different kinds to oneself; general or careful detailed reading; replying in writing to various questions about texts by identifying a specific item of information, as well as by interpreting content; paraphrasing the content of a text read.

Writing:

- introductory stage: use of writing to convey all kinds of intentions, filling in the speech bubbles of a cartoon, writing a caption, replying in writing to simple questions, writing a short narrative; group linguistic production, in-school correspondence, a school diary; copying or completing a text, completing cross-word-type material; reactivation (retrieval of linguistic elements from memory); development stage: drafting messages related to everyday life; filling out or extending texts used in reading, or recorded texts; extending a variety of activities; inter-class correspondence;
- advanced stage: drafting letters, short notes, directions or instructions for use, rules of games; speech bubbles in cartoons, writing to dictations and re-reading their content, searching for and correcting mistakes.

**Language teaching recommendations**

It is not possible for pupils to master, in writing and at the same time, everything that they are able to produce orally.

Activities in which the foreign language is analysed should be subservient to communication in it. Only activities concerned with structure which also make it easier for pupils to express themselves may be justified. Starting from concrete situations, pupils should branch out into activities that are increasingly more complex.

Speaking/Listening:

Wordplay, nursery rhymes, songs, poems, but also activities involving theatrical forms of expression should be used to stimulate the pleasure that children can gain from the language.

Using recordings of linguistic production on the part of pupils to return to certain points, listening to recorded statements played back to them, criticizing and correcting them.

Reading:

A small library area should be provided. Pupils should be gradually guided towards reading original texts. They should be presented with different kinds of texts; regular practice sessions should be planned in order for them to develop a variety of reading strategies (general or selective reading, etc.).

Writing:

Rather than being exercises focused on partial aspects of linguistic skill, writing activities should be forms of guided, requested or spontaneous expression, covering as broad a range of expositions as possible.

The use, alongside handwriting, of technical methods of producing written material (typewriters, word processing). Individual written output should be preceded by a session involving oral questions and answers. Priority should be given to activities that call for constructive or creative effort, in comparison with mechanical exercises.

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>German</b></p> <p>The curriculum attaches major importance to oral and written communication. Proficiency in oral activity constitutes the basis for developing written work.</p> <p><u>Listening:</u> memorizing and understanding messages when they are heard.</p> <p><u>Reading:</u> motivating pupils to read.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- motivating pupils to express themselves in writing;</li> <li>- developing the physical movements and coordination needed to write;</li> <li>- discovery and use of handwritten characters in print form;</li> <li>- gradually developing individual handwriting.</li> </ul> <p>Making use of a wide variety of communication functions.</p> <p><u>Expressing oneself in a way that is appropriate to the subject,</u> those with whom one is communicating, and the general circumstances (recognition of the interests and needs of the person addressed who might be a friend or someone in charge; turning to address the person and not interrupting what he or she might have to say); observance of certain rules characteristic of spoken dialogue.</p>	<p><b>German</b></p> <p><b>Activities:</b> activities enabling pupils to anticipate the content of texts and focus on the important passages. Reading extracts from books with a view to reading the same books in their entirety.</p> <p>Helping children to plan what they want to write (searching for ideas, talking about them in class); formulating an initial outline draft; reordering it with due regard for the structure of the text, as well as its content, vocabulary, grammar and spelling (in pairs or groups); drafting a clear final text; using the computer.</p> <p>Adapting text for creative and productive purposes as written material (for example, drafting a different outcome, changing a passage), or with a view to acting out all or part of it or with a view to its artistic, musical or acoustic adaptation, or its use for more immediately practical purposes (as in interviews, or the production of video films).</p> <p><b>Materials:</b> use of the media.</p> <p><b>Language teaching recommendations:</b> a fundamentally practical approach that takes account of the real-life experience of pupils; group work.</p> <p>Awakening interest by means of extracurricular or true-to-life communication activities; devising communication situations with a direct bearing on the daily life of children; using texts as a basis for discussions; action, new forms of production and the reading of books; motivating pupils to express themselves in writing; searching for situations in which written work by pupils serves a practical purpose.</p>
	<p><b>Non-verbal French</b></p> <p>Using gestures and mime.</p> <p><b>German</b></p> <p>Using non-verbal means of communication, i.e. gestures and mime.</p>	<p><b>Non-verbal French</b></p> <p>The non-verbal acting out of material (with a set and props) helps to make communication situations clearer and brings them to life.</p> <p><b>German</b></p> <p>No explicit information.</p>
<b>Grammatical Aspects</b>	<p><b>French</b></p> <p><u>Introductory stage:</u> developing new reflexes when listening to and articulating speech, along with the rhythmic aspects and intonation of utterances.</p> <p><b>German</b></p> <p>Associating sound and written elements when learning to read and write. Developing articulation, as well as aural and visual perception. Associating phonemes with their corresponding graphemes.</p>	<p><b>French</b></p> <p><b>Activities:</b> reading aloud.</p> <p><b>Language teaching recommendations:</b> special importance should be attached in the initial stages to the sound-related aspects of spoken language via songs, nursery rhymes and poems. Working with the melodic line and elocution.</p> <p>Face-to-face communication enables use to be made of supplementary means of linguistic communication (intonation, rhythm).</p> <p><b>German</b></p> <p><b>Activities:</b> structuring words in letters or groups of letters; combining letters or groups of letters to form words.</p>

## Primary (continued)

Grammatical Aspects	Objectives / Contents	Methodology
<p><b>Grammar</b> <b>French</b> Acquisition of basic skills in grammar and spelling. There is a list of grammatical elements (expertise to be mastered and metalanguage) which are covered in successive years, in accordance with their degree of difficulty.</p>	<p><b>Grammar</b> <b>French</b> <b>Activities:</b></p> <ul style="list-style-type: none"> <li>- <b>development stage:</b> activities involving classification, observation, comparison and practice; compliance with certain written indicators (of gender, number, person and conjugation);</li> <li>- <b>advanced stage:</b> identifying regular and more unusual features through observation of a body of material examined following consideration of a text. Analytical activity of this kind may then lead to the drawing up of tables. Such activities should be supplemented by exercises for practice. The grammatical elements studied should then be used in freely developed oral or written production.</li> </ul> <p><b>Materials:</b> books and structured notes on methodology; software.</p>	<p><b>Grammar</b> <b>French</b> <b>Activities:</b></p> <ul style="list-style-type: none"> <li>- <b>development stage:</b> activities involving classification, observation, comparison and practice; compliance with certain written indicators (of gender, number, person and conjugation);</li> <li>- <b>advanced stage:</b> identifying regular and more unusual features through observation of a body of material examined following consideration of a text. Analytical activity of this kind may then lead to the drawing up of tables. Such activities should be supplemented by exercises for practice. The grammatical elements studied should then be used in freely developed oral or written production.</li> </ul> <p><b>Materials:</b> books and structured notes on methodology; software.</p>
<p><b>German</b> Use of grammar as a form of assistance in learning the language. Developing confidence in spelling.</p>	<p><b>Materials:</b> books from the third year of study onwards.</p> <p><b>Language teaching recommendations:</b> teaching of grammar at primary school should:</p> <ul style="list-style-type: none"> <li>- have a pragmatic functional dimension, and aim at effective (oral and written) use of language;</li> <li>- be devised from an integral standpoint and thus be operatively geared to the areas of oral and written production, reading and spelling;</li> <li>- focus on situations in which language is actively used and on texts; exercises without a context should be avoided;</li> <li>- focus on the learners; pupils should discover grammatical rules for themselves; concentrate above all on the form and purpose of grammatical rules;</li> <li>- be geared to the differing needs of pupils: the teacher should decide which grammatical features may maximize the linguistic skills of pupils; grammar textbooks should be used only for illustrative purposes.</li> </ul>	<p><b>Materials:</b> books from the third year of study onwards.</p> <p><b>Language teaching recommendations:</b> teaching of grammar at primary school should:</p> <ul style="list-style-type: none"> <li>- have a pragmatic functional dimension, and aim at effective (oral and written) use of language;</li> <li>- be devised from an integral standpoint and thus be operatively geared to the areas of oral and written production, reading and spelling;</li> <li>- focus on situations in which language is actively used and on texts; exercises without a context should be avoided;</li> <li>- focus on the learners; pupils should discover grammatical rules for themselves; concentrate above all on the form and purpose of grammatical rules;</li> <li>- be geared to the differing needs of pupils: the teacher should decide which grammatical features may maximize the linguistic skills of pupils; grammar textbooks should be used only for illustrative purposes.</li> </ul>
<p><b>Lexis</b> Acquisition by pupils of an increasingly complex vocabulary as they progress through the three stages of learning.</p>	<p><b>Reflecting on language</b> <b>French</b> Exploring the language to discover certain regular and special features of the system. Using a minimal metalanguage.</p> <p><b>German</b> Acquiring an elementary metalanguage.</p>	<p><b>Lexis</b> Enriching vocabulary by studying texts and working with various resources; working on vocabulary during production and comprehension activities. Use of personal reading and contact with the media (TV, radio), with disciplined exercises to consolidate and master acquisition, open written exercises and exercises in oral production to ensure the progression from a passive to an active vocabulary, and possible compilation of personal vocabulary lists (advanced stage).</p>



Objectives / Contents		Methodology
Socio-cultural aspects	<p><b>Knowledge of other cultures</b></p> <p><b>French</b> Becoming acquainted with the French-speaking world (from the development stage onwards). Communicating in French with children from varied linguistic backgrounds (the high proportion of pupils who have a mother tongue other than Letzeburgesch).</p> <p>Reflecting on cultural diversity on the basis of real and imagined situations.</p> <p><b>German</b> Bringing pupils into contact with elements relating to German culture.</p>	<p><b>Knowledge of other cultures</b></p> <p><b>French</b> <b>Activities:</b> reading texts on subjects related to the environment of pupils and to their inner world, as well as aspects of French-speaking culture (advanced stage). Simulations, role play. <b>Materials:</b> original texts.</p> <p><b>German</b> <b>Activities:</b> invitations to German-speaking authors; reading books in German; listening to German songs; viewing of German-language films; visits to Germany or periods spent there; invitations to German-speaking contributors.</p>
	<p><b>Understanding people from other cultures</b></p> <p><i>No explicit information.</i></p>	<p><b>Understanding people from other cultures</b></p> <p><b>French</b> <b>Activities:</b> correspondence and school exchanges. <b>Materials:</b> original texts.</p> <p><b>German</b> <i>No explicit information.</i></p>
Cognitive and affective aspects	<p><b>Fostering independent learning</b></p> <p><b>French</b> Acquiring working methods conducive to subsequent progress: knowing how to use forms of classification (alphabetical order for example) and a simple single-language dictionary; knowing how to extract information from a text, table, file or filing system.</p> <p><b>German</b> Learning to use the media.</p>	<p><b>Fostering independent learning</b></p> <p><b>French</b> <b>Materials:</b> lists of words, grammatical tables, classifications, analyses, dictionaries, information and communication technologies. <b>Language teaching recommendations:</b> personalized production activity by pupils as the starting point for social exchanges or group work.</p> <p><b>German</b> Working with a partner or in a group. Making pupils take responsibility for their learning. Application of the German language to other subjects (as a novel gateway to science, mathematics, geography, history).</p>
	<p><b>Fostering personality development</b></p> <p><b>French</b> Developing the capacity to speak on one's own initiative and achieve personalized oral and written forms of linguistic production with a view to learning to think and express oneself confidently in the language.</p> <p><b>German</b> <i>No explicit information.</i></p>	<p><b>Fostering personality development</b></p> <p><b>French</b> <b>Activities:</b> presenting and exchanging personal forms of linguistic output. 'Playing' with the language to become more self-assured and express oneself in a forthright manner. <b>Language teaching recommendations:</b> encouraging personalized linguistic production activity.</p> <p><b>German</b> <i>No explicit information.</i></p>

## Secondary

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue) *Horaires et programmes 1998/1999*, Ministry of Education, annual publication. (Timetables and curricula 1998/99).
2. Years, stages or levels concerned  
Pupils aged 12-15 (the three years of lower secondary education).  
The curriculum for all these three years is structured. (1)
3. Foreign languages concerned  
Each foreign language on offer has its own curriculum. (2)

## II. Content

## Objectives / Contents

## Methodology

## General points

The teaching of **German** and **French** in lycées seeks to build on the learning of these two languages begun in primary school.

**English:** enabling pupils to understand and use correct educated language in a whole range of different situations, employing a style and vocabulary appropriate to the subject at issue.

## Dealing with mistakes:

As far as English is concerned, the aim of speaking and writing with the highest possible level of accuracy should not constitute an impediment to the pupils' oral and written expression.

## Use of the mother tongue:

**French** and **German:** less systematic reliance on the mother tongue than in primary school.

**English:** use of other languages, where necessary, for example to explain the vocabulary and grammar, or to do translation exercises.

## Aspects related to communication

## Verbal

In general, no special priority is given to either oral or written work. No priority is given to either production or comprehension.

## French

- **Communicating** with other people, understanding an oral or written message and reacting appropriately by expressing oneself in a precise logically consistent way; reading aloud comfortably and correctly a passage in everyday standard French,
- **reading** texts with simple ideas better and more methodically so as to grasp their train of thought, and texts containing information as they might be set out in other disciplines taught in French;
- **reproducing** orally or in a written narration, an account or a dialogue that has been read or heard; giving an oral account subsequent to reading a book, together with a personal appraisal of it;
- **writing** freely and covering in clear accurate language an imagined or fictional topic on the basis of initial elements supplied by the teacher.

## Verbal

## French Activities

- **Reading:** supervised reading of at least two books adapted to the level of the class;
- **written production:** activities aimed at consolidating the structures of the language and developing the use of imagination. For example: writing, following up an initial account, devising a scene or a dialogue, etc.
- **oral expression:** activities aimed at developing the capacity to use the language to communicate in real-life situations;
- **listening comprehension** (except in the first year): special use should be made of varied original material.

**Materials:** varied original resources.

(1) The information contained in the present summary table is valid for all three years, except where it is indicated specifically that this is not so. In the case of English, the information applies only to the second and third years.

(2) German is used as the language of instruction in lower secondary education. French becomes the language of instruction in most disciplines from the age of 16 (the fourth year of secondary education).

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>German</b></p> <ul style="list-style-type: none"> <li>- Mastering forms of written communication; formulating personal thoughts clearly and precisely; analysing and understanding all kinds of written texts; formulating a critical opinion of a text;</li> <li>- mastering situations of oral communication; taking part in debates and discussions;</li> <li>- adopting a particular point of view and speaking in favour of it; communicating in a group.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>- <u>Listening</u>: being capable of understanding information about daily life; descriptions or simple accounts in standard British English;</li> <li>- <u>oral production</u>: being able to take part in a conversation on a topical subject, providing simple descriptions or giving an account of facts in comprehensible English;</li> <li>- <u>reading</u>: understanding the content and structure of a factual text of general interest, as well as the logical progression and conclusions of a simple and clearly expressed argument in writing;</li> <li>- <u>written production</u>: producing a simple structured and articulate text on familiar subjects.</li> </ul> <p>Study of the <u>communication functions</u> in the basic textbook.</p>	<p><b>German Activities</b></p> <ul style="list-style-type: none"> <li>- Text comprehension exercises; exercises in writing texts (narrating, explaining, arguing, adopting a point of view, describing);</li> <li>- writing workshops;</li> <li>- exercises to memorize what is read or spoken;</li> <li>- exercises in reading and recitation;</li> <li>- group work, interviews, role play.</li> </ul> <p><b>Materials</b>: special readers for each of the three years.</p> <p><b>English Activities</b></p> <ul style="list-style-type: none"> <li>- <u>Reading</u>: reading of texts in the basic reader; activities aimed at developing comprehension of texts;</li> <li>- <u>written production</u>: activities aimed at consolidating the structures of the language: writing a letter, filling in a form, writing a description, telling a story, etc.;</li> <li>- <u>listening comprehension</u>: activities to develop comprehension; listening to audio cassettes of the basic textbook;</li> <li>- <u>oral production</u>: activities to develop the ability of pupils to communicate in situations that are as true to life as possible.</li> </ul> <p><b>Materials</b>: there is a recommended basic textbook entitled <i>Headway elementary and pre-intermediate</i>.</p> <p><b>Language teaching recommendations</b>: applying the functions of communication in situations that are as true to life as possible.</p>
	<p><b>Non-verbal</b> No explicit information.</p>	<p><b>Non-verbal</b> No explicit information.</p>
<b>Grammatical Aspects</b>	<p><b>Pronunciation</b> Reading aloud comfortably and correctly a passage in everyday standard French.</p> <p><b>Grammar</b> <b>French</b> Gradual long-term assimilation of the main syntactical mechanisms of standard everyday French through the highlighting of certain grammatical features and the formulation of essential rules. Distinguishing between different types of dictionary, using an index and a table of contents; consulting reference books in order to obtain information or monitor and guide one's own linguistic production.</p>	<p><b>Pronunciation</b> <b>Language teaching recommendations</b>: systematic training in pronunciation and accentuation.</p> <p><b>Grammar</b> <b>French</b> <b>Activities</b>: analysing certain narrative texts in detail in order to grasp their working and structure via thorough study; doing memorization exercises. <b>Language teaching recommendations</b>: in the case of conjugation, teachers are advised not to study this section in one concentrated period, but to spread study of it evenly over the entire school year (corresponding to the ages of 12-13).</p>
	<p><b>Non-verbal</b> No explicit information.</p>	<p><b>Non-verbal</b> No explicit information.</p>

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Grammatical Aspects</b>	<p>Examples: the sentence (at the ages of 12-13), arrangements within sentences (at the ages of 13-14), verb agreements (at the ages of 14-15).</p> <p><b>German</b></p> <p>Understanding and correct use of the main mechanisms related to spelling and grammar.</p> <p>Understanding and use of syntax in such a way as to be able to formulate personal thoughts in given contexts and situations.</p> <p>Examples: the active and passive voice (at the ages of 12-13), irregular verbs (at the ages of 13-14) and the rules of punctuation (at the ages of 14-15).</p> <p><b>English</b></p> <p>Pupils should exhibit a high degree of linguistic accuracy as regards the linguistic phenomena they are meant to have understood and assimilated.</p> <p>Examples: auxiliary verbs (at the ages of 13-14), expressions of quantity (at the ages of 14-15).</p>	<p>Learning that becomes gradually more complex: dictation, grammatical dictation, grammatical exercises.</p> <p><b>German</b></p> <p><b>Activities:</b> exercises in style and composition: narrated accounts, summaries, description of actions (at the ages of 12-13), description, reports, summaries, forms of dialogue (at the ages of 13-14), interviews, role play (at the ages of 14-15).</p> <p><b>Materials:</b> short special grammars for each of the three years of study.</p> <p><b>Language teaching recommendations:</b> learning that becomes gradually more complex: spelling and grammatical exercises, dictation, grammatical dictation, syntactical exercises.</p> <p><b>English</b></p> <p>Study of grammar as set out in the <i>Grammar Summary</i> at the end of each unit in the basic textbook.</p> <p>Learning that becomes gradually more complex.</p>
	<p><b>Lexis</b></p> <p><b>French</b> and <b>English:</b> distinguishing between types of dictionary, enriching and structuring use of the language via the acquisition of vocabulary; acquisition by pupils of a broader and basic vocabulary so that they can express themselves clearly, precisely and accurately in everyday situations and in relation to texts considered in class; mastery of the lexical tools required for narration and description.</p> <p><b>German:</b> distinguishing between different levels of vocabulary; command of a rich and complex vocabulary.</p> <p><b>English:</b> acquisition of an active and passive vocabulary. Learning to use a (monolingual or bilingual) dictionary.</p>	<p><b>Lexis</b></p> <p><b>French and English:</b> written and oral activity aimed at consolidating the vocabulary.</p> <p><b>German:</b> various activities that involve processing and searching for written resource material; analysis and discussion of texts.</p>
	<p><b>Reflecting on language</b></p> <p><i>No explicit information.</i></p>	<p><b>Reflecting on language</b></p> <p><i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures and understanding people from other cultures</b></p> <p><b>French:</b> discovery of and familiarity with important constituent elements of the culture of Luxembourg, as well as key aspects of the cultural heritage of European and world civilizations, and communicating with people who represent them in a spirit of open-mindedness and tolerance.</p> <p><b>German:</b> leading pupils to discover and become familiar with German culture, by awakening their literary curiosity.</p> <p><b>English:</b> initiating pupils into the cultural background of the English-speaking countries in the broadest sense.</p>	<p><b>Knowledge of other cultures</b></p> <p><i>No explicit information.</i></p> <p><b>Understanding people from other cultures</b></p> <p><i>No explicit information.</i></p>

## LUXEMBOURG

## Secondary (continued)

Cognitive and affective aspects	Objectives / Contents	Methodology
<p><b>Fostering independent learning and personality development</b></p> <p><b>French:</b> the teaching of French seeks to develop in pupils the ability to express themselves confidently as young people who are becoming increasingly responsive to the cultural, economic and social aspects of life in Luxembourg, Europe and the world at large. Throughout secondary education, the deliberate and rational use of French is intended to help pupils to structure their thinking and develop their own identity. The ultimate aim of teaching the French language is to enable pupils to form their individual personalities, shape their own social and cultural identity and become fully aware, independent and responsible citizens.</p> <p><b>German:</b> by developing their ability to communicate, the teaching of German contributes to the personal development of pupils in terms heightening and strengthening their self-confidence. The teaching of German is conducive to the independence and autonomy that will enable young people to secure a firm footing for themselves, and become the articulate representatives of a fast-changing democratic society.</p> <p><b>English:</b> the teaching of English seeks to enable pupils to communicate competently in their school, private and (subsequent) professional lives. Learning the use of a (monolingual and bilingual) dictionary.</p>	<p><b>Fostering independent learning and personality development</b></p> <p><i>No explicit information.</i></p>	

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)
- *Besluit van 4 mei 1993, houdende vaststelling van de kerndoelen basisonderwijs (Besluit kerndoelen basisonderwijs)*. Staatsblad 1993, 264 (Decree of 4 May 1993 concerning the main objectives of official education (Official Journal 1993, 264)).
  - *Besluit van 2 juni 1998, houdende vaststelling van nieuwe kerndoelen voor het basisonderwijs (Besluit kerndoelen basisonderwijs 1998)*. Staatsblad 1998, 354 (Decree of 2 June 1998 establishing new attainment targets for primary education (primary education attainment targets decree)). Bulletin of Acts and Decrees 1998, 354). (1)

2. Years, stages or levels concerned

Pupils aged 10 to 12.

The objectives/contents apply to the whole of primary level.

3. Foreign languages concerned

English.

**II. Content****Objectives / Contents****General points**

Recognizing the role of the English language in Dutch society, and as an international means of communication.  
[Recognizing English as an important international language from which many Dutch words are borrowed].

**Methodology**

Dealing with mistakes: *no explicit information*.  
Use of the mother tongue: *no explicit information*.  
Information and communication technologies have been integrated into every subject. Software has been developed for language teaching in particular.

**Aspects related to communication****Verbal**

The description of the key objectives emphasizes listening comprehension and oral expression. Written expression is not among them. There is also emphasis on comprehension.

Listening: pupils need to be able to extract the main items from simple informative texts which are specially written or adapted for them, making use of the context and their knowledge of vocabulary. They should have the vocabulary to understand people speaking to them in the street, in shops or in the classroom, about themselves, their everyday surroundings, leisure-time and hobbies, eating and drinking, the time, and descriptions of others.

Speaking: pupils should be able to hold a conversation on the subjects and situations cited above (except in the classroom).

Reading: they should be able to extract the main items from simple informative texts and stories specially written or adapted for them, making use of the context and their knowledge of vocabulary.

**Verbal**

**Language teaching recommendations**: loan words form the basis for speaking and reading the English language, with everyday situations the starting point.

(1) The Decree of 2 June 1998 came into force on 1 August 1998. However, until 1 August 2001, schools may still comply with the Decree of 4 May 1993 for the education of pupils who were already at primary school on 1 August 1998. This summary table contains information from both Decrees; information from the 1998 Decree is in brackets.

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p>[Listening and speaking: pupils should be able to understand simple conversations about everyday situations, and enough English words to grasp spoken messages about personal information, food and drink, the living environment and the time. They should be able to talk to each other about everyday situations in pronunciation that is understandable.]</p> <p><u>Reading</u>: pupils should understand the main issues in a simple written text, using a dictionary to find out what words mean].</p>	<p><b>Non-verbal</b> No explicit information.</p>
<b>Grammatical aspects</b>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> The pronunciation of pupils should be understandable to English speakers.</p> <p><b>Grammar</b> No explicit information.</p> <p><b>Lexis</b> No explicit information. [Pupils should start by acquiring a vocabulary.]</p> <p><b>Reflecting on language</b> No explicit information.</p>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> No explicit information.</p> <p><b>Grammar</b> No explicit information.</p> <p><b>Lexis</b> No explicit information.</p> <p><b>Reflecting on language</b> No explicit information.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> No explicit information.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>	<p><b>Knowledge of other cultures</b> No explicit information.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Pupils need to be able to look up the meaning of an English word and the English translation of a Dutch word in an alphabetical lexicon. [Pupils should be able to deduce the meaning of words].</p> <p><b>Fostering personality development</b> No explicit information.</p>	<p><b>Fostering independent learning</b> No explicit information.</p> <p><b>Fostering personality development</b> No explicit information.</p>

### I. Key facts about the curriculum

#### 1. Exact title of the document and its year of reference (and any reissue)

- *Besluit van 15 oktober 1997, houdende vaststelling van de kerndoelen en adviesentabel basisvorming voor de periode tot 1 augustus 2003 (Besluit kerndoelen en adviezen basisvorming 1998/2003). Staatsblad 1997.484 (Decree of 15 October 1997 establishing attainment targets for basic secondary education and the recommended number of periods per subject in the period up to 1 August 2003 (Basic secondary education attainment targets and recommended number of periods per subject 1998/2003 Decree). Bulletin of Acts and Decrees 1997.484).*
- *Beschikking van de Minister van Justitie van 16 augustus 1994, houdende plaatsing in het Staatsblad van de tekst van het Eindexamenbesluit VWO-HAVO-MAVO-VBO, zoals dit luidt na wijziging door het besluit van 14 juni 1994 (Stb. 488). Opnieuw gepubliceerd in Staatsblad 1994, 624 (Order of the Minister of Justice of 16 August 1994 for the republishing in the Bulletin of Acts and Decrees of the text of the VWO-HAVO-MAVO-VBO Leaving Examinations Decree, as amended by the Decree of 14 June 1994 (Bulletin of acts and Decrees 488) (VWO-HAVO-MAVO-VBO Leaving Examinations Decree). Republished in Bulletin of Acts and Decrees 1994, 624). (1)*

#### 2. Years, stages or levels concerned

Pupils aged from 12 to 14/15.

The objectives/contents apply to the entire two or three years of basic secondary education.

VBO/MAVO: pupils aged 12-16; HAVO: pupils aged 12-17; VWO: pupils aged 12-18.

#### 3. Foreign languages concerned

The curriculum is the same for all foreign languages on offer.

### II. Content

#### Objectives / Contents

#### General points

Pupils should have insight into and be able to describe the international role and commercial, technological, social and cultural significance of the foreign language concerned in the Netherlands.

#### Methodology

Use of information and communication technologies to process texts and gather data from appropriate sources.

Dealing with mistakes: *no explicit information.*

Use of the mother tongue: *no explicit information.*

#### Aspects related to communication

##### Verbal

##### Basisvorming

No explicit reference to priorities for any of the skills.

##### Reading:

(1) With texts formulated in language which is simple in its structure and vocabulary, pupils should be able to:

- understand the meaning of instructions, notices, warnings and announcements;
- determine whether a practical text (leaflet, brochures, forms, advertisements) contains relevant information and, if so, what that information is, when they are given the task of obtaining details on a particular topic;
- compare items of information.

##### Verbal

*No explicit information.*

(1) This information refers solely to the MAVO curriculum. This course has been chosen because it coincides with that of general compulsory education. VBO is pre-vocational education (including general and pre-vocational elements) and, as such, falls outside the scope of our study. So too does information on the HAVO and VWO end-of-study examinations, as these courses take pupils beyond compulsory full-time schooling.



## NETHERLANDS

## Secondary (continued)

## Objectives / Contents

## Methodology

**Aspects related to communication**

(2) They should be able to understand the essentials of different types of texts (newspapers, personal correspondence, narrative, literary or culturally slanted texts).

(3) They should also acquire experience in the extensive reading of texts several pages in length, and be able to log what they read.

In the case of (2) and (3), the texts in question should be simple in terms of structure and vocabulary, with the most important information explicitly stated in accessible language. They should also build on the personal experience of pupils, be original examples of their kind (or realistic reproductions) and deal with subjects likely to appeal to young people.

Listening:

(4) Pupils should understand the meaning of instructions, warnings and announcements of the kind encountered in traffic or when travelling.

(5) They should be able to select relevant information from practical material communicated by radio, television, or on the telephone (weather forecasts, traffic information, advertisements, programme announcements).

(6) They should be capable of grasping the gist of interviews and monologues, narrative, and literary or culturally slanted material which is relevant to and builds upon the experience of young people.

(7) Finally, they should be able to identify the main points made in informative television programmes.

In the case of (4), (5) and (6), the material in question should contain simple language in terms of structure and vocabulary. Its speech should be at a reasonable tempo (neither too fast nor too slow) and free from significant distortion, distracting noises or marked regional or other accents. The items concerned should be original examples of their kind, or realistic reproductions.

Speaking:

(8) In predictable, everyday situations of communication, pupils should be able to perform certain linguistic tasks in a manner appropriate to those situations (asking or giving information, enquiring, stating preferences, etc.).

(9) In less predictable situations involving the discussion of topics related to private life, study/employment and informal social contacts, which are important to young people, pupils should be able to perform some linguistic tasks in a manner appropriate to the situation in question (whether exchanging information, recounting or describing things, etc.).

(10) They should be able to handle conversation in the language concerned so that their participation in it is as effective as possible, with due regard for their limited proficiency. They should also be capable of initiating and concluding conversations, and indicating that they do not understand something.

## Secondary (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p>	
<p>In the case of (8), (9) and (10), pupils should be able to understand others whose speech takes account of their level of ability in the language concerned. In (8) and (9), they should be able to express themselves in a way easily understandable to native speakers of the foreign language with little or no experience of talking to people who are not themselves native speakers.</p> <p><b>Writing:</b></p> <p>(11) In situations relevant to them, pupils should be able to enter at least the following details on a form: their name, sex, relevant dates, nationality, types of identity document and address.</p> <p>(12) Pupils should be able to write and send a simple standard letter, fax or e-mail to make a booking or to obtain tourist information.</p> <p>(13) They should be capable of writing and sending a simple personal letter, fax or e-mail to arrange or cancel a meeting, visit or other appointment, including a short message of thanks, greetings, good wishes, etc.</p> <p>For (12) and (13), see notes for (8) and (9).</p> <p>Pupils should be able to employ compensatory interpretation strategies: make use of prior knowledge, deduce meanings from the context; make use of text structures and non-linguistic information (reading); use special linguistic information, such as intonation, etc. (listening); use descriptions, ask what something means and how something is said (speaking).</p>	<p>In their verbal and written dealings with native speakers of the foreign language, pupils should be able to follow conventions appropriate to the circumstances.</p>
<p><b>MAVO C and D (?)</b></p>	
<p>No explicit reference to priorities for any of the skills. The objectives to be attained at the end of this stage are very similar to those of basic secondary education (<i>basisvorming</i>). However, there are some minor differences: pupils should be able to draw conclusions about the aims, conceptions or feelings of the author of a text (reading); anticipate the most likely continuation of a conversation on the basis of what they have understood (listening); solve misunderstandings due to cultural differences (speaking). As to the items used to attain these objectives (aural and written material), there are also few differences. However, they may presuppose a certain knowledge of the culture and countries associated with the target language.</p>	<p><b>Non-verbal</b> No explicit information.</p>
<p><b>Non-verbal</b></p>	
<p>Pupils should make use of non-verbal information (gestures, etc).</p>	

(?) The letters indicate the level of difficulty of the examination, with D being the most demanding.

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Performing tasks, in the case of (8) and (9), implies a certain level of proficiency in pronunciation.</p> <p><b>Grammar</b> Performing tasks, in the case of (8) and (9), implies a certain level of proficiency in the mode of expression, but does not require the avoidance of grammatical errors which do not impede effective communication.</p> <p><b>Lexis</b> Performing tasks, in the case of (8) and (9), implies a certain degree of proficiency in the choice of words.</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>	<p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> <i>No explicit information.</i></p> <p><b>Lexis</b> <i>No explicit information.</i></p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> <b>Basisvorming</b> Acquiring an ability to recognize and deal with cultural differences between people. In using the foreign language, pupils should show that they have some insight into the particular character and atmosphere of the countries associated with it. They should know which these countries (or regions) are, and be familiar with cultural aspects specific to them.</p> <p><b>MAVO C and D</b> Candidates should be able to apply their knowledge of the country and its population to the identification of cultural expressions specific to the linguistic territory concerned.</p> <p><b>Understanding people from other cultures</b> Respecting differences in cultural modes of expression, standards and values.</p>	<p><b>Knowledge of other cultures</b> <i>No explicit information.</i></p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Learning to reflect on the process of learning itself. When looking up and acquiring information, pupils should be able to make use of dictionaries, books on grammar, appropriate foreign-language sources and electronic and traditional information systems.</p> <p><b>Fostering personality development</b> Acquiring insight into one's personal capabilities and interests in the field of modern foreign language use. <b>MAVO C and D</b> Pupils should acquire confidence in themselves when learning to master strategies that make the most of their limited knowledge of the foreign language.</p>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

*Lehrplan für die Verbindliche Übung "Lebende Fremdsprache" – Verordnung des Bundesministers für Unterricht und kulturelle Angelegenheiten vom 8.9.1998; Bundesgesetzblatt II 310/98 (Curriculum for the compulsory course in a foreign language. Decree of the Federal Ministry of Education and the Arts (8.9.1998).*

**2. Years, stages or levels concerned**

Pupils aged 6-10.

With the exception of learning to read and write in the foreign language, the objectives are not structured by year.

**3. Foreign languages concerned**

The curriculum is the same for all foreign languages on offer.

**II. Content****Objectives / Contents****General points**

The teaching of foreign languages aims to provide a solid grounding, motivate pupils to learn a foreign language and eventually enable them to communicate in it.

**Methodology**

In the initial months, there should be a transition from teacher-directed to learner-directed working methods, such as working with a partner, group work and free work with partners. However, input remains important.

Dealing with mistakes: errors should be corrected tactfully, and there should be a good balance between doing so and enabling pupils to express themselves freely. Use of the mother tongue: the native language should be used as little as possible, but as much as necessary (e.g. for explaining the rules of a game, etc.).

**Aspects related to communication****Verbal**

Priority is given to oral skills. In the initial stages, comprehension is regarded as more important than production.

Listening: understanding simple texts in a contextual and conversational framework; understanding simple texts from the media.

Speaking: expressing oneself in everyday situations and answering simple questions; reacting to simple commands and encouragement.

Reading: reading simple texts after thorough oral preparation.

Writing: this is no more than a supportive skill.

Pupils should be taught a series of communicative functions.

Communication strategies: include asking someone to repeat something, to speak up, asking for the meaning of a word/sentence, asking someone to speak more slowly, etc.

**Verbal****Activities**

Listening: understanding what the teacher is saying and finding solutions to targeted problems involving listening comprehension, etc.

Speaking: mini-dialogues adapted to the pupils' age, riddles, role-playing, etc.

Materials: cassettes, objects, photos, word cards, picture cards, etc.

**Language teaching recommendations**

Forms 1 and 2 (pupils aged 6-8):

Languages should be taught in an integrated way by using them as a means of communication, where appropriate, in subjects such as social studies, science, maths, art, music, craft and physical education. These units should occur regularly (if possible daily) and last no longer than 5-15 minutes, depending on the concentration span of pupils.

Forms 3 and 4 (pupils aged 8-10):

A language can be taught in shorter or longer units. Its incorporation into subjects as indicated above is still recommended but, at the same time, it should also naturally be taught as a subject in its own right.

Listening and speaking have priority over reading and writing. Constant practice and repetition are more important than presenting new linguistic material. There is no reading and writing in forms 1 and 2. In forms 3 and 4, reading and writing are used as supportive activities only.

