



Analysis – identification and collection of best practices
National Report Bulgaria





Project partnership

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1. INTRODUCTION

Foreign language learning is an important element of the Bulgarian Education since the Liberation of Bulgaria in 1878. Since then the priorities of the foreign language learning in Bulgaria have been different during the different periods.

Immediately after the Liberation the main foreign language studied and practiced in Bulgaria was French. Young Bulgarian country had chosen Belgian Constitution as a model for its own Constitution and most of the available and used law literature was entirely in French. The significant influence of French culture and language during the first decades after the Liberation was transferred from Russia where a lot of Bulgarians actively participating in the National Revival lived and studied. It is well known that aristocracy in Russia spoke mainly French.

The influence of German language increased at the beginning of the XX century. Germany and its prospering industry were highly attractive for young Bulgarians willing to study abroad. Many of them came back later to work for the development of the Bulgarian industry.

After the World War II Russian language and literature acquired the dominant influence.

The dominant language recently and not only in Bulgaria is English both because of political and economic reasons.

Foreign language learning in Bulgaria today is a priority because of several main reasons:

- The natural studiousness and love of learning of Bulgarians who want to be acquainted with and understand the culture of the other countries and use their literature and culture in original.
- Bulgarian geopolitical situation and international integration processes make our country a crossroad of significant flows of people and goods which requires a good command of foreign languages.
- The development of technologies and use of Internet requires from educated young people foreign language literacy.

There are several innovations implemented in the foreign language learning in Bulgaria:

- intensive foreign language learning combined with bilingual subject education which has started during the sixties of the XX century
- experimental education by using resumes in English and Russian during the eighties of the XX century
- foreign language learning through suggestion
- early start of foreign language learning which has started during the nineties of the XX century



2. Education policy and programs in Bulgaria

The history of Bulgarian education is an illustration of the long and hard way to non-formal and informal learning which is currently proceeding while facing new type of challenges – the globalization and the lifelong learning society. The non-formal learning tradition in Bulgaria is not smooth which explains the low results of the country according to the EU benchmarks for lifelong learning. During the last decade lots of efforts have been made to catch up and some progress is visible.

The first schools in Bulgaria originated in 9th century when the Cyrillic alphabet was created and spread out. It was a process inspired by the desire for Slavonic enlightenment and autonomy from the Hellenic culture dominating by this time in the region. This plays an important role for the decentralization / emancipation of learning. These first schools aimed at teaching the Bulgarian clerics who played important role for many years in the Bulgarian learning tradition. They followed the Hellenic traditions and practices of high culture, but also produced original works based on the national history and intellectual life. They copied many books of history, geography and other sciences, as well as produced new books and works of fine arts themselves. Thus the Bulgarian literary tradition has been founded and knowledge disseminated to the ordinary people in their own language.

The Medieval history of Bulgaria was marked by 7 centuries of Byzantine and Ottoman domination and the Renaissance started a bit later. During the 15-18th centuries only monastery schools existed. These schools were elementary and predominantly religious, and their purpose was to provide the basic reading, writing, calculation and some vocational skills. The teachers – monks and literate craftsmen or tradesmen – paid attention to each student and delivered the training after church books. This helped keep the Christian and Bulgarian identity of people. In the 18th century in the dawn of Bulgarian Renaissance many tradesmen travelled abroad and graduated from foreign schools. The wealthy people preferred to send their children to the Hellenic secular schools, which were considered more advanced and practical. The teaching was delivered in Greek. As a transition to the new Bulgarian schools there were found Hellenic-Bulgarian schools and the mutual schools, in which the more advanced students taught the junior (due to the lack of teachers) after the Bell-Lancaster methodology. In the mutual schools the training was delivered in Bulgarian and lasted for 2 years, in which the students studied grammar, moral, hygiene, natural science, geography, history, arithmetic and religion. In 19th century the class schools were established, in which the students were divided in classes by up to 30 students according to their age and learning level. Girls were also sent to school. These schools created the basis of the modern Bulgarian schools. The first contemporary high school is the Sofia University, found in 1888, 10 years after the liberation. The first written legislative articles to regulate education in the Principality of Bulgaria were introduced in 1878. In 1924, the education law for trade and industry was enacted, which divided all the country's vocational schools into