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>Non-verbal</b> No explicit information.</p>	<p><b>Non-verbal</b> In order to help pupils understand, oral expression should always be combined with gesture and mime.</p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Children should learn to produce the phonemes, rhythm and intonation of the foreign language as correctly as possible.</p> <p><b>Grammar</b> No explicit information.</p> <p><b>Lexis</b> Lexical fields arise from topics such as oneself, the family, friends, school, hobbies and leisure activities, the environment, nature, festivals, Europe.</p> <p><b>Reflecting on language</b> No explicit information.</p>	<p><b>Pronunciation</b> <b>Activities:</b> activating sensitivity to the production of sounds by observing the position of the lips, aspiration, etc. <b>Materials:</b> rhymes and chants which are difficult in terms of the production of sound. <b>Language teaching recommendations:</b> pronunciation practice should always be in context and continually undertaken in all phases of language teaching.</p> <p><b>Grammar</b> <b>Activities:</b> there are no activities for grammar practice in primary school. <b>Materials:</b> no specific materials are used for practising grammar. <b>Language teaching recommendations:</b> no formal categorization, no teaching of rules, no explicit teaching of grammar, some feeling for basic grammar should be acquired in context.</p> <p><b>Lexis</b> <b>Activities:</b> language games, rhymes and chants for vocabulary practice. <b>Materials:</b> objects, pictures, drawings, paintings, photos, videos, etc. <b>Language teaching recommendations:</b> vocabulary should be learned in context.</p> <p><b>Reflecting on language</b> No explicit information.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> No explicit information</p> <p><b>Understanding people from other cultures</b> Adopting an open and receptive attitude to other people and cultures through discovery of other linguistic communities. Children should see themselves as members of a greater European society.</p>	<p><b>Knowledge of other cultures</b> No explicit information.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Pupils need to learn to organize their work.</p> <p><b>Fostering personality development</b> Encouraging a positive attitude towards foreign languages and study of them. Awakening children's pleasure in learning a foreign language.</p>	<p><b>Fostering independent learning</b> No explicit information.</p> <p><b>Fostering personality development</b> No explicit information.</p>

### I. Key facts about the curriculum

#### 1. Exact title of the document and its year of reference (and any reissue)

- *Lehrplan der allgemeinbildenden Höheren Schulen. Vollständige, mit Anmerkungen und Ergänzungen versehene Ausgabe. Band 1-3. Österreichischer Bundesverlag, Wien, 1988. (Curriculum for general secondary schools. Complete: edition with annotations and supplements. Volumes 1-3. Österreichischer Bundesverlag, Vienna, 1988).*
- *Fachlehrplan Englisch und Französisch im Lehrplan für die Hauptschule 1985, ÖBV Pädagogischer Verlag, Wien 1985 (Specific curriculum for English and French in the Hauptschule curriculum, 1985, ÖBV Pädagogischer Verlag, Vienna, 1985).*
- *Fachlehrplan Englisch für Polytechnische Lehrgänge. ÖBV Pädagogischer Verlag, Wien 1989. (Specific curriculum for English for polytechnical schools, ÖBV Pädagogischer Verlag, Vienna, 1989).*
- *Ergänzungslieferungen zu den Lehrplänen im ABS Handbuch (inkl. 58. Erg.-Lfg. vom 15.12.94 (Supplements to the curriculum in the ABS manual, up to and including supplementary delivery no. 58 of 15.12.94).*

#### 2. Years, stages or levels concerned

*Allgemeinbildende Höhere Schule:* lower level, pupils aged 10-14; upper level, pupils aged 14-18.  
*Hauptschule:* pupils aged 10-14.  
*Polytechnische Schule:* pupils aged 14-15.  
 Objectives and contents are specified for each year of study.

#### 3. Foreign languages concerned

*Allgemeinbildende Höhere Schule:* the whole collection of *Lehrpläne der allgemeinbildenden höheren Schulen* is published in three volumes. Volume 1 refers to the 1<sup>st</sup> and 2<sup>nd</sup> year, Volume 2 to the 3<sup>rd</sup> and 4<sup>th</sup> (four years of *Unterstufe*). Volume 3 covers the period from the 5<sup>th</sup> to the 8<sup>th</sup> year (*Oberstufe*). Since the curriculum is split in chapters according to years, each chapter also contains a section on languages.  
*Hauptschule:* each foreign language on offer has its own syllabus within the general curriculum.  
*Polytechnische Schule:* each foreign language has its own syllabus within the general curriculum.

### II. Content (\*)

#### Objectives / Contents

#### General points

##### Lower level

The objectives (for all first foreign languages) are an adequate mastery of everyday language and (as far as possible) error-free pronunciation, the ability to understand information in the most important subject areas if the language used is easy; and the ability of learners to express themselves simply but correctly, both when speaking and in writing.

Further objectives: knowledge of the country of the target language and its inhabitants; an understanding of differences and common interests; reflective use of the foreign language; and the ability to learn constructively and think logically.

#### *Allgemeinbildende höhere Schule*

##### Lower level

**English:** the foreign language is used for teaching, with the mother tongue employed only if necessary. Priority for speaking over reading and writing; writing only what has first been spoken. The teacher must strike an optimal balance between correcting mistakes and giving pupils room to express themselves.

**French:** teachers should use the target language as much as possible, but make sure that they are understood. They should abandon translation as soon as possible. The main objective is automatic self-control on the part of pupils; concentration on essential elements, constant repetition and practice.

(\*) This summary table also includes information for the upper level, which begins at the age of 14, one year before the end of compulsory schooling.

## Secondary (continued)

Objectives / Contents	Methodology
<p><b>Upper level</b></p> <p>The objectives (for all first foreign languages) are the broadening and deepening of knowledge acquired at the lower level; preparation for further education (e.g. mastery of specialist terminology); and participation in the cultural, technical and economic life of countries (or regions) where the language is commonly spoken.</p> <p>Knowledge of the political, social and economic life of such countries and their contribution to Europe and the world; insight into the need for international cooperation, thus enlarging the world view of pupils.</p> <p>Comparison with the native language of pupils and other languages to improve their linguistic awareness and strengthen their critical thinking.</p> <p>An introduction to examples of literature to help pupils develop their personalities.</p>	<p>Teachers and pupils should mainly use the foreign language during their work together. The mother tongue may be used if and when necessary.</p> <p>The acquisition of linguistic skills should be based, first and foremost, on content relating to the way of life of the country of the target language.</p> <p><u>Upper level</u></p> <p>Special reference is made to the teaching of literature at this level.</p> <p><b>Hauptschule</b> and <b>Polytechnische Schule</b></p> <p>In certain areas, teachers should differentiate their teaching in accordance with the levels of ability of their pupils.</p>
<p><b>Aspects related to communication</b></p> <p><b>Verbal</b></p> <p><b>Allgemeinbildende höhere Schule</b></p> <p>No priority is given to either oral or written language (total interdependence of the four major skills). Receptive and production skills should be regarded as on an equal footing.</p> <p><b>English</b></p> <p><u>Lower level</u></p> <p><b>Listening:</b> from the first year onwards, pupils need to be able to understand texts both generally and in detail. They should also be able to understand more complex verbal statements by the teacher.</p> <p><b>Speaking:</b> priority should be given to communication. During the first two years, pupils need to gain confidence in speaking out. They should learn to express feelings and opinions, and give information on the subjects covered. In subsequent years, they will achieve greater autonomy in the use of the language, while their knowledge becomes more systematized and deeper. There is a set of communicative functions.</p> <p><b>Reading:</b> from the very first years, pupils need to understand different types of simple text (instructions, wishes, dialogues, fiction, etc.). In later years, they should improve their understanding of more complex texts. It is also important to encourage them to read for pleasure. Pupils should understand fiction which corresponds roughly to their passive vocabulary.</p>	<p><b>Verbal</b></p> <p>The four major skills are very closely interrelated and should be taught in an integrated fashion.</p> <p><b>Allgemeinbildende höhere Schule</b></p> <p><b>Activities (*)</b></p> <p><u>Lower level</u></p> <p><b>Listening:</b> placing information in charts, note-taking, etc.</p> <p><b>Speaking:</b> repetition, reciting by heart, spoken expression based on photos, etc.</p> <p><b>Reading:</b> ordering textual items, preparing summaries, etc.</p> <p><b>Writing:</b> between the ages of 10 and 12, reworking existing texts to express simple messages, writing simple summaries, dictations. Between the ages of 12 and 14, writing simple texts that relate directly to the lives of pupils, note-taking and independent use of the summaries, etc.</p> <p><u>Upper level</u></p> <p><b>Listening:</b> listening for the gist and details of texts, literal and interpretative understanding of them, etc.</p> <p><b>Speaking:</b> working with partners on text-related questions, interviews, etc.</p> <p><b>Reading:</b> looking for key ideas, commentaries, etc.</p> <p><b>Writing:</b> gathering and regrouping items related to a particular topic, developing key words and notes from a dissertation, etc.</p>

(\*) A series of activities is proposed for each level of the *Allgemeinbildende Höhere Schule* and the *Hauptschule*. These activities are applicable to both English and French.

## Secondary (continued)

## Objectives / Contents

Aspects related  
to communication

**Writing:** priority should be given to communication. For pupils aged 12-14, writing serves primarily to support learning. The objective, nonetheless, is for it gradually to become a linguistic skill in its own right. Knowledge needs to be systematically consolidated. Pupils should be able to write texts of every kind.  
Upper level

**Listening:** immediate unassisted understanding of the language.

**Speaking:** using the language as freely and confidently as possible (expressing oneself easily in a language close to that of native speakers); ability to express oneself precisely on a particular subject.

**Reading:** understanding texts of every kind without help, reading for pleasure.  
**Writing:** free and confident use of the language to formulate ideas, more complex reasoning, etc.

**French**Lower level

**Listening:** gathering information from texts that become more difficult from one year to the next: during the first two years, short texts in standard, simplified language, spoken at close to normal pace and in optimal listening conditions. In subsequent years, texts may be original and involve difficult listening conditions (background noise).

**Speaking:** pupils aged 12-14 should be able to hold simple conversations based on existing models (predominance of the imitative element). In later years, they should be able to express themselves verbally and spontaneously on their own initiative in new situations.

**Reading:** in year one, reading is regarded, first and foremost, as an instrumental task; in year two, communicative reading assumes increasing importance. During the last two years, pupils should generally be able to understand unseen texts with the help of the teacher, and in detail using a dictionary.

**Writing:** in year one, written expression is primarily a tool. In year two, pupils should be able to distinguish between spoken and written subject matter. In the last two years, pupils should produce different types of texts (reports, opinion papers, etc.) as freely as possible, and use connectors and functional letter-writing elements (letter headings, courtesy formulas, etc.).  
Upper level

The various skills are no longer formulated as objectives in themselves but, in part, as a means to carrying out activities (see under Methodology, 'Verbal Activities').

**English:** a list of communicative functions exists.

**French:** getting pupils to realize that expressions are linked to the situations in which they occur. It is important to be able to recognize that different types of linguistic expression can be used to describe a very specific activity. Pupils need to be able to recognize what words are intended to say and to react appropriately.

## Methodology

**Materials**

**Lower level:** use of audio-visual resources and interesting and informative texts, encouraging discussion where possible; fairy tales and legends, acting, interviews etc.; letters, specialized texts such as kitchen recipes, poetry, etc. Some texts for listening contain known elements, others unknown elements on specified subjects. Longer and largely original texts should be selected in subsequent years and contain an increasing number of unknown items.

**Upper level:** use of audio-visual resources and computers; no specific texts are mentioned, but indications are given for selecting them.

**Language teaching recommendations:** taking account of pupils' interests; incorporating knowledge already gained in primary school.

**Speaking:** the normal speaking and communication situation should be disturbed as little as possible by correction (though regular diagnostic work using targeted exercises is necessary in the later stages).



## AUSTRIA

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>Hauptschule and Polytechnische Schule</b> Priority to oral work over written work, in particular in year one, and for weaker pupils throughout the course. The receptive and productive aspects are on an equal footing. Pupils need to be able to understand the spoken language and express themselves with due regard for the situation, the subject in question and the person they are talking to. They should be able to express themselves in all styles of writing which call for creativity in a foreign language. In particular, they need to be trained in silent reading for understanding.</p>	<p><b>Hauptschule and Polytechnische Schule</b> <b>Activities</b> <u>Listening</u>: texts with gaps, reorganizing and converting texts, etc. <u>Speaking</u>: repetition and recital by heart, role-playing, etc. <u>Reading</u>: silent reading. <u>Writing</u>: texts with gaps, writing personal letters. <b>Materials</b>: audio support, tape recorders; simplified texts for weaker pupils; special texts such as recipes, menus, etc. <b>Language teaching recommendations</b>: easier exercises for weaker pupils.</p>
<b>Grammatical aspects</b>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> <b>Allgemeinbildende höhere Schule</b> <u>Lower level</u> <b>English</b> <u>Lower level</u>: achieving standard pronunciation as far as possible. Special attention should be devoted to phonemes that change meanings; links between words; differentiating between tonic and atonic consonants; intonation; passive knowledge of the international phonetic alphabet, etc. <u>Upper level</u>: command of pronunciation and intonation; special attention to intonation and secondary stress; use of sound media, spoken presentations. <b>French</b> <u>Lower level</u>: special attention to those phonemes which present difficulties for Austrian pupils. During the first two years: list of French phonemes, main types of intonation, rhythm. During the last two years: the phonetic alphabet can be used where there are problems; reaching normal talking speed in year 4. <u>Upper level</u>: maintaining corrective phonetics and placing particular emphasis on expressive intonation.</p>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> <b>Allgemeinbildende höhere Schule</b> <u>Lower level</u> <b>Activities</b>: learning pronunciation by imitation, individually or in the group (from the teacher, sound media or native assistants); learning by heart, singing. <b>Materials</b>: records, tapes, films. <b>Language teaching recommendations</b>: phonetic exercises should not be given up after the first two years. <u>Upper level</u> <b>Activities</b>: reading out loud, recitals, scene acting. <b>Materials</b>: records, tapes, films. <b>Language teaching recommendations</b>: phonetics is developed systematically.</p>
	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> <b>Allgemeinbildende höhere Schule</b> <u>Lower level</u> <b>Activities</b>: achieving standard pronunciation as far as possible. Special attention should be devoted to phonemes that change meanings; links between words; differentiating between tonic and atonic consonants; intonation; passive knowledge of the international phonetic alphabet, etc. <u>Upper level</u>: command of pronunciation and intonation; special attention to intonation and secondary stress; use of sound media, spoken presentations. <b>French</b> <u>Lower level</u>: special attention to those phonemes which present difficulties for Austrian pupils. During the first two years: list of French phonemes, main types of intonation, rhythm. During the last two years: the phonetic alphabet can be used where there are problems; reaching normal talking speed in year 4. <u>Upper level</u>: maintaining corrective phonetics and placing particular emphasis on expressive intonation.</p>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> <b>Allgemeinbildende höhere Schule</b> <u>Lower level</u> <b>Activities</b>: learning pronunciation by imitation, individually or in the group (from the teacher, sound media or native assistants); learning by heart, singing. <b>Materials</b>: records, tapes, films. <b>Language teaching recommendations</b>: phonetic exercises should not be given up after the first two years. <u>Upper level</u> <b>Activities</b>: reading out loud, recitals, scene acting. <b>Materials</b>: records, tapes, films. <b>Language teaching recommendations</b>: phonetics is developed systematically.</p>
	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> <b>Allgemeinbildende höhere Schule</b> <u>Lower level</u> <b>Activities</b>: achieving standard pronunciation as far as possible. Special attention should be devoted to phonemes that change meanings; links between words; differentiating between tonic and atonic consonants; intonation; passive knowledge of the international phonetic alphabet, etc. <u>Upper level</u>: command of pronunciation and intonation; special attention to intonation and secondary stress; use of sound media, spoken presentations. <b>French</b> <u>Lower level</u>: special attention to those phonemes which present difficulties for Austrian pupils. During the first two years: list of French phonemes, main types of intonation, rhythm. During the last two years: the phonetic alphabet can be used where there are problems; reaching normal talking speed in year 4. <u>Upper level</u>: maintaining corrective phonetics and placing particular emphasis on expressive intonation.</p>	<p><b>Hauptschule and Polytechnische Schule</b> There is special reference to phonemes that change meanings, sounds foreign to German, and the rhythm of intonation and elocution (for <b>English</b> in particular: natural talking speed, international phonetic script).</p> <p><b>Grammar</b> <b>Allgemeinbildende höhere Schule</b> <b>French</b> Between the ages of 12 and 14, pupils should master the basic rules of spelling.</p> <p><b>Grammar</b> <b>Allgemeinbildende höhere Schule</b> <b>Language teaching recommendations</b>: grammar should be taught constructively and repetitively with due regard for the content of communication. The formal aspects of the language should be assimilated cognitively. Grammar should be taught inductively, i.e. beginning with an example (a good striking example is preferable to any grammatical rule). Central importance should be attached to the application of grammar rather than to the study of grammar rules.</p>

## Secondary (continued)

Objectives / Contents	Methodology
<p><b>Grammatical aspects</b></p> <p><b>Hauptschule and Polytechnische Schule</b> Supplementary material is mentioned for each year.</p> <p><b>Lexis</b> <b>Englisch</b> Lower level Between the ages of 12 and 14, pupils should systematically deepen and extend their lexical knowledge. They also need to be able to use vocabulary more independently. All lexical fields in the classification are referred to, as well as the individual in the community, working life, reality, and the world of the imagination. Upper level Relatively complex thematic fields: the evolution of human rights and democracy, science, technology and economics, etc.</p> <p><b>French</b> The syllabus is less detailed.</p> <p><b>Hauptschule and Polytechnische Schule</b> All lexical fields in the classification are mentioned.</p> <p><b>Reflecting on language</b> <b>Hauptschule and Polytechnische Schule</b> Getting to know how language works as a means of communication. Developing an in-depth knowledge of the linguistic structure of the language and how it operates.</p>	<p><b>Hauptschule and Polytechnische Schule</b> <b>Language teaching recommendations:</b> the assimilation of grammatical rules and exercises should be a by-product of communication situations and related to them. Weaker pupils will acquire grammar mainly through mastering such situations, and additional teaching aids and intensive instruction should be provided for them. Additional material should be introduced when the main subject matter has been mastered by most pupils in communicative applications.</p> <p><b>Lexis</b> <b>Allgemeinbildende höhere Schule</b> <b>Activities:</b> grouping of words into subject categories, defining and circumscribing. <b>Language teaching recommendations:</b> translation should never be used as the only means of making a word understood (gesture, context, synonyms/antonyms, etc.). American and British English are equally important. <b>English</b> Upper level: gaining command of the active vocabulary calls for a process of assimilation and targeted exercises. New words are learned in specific contexts.</p> <p><b>Hauptschule</b> <b>Language teaching recommendations:</b> regular repetition and exercises, in particular for weaker pupils. <b>Polytechnische Schule</b> No explicit information.</p> <p><b>Reflecting on language</b> <b>Hauptschule</b> <b>Language teaching recommendations:</b> comparison between the languages should make it possible to understand how the language operates (internal comparison promotes an understanding of how relationships can be expressed in a particular language; external comparison shows how different languages express identical or similar content using different linguistic resources). <b>Polytechnische Schule</b> No explicit information.</p>

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> <i>Allgemeinbildende höhere Schule</i> <b>English</b> Lower level: specific content in this area appears for the first time in year 1 when pupils talk about school, home, clothes, the time of day, etc. (aspects of English-speaking countries). Reference to British/American situations is recommended. Upper level: the objectives here are partly pragmatic: how to live in another country, reflecting on one's own culture, etc. The historical background should be included here: it is important to put across a differentiated cultural image and do away with clichés (examples of aspects examined: school life in the USA and UK, economics and science in these countries).</p> <p><b>French</b> Upper level: study of certain regions of France etc. (the list of items is smaller than for <b>English</b>).</p> <p><i>Hauptschule</i> and <i>Polytechnische Schule</i> Doing away with clichés and prejudices and awakening an understanding of the shared points and particularities of each community.</p>	<p><b>Knowledge of other cultures</b> <i>Allgemeinbildende höhere Schule</i> <b>Activities:</b> literary texts, songs, newspapers, magazines, films, videos of current news, inviting guest speakers. <b>Materials:</b> literary texts, stories based on actual experience. <b>Language teaching recommendations:</b> comparison with Austria. For the upper level, the curriculum proposes cross-referencing with other disciplines.</p>
<b>Cognitive and affective aspects</b>	<p><b>Understanding people from other cultures</b> <b>English and French</b> Developing an open attitude to others. Making pupils more aware of the importance of listening, discussion, and responsibility in the community.</p> <p><b>Fostering independent learning</b> Knowledge of the objectives, working methods and learning techniques conducive to the independent mastery of foreign languages. Pupils should be encouraged to use learning tools (dictionaries, etc.) independently.</p> <p><b>Fostering personality development</b> Developing a social conscience and a sense of values and cooperation.</p>	<p><b>Understanding people from other cultures</b> <i>Hauptschule</i> and <i>Polytechnische Schule</i> <b>Language teaching recommendations:</b> comparison with Austria. It is important to avoid examining in depth a limited number of fields only. <i>No explicit information.</i></p> <p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

**I. Key facts about the curriculum**

**1. Exact title of the document and its year of reference (and any reissue)**

- *Programa Francês- Plano de Organização do Ensino- Aprendizagem. Vol.II. Ensino Básico – 2º Ciclo DGEBS, 1991.* (French Curriculum – Teaching and Learning Organizational Plan, Vol. II, Basic Education, Second Stage DGEBS, 1991).
- *Programa Francês- Plano de Organização do Ensino- Aprendizagem. Vol.II. Ensino Básico – 3º Ciclo DGEBS, 1991.* (French Curriculum – Teaching and Learning Organizational Plan, Vol. II, Basic Education, Third Stage DGEBS, 1991).
- *Programa Alemão- Plano de Organização do Ensino- Aprendizagem. Vol.II. Ensino Básico – 3º Ciclo DGEBS, 1991.* (German Curriculum – Teaching and Learning Organizational Plan, Vol. II, Basic Education, Third Stage DGEBS, 1991).
- *Programa Inglês- Programa e Organização Curricular. Ensino Básico – 2º Ciclo Departamento da Educação Básica, 1996.* (English Curriculum – Curricular Programme and Organization. Basic Education – Second Stage, Department of Basic Education, 1996).
- *Programa Inglês- Programa e Organização Curricular. Ensino Básico – 3º Ciclo Departamento da Educação Básica, 1997.* (English Curriculum – Curricular Programme and Organization. Basic Education – Third Stage, Department of Basic Education, 1997).
- *Programa Espanhol- Programa e Organização Curricular. Ensino Básico – 3º Ciclo Departamento da Educação Básica, 1997.* (Spanish Curriculum – Curricular Programme and Organization. Basic Education – Third Stage, Department of Basic Education, 1997).

**2. Years, stages or levels concerned**

Pupils aged 10-12 (second stage) and 12-15 (third stage).

The objectives/contents are formulated separately for each stage.

**3. Foreign languages concerned**

Each foreign language on offer has its own curriculum. (†)

**II. Content**

**Objectives / Contents**

**General points**

Facilitate contact with other languages and cultures whilst safeguarding the mastery of what has been learnt and elementary linguistic usage.

**Methodology**

The curricula set out both general methodological recommendations and more specific methodological suggestions for each of the two languages (French and English). It is up to the teacher to choose the most appropriate methodology for the different aspects of learning either language. The curricula insist that, nowadays, foreign language teaching and learning should not be based on a single, exclusive and systematic method. On the contrary, a variety of methodological concepts should be geared to the requirements of different target groups, objectives and contents; the differing approaches of individual teachers and the resources available.

The methodological suggestions highlight the need for teachers to create diversified teaching situations which result in better understanding by pupils of communication situations, and promote their independence in use of the language.

(†) The present summary table contains information on the French and English curricula only.

## Objectives / Contents

## Methodology

## General points

- It is recommended that teachers of **French** might:
- propose texts on topics that refer to the socio-cultural and family circumstances of pupils;
  - provide as wide a range of texts as possible in order to increase exposure to the language;
  - propose a 'global' approach to the understanding of texts so that the cognitive system of pupils functions at different levels (perceptive, lexical, grammatical, pragmatic, discursive);
  - introduce repetition and memorization techniques;
  - select and rank the knowledge of pupils in accordance with a 'spiral progression', etc. (?)

Dealing with mistakes and use of the mother tongue

**French:** discrimination in handling mistakes; no penalty where the mistake is unrelated to the specific aim of assessment.

**Third stage:** use of the mother tongue if necessary.

**English:** no explicit information.

## Aspects related to communication

## Verbal

No priority given to either oral skills or written skills.

No priority given to either production or comprehension.

## French

## Second stage

- Understanding oral texts of a complexity adapted to the pupils' linguistic, psychological and social development: identifying speakers; identifying the type of communication, interpreting texts in given communication situations, recognizing vocabulary, identifying phonic sequences.
- Producing oral texts: pronunciation consistent with respect for the French phonological system (comparing sounds similar to Portuguese), articulating as correctly as possible those sounds in French that do not exist in Portuguese.
- Understanding written texts of a complexity adapted to the pupil's linguistic, psychological and social development; grasping the overall meaning of a text.
- Producing written work either from models or freely, developing short texts, reproducing words and speech in writing.

## Verbal

## French

## Second stage

## Activities

**Listening:** miming a spoken text.

**Speaking:** group work negotiating an itinerary across a city.

**Reading:** group work ordering pictures and textual elements to construct a story.

**Writing:** work in pairs to decode symbols and enter the names on a sheet.

## Materials

**Listening:** recording.

**Speaking:** city map.

**Reading:** illustration plus text cut into pieces.

**Writing:** a sheet to be filled in.

**Language teaching recommendations:** the curriculum states that the activities are part of an approach to communication which transforms the classroom into a communication arena: use of simulation techniques and role-playing, question and answer games, singing, recitation, acting, reading aloud, etc. Activities should be carried out individually, or in pairs or groups in an atmosphere conducive to cooperation and interactive learning.

Use of information-gathering techniques, metaphors, nursery rhymes, poems etc., matching of phonemes and graphemes, abbreviations.

(?) The foregoing list of language activities is neither obligatory nor exhaustive; the teacher is free to replace them by others considered more appropriate to the level of the pupils.

Methodology

Objectives / Contents

Aspects related to communication

The curriculum lists the communicative functions for the two years of this stage. They are structured around three thematic fields (personal identity, inter-relationships and the environment) which also determine the vocabulary and the morpho-syntax to be learned, as in the case of the following examples:

- thematic fields: personal identity (identification, name);
- communicative functions: stating one's name, stating someone else's name, confirming or rejecting an item of information, asking for someone's name;
- vocabulary: identity (name, first name, registration sheet, identity card), spelling (alphabet);
- morpho-syntax: possessive pronouns, personal pronouns, 'on', 'comment', 'quel', 'c'est' etc.

Third stage

Reference is made to the importance of acquiring receptive skills (reading in particular).

- Understanding oral texts: besides the objectives of the second stage, interpreting texts appropriate to different communication situations: recognizing the formal aspects (morpho-syntax) of the language used in the text, and the semantic and pragmatic values.
- Producing oral texts: in addition to the aims of the second stage, adapting verbal communication to express one's own opinions and present arguments; using semantically and pragmatically appropriate vocabulary; expressing oneself to take account of the prosodic aspects of the language.
- Understanding written texts: besides the objectives of the second stage, identifying the most frequent aesthetic aspects of texts.
- Producing written work: developing texts of increasing complexity; applying the rules of textual organization (ordered structure); applying morpho-syntactic rules in order to construct written composition; using semantically and pragmatically appropriate vocabulary.

The programme lists the communicative functions for the three years of this stage. These functions are structured around six thematic fields (information, evaluation, attitudes and feelings, action, communication and social convention): examples of communicative functions are asking for and providing information and explanations, identifying and communicating projects, etc.

Second and third stages: identifying the subject, the speakers and their intentions.

Third stage

**Activities** (only the following examples are quoted in the curriculum):

Writing:

- writing a diary in French;
- reading activities;
- sentence and text conversion exercises, producing descriptions from puzzles, etc.

Listening and speaking:

- listening to a radio programme in order to analyse the linguistic content of the text;
- reconstruction of spoken texts;
- simulation activities (drama, role-playing, etc.).

**Materials**: use of new technologies.

**Language teaching recommendations**: oral practice in the language should be used as the background to all classroom activities. Practice in 'active listening' (as opposed to natural/normal listening); intentional, directed listening, based on predefined working hypotheses.

Ensino básico (continued)

Aspects related to communication	Objectives / Contents	Methodology
<p><b>English</b> No priority is given to either oral or written work <u>Second stage</u> Interpreting and producing texts while gradually developing communication and compensation strategies (Years 2 and 5). - <u>Listening</u>: developing verbal communication strategies, selecting information, evaluating one's own listening performance; interacting in varied social contexts (Year 5). - <u>Speaking</u>: paying closer attention to verbal communication and compensation strategies for speech (Year 5). - <u>Reading</u>: developing the pre-reading process, the production of meaning, and text evaluation; creating a taste for extensive reading in English (Year 5). - <u>Writing</u>: developing the pre-writing process, and the construction and evaluation of texts (Year 5).</p> <p>Becoming aware of the <u>linguistic forms</u> of spoken statements: recognizing variations in pronunciation of the same phoneme, different registers (formal, informal), etc.</p> <p><u>Developing skills in selecting information</u> and recognizing the organization of verbal communication; features of such communication, etc. <u>Developing strategies</u> for focusing attention on oral communication: recognizing key words, identifying the context, identifying textual inconsistencies, etc.</p> <p><u>Third stage</u> Using English and gradually appropriating the rules of the system and knowledge of how it works; interpreting and producing different types of texts, using appropriate skills.</p>	<p><b>English</b> <b>Activities</b>: language-learning activities, pre-communicative activities, communication activities, instrumental and management activities. <b>Materials</b>: English-language texts, glossaries, grammars, etc.; use of new technologies. <b>Language teaching recommendations</b>: it is suggested that the teacher organizes the learning process on the basis of tasks, each including: - goals: implicit or explicit intentions of a general nature; - input/data: material on which the pupils work; - specific activities that pupils should carry out with this material; - reviewing; - setting: providing areas for carrying out the work, as well as social organization structures (working individually, or in pairs or groups); - roles: defining the roles of the pupils and teacher. Reliance on native speakers and others who have had significant contact with English-speaking countries.</p>	<p><b>Non-verbal</b> No explicit information.</p>
<p><b>Non-verbal</b> <b>French</b> Producing spoken texts (dialogues): matching non-verbal behaviour with verbal communication.</p> <p><b>English</b> <u>Second stage</u>: use of gesture and mime to resolve problems of expression. Identifying the cultural value of non-verbal expression. <u>Third stage</u>: reacting to non-auditive stimuli (giving orders, instructions, etc.) in a non-verbal way.</p>		



Grammatical aspects	Objectives / Contents	Methodology
<p><b>Pronunciation</b></p> <p><b>French</b></p> <p>Second stage:</p> <ul style="list-style-type: none"> <li>- recognizing the grammatical meaning of certain phonological markers (feminine, plural, etc.);</li> <li>- identifying the prosody (intonation, rhythm, musicality);</li> <li>- identifying phonic sequences;</li> <li>- recognizing graphemes and matching phonemes and graphemes;</li> <li>- pronouncing sounds similar to Portuguese ones; pronouncing correctly French sounds that do not exist in Portuguese;</li> <li>- reproducing graphemes.</li> </ul> <p>Third stage: <i>no explicit information.</i></p>	<p><b>Pronunciation</b></p> <p><i>No explicit information.</i></p>	
<p><b>Grammar</b></p> <p>Recognizing and making correct use of grammatical structures.</p> <p>A collection of grammatical structures is mentioned (with a more detailed listing for the third stage).</p>	<p><b>Grammar</b></p> <p><b>French</b></p> <p>Second stage</p> <p><b>Language teaching recommendations:</b> very detailed; the curriculum first of all presents the problem of grammar in a communicative and cognitive approach to teaching and learning. It develops recommendations on:</p> <ul style="list-style-type: none"> <li>- a 'receptive' grammar, the idea being to stimulate pupils to acquire a set of strategies enabling them to recognize linguistic, textual and discursive structures in texts appropriate to their level;</li> <li>- a production grammar: refining their understanding of the structures, rules and linguistic and extra-linguistic customs of communication practice.</li> </ul> <p>Third stage</p> <p>Revising and deepening the grammatical structures presented in the second stage. The morpho-syntactic structures are presented in a 'spiral progression'.</p>	
<p><b>Lexis</b></p> <p><b>French</b></p> <p>Second stage: all lexical fields in the classification are referred to.</p> <p>Third stage: major urban centres, regional diversity, ecology, means of social communication, economic, social and political life, France in the international organizations (EU, UNESCO, NATO, etc.), France's presence in the world.</p> <p><b>English</b></p> <p>Second stage: all lexical fields in the classification are mentioned, except health care, education and animals.</p> <p>Third stage: all lexical fields in the classification are referred to.</p>	<p><b>Lexis</b></p> <p><i>No explicit information.</i></p>	
<p><b>Reflecting on language</b></p> <p><i>No explicit information.</i></p>	<p><b>Reflecting on language</b></p> <p><i>No explicit information.</i></p>	



	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b>  <u>Second stage:</u> pupils come to observe their own socio-cultural setting by comparing it with the culture and civilization of French-speaking peoples.  <u>Third stage:</u> deepening this process of reflection.</p> <p><b>French</b>  A list of the geographical, social and cultural aspects of France is provided. There is reference to French-speaking countries.</p> <p><b>English</b>  An inventory of comparisons between English-speaking culture (UK and the United States) and Portuguese culture is provided with a view, among other things, to comparing and contrasting social stereotypes.</p>	<p><b>Knowledge of other cultures</b>  <b>French</b>  <b>Activities:</b> identifying the socio-cultural approaches contained in the texts using a contrast-based approach.</p>
	<p><b>Understanding people from other cultures</b>  <b>English</b>  Developing attitudes of cooperation and solidarity.</p>	<p><b>Understanding people from other cultures</b>  No explicit information.</p>
	<p><b>Fostering independent learning</b>  Developing habits of responsibility and independence.  <b>English</b>  Encouraging a cultural dynamism which is not limited to the school, promotes a process of 'learning to learn', and creates conditions for a continuous updating of knowledge.  Developing difficulty and problem-solving strategies.</p>	<p><b>Fostering independent learning</b>  <b>Language teaching recommendations</b>  <b>English</b>  <u>Second stage:</u> identifying and selecting strategies suitable for the learning processes of pupils.</p>
	<p><b>Fostering personality development</b>  <b>French</b>  <u>Second stage:</u>  Pupils should become aware of their individuality, through integrating into their families, school and groups of friends.  Developing attitudes-of sociability, tolerance and cooperation.  <u>Third stage</u>  Progress in consolidating the personal and social identity of pupils through the critical development of social responsiveness, tolerance and cooperation.</p> <p><b>English</b>  Developing attitudes of cooperation and solidarity.  <u>Second stage</u>  Contributing to the balanced socio-affective, emotional, cognitive, psychomotor and aesthetic development of pupils.  Promoting the growth of their personality through the gradual development of self-confidence, initiative and a critical spirit.</p>	<p><b>Fostering personality development</b>  <b>Language teaching recommendations</b>  <b>French</b>  <u>Second stage:</u> use of memory and logical reasoning.</p>
<b>Cognitive and affective aspects</b>		

## Perusopetus/grundläggande utbildning (1)

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)

*Peruskoulun opetusuunnitelman perusteet, 1994 (Opetushallitus)* (Framework curriculum for the comprehensive school, 1994, National Board of Education). The second updated edition came out in 1995.

2. Years, stages or levels concerned

Pupils aged from 6/7 to 15/16.

Objectives/content are specified separately for the first six years of compulsory education (to the end of the lower stage) and for the whole of compulsory education (to the end of the upper stage).

3. Foreign languages concerned

The curriculum is the same for all foreign languages on offer. (?) However the curriculum distinguishes between the so-called A-languages starting in years 1-6 of compulsory education and B-languages, which are taught from years 7-9 onwards.

## II. Content

## Objectives / Contents

## General points

Foreign languages are learned for the purpose of interacting, creative action, thinking and information-gathering.

## Methodology

Up-to-date and different study and teaching methods are applied. The individuality of students and differences between them are taken into account. Work in pairs and in groups provides opportunities for the effective practice of language skills.  
Information technology and the electronic media are used for teaching, in addition to traditional methods.  
Dealing with mistakes: no explicit information.  
It is natural that the target language should be used as much as possible, but teachers can use the mother tongue when needed.

## Aspects related to communication

## Verbal

The curriculum does not place the four major skills in any clear-cut order of priority. The starting point for teaching is the development of communication skills, in which understanding and the production of verbal and written messages are closely interrelated.

## Listening and speaking

## A-languages

At the end of the lower stage

Getting along in everyday life by using the language orally.

At the end of the upper stage

Understanding normally paced speech on everyday matters.

Participation in everyday conversation.

## Verbal

**Language teaching recommendations:** the initial emphasis should be on comprehension skills.

(1) In the new legislation (in force since 1.1.1999), the term *peruskoulul/grundskola* was replaced by *perusopetus/grundläggande utbildning* (basic education). At the same time, the division of the comprehensive school into lower and upper stages was abolished.

(2) There are separate sub-chapters for the other national languages as a foreign language (Swedish or Finnish depending on the mother tongue) and for Sami as a foreign language. Information about the curriculum for these languages is not included in this summary table.

## Perusopetus/grundläggande utbildning (\*) (continued)

Aspects related to communication	Objectives / Contents	Methodology
<b>B-languages</b>	At the end of the upper stage Managing in everyday verbal communication situations. Reading and writing.	
<b>A-languages</b>	At the end of the lower stage Understanding easy written language, using teaching aids where necessary. Writing short messages. At the end of the upper stage Understanding relatively easy written language on general subjects. Producing short narrative or descriptive written texts, with help if necessary.	
<b>B-languages</b>	At the end of the upper stage Understanding written texts that discuss general subjects in relatively easy terms. Ability to produce short written texts, with help if needed. It is important to adopt ways of communicating that are characteristic of the language area, and learn to make up for missing language skills.	
<b>Non-verbal</b>	No explicit information.	<b>Non-verbal</b> Language teaching recommendations: in teaching, the emphasis should be on non-verbal messages.
<b>Grammatical aspects</b>	<b>Pronunciation</b> <b>A and B-languages</b> At the end of the upper stage Use of natural and fluent pronunciation, accent, rhythm and intonation. <b>Grammar</b> <b>A and B-languages</b> At the end of the upper stage Assimilation of phrases and structures.	<b>Pronunciation</b> Language teaching recommendations: pupils should get as much opportunity as possible to hear the language they are studying and its main regional accents. <b>Grammar</b> Language teaching recommendations: the power of deduction is developed at word, sentence and textual levels, and when teaching grammatical structures and rules for learning; in languages in which pronunciation and spelling differ considerably from each other, or from the mother tongue, the importance of writing is also stressed.