secondary, practical and additional schools. The purpose of the latter group was to raise education and qualification levels amongst employees in specific vocational sectors, who had not finished vocational or grammar schools. During the period 1944-1989, education was characterized by its highly ideological orientation, centralized administration and the weakness of education structures brought about by many reforms. In addition, there was a multiplicity of informal institutions that offered education in the form of courses, rounds and correspondence. The subject matter mainly centred on the improvement of the knowledge and proficiencies of workers in specific fields of work. Further education, as well as re-education was usually organized by factories according to changes in their workforce requirements necessitated by the economy. The Ministry of Education was responsible for overseeing further education and re-education. The Ministry of Labour, its branch ministries, and authorities were responsible for their organization.

Since 1989, the education system in Bulgaria has undergone a process of reform aimed at achieving coherence with other educational systems, especially those in the other EU countries. The Bulgarian authorities have already made, and must continue to make, considerable efforts to guarantee sustainable development of the education system with a view to providing valuable and competitive knowledge and skills for its population. Within the context of post-1989 Bulgaria, numerous transformations and new challenges were initially posed by the EU accession criteria, then by post-membership developments and as a result the lifelong learning (LLL) agenda developed slowly. A new legislative framework for adult training in Bulgaria progressively emerged through, for example, labour market training for the unemployed, continuing adult education as part of the formal education system (mainly in the form of involving schools in providing training for the unemployed), promoting a more comprehensive approach to non-formal learning and tackling the quality issues and recognition of prior learning as well as actions towards designing a national qualifications framework. Although some initial steps have been taken forward already, the process of reintegrating the education system into one whole, corresponding to the needs of the knowledge society and knowledge economy, has in practice developed slowly. Achievements are rather modest and foreign companies have mainly brought about scattered initiatives. It seems that it is still too early for the issues of identification, assessment and recognition / validation of non-formal and informal learning to appear among the priorities on the national policy agenda¹. Recent initiatives related to the implementation of the National Lifelong Learning Strategy and further development of the National Qualifications Framework are laying the foundations for the validation of non-formal and informal learning and may change the situation in the future.



2.1. The Bulgarian educational system – formal education

Formal education in Bulgaria is administered mainly by the state government through the **Ministry of Education and Science**. The education in Bulgaria is compulsory for children between 7 and 16 years. Bulgarian educational system coincides with the traditions in continental Europe. A lot of private schools have already been established and are successfully competing with the state schools.

Basic education comprises two stages: basic education first stage from form I to form IV and basic education second stage from form V to form VII. Secondary education lasts for four or five years after completion of the basic education course and is provided in three types of schools: comprehensive (general secondary) schools, profile-oriented schools, vocational (technical and vocational-technical) schools.

Higher education is provided by universities and specialized higher schools. Some universities are private. Higher education is regulated by the Law on Higher Education and the Law on Scientific Degrees and Titles.

The foreign language learning as a part of the **formal educational system in Bulgaria** is regulated by the **State Educational Requirements for Curriculum of Cultural-Educational Field of Study “Foreign Languages”**. This is a regulation document of the Ministry of Education and Science. It states the requirements for the following languages – English, Spanish, Italian, German, Russian and French.

Cultural-Educational Field of Study Foreign Languages is focused on:

- preparing the students for communication with people from different cultural and language communities in situations exceeding the native-language environment
- preparing the students for searching, discovering and understanding information from sources in foreign languages
- enhancing students’ linguistic culture
- acquiring skills for further individual learning and command of language improving

These are the main objectives of the formal foreign language learning. They are realized by establishing and developing of students’ communication competency as well as ability to perceive oral and written speech and to compose oral and written texts.