(\*) In the new legislation (in force since 1.1.1999), the term *peruskoulu/grundskola* was replaced by *perusopetus/grundläggande utbildning* (basic education). At the same time, the division of the comprehensive school into lower and upper stages was abolished.

## Perusopetus/grundläggande utbildning (1) (continued)

Grammatical aspects	Objectives / Contents	Methodology
<p><b>Lexis</b> <b>A-language</b> At the end of the lower stage Acquisition of vocabulary suitable for communication situations at this age (12/13 years). At the end of the upper stage Assimilation of vocabulary central to the language (also valid for the B-language).</p>	<p><b>Lexis</b> No explicit information.</p>	
<p><b>Reflecting on language</b> No explicit information.</p>	<p><b>Reflecting on language</b> No explicit information.</p>	<p><b>Reflecting on language</b> No explicit information.</p>
<p><b>Socio-cultural aspects</b></p> <p><b>Knowledge of other cultures</b> Interest in foreign languages and cultures; promoting the international outlook of students and schools to broaden their view of the world and strengthen their cultural identity. Students become more familiar with the traditions and values of people in an area in which the target language is spoken.</p> <p><b>A languages</b> At the end of the lower stage Acquiring basic knowledge about the countries, people and cultures (science, arts, traditions and values) of areas in which the target language is spoken.</p> <p><b>A and B-languages</b> At the end of the upper stage Assimilating knowledge of the countries, peoples and cultures of areas in which the target language is spoken.</p>	<p><b>Knowledge of other cultures</b> <b>Language teaching recommendations:</b> the teaching of foreign languages links up readily to other subjects. Comparisons between Finnish culture and that of the target language.</p>	<p><b>Knowledge of other cultures</b> <b>Language teaching recommendations:</b> the teaching of foreign languages links up readily to other subjects. Comparisons between Finnish culture and that of the target language.</p>
<p><b>Understanding people from other cultures</b> Having an open mind towards different cultures and those who represent them. Learning to view situations and, if necessary, to act with due regard for the cultural norms of the areas in which the target language is spoken.</p>	<p><b>Understanding people from other cultures</b> No explicit information.</p>	<p><b>Understanding people from other cultures</b> No explicit information.</p>
<p><b>Fostering independent learning</b> Developing the study skills of students alone and in groups. Developing their ability to assess themselves and learn to be responsible for their studies.</p>	<p><b>Fostering independent learning</b> No explicit information.</p>	<p><b>Fostering independent learning</b> No explicit information.</p>
<p><b>Fostering personality development</b> Ensuring that students experience teaching and study as meaningful, emotional and challenging.</p>	<p><b>Fostering personality development</b> No explicit information.</p>	<p><b>Fostering personality development</b> No explicit information.</p>
<p><b>Cognitive and affective aspects</b></p>		

(1) In the new legislation (in force since 1.1.1999), the term *peruskoulu/grundskola* was replaced by *perusopetus/grundläggande utbildning* (basic education). At the same time, the division of the comprehensive school into lower and upper stages was abolished.

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

- *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet (Lpo 94)* – Curriculum for the compulsory school, the pre-school class and the after-school centre (Lpo 94).
- *Kursplaner för grundskolan - Syllabi for the Compulsory School: specific parts of this document are headed B- och C- språk* (second and third foreign languages) and *Engelska* (English). (\*)

2. Years, stages or levels concerned

Pupils aged 7-16.

General objectives/contents are formulated for the whole nine-year period of compulsory education.

Separate objectives are set out for the end of the fifth and ninth years in the case of English, and for the end of the ninth year in the case of the second and third foreign languages.

3. Foreign languages concerned

There is one syllabus for English, and one for the second and third foreign languages.

**II. Content****Objectives / Contents****General points**

**English:** the teaching of English aims to develop language skills and relevant social and cultural knowledge such that pupils can function in different contexts in which English is used as the medium of communication.

**Second and third languages:** foreign-language teaching aims to give them the knowledge needed to speak and write in the languages concerned. It should also provide them with a broader view of the living conditions, way of thinking, traditions and culture of the countries in which the target language is used.

**Aspects related to communication****Verbal**

No priority given to either oral or written skills; no priority given to either production or comprehension.

**Listening and speaking**

Pupils should initiate and take part in conversation in the foreign language, describe and express their own views and develop their ability to relate to other people and the world around them. Understanding different forms of the spoken language and becoming aware of its socially- and regionally-based variants.

**English:** pupils should take part in discussions, respond to the views of others, develop their own ability to use English.

Targets to be attained by the end of the 5<sup>th</sup> school year

**English:** ability to understand clear and simple speech, and take part in simple conversations.

**Methodology**

Language and social interaction between pupils plays an important role. Imagination and play, as well as materials that stimulate curiosity, are important elements in teaching.

Dealing with mistakes: *no explicit information.*

Use of the mother tongue: *no explicit information.*

**Verbal**

**Materials:** pictures, songs, music (the content should be meaningful, interesting and relevant to pupils).

**Language teaching recommendations:** Swedish pupils are in touch with the English language well before school age (given the abundance of English-speaking TV programmes, etc.). In the early stages, therefore, it is essential to try and capture the interest and curiosity of pupils even outside the world of school.

(\*) The syllabi applied, for the first time, to years 1-7 in the 1995/96 school year, to year 8 in 1996/97, and to year 9 in 1997/98. Small amendments are published regularly.

## Methodology

## Objectives / Contents

Aspects related  
to communication

Targets to be attained by the end of the 9<sup>th</sup> school year

**English and the second language:** pupils should be able to describe in simple language something they have heard, read or experienced. They should also be capable of taking part (actively in the case of **English**) in conversations on everyday subjects.

**Second and third languages:** understanding of the main content of standard, clearly articulated simple language (in the case of the **third language**).

**English:** understanding standard British and American speech.

**Third language:** pupils should be able to answer and put simple questions in a conversation on everyday subjects, and talk simply about themselves and their circumstances.

Reading and writing

Reading and understanding the content of factual texts and fiction (and literary texts in the case of **English**) as a stimulus to further independent reading.

**English, second and third languages:** pupils should become accustomed to expressing their experiences and thoughts in writing so that writing itself becomes an instrument for strengthening and developing their use of language.

**English:** they should become accustomed to reading English texts which are related to other school subjects, as well as to topics and project work, or which concern their own areas of interest. They should be able to express themselves clearly and correctly.

Targets to be attained by the end of the 5<sup>th</sup> school year

**English:** pupils should be able to read and understand simple narratives and descriptions, and make themselves understood in simple messages.

Targets to be attained by the end of the 9<sup>th</sup> school year

**English, second and third languages:** pupils should be able to express themselves simply in writing.

**English and second language:** they should be able to read and understand the content (the main content in the case of the **second language**) of narrative and descriptive texts, and to extract facts from a text (a simple text in the case of the **second language**).

**Third language:** they should be able to read and understand the essential points, in short and simple texts, of narrative or descriptive material.

**Non-verbal**

No explicit information.

**Non-verbal**

No explicit information.

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> <i>No explicit information.</i></p> <p><b>Lexis</b> <i>No explicit information.</i></p> <p><b>Reflecting on language</b> Learning to analyse, understand and improve the use of language in terms of greater variation and formal accuracy.</p>	<p><b>Pronunciation</b> <b>Language teaching recommendations:</b> the pronunciation (sounds, emphasis, intonation and rhythm) of pupils is established at an early stage and receives attention during the whole of their subsequent schooling. It is developed primarily through listening and imitation.</p> <p><b>Grammar</b> <b>Language teaching recommendations:</b> as pupils become older and more mature, greater emphasis is naturally placed on grammatical structures and more formal language training, and they are given the opportunity to train their ability to express themselves using alternative grammatical structures.</p> <p><b>Lexis</b> <i>No explicit information.</i></p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> <b>English, second and third languages:</b> acquiring knowledge and an understanding of social conditions and cultural life in countries where the target language is spoken, and learning to describe and make comparisons with corresponding conditions in Sweden. Developing an appreciation for diction, poetry and music which represent not only English-speaking cultural traditions but also the culture that surrounds pupils.</p> <p><b>Second and third languages:</b> being familiar with regional and social differences existing not only within, but also between, different language areas. Targets to be attained by the end of the 5<sup>th</sup> school year Knowing something about living conditions in English-speaking countries (<b>English</b>). Targets to be attained by the end of the 9<sup>th</sup> school year <b>English, second and third languages:</b> possession of general knowledge in the case of <b>English</b> and some knowledge, in the case of the <b>second</b> and <b>third languages</b>, of social and cultural conditions and ways of life in the countries in which those languages are spoken.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>	<p><b>Knowledge of other cultures</b> <i>No explicit information.</i></p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>

	Objectives / Contents	Methodology
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Pupils should become accustomed, both in the case of <b>English</b> and the <b>second</b> and <b>third languages</b>, to using dictionaries, reference works and grammar books as forms of assistance, and using computers for writing, seeking and communicating information.</p> <p><b>English</b>: they should become accustomed to taking responsibility for their own language learning.</p> <p><b>Second</b> and <b>third languages</b>: they should acquire insight into their own language learning and, on the basis of this knowledge, increase their ability to work independently and assume personal responsibility. Target to be attained by the end of the 9<sup>th</sup> school year</p> <p><b>English, second</b> and <b>third languages</b>: pupils should be accustomed to using a dictionary and textbooks on grammar as aids to learning.</p>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p>
<b>Fostering personality development</b>	<p><b>Fostering personality development</b> English, second and third languages: in English, pupils should have confidence in their ability to use the language in all situations in which there is a need to communicate in it, and develop such confidence in the case of the second and third languages.</p>	<p><b>Fostering personality development</b> <i>No explicit information.</i></p>



## UNITED KINGDOM (England, Wales and Northern Ireland)

### Secondary (1)

#### I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)

England and Wales

- *Education (National Curriculum) (Attainment Targets and Programmes of Study in Modern Foreign Languages) (England) Order 2000 (SI 2000/1595).*
  - *Education (National Curriculum) (Attainment Targets and Programmes of Study in Modern Foreign Languages) (Wales) Order 2000 (SI 2000/1157) (2).*
- Northern Ireland
- *Curriculum (Programme of Study and Attainment Targets in Modern Languages at Key Stages 3 and 4) Order (Northern Ireland 1996).*

2. Years, stages or levels concerned

Pupils aged 11-16.

The objectives/content are defined for the five years of compulsory secondary education which cover key stage 3 (11-14 years) and key stage 4 (14-16 years). However, in Wales, there are no statutory requirements for modern foreign languages at key stage 4.

3. Foreign languages concerned

England and Wales: the same curriculum applies to all of the foreign languages which schools may offer as part of the National Curriculum. There are however some alterations of the attainment targets for reading and responding in Chinese (Cantonese or Mandarin) and Japanese.  
Northern Ireland: the same curriculum applies to all of the foreign languages which schools may offer.

#### II. Content (3)

##### Objectives / Contents

##### General points

The content and objectives of the curriculum for each subject are laid down in programmes of study and attainment targets (AT). Programmes of study set out the minimum statutory entitlement to the knowledge, understanding and skills for each subject. Schools are free to teach subjects and subject material in addition to that specified in the programmes of study. The programme of study for foreign languages at key stages 3 and 4 in England and Wales consists of two parts which should be taught together. Part I, Learning and Using the Target Language, covers: communicating in the target language; language skills; language learning skills and knowledge of language; and cultural awareness. Part II, Areas of Experience, covers: everyday activities; personal and social life; the world around us; the world of work; and the international world. In Northern Ireland, the programme of study is organised differently within three main sections: the contribution of foreign language study to cross-curricular themes (such as education for mutual understanding); general skills and cul-

##### Methodology

The programme of study also lists a number of specific activities which pupils should be given the opportunity to engage in, and a number of specific skills which they should be taught. However, specific teaching methods and materials are not prescribed. Teachers use the programmes of study as the basis for planning schemes of work; they may also draw upon the published guidance and support materials which are available.

No explicit information on how to deal with mistakes.

The programme of study requires that skills and understanding should be developed through using the target language. The first language of pupils should only be used where a response in their first language is a necessary part of the task as, for example, in an interpreting exercise.

(1) The present summary table does not contain information concerning the primary level given that foreign language education is not obligatory at this level.

(2) In England and Wales, the revised curricula came into effect in August 2000. (In England, the curriculum for 14-16 year olds is expected to be implemented in August 2001.) The curriculum in Northern Ireland is currently under review, and it is expected that final proposals for a revised curriculum will be completed by November 2001, and that Northern Ireland schools will begin to deliver the revised Northern Ireland Curriculum in September 2002.

(3) The information contained in this grid is valid for England, Wales and Northern Ireland, except where otherwise stated. However, the examples of attainment targets are taken from the National Curriculum for England and Wales and differ in some respects from those in Northern Ireland.

## Objectives / Contents

## Methodology

## General points

tural awareness (personal and social skills, language learning skills and cultural awareness) and language skills and contexts for learning. The content of the programme of study is broadly similar to England and Wales.

The four attainment targets are defined as: listening (listening and responding in England and Wales) (AT1); speaking (AT2), reading (reading and responding in England and Wales) (AT3); and writing (AT4). Each attainment target defines the expected standards of pupil performance in terms of an 8-level scale.

## Aspects related to communication

## Verbal

1. Equal priority is given to listening, speaking, reading, and writing.
2. *Key stage 3 and Key stage 4*

## AT1: listening and responding

**Level 1:** Pupils show understanding of simple classroom commands, short statements and questions. They understand speech spoken clearly, face to face or from a good quality recording, with no background noise or interference. They may require considerable support, such as repetition and gesture.

**Level 2:** Pupils show understanding of a range of familiar statements and questions, including everyday classroom language and instructions for setting tasks. They respond to a clear model of standard language, but may need items to be repeated.

**Level 3:** Pupils show understanding of short passages, including instructions, messages and dialogues, made up of familiar language spoken at near normal speed but without interference. They identify and note main points and personal responses, such as likes, dislikes and feelings, but may need short sections to be repeated.

**Level 4:** Pupils show understanding of longer passages, made up of familiar language in simple sentences spoken at near normal speed with little interference. They identify and note main points and some details, but may need some items to be repeated.

**Level 5:** Pupils show understanding of extracts of spoken language made up of familiar material from several topics, including past, present and future events. They cope with language spoken at near normal speed in everyday circumstances with little or no interference or hesitancy. They identify and note main points and specific details, including opinions, and may need some repetition.

**Level 6:** Pupils show understanding of short narratives and extracts of spoken language, drawn from a variety of topics, which include familiar language in unfamiliar contexts. They cope with language spoken at normal speed and with some interference and hesitancy. They identify and note main points and specific details, including points of view, and need little repetition.

## Verbal Activities

## England and Wales

Pupils should be given opportunities to: communicate with each other, in pairs and groups, and with their teacher, take part in imaginative and creative activities (improvised drama, etc); develop understanding and skills through a range of language activities, e.g. games, role-play, surveys and other investigations; discuss their own ideas, interests and experiences and compare them with those of others; listen, read or view for personal interest and enjoyment as well as for information; read handwritten and printed texts of different types and of varying lengths and, where appropriate, read aloud; produce a variety of types of writing.

Pupils should be taught to: skim and scan texts, including databases for information; copy words, phrases and sentences; make notes from what they hear or read, summarise and report the main points of spoken and written texts; redraft their writing to improve its accuracy and presentation, e.g. by word-processing.

## Northern Ireland

Pupils should be taught to: listen for comprehension of general meaning and detail; listen for information and pleasure; seek and give information; express preferences and reactions; take part in short exchanges and conversations; participate in imaginative and creative activities; follow instructions, for example when making and drawing; read printed or handwritten texts for comprehension of general meaning and detail; read for information and pleasure; use a range of reference material; select and copy, write for pleasure; write formal and informal letters; respond to different types of aural, visual and textual sources.

**Materials:** Pupils should be given opportunities to use a range of resources for communicating (telephone, electronic mail, fax, letters) and work with authentic materials, including newspapers, magazines, books, films, radio and television (in Northern Ireland the example of magazines and videos is provided).

(1) The present summary table does not contain information concerning the primary level given that foreign language education is not obligatory at this level.

## UNITED KINGDOM (England, Wales and Northern Ireland)

## Secondary (1) (continued)

## Objectives / Contents

## Methodology

**Aspects related to communication**

Level 7: Pupils show understanding of a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at normal speed, including brief news items and non-factual material taken from radio or television, and need little repetition.

Level 8: Pupils show understanding of a variety of types of spoken material taken from a range of sources, such as news items, interviews, documentaries, films and plays. When listening to familiar and less familiar material they draw inferences, recognise attitudes and emotions, and need little repetition.

**AT2: Speaking**

Level 1: Pupils respond briefly, with single words or short phrases, to what they see and hear. Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues.

Level 2: Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects. They use set phrases for purposes such as asking for help and permission. Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.

Level 3: Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. They use short phrases to express personal responses, such as likes, dislikes and feelings. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

Level 4: Pupils take part in simple structured conversations of at least three or four exchanges, supported by visual or other cues. They are beginning to use their knowledge of language to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

Level 5: Pupils take part in short conversations, seeking and conveying information and opinions in simple terms. They refer to recent experience and future plans, as well as everyday activities and interests. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.

Level 6: Pupils initiate and develop conversations that include past, present and future actions and events. They are beginning to improvise and paraphrase. They use the target language to meet most of their routine needs for information and explanation. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty.

Level 7: Pupils give and justify opinions when discussing matters of personal or topical interest. They adapt language to deal with some unprepared situations. They speak with good pronunciation and intonation. Their accuracy is such that they are readily understood.

**Language teaching recommendations:** Pupils should be given opportunities to take part in activities which combine two or more of the four major language skills; listening, speaking, reading and writing, and use language for real purposes as well as to practise skills. Reading and writing for information and pleasure is also emphasized. In England and Wales, pupils should use everyday classroom events as a context for spontaneous speech whilst in Northern Ireland pupils should take part in activities which help them communicate with each other, their teacher and other speakers of the language, and enable them to cultivate informed attitudes towards the lifestyles, social conventions, beliefs, opinions and ideas of other people. Software packages, which support interactive language work, and the concept keyboard are also mentioned as helpful in motivating and reinforcing learning.

(1) The present summary table does not contain information concerning the primary level given that foreign language education is not obligatory at this level.

## Objectives / Contents

## Methodology

## Aspects related to communication

**Level 8:** Pupils show increasing confidence in dealing with unpredictable elements in conversations, or with people who are unfamiliar. They discuss facts, ideas and experiences, using a range of vocabulary, structures and time references. They speak confidently with good pronunciation and intonation, and their language is largely accurate with few mistakes of any significance.

**AT3: Reading and responding**

**Level 1:** Pupils show understanding of single words presented in clear script in a familiar context. They may require visual support.

**Level 2:** Pupils show understanding of short phrases presented in a familiar context. They show that they can match sound to print by reading aloud single familiar words and phrases. They use books or glossaries to find out the meanings of new words.

**Level 3:** Pupils show understanding of short texts and dialogues, made up of familiar language, printed in books or word-processed. They identify and note main points, including likes, dislikes and feelings. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

**Level 4:** Pupils show understanding of short stories and factual texts, printed or clearly handwritten. They identify and note main points and some details. In their independent reading, in addition to using a bilingual dictionary or glossary, they are beginning to use context to deduce the meaning of unfamiliar language.

**Level 5:** Pupils show understanding of a range of written material, including texts covering past, present and future events. They identify and note main points and specific details, including opinions. Their independent reading includes authentic materials, such as information leaflets, newspaper extracts, letters or databases. They are generally more confident in reading aloud, and in their use of reference materials.

**Level 6:** Pupils show understanding of a variety of texts that include familiar language in unfamiliar contexts. They identify and note main points and specific details, including points of view. They scan written material, such as magazines, for stories or articles of interest, and select books or texts that are appropriate to their ability to read independently. They are becoming more confident in deducing the meaning of unfamiliar language, using context and grammatical understanding.

**Level 7:** Pupils show understanding of a range of material, imaginative and factual, that includes some complex sentences and unfamiliar language. They make use of new vocabulary and structures encountered in their reading to respond in speech or in writing. They use reference materials as appropriate.

(1) The present summary table does not contain information concerning the primary level given that foreign language education is not obligatory at this level.

## UNITED KINGDOM (England, Wales and Northern Ireland)

## Secondary (1) (continued)

## Objectives / Contents

## Methodology

## Aspects related to communication

Level 8: Pupils show understanding of a variety of types of written material. When reading for personal interest and for information, they consult a range of reference sources as appropriate. They cope readily with unfamiliar topics involving more complex language, and recognise attitudes and emotions.

AT4: writing

Level 1: Pupils copy single familiar words correctly. They label items and select appropriate words to complete short phrases or sentences.

Level 2: Pupils copy familiar short phrases correctly. They write or word-process items, such as simple signs, instructions and set phrases used regularly in class. When they write familiar words from memory their spelling may be approximate.

Level 3: Pupils write two or three short sentences on familiar topics, using aids such as exercise books, textbooks and wallcharts. They express personal responses, such as likes, dislikes and feelings. They write short phrases from memory and their spelling is readily understandable.

Level 4: Pupils write individual paragraphs of about three or four simple sentences, drawing largely on memorised language. They adapt a model by substituting individual words and set phrases. They are beginning to make appropriate use of dictionaries and glossaries as an aid to memory.

Level 5: Pupils produce short pieces of writing in which they seek and convey information and opinions in simple sentences. They refer to recent experience and future plans, as well as to everyday activities. They are beginning to apply basic elements of grammar in new contexts, but there may be a number of mistakes. They use dictionaries or glossaries as an aid to memory and to look up unknown words.

Level 6: Pupils write in paragraphs, using simple descriptive language, and refer to past, present and future actions and events. They use both informal and formal styles of writing, such as when keeping a diary, booking accommodation and scripting dialogues. Although there may be some mistakes, the meaning is usually clear.

Level 7: Pupils produce pieces of writing of varying lengths on real and imaginary subjects. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to achieve greater accuracy, precision and variety of expression. Although there may be occasional mistakes, the meaning is clear.

Level 8: Pupils express and justify ideas; opinions or personal points of view, and seek the views of others. They develop the content of what they have read, seen or heard. They produce longer sequences in which spelling and grammar are generally accurate, and the style is appropriate to the content. They use reference materials to extend their range of language and improve accuracy.

(1) The present summary table does not contain information concerning the primary level given that foreign language education is not obligatory at this level.

## UNITED KINGDOM (England, Wales and Northern Ireland)

## Secondary (1) (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p>	
<p>3. In England and Wales; pupils should be taught a range of communicative functions which include: following instructions and directions; asking and answering questions and giving instructions; asking for and giving explanations; initiating and developing conversations; and expressing agreement, disagreement, personal feelings and opinions.</p> <p>In Northern Ireland, pupils should be taught to: seek and give information; express preferences and reactions; follow instructions, for example, when making and drawing; initiate and sustain conversations; respond to unpaired situations; express feelings or opinions and ideas; and discuss issues and make comparisons.</p> <p>4. In England and Wales, pupils should be taught to vary language to suit context, audience and purpose and should learn the use of social conventions, such as forms of address and the use of formal and informal language. In Northern Ireland, pupils should develop an awareness of different conventions and styles of language, and should be taught to adjust language to suit context, audience and purpose.</p> <p>5. Pupils should be taught a range of communication strategies which include: listening attentively, and listening for gist and detail; asking about meanings, seeking clarification or repetition; copying words, phrases and sentences; making notes from what they hear or read; acquiring strategies for committing familiar language to memory and using context and other clues to interpret meaning.</p>	
<p><b>Non-verbal</b></p>	<p><b>Non-verbal</b> No explicit information.</p>
<p>In England and Wales, pupils should be taught to use context and other clues to interpret meanings. Attainment targets 1-3 mention that, at the earlier levels, pupils may need support such as gesture and visual cues. In Northern Ireland, pupils should be taught to interpret the meaning of language with the help of visual and other non-verbal clues.</p>	
<p><b>Grammatical aspects</b></p>	
<p><b>Pronunciation</b></p>	<p><b>Pronunciation</b> No explicit information.</p>
<p>Pupils should be taught to imitate pronunciation and intonation patterns.</p>	
<p><b>Grammar</b></p>	<p><b>Grammar</b> No explicit information.</p>
<p>Pupils should be taught to understand and apply patterns, rules and exceptions in language forms and structures.</p> <p>Pupils should describe and discuss present, past and future events.</p> <p>The content of this grammatical knowledge is not specified, but the programme of study defines a range of communication situations which pupils should be taught to handle, and therefore implicitly refers to a range of grammatical structures.</p>	

**UNITED KINGDOM (England, Wales and Northern Ireland)**

**Secondary (\*) (continued)**

	<b>Objectives / Contents</b>	<b>Methodology</b>
<p><b>Grammatical aspects</b></p> <p><b>Lexis</b> England and Wales: All the lexical fields of the classification are referred to explicitly except the following: shopping, situation in time, language, weather, numbers, animals, colours, shapes. The following topics are added: customs, careers and employment, further education and training, language and communication in the workplace, holidays and special occasions, world events and issues. Northern Ireland: As above, but with the explicit addition of these two items: weather, shopping.</p>	<p><b>Lexis</b> No explicit information.</p>	
<p><b>Reflecting on language</b> Pupils should be taught to use their knowledge to experiment with language, and understand and use formal and informal language.</p>	<p><b>Reflecting on language</b> No explicit information.</p>	
<p><b>Socio-cultural aspects</b></p> <p><b>Knowledge of other cultures</b> Among the topics to be covered are the world around us (people, places, customs), and the international world (tourism, life in other countries and communities, world events and issues).</p>	<p><b>Knowledge of other cultures</b> <b>Activities:</b> Pupils should be given opportunities to come into contact with native speakers both at home (for example language assistants and visitors), and, where possible, abroad. In Northern Ireland pupils should have the opportunity to participate in correspondence and, where appropriate, visits to and exchange schemes with the country or community of the target language. They should also have a chance to experience or learn about the customs and traditions of the country or community of the target language through song, dance and the celebration of festivals. <b>Materials:</b> Newspapers, books, films etc. from the countries or communities of the target language.</p>	<p><b>Language teaching recommendations:</b> Work with authentic material. An intercultural approach is used: in England and Wales pupils should be given opportunities to consider their own culture and compare it with the cultures of the countries and communities where the target language is spoken. In Northern Ireland it is suggested that by identifying similarities and acknowledging differences between cultures, pupils may learn to view their own culture more objectively.</p>
<p><b>Understanding people from other cultures</b> Pupils should be given opportunities to: consider their own culture and compare it with the cultures of the countries and communities where the target language is spoken; identify with the experiences and perspectives of people in these countries and communities; recognize cultural attitudes as expressed in language and learn the use of social conventions.</p>	<p><b>Understanding people from other cultures</b> <b>Activities:</b> Pupils should be given opportunities to come into contact with native speakers both at home (for example language assistants and visitors), and, where possible, abroad.</p>	

(\*) The present summary table does not contain information concerning the primary level given that foreign language education is not obligatory at this level.

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p>In Northern Ireland, pupils should also have opportunities to develop a sense of European identity and to appreciate the diversity of European cultures and societies; and, through education for mutual understanding, to develop positive attitudes to others, including tolerance, empathy and appreciation of the talents and contributions of other people.</p>	
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b>                      In England and Wales, pupils should be taught to develop their independence in language learning. In Northern Ireland they should have opportunities to manage their own learning, solve problems and take part in decision-making.</p> <p><b>Fostering personality development</b>                      The Northern Irish curriculum states that pupils should have opportunities, through communicative processes, to enhance self-esteem by enjoying success. Concentration and perseverance should be encouraged among pupils. Furthermore, personal and social skills should be promoted.</p>	<p><b>Fostering independent learning</b>  <b>Material:</b> Dictionaries and reference materials.</p> <p><b>Fostering personality development</b>  <b>Activities:</b> Northern Ireland: Working independently and collaborating in pairs and small groups, undertaking tasks in cooperation with the teacher, conducting interviews, investigations, acknowledgement by pupils of their own contribution and that of peers. Similar activities are also included in the programme of study of England and Wales.</p>

(\*) The present summary table does not contain information concerning the primary level given that foreign language education is not obligatory at this level.



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**UNITED KINGDOM (Scotland)**

**Primary**

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)
  - *Advice for Schools 1997* published by the Scottish Office, Education and Industry Department. <sup>(1)</sup> <sup>(2)</sup>
  - *Topic Frameworks* published by the Scottish Office, Education and Industry Department.
2. Years, stages or levels concerned  
Last two years of primary education: 10- 12 years.
3. Foreign languages concerned  
The Topic Frameworks provide some examples on French, German, Italian and Spanish.

**II. Content <sup>(3)</sup>**

**Objectives / Contents**

**Methodology <sup>(4)</sup>**

**General points**

No explicit information on how to deal with mistakes. The use of the pupils' mother tongue: it is important to introduce English to make a specific language point or to reassure pupils. The teacher might choose to teach the foreign language through 'stand alone units' and/or through the work of the class across different areas of the curriculum or through a combination of those possibilities. A stand alone unit represents a slot in the pupils' programme of activities which involves solely the foreign language, in a way which is unconnected with any of the other work being done, at that time, by them.

**Aspects related to communication**

**Verbal**

It is important that pupils hear the foreign language words and phrases a number of times before they see the written word so that a correct model of pronunciation can be established. However, it is also important that they should see the written form to enable them to consolidate, and help them to memorize and start to learn reading in the foreign language. While pupils will be regularly involved in active learning (listening and doing, speaking, playing language games, etc.), the teacher might wish to involve them in labelling and 'copy' writing to help them consolidate their learning and for reference. They might also be involved in some guided writing, such as writing about their family. Language should be introduced in context, and pupils encouraged to use, memorize and create new phrases and sentences. It is also important to show them that the language they have learned can be transferred to other situations.

(1) As the teaching of foreign languages in primary schools is still in the development stage, there are no official guidelines for this teaching. In summer 2000, new guidelines for the teaching of modern European languages were published.

(2) The documents referred to above are interim documents and they should be regarded as neither prescriptive nor exclusive. The *Advice for Schools 1997* sets out to provide practical advice for schools involved in phase 4 (1996/97) of the programme to introduce a foreign language into the primary-level curriculum. The *Topic Frameworks* are intended as additional support and guidance for those involved in the delivery of foreign language teaching in primary schools. In conjunction with both these documents, the existing *5-14 Guidelines on Modern European Languages* applicable to pupils in the first two years of the secondary education could serve as a reference document for primary schools.

(3) Both interim documents contain only some recommendations for primary-level teachers; they are indicated in the methodology column.

(4) The *Topic Frameworks* document contains examples of language learning/teaching activities in German, French, Italian and Spanish that the present summary table has not included.

	Objectives / Contents	Methodology <sup>(*)</sup>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> Some teaching of grammar, within the context of knowledge about language, is perfectly acceptable and often desirable. Teachers might wish to explain some basic grammatical points, such as definite/indefinite articles, gender, plurals and agreement of adjectives. Where the foreign language has features in common with English, it is helpful if the attention of pupils is drawn to them. Verbs and their different forms should be included in the teaching programme, and pupils taught how to join phrases they have learnt to produce meaningful sentences.</p> <p><b>Lexis</b> <i>No explicit information.</i></p> <p><b>Reflecting on language</b> It may be appropriate to consider similarities between language patterns in the foreign language and English, allowing pupils to consolidate features of grammar already noted in the latter by having them pointed out in the foreign language. There will be many opportunities for teachers to draw comparisons between the form and use of English and the foreign language. The importance of knowledge about language components in the creation of a foreign language teaching programme should not be underestimated.</p>	
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> <i>No explicit information.</i></p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>	
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>	

(\*) The Topic Frameworks document contains examples of language learning/teaching activities in German, French, Italian and Spanish that the present summary table has not included.

## UNITED KINGDOM (Scotland)

## Secondary

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)

- *Curriculum and Assessment in Scotland, National Guidelines (5-14): Modern European Languages*, The Scottish Office Education and Industry Department (1993). (1)
- *Conditions and Arrangements for Scottish Certificate of Education and Certificate of Sixth Year Studies Examination*, Scottish Qualifications Authority (SQA) (1996).

2. Years, stages or levels concerned

The first document covers the first two years of lower secondary school (S1 and S2); ages 12-14. The document produced by SQA covers the remaining two years of lower secondary education (S3 and S4) and the two years of upper secondary education: ages 14-16 and 16-18. The objectives/content are defined separately for the first two years and the last two years of lower secondary education.

3. Foreign languages concerned

The curriculum is the same for all foreign languages offered.

## II. Content (2)

## Objectives / Contents

## General points

- To develop the ability to communicate in the foreign language;
- to contribute to learning how language works;
- to contribute to learning about ways of life in other countries.

No explicit information on how to deal with mistakes. The use of the pupils' mother tongue: the increasing use of the foreign language as the medium of the classroom. Using technology in the modern language classroom (video camera, interactive video programmes and CD-ROM, computer, etc.).

## Methodology

## Aspects related to communication

## Verbal

Listening, speaking and reading will have greater prominence than writing; writing nevertheless has an important function in supporting language acquisition.

S3 and S4: the course is founded on speaking, listening and reading; writing as an assessable element is optional.

Listening: pupils will understand different forms of spoken language, live or recorded, and respond in a variety of ways. Examples of learning progression on listening to establish relationships with others:

Elementary (?): listening to others while working in pairs or groups and/or with the teacher; showing understanding of familiar words and short phrases by taking part in simple exchanges in familiar contexts.

## Verbal

Activities: activities which encourage interaction among pupils and between pupils and teacher.

Listening: listening to establish relationships with others (for example, to understand others asking for personal details), listening for information.

Speaking: speaking to establish relationships with others, speaking on a topic, asking for support.

Reading: reading for information, reading for enjoyment, using reference sources.

Writing: copying, writing from memory, continuous writing.

Materials: video/cassettes, computer, the Internet, rooms with perimeter audio-learning equipment, newspapers, magazines, pedagogically authentic texts, dictionaries.

(1) This document is currently being reviewed and will be available in summer 2000.

(2) The present summary table mainly contains information from the document entitled *Curriculum and Assessment in Scotland, National Guidelines (5-14): Modern European Languages*, which concerns pupils aged 12-14 (S1 and S2). Where information is taken from the document *Conditions and Arrangements*, this is acknowledged.

(3) There are three levels of attainment: *Elementary* (should be attainable by almost all pupils in their first year of modern languages), *Intermediate* (should be attainable by some pupils in their first year of modern languages) and *Level E* (should be attainable by some in their second year of modern languages).

## Secondary (continued)

## Objectives / Contents

Aspects related  
to communication

*Intermediate:* listening to others while working in pairs or groups and/or with the teacher; showing understanding of familiar words and short phrases embedded in longer utterances, by taking part in simple conversations in familiar contexts.

*Level E:* listening to others while working in pairs or groups and/or with the teacher; showing understanding of familiar words and phrases, embedded in utterances which might contain new language, by taking part in simple conversations in a widening range of familiar contexts.

*Speaking:* pupils will express themselves orally in a variety of situations to convey, for example, their needs, wants, views, responses, ideas and feelings. Examples of learning progression on asking for support:

*Elementary:* use of familiar words and short phrases to ask for help with the language, in a restricted range of familiar circumstances.

*Intermediate:* use of familiar words and phrases to ask for help with the language in a wider range of familiar circumstances.

*Level E:* use of familiar words and phrases accurately and fluently to ask for help with the language, in the context of a range of activities, using an appropriate register.

*Reading:* pupils will read a variety of texts and respond appropriately. They will develop an ability to use reference materials and an awareness of the relationship between the spoken and written form of the language. Examples of learning progression on reading for enjoyment:

*Elementary:* reading words, phrases and simple sentences, with the support of illustrations, word lists and help from the teacher.

*Intermediate:* reading short, straightforward texts with growing confidence, with the use, as necessary, of word lists and help from the teacher.

*Level E:* reading a variety of materials with increasing confidence and independence, checking on new words and phrases as necessary.

*Writing:* pupils will write to record their ideas and to convey meaning to others. They will pay increasing attention to spelling and structure. Examples of learning progression on continuous writing:

*Elementary:* writing a few familiar words within a guided framework.

*Intermediate:* writing a few words or simple sentences, with support, guidance and reference materials.

*Level E:* writing a few simple sentences with support, guidance and reference materials if required, using the correct written form with increasing consistency.

## Methodology

## Language teaching recommendations

In listening and speaking, pupils might be expected in the initial stages to deal only with language that has become familiar to them, either recently, through a current theme or topic, or through regular use. Some pupils will continue to need this kind of support for some time. As pupils become ready, this support can be gradually withdrawn and some new or unfamiliar language introduced. In listening and reading, more difficult texts may be made accessible by structuring the tasks expected of pupils, for example, asking closed questions, providing a grid for completion or a list to be ticked, or providing a set of cues for notes about key details of the text.