State Educational Requirements for Curriculum define the foreign language level after completion of given educational degree. The Requirements should provide the compliance of the foreign language learning results with the language preparation in the other European countries as a precondition for international acknowledgement of language qualification acquired in Bulgarian schools. The main



characteristics of the Requirements are measurability, attainability, integrity, interdisciplinary relations.

State Educational Requirements for Curriculum define level scale for the languages consistent with the five levels of the Common European Framework of Reference for Languages. Achievement of the sixth level - close to the command of language of a representative of the given culture – is not an objective of the formal education in secondary schools in Bulgaria.

The intensity of foreign language study vary at the different schools. At specialized schools it will comprise 17 teaching hours a week, at vocational upper secondary schools - 15 teaching hours a week, while at all the other types of schools it will be 6 teaching hours a week. The 8th grade will be a year of intensive study of foreign languages and ICT and/or for vocational training for all students.

2.2. Non-formal education

In the last decades non-formal foreign language learning in Bulgaria is quickly and visibly developing. There several factors influencing this process, the main of them are:

- A lot of young Bulgarians want to study abroad which requires excellent command of foreign languages.
- Most of the prestigious job position require as a must excellent command of at least one foreign language.
- The fast development in technologies and Internet.
- Formal education system provides a high quality of foreign language learning but there are different challenges to be overcome such as shortage of qualified teachers, insufficient material basis, lack of modern equipments and innovative tools, relative rigidity of the curriculum preparation, etc.
- Demand for language learning of languages not included in the formal education system.

Non-formal foreign language learning is offered for people willing to improve their language skills, people willing to pass different exams for language certificates (Cambridge Certificate for English, DELE for Spanish, DSH for German, DELF and DALF for French, etc.) or university admission in Bulgaria and abroad (TOEFL, SAT, GMAT, etc.). There are specialized courses for different types of professionals – lawyers, doctors, economists, human resources specialists, accountants, etc.

Languages taught in non-formal environment in Bulgaria: English, German, French, Italian, Spanish, Turkish, Greek, Russian, Japanese, Portuguese, Dutch, Arabic, etc. The most widespread language courses are those in English, Spanish, German and French.

Non-formal language learning in Bulgaria is available for all ages – from children in kindergartens to senior adults.



2.3. Informal Education

Informal foreign language learning is different from the formal and non-formal way of learning in regard with education procedures, methods, intentions and validation of results. However it can be estimated as an educational activity resulting in enhanced language skills. Most common forms of informal foreign language learning are learning through communication with family members, colleagues or friends, reading and using different information resources – books, textbooks, professional or lifestyle magazines and newspapers, computer-based activities, watching movies, shows, educational and scientific educational programs in relevant professional spheres, visiting museums, historical and natural sightseeing, listening to music and reading songs lyrics, etc.

2.4. Responsible policy making organizations and their priorities, current initiatives, national programmes, projects and actions

Formal Education

The general administration of the education system in Bulgaria is carried out by the state through the Council of Ministers. The management bodies of the public education system are the Ministry of Education and Science, the Minister of Education and Science, the Regional Inspectorates of Education and the heads of kindergartens, schools and servicing units. The management of education is carried out at three levels national, regional and school.

The Ministry of Education and Science makes efforts to modernize the legal basis and the entire legislation of the educational system and to set it in compliance with European standards. Since the autumn of 2005 there were discussions on the National Program for Development of Education (2006 – 2015). Initially, there were two versions containing the basic ideas and trends of the future development of the Bulgarian education system. After considerable debate in 2006 the National Assembly adopted a National Program for Development of School Education and Pre-school Upbringing and Education (2006 – 2015). This program includes analysis of the present state of school education as well as a description of some of the most important problems it faces accompanied by suggestions of how to overcome them, and more precisely.

One of the elements of the main recent reforms is the defining of the 8th grade as a year of intensive foreign language and computer and/or vocational training for all pupils.

One of the main priorities of the education in Bulgaria is foreign language learning for all students. After the elaboration of **policy for Early Foreign Language Learning** the number of schools implementing the policy is constantly increasing. A curriculum for Early Foreign Language Learning



is adopted for English, German, Russian, French, Italian and Spanish. Special attention is paid to the foreign language learning for preschool training. At preschool stage foreign language learning is an optional preparation according to the parents' and children' interests but under the programs approved by the ministry of Education and Science. Two languages learning – from 1st, from 5th grade and from 9th grade – are implemented. Foreign language learning in vocational schools is directly connected with the profession studied. There are 3 Foreign Language Learning Centres for the different professions. They are responsible for the teachers' qualifications. There are several challenges in implementing this policy mainly connected with shortage of qualified teachers and financial issues.

The Bulgarian curriculum for intensive foreign language learning is one of the first in Europe. The main principle is the integration of foreign language learning and other subjects study. Today there are more than 100 schools in Bulgaria in which 2-3 or more subjects are studied in foreign language, for example English.

This approach in foreign language learning has been implemented in other European school systems for more than 30 years and is a way of integration of form and function in the educational system. This educational type is based on four principles: contents, communication, knowledge and culture and they make it an upgrade of the traditional language learning because it provides:

- enriched learning strategies
- restructuring of the foreign language learning programs and authentic use of language
- cognitive development of students through acquiring specific terminology
- focus on significant knowledge and skills
- group work and work by pairs resulting in increased activity and self-assurance of students.

The changes in the structure of education are closely related to certain alterations in the aims of upper secondary education, which, in fact, will start being achieved during the school years to come. The major trend is connected to granting bigger personal choice of the type and level of education so that it corresponds to the personal aims of a student more fully; improving one's chance of social realization through the acquisition of more comprehensive computer and foreign language skills as well as through increasing the opportunities to get vocational training; supporting the labour market realization of students who do not continue their education to the second upper secondary stage, etc.

Non-formal and informal education

The establishment of a system for validation, evaluation and acknowledgment of skills and knowledge acquired through non-formal and informal education is a hot topic in Bulgaria. This process will include foreign language skills acquired through non-formal and informal education. The main



institutions that are responsible for this process are Ministry of Education and Science, Ministry of Labor and Social Policy, Employment Agency and National Agency for Vocational education and training. Key role in the establishment of this system is also assigned to the employers organizations. Amendments in the Employment Law include the task for the validation system in the responsibilities of the Ministry of Education and Science and Ministry of labour and Social Policy. Bulgarian authorities have elaborated several policy documents and strategies for the period 2007-2013. These include the Continuing Vocational Training Strategy (2005-2010), the Employment Strategy (2008-2015), and the Operational Programme “Human resources development” (2007-2013) etc. All of these have contributed to the elaboration of the National Lifelong Learning Strategy (2008-2013) adopted in October 2008. LLL in Bulgaria refers to the formal, non-formal and informal learning options provided at universities, qualification centers and educational organizations. The LLL program of the EC is coordinated in Bulgaria through the Human Resources Development Center. The program allows the participation of Bulgarian organizations and citizens in European projects of school education, high education, professional education and adult education and contributed to the international exchange of ideas and knowledge. A national survey on LLL has been carried in 2003 and in 2007. The results of both surveys prove the growing importance of LLL in Bulgaria. The comparison shows a raise of over 30% in the participation of some form of LLL for the period 2003 – 2007. In 2003 only 16% of the population aged 25 – 64 was involved in formal or non-formal learning; in 2007 – 48, 6% of the population has participated in LLL programs¹.

3. Good practices regarding foreign language learning; incentives/promotions for language learning

3.1. Formal education

A number of innovative school organizations – working on regional and international projects, experimental schools with new specialisations and specialities, offering additional educational services, etc., exist within the state system of education.

Teaching subjects in foreign languages at profile-oriented high-schools with intensive language learning, as well as the variations in curricula for sports schools, arts and vocational schools can be viewed as good practices.