In writing and speaking, the teacher may offer support in the form of prompts, an outline for drafting or contextual clues.

Listening should be treated most frequently in conjunction with other activities. It is linked most obviously to speaking, as pupils participate in conversations, dialogues, role-plays, games and so on.

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p>S3 and S4: the primary objective is to encourage communicative competence and confidence by promoting real language in real use.</p> <p>The prime assessable purpose of <u>reading</u> and <u>listening</u> is to obtain information of various kinds and from various sources of interest.</p> <p>With regard to <u>speaking</u>, it is of prime importance that candidates should be able to take part in conversations involving the exchange of information, whether in a personal, social or more transactional-tourist context, and that they respect the basic social conventions that these situations involve.</p> <p><u>Writing</u>, although optional in assessment terms, constitutes a legitimate and valuable element in the teaching of the language.</p>	
<b>Grammatical aspects</b>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> Pupils will develop their knowledge of pronunciation and intonation. They are expected to speak with increased fluency and less hesitation, and to show less mother tongue interference.</p>	<p><b>Non-verbal</b> In listening, support from the teacher may also take the form of gesture, emphasis or mime, to complement the meaning conveyed in words.</p> <p><b>Pronunciation</b> <b>Activities:</b> games and pronunciation exercises. <b>Material:</b> live teacher, foreign language assistant, cassettes and computer. <b>Teaching recommendations:</b> pupils also need to be able to discriminate between sounds, to distinguish words and phrases within the flow of speech and to recognize the distinctive rhythms of the language. The teacher encourages good pronunciation and intonation from an early stage by repetition and support where necessary. Reading aloud, with help and guidance from the teacher, is an important element in improving language competence in the initial stages, provided it is done with the clear purpose of developing pupils' understanding of the relationship between the printed word and pronunciation.</p>
<b>Grammar</b>	<p>Pupils will be expected to develop their knowledge of language structure. Advice is given on a range of grammatical forms for which the pupil is expected to demonstrate growing evidence of control and correctness of form. These include nouns, pronouns, articles, adjectives, verbs, verbs and infinitives, impersonal verbs, negatives, interrogatives, adverbs and prepositions.</p>	<p><b>Grammar</b> <b>Activities:</b> grammatical exercises, different types of writing. <b>Material:</b> teacher, foreign language assistant, cassettes and computer. <b>Language teaching recommendations:</b> teachers do introduce grammar and its terminology when they consider that this kind of knowledge will help pupils to improve the clarity and effectiveness of their communication and to generate language themselves. Grammar is not an aspect of learning that can be isolated from the contexts within which pupils are developing their competence in a modern language. Teachers will therefore need to judge, in the case of each individual learner, what knowledge about language is appropriate.</p>

Objectives / Contents		Methodology
<b>Grammatical aspects</b>	<p><b>Lexis</b> Pupils will develop their knowledge of vocabulary.</p> <p><b>Reflecting on language</b> Learning how language works by paying proper attention to structures and patterns.</p>	<p><b>Lexis</b> <b>Activities:</b> contact with foreign language assistants, reading a range of texts. <b>Material:</b> magazines, textbooks, computer and authentic materials.</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> To contribute to learning about ways of life in other countries. This includes gaining insights into life in the countries whose languages are being learnt. S3 et S4: the context of the country or countries where the language is spoken should be used to stimulate interest in broadening horizons and breaking down the insularity of pupils.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>	<p><b>Knowledge of other cultures</b> Pupils' cultural awareness and enjoyment is heightened through listening to songs, poetry and authentic materials about the countries whose language they are learning. The language environment created in the classroom through, for example, signs, posters, calendars and project display, along with the reading of authentic materials from other countries, also develops awareness in pupils from other cultures.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> The development of confidence and self-reliance.</p>	<p><b>Fostering independent learning</b> As pupils gradually have to cope with a greater quantity of reading material, they have to learn ways of helping themselves through the use of word lists, glossaries and dictionaries.</p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

ICELAND

Grunnskóli

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue) *Aðalnámskrá grunnskóla* (The National Curriculum Guide), issued by the Ministry of Education, 1989. (1)

2. Years, stages or levels concerned  
Pupils aged 6-16.  
The document formulates the objectives/contents for the whole *Grunnskóli*.

3. Foreign languages concerned  
Part of the curriculum is common to the two compulsory foreign languages (Danish and English). Nevertheless, there is a different section in the curriculum for each of them.

**II. Content****Objectives / Contents****General points**

Ensuring that pupils make themselves understood and understand others.  
Enriching their cultural broad-mindedness.  
Preparing them for further study abroad.

**Methodology**

Pupils need to be offered alternative learning materials and methods. Multi-level instruction is a suitable way of ensuring that they are provided with work compatible with their maturity, abilities and interests.  
Some of the time spent learning English may be used to help pupils take advantage of a variety of materials available in school resource centres.  
Correction of mistakes should be kept to a minimum while pupils are practising the spoken language.  
Use of the mother tongue: *no explicit information*.

**Aspects related to communication****Verbal**

Roughly equal emphasis on listening, speaking, reading and writing, but the ability to speak is listed as the first objective, and the comprehension of spoken language as the second objective in both foreign languages.

**Listening:**

- ability to understand, as listeners, information, ideas and the views of English-speaking people without them having to take too much trouble to make themselves understood;
- ability to understand normal **Danish** if spoken clearly and fairly slowly.

**Verbal****Listening**

**Materials:** audio and video tapes; it is important that listening materials contain normal speech, with different voices and at varying speeds, just as in everyday life.  
**English:** the listening materials should be at a more advanced level than that of their own speaking ability.

**Language teaching recommendations**

**English:** it is important to continually emphasise spoken language and listening. Pupils should be trained to listen to as great a number of different voices, in as wide a variety of situations as possible.  
**Danish:** they should have opportunities to listen to the language frequently and purposefully.

(1) - A new National Curriculum-Guide was published in the spring of 1999. Its provisions will come into effect in the next three years.

Aspects related to communication	Objectives / Contents	Methodology
<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- ability to speak <b>English</b> in everyday situations;</li> <li>- pupils should be able to express themselves comprehensibly in <b>Danish</b> in everyday situations.</li> </ul>	<p><b>Speaking:</b></p> <p><b>Activities:</b> conversational practice (with special emphasis on pupils practising expressing themselves rapidly and fluently, and less attention paid to possible errors); work in pairs and in groups.</p> <p><b>Language teaching recommendations:</b> pupils should receive extensive training in expressing themselves orally. The emphasis should be on active, extensive and varied involvement in the foreign language, and on providing them with opportunities to use it.</p> <p>During the first year of instruction, pupils should concentrate on practising speaking the language.</p> <p><b>English:</b> it is important to continually emphasise spoken language (and listening).</p> <p><b>Danish:</b> it is desirable for pupils to become accustomed to using the language in the classroom.</p>	<p><b>Speaking:</b> conversational practice (with special emphasis on pupils practising expressing themselves rapidly and fluently, and less attention paid to possible errors); work in pairs and in groups.</p> <p><b>Language teaching recommendations:</b> pupils should receive extensive training in expressing themselves orally. The emphasis should be on active, extensive and varied involvement in the foreign language, and on providing them with opportunities to use it.</p> <p>During the first year of instruction, pupils should concentrate on practising speaking the language.</p> <p><b>English:</b> it is important to continually emphasise spoken language (and listening).</p> <p><b>Danish:</b> it is desirable for pupils to become accustomed to using the language in the classroom.</p>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- pupils should be able to read silently a wide variety of texts in <b>English</b>;</li> <li>- they should be able to read at a fair speed and understand the main points in texts containing general vocabulary in <b>Danish</b>. They should also be capable of reading simple texts in Norwegian and Swedish.</li> </ul>	<p><b>Reading:</b></p> <p><b>Activities:</b> cursory reading of literary texts (especially in the senior classes).</p> <p><b>Materials:</b> using original texts of various kinds.</p> <p><b>Language teaching recommendations:</b> it can be useful to distinguish between at least three different reading methods, depending on the purpose of reading: reading to seek particular information, for general content, and for detailed comprehension; extensive training to determine from the context the meaning of new (and varied) material unknown to pupils.</p>	<p><b>Reading:</b></p> <p><b>Activities:</b> cursory reading of literary texts (especially in the senior classes).</p> <p><b>Materials:</b> using original texts of various kinds.</p> <p><b>Language teaching recommendations:</b> it can be useful to distinguish between at least three different reading methods, depending on the purpose of reading: reading to seek particular information, for general content, and for detailed comprehension; extensive training to determine from the context the meaning of new (and varied) material unknown to pupils.</p>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- pupils should acquire skills in writing <b>English</b> so that what they have written can be easily read;</li> <li>- training in writing <b>Danish</b> for practical purposes (taking notes, filling out forms, writing messages and personal letters).</li> </ul> <p><b>Communicative strategies:</b> hesitations, exclamations, the pace of speaking and strength of voice.</p>	<p><b>Writing:</b></p> <p><b>Activities:</b> a variety of written exercises in order to illustrate points of language and tighten control of the language by pupils (including controlled 'fill-in-the-blank' exercises, structural exercises and passages for translation, and short, open-ended writing activities or essays). Written exercises to enhance writing skills should progress naturally from small, simple assignments, such as writing short messages, notes or letters and reports, to larger projects, such as compositions based on pictures or essays on a given or optional topic.</p> <p><b>Language teaching recommendations</b></p> <p><b>English:</b> the emphasis should be on developing the skills needed for pupils to write clearly and well. Writing assignments should be as realistic as possible.</p>	<p><b>Writing:</b></p> <p><b>Activities:</b> a variety of written exercises in order to illustrate points of language and tighten control of the language by pupils (including controlled 'fill-in-the-blank' exercises, structural exercises and passages for translation, and short, open-ended writing activities or essays). Written exercises to enhance writing skills should progress naturally from small, simple assignments, such as writing short messages, notes or letters and reports, to larger projects, such as compositions based on pictures or essays on a given or optional topic.</p> <p><b>Language teaching recommendations</b></p> <p><b>English:</b> the emphasis should be on developing the skills needed for pupils to write clearly and well. Writing assignments should be as realistic as possible.</p>
<p><b>Non-verbal</b></p> <p>Use of pointing and other hand movements, facial expressions and head movements (nodding).</p>	<p><b>Non-verbal</b></p> <p>No explicit information.</p>	<p><b>Non-verbal</b></p> <p>No explicit information.</p>



## ICELAND

## Grunnskóli (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Pronunciation</b>  <b>Danish:</b> developing a pronunciation which is sound enough to avoid misunderstanding (proper stress and pronunciation of vowels).  <b>English:</b> examples of aspects with which Icelanders often have difficulty are referred to (such as vowels in unstressed syllables, voiced and unvoiced syllables).</p> <p><b>Grammar</b>  <i>No explicit information.</i></p> <p><b>Lexis</b>            All lexical fields of the classification are mentioned except language and shapes.</p> <p><b>Reflecting on language</b>            Through their study of <b>Danish</b>, pupils should appreciate the very close links that exist between Swedish and Norwegian, as well as between both these languages and Icelandic.</p>	<p><b>Pronunciation</b>  <b>Activities:</b> pronunciation exercises.  <b>Materials:</b> special pronunciation reference book.  <b>Language teaching recommendations:</b> importance of paying substantial attention to pronunciation and intonation from the outset when studying <b>English</b>.</p> <p><b>Grammar</b>  <b>Language teaching recommendations:</b> examples are given in the different subject areas (such as travel and holidays, the home, hobbies, etc.) which facilitate instruction on specific points of grammar.</p> <p><b>Lexis</b>  <i>No explicit information.</i></p> <p><b>Reflecting on language</b>  <b>Language teaching recommendations:</b> teachers are advised against overemphasis on translation into the mother tongue.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b>            Pupils should be able to apply their linguistic knowledge to other subjects, leisure activities and daily life.  <b>English:</b> they should acquire insights into the culture and lifestyles of countries in which English is the mother tongue or national language.  <b>Danish:</b> they should acquire insights into the customs, habits and culture of Nordic peoples, as well as access to a Nordic language community.</p> <p><b>Understanding people from other cultures</b>            Enabling Icelanders to make themselves understood, understand foreigners, and go about their everyday business while abroad.            Enriching the cultural broad-mindedness of pupils, by enabling them to understand the culture and lifestyles of other nations, and express themselves on Icelandic customs, habits and society.</p>	<p><b>Knowledge of other cultures</b>  <b>Activities:</b> reading, especially reading of literary texts, provides pupils with access to the outlook of the people who speak and write the language in question  <b>Materials:</b> teaching materials providing pupils with insights into the culture, customs, habits and daily lives of the people who speak the language in question.  <b>Language teaching recommendations:</b> language teachers may also seek the cooperation of teachers in other subjects in order to establish links between them.</p> <p><b>Understanding people from other cultures</b>  <b>Language teaching recommendations:</b> encouraging pupils to be open-minded, and strengthening their understanding of the human condition and environment.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b>            Stimulating independent study by pupils.            Preparing them for further study of foreign languages abroad, and helping them to use a variety of foreign language materials both inside and outside school.</p> <p><b>Fostering personality development</b>            Helping pupils to mature.</p>	<p><b>Fostering independent learning</b>  <b>Materials:</b> computers to stimulate interest and facilitate independent study.</p> <p><b>Fostering personality development</b>  <i>No explicit information.</i></p>

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)  
*(Verordnung über den Lehrplan für den Kindergarten, die Primar- und Sekundarschulen, (Landesgesetzblatt Nr.82) 1999 (Decree on the) curriculum for the kindergarten, and primary and secondary schools (Landesgesetzblatt no. 82) 1999).*

2. Years, stages or levels concerned  
 Pupils aged 8-12.

3. Foreign languages concerned  
 The objectives/contents are specified separately for each stage.  
 English.

**II. Content (\*)****Objectives / Contents****General points**

Developing in pupils the readiness to communicate and the ability they need to do so.  
 Developing their openness to other people and cultures.

*Dealing with mistakes:* no explicit information.  
*Use of the mother tongue:* no explicit information.  
 Communicative approach.

**Methodology****Aspects related to communication****Verbal**

Priority given to comprehension over production and priority given to oral over written communication:

- being able to understand information, instructions, homework exercises, requests, expressions;
- being able to react spontaneously, in particular by replying if necessary to questions, entering into contact with others and looking for information;
- taking part in a discussion;
- reproducing or producing very simple oral conversations in the form of very short dialogues;
- reproducing in English very simple subject matter related to mathematics, music, human beings and the environment, sport;
- reading: at this stage it is limited to certain words, word combinations and very short dialogues;
- writing: at this stage it is limited to certain words, word combinations and very short dialogues.

**Verbal**

**Activities:** for oral work: group activities and games (singing, playing, imitating, etc.).  
**Materials:** various sources for oral work: teacher language, classmates, tape, video.

**Language teaching recommendations**

Reading and writing are to be introduced gradually during year 5 (age 10). No systematic teaching of reading and writing.  
 Writing has an auxiliary function only, limited to isolated words and simple sentences.  
 The communication situations need to match the age of the pupils.

Various communicative functions are mentioned.

**Non-verbal**

Acquiring non-verbal means of communication as used to communicate in English-speaking countries, in particular for greeting, introducing oneself, taking leave, congratulating someone. Children should come to know and use the proper gestures.

**Non-verbal**

No explicit information.

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> No explicit information.</p> <p><b>Grammar</b> No list of grammatical items.</p> <p><b>Lexis</b> All lexical fields in the classification are referred to, except education and services. Lists of lexical items that pupils have to learn.</p> <p><b>Reflecting on language</b> No explicit information.</p>	<p><b>Pronunciation</b> No explicit information.</p> <p><b>Grammar</b> Grammar is taught in situations involving true-to-life communication, which are constantly repeated and deepened ('spiralling') in correct discursive functions. It is not taught specifically as a subject in its own right.</p> <p><b>Lexis</b> No explicit information.</p> <p><b>Reflecting on language</b> No explicit information.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> No explicit information.</p>	<p><b>Knowledge of other cultures</b> The curriculum is organized mainly around the children's experience in their own country. Only in the chapters 'My School', 'My Neighbours' and 'My Money' is the link with other (not explicitly English-speaking) countries mentioned. The use of different media (radio, cassettes, CDs, videos and films) nonetheless familiarizes children with the social and cultural aspects of English-speaking countries. Where there is contact with English-language assistants in the classroom, pupils' desire to learn about them and the countries they come from is stimulated. The teacher should facilitate meetings and contacts with people from English-speaking countries.</p>
<b>Cognitive and affective aspects</b>	<p><b>Understanding people from other cultures</b> Developing a positive attitude towards other individuals, peoples and cultures.</p> <p><b>Fostering independent learning</b> Pupils should gradually gain increased independence and self-confidence in relation to the new language.</p> <p><b>Fostering personality development</b> No explicit information.</p>	<p><b>Understanding people from other cultures</b> No explicit information.</p> <p><b>Fostering independent learning</b> Pupils are confronted with learning strategies and are encouraged to use them when learning other subjects.</p> <p><b>Fostering personality development</b> No explicit information.</p>

## Secondary

**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

(*Verordnung über den Lehrplan für den Kindergarten, die Primar- und Sekundarschulen, (Landesgesetzblatt Nr.82) 1999* (Decree on the) curriculum for the kindergarten, and primary and secondary schools (Landesgesetzblatt no. 82) 1999).

**2. Years, stages or levels concerned**

Pupils aged 12-16.  
The objectives/contents are specified separately for each stage.

**3. Foreign languages concerned**

The curriculum has a part that is common to all foreign languages offered. Nonetheless, the curriculum also contains general indications and learning objectives for English, French, Italian and Spanish.

**II. Content <sup>(2)</sup>****Objectives / Contents****General points**

The main aim is to ensure that pupils feel able to communicate. They should be able to make contact without relying on an interpreter.

**Aspects related to communication****Verbal**

No priority given to either oral or written skills. Priority to listening comprehension and reading over written production. All objectives are targeted simultaneously.

**Listening:** pupils should understand foreigners and, where necessary, show that they do not understand by asking for explanations. They need to be able to pick up information, instructions (including homework instructions), requests and comments from various sources, namely teachers, classmates, tape, cassettes, CDs, videos.

**Speaking:** pupils should be able to take part actively in conversations on subjects and situations which appeal to them. They need to be able to establish contacts, welcome each other, introduce themselves, arrange meetings and say goodbye. They also need to be able to ask for and transmit information, express feelings and sensations orally, and give advice and engage in discussion.

**Reading:** pupils need to be able to understand simple texts from and about the country in question. They should be able to read and understand a very wide range of written instructions in their class books and in their texts. They also need to be able to read and understand simple letters, cards and personal communications, and to decipher and understand simple magazine and poster advertisements.

**Methodology**

**Dealing with mistakes:** no explicit information.

**Use of the mother tongue:** it is stated that the target language should be the essential form of communication between teachers and pupils.

**Verbal Activities**

For speaking practice: role-playing, theatre.

For writing practice: many different exercises, including filling in blanks, reformulation, composition, interpretation, article writing, etc.

**Materials:** a pupil class book exists which is used throughout the country. Cassettes may be used to accompany the reading of the class book texts; newspaper and magazine texts; use of the dictionary.

**Language teaching recommendations:** teachers are encouraged to use a special manual, with teaching recommendations.

<sup>(2)</sup> The content presented in this summary table still shows the situation as reflected in the modern language curriculum, 1991.

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p>Writing: pupils should be able to write short texts related to their needs, compose texts on certain topics and transpose cartoon strips into written texts. They also need to be able to take note of information and write cards and invitations, express oral communication in written form and write in a manner intelligible to native readers.</p> <p>Various communicative functions are referred to.</p> <p><b>Non-verbal</b> Gestures and mime are referred to as a means of facilitating communication. They should be used where the interlocutor fails to understand, or when the pupil lacks vocabulary.</p>	<p><b>Non-verbal</b> <i>No explicit information.</i></p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> A list of the different parts of the language and the various syntactic forms is presented. Morphology is tackled only incidentally.</p>	<p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> <b>Activities:</b> exercises to reorganize word chains into correct sentences, to convert statements into questions, etc. <b>Materials:</b> computer programmes. <b>Language teaching recommendations:</b> teaching material should be organized in such a way that specific attention is devoted to grammar in each lesson, with explanations of the grammatical content and corresponding exercises.</p>
	<p><b>Lexis</b> All lexical fields in the classification are referred to. Lists of lexical items that pupils have to learn.</p> <p><b>Reflecting on language</b> Establishing comparisons with the mother tongue.</p>	<p><b>Lexis</b> <b>Activities:</b> story telling, writing short texts, etc. <b>Materials:</b> computer programmes.</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Acquiring knowledge of the inhabitants of the country (countries) associated with the target language, as well as their culture and way of life.</p> <p><b>Understanding people from other cultures</b> The curriculum states that enrichment of the ability to communicate provided by the foreign language contributes to reducing prejudice and developing understanding, respect and tolerance towards other lifestyles.</p>	<p><b>Knowledge of other cultures</b> <b>Activities:</b> learning songs, etc. <b>Materials:</b> the school class book contains lessons on history, geography, means of communication, museums, family life, the national holiday, school, etc. <b>Language teaching recommendations:</b> bringing native speakers into the classroom to motivate pupils to get to know the country (countries) associated with the target language.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

## NORWAY

## Grunnskole

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)

L97. Læreplanverket for den 10-årige grunnskolen. Engelsk (1997 Curriculum for the 10 years of the grunnskole. English).

2. Years, stages or levels concerned

Pupils aged 6-16 (grades 1 to 10 of the grunnskole).

The objectives/content are defined separately for each year.

3. Foreign languages concerned

English.

## II. Content

## Objectives / Contents

## General points

Developing the ability of pupils to use spoken and written English, and encouraging them to interact with people from English-speaking and other cultures. Developing their awareness of communicative situations and English usage, along with their perception of the foreign culture, as well as their own. Developing their insight into what it means to learn English and their capacity to take charge of the process so that it becomes more effective. This should also enable them to learn other languages more easily.

## Methodology

A combined practical/theoretical approach suitable for all pupils throughout the whole of their compulsory schooling. They have opportunities to discover and explore the language, use it in practice from the outset, gradually systematize their findings, and test their knowledge of it. Great importance is attached to creative modes of expression, experience and reflection; an approach based on games and play, practical and concrete exercises, room for independent work and in-depth learning and an emphasis on project work.

Mistakes may often be interpreted as a sign of progress in learning.

Use of the mother tongue: no explicit information.

## Aspects related to communication

## Verbal

There is no priority given to either oral or written skills. The same applies to production and comprehension. The emphasis is on all-round competence.

Listening, speaking, reading and writing

Grades 1-4

Pupils should discover and experience the English language and develop their ability to understand and express themselves in it.

Grades 5-7

Pupils should develop their ability to understand and express themselves in English, to discover meanings in English texts, and to communicate in the language.

Grades 8-10

Pupils should further develop their ability to communicate in spoken and written English in various situations.

Developing awareness of communication situations and English use of language; pupils shall gradually experience that different situations demand different ways of using the language.

## Verbal

## Activities

Grades 1-4

Examples of activities that may be undertaken by pupils include:

- trying out their own English, e.g. singing, reading and reciting chorally, imitating, playing word games, playing with words and discovering rhymes and rhythms in the language;
- reading and playing at their own pace (e.g. picture captions and word illustrations) and playing with computer programmes in English;
- exploring the written language, for instance on posters and notices in the classroom; playing with the written word, writing things like picture and postcard captions; and using computers to create text as a form of play;
- experimenting with the language: listening, speaking, reading, writing, composing texts and bringing them to life in presentations/dramatizations; learning proverbs, songs, poems, rhymes and jingles.

Grades 5-7

Examples of activities that may be undertaken by pupils include:

- work on understanding and interpreting texts; using audio-books and reading regularly; word processing and work with computer programmes;

## Objectives / Contents

**Aspects related to communication**

Communicative strategies: deducing meaning from the context is referred to in the elements concerned with interpreting and finding the meaning of texts and situations.

- using texts as models and starting points for personal use of the language; creation of oral and written texts in various genres and communicating in them (e.g. joint writing of stories and plays, role-playing and dramatization);
- use of texts as models and sources of inspiration when composing their own texts, and the creation of oral and written texts.

Grades 8-10

Examples of activities that may be undertaken by pupils include:

- reading at least one novel or easy reader of their own choice, and giving their impressions and views of what they have read;
- in cooperation with others, composing texts in various genres, and taking part in and chairing discussions and debates on appropriate topics;
- presenting other items of subject matter in English, for instance in the form of talks or written reports.

**Materials:** information technologies (word processing and access to texts), original texts, films, rhymes, song, audio books, literature, texts from the media, posters, notices, pictures and drawing, etc.

**Language teaching recommendations:** it is important to appreciate the interaction between oral and written skills, and between production and comprehension.

**Non-verbal**

Pupils should understand non-verbal conventions when using the language.

**Non-verbal**

**Activities:** experimenting with the language in creating texts, for instance in interaction with other means of expression such as pictures, music, singing, dance and drama (grade 8).

**Grammatical aspects****Pronunciation**

- Discovering what English sounds like; exploring sounds, rhyme and rhythm in the language (Grades 1-4);
- becoming more familiar with spelling, the phonetic alphabet, sentence melody and rhythm (Grades 5-7);
- ability to distinguish varieties of English (Grades 8-10).

**Grammar**

Grammatical points become structured, particularly at grade 5. Examples of activities that may be undertaken by pupils include:

- work with texts; discovering the structures and functions of different classes of words, such as nouns, verbs and adjectives;
- acquainting themselves with the structural elements of the language (e.g. forms of the verb, prepositions) in order to understand and express themselves better;

**Methodology****Grammar**

**Language teaching recommendations:** grammar should be treated explicitly as pupils should gradually assimilate the structure of the language, in accordance with their need to understand and express themselves.

**Pronunciation**

No explicit information.



Objectives / Contents	Methodology
<p><b>Grammatical aspects</b></p> <ul style="list-style-type: none"> <li>- work on various subjects from the past and present, such as historical events and prominent persons;</li> <li>- learning about different types of sentence structure, phrases and clauses, parts of speech and their conjugation and functions in the language; means of linguistic expression.</li> </ul> <p><b>Lexis</b> Work on acquiring a rich vocabulary. There is no list of lexical items that pupils have to learn, but the following lexical fields are referred to: family and friends, house, home, environment, daily life, spare time, entertainment, holidays, relations with people, education, food and drink, language, traditions, customs, historical events, geographical conditions, important events and persons, music, film, art, international cooperation, the rights of ethnic minorities and war and peace.</p> <p><b>Reflecting on language</b> Strengthening the total linguistic competence of pupils through the educational programme in both the mother tongue and foreign languages.</p>	<p><b>Activities:</b> working on vocabulary, choice of words, gradations and variations in the texts of pupils. <b>Materials:</b> using word processors and computer software, dictionaries, glossaries and various kinds of media and information technology.</p> <p><b>Reflecting on language</b> <b>Activities:</b> discussions on differences between English and Norwegian.</p>
<p><b>Socio-cultural aspects</b></p> <p><b>Knowledge of other cultures</b> Getting to know other cultures and modes of thought. Developing some knowledge of traditions, customs, culture and societal conditions, acquainting themselves with pictorial art and literature. Examples of content: school and education, important events or people, indigenous people's rights, international relations between peoples, etc. <u>Grades 1-4</u> Pupils should learn about life in English-speaking countries, and discover differences and similarities between their own way of life and that of the countries concerned. <u>Grades 5-7</u> Pupils should develop some insight into the language as interaction and an expression of culture. They should learn about ways of life, traditions and customs in English-speaking countries. <u>Grades 8-10</u> Pupils should develop insight into the language as communication and an expression of culture. They should learn about historical and current developments in English-speaking countries.</p>	<p><b>Knowledge of other cultures</b> <b>Activities</b> <u>Grades 1-4</u> Examples of activities that may be undertaken by pupils include: - work on topics such as 'family and friends'; - work with texts on topics such as 'everyday life and festivals'; - talking about forms of politeness in English-speaking countries and at home, and working on topics such as 'home' and 'food and drink'. - discovering similarities and differences between their own and the English way of life by working on texts with topics such as 'weekdays and holidays'. <u>Grades 5-7</u> Examples of activities that may be undertaken by pupils include: - work on such themes as traditions, customs, leisure and hobbies; - exchanging letters with a class in another country; work on themes such as history and geography; and gradual familiarization with the children's literature of English-speaking countries.</p>

Socio-cultural aspects	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Understanding people from other cultures</b> Learning about other cultures paves the way for respect and increased tolerance.</p> <p><b>Fostering independent learning</b> Pupils should:</p> <ul style="list-style-type: none"> <li>- learn for themselves in English;</li> <li>- realize, from experience, that language may be learnt in various ways;</li> <li>- formulate their own language learning programmes, language goals and learning needs;</li> <li>- assess for themselves the texts they produce and the work process itself;</li> <li>- develop insight (in particular through assessment) into their own language learning situation.</li> </ul> <p><u>Grades 1-4</u> Pupils should begin to understand how they themselves can learn English.</p> <p><u>Grades 5-7</u> They should gradually develop insight into how they can work with the process of learning English.</p> <p><u>Grades 8-10</u> They should develop further insight into how they can work with the process of learning English, and become increasingly independent users of the language.</p>	<p><u>Grades 8-10</u> Examples of activities that may be undertaken by pupils include:</p> <ul style="list-style-type: none"> <li>- making use of international contacts and their wider knowledge of the literature of various English-speaking countries, studying cultures and social conditions in those countries, to embrace topics such as social relations, natural, environmental and cultural protection, international cooperation, the rights of indigenous peoples including the Sami, war and peace, etc.</li> </ul> <p><b>Materials:</b> use of information technology to make contacts in other countries.</p> <p><b>Understanding people from other cultures</b> <b>Activities:</b> contacts with people in other countries.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Pupils should:</p> <ul style="list-style-type: none"> <li>- learn for themselves in English;</li> <li>- realize, from experience, that language may be learnt in various ways;</li> <li>- formulate their own language learning programmes, language goals and learning needs;</li> <li>- assess for themselves the texts they produce and the work process itself;</li> <li>- develop insight (in particular through assessment) into their own language learning situation.</li> </ul> <p><u>Grades 1-4</u> Pupils should begin to understand how they themselves can learn English.</p> <p><u>Grades 5-7</u> They should gradually develop insight into how they can work with the process of learning English.</p> <p><u>Grades 8-10</u> They should develop further insight into how they can work with the process of learning English, and become increasingly independent users of the language.</p>	<p><b>Fostering independent learning</b> <b>Activities</b> <u>Grades 1-4</u> Examples of activities that may be undertaken by pupils include:</p> <ul style="list-style-type: none"> <li>- talking about what they can do to learn English, practice in using sources of reference such as technical aids and illustrated dictionaries, and the compilation of wordlists.</li> </ul> <p><u>Grades 5-7</u> Examples of activities that may be undertaken by pupils include:</p> <ul style="list-style-type: none"> <li>- practice in choosing their own approaches; helping each other to compose texts.</li> </ul> <p><u>Grades 8-10</u> <b>Examples of activities that may be undertaken by pupils include:</b> solving problems encountered in their study of the language; using a broad range of reference sources; and storing and organizing useful information, and then making it available in the classroom and library.</p> <p><b>Materials:</b> information technology is paving the way for new methods of working with language to promote independent learning; use of dictionaries, grammars, etc.</p> <p><b>Language teaching recommendations:</b> teachers should help to create good learning situations, discuss ways of working, define good conditions for learning English, and practise evaluating their own work and effort.</p>
<b>Fostering personality development</b>	<p><b>Fostering personality development</b> By learning about other cultures and other modes of thought, pupils should understand their own cultural background better, and thereby reinforce their own identity (including Sami).</p>	<p><b>Fostering personality development</b> <i>No explicit information.</i></p>

## BULGARIA

## Secondary (1)

## I. Key facts about the curriculum

- Exact title of the document and its year of reference (and any reissue)
  - Входно-изходно равнище на учебния предмет "Чужд език" в българското основно училище (1993). Чуждоезиково обучение, кн. 4.* (The Foreign Language Subject Input-Output Threshold for the Bulgarian school, С 1993).
  - Входно-изходно равнище на учебния предмет "Чужд език" за гимназиалната степен на българското училище (1995). Учебен курскулум, МОНТ (Input-Output Threshold for the subject 'Foreign languages' at upper secondary level in Bulgarian schools: curriculum. Ministry of Education, Science and Technology, С 1995).*

2. Years, stages or levels concerned

Pupils aged 10-14 (grades 5-8).

Pupils aged 14-17 (grades 9-11).

The objectives/content are specified separately for each grade.

3. Foreign languages concerned

Part of the curriculum is common to all foreign languages on offer. In addition, there is a specific syllabus for each language.

## II. Content

## Objectives / Contents

## General points

The formal aim of foreign language teaching is developing the ability to communicate in the language concerned. It is achieved via the attainment of specific related objectives and, in particular, mastery of the necessary skills (including linguistic, socio-cultural and strategic skills).

## Methodology

Recommendations on how to avoid the negative impact of the native language when learning foreign languages. When teaching lexical items, teachers are advised to avoid use of the mother tongue. Use of the native language is acceptable when explaining certain grammatical features.

Dealing with mistakes: *no explicit information* (the information is included within the curricula of the various foreign languages, as well as in guides for teachers, but not within the general curriculum).

Use of software is recommended where the necessary equipment is available.

## Aspects related to communication

## Verbal

All types of skills are regarded as equally important and accorded equal emphasis in the document.

## Listening

Pupils should understand texts in detail and/or their main content, as well as messages in transport systems, at commercial locations, on the phone, radio or TV, etc.

## Speaking

Pupils should be able to carry on conversations in day-to-day situations and face to face with one or several speakers. Such conversations may contain unpredictable elements when the speaker is unknown. They should also be capable of exchanging information with native speakers without preliminary preparation.

## Verbal

**Activities:** pupils fill in forms and write their curriculum vitae, along with personal letters and official letters to institutions, greetings, good wishes, thanks, condolences and telegrams. They answer letters and extend and answer invitations, produce short advertisements for the press, prepare job applications and express statements by others concisely in writing, together with summaries of texts they have read or heard.

**Materials:** texts to be listened to reflect the special features of the standard language of native speakers, as well as those for whom the language is not the mother tongue.

**Language teaching recommendations:** work in pairs, small groups, individual work and face-to-face teaching.

(1) The present summary table does not contain information on the primary level, at which foreign language education is not obligatory.

## Objectives / Contents

## Methodology

**Aspects related to communication**

Pupils should be able to conduct a well-grounded conversation face to face or on the phone, and express and share thoughts and feelings. They should be taught to analyse and comment on facts and events, and convince others that their arguments are valid. They should be capable of taking part in discussions and successfully upholding their point of view.

**Reading.**

Pupils should understand instructions.

They should understand the basic information and/or certain essential details in the following types of texts: literary texts (tales, short stories, poetry, excerpts from novels, poems, ballads, tragedies, biographies of authors studied, popular science articles, personal correspondence, official letters, summaries and annotations).

They should recognize the type, purpose and function of texts, the stylistic particularities of the language and the aesthetic aspects of certain kinds of text.

**Writing.**

Pupils should be able to produce texts of a particular type on daily topics, communicate facts and personal experience, and express personal opinions.

It is expected that they will use patterns of intonation and means of expression relevant to the situation concerned. When writing, they are also expected to use a linguistic register consistent with their intentions in communicating and the readers addressed.

**Grades 5-8**

At the end of this stage, pupils should be able to:

- speak the language and be understood by native and foreign speakers of it;
- listen to and understand verbal communication in the language by native and foreign speakers of it;
- read and understand the basic content and/or details from a variety of different texts;
- draw up well defined and structured written texts.

**Grades 9-11**

At the end of this stage, pupils should be able to:

- perceive, understand, interpret and assess the basic content and/or the details of given texts in the foreign language they are reading or listening to;
- speak this language, offering and searching for information in it; when speaking, they should also be able to express judgements, opinions or feelings; regulate activities directed at the realization of their own, other people's or common interests; establish, maintain or discontinue social contacts; and organize and ensure understanding in the process of verbal communication;
- produce written texts and put other people's statements into writing.

(1) The present summary table does not contain information on the primary level, at which foreign language education is not obligatory.

## Secondary (1) (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p>The communication situations are governed by areas or sectors of involvement (leisure, service, etc.), roles and locations. It is expected that pupils should master the following role skills: those of a client talking to a salesperson or service staff, a private person talking to an official, a patient talking to medical staff, a traveller talking to another traveller or service staff, or a guest to his or her host, etc. The contexts of communication are the home, school, street and places of leisure, etc.</p> <p>Use of communication strategies for solving problems that arise because the linguistic knowledge and/or skills needed to establish and maintain social contacts are inadequate. When reading and listening, pupils use communication strategies in order to understand; use of the structure of the text, their knowledge of other foreign languages, etc.</p>	
<b>Grammatical aspects</b>	<p><b>Non-verbal</b> There are non-verbal aspects that pupils have to master (body language).</p> <p><b>Pronunciation</b> Pupils should master the phonetic particularities of the foreign language studied. Regional differences are accommodated.</p> <p><b>Grammar</b> The grammar necessary to achieve specific language functions is listed. The functions themselves are grouped into four broad categories: seeking factual information; expressing attitudes; getting things done; socializing and correcting poor communication.</p> <p><b>Lexis</b> All lexical fields in the classification are referred to. Lists of lexical items that pupils have to learn:</p>	<p><b>Non-verbal</b> Use of visual methods or pictures.</p> <p><b>Pronunciation</b> <b>Activities:</b> imitative exercises, comparisons with the native language, use of phonetic exercises. <b>Materials:</b> original records. <b>Language teaching recommendations:</b> it is recommended that phonetics be taught in conjunction with vocabulary and grammar, as well as with verbal skills.</p> <p><b>Grammar</b> <b>Materials:</b> grammar reference books. Audio material should also contain grammatical training exercises. <b>Language teaching recommendations:</b> at first, grammar should be learned implicitly and, later, explicitly. It is recommended that pupils be encouraged to deduce grammatical rules by themselves.</p> <p><b>Lexis</b> <b>Materials:</b> use of visual resources (pictures, photos, etc.). <b>Language teaching recommendations:</b> vocabulary should be chosen in accordance with the topics, texts and verbal activity covered by pupils, as well as the roles in which they should be able to communicate. Approaches mostly without translation: use of antonyms, synonyms, context, description, etc.</p>
	<p><b>Reflecting on language</b> <i>No explicit information.</i></p>	<p><b>Reflecting on language</b> <i>No explicit information.</i></p>

(1) The present summary table does not contain information on the primary level, at which foreign language education is not obligatory.

## Secondary (1) (continued)

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Socio-cultural competency includes knowledge and skills for orientation in the sociocultural context of the language studied. In this process, incorrect pre-mature cultural stereotypes are eliminated and the danger of cultural disorientation avoided. Pupils become familiar with the way the world is perceived by native speakers and the impact this has on their language. This deepens and adds a novel dimension to pupils' understanding of the special features and merits of their own culture.</p> <p><b>Understanding people from other cultures</b> Foreign language teaching develops tolerance of and respect for cultural differences. In their direct communication, pupils should be able to use behavioural models acceptable to the cultural community considered.</p>	<p><b>Knowledge of other cultures</b> <b>Materials:</b> the texts chosen must be original and offer a true-to-life image of the country/countries in which the target language is spoken.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> As pupils develop their communication skills, they also simultaneously 'learn how to learn'.</p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>	<p><b>Fostering independent learning</b> <b>Language teaching recommendations:</b> the ability to 'learn how to learn' depends entirely on circumstances and the way study content is presented. Pupils should be granted independence and the opportunity to discover for themselves the most appropriate ways of acquiring knowledge and skills.</p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

(1) The present summary table does not contain information on the primary level, at which foreign language education is not obligatory.

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)
  - *Vzdělávací program Základní škola*, č.j. 16 847/96-2 ze dne 30.dubna 1996, vydalo nakladatelství Fortuna, Praha, 1996 (Educational Programme Basic School, Ministry of Education Decree No. 16 847/96-2 of 30 April 1996, published by Fortuna, Prague, 1996).
  - *Učební osnovy Obecné a Občanské školy*, č.j.12035/97-20 publikováno 1994, nakladatelství PORTÁL, Praha (Curriculum of the General School, Ministry of Education, Dec., No. 12035/97-20 published by PORTÁL Publishing House, Prague, 1994).
  - *Vzdělávací program Národní škola*, č.j. 15724 /97-20 ze 17. 3. 1997, publikováno v SPN, Praha, 1997 (Educational Programme for the National School, Ministry of Education Decree No.15724/97-20 of 17 March 1997, published by SPN, Prague, 1997).

## 2. Years, stages or levels concerned

Pupils aged 6-15.

In the entire curriculum, the objectives/contents are defined separately for the first stage (ages 6-11) and for the second and the third stages (ages 11-15). The foreign languages curriculum concerns the last two years of the first stage (ages 9-11) and the second and third stages (ages 11-15).

In the *Národní škola* programme, language learning is carried out across the basic curriculum in the first three years, with the objectives, however, specified for each year. There is thus no specific language curriculum for the first three years of language learning. Later (for pupils aged between 11 and 15), a foreign languages curriculum exists for the subject 'language' itself.

## 3. Foreign languages concerned

The curriculum has a part common to all foreign languages on offer. However, each language has a specific section concerning the standard of linguistic media (phonetics, grammar and orthography).

## II. Content

## Objectives / Contents

## General points

## First stage

This involves, first and foremost, stimulating children's interest in the study of foreign languages and encouraging them to develop a positive attitude to the subject.

## Second and third stages

An important feature of this stage is that pupils begin to discover the structure of the language they are studying.

## Methodology

Dealing with mistakes: no explicit information.

Use of the mother tongue: no explicit information.

(1) The term *Základní škola* can refer both to a type of school and to a specific educational programme implemented by it.

(2) There are three possible programmes during the *Základní škola* which represent different approaches in the educational process: the *Základní škola* programme attaches special importance to cognitive learning, the acquisition of knowledge and preparation for an academic career; the *obecná škola* programme lays emphasis on the development of civic attitudes and the ability to obtain and interpret information; and, finally, the *Národní škola* programme highlights the need for diversity in syllabuses and methods, and focuses on aims rather than particular areas of knowledge. Parents can choose from these three programmes.

All three schools have basically identical curricular requirements for foreign language learning. However, this may start earlier in the *Národní škola* which provides cross-curricular language learning from the first year onwards.

(3) There is no specific curriculum for the lower years of the *gymnázium*. Pupils aged 11-15 follow the second and the third stages of the *Základní škola* programme.

## Základní škola (1) (2) (3) (continued)

Aspects related to communication	Objectives / Contents	Methodology
<p><b>Verbal</b></p> <p>The ability to understand spoken information and express oneself orally takes priority over reading comprehension and writing.</p> <p>However, at the <u>second and third stages</u>, there is greater and more systematic emphasis on the development of reading comprehension and writing skills.</p> <p>There is no priority given to either production or comprehension.</p>	<p><b>Listening</b></p> <p><u>First stage</u>: understanding general instructions and simple sentences spoken by the teacher, which are related to the organization of the teaching process.</p> <p>Understanding simple fluent speech by the teacher and the adapted speech of a native speaker for teaching purposes, including recorded speech which is delivered at natural speed and may contain unknown expressions easily understood from the context or situation.</p> <p><u>Second and third stages</u>: understanding clear statements by the teacher, as well as monologues and dialogues spoken by native speakers, which are delivered at normal speed and may contain several unknown expressions easily guessed from the context, possibly on the basis of elementary knowledge of word formation. Understanding simple speech reproduced from sound or video recordings.</p> <p><b>Speaking</b></p> <p><u>First stage</u>:</p> <ul style="list-style-type: none"> <li>- reproducing and adapting micro-dialogues learnt by heart;</li> <li>- formulating questions and replying to them;</li> <li>- asking for and giving simple information;</li> <li>- reacting promptly, naturally and linguistically correctly in certain specific situations;</li> <li>- conducting a simple dialogue;</li> <li>- expressing oneself fluently on specific topics;</li> <li>- knowing rhymes and short poems by heart, and possibly singing some songs.</li> </ul> <p><u>Second and third stages</u>:</p> <ul style="list-style-type: none"> <li>- reacting promptly, naturally and (linguistically) correctly in situations involving everyday dialogue;</li> </ul>	<p><b>Verbal</b></p> <p><b>Activities</b> (see also the 'Objectives/Contents' column opposite).</p> <p><u>First stage</u></p> <p>Introductory audio-oral course: listening to and imitating recordings of simple dialogues and exercises recorded by native speakers.</p> <p><u>First, second and third stages</u></p> <p><u>Listening</u>: replies to control questions, the yes/no game, translation, recording of key information, etc.</p> <p><u>Speaking</u>: this should begin with imitative exercises, interchanged dialogues, etc.</p> <p><u>Reading</u>: various reading strategies are practised, etc.</p> <p><u>Writing</u>: in the initial phase, creative writing of short texts; in later phases, the writing of texts whose use is functional, etc.</p> <p><b>Materials</b>: visual, audio-visual or auditory aids; suitable recordings of the largest possible number of native speakers with varying diction; dictionaries, encyclopaedias; use of original materials.</p> <p><b>Language teaching recommendations</b></p> <p><u>First stage</u>: reading comprehension and writing are embarked upon only after thorough audio-oral exercising of language phenomena (introductory audio-oral course to which the first few hours are devoted). However, it should be remembered that pupils at a certain age feel the need for written records making it easier for them to memorize teaching material. A further possibility is that they become familiar simultaneously with the audio and written forms of the language in which audio-oral training progresses in step with reading, while writing is practised at a somewhat slower pace.</p> <p><u>First, second and third stage</u></p> <p><u>Listening</u>: this begins with frequently repeated simple sentences and instructions corresponding to particular situations (the speech and its syntactical complexity are increased only gradually, comprehension is checked in various ways, and there is a carefully controlled increase in the quantity of unknown expressions).</p> <p><u>Speaking</u>: work in pairs: the teacher is meant to pay attention to the precision of what is expressed, its effectiveness and the promptness of reaction to it; guided and free speech are combined as appropriate; oral activities should be conducted jointly where appropriate.</p>

(1) The term **Základní škola** can refer both to a type of school and to a specific educational programme implemented by it.

(2) There are three possible programmes during the **Základní škola** which represent different approaches in the educational process: the **Základní škola** programme attaches special importance to cognitive learning, the acquisition of knowledge and preparation for an academic career; the **obecná škola** programme lays emphasis on the development of civic attitudes and the ability to obtain and interpret information; and, finally, the **Národní škola** programme highlights the need for diversity in syllabuses and methods, and focuses on aims rather than particular areas of knowledge. Parents can choose from these three programmes.

All three schools have basically identical curricular requirements for foreign language learning. However, this may start earlier in the **Národní škola** which provides cross-curricular language learning from the first year onwards.

(3) There is no specific curriculum for the lower years of the **gymnázium**. Pupils aged 11-15 follow the second and the third stages of the **Základní škola** programme.



## Základní škola (1) (2) (3) (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p> <ul style="list-style-type: none"> <li>- conducting a simple dialogue independently;</li> <li>- expressing one's own opinion;</li> <li>- passing on basic information on the main ideas from a short text which has been heard or read;</li> <li>- reproducing a text which has been heard or read;</li> <li>- speaking articulately about familiar subjects that include simple topics related to the life and institutions of countries associated with the target language, as well as the Czech Republic and, where appropriate, other countries;</li> <li>- completing in a logically consistent way a story which has been started.</li> </ul>	<p>Reading: reading aloud should be gradually replaced by silent reading; translation as a means of checking understanding (at a more advanced stage); texts should be read to encourage oral expression and as a model for independent written expression; checking the comprehension of literary texts and using procedures commonly adopted when teaching the mother tongue.</p> <p>Writing: written expression is usually included in homework (given the demands on time); however, it should account for a few minutes in every lesson; if pupils are to develop effectively their capacity to express themselves in writing, they have to be given modest but very frequent homework assignments which are corrected promptly with appropriate explanatory comment.</p>
<p><b>Reading</b></p> <p><u>First stage:</u></p> <ul style="list-style-type: none"> <li>- reading aloud fluently simple audio-orally prepared texts;</li> <li>- reading silently simple texts containing language elements that are generally familiar;</li> <li>- selecting basic information from a simple text;</li> <li>- using the alphabetical vocabulary in the textbook and other dictionaries intended for children.</li> </ul> <p><u>Second and third stages:</u> reading silently and aloud suitably adapted passages from various textbooks, as well as entirely original texts including literary and instructional material.</p>	
<p><b>Writing</b></p> <p><u>First stage:</u></p> <ul style="list-style-type: none"> <li>- changing short texts which have been studied;</li> <li>- formulating simple questions and replying to them;</li> <li>- compiling texts with greetings and congratulations, and a short letter;</li> <li>- writing several consecutive sentences independently.</li> </ul> <p><u>Second and third stages:</u></p> <ul style="list-style-type: none"> <li>- expression in writing of the main ideas from an easy text either heard or read;</li> <li>- expressing one's own thoughts independently, if necessary with the use of a dictionary, grammar or other textbook.</li> </ul>	
<p><b>Non-verbal</b> No explicit information.</p>	<p><b>Non-verbal</b> No explicit information.</p>

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(2) There are three possible programmes during the *Základní škola* which represent different approaches in the educational process: the *Základní škola* programme attaches special importance to cognitive learning, the acquisition of knowledge and preparation for an academic career; the *obecná škola* programme lays emphasis on the development of civic attitudes and the ability to obtain and interpret information; and, finally, the *Národní škola* programme highlights the need for diversity in syllabuses and methods, and focuses on aims rather than particular areas of knowledge. Parents can choose from these three programmes.

(3) All three schools have basically identical curricular requirements for foreign language learning. However, this may start earlier in the *Národní škola* which provides cross-curricular language learning from the first year onwards. (4) There is no specific curriculum for the lower years of the *gymnázium*. Pupils aged 11-15 follow the second and the third stages of the *Základní škola* programme.

Grammatical aspects	Objectives / Contents	Methodology
<p><b>Pronunciation</b></p> <p><u>First stage:</u></p> <ul style="list-style-type: none"> <li>- establishing firm and permanent mastery of the sounds of the foreign language and mastery of the basic relationships between its spoken and written aspects;</li> <li>- differentiating by ear and imitating as accurately as possible the elements of the phonological system of the foreign language;</li> <li>- mastering as effectively as possible supra-segmental phenomena (accent, speech timing and sentences, ties, rhythm, intonation of basic types of sentence) and segmental elements (range of phonemes) with an emphasis on phenomena which differ from those of the Czech language.</li> </ul> <p><u>Second and third stages:</u> in addition to the first-stage objectives (above), perfecting the realization of segmental and supra-segmental phenomena.</p>	<p><b>Pronunciation</b></p> <p><b>Activities:</b> reproducing rhymes and short poems with correct pronunciation; reading aloud in a way that is phonetically correct (in the most advanced phase, reading aloud is not neglected); singing and phonetic imitation exercises.</p> <p><b>Materials:</b> teacher, tape, video.</p> <p><b>Language teaching recommendations:</b> careful and precise pronunciation by pupils at all stages of development should be a regular requirement.</p>	<p><b>Pronunciation</b></p> <p><b>Activities:</b> reproducing rhymes and short poems with correct pronunciation; reading aloud in a way that is phonetically correct (in the most advanced phase, reading aloud is not neglected); singing and phonetic imitation exercises.</p> <p><b>Materials:</b> teacher, tape, video.</p> <p><b>Language teaching recommendations:</b> careful and precise pronunciation by pupils at all stages of development should be a regular requirement.</p>
<p><b>Grammar</b></p> <p>A list of grammatical items to be mastered is mentioned for each language.</p>	<p><b>Grammar</b></p> <p><b>Language teaching recommendations:</b> the presentation of grammatical elements should be reduced to a strict minimum.</p>	<p><b>Grammar</b></p> <p><b>Language teaching recommendations:</b> the presentation of grammatical elements should be reduced to a strict minimum.</p>
<p><b>Lexis</b></p> <p><u>First stage:</u></p> <ul style="list-style-type: none"> <li>- productively mastering a vocabulary of roughly three lexical units per teaching hour (500-700 units) covering basic expressions derived from specific topics and situations;</li> <li>- passively mastering the further lexical units which are used in the teacher's instructions (classroom English) and contained in poems, rhymes, songs, games and supplementary material;</li> <li>- all lexical fields in the classification are mentioned except health, shopping, services, places, situation in space, language, animals.</li> </ul> <p><u>Second and third stages:</u></p> <ul style="list-style-type: none"> <li>- expanding the productively mastered vocabulary by approximately 1000 lexical units;</li> <li>- passively mastering further lexical units concerned with listening to or reading supplementary material;</li> <li>- becoming acquainted with basic productive ways of forming words in accordance with the typological features of the language in question;</li> </ul>	<p><b>Lexis</b></p> <p><b>Activities:</b> imitations, memorizing recitations, and singing. In the second and third stages: practising semantic guesswork.</p> <p><b>Materials:</b> tapes, video and, in the second stage, lexicographic aids.</p>	<p><b>Lexis</b></p> <p><b>Activities:</b> imitations, memorizing recitations, and singing. In the second and third stages: practising semantic guesswork.</p> <p><b>Materials:</b> tapes, video and, in the second stage, lexicographic aids.</p>

(1) The term *Základní škola* can refer both to a type of school and to a specific educational programme implemented by it.

(2) There are three possible programmes during the *Základní škola* which represent different approaches in the educational process: the *Základní škola* programme attaches special importance to cognitive learning, the acquisition of knowledge and preparation for an academic career; the *obecná škola* programme lays emphasis on the development of civic attitudes and the ability to obtain and interpret information; and, finally, the *Národní škola* programme highlights the need for diversity in syllabuses and methods, and focuses on aims rather than particular areas of knowledge. Parents can choose from these three programmes. All three schools have basically identical curricular requirements for foreign language learning. However, this may start earlier in the *Národní škola* which provides cross-curricular language learning from the first year onwards.

(3) There is no specific curriculum for the lower years of the *gymnázium*. Pupils aged 11-15 follow the second and the third stages of the *Základní škola* programme.

## Základní škola (1) (2) (3) (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<ul style="list-style-type: none"> <li>becoming passively familiar with British and American English in different regional variations; only British usage is to be adopted in productive mastery of the language.</li> <li>All lexical fields in the classification are referred to except animals.</li> </ul> <p><b>Reflecting on language</b> The knowledge of a foreign language helps to deepen pupils' understanding of their mother tongue.</p>	<p><b>Reflecting on language</b> Emphasis on stylistic norms of expression in the mother tongue when doing translations.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> First stage Becoming acquainted as appropriate with the life and culture of the countries in the target-language area as well as other, mainly European, countries. Second and third stages Becoming acquainted to a greater extent with socio-cultural aspects of the language area concerned.</p> <p><b>Understanding people from other cultures</b> Developing a capacity for understanding, tolerance and sincerity through communication in a foreign language.</p>	<p><b>Knowledge of other cultures</b> Activities: exchange of correspondence with children from other countries.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Consolidating the working skills and reflexes needed for the effective mastery of foreign languages in conjunction with other taught subjects (auto-corrective skills). Establishing a foundation on which mastery of the target language (and possibly other languages) may be developed through further study.</p> <p><b>Fostering personality development</b> Contributing to the general development of the personality. First stage Stimulating the children's interest in the study of foreign languages and encouraging them to develop a positive attitude to the subject.</p>	<p><b>Fostering independent learning</b> Activities: preparation for independent reading of more extensive texts.</p> <p><b>Fostering personality development</b> Language teaching recommendations: the curriculum encourages the teacher to develop the imagination and fantasy of children.</p>

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All three schools have basically identical curricular requirements for foreign language learning. However, this may start earlier in the *Národní škola* which provides cross-curricular language learning from the first year onwards.

(3) There is no specific curriculum for the lower years of the *gymnázium*. Pupils aged 11-15 follow the second and the third stages of the *Základní škola* programme.

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

*Eesti põhi-ja keskkooliduse riiklik õppekava* (The Estonian National Curriculum for Compulsory and Upper Secondary Education, approved by the Ministry of Education, 1996). <sup>(1)</sup>

2. Years, stages or levels concerned

Pupils aged 9-19. <sup>(2)</sup>

The objectives/contents describe the skills pupils should acquire by the end of grade 6 (at the age of 12), by the end of compulsory education (at the age of 16) and by the end of upper secondary schooling (when aged 19).

3. Foreign languages concerned

The curriculum has a part common to all foreign languages on offer, <sup>(3)</sup> plus specific syllabuses for the compulsory foreign language starting at Grade 3 (age 9) and Grade 6 (age 12). <sup>(4)</sup>

**II. Content****Objectives / Contents****General points**

Developing an appreciation of the importance of being able to read, write and communicate in a foreign language.

Dealing with mistakes: no explicit information.  
Use of the mother tongue: no explicit information.

**Aspects related to communication****Verbal**

No priority is accorded to any one or more of the major skills, or to comprehension as opposed to production, or vice versa.

**Verbal Activities <sup>(5)</sup>**Listening:

- understanding discussions that use language with which pupils are already familiar;
- following texts on the topics specified in the syllabus and recognizing familiar language structures;
- identifying important information;
- identifying a change of topic in conversations as well as in radio and TV news broadcasts.

Listening: listening to short texts and performing different tasks in relation to them (arranging pictures in sequence, filling in tables, ticking the items mentioned in a list, following the route on a map); listening to the teacher's instructions and to other pupils; listening to songs and performing tasks based on them; listening to fairy tales; listening to short stories and illustrating them.

Speaking:

- conveying the content of texts written in familiar language;
- expressing one's attitudes, wishes and needs;
- talking about topics listed in the syllabus.

Speaking: ordering jumbled sentences into a dialogue; compiling stories; changing sentences so that they refer to oneself or others; role-playing; describing pictures.

**Methodology**

<sup>(1)</sup> In the 1997/98 school year, introduction of the national curriculum got under way in the 1st, 4th, 7th and 10th grades of Estonian-language schools. In 1998/99, the curriculum was introduced in the 2nd, 5th, 8th and 11th grades of Estonian-language schools, and in the 1st, 4th, 7th and 10th grades of Russian (or other) language schools. In 1999/2000, it was introduced in the 3rd, 6th, 9th and 12th grades of Estonian-language schools, and in the 2nd, 5th, 8th and 11th grades of Russian (or other) language schools. In 2000/01, the curriculum is being introduced in the 3rd, 6th, 9th and 12th grades of Russian (or other) language schools.

<sup>(2)</sup> The information included in this summary table under 'Content' (Section II) relates solely to foreign language teaching in compulsory education (Põhikool), for pupils aged from 9 to 16.

<sup>(3)</sup> Only the grammatical aspects are listed in great detail in a separate part whose detailed content differs for each of the four languages.

<sup>(4)</sup> The present summary table makes no distinction between the first or second foreign languages.

<sup>(5)</sup> The curriculum makes no explicit reference to either methods or materials that should be used; only a certain number of activities are mentioned.

Aspects related to communication	Objectives / Contents	Methodology
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- reading and understanding simple adapted and original texts (current, popular science and fictional material);</li> <li>- identifying important information in texts;</li> <li>- identifying main points in a text;</li> <li>- reading aloud when necessary.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- learning to write simple articulate texts;</li> <li>- writing personal and simple formal letters;</li> <li>- writing short compositions on the topics listed in the syllabus;</li> <li>- using various language structures to make up sentences and write articulate texts.</li> </ul> <p>A list of <u>communicative functions</u> is referred to (ability to ask questions covering different topics).</p>	<p><b>Reading:</b> identifying required information in a text that is read; identifying important words and sentences in a text; giving a title to and writing a plan for a text that is read; reading sentences and acting accordingly; reading simple tables and drawings; reading poems; recording one's reading and analysing pronunciation; reading short messages written on the board; using a dictionary to look up unknown words.</p> <p><b>Writing:</b> work with the alphabet and spelling; copying and filling in blanks; writing short descriptions and letters according to models; short dictations; matching parts of sentences; filling in forms requiring personal information.</p>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> Pupils acquire the correct pronunciation, intonation and rhythm.</p> <p><b>Grammar</b> Grammatical objectives are included in communication situations. Reference is made to a list of grammatical items whose detailed content differs for each of the four languages.</p> <p><b>Lexis</b> Acquiring the vocabulary needed to communicate in everyday situations and to discuss the topics listed in the syllabus. All lexical fields in the classification are mentioned. Others: Estonia, target-language countries.</p> <p><b>Reflecting on language</b> No explicit information.</p>
<p><b>Grammatical aspects</b></p>	<p><b>Non-verbal</b> No explicit information.</p>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> <b>Activities:</b> pronunciation exercises to teach correct pronunciation of sounds; stressed and unstressed syllables and words in sentences; rising and falling intonation.</p> <p><b>Grammar</b> No explicit information.</p> <p><b>Lexis</b> No explicit information.</p> <p><b>Reflecting on language</b> No explicit information.</p>

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Developing an interest in the target-language countries and their culture.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>	<p><b>Knowledge of other cultures</b> <i>No explicit information.</i></p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Acquiring different study skills, which make learning foreign languages easier. Learning to use dictionaries, handbooks and other reference books.</p> <p><b>Fostering personality development</b> Motivating pupils to learn foreign languages and develop their outlook as they do so.</p>	<p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

## Primary and lower secondary

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)
  - *Ενοποιημένο Αναλυτικό Πρόγραμμα Αγγλικών για το Δημοτικό και το Γυμνάσιο* (Unified Curriculum for English in Primary Schools and Gymnasias), Ministry of Education (mimeographed edition), Departments of Primary and Secondary Education, 1987.
  - *Αναλυτικά Προγράμματα Δημοτικής Εκπαίδευσης, Αγγλική γλώσσα, Αναλυτικό Πρόγραμμα και Ύλη, η Αγγλική ως Ξένη γλώσσα στο Δημοτικό Σχολείο* (Primary Education Curricula, English Language, Curriculum and Syllabus, English as a Foreign Language in the Primary School), Ministry of Education and Culture, Department of Primary Education, Curriculum Development Unit, Nicosia, 1994.
  - *Αναλυτικά Προγράμματα Δημοτικής Εκπαίδευσης, Αγγλική γλώσσα, Αναλυτικό Πρόγραμμα και Ύλη, η Αγγλική ως Ξένη γλώσσα στο Δημοτικό Σχολείο* (Primary Education Curricula, English Language, Curriculum and Syllabus, English as a Foreign Language in the Primary School), Ministry of Education and Culture, Department of Primary Education, Curriculum Development Unit, Nicosia, 1996 (Revised edition).
  - *Προσωρινό Αναλυτικό Πρόγραμμα για το μάθημα των Γαλλικών* (Temporary Curriculum for French, in the Gymnasio and Lykeio), Ministry of Education and Culture (mimeographed edition), 1998. (1)

2. Years, stages or levels concerned

English: primary and lower secondary (ages 9-15).

French: grades A, B, C of the *Gymnasio* (ages 12-15) and grades A, B, C of the *Lykeio* (ages 15-18).  
At each level, the syllabus (specific content to be covered) is given for each year of study concerned.

3. Foreign languages concerned

Each foreign language on offer has its own curriculum.

## II. Content (2)

## Objectives / Contents

## Methodology

## General points

The primary aim of the Unified Curriculum for English is to enable pupils to communicate effectively in a variety of situations, and to make them more sensitive to the appropriacy of language.

The aim of teaching English at primary school is to enable them, in compliance with the curriculum, to communicate effectively in various situations, become sensitive to language appropriacy and develop a positive attitude towards the English language and those for whom it is the mother tongue.

An 'eclectic' approach is recommended.

Careful planning of work so that it has continuity and is logically consistent, with its successive stages related to its utility and level of difficulty.

Teaching is learner-oriented.

Active learner participation is emphasized, with the teacher monitoring work and assisting pupils in case of difficulty.

Assessment of work accomplished at the end of each unit for feedback on teaching.

Creation of a classroom atmosphere conducive to learning:

- enjoyable, cheerful, secure, familiar, motivating environment;
- no stress, no coercion, acceptance of each child's unique personality;
- opportunities for success, encouragement.

Careful organization of learning experiences:

- teacher/pupil, pupil/pupil dialogue;
- work in small groups (cooperative learning);
- diagnostic and remedial work, individual and group work;
- continuous assessment of individual and group work;
- opportunities for experimentation and creativity.

(1) Although the document itself covers both *Gymnasio* and *Lykeio*, the information in this summary table refers only to the *Gymnasio*.

(2) The information relates to both French and English and primary and lower secondary levels, except where otherwise stated.

	Objectives / Contents	Methodology
<p><b>General points</b></p>		<p>An interdisciplinary approach is recommended. Parents are informed of the aims of education and teaching methods so that they can support the school effort.  <i>Dealing with mistakes: no explicit information.</i>  <i>Use of the mother tongue: no explicit information.</i></p>
<p><b>Aspects related to communication</b></p>	<p><b>Verbal</b>  Prime importance is attached to oral/aural skills in the development of overall communicative competence. Reading and writing skills, however, should not be neglected (<b>English, Gymnasio</b>).</p> <p>Receptive skills (<u>listening and reading</u>) which pupils should develop:</p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- responding to simple instructions/questions (<b>English</b>);</li> <li>- grasping the gist of what is communicated;</li> <li>- predicting the content and form of texts (<b>Gymnasio</b>);</li> <li>- extracting specific information;</li> <li>- inferring opinions and attitudes (<b>Gymnasio</b>);</li> <li>- deducing meaning from context (<b>Gymnasio</b>);</li> <li>- recognizing function, and patterns and markers in verbal communication (<b>Gymnasio</b>);</li> <li>- getting accustomed to hearing a variety of voices and accents (<b>English</b>).</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- grasping the gist or core meaning of texts;</li> <li>- ignoring unknown words and exploiting context (<b>Gymnasio</b>);</li> <li>- predicting the content and form of texts (<b>Gymnasio</b>);</li> <li>- scanning for specific information;</li> <li>- reading for thorough comprehension;</li> <li>- reading critically and reacting to texts (<b>Gymnasio</b>);</li> <li>- recognizing the structure of texts (<b>Gymnasio</b>);</li> <li>- recognizing textual organization (<b>Gymnasio</b>);</li> <li>- drawing inferences (<b>Gymnasio</b>);</li> <li>- understanding texts, questionnaires (<b>French</b>);</li> <li>- understanding a simple descriptive text (about a town or country) (<b>French</b>);</li> <li>- understanding a narrative/short announcements (<b>French</b>).</li> </ul> <p><b>Productive skills (speaking and writing) which pupils should develop:</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- functioning fluently during communication that makes use of the functional/structural, lexical items and idioms in the syllabus, as well as the course materials;</li> <li>- giving orders/advice (<b>French</b>);</li> <li>- responding to short announcements (<b>French</b>).</li> </ul>	<p><b>Verbal</b>  Even though writing is admittedly the most difficult of all four skills, it should be introduced from the very beginning of instruction (<b>Gymnasio</b>).</p> <p><b>Materials</b>  <b>Listening:</b> pupils are exposed to language governed by the principle of 'comprehensible input' (i.e. language at a slightly higher level than they are capable of using, but which they are able to understand). The speed of delivery is that of native speakers.  Learners are initially exposed to true-to-life script-based material. At a later stage, listening comprehension focuses on original but partially adapted script-based material and, finally, on specially selected original material (<b>Gymnasio</b>).</p> <p><b>Reading:</b> the principle of 'comprehensible input' is observed here too. Pupils are exposed to material of natural interest to them. The texts are more than mere vehicles for a particular structure or function, and textbooks should maintain a balance between dialogue and prose (<b>Gymnasio</b>).</p> <p><b>Language teaching recommendations:</b> emphasis is on the integration of the four major skills (global approach) (<b>Gymnasio</b>).</p>
		<p><b>Speaking</b>  Emphasis is on use rather than usage since language is the vehicle for meaning. However, there is also a place for mechanical drill, especially in the initial stages of instruction (<b>Gymnasio</b>).  Slightly more attention should be given to fluency than accuracy (<b>Gymnasio</b>).</p>



## Primary and lower secondary (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- developing legible handwriting (<b>English</b>);</li> <li>- performing accurately at sentence level;</li> <li>- handling connectors (<b>Gymnasio</b>);</li> <li>- producing initially simple items of information;</li> <li>- filling in forms (<b>English</b>);</li> <li>- writing notes;</li> <li>- writing short reports (<b>Gymnasio</b>);</li> <li>- writing personal letters;</li> <li>- writing short guided descriptive compositions;</li> <li>- writing short narratives;</li> <li>- writing a composition about themselves and others (<b>French</b>);</li> <li>- filling in various forms (<b>French</b>);</li> <li>- describing their day (<b>French</b>);</li> <li>- describing a place (<b>French</b>);</li> <li>- writing a postcard (<b>French</b>);</li> <li>- writing and responding to an invitation (<b>French</b>);</li> <li>- writing a note of apology (<b>French</b>);</li> <li>- writing a CV and a biography (<b>French</b>).</li> </ul> <p>The appropriacy of language is emphasized. Communicative functions are listed.</p>	<p><b>Non-verbal</b> <i>No explicit information.</i></p> <p><b>Pronunciation</b> Using reasonably standard pronunciation and appropriate intonation (<b>English</b>). Pupils should learn minimal pairs (p/b, etc.), those sounds which differ from sounds in the mother tongue and the nasals and various intonation patterns (positive, negative, negative interrogative, surprise, refusal, insistence, doubt, etc.). They should also learn how to spell (acquisition of the code) (<b>French</b>), and master the phonological system of English (<b>Gymnasio</b>).</p> <p><b>Grammar</b> Grammatical items are mentioned explicitly in the curriculum documents, together with the main items to be covered in each grade. The functions pupils are expected to master require specific language structures which are stated to in the curriculum in the form of exponents (e.g. can/can't plus verb) (<b>English</b>). The curriculum lists, by class, all grammatical items to be covered (<b>French</b>).</p> <p><b>Non-verbal</b> <i>No explicit information.</i></p> <p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> <b>Language teaching recommendations:</b> emphasis on communication.</p>
<p><b>Grammatical aspects</b></p>	<p><b>Non-verbal</b> <i>No explicit information.</i></p> <p><b>Pronunciation</b> <i>No explicit information.</i></p> <p><b>Grammar</b> <b>Language teaching recommendations:</b> emphasis on communication.</p>

## Primary and lower secondary (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Lexis</b> No explicit information as such. However, some lexical fields can be deduced from the functions, e.g. personal identification, relations, time, weather, colours, numbers, travel (<b>English</b>).</p> <p>All lexical fields in the classification are referred to (<b>French</b>).</p> <p><b>Reflecting on language</b> No explicit information.</p>	<p><b>Lexis</b> No explicit information.</p> <p><b>Reflecting on language</b> No explicit information.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Openness to European values in anticipation of the full accession of Cyprus to the European Union (<b>English</b>).</p> <p><b>Understanding people from other cultures</b> Developing understanding of and respect for people from different national, religious and social groups, for purposes of communication and cooperation (<b>English</b>) (<i>Gymnasio</i>).</p> <p>Acceptance of people with different mental and psychosocial skills (<b>English</b>). Helping pupils to develop the ability to empathize with others, appreciate their circumstances and feel sympathy for them (<b>English</b>).</p>	<p><b>Knowledge of other cultures</b> No explicit information.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> In the cognitive domain, the gradual development of ability in the areas of research, critical thinking, creative mental activity and independent acquisition of knowledge is encouraged (<b>English</b>).</p> <p>The autonomy of pupils is developed in so far as it enables them to establish their own learning aims (<b>English</b>).</p> <p><b>Fostering personality development</b> Language is a social phenomenon which allows the individual to obtain information, express feelings and ideas and to communicate in general (<i>Gymnasio</i>). Acquisition of interactive and negotiating skills (<b>English</b>).</p>	<p><b>Fostering independent learning</b> <b>Materials:</b> using different resources for the independent acquisition of information, knowledge and experience.</p> <p><b>Language teaching recommendations:</b> interaction of pupils with the world of their peers and that of adults is necessary for mental development and learning. Peers share experiences, present their own views, supplement and comment on them, and stimulate further exchanges. Teachers should help pupils to establish problem-solving strategies. Teachers should help pupils to classify their knowledge and incorporate it systematically into their mental structures (<b>English</b>).</p> <p><b>Fostering personality development</b> <b>Materials:</b> a choice of material that is inherently interesting and appropriate to the age of the pupils being taught (<i>Gymnasio</i>). <b>Language teaching recommendations:</b> peer cooperation is promoted (<b>English</b>).</p>

LATVIA

Pamatskola

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)
- *Pamatizglītības standarts angļu valodā. Apsiprināts ar Izglītības ministrijas 1992. gada 26. jūnija pavēli Nr. 311* (The primary education standard for the English language. Approved by the Ministry of Education, 1992).
  - *Pamatizglītības standarts vācu valodā. Apsiprināts ar Izglītības ministrijas 1992. gada 26. jūnija pavēli Nr. 311* (The primary education standard for the German language. Approved by the Ministry of Education, 1992).
  - *Pamatizglītības standarts krievu valodā. Apsiprināts ar Izglītības ministrijas 1992. gada 26. jūnija pavēli Nr. 311* (The primary education standard for the Russian language. Approved by the Ministry of Education, 1992).
  - *Franču valoda kā otrā svešvaloda 6.-9. klasei. Pamatizglītības standarts, mācību programma un pārbaudes darba programma.* (French as the second foreign language for grades 6-9. The primary education standard, curriculum and examination programme for the French language). Issued in 1997 by the Curriculum and Examination Centre of the Ministry of Education and Science.

2. Years, stages or levels concerned

Pupils aged 9-16.

The objectives/contents are formulated for the whole language education at *Pamatskola*.

3. Foreign languages concerned

English, German, Russian and French. (†)

**II. Content****Objectives / Contents****General points**

The basic goal during the initial years of compulsory foreign language learning is to familiarise and accustom pupils to the language concerned. This period is intended to gradually increase their awareness of the foreign language and culture.

The aim is to motivate students to communicate, arouse their curiosity and interest in the foreign language and culture, and produce a basis for the development of speech mechanisms.

**Aspects related to Communication****Verbal**

The same importance is attached to oral and written communication and comprehension and production in curricular content.

**Listening**

The student must be able to perceive and, in general, understand what the teacher says, or recordings of native speakers after listening to them once.

**Verbal****Listening**

**Activities:** listening to the teacher's voice, as well as recordings of native speakers. Students have to be able to respond to the contents of the text (in dialogues with their classmates, doing different exercises and answering questions).