The main topic of ongoing debates is the establishment of an efficient connection between education and the labour market. A large part of the employers declare that there is a lack of specialists with the qualifications necessary for the immediate performance of labour duties in a highly technological

¹ Statistics of the LLL Survey - <http://www.bia-bg.com/Учене+през+целия+живот+-+изследване+на+НСИ-Новини/1/MIW-gRW7I5WnIIWHUZK3YJSc9O3IdOfMhKvYZe7gRK-UdOLU9OHU1KLgdaXIFmzcx>



environment including excellent command of foreign languages. There is a significant deficiency of qualified foreign language teachers within the system of school education. Foreign language teacher mobility is assumed as an important tool for education quality increase.

There are opportunities for bilateral mobility schemes for foreign language teachers. Visits to the target language country for foreign language teachers are not compulsory and are not included into the curriculum. However, within the framework of different inter-university agreements and mobility programs, some Bulgarian universities have the possibility to organize study periods to be undertaken in the target language country. Several intergovernmental agreements also give opportunities for grants for Bulgarian students to make use of foreign academic exchange services /DAAD, British Council, Institut Français, Consejería de España.

In-service teacher training in the target language country are offered within the framework of: bilateral agreements for co-operation in the field of education, science and culture; contracts between universities (for university staff); European and regional programmes; courses offered by foreign cultural institutes in Bulgaria (French Cultural Institute, British Council, etc.) The associations of foreign language teachers in Bulgaria also offers different opportunities for in-service training by organizing conferences, seminars or by participating in education programs developed by the different teacher training institutes.

Kulturkontakt /Austria/ offers on annual basis scholarships for Bulgarian teachers. Der Pädagogische Austauschdienst also offers 10 scholarships for teacher training in Germany. Teacher training courses are regularly organized in Besançon, France. Switzerland also offers 1-week courses in Lüzern.

The school is no longer the sole and the most attractive source of information and knowledge. Quick access to unlimited sources of information is widely available due to modern technologies. The traditional concept of literacy has been gradually extended to a multimedia literacy referring to students' abilities to read, write, and communicate with digitally encoded materials - text, graphics, still and moving images, animation, sounds. The way the people learn is changed as well. The existence of non-formal learning that is not provided by an education or training institution has been widely recognised. This type of learning does not typically lead to an official certification.

3.2. Non-formal and informal education

The research made for preparing the report as well as the interviews and discussions with different foreign language learning providers in Bulgaria shows that there is a necessity for introducing best practices for more innovative and attractive language learning. Most of the organizations offering foreign language courses and trainings use for their practices well-know and worldly recognized systems leading to certification or exams passing afterwards. There are a few newly elaborated best practices some of which we present in the Best Practices templates but still it is a new challenge for



Bulgarian non-formal and informal language learning. Another very important factor is that Bulgaria a new member-state and the results of the first European projects are still to be implemented.

3.3. Other important issues

There is also another aspect of foreign language learning in Bulgaria. According to the Constitution, the official language in the Republic of Bulgaria is Bulgarian. Citizens whose mother tongue is not Bulgarian have the right to study and use their own language alongside the compulsory study of the Bulgarian language. For the pupils, whose mother tongue is not Bulgarian, an opportunity to study their mother tongue outside the state schools was provided, until Bulgaria signed the Frame Convention for the Protection of National Minorities. This means that since 1992, Armenian, Turkish, Roma, Hebrew and Greek had been taught at municipal schools. Mother tongues were studied as an extra subject from the 3rd until the 8th grade. Since 1994, they have been studied from the 1st grade on, four hours a week. After signing the convention, the National Education Act was amended to guarantee studying mother tongues at municipal schools (the state and the private ones were not included). Later, mother tongue study was included in the compulsory elective preparation, which enhanced the status of minority languages. During recent years, university subjects such as Turkish and Armenian philology, as well as teaching specialities with Turkish were opened. At the beginning of 1990s, the preparation of teachers of Roma as well as teaching Roma children in their mother tongue as a whole has progressed.