**Methodology (‡)**

Students should, as far as possible, help choose the topics to be studied. This can boost their interest and enable them to associate aspects of school life with the outside world. Topics may be derived from both Latvian (Russian) and English-speaking environments.

Dealing with mistakes: *no explicit information.*

Use of the mother tongue: *no explicit information.*

(†) The information in the summary table is valid for all languages on offer, unless otherwise stated.

(‡) A series of official documents entitled *Mācību saturs un metodiskie ieteikumi* (Curriculum and methodological recommendations) provides guidelines for teaching, teaching materials, guidance and examples to help teaching staff plan and draw up their classroom activities. The aim of these materials is to promote teaching practices in line with the curricula. Information from them is not included in the present summary table.

## Objectives / Contents

## Methodology (\*)

## Aspects related to Communication

**Materials:** tapes.  
**Language teaching recommendations:** 3% of words in the text may be unknown. After hearing it twice, students should be able to grasp its content and discuss it with other students, answer questions and do various exercises.

Speaking

- Students should be able to express simple needs and requests;
- they should be able to interact, and participate in conversations about everyday topics;
- they should be able to participate in conversations about everyday topics and situations, react and stimulate conversation, assess suggestions and agree or disagree.

Speaking

**Activities:** talking about topics, situations or problems discussed in the text that has been heard or read; students have to participate in discussions about everyday topics, react, promote conversation and agree or disagree.

Reading

Students have to be able to read different types of texts, in which no more than 10% of the words are unknown, and understand the general idea as well as details.

Reading

**Activities:** reading of partly adapted texts (silent reading has to take over gradually from reading aloud).

**Materials:** from newspapers, (science) fiction and original socio-political texts, with use of the dictionary to understand content or get an overview.

Writing

Student should be able to write descriptions, short accounts of their own life, letters, advertisements and announcements about everyday topics. They should also be able to reproduce the contents of the text read or heard.

Writing

**Activities:** dictation exercises, descriptions of pictures, writing a CV, describing things and people included in the list of curriculum topics, reproducing the content of texts that have been read or heard, writing of informal letters, advertisements, material concerned with everyday life.

Different communicative functions are mentioned: greeting people, identifying oneself, giving and requesting information, identifying and finding objects, describing, relating, expressing needs and requests, quantifying, etc.

Pupils must be able to use the foreign language to communicate with the teacher and other pupils in different communication situations.

**Non-verbal**

No explicit information.

**Non-verbal**

No explicit information.

(\*) A series of official documents entitled *Mācību saturs un metodiskie ieteikumi* (Curriculum and methodological recommendations) provides guidelines for teaching, teaching materials, guidance and examples to help teaching staff plan and draw up their classroom activities. The aim of these materials is to promote teaching practices in line with the curricula. Information from them is not included in the present summary table.

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## Pamatskola (continued)

	Objectives / Contents	Methodology <sup>(*)</sup>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> English</p> <ul style="list-style-type: none"> <li>- Students should learn to use standard British English, but they should also hear and learn to respect other variants of the language;</li> <li>- spelling out the alphabet;</li> <li>- consonants, vowels and diphthongs;</li> <li>- reading phonetic transcriptions;</li> <li>- stress in words and sentences; practising proper stress (importance of stress for interpreting sentences);</li> <li>- the most common intonation patterns (importance of intonation for interpreting what is said).</li> </ul> <p><b>Grammar</b></p> <p>A list of grammatical items is referred to in great detail for each of the four languages.</p> <p><b>Lexis</b></p> <p>All lexical fields in the classification are mentioned, except health, education, situation in time, places, situation in space, language, shapes.</p> <p><b>Reflecting on language</b></p> <p>Creating the basis for the acquisition of linguistics and philology.</p>	<p><b>Pronunciation</b></p> <p>No explicit information.</p> <p><b>Grammar</b></p> <p><b>Language teaching recommendations:</b> teachers have to adopt a pragmatic approach to the various aspects of grammar: procedures which lead pupils to recognize, understand and make use of the target language.</p> <p><b>Lexis</b></p> <p>No explicit information.</p> <p><b>Reflecting on language</b></p> <p>No explicit information.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b></p> <p>Introducing students to the culture of countries in which the target language is spoken (life in those countries, and brief reference to their geography, history, culture, and people).</p> <p><b>Understanding people from other cultures</b></p> <p>No explicit information.</p>	<p><b>Knowledge of other cultures</b></p> <p>No explicit information.</p> <p><b>Understanding people from other cultures</b></p> <p>No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b></p> <p>No explicit information.</p> <p><b>Fostering personality development</b></p> <p>No explicit information.</p>	<p><b>Fostering independent learning</b></p> <p>No explicit information.</p> <p><b>Fostering personality development</b></p> <p>No explicit information.</p>

(\*) A series of official documents entitled *Mācību saturs un metodiskie ieteikumi* (Curriculum and methodological recommendations) provides guidelines for teaching, teaching materials, guidance and examples to help teaching staff plan and draw up their classroom activities. The aim of these materials is to promote teaching practices in line with the curricula. Information from them is not included in the present summary table.

## Primary (last year) and compulsory general secondary education

## I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)
  - *Lietuvos bendrojo lavinimo mokyklos bendrosios programos. I-X klasės* (The General Curriculum Framework for Lithuania's General Education School. Classes 1 to 10), approved by the Board of the Ministry of Education and Science, 1996.
  - *Lietuvos bendrojo lavinimo mokyklos bendrųjų programų priedas. IV-XII klasės* (The General Curriculum Framework Supplement. Classes 4 to 12) specifying thematic areas defined by threshold levels (for English, German, French and Russian), approved by the Board of the Ministry of Education and Science, 1996.

## 2. Years, stages or levels concerned

The first document concerns pupils aged 6/7 to 16.  
The second document concerns pupils aged 9/10 to 18/19. The curriculum sets out separately the objectives/contents for each of the nine years of foreign language teaching.

## 3. Foreign languages concerned

The curriculum is the same for each foreign language on offer. However, communicative functions are specified for each language in separately published documents as follows:

- Pagrindinės mokyklos bendroji anglų kalbos raškos programa* (for English).
- Pagrindinės mokyklos bendroji prancūzų kalbos raškos programa* (for French).
- Pagrindinės mokyklos bendroji vokiečių kalbos raškos programa* (for German).
- Pagrindinės mokyklos bendroji rusų kalbos raškos programa* (for Russian).

## II. Content

## Objectives / Contents

## General points

The foreign language curriculum framework focuses on the educational reasons for foreign language provision: conditions are created for the pupil's personality to grow and mature. Foreign language provision is conducive to a better perception of other cultures, and the sharing of information and socio-cultural values with people from those cultures; and it contributes to the development of a linguistic outlook, as well as a general linguistic culture.

## Methodology

It is stated that each task should derive from situations which, besides being familiar to pupils, resemble 'real-life' communication, interest them and broaden not only their language skills but also their cultural horizons.

Every lesson should have meaning and value: texts and communicative situations should be significant and relevant to the life experiences, interests and developmental goals of pupils.

Only a general overview of the recommended teaching materials is provided: the teaching aids used to achieve concrete, communicative objectives should be applicable to all kinds of language functions. They should include textbooks, exercise books and readers (audio-visual material, word tables, pictures and the teacher's book).

Teaching should minimize fear of making mistakes. Teachers should first consider the fluency of communication, and then eliminate typical mistakes with special assignments, explaining the corrections. It is essential that lessons aim at an atmosphere of psychological wellbeing to stimulate informal interaction. Each lesson should extend pupils' understanding of their world and increase their motivation to learn.

Use of the mother tongue: *no explicit information.*

## Primary (last year) and compulsory general secondary education (continued)

Aspects related to communication	Objectives / Contents	Methodology
<p><b>Verbal</b> Equal importance is attached to oral and written communication, as well as to comprehension and production, in curricular content.</p> <p><b>Listening</b> Understanding speech heard at first hand.</p> <p><b>Speaking</b> Sharing of information and the ability to communicate with others. Pupils should be able to talk about a text they have read.</p> <p><b>Reading</b> Getting information from written sources. Pupils should know how to read longer texts or short informative notes, either when seeking information or for their own pleasure, and to vary the pace of their reading in accordance with their ultimate use of the information in the text (i.e. they should have a range of reading strategies with which to tackle textual difficulties).</p> <p><b>Writing</b> Conveying information and expressing one's own ideas in written form on the basis of already acquired speaking skills; showing an ability to write short, simple texts on given themes appropriate to the addressee and expressing an opinion or a judgement; ability to plan and set out a text on a prepared theme.</p> <p>Communicative functions are listed in six broad categories according to threshold levels (for English, German, French and Russian): imparting and seeking factual information; expressing and discovering attitudes; deciding on courses of action; socializing; structuring verbal communication; rectifying communication.</p>	<p><b>Verbal</b></p> <p><b>Listening</b> <b>Activities:</b> hearing the original language of people talking about art, current affairs and everyday life, conversations, narration, announcements, reports and radio and television broadcasts which examine important world events. <b>Language teaching recommendations:</b> the teacher should provide help and guidance wherever necessary. In the classroom, pupils should understand the language of instruction, as well as of the texts they study and people they know and don't know; in a wider context, they should understand the original language (in general use and at normal speed).</p> <p><b>Speaking</b> <b>Activities:</b> pupils should conduct and sustain pre-planned and spontaneous conversations; switch from one topic to another; give and know how to conduct an interview; take part in simple discussions; know some fictional and non-fictional texts by heart; and speak about what they have read and heard, both in the foreign language and in their mother tongue. They should engage in monologues or dialogues about matters which arise when abroad, on a journey, or when encountering foreigners in Lithuania.</p> <p><b>Reading</b> <b>Activities/Materials/Language teaching recommendations:</b> reading by pupils should be from original examples (or adaptations) of 19th and 20th century (including contemporary) literature, which are appropriate to their age, maturity, interests and preparation; they should familiarize themselves with press material from the target language country, and be able to recognize a newspaper's structured areas of interest (politics, economics, culture, advertising and sport), identifying items of interest to themselves. They should be able to use a dictionary.</p> <p><b>Writing</b> <b>Activities/Materials:</b> writing notes, business or personal letters (independently or with reference to models); using various sources of information, including dictionaries and reference books.</p>	

## Primary (last year) and compulsory general secondary education (continued)

	Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p>	<p><b>Communication strategies:</b> pupils should be able to compensate for their weaknesses in a foreign language verbally and by means of communication strategies; abandoning sentences they cannot finish and recasting them in a way that they can; using synonyms; rephrasing and describing with reference to qualities and properties; asking for assistance.</p>	
	<p><b>Non-verbal</b> Pupils should be able to show some ability to compensate for their foreign language weaknesses by non-verbal means.</p>	<p><b>Non-verbal</b> No explicit information.</p>
<p><b>Grammatical aspects</b></p>	<p><b>Pronunciation</b> Acquiring major and essential knowledge of pronunciation and phonetic transcription.</p>	<p><b>Pronunciation</b> <b>Activities:</b> reading aloud fluently with correct pronunciation and intonation. <b>Materials:</b> television, radio, films (cinema), speech recordings. <b>Language teaching recommendations:</b> the teacher should focus attention on sounds and intonations other than those of the mother tongue, and seek ways and means of enabling pupils to listen to original speech as often and as early as possible.</p>
	<p><b>Grammar</b> Grammatical objectives are included in communication situations. No grammatical items are listed.</p>	<p><b>Grammar</b> <b>Materials:</b> grammar reference book.</p>
	<p><b>Lexis</b> Ability to make conscious use of abstract and concrete words, speech patterns, special terms, international words, synonyms and antonyms. All lexical fields in the classification are mentioned, except situation in time.</p>	<p><b>Lexis</b> <b>Materials:</b> bilingual and monolingual dictionaries.</p>
	<p><b>Reflecting on language</b> Foreign language instruction should make students more keenly aware of the way they use their mother tongue and encourage them to resist corruption of it. Importance is attached to learning to translate correctly into the mother tongue with two parallel aims – one linguistic, the other practical – in mind:</p> <ul style="list-style-type: none"> <li>- from the <b>linguistic</b> standpoint, conditions should be made conducive to conscious understanding of the structural systems of the foreign language and the mother tongue, as well as to their improved assimilation and avoidance of inter-linguistic interference;</li> <li>- for <b>practical</b> purposes, pupils should be able to express various items of information, the content of business documents and similar material in a foreign language, correctly and attractively in the mother tongue.</li> </ul>	<p><b>Reflecting on language</b> <b>Language teaching recommendations:</b> explanations and tables to draw comparisons with the native language are helpful, although the latter should be used sparingly; they can be employed to <i>semanticize</i> elements of the foreign language, explain the tasks and situations appropriate to certain stages, and test whether what has been communicated has been understood.</p>



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## Primary (last year) and compulsory general secondary education (continued)

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> It is stipulated that knowledge of the institutional culture of the target language (its history, geography, museums, etc.) should be enhanced by relating study of the foreign language to other subjects in the curriculum. Aspects of institutional cultures associated with the target language can be incorporated into subjects such as history, geography, ethics, and the arts.</p> <p>Familiarity with cultural aspects of the target country and how they are reflected in its daily life, habits and customs, ethnic culture, arts (visual art, music, architecture etc.), literary output, the natural and applied sciences, history, philosophy, religion, geography, agriculture, politics and other areas.</p> <p><b>Understanding people from other cultures</b> Greater knowledge of other ways of living, thinking and feeling, should help pupils moving towards adulthood to overcome their own tendencies towards ego- or ethnocentricity.</p>	<p><b>Knowledge of other cultures</b> <b>Materials:</b> games, dramatizations and songs. <b>Language teaching recommendations:</b> links between the foreign and native cultures are emphasized. Every effort should be made to acquaint the pupil with those features and facts which are peculiar to the culture concerned.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Encouraging pupils to work and think independently and to develop their creative powers.</p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>	<p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p> <p><b>Fostering independent learning</b> <i>No explicit information.</i></p> <p><b>Fostering personality development</b> <i>No explicit information.</i></p>

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**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

*Nemzeti Alaptanterv* (National Core Curriculum) <sup>(1)</sup> based on the Act on Public Education of the Republic of Hungary, No. LXXIX, 1993. The National Core Curriculum was issued on the basis of a Government Decree, No. 130 / 1995 (26 October 1995).

**2. Years, stages or levels concerned**

Pupils aged 6-16.

The objectives/content corresponding to the compulsory minimum requirements of each cultural area are established separately at the end of years 6, 8 and 10.

**3. Foreign languages concerned**

The curriculum is the same for all foreign languages on offer.

**II. Content****Objectives / Contents****General points**

**6<sup>th</sup> year:** pupils should be able to provide and obtain information on their immediate environment. They should become aware that they can express themselves in foreign languages as well as in their mother tongue.

**10<sup>th</sup> year:** pupils should be able to use the language in everyday communication situations.

**Methodology**

In attaining these objectives, teachers should be flexible and ready to adapt to different needs, even where this implies significant amendments to the coursework planned for each stage.

Dealing with mistakes: *no explicit information.*

Use of the mother tongue: *no explicit information.*

**Aspects related to communication****Verbal**

No priority given to either oral skills or written skills, or to productive or receptive skills.

**Verbal**

*No explicit information.*

**Listening**

At the end of the 6<sup>th</sup> year:

- pupils should be able to recognize and understand the words, expressions and simple sentences they have learned;
- they should be able to understand and follow the teacher's simple instructions;
- they should understand and be able to answer questions asked in simple true-to-life situations, as well as those based on the teaching materials.

At the end of the 8<sup>th</sup> year:

- pupils should be able to understand the teacher's simple explanations in the foreign language, which are related to the teaching material;
- they should understand and answer questions of a more varied and complex nature than those of the previous stage;
- they should be able to identify essential information in the text and find the information of importance to them.

<sup>(1)</sup> The 1998/99 school year was the first year of this Curriculum, in the 1st and 7th school classes.

<sup>(2)</sup> The National Core Curriculum is the common compulsory curriculum for all types of schools.

## HUNGARY

## Általános iskola (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p> <p>At the end of the 10<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- pupils should strive to understand lessons conducted mainly in the foreign language;</li> <li>- they should be able to understand more complex speech which is closer to natural speech.</li> </ul> <p>Speaking</p> <p>At the end of the 6<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- pupils should be able to give and obtain simple information in real communication situations;</li> <li>- they should learn some songs and rhymes, and take part in language games.</li> </ul> <p>At the end of the 8<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- pupils should be able to characterize people, objects and places in simple terms; they should be able to express their likes and dislikes, affections and opinions and ask others about them;</li> <li>- apart from words and expressions learned in order to develop their memory for the foreign language, they should also learn shorter/longer units in that language by heart;</li> <li>- pupils should be able to speak simply but articulately about events relating to their own everyday lives, or those of their families or friends.</li> </ul> <p>At the end of the 10<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- pupils should be able to formulate and account for their opinions;</li> <li>- they should be able to give a guest from abroad an introduction to Hungary, the capital and their residential environment.</li> </ul> <p>Reading</p> <p>At the end of the 6<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- pupils should be able to recognize and understand words, expressions and simple sentences familiar to them in writing. If necessary, they should be able to respond to them promptly, orally or in writing;</li> <li>- they should be able to read the text aloud.</li> </ul> <p>At the end of the 8<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- pupils should be able to understand a relevant text at their level of proficiency independently/with the teacher's assistance;</li> <li>- they should be able to accomplish simple exercises relating to the text read.</li> </ul> <p>At the end of the 10<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- with the teacher's assistance, pupils should be able to understand and work on more thematically varied and linguistically complex texts than those of the previous level.</li> </ul>	

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p>Writing</p> <p>At the end of the <u>6<sup>th</sup> year</u>:</p> <ul style="list-style-type: none"> <li>- pupils should be able to copy simple texts;</li> <li>- they should be able to write sentences communicating simple, factual pieces of information;</li> <li>- they should be able to do easier/more difficult textbook exercises in writing.</li> </ul> <p>At the end of the <u>8<sup>th</sup> year</u>:</p> <ul style="list-style-type: none"> <li>- pupils should be able to write simple, articulate texts with several sentences;</li> <li>- they should be able to express their likes and dislikes, affections and opinions simply in writing. They should be able to ask other people about them;</li> <li>- they should be able to compose simple letters;</li> <li>- pupils should be able to do the simpler writing exercises in their textbooks.</li> </ul> <p>At the end of the <u>10<sup>th</sup> year</u>: no minimum requirements are defined.</p> <p>In addition to the objectives, the curriculum lists the <u>communicative functions</u> to be taught by the end of years 6, 8 and 10, respectively.</p> <p>Reference is also made to knowledge of the <u>basic language style</u> (informal, official etc.).</p>	
<b>Grammatical aspects</b>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> At the end of the <u>6<sup>th</sup> year</u>: pupils should be able to repeat and utter sentences with an approximately correct pronunciation, intonation, stress and rhythm. At the end of the <u>10<sup>th</sup> year</u>: pupils should be able to speak intelligibly with good sentence intonation, rhythm and stress and strive for the correct pronunciation of sounds in order to achieve greater intelligibility.</p> <p><b>Grammar</b> At the end of the <u>6<sup>th</sup> year</u>: in accordance with the characteristics of their age group, pupils should become familiar with the grammatical structures represented in the teaching material. They should gradually become aware of the formation of these structures and the use made of them.</p>	<p><b>Non-verbal</b> No explicit information.</p> <p><b>Pronunciation</b> No explicit information.</p> <p><b>Grammar</b> No explicit information.</p>

Methodology	Objectives / Contents	Grammatical aspects
	<p>At the end of the 8<sup>th</sup> year:</p> <ul style="list-style-type: none"> <li>- pupils should be increasingly aware of correct usage, grammatical knowledge and contextually appropriate usage;</li> <li>- they should be aware of the unity of form, content and style;</li> <li>- the teacher should seek to maintain a balance between the development of correct usage and fluency in speech.</li> </ul> <p>At the end of the 10<sup>th</sup> year: with the teacher's assistance, pupils should consolidate, deepen and systematize knowledge already acquired. They should become familiar with new grammatical structures. The acquisition of certain structures is required only at the level of understanding – although this applies in particular to pupils of lesser ability.</p> <p>In addition to these objectives, the curriculum lists the conceptual fields to be taught by the end of the 6<sup>th</sup> year (existence, possession, etc.), the 8<sup>th</sup> year (spatial and temporal relations, indirect speech, and connectors), and the 10<sup>th</sup> year (temporal relations, logical relations, etc.).</p>	<p><b>Lexis</b></p> <p>At the end of the 6<sup>th</sup> year: the personal environment, family and friends, the house, flat, everyday life, school, shopping, meals, the weather and dress.</p> <p>At the end of the 8<sup>th</sup> year: human relations, the wider environment, the natural environment, school, health and illness, meals, travelling, leisure-time and entertainment.</p> <p>At the end of the 10<sup>th</sup> year: people and society, the wider environment, environmental protection, school, the world of work, healthy life and diet, leisure time, entertainment, culture, and science and technology.</p> <p>All lexical fields in the classification are referred to.</p>
	<p><b>Reflecting on language</b></p> <p>Pupils should become acquainted with the nature of languages, so as to observe their own mother tongue as part of a 'wider order'.</p> <p>At the end of the 10<sup>th</sup> year: pupils should gradually become aware of the similarities and differences between the systems of the mother tongue and the target language.</p>	<p><b>Lexis</b></p> <p><b>Activities:</b> games.</p> <p><b>Materials:</b> songs, rhymes.</p>
	<p><b>Reflecting on language</b></p> <p>No explicit information.</p>	

	Objectives / Contents	Methodology
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b>            At the end of the 6<sup>th</sup> year: pupils should develop an interest in the lives and cultures of other people.            At the end of the 10<sup>th</sup> year: they should be introduced to the culture, civilization and specific values of the country (countries) of the target language and view Hungarian culture in this wider comparative context.            They should become acquainted with the basic rules of behaviour of the culture associated with the target language.</p> <p><b>Understanding people from other cultures</b>            Pupils should develop a positive attitude towards common European values.</p>	<p><b>Knowledge of other cultures</b>  <b>Activities:</b> adapting stories, analysing easy poems, learning songs, learning about famous people (10<sup>th</sup> year).  <b>Materials:</b> literary and historical texts, music.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b>            At the end of the 6<sup>th</sup> year: in accordance with their age and personality, pupils should discover the various methods of foreign language learning and start to make active use of them.            At the end of the 8<sup>th</sup> year: they should be able to use a bilingual dictionary when doing exercises.            At the end of the 10<sup>th</sup> year: pupils should be given the opportunity to enhance their proficiency in the target language, and to acquire additional foreign languages using the basic skills developed while learning the former.            Developing the skills necessary for independent learning.</p> <p><b>Fostering personality development</b>            As pupils derive pleasure from expressing themselves in a foreign language, their personalities should be enriched and their confidence enhanced.            Developing their ability to cooperate.            At the end of the 6<sup>th</sup> year: pupils should develop the courage to speak in a foreign language, and gradually build up their confidence as they do so.</p>	<p><b>Understanding people from other cultures</b>  <i>No explicit information.</i></p> <p><b>Fostering independent learning</b>  <b>Activities:</b> collecting library material (10<sup>th</sup> year).  <b>Materials:</b> dictionaries and other aids to learning.  <b>Language teaching recommendations:</b> pupils should have the opportunity to work independently, without the teacher's assistance (10<sup>th</sup> year).</p> <p><b>Fostering personality development</b>  <b>Activities:</b> work in pairs and groups, planning and carrying out practical assignments such as interviews, the preparation of a class newspaper and radio programmes, and acting (10<sup>th</sup> year).</p>

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)

*Podstawy programowe obowiązkowych przedmiotów ogólnokształcących*

(Core Curricula for subject areas obligatory in general education), 1997, Ministry of National Education. (1)

2. Years, stages or levels concerned

Grades 5 to 8; pupils aged 11-15.

The objectives/content are defined separately for each two-year stage (grades 5-6, Stage II; grades 7-8, Stage III). For those who start language education earlier on an optional basis, stage II lasts three years (grades 4-6). (2)

3. Foreign languages concerned

The curriculum is the same for all foreign languages on offer. (4)

**II. Content****Objectives / Contents****General points**

Specific attainment target at Stage II: achievement of a level of language competence enabling basic communication in contacts with foreign language speakers.

Specific attainment target at Stage III: acquisition of language skills enabling relatively efficient language communication with foreigners on basic subjects.

Other general points are:

- enabling pupils to use a foreign language as a tool to obtain information;
- enabling them to participate in the multilingual and multicultural reality of contemporary Europe and the world, and to enhance their understanding of this reality;
- developing attitudes of tolerance and respect for cultural and ethnic differences.

**Methodology**

The core curriculum obliges schools to make use of as many original materials as possible.

The core curriculum contains recommendations concerning the use of new technologies in foreign language teaching for pupils aged 13-15.

The communicative approach is recommended.

Mistakes should be corrected mainly when they block communication.

The mother tongue should be used in grammatical commentaries and explanations.

**Aspects related to communication****Verbal**

Priority given to oral over to written communication. No priority given to either production or comprehension.

**Listening**

Stage II: understanding the gist of communication situations; understanding the general meaning and identifying the specific details of questions, simple information, weather reports, dialogues and uncomplicated accounts of events; understanding instructions given by the teacher.

**Verbal** (see Objectives/Contents)

(1) The new educational reform was introduced on 1 September, 1999. The summary table reports on the situation as of 1998/99.

(2) Document whose provisions first took effect in 1999/2000: *Podstawa programowa kształcenia ogólnego dla sześciolletnich szkół podstawowych i gimnazjów* (Core Curriculum for general education in six-year primary schools and in gymnasia), 1999, Ministry of National Education.

(3) In the reformed Polish system, foreign language teaching is compulsory in grades 4-6 of the primary school (pupils aged 10-13) and throughout the gymnasium (pupils aged 13-16).

(4) A specific syllabus can be developed for each language, or group of languages, by specialists or innovative teachers and used, subject to ministerial approval, by other teachers if they so wish (schools are free to choose from the list of the approved syllabuses).

## Methodology

## Objectives / Contents

## Aspects related to communication

Stage III: understanding the general meaning and main points of dialogues and oral utterances by native language speakers; understanding utterances by fellow pupils; understanding the meaning of simple telephone conversations and the general sense of more complex utterances.

## Speaking

Stage II: asking simple questions and answering questions; obtaining and providing information in typical everyday situations; formulating short statements about oneself, one's family, the immediate surroundings; communicating with a partner during work in pairs and with the teacher; initiating a simple conversation on everyday topics.

Stage III: expressing thoughts and opinions accurately using, as correctly as possible, tenses to describe the present, the past and the future; formulating relatively fluent short statements on specific subjects; initiating and maintaining a simple conversation.

## Reading

Stage II: reading common road signs, simple menus, schedules, advertisements, letters; finding required information in simple texts; understanding the general meaning of simple texts.

Stage III: reading longer and more complex texts containing more difficult vocabulary; skimming through longer texts and understanding their general sense; finding required information or details without fully understanding the text; understanding the general sense of a text containing incomprehensible elements.

## Writing

Stage II: awareness of the differences between the phonetic and the written form of words and writing correctly most of the words understood from listening comprehension; formulating several sentences about oneself and one's interests in the form of a letter.

Stage III: formulating one's own message in writing and writing down a received message; writing a short letter; writing a short report on the basis of an account of events by another person.

A complete list of 35 communicative functions is included.

Developing and supporting communication strategies.

## Non-verbal

No explicit information.

## Non-verbal

No explicit information.

(1) The new educational reform was introduced on 1 September, 1999. The summary table reports on the situation as of 1998/99.



Grammatical aspects	Objectives / Contents	Methodology
<b>Pronunciation</b>	<p><b>Pronunciation</b>            Stage II: using understandable pronunciation and intonation.            Stage III: mastering phonetics, stress and intonation to ensure comprehension by native language speakers.</p>	<b>Pronunciation</b> No explicit information.
<b>Grammar</b>	<p><b>Grammar</b>            Stage II: basic grammatical structures for the purpose of relating present, past and future events.            Stage III: a greater number of grammatical structures and tenses are used to describe the present, past and future.</p>	<b>Grammar</b> No explicit information.
<b>Lexis</b>	Mastering vocabulary associated with specific topics (family, school, etc.).	<b>Lexis</b> No explicit information.
<b>Reflecting on language</b>	<b>Reflecting on language</b> Emphasis is laid on language awareness (i.e. on understanding how the language works).	<b>Reflecting on language</b> No explicit information.
<b>Socio-cultural aspects</b>	<b>Knowledge of other cultures</b> The core curriculum obliges schools to develop interest in the culture and civilization of the target language community.	<b>Knowledge of other cultures</b> <b>Activities:</b> correspondence, e-mail.
<b>Cognitive and affective aspects</b>	<b>Understanding people from other cultures</b> Developing tolerance towards and respect for cultural and ethnic differences, as well as understanding and sincerity in relations with others, as a result of communicating in a foreign language. Developing tolerance of individual differences in language learning.	<b>Understanding people from other cultures</b> <b>Activities:</b> educational exchanges.
<b>Cognitive and affective aspects</b>	<b>Fostering independent learning</b> Introducing children to the self-evaluation of their own linguistic progress. Ability to ask for and give help in activities or projects carried out in pairs and groups. Using a dictionary. Supporting the ability to classify and categorize facts and information. Getting used to incomplete understanding of oral or written texts.	<b>Fostering independent learning</b> <b>Activities:</b> individual and team work, work in pairs and group work.
<b>Cognitive and affective aspects</b>	<b>Fostering personality development</b> Developing motivation to learn a foreign language and to understand the culture of countries where it is spoken. Bolstering the self-esteem of pupils, as well as self-confidence in their ability to learn a foreign language. Stimulating imagination, active involvement and creativity. Strengthening language interests and abilities.	<b>Fostering personality development</b> <b>Activities:</b> group and project work.

(1) The new educational reform was introduced on 1 September, 1999. The summary table reports on the situation as of 1998/99.

**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

*Programa școlară pentru învățământul Primar* (National Curriculum. Syllabi for Primary Education), published by the Ministry of National Education and the National Council for Curricula, Bucharest 1998.

**2. Years, stages or levels concerned**

Pupils aged 9-11 (grades 3 and 4).  
The curriculum is different for each year of study (grades 3 and 4).

**3. Foreign languages concerned**

The curriculum has a part common to all foreign languages for each grade, plus a specific part for each language. (1)

**II. Content****Objectives / Contents****General points**

The emphasis is on making pupils fully aware of the sounds of the foreign language and on increasing their familiarity with its normal patterns of communication.  
Building and developing cultural representations.

**Aspects related to communication****Verbal**

The main aim of teaching foreign languages is to develop integrated skills. Priority to oral skills over written skills and to comprehension (listening and reading) over production. As far as productive skills are concerned, more importance is attached to speaking than to writing.

- Understanding the main idea or specific information in short easy texts and responding to simple oral and written texts about people, objects, situations and events familiar to pupils; making use of the information contained in these texts.
- Communicating with the teacher and interacting with pupils in normal language class activities; completing tasks and carrying out suitable projects.
- Reading short, simple texts relating to the experience and interests of pupils, in order to get the gist of the former and understand their details; understanding messages related to urgent communication needs; understanding the gist of original texts containing unknown words and structures.
- Writing short, simple texts to describe people and events; completing simple forms and writing short, simple letters.

Various communicative functions are mentioned.

**Methodology**

Activities are structured according to language skills. Grammar and vocabulary are integrated.

Dealing with mistakes: no explicit information.

Use of the mother tongue: no explicit information.

**Verbal****Activities**

Speaking: communicating information about oneself; describing people and activities; summarizing simple and easy texts, etc.

Writing: writing sentences based on visual support; completing simple forms; writing short letters, etc.; using graphical/phonetic correspondences to write by spelling, for example, one's name and surname, date of birth, personal details, etc.

Reading: understanding advertisements for food/drink, instructions concerning games, etc.

Materials: audio, video cassette, visual support.

Language teaching recommendations: all writing activities are preceded by oral activities which pave the way for them. There is a strong emphasis on dealing with writing as a process.

(1) The information in this summary table is derived mainly from the common part.

## ROMANIA

## Primary (continued)

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>Non-verbal</b> Understanding and responding adequately to non-linguistic conventions used by speakers of the foreign language in everyday situations (greetings, farewells, congratulations, etc.).</p>	<p><b>Non-verbal</b> Understanding visual material; following instructions using body language; making use of mime and gesture; associating iconic/symbolic representations and gestures with verbal structures.</p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Identifying sounds specific to the target language both in isolation and in context; uttering such sounds; repeating sentences for specific intonation; establishing links between the meaning, the pronunciation and graphic representation of various words and simple phrases in the foreign language(s).</p> <p><b>Grammar</b> Grammatical requirements depend on the topics and language functions covered. Nevertheless, all curricula list the grammatical items to be dealt with.</p>	<p><b>Pronunciation</b> No explicit information.</p> <p><b>Grammar</b> <b>Language teaching recommendations:</b> pupils should be guided to deduce correct rules. Activities should deal with grammatical knowledge in context. The link with language functions is all-important. Grammar should not be taught explicitly and metalanguage should not be used (the approach should be practical).</p>
<b>Socio-cultural aspects</b>	<p><b>Lexis</b> All lexical fields are mentioned except services, shapes and language. The average number of new items varies from 200 to 250 a year.</p> <p><b>Reflecting on language</b> No explicit information.</p> <p><b>Knowledge of other cultures</b> Developing the curiosity of pupils, as well as their awareness of relevant aspects of daily life in the culture and society associated with the target language. Reference to cultural aspects related to expressions and gestures, voice intonation, geography, national symbols and aspects of daily life; leisure time activities. Forming first cultural representations of the world of the target language.</p> <p><b>Understanding people from other cultures</b> Developing pupils' respect for the speaker; observing the role, social status and age of the speaker (particularly in the case of French and Spanish).</p>	<p><b>Lexis</b> No explicit information.</p> <p><b>Reflecting on language</b> No explicit information.</p> <p><b>Knowledge of other cultures</b> <b>Activities:</b> comparing the most relevant aspects of day-to-day life in the target language country with those of Romania; obtaining and interpreting information from original materials. <b>Materials:</b> use of original material. <b>Language teaching recommendations:</b> it is recommended that teachers exploit the playful and musical character of these aspects, especially through games and songs.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Developing language learning strategies. Training pupils to use dictionaries and other resources.</p> <p><b>Fostering personality development</b> No explicit information.</p>	<p><b>Fostering independent learning</b> No explicit information.</p> <p><b>Fostering personality development</b> No explicit information.</p>

Secondary

1. Key facts about the curriculum

*Limbile moderne în învățământul obligatoriu (National Curriculum for Modern Foreign Languages in Compulsory Education) approved by the Ministry of Education, 1998.*

Pupils aged 11-15 (grades 5, 6, 7, 8). (†)  
There is a different curriculum for each grade.

The curriculum has a part common to all foreign languages for each grade, plus a specific part for each language. (‡)

II. Content

Objectives / Contents

Methodology

General points

The emphasis is on developing communicative competence (the ability to understand and produce linguistic forms of expression appropriate to the target language and to the demands of a given situation), as well as on fostering an interest in the study of foreign languages.

Same information as for primary level: see the summary table for this level.

Aspects related to communication

**Verbal**  
The main aim is to develop integrated skills. There is priority given to oral skills over written skills. There is equal emphasis on the further development of receptive and productive skills.

Pupils should:

- understand the main idea (or specific information) in longer and largely original texts;
- be trained to understand and make use of conversation techniques, as well as essential reading and writing techniques;
- initiate and sustain conversations, some of which contain unpredictable elements and react appropriately to what they see or hear;
- anticipate the content of a text by looking at the title, picture, key words; identify different types of text; understand gist and details of more difficult texts; use the context to infer meaning; read extensively for pleasure and personal interest;
- produce semi-guided pieces of writing.

**Verbal Activities**  
**Speaking:** making detailed oral presentations; summarizing the main points of spoken or written texts, etc.  
**Writing:** writing paragraphs based on visual support or key words; making notes from what is heard or read; using notes for the purpose of writing, writing short biographical summaries, etc.  
**Materials:** audio/video cassettes; other visual resources.  
**Language teaching recommendations:** same information as for primary level: see the summary table for this level.

Various communicative functions are mentioned.

**Non-verbal**

Pupils should adapt non-verbal behaviour to the communication situation.

**Non-verbal**

Same information as for primary level: see the summary table for this level.

Understanding and responding adequately to non-linguistic conventions used by speakers of the foreign language in everyday situations (greetings, farewells, congratulations, etc.).

(†) The modern languages curricula are broadly the same for all four years of lower secondary education. However, there are slight differences between them deriving from (a) particular features of socio-cultural values to be taught, and (b) the successive stages involved in the acquisition of lexico-grammatical structures (those who drew up the curricula for the Romance languages have opted for a more analytical approach).  
(‡) The information in this summary table is derived mainly from the common part.