Out of 7,928,901 total population of the country (according to the last 2001 census), 6,655,210 people determine themselves as belonging to the Bulgarian ethnic group, 746,664 to the Turkish one, 370,908 to the Roma (Gypsy) group, 10,832 to the Armenian group, 1,363 to the Jewish, and the remaining part – to other, relatively small ethnic groups.

The level of human capital in the country, reflecting the educational level of the population as a whole does not differ from the average EC level. Nevertheless the fact that only 1.3% of the total number of the individuals between the age 25-64 have participated in some form of education or training it is still quite disturbing, the average EC level is 10.8%. This can have permanent negative effect on our competitiveness bearing in mind the fact that globalization has an even greater effect on the Bulgarian economy. Still the level of participation in lifelong learning, including that of people with primary and lower level of participation, is unsatisfactory. A system in professional and career guidance in the context of lifelong learning is lacking altogether. The opportunities for lifelong learning are not widely popularised. Financial mechanisms to encourage participation in training have not yet been developed. Opportunities to use the module principle in order to facilitate lifelong learning are not utilized well enough. Mechanisms for validating and accumulating the transfer of credits in the field of vocational education and training have not yet been implemented at a European level. The adult population lacks



the motivation to overcome psychological barriers in order to take part in lifelong learning. Most Bulgarian universities provide adult education in various forms, for example correspondence courses, language courses or special postgraduate courses. One widespread form of continuing education is the so-called specialization or postgraduate training for people who have already been in employment after finishing a first degree. The costs of courses in different subjects are usually borne by employers, and occasionally by learners themselves. The main goal of adult education is to improve the qualification level of the unemployed and employed persons and enable them to adapt to the rapidly changing working and living environment. Education and training is being regarded as an instrument for improving the employment situation of the socially disadvantaged people and also for their better integration into society. Adult Education and Learning is provided not only in formal, but also non-formal and informal way. The main groups of providers of formal and non-formal learning in Bulgaria are on the one hand public educational institutions such as vocational schools, universities, public VET centres, as well as Employments Centres and on the other hand private VET centres, language or computer schools, employers and associations/organizations, trade unions, NGOs and the enterprises which have their own training centres.

Until 20 years ago there only existed public schools, universities and several bigger vocational training centres and trade unions providing training and education. Non-formal learning took place in libraries, courses in arts, sports, etc. and – occasionally – in the form of seminars, trainings in the workplace, etc. Library and the so-called ‘chitalishta’ (specific local cultural and learning clubs numbering over 300 in Bulgaria) were also very active. Currently there is a variety of learning providers in Bulgaria. In formal education learners can choose among 50 accredited universities and colleges and 130 private secondary school, 50 private kinder gardens and 60 colleges. There are numerous training centres, NGOs, services addressing the human resource development and counselling, learning and leisure activities for young and elder. A small number of NGOs and institutions provide tailored trainings and education for people with specific needs. The first foreign universities and private learning institutions (language schools, art schools, training and HR development centres, vocational training centres, etc.) were established representing the liberty and variety of knowledge. The private schools were first to introduce the early foreign language learning and ICT in the education process. Another opportunity they provide is the less number of students, which enables the teacher with better impact on individual learners. The private schools were also the first that took advantage of the pre-accession funds and initiated projects under Erasmus program. The pilots concerned the intercultural dialogue, mobility of learners, knowing diverse countries, etc.