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Pupils should practice and develop their pronunciation and intonation (e.g. stress in words and sentences). They should also recognize the distinctive functions of stress in words and sentences, use appropriate rhythm and intonation for meaningful groups of words, and appropriate intonation for various types of utterances.</p> <p><b>Grammar</b> Same information as for primary level: see the summary table for this level.</p>	<p><b>Pronunciation</b> No explicit information.</p> <p><b>Grammar</b> <b>Language teaching recommendations:</b> same information as for primary level: see the summary table for this level. The recommended approach is practical but the use of metalanguage and the minimum theoretical background are not completely avoided. The emphasis is on building grammatical knowledge into sub-systems (the noun group, the verbal group, types of sentences).</p>
	<p><b>Lexis</b> Same information as for primary level: see the summary table for this level. Three lexical fields are added, namely holidays, tastes and behaviour.</p> <p><b>Reflecting on language</b> Using knowledge about language (structures, grammatical features and relationships) to infer meaning and develop individual use of language.</p>	<p><b>Lexis</b> No explicit information.</p> <p><b>Reflecting on language</b> No explicit information.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Same information as for primary level: see the summary table for this level. Raising awareness of the cultural and linguistic diversity of target language countries.</p> <p><b>Understanding people from other cultures</b> Same information as for primary level: see the summary table for this level. Becoming familiar with values and typical attitudes (e.g. confidence, tolerance, etc., in the case of the Anglo-Saxon world).</p>	<p><b>Knowledge of other cultures</b> <b>Activities:</b> same information as for primary level: see the summary table for this level. <b>Materials:</b> use of original material; introducing pupils to original pieces of literature. <b>Language teaching recommendations:</b> same information as for primary level: see the summary table for this level.</p> <p><b>Understanding people from other cultures</b> No explicit information.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Same information as for primary level: see the summary table for this level.</p> <p><b>Fostering personality development</b> Same information as for primary level: see the summary table for this level. Developing positive attitudes as regards initiative and cooperation.</p>	<p><b>Fostering independent learning</b> No explicit information.</p> <p><b>Fostering personality development</b> No explicit information.</p>

**I. Key facts about the curriculum****1. Exact title of the document and its year of reference (and any reissue)**

*Angleški jezik. Priloga k učnemu načrtu za angleški jezik – Zavod RS za šolstvo 1983 (posodobljeni učni načrt za prvi tuji jezik v osemletni osnovni šoli).* The English Language Supplement to the Curriculum for English – National Board of Education 1983 (revised curriculum for first foreign language in eight-year elementary education). This curriculum became officially effective in April 1999.

**2. Years, stages or levels concerned**

Pupils aged 11-15, grades 5-8.  
The objectives are specified for grades 5 to 8.

**3. Foreign languages concerned**

Each foreign language on offer has its own curriculum. (†)

**II. Content****Objectives / Contents****General points**

The aim of learning the language is to use it in different (limited) inter-cultural situations. Although the focus is not on learning about the language, the knowledge of the system can support the achievement of this general aim.

**Methodology**

No particular teaching method is advocated. Rather, the employment of elements of different methods are suggested (e.g. an active non-verbal approach in the early stages, and a communicative approach with more advanced pupils). Mistakes should be considered as indicators of progress in learning, and thus regarded as important feedback for teachers. Strategies for dealing with mistakes, such as delayed or implicit correction, are recommended.

It is suggested that Slovene (the mother tongue of the majority of pupils) can be used in:

- activities requiring a verbal response to listening to or reading texts, especially in the early stages, or when the response would be linguistically too demanding for the pupils although they can formulate it cognitively in their own language (e.g. expressing a complex opinion of a text);
- classroom language: although it is suggested that English should be used as much as possible, various types of discourse represent problems for certain pupils at certain levels. It is therefore suggested that certain kinds of communication, such as instructions or explanations of (for example) linguistic features, may be in Slovene, in order to facilitate understanding and ensure rational use of teaching time;
- quickly checking understanding of items such as individual words or phrases, grammatical structures, sentences, etc.

**Aspects related to communication****Verbal**

All the four major skills are treated as equally important. With regard to the order of acquisition of new language, it is suggested that reading and writing are postponed, and that oral perception and production precede written perception and production. The degree of postponement should vary with the age and language level of pupils.

**Verbal**

Specific priority in terms of the teaching/learning sequence within new language items introduced is given to oral skills in the recommended methodology. In the upper grades, the priority is on reading before writing in order of development.

(†) The present summary table contains information on the curriculum for English only.

## Objectives / Contents

## Aspects related to communication

All four major skills are identified. They are further divided into sub-skills. These objectives are then specified in further detail, taking into account the variables used to differentiate between them. The variables are texts (with lengths and other characteristics defining their difficulty), tasks (guided/free, cognitive requirements), the type of response (e.g. verbal/non-verbal, in English/Slovene) and the degree of expected appropriacy and accuracy.

Listening: locating specific information and understanding important details, the gist and the communicative context of different texts (conversations, instructions, adverts, stories, reports, descriptions and songs, etc.).

Speaking: mere reproduction is partly expected in the first years of learning English: introducing oneself and others, describing persons, objects, animals, etc.; talking about one's surroundings (e.g. home, country) and findings (after reading or observations). Pupils should be able to talk about and report on present and past events and activities as well as their plans for the future, and express their own opinions; simulation of shopping.

Reading: reading for a general impression, understanding main ideas; locating specific information; understanding important details, recognizing the communicative context and understanding relations between ideas or sentences; inferences about the text from extralinguistic features (pictures, etc.)

Writing: copying and writing at the word/phrase and sentence level and writing different texts, such as notes, instructions, cartoons, postcards, informal letters to pen pals, diaries, interviews, reports, descriptions and stories.

Texts of specific types are recommended for all four skills.

A list of major communicative functions is given.

In listening and reading, recognition of the communicative context (such as the speakers and the basic relations between them, their feelings and the communicative purpose of the speaker/writer) is listed as one of the objectives. In speaking and writing, taking the context into account in production/interaction is listed as one factor in successful communication.

Compensation strategies which pupils are expected to use in speaking are listed (e.g. miming, gestures, sounds, asking about the meaning, asking the speaker to repeat something, a description, a more general expression, inferring the meaning from the context).

## Methodology

## Activities

Listening and reading: examples of activities for the development of listening and reading sub-skills are recommended. They require both verbal and non-verbal responses (e.g. matching pictures with text(s), drawing, note-taking, completing texts, problem-solving). They might be pre-listening/reading, while-listening/reading and after-listening/reading activities.

Speaking: types of activities requiring a different context are listed (monologic as opposed to dialogic, direct as against indirect communication, such as a telephone, answering machine, etc.).

Writing: the following activities are recommended: activities for the development of writing at word/phrase or sentence level (e.g. crosswords, anagrams, sentence completion); guided writing activities, such as taking notes and expanding them into a text, writing texts with the help of model texts, notes or key words; and describing a series of pictures.

**Materials**: authentic and semi-authentic sources of language (TV programmes, films, music, etc.); use of commercial word processors, specially designed software and other items for learning English (encyclopaedias, atlases, etc.); use of information from the Internet.

## Language teaching recommendations

Listening and reading: the bottom-up approach to the development of comprehension (both listening and reading) should be combined with the top-down approach. The recommendations examine factors defining the difficulty of texts and give suggestions regarding the choice of texts at different levels. For comprehension, pupils should usually read silently (reading aloud is supposed to be for practice in pronunciation, rather than comprehension). Reading (in the upper grades) is recommended as conducive to the development of writing skills.

Speaking: it is recommended that listening and non-verbal responses precede production, especially where pupils are too inhibited to talk in a foreign language immediately, or after only minimal exposure to it. Learning to speak in English should include systematic development of communication strategies and fluency.

Writing: for the upper grades, writing which goes beyond the simple practice of grammar at sentence level is recommended, along with the process approach; brainstorming and ordering of ideas, expanding them into paragraphs, and where feasible, into a text, following the process of drafting, editing and revising.

For faster and easier composition, editing and revision of texts, pupils are advised to use commercial word processors.

The interrelations between different skills are emphasized, especially at textual level. Awareness of coherence and consistency can also therefore be developed through reading, etc.

Aspects related to communication	Objectives / Contents	Methodology
<p><b>Non-verbal</b> Appropriacy of non-verbal communication in a cross-cultural context.</p>	<p><b>Non-verbal</b> Appropriacy of non-verbal communication in a cross-cultural context.</p>	<p><b>Non-verbal</b> In grade 5, teachers should ensure that pupils encounter the language actively through non-verbal or minimal verbal responses, and delay verbal production where necessary. Miming, gestures, etc. are cited as supporting communication, provided they match the verbal message and are appropriate to the intra-cultural and cross-cultural context.</p>
<p><b>Grammatical aspects</b></p>	<p><b>Pronunciation</b> Perception and interpretation of sounds, rhythm, stress and intonation. Pupils should pronounce comprehensibly and distinctly, and use accent, stress and intonation. They are not expected to speak and pronounce like native speakers. As regards phonology, differentiation between spoken and written English is cited as an objective in the reading and writing section.</p>	<p><b>Pronunciation</b> <b>Activities:</b> activities for acquisition of the sound system of English, including its stress, rhythm and intonation are recommended (e.g. rhyming words, tongue twisters, rhymes, etc.). <b>Materials:</b> use of all different language (re)sources is expected. <b>Language teaching recommendations:</b> there is no special preference for any of the variants of English. Instead, it is treated as a language of international communication.</p>
<p><b>Grammar</b></p>	<p><b>Grammar</b> There is a list of grammar categories describing the expected language performance of students with regard to the grammatical items listed. Grammar covers the morphological and the syntactical level explicitly. The grammatical items are further described in a functional way and at productive level (e.g. in the past simple tense, pupils express past events and states).</p>	<p><b>Grammar</b> <b>Activities:</b> communicative activities, such as open-ended, information gap exercises are recommended. It is also suggested that teachers organize grammar-learning activities at different levels: recognition and understanding of grammar, its recall and use in a limited, guided context and its free, productive use in speaking/interaction and writing. <b>Language teaching recommendations:</b> grammatical aspects are an integral part of the communication objectives. Teachers are advised to take levels into account when designing both language learning activities and assessment. It is also suggested that, where a particular point is not fully developed at a given time, activities dealing with the same point but in different contexts should be introduced at later stages, so that students have sufficient opportunities for becoming familiar with it (cyclical approach). <b>Materials:</b> authentic and semi-authentic materials which correspond, both linguistically and in other ways, to the age, interests and language ability of pupils, are recommended.</p>
<p><b>Lexis</b></p>	<p><b>Lexis</b> Recommended topics and types of vocabulary items are listed for each stage. All lexical fields in the classification are referred to. In addition, some items are derived from global issues, such as climate, the environment, discoveries, inventions and modern technology.</p>	<p><b>Lexis</b> <b>Language teaching recommendations:</b> the importance of lexis is emphasized. Criteria are recommended for the selection of vocabulary items to be learnt at both receptive and productive level. Word formation is dealt with in the vocabulary section.</p>



	Objectives / Contents	Methodology
<p><b>Grammatical aspects</b></p>		<p>Within the 'topic' section, it is recommended that students also contribute to the selection and development of topics. It is suggested that the latter should be chosen with regard to several criteria (such as moving gradually outward from self to broader issues concerned with the surroundings of pupils and, finally, to a global perspective on the same topic; co-ordination with other subjects and the cross-curricular aspect; the interests of pupils, actual needs at a certain stage, pedagogical worth, etc.) The importance of the contextualization of vocabulary is also emphasized. It is recommended that teachers help pupils develop strategies to increase their receptive and productive vocabulary, such as use of visual and other clues, associations and inferring and, later, extensive reading. Language learning games and the use of different types of support are also recommended.</p>
<p><b>Socio-cultural aspects</b></p>	<p><b>Reflecting on language</b> Making comparisons between Slovene and the foreign language is recommended when it improves learning.</p> <p><b>Knowledge of other cultures</b> Pupils demonstrate awareness of their own culture and their interests in other cultures. They learn about the countries of the target language, as well as their characteristics, civilization (with an emphasis on the comparative aspect), culture and other achievements. Pupils should be willing to reflect on their own customs and behaviour, and those of people who speak the target language, and learn to understand their own and other people's feelings and emotions. Development of the cultural values of pupils.</p> <p><b>Understanding people from other cultures</b> Awareness of the similarities and differences and the development of respect for them.</p>	<p><b>Reflecting on language</b> <b>Language teaching recommendations:</b> teachers are advised to build up their pupils' understanding of the form and use of English with reference to the resources of Slovene and their knowledge of other languages.</p> <p><b>Knowledge of other cultures</b> <b>Materials:</b> the use of authentic materials, including appropriate literary works (stories, songs, etc.), pictures, videos, TV clips. Working with guests – native speakers in the classroom – is suggested as an important way of acquiring familiarity with a language. <b>Language teaching recommendations</b> It is recommended that all topics should be used for the development of social-cultural awareness. Exploitation of everyday classroom situations is also recommended for the same purpose. Teachers are strongly advised not to introduce target language cultures in isolation, without the comparative dimension, particularly in the early stages. This is consistent with the reasons for learning a foreign language at this stage (namely, to talk about oneself and one's immediate context, rather than discussing more remote issues). Reference is made to cross-curricular links, with recommendations to plan topics and instruction with teachers of other school subjects.</p> <p><b>Understanding people from other cultures</b> <b>Language teaching recommendations:</b> it is suggested that, in getting to know themselves and others and by becoming familiar with their similarities, differences and otherness, pupils will develop sensitivity and tolerance, as well as the attitudes needed for successful coexistence and cooperation in the modern world.</p>

	Objectives / Contents	Methodology
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Pupils learn about and develop strategies for autonomous learning (planning, organization, focused learning, association, note-taking, etc.). They should develop skills for the use of appropriate reference materials, such as textbooks, dictionaries and similar resources. Students should be encouraged to form personal learning objectives, monitor their achievements, assess and strive to improve them. It is recommended that alongside language skills complex thinking skills are developed.</p> <p><b>Fostering personality development</b> Ability to work in teams, cooperate with others and engage in mutual support rather than competition.</p>	<p><b>Fostering independent learning</b> <b>Activities</b> For reference material: getting one's bearings in a book or on a page, using the table of contents and indexes, understanding instructions, etc.; for dictionaries: matching pictures with appropriate labels, finding entries, understanding the function of words, the explanations of meaning, and phonetic script. <b>Materials:</b> use of printed material (source books, other reference books, etc.); use of dictionaries (picture, bilingual, monolingual). <b>Language teaching recommendations:</b> some of the recommendations about fostering independent learning are included in the recommendations for developing certain skills or language areas, such as vocabulary.</p> <p><b>Fostering personality development</b> <b>Language teaching recommendations:</b> recommendations are mainly included in the development of language skills, and include raising awareness of possible manipulation of information, e.g. messages of commercials (listening/viewing or reading). Teachers are to pay attention to the fact that personality development depends on classroom organization and management (e.g. encouraging work in pairs and in groups, collaborative effort, shared responsibility), adult and peer models and attitudes towards pupils, as well as on their personalities and other individual differences, rather than on particular classroom activities only.</p>

**I. Key facts about the curriculum**

1. Exact title of the document and its year of reference (and any reissue)  
*Učebné osnovy pre 5.-9. roč. ZŠ- Anglický jazyk (Curriculum for the teaching of English from the 5th to the 9th grades of the Základná škola), approved by the Ministry of Education, 1997.*
2. Years, stages or levels concerned  
Pupils aged 10-15.  
The curriculum sets separate objectives for each grade of the *Základná škola*.
3. Foreign languages concerned  
Each foreign language offered has its own curriculum. (1)

**II. Content****Objectives / Contents****General points**

Learning a foreign language is understood not as learning about language, but as preparing pupils to be able to communicate in that language.

Teaching has to respect the needs and interests of pupils.

Dealing with mistakes: Guessing games.

Use of the mother tongue: Equivalents for both communication phrases and pronunciation, mostly directed at grammar explanation.

**Methodology****Aspects related to communication****Verbal**

No priority to any of the skills.

**Grade 5 (ages 10-11)**

Listening: understanding classroom instructions given in English; catching the general sense of the teacher's instructions, without grasping every word; understanding clear simple speech on familiar topics.

Speaking: using simple words and forming sentences to describe a picture; asking questions learned by heart.

Reading: reading and understanding commands in the textbook; pupils should be able to understand the general meaning of simple texts.

Writing: writing simple greetings.

**Grade 6 (ages 11-12)**

Listening: communicating in the classroom (teacher to pupil, pupil to pupil); pupils should recognize the general sense of a recorded voice.

Speaking: using target words and phrases learned by heart to form questions and answer them.

Reading: understanding the general sense of a short simple text; pupils should become confident in extracting information from texts; reading focused on understanding main ideas; reproducing text in simple sentences.

Writing: greetings, letters.

**Verbal****Activities**

Listening: classroom conversation; listening to a voice on tape; the text for listening is a set of short items of information or dialogue, which pupils repeat after each part (Grade 6).

Pre-listening activities (Grade 7): e.g. questions, information about the content of the text.

Speaking: descriptions, narratives, classroom discussion.

Role play is controlled: structure and content are familiar to pupils; for Grades 8 and 9, role play is free, and pupils are able to solve some familiar situations without direct help from the teacher.

Reading: understanding general meaning, looking for details, extensive reading.

Writing: exercises focused on the different format and content of written language. Project work focused on providing some written information.

The CV to be written must be appropriate to age and knowledge (Grade 7).

**Materials**

Listening: texts focused on the improvement of listening comprehension, original texts (advertisements, weather forecasts, short news bulletins, etc.); opportunities to watch foreign-speaking TV programmes. In general and for all skills, use of original material from several sources close to the child's experience.

(1) The present summary table contains information on the English curriculum only.

**Objectives / Contents****Methodology****Aspects related to communication****Grade 7 (ages 12-13)**

Listening: fluency in classroom communication (teacher-pupil, pupil-pupil);  
 Reproducing voice on a tape after pre-listening activities.

Speaking: producing simple narratives, descriptions and commentaries based on class work, class discussion and class projects - basic vocabulary and structure.

Reading: pupils should understand the general sense of short texts, and be confident in extracting information from a text; reading focused on understanding main ideas and reproducing text in simple sentences.

Writing: forming the main structure of a CV.

**Grade 8 (ages 13-14)**

Listening: understanding clear, simple speech on familiar topics (speaker in the room); pupils should react to classroom communication (teacher-pupil, pupil-pupil, pupil-teacher); extracting specific information from more complex tapes; reacting to an original text.

Speaking: describing places, persons, situations, narratives; pupils should be able to comment on classroom work, present project work and hold a class discussion.

Reading: reading English in different textual sources outside the classroom and giving short information in the classroom. Pupils may read for main points (skim) and also for specific information (scan).

Writing: preparing outlines (simple text organization) for producing written text; filling in forms with personal data.

**Grade 9 (ages 14-15)**

Listening: understanding clear, simple speech on familiar topics; pupils give their own commentary on the text they have heard, and express their own opinion.

Speaking: speaking on a new topic but with familiar vocabulary.

Reading: reading to understand the general meaning of a text, and some of its details; extensive reading.

Writing: preparing an outline in order to improve organization of a text, and then writing the text as introduced in grade 8, with a focus also on vocabulary and correct grammar; pupils should be able to write letters with specific content.

A list of communicative functions is also referred to.

Reading: magazines produced for learning English; comics (Grade 5), notes, simple guards, brochures, etc. (Grade 7); most reading material is not from textbooks (Grade 9).

**Language teaching recommendations**: in the first grades, the majority of phrases are learned by heart.

	Objectives / Contents	Methodology
<b>Aspects related to communication</b>	<p><b>Non-verbal</b> At the first stage of learning a foreign language, pupils learn to understand it through drawing, games, body language.</p>	<p><b>Non-verbal</b> Total physical response, learning through doing, direct method, visual aids.</p>
<b>Grammatical aspects</b>	<p><b>Pronunciation</b> Learning the sounds characteristic of the foreign language; rhythm and intonation; phonetic spelling of letters in the foreign language; pronunciation and its graphic representation.</p> <p><b>Grammar</b> There is a list of grammatical items.</p> <p><b>Lexis</b> All lexical fields in the classification are referred to.</p> <p><b>Reflecting on language</b> Interaction with the mother tongue. Equivalents, comparisons, similarities vs. differences.</p>	<p><b>Pronunciation</b> Rhymes, short stories, songs (learning through doing).</p> <p><b>Grammar</b> All grammatical aspects are presented in speech: ability to ask questions, form positive and negative statements, express possession, express present, past and future actions.</p> <p><b>Lexis</b> Games, crosswords, puzzles.</p> <p><b>Reflecting on language</b> Topic-based lessons.</p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Presentation of social and cultural aspects of countries where the foreign language is spoken: aspects of daily life, holidays, festivals, film, sport and songs.</p> <p><b>Understanding people from other cultures</b> Comparisons (traditions, customs etc.), highlighting contrasts.</p> <p><b>Fostering independent learning</b> Gaining independence in learning and improved use of the foreign language, and using it in practice.</p> <p><b>Fostering personality development</b> Personality development through understanding other ways of thinking and behaving.</p>	<p><b>Knowledge of other cultures</b> The social and cultural aspects have to respect the interests of pupils and their ability to understand the facts. Comparison of different aspects of life in the home country with life in the foreign country (understanding the differences).</p> <p><b>Understanding people from other cultures</b> Communicative approach.</p> <p><b>Fostering independent learning</b> Project work, raising intercultural awareness. Cross-curricular approach.</p> <p><b>Fostering personality development</b> Project work, raising intercultural awareness. Cross-curricular approach.</p>
<b>Cognitive and affective aspects</b>		

### I. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)

*Učebné osnovy gymnázia – osemročné štúdium* (Curriculum of Gymnasium – 8-year study) approved by the Ministry of Education, 1997.

2. Years, stages or levels concerned

8-year *Gymnázium*: pupils aged 10-18. The curriculum defines two separate stages (years 1-4 and 5-8). The objectives/contents are formulated separately for the two stages.

3. Foreign languages concerned

8-year *Gymnázium*: each foreign language has its own curriculum. (†)

### II. Content

#### Objectives / Contents

#### General points

The curriculum emphasizes the need to facilitate communication and promote understanding between people from different countries.

#### Methodology

In the development of speaking skills, the emphasis is on fluency, and on avoiding the continual correction of mistakes, which can have a demotivating effect. In the case of written and project work, the emphasis is on creativity, and clear presentation of ideas and content, with language mistakes gently corrected and rewritten in co-operation with the teacher.  
Use of the mother tongue: Introduce grammar rules. Practising interpretation and translation.

#### Aspects related to communication

##### Verbal

No priority on oral as opposed to written skills, or on comprehension as opposed to production; however, there is particular emphasis in the early years on the development of listening skills. At the same time, writing tasks should be kept very simple in the first year of learning.

##### Verbal

In the guide to teaching the four major skills, the importance of variety and integration of the skills is emphasised (activities suggest how the four skills may be integrated into a single lesson).

##### Listening

##### Activities (†)

Pre-listening activities: describing picture prompts and checking key vocabulary, with the teacher giving background information; ordering jumbled information before listening; discussing the topic and predicting content from a headline  
Activities while listening: raising hands, carrying out instructions, miming, listening for specific information, listening intensively, listening for gist, listening and note-taking.

Post-listening activities: proposing a title for the text listened to; describing the speaker, acting out the dialogue and inventing a new version of it.

**Materials:** original material (with a variety of accents); use of tape recorders and videos (watching and listening to films both at school and outside the classroom, in the cinema, etc.), working in pairs and in groups.

##### Years 1-4

Pupils should normally be able to:

- hold simple conversations about common aspects of their lives;
- understand clear simple speech on familiar topics, speakers in the room and voices on tape; extract specific information from more complex utterances;
- understand clear simple texts on different topics, in a style suited to their age and interests; they should be confident in extracting useful information from more complex texts (such as simple brochures, guidebooks and notices);
- produce simple narratives, descriptions and commentaries based on class work; they should be capable of using a basic vocabulary and structures appropriately in their writing.

(†) The present summary table provides information about the curriculum for English only.

(‡) These activities are also structured into years 1-4 and 5-8; however, the present summary table has combined this information.

## Secondary (continued)

Objectives / Contents	Methodology
<p><b>Aspects related to communication</b></p> <p><u>Year 5-8</u> Pupils should normally be able to:</p> <ul style="list-style-type: none"> <li>- use English in familiar, informal situations with confidence and a good degree of fluency; they should be capable of using a full range of basic structures and vocabulary;</li> <li>- adopt suitable strategies for listening, such as gist comprehension, listening for specific facts, for pleasure, etc.; they should practise listening outside the classroom (films on TV, etc.);</li> <li>- handle texts of general interest, although they are likely to have difficulty with those of a specialist, technical or academic nature;</li> <li>- produce a variety of text types, using appropriate registers, in accordance with their purpose and audience; write more formal letters; with attention to text organization, layout, and register.</li> </ul> <p>A list of <u>communicative functions</u> is also referred to.</p> <p>Consideration of the type of interlocutor, formal and informal <u>communicative situations</u>, register and style, and time and place of communication.</p>	<p><u>Speaking</u> <b>Activities:</b> responding to everyday classroom situations, reciting simple rhymes, telling simple stories, singing songs, taking part in guided dialogues and in short role plays; conversational exchanges with the teacher and classmates, communication games, acting out stories and sketches, describing pictures, making up stories, taking part in discussions, debates, etc. <b>Materials:</b> use of videos and tape recorders, working in pairs and in groups.</p> <p><u>Reading</u> <b>Activities:</b> matching texts to pictures, completing a chart using information from texts, ticking-the-box comprehension exercises, drawing or completing a picture based on a text; short-answer comprehension questions, labelling a diagram using information from a text; carrying out instructions, organizing sentences in a jumbled text, verifying facts, reorganizing jumbled texts; matching summary sentences to paragraphs, guessing unknown words from the context, reading and note-taking; continuing stories, writing an alternative ending, summarizing, reporting on a text, expressing feelings and opinions about the content of a text. <b>Materials:</b> original materials.</p> <p><u>Writing</u> <b>Activities:</b> straight copying, copying jumbled sentences to make a text; fill-in activities such as completing a form or questionnaire, completing sentences with personal information or completing a text using information pictures; writing letters, poems, stories; project work, wall magazines, wall posters, filling in forms and questionnaires; writing CVs, letters, applications, advertisements, poems and short stories; project work, making class magazines and newspapers. <b>Materials:</b> original materials.</p> <p><b>Non-verbal</b> Entirely physical response, guessing games, drama (acting).</p>
<p><b>Non-verbal</b> Understanding through non-verbal communication.</p>	<p><b>Non-verbal</b> Entirely physical response, guessing games, drama (acting).</p>
<p><b>Grammatical aspects</b></p>	<p><b>Pronunciation:</b> <b>Activities, materials and language teaching recommendations</b> <u>Years 1-4:</u> early activities focus on the sounds of English – pupils demonstrate understanding through physical activity and through pen and paper exercises. Active listening to different voices, dialogue and monologue, and to the recordings. <u>Years 5-8:</u> authentic material and a variety of accents (using TV programmes, films on video, cinema).</p>

## Secondary (continued)

	Objectives / Contents	Methodology
<b>Grammatical aspects</b>	<p><b>Grammar</b> A list of grammatical items is referred to.</p> <p><b>Lexis</b> Vocabulary of attitudes and opinions (criticism, irritation, opinions, regret, surprise).</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>	<p><b>Grammar</b> <b>Language teaching recommendations:</b> grammar should be taught within a communicative context. This means that, along with grammatical form, students should also build up knowledge of meaning, function, appropriacy and context. Teaching should focus on increasing the grammatical performance of pupils, as well as their competence, by not moving too fast through the grammar syllabus. For the same reason, they should provide motivating grammar activities with plenty of revision and practice, constantly revise grammar in different situations, allow active learning and exploration, and encourage students to make their own hypotheses about meaning and grammatical rules and to use language to express their own ideas rather than completing grammatical exercises.</p> <p><b>Lexis</b> Role-play, classroom discussion, guided panel discussion.</p> <p><b>Reflecting on language</b> <i>No explicit information.</i></p>
<b>Socio-cultural aspects</b>	<p><b>Knowledge of other cultures</b> Consideration of cross-cultural topics, especially where the introduction of a cultural studies component into the language programme is recommended.</p> <p><b>Understanding people from other cultures</b> <i>No explicit information.</i></p>	<p><b>Knowledge of other cultures</b> <b>Materials:</b> authentic materials (magazines, BBC English, graded readers, etc.). <b>Language teaching recommendations:</b> the syllabus states that pupils are not required to learn facts about the literature, history or geography of English speaking countries – although all these topics may be used as the basis for communication activities or language skills work. Themes like the environment, town planning, drugs, smoking, the death penalty, vegetarianism and animal rights are recommended in order to acquire familiarity with the civilisation and socio-cultural aspects.</p> <p><b>Understanding people from other cultures</b> Possibility of giving a living example by having native speakers attend the same school/class.</p>
<b>Cognitive and affective aspects</b>	<p><b>Fostering independent learning</b> Ability to use English-English dictionaries as an aid to comprehension and for a range of information on words and phrases. Awareness of the importance of well-organized learning (the development of study skills is emphasized). Fostering learner independence.</p> <p><b>Fostering personality development:</b> The development of critical thinking by comparing life in Slovakia with life in other countries.</p>	<p><b>Fostering independent learning</b> <b>Activities:</b> written projects and class presentations based on pupils' particular interests.</p> <p><b>Fostering personality development:</b> Self-study centres.</p>



# ACKNOWLEDGEMENTS

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**Layout and Printing:** Les Éditions européennes, Brussels, Belgium

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Directorate-General for Education and Culture



# PROFILE of ...

## Foreign Language Teaching in Schools in Europe



European Year of Languages 2001



**This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture).**

Available in German (*Kurzfassung: Der Fremdsprachenunterricht an den Schulen in Europa*), English (*Profile of ... Foreign Language Teaching in Schools in Europe*) and French (*L'essentiel de ... L'enseignement des langues étrangères en milieu scolaire en Europe*).

**D/2001/4008/4**  
**ISBN 2-87116-314-6**

This document is also available on the Internet (<http://www.eurydice.org>).

Text completed in December 2000.

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*Printed in Belgium*

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The *Profile* series comprises overviews of the studies carried out by the Eurydice European Unit (EEU) in close collaboration with the National Units of the Eurydice Network and, in certain cases, external experts.

These summaries are drafted by the EEU which is exclusively responsible for their content.

They are made available in accordance with a policy for publicising the output of Eurydice in a way that meets a wide variety of information requirements on the part of many different users.

This summary refers to the study: *Foreign Language Teaching in Schools in Europe*, available from the Eurydice European Unit.

2001, 372 p. - ISBN 2-87116-311-1.



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# COUNTRY CODES

<b>EU</b>	European Union
<b>B</b>	Belgium
<b>B fr</b>	Belgium – French Community
<b>B de</b>	Belgium – German-speaking Community
<b>B nl</b>	Belgium – Flemish Community
<b>DK</b>	Denmark
<b>D</b>	Germany
<b>EL</b>	Greece
<b>E</b>	Spain
<b>F</b>	France
<b>IRL</b>	Ireland
<b>I</b>	Italy
<b>L</b>	Luxembourg
<b>NL</b>	Netherlands
<b>A</b>	Austria
<b>P</b>	Portugal
<b>FIN</b>	Finland
<b>S</b>	Sweden
<b>UK</b>	United Kingdom
<b>UK (E/W)</b>	England and Wales
<b>UK (NI)</b>	Northern Ireland
<b>UK (SC)</b>	Scotland
<b>EFTA/EEA</b>	European Free Trade Association/European Economic Area
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## **Introduction**

During the second half of the 20th century, in the aftermath of two world wars, Europe realised that peaceful coexistence depended on closer cooperation between its countries in the recognition that they were equal partners. The communication and exchange of information needed to improve their mutual understanding of the varied economic, social and cultural circumstances confronting them became the main basis for the development of common strategies of benefit to all. Only citizens with relevant linguistic ability and skills in cross-cultural communication could establish the channels of communication required for successful cooperation. This led to unprecedented interest among educational policy-makers in promoting the teaching of foreign languages and greater knowledge of their corresponding cultures.

This trend was reinforced by the Council of Europe and the European Community which in 1976 (1) called on Member States to extend language teaching and learning, and encouraged them to ensure that all pupils would learn at least one European foreign language. During the next two decades, teaching and the promotion of languages and innovative language teaching methods were at the heart of further Community actions and programmes. In 1995, the European Commission's White Paper, *Teaching and learning – Towards the learning society*, stated that 'upon completing initial training everyone should be proficient in two Community foreign languages'. And the knowledge of at least three languages was declared an essential qualification for citizens willing to make a full contribution to the construction of an integrated Europe and to benefit from the professional and personal opportunities offered by the single market.

## **Grounds for the study**

As a result of the foregoing, educational authorities in all the countries concerned started to pay closer attention to policies promoting foreign language teaching. Given

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(1) Resolution of the Council and of the Ministers of Education, meeting within the Council, of 9 February 1976.

the planned enlargement of the Union and progress towards steadily closer European integration, increasing emphasis was bound to be placed on the need for foreign language skills. The realisation that this was so and the declaration of 2001 as the 'European Year of Languages' made a review of the language teaching policies of the 29 countries involved in the Socrates programme more timely than ever. Such was the context in which, following a first report already published in 1992, Eurydice was asked to prepare a study containing a comparative survey of policies for foreign language teaching, and an analysis of the objectives and content of foreign language curricula. It was intended that the study should also consider current teaching methods, examine the choice of languages on offer, and provide a valuable insight into the training of foreign language teachers. This initiative has now resulted in the publication of *Foreign Language Teaching in Schools in Europe*, the Eurydice study summarised in the present brochure.

The outcome of over two years of intense consultation and analysis of data obtained from national and international sources, the study undertakes a thorough exploration of the position of foreign language teaching in Europe, while also reviewing the use of minority and regional languages in European education systems. It is intended that the book should serve as a useful reference source for policy-makers in their continued efforts to improve foreign language teaching, while providing more general information to all those with an interest in this field.

## ***A few methodological markers***

The study, *Foreign Language Teaching in Schools in Europe*, has been written by the Eurydice European Unit in close cooperation with the National Units of the Eurydice Network and national experts in the field of foreign language teaching. It was prepared on the basis of five questionnaires completed by the National Units in the 15 EU Member States, the three EFTA/EEA countries and the 11 pre-accession countries now within the Network, following extensive consultation with their national partners. The exceptionally rich and varied information contained in the national descriptions will be published on the Internet (<http://www.eurydice.org>) during the first half of 2001. The information on Community action in the field of foreign language learning was supplied by those in charge of the Lingua programme in the Directorate-General

for Education and Culture of the European Commission. Further valuable information, particularly on the subject of education in multilingual environments, was also derived from several specialised publications.

For the purposes of this study, the term 'foreign language' is applied to any contemporary language described as such in national curricula or other official documents, even though alternative terms such as 'living', 'modern' or 'second' language may often be used in some countries.

Information covered by this study relates mainly to primary education and the lower general and upper general levels of secondary education, as classified under the new ISCED 97 <sup>(?)</sup> levels 1 to 3. However, some parts of the study also contain information relating to ISCED level 0 (pre-primary) and ISCED levels 5 and 6 (higher education).

The statistical data used to illustrate past and current trends in foreign language teaching were taken from the UOE (Unesco/OECD/Eurostat) source of data comprising internationally comparable statistics on key aspects of education systems. Unless explicitly stated, the year of reference is the 1998/99 school year.

## ***Europe – an area of linguistic and cultural diversity***

**The rich variety of languages and cultures within Europe is an asset that all countries covered by the study are fully committed to preserving and promoting with the support of their education systems.**

Over 40 indigenous languages have a place in the education systems of Europe. Whether they are used as a medium of instruction or are taught as subjects in their own right, they are clear evidence of a desire to protect the European linguistic heritage. Educational authorities in all countries recognise the dominant role of state language(s) and their mastery by all pupils is firmly encouraged. At the same time, native speakers of the minority or regional languages of Europe have plenty of opportunity to promote and extend their use.

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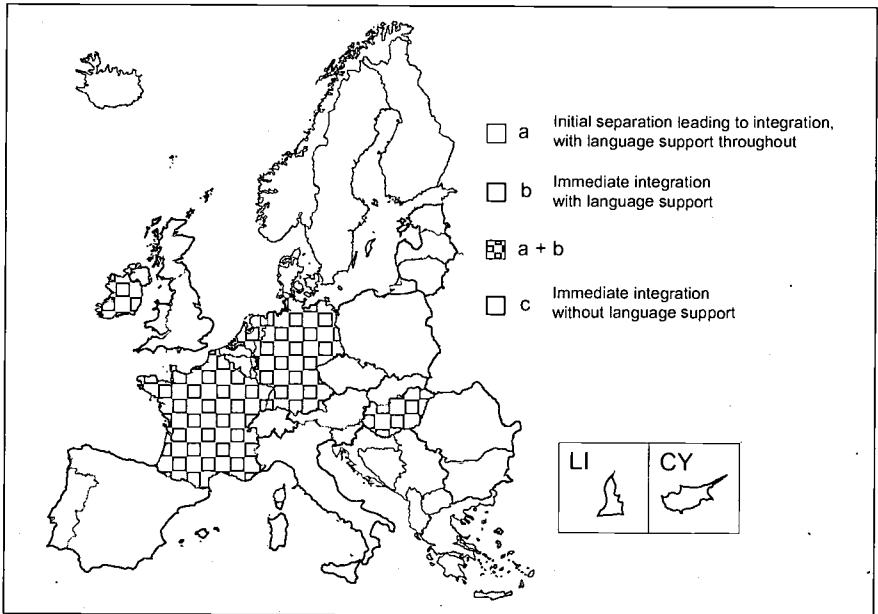
<sup>(?)</sup> International Standard Classification for Education.

Indeed, the promotion and preservation of all such languages has become a foremost priority at both national and European levels. Individual countries are committed to using regional or minority language(s) as languages of instruction and to officially recognising the qualifications obtained by the pupils so taught. In only a handful of regions is use of the minority language compulsory for some or all of the instruction offered to all pupils living in the region concerned. Some countries have also started to offer such minority/regional languages to non-native speakers as part of their foreign language teaching provision.

At Community level, there have been many recommendations relating to the teaching of indigenous European languages, so that all citizens can take full advantage of cultural and economic opportunities within the Union. Special emphasis has been placed on the need for the more widespread teaching of less widely used and less taught languages. One of the most recent initiatives is the Community action to promote and safeguard regional and/or minority languages and cultures. It not only encourages the teaching and learning of such languages but also the development of European-level networks and exchanges of experience.

Concern for the principle of free movement within the EU, no less than the growing influx of non-EU citizens, have prompted an overhaul of ways in which pupils of foreign mother tongue are integrated into mainstream education. While the one or more official language(s) of the country of residence are the focal point of measures directed at these pupils, there is increasing emphasis on ensuring that they remain proficient in – or improve the use of – their mother tongue. This change in approach has been based on an awareness that schooling and socialisation are easier if children relate easily to their ethnic and cultural identity, of which the native language is an integral part. Countries are divided over the best method of integrating pupils of foreign mother tongue into mainstream education. Some believe that integration should be delayed so that they can first acquire an adequate knowledge of the host country language. However, the majority of countries favour immediate integration and offer pupils language support while attending mainstream classes. In this case, their daily contact with their peers (for whom the host country language is the mother tongue) is seen as an additional advantage.

**Figure 1: Catering for pupils of foreign mother tongue embarking on compulsory education in the host country. 1998/99 school year**



Source: Eurydice.

Additional notes

**Germany:** The measures employed vary from *Land* to *Land*.

**France:** Depending on their geographical location, schools may offer reception classes or opt for immediate integration.

**Czech Republic:** Since 1999, schools whose catchment area has a centre for asylum-seekers may organise reception classes for children from the families concerned. In the year 2000, six schools offered such classes.

**Hungary:** It is left to schools to decide whether to provide reception classes for pupils of foreign mother tongue or to bring them into mainstream classes with support in learning Hungarian. The Office for Immigrants and Refugee Affairs bears the cost for such tuition.

**Poland:** A planned amendment to the Act on the Education System provides for the introduction of reception classes and/or supplementary lessons for pupils of foreign mother tongue.

## ***A growing emphasis on language skills***

The need to equip European citizens with appropriate linguistic and intercultural skills has in many countries resulted in more compulsory foreign language teaching often at an earlier age, an increase in the overall time devoted to such teaching at school and a broader range of languages on offer there.

### ***Foreign languages as compulsory subjects***

As far back as 1974, compulsory teaching of at least one foreign language within the minimum curriculum <sup>(3)</sup> was the norm in all but two participating countries, namely Ireland and the United Kingdom (except Scotland). Foreign language teaching in the United Kingdom was not compulsory at that time because of the autonomy enjoyed by individual schools prior to the introduction of the National Curriculum. Each school was therefore free to decide for itself whether its pupils had to learn a foreign language. Elsewhere throughout the Community, foreign language teaching was only compulsory in secondary education, except in two linguistically special regions, the German-speaking Community of Belgium and Luxembourg.

By 1998/99, all pupils throughout Europe studied at least one foreign language during compulsory education, while increasing numbers started to do so at primary school level. A foreign language had become part of the minimum curriculum in all countries except Ireland where pupils are, nevertheless, strongly encouraged to study one. Indeed, the majority of countries have now included a second foreign language within the range of compulsory subjects. And a further six countries give their pupils the chance to study a second foreign language by making it mandatory for schools to include this second language among their compulsory curriculum options <sup>(4)</sup>.

In upper secondary education, schools in an even larger number of countries now have to teach two compulsory foreign languages. The central and eastern European countries, in particular, place great emphasis on language provision for pupils who stay at school beyond the age of compulsory education.

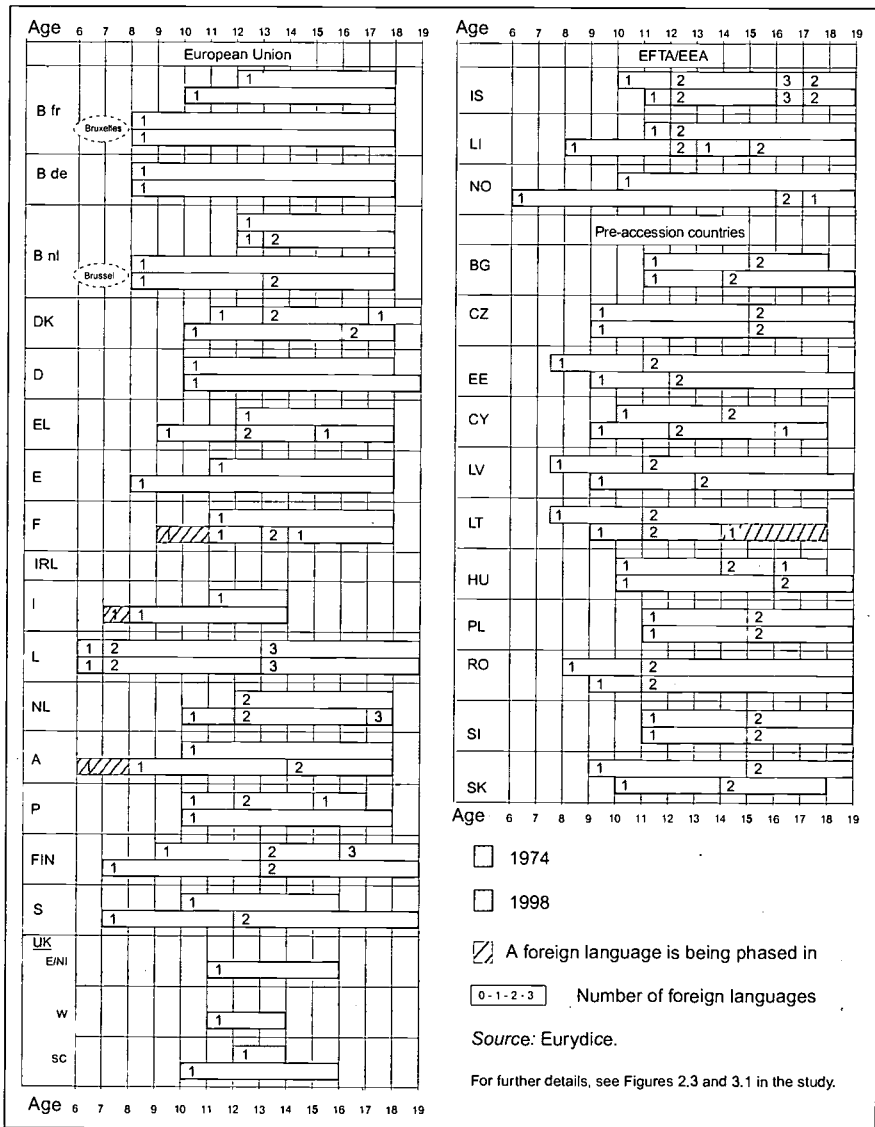
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<sup>(3)</sup> The minimum curriculum is a compulsory educational curriculum drawn up by central education authorities in the form of a common core of subjects that must be taught to all pupils.

<sup>(4)</sup> A compulsory curriculum option is one of a set of subjects offered by the school, from which pupils have to select a limited number in order to cover part of their minimum curriculum.



Figure 2: Provision of compulsory foreign languages within the minimum curriculum at primary and general secondary levels (reference years 1974 and 1998)



Additional notes

See p. 12.

Additional notes

**Denmark:** In 1998, pupils wishing to continue their education beyond compulsory level had to study a second foreign language from the age of 13, although it was not part of the minimum curriculum.

**Luxembourg:** Pupils in the 'classics' section, begin their third compulsory foreign language at the age of 14.

**Portugal:** In 1998/99 and 1999/2000, pupils who did not choose to study a second foreign language as a compulsory curriculum option in the final stage of *ensino básico* have been obliged to study two languages at upper secondary level.

**Finland and Sweden:** The age at which teaching of the first foreign language as a compulsory subject begins may vary between 7 and 9, or sometimes 10 in Sweden. In Sweden, the age at which pupils start to learn their second compulsory foreign language is also variable (12 or 13).

**United Kingdom (E/W/NI):** Before the *National Curriculum* was introduced following legislation in 1988 (1989 in Northern Ireland), there were no compulsory school subjects apart from religious education. The statutory requirement to study a foreign language can be waived for individual pupils aged 14-16 so that they can attend work-related learning programmes.

**United Kingdom (SC):** In these diagrams, curriculum guidelines are considered to correspond to a minimum curriculum. Teaching of the first compulsory foreign language begins when pupils are aged 10 or 11.

**Norway:** Only those pupils who have selected a foreign language as one of their compulsory curriculum options between the ages of 13 and 16 do not have to study a foreign language as a compulsory subject between the ages of 18 and 19.

## ***An early start to foreign language learning***

There is still no firm expert consensus as to whether early foreign language learning is in itself conducive to better language learning later in life. A study prepared under the auspices of the European Commission <sup>(5)</sup> has issued a number of recommendations to consolidate the benefits of language learning at an early age. The authors stress the importance of continuity and smooth transition between different educational levels as regards teaching objectives, content and methods. If followed through, these recommendations could have far-reaching consequences for curriculum development, the organisation of language teaching, the training of teachers and the range of languages offered.

Despite possible shortcomings in the provision of language teaching at an early age, this is the general trend. Countries which encourage such provision either include it in the minimum curriculum or rely on schools to take advantage of their curricular autonomy to provide it. In the first group of countries, in which teaching of a foreign language has become compulsory for all pupils, this begins when they are aged between 8 and 11. In some countries, current reforms are lowering this age-range still further. Before any reform

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<sup>(5)</sup> Blondin, Ch. et al. (1998) *Foreign languages in primary and pre-school education: context and outcome*. London, Centre for Information on Language Teaching and Research (CILT).

is finalised, its feasibility and effectiveness are generally tested in pilot projects, the results of which determine whether the change will be fully implemented and, if so, in what form. Even earlier exposure to foreign language teaching is sometimes provided in schools that are autonomous enough to decide for themselves the age at which it should first occur. In such schools, pupils no more than 3 or 4 years old are introduced to languages other than their mother tongue. Often this initial stage is simply intended to create early awareness of other languages and cultures.

In contrast to the foregoing general trend, some central and eastern European countries, and in particular the Baltic countries, have in recent years actually raised the age at which a foreign language is learnt for the first time. This is because they have abandoned the teaching of Russian as the main foreign language which pupils formerly started learning when they were very young indeed.

### ***The amount of time devoted to foreign language teaching at school***

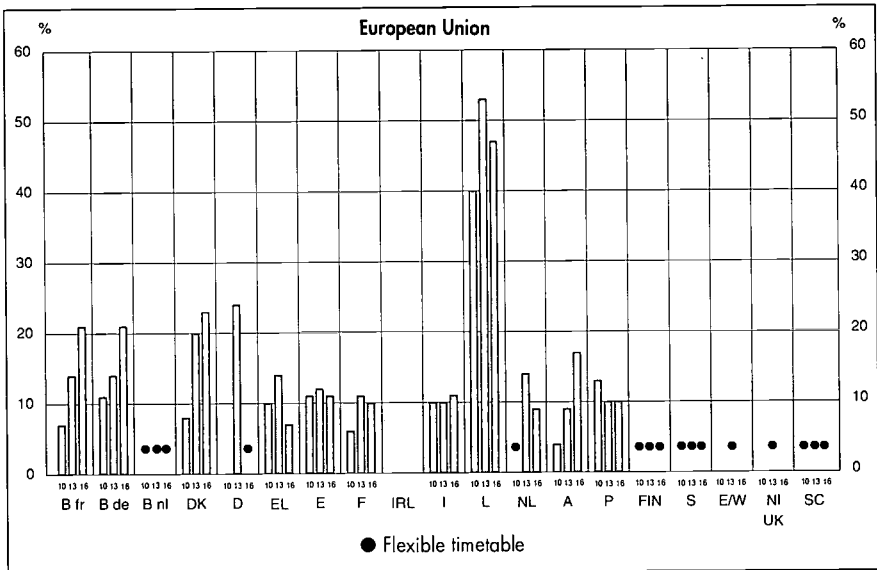
A comparison of annual teaching hours reveals that the time allocated to foreign languages at the outset is generally less than the time devoted to mathematics and the mother tongue. During the first few years of foreign language teaching, an average of three to four hours a week are allocated to it.

As pupils progress through school, they devote more time to foreign language learning. Once they reach upper secondary education, the time allocated to foreign languages in general equals or is greater than the time allocated to the other two core subjects (mathematics and the mother tongue).

### ***A wide choice of foreign languages***

In the majority of countries, the potential range of languages on offer at schools is determined by the curricula. In practice, however, only very few schools actually offer the full possible list. Some of them lack specialist teachers for specific languages, while others are unable to enlist the minimum number of participants required for certain language classes, or wish to safeguard continuity of provision from one educational level to the next. Others let themselves be guided by linguistic preferences expressed by pupils or their parents, or base their offer of languages on longstanding previous practice.

**Figure 3: Recommended minimum number of hours for the teaching of foreign languages as a percentage of total time allocated to all compulsory school subjects at the ages of 10, 13 and 16. 1998/99 school year**



Source: Eurydice.

Explanatory note

Where no data is given, this indicates that the teaching of foreign languages is not compulsory at that/those age(s). In some countries, similar recommendations as to the minimum number of hours allocated to foreign language teaching may be made either under the compulsory curriculum option category and/or in circumstances under which schools are free to allocate a number of hours to subjects of their own choosing. No data relating to either of these possibilities is shown in this Figure. The term flexible timetable refers to situations where schools have complete autonomy with regard to all subjects in the curriculum.

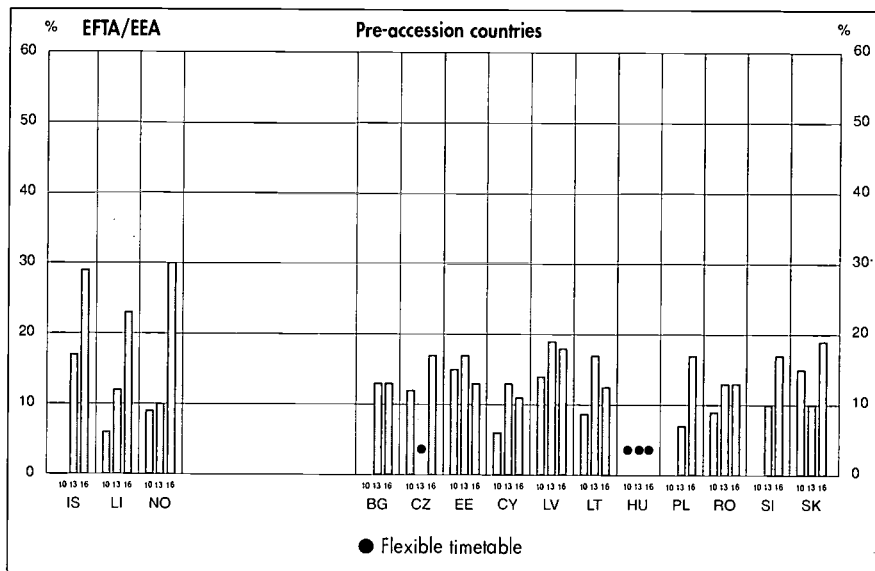
Additional notes

**Germany:** The Figure includes no data corresponding to pupils aged 10, because the information available related to those aged 9 (the age which corresponds to that of the last year of primary school). At the age of 13, the annual number of hours per subject is an average based upon the number of hours per week for a class in the 8<sup>th</sup> year of education in all types of education in the different *Länder*.

**Austria:** Refers to the fourth year of the *Hauptschule*.

The factor liable to limit the choice of a foreign language most of all is the requirement that a specific language must be studied as the first or second compulsory language. Eleven of the countries under consideration deny their pupils any choice in relation to the first compulsory language which, in eight of them, is English. Amongst those 11

Figure 3 (continued): Recommended minimum number of hours for the teaching of foreign languages as a percentage of total time allocated to all compulsory school subjects at the ages of 10, 13 and 16. 1998/99 school year



Source: Eurydice.

Additional notes

**Estonia:** The information on teaching hours applies to Estonian-speaking pupils. Those whose mother tongue is not Estonian follow a timetable with a greater number of hours devoted to foreign languages.

countries a further four also decide which second foreign language must be studied, thus leaving pupils no choice whatever. The remaining countries list at least two and – in the case of the United Kingdom (E/W) – no less than 19 languages as possible first and/or second languages. While this extends the scope for choice on the part of pupils, in practice schools are rarely able to offer the full range suggested. The most frequently listed languages are English followed by French and German.

The stipulation that one or more specific foreign languages have to be the compulsory language(s) clearly limits diversification. Yet, significantly, where pupils are entirely free to choose their languages, they opt for the same ones as those that are compulsory elsewhere. Thus English remains the most popular language, followed by French and German. This doubtless reflects the widespread demand for mastery of at least one of these languages (as a foreign language) in business, industry and the profes-

sions. It also suggests the need for a vehicular language to facilitate general communication between the citizens of a continent with over 40 indigenous languages.

More languages on offer does not therefore necessarily mean more diversity in language teaching. A possible solution to this dilemma might be the introduction of a second compulsory foreign language which has to be chosen from among the selection of lesser taught languages. However, the success of this strategy would depend on the feasibility of convincing pupils that they would derive personal benefit from studying less widely used languages. Efforts by the European Commission to promote the teaching and learning of the lesser used Community languages represent a first step along these lines.

## ***Teachers trained to match emerging needs***

**Initial foreign language learning at an earlier age, innovative teaching methods and a broader range of languages call for a review of the initial and in-service training of language teachers.**

### ***Combating teacher shortages at primary level***

In primary education, all subjects are traditionally taught by a single class teacher. For certain subjects, such as music, physical education and, increasingly, foreign languages, these generalist teachers are replaced by specialist teachers.

In countries with a long-standing tradition of foreign language learning at primary level, the relevant teaching skills have for a long time been part and parcel of any training of primary school teachers. Such teachers have themselves studied languages during their school career and often consolidated their knowledge during teacher training.

When countries new to language teaching at primary level started including foreign languages in their minimum curriculum during the 1990s, their generalist teachers lacked the special skills required. Some of these countries sought to remedy this through special in-service training designed to equip class teachers with the necessary linguistic and teaching skills. Others started to recruit specialist teachers originally

trained for work at secondary level. This was the preferred strategy of the central and eastern European countries, which faced the additional problem of introducing a whole new range of foreign languages. For decades, Russian had been dominant. Now, at a time of rapprochement with the European Union, these nations are seeking to improve their skills in the languages of their new partner countries. In order to combat the acute shortage of language teachers, many of them have started to recruit anyone with sufficient knowledge of the language and minimum qualifications in language teaching.

### ***The trend towards specialist teachers***

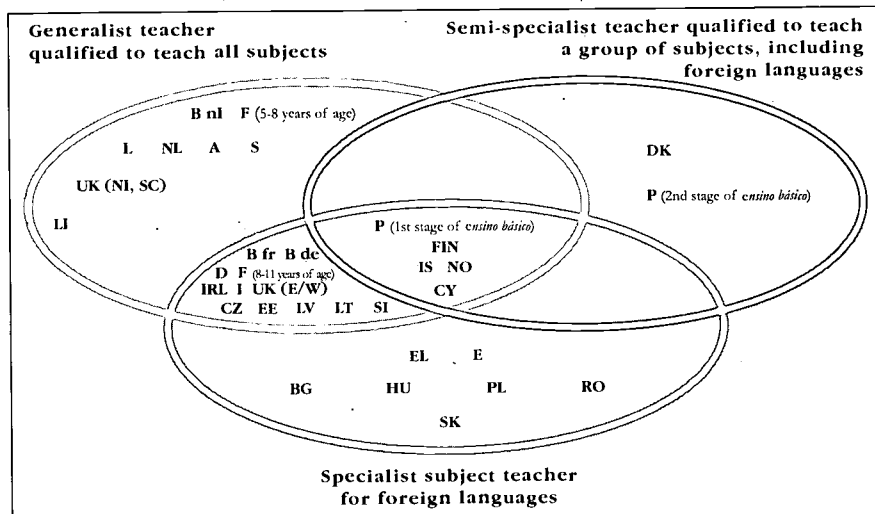
Persons specialising in the teaching of one or more foreign languages have been the norm in secondary education for decades. At a time when many countries were lowering the age of initial foreign language learning, they often faced an acute shortage of adequately trained teachers for primary education. As a temporary measure, specialised secondary teachers were called in to fill the gap but many stayed on.

The positive experience gained from the employment of these specialists convinced many educational authorities that the use of specialist language teachers at primary level should arguably be more widespread. Countries thus started training specialists for this level who, in addition to their language specialisation, were experts in the teaching methodology for the corresponding age-group. In 1998/99, the number of countries employing generalist teachers roughly equalled the number of those using specialist language teachers, while the majority of countries made use of both. In the light of the trend towards specialisation in language teaching at primary level, it may be concluded that the more recent the introduction of a compulsory language, the greater the likelihood that it will be taught by a specialist.

### ***Teacher training in the light of curricular innovation***

Most language curricula today proclaim similar objectives: ability to communicate in the target language; openness to other cultures; mastery of the four major skills (listening, speaking, reading, writing); and familiarity with countries where the language is spoken. As far as teaching methodology is concerned, all of them advocate the communicative approach, which concentrates more on successfully conveying a message than on its correct grammatical structure.

**Figure 4: Types of foreign language teacher at primary level.  
1998/99 school year**



Source: Eurydice.

Additional notes

**Belgium (B fr):** Foreign language specialist teachers trained for lower secondary education are the most commonly encountered in primary education. However, a minority group consists of primary school teachers who hold a certificate testifying to an advanced level of proficiency in the foreign language concerned. This certificate is issued outside traditional teacher training and involves passing an examination organised by a state board of examiners.

**Denmark:** The semi-specialist teacher is qualified to teach pupils in any year of the single structure (*folkeskole*).

**Iceland:** Generalist teachers are the most common, but all three types are encountered. Teachers who are qualified to teach at upper secondary level are also entitled to teach in compulsory education from the earliest years onwards. When such teachers are recruited for compulsory education, they are in most cases responsible for teaching pupils in the last three years of the single structure (*grunnskóli*).

**Norway:** Responsibility for teaching foreign languages throughout the single structure (*grunnskole*) lies with a generalist or semi-specialist teacher. However, a specialist teacher is also eligible to teach foreign languages in the second stage of *grunnskole*.

**Slovakia:** As foreign languages are not compulsory during the first four years of the single structure, only teachers of classes involved in the provision of intensive foreign language courses are shown in this figure.

In recent years, the training of teachers for both primary and secondary education has gradually been adapted to these new curricular requirements. Nowadays, teachers are trained to encourage communication, stimulate the interest of pupils in different cultures and languages and guide them in their discovery of these foreign environments.



In all countries under consideration, foreign languages are now an integral part of initial teacher training for generalist teachers in primary education. Languages are offered as compulsory or optional subjects, or in the form of specialist streams or modules. The great majority of countries also offer courses in the culture and civilisation of those countries in which the target language is spoken, and around half of the countries include linguistics in the training programme for candidates.

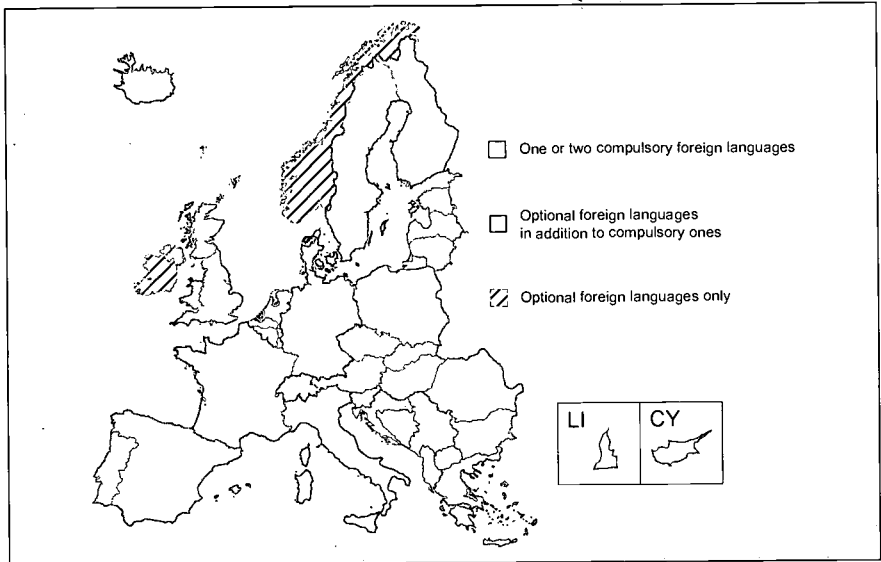
The training of secondary teachers has traditionally focused on the study of the language concerned rather than on the methodology of language teaching. The introduction of new curricula whose key objectives are communication and openness to other cultures has forced a review of secondary teacher training in favour of pedagogical skills, and cultural, socio-economic and geopolitical content. Language teachers for secondary level can choose between two main training paths: the study of languages and their corresponding cultures followed by pedagogical training; or pedagogical training accompanied or followed by a language specialisation. Both are nowadays offered in higher education. The minimum requirement for admission to these courses is the successful completion of upper secondary education or its equivalent. Some countries stipulate that languages must be a part of the school-leaving examination, and others also regulate admissions on the basis of the results obtained. Many of the pre-accession countries make admission to such training also dependent on satisfactory performance in a foreign language examination.

Many countries encourage language students to spend a certain period of time, or possibly part of their training, in a country in which the foreign language they study is spoken. Only in the United Kingdom and some German *Länder*, however, are study periods abroad a mandatory part of the training programme. Most countries continue to consider periods abroad as an optional activity. The main reason for this is their high cost.

### ***In-service training – not always mandatory but strongly encouraged***

A multitude of organisations, associations and other bodies have for many decades shown a keen interest in helping teachers maintain and improve their foreign language skills. At the forefront are higher education institutions and the educational authorities responsible for the organisation of foreign language teaching. They are supported by teacher associations, cultural organisations and the voluntary sector.

**Figure 5: Number of foreign languages in the curriculum for the first qualification in the initial training of (general lower and upper) secondary level foreign language teachers. 1998/99 school year**



Source: Eurydice.

Additional notes

**Germany:** All future secondary school teachers have to study at least two subjects or subject areas. Prospective foreign language teachers study two foreign languages or one foreign language and another subject of their choice.

**Luxembourg:** Future secondary-level teachers are trained in universities abroad.

**United Kingdom (SC):** Although only one foreign language is compulsory, students are generally advised to take two languages.

**Cyprus:** Students attending the English language faculty (in 1998/99, English was the only foreign language qualification offered) must choose three courses taught in another foreign language (French, German, Italian).

In-service training is considered a right and duty of teachers, and is crucially instrumental in ensuring that new curricular requirements are successfully translated into classroom practice. Despite this key role in the curricular reform process, in-service training for language teachers is mandatory in only around half of the countries under consideration. Training courses tend to focus on teaching methodology, but can cover many issues such as the analysis of new textbooks, language teaching to pupils with

special educational needs, curriculum development, early language learning, or the application of language skills to the world of work.

In addition, many teachers benefit from in-service training organised in the country of the target language. Such training is organised by institutions in the home country no less than by associations abroad with a particular interest in extending the use of the language concerned. It is worth noting that, in general, teachers enrol for refresher courses abroad at their own initiative. Under certain circumstances, this may entail a substantial financial outlay by them, although financial assistance from various sources is generally available.

## ***Communication as both aim and method of foreign language teaching***

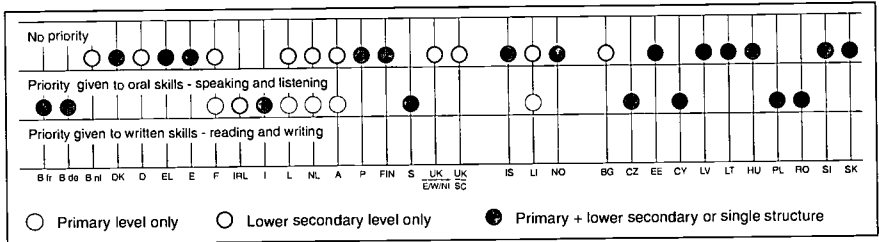
**All curricula list the ability to communicate as the prime objective of foreign language teaching and have declared the communicative approach the preferred method for achieving this aim.**

### ***The four major skills: listening, speaking, reading and writing***

Almost all curricula followed during the 1998/99 school year dated from the 1990s onwards. Those used in central and eastern European countries were adopted more recently, owing to changes in education systems following the major political upheavals of the 1990s.

The aim of enabling learners to communicate and express themselves in a foreign language is expressed in terms of four areas of proficiency known as the four major skills: listening, reading, speaking, and writing. More often than not, equal priority is attached to these skills. However, in certain countries, the skills of speaking and listening, sometimes together with reading, receive greater attention. Grammatical knowledge is generally presented as a means of achieving proficiency in communication proficiency, but not as an end in itself. The role and importance of grammar are thus subordinate to communication-related objectives. The only differences observed between countries relate primarily to the extent to which this is so.

**Figure 6: In terms of objectives, priority is given explicitly to oral (listening and speaking) or written (reading and writing) skills.  
1998/99 school year**



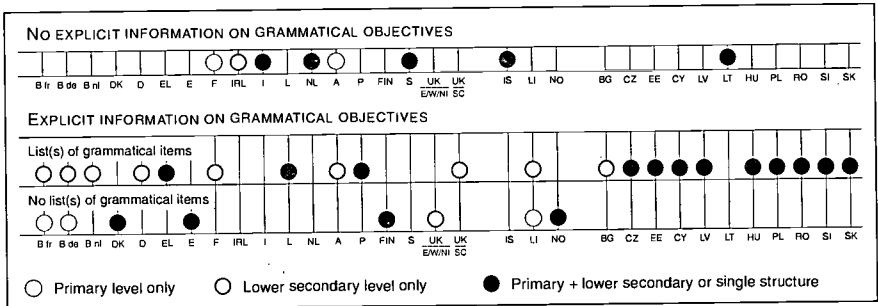
Source: Eurydice.

Additional notes

**Germany:** This information relates to the situation described in the curricula of all *Länder*.

**United Kingdom (SC):** Oral expression, aural comprehension and reading are given priority at lower secondary level. Writing is optional at lower secondary level and included at upper secondary level.

**Figure 7: Grammatical items in the curriculum.  
1998/99 school year**



Source: Eurydice.

Additional note

**Germany:** This information relates to the situation described in the curricula of all *Länder*.

## **Encouraging and enabling communication**

Teaching recommendations in all the countries studied recommend that teachers should encourage pupils to express themselves in class as often and as spontaneously as possible. Maximum exposure to the target language and limited use of the mother tongue are of utmost importance. In line with the requirements of the communicative approach, successful communication of a given message should be regarded as more important than the way in which it is conveyed, with content taking priority over form. Teachers should refrain from interrupting the flow of communication in order to point out lexical or grammatical errors. Teaching materials should be as varied and authentic as possible and reflect the interests and experience of pupils. Educational experts <sup>(6)</sup> highlight the important contribution of the communicative approach to progress in language teaching, but also point out its shortcomings. They further draw attention to the fact that organisational restrictions still prevent the reality of language teaching in schools from achieving teacher/pupil and pupil/pupil interaction on the scale and of the quality desired. This view is confirmed by surveys conducted in some of the participating countries which show that teaching suffers from limited use of the target language, lack of relevance to real life and inadequate encouragement to pupils to use the target language as a means of communication.

## **The target language as medium of instruction**

An excellent way of making progress in a foreign language is to use it for a purpose, so that the language becomes a means to an end rather than an end in itself. Referred to as bilingual education, immersion teaching or Content and Language Integrated Learning (CLIL), this method involves teaching a subject using the foreign language concerned.

The study shows that, at present, this approach is most widespread in the teaching of minority/regional languages. Over half the countries with a minority/regional language community resort to partial immersion as the preferred way of teaching both the minority and the state language. Although no clear pattern emerged as to which subjects were taught in which language, there seemed to be a specific interest in the

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<sup>(6)</sup> European Commission. Directorate-General XXII - Education, Training and Youth (1997) Learning modern languages at school in the European Union. *Studies*, 6. Luxembourg, Office for Official Publications of the European Communities.

teaching medium for history and geography. This appears to be in line with the new curricular requirements for openness to other cultures and cross-cultural competence, since no other subjects have as much influence on our perception of other countries, populations and cultures.

In the 1960s and 1970s, a number of central and eastern European countries established a parallel system of bilingual schools aimed at pupils exhibiting high attainment. They offered subjects such as geography, history, literature, economics, mathematics and chemistry in languages other than the generally used language of instruction. During the 1990s this system was made available to all pupils in the general education system although many countries still limit access by obliging candidates to sit an entrance exam. In the same period, European Union countries such as the French Community of Belgium, France, the Netherlands, Austria and Finland also launched initiatives involving CLIL. They joined Germany which, even in the late 1960s, had already established some bilingual schools.

### ***Openness to other cultures***

Studying a foreign language implies the willingness to be responsive to the culture(s) associated it. Besides promoting the acquisition of factual knowledge, this openness also fosters tolerance, respect for others and an appreciation of their skills and achievements.

All the countries covered in the study agree on the importance of cross-cultural competence and have included it in their curricula as a prime objective. Schools are encouraged to include a European or other international dimension in their programmes, and many seek to nurture a European sense of identity by making pupils appreciate the rich cultural heritage of the countries concerned.

Many public and private bodies also organise exchanges or periods of time abroad for pupils so that they can improve their linguistic skills and gain a personal insight into cultural attitudes, social conventions and the general way of life of foreign communities.

## ***Community action to promote foreign language teaching***

**The realisation that linguistic skills are essential for all citizens wanting to make an active and constructive contribution to the Europe of the 21st century has led the European Commission to play a more prominent role in promoting language teaching.**

The European Union has always encouraged the Member States to increase their awareness of the importance of multilingualism in the construction of Europe and to take action in the area of foreign language teaching.

The first initiatives of the European Community in the area of educational cooperation were aimed mainly at raising awareness among its citizens of the importance of its rich linguistic and cultural heritage. They included a number of successive measures to support all languages spoken throughout the Community. Since the *Lingua* programme, launched in 1990, subsequent Community programmes for education and training (including *Socrates*, *Leonardo da Vinci* and *Youth*) have invariably included a major linguistic dimension within their remit.

Teaching languages at a very early age, encouraging the development of proficiency in several languages and promoting a culture of multilingualism by offering a broader range of languages in curricula are all priority objectives of European initiatives. And the reforms implemented in many countries confirm that they too share these aims. European and national authorities have also recognised that the role of teachers in translating innovation into practice is pivotal, and that improving the quality of their training must henceforth be a top priority. At European level, many foreign language teaching initiatives involve the development of closer cooperation between teacher training institutions, in order to boost the mobility not only of persons but also of expertise. These European-level measures have supplemented the efforts of individual countries, which find it more difficult to implement mobility projects.

Programme activity is not the only means by which the European Commission promotes the teaching and learning of foreign languages. The European Quality Label Scheme aims, among other things, to highlight innovative language learning projects at all stages of education and training. Coordinated by the European Commission, the Scheme is essentially managed by the Member States. The development of the Euroclit network comprising all those interested in using a foreign language for learning other subjects is yet a further Commission initiative intended to promote language skills within EU countries.

## ***Language teaching in tomorrow's Europe***

The contribution of language teaching is bound to become increasingly crucial as a result of enlargement, closer European integration and globalisation. Europe's rich cultural and linguistic heritage is one of its most valuable assets but also represents one of its biggest future challenges. How will the desire to preserve an extraordinary range of languages and cultures be reconciled with the need to ensure effective communication and mutual understanding among all citizens throughout Europe?

The European Commission fully recognises the vital role of linguistic and intercultural skills in the economic, political and cultural development of a wider Union. It is therefore encouraging Member States to encourage proficiency in three Community languages, the introduction of foreign language teaching into pre-primary education, the use of foreign languages for learning other subjects and enhanced awareness of the professional and personal opportunities deriving from increased proficiency in languages.

The recognition that only citizens familiar with languages and cultures other than their own will be able to take part in and contribute to closer cooperation has led all the countries concerned to place greater emphasis on language teaching in schools. Reforms in recent decades have lowered the age at which foreign languages are learnt for the first time, incorporated them increasingly within the compulsory areas of the curriculum, and extended the range of languages on offer. Meanwhile, the pre-accession countries in central and eastern Europe have focused their language teaching increasingly on the languages of their future partners.

It is vital that all participating countries continue to pursue their language promotion strategies, in order to derive full benefit from a Union based on transnational cooperation and to strengthen the role of Europe in world affairs. If language skills are a cornerstone of educational policies, Europe's chances of achieving stability and social cohesion and of coping with the pressures of transnational migration will be correspondingly greater. More language teaching in schools must not only mean more time devoted to languages or a greater variety of languages on offer. It must also respond to the challenge of reconciling linguistic diversity with the need for means of communication that are accessible to all. Given the important role of the teaching profession within language learning, attention must also be paid to adequate investment in the training of suitable teachers in sufficient numbers and to reviewing certain organisational aspects of teaching in the classroom.



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