The major economic and social changes that have taken place in Bulgaria since 1989 have had an impact on the role of the vocational education and training (VET) system and its institutions, especially the public vocational secondary schools. These schools were established to serve the needs of centrally planned economic sectors of production, such as mining, ore processing, chemical and oil



products, and heavy machinery—that is, sectors that have suffered major downturns in their share of production in the past ten years. The old VET system was also designed to serve the needs of large state-owned enterprises, with their training centres providing avenue for vocational training for students in the VET systems, as was also the case in current EU8 countries. These centres are now closed down, and opportunities for practical training have become limited. Vocational secondary schools still focus on programs designed to serve the old economic sectors, such as forestry, wood processing, and chemical, metallurgical, and machine technology. However, the new emerging economy is dominated by private small and medium enterprises (SMEs) in light industries and service sectors, and the needs of these enterprises are quite different from those that prevailed in the old one. During the transition period, the labour market has experienced disequilibrium, and there is general consensus among officials and representatives of employers association that the knowledge and skills of the graduates of vocational secondary schools do not match the skill set required for the emerging job vacancies, despite the relatively low unemployment rates among its recent graduates in 2005. The situation is further aggravated by negative population growth rate and emigration. Bulgarian approach in defining qualification levels and professional competences is consistent with the approach developed by the European Qualification Framework and is based on knowledge, skills and personal qualities required for the profession. In 2005, consistent with European directives, progress was made in the mutual recognition of vocational qualifications. These developments notwithstanding, there is still significant room for improvement in the system as a whole.

4. Main didactic and methodological model(s) and means in use for foreign language learning in Bulgaria

4.1. Formal education

For formal foreign language education all materials and methodological methods are defined by the ministry of Education and Science.

4.2. Non-formal education

Non-formal education implements different internationally recognized programs and methodological models and as a whole is more flexible in creating the curriculum. Learners are active part but mainly in the learning process.

eLearning and other innovative methodological models are becoming very modern in Bulgaria. There private companies offering distant education, eLearning, etc. but as a whole this a sphere where a lot has to be done and projects like ours will bring about the development and improvement of such methodological models for foreign language learning in Bulgaria.



Special model for blind and visually impaired learners, mother tongue

The mother tongue aspect of foreign language learning in Bulgaria is regulated by national policy and is described in **3.3.3.3 Other important issues**.

Listen and Touch, Socrates project coordinated by a Bulgarian company: <http://www.listenandtouchproject.org/> The project addresses the needs of blind and visually impaired adults and young adults in learning English as a foreign language through:

- <http://www.listenandtouchproject.org/>Development of a methodology of foreign language teaching to the blind;
- Creation of a two-level English course on the basis of famous Streamline English course (by Oxford University Press) adapted for blind users and printed in Braille;
- Elaboration of a CD version of the course for blind native speakers of German, Greek and Bulgarian languages;
- English Braille Manual.

In December 2004 the project was awarded the European language label for innovative approach in teaching and learning foreign language. In 2005 Lingo study carried out by the European Commission recognised 'Listen and Touch' project among the 50 good practices in Europe motivating Language learning. In 2007 the European Commission selected „Listen & Touch“ among 70 language projects and awarded Silver Prize for Lifelong Learning.

Formal education system in Bulgaria is not flexible and the programs and requirements are followed very strictly. The environments are school and university premises. Non-formal and informal education and trainings are much more flexible and their environments vary significantly from classrooms to home environment. Non-formal learning is available during the day, in the evenings, during the weekends, intensive all-day courses. There are methods for self-learning which allow people to choose not only the time but also the environment for foreign language learning. Groups in non-formal learning tend to be smaller from 5 to 15 participants in order to provide more time and attention to each learner.

There are language courses for all levels – from beginners to advanced learners. A lot of foreign language providers offer courses for preparation for acquiring different language certificates and exams: for English: IELTS, TOEFL, Cambridge Certificates - FCE, CAE, CPE, German: DSH, French: DELF, D.A.L.F., Italian: CILS, CELI, CIC, Spanish: DELE.



5. Languages taught

Information from the National Statistics Institutes for 2008/2009 school year: the number of all the pupils in comprehensive schools is 644.800, 118.800 living in villages Females 50.4%, males 49.6%.

Early foreign language learning as an educational policy has been already widespread. The percentage of pupils studying in schools with early foreign language learning is increasing and recently is 84.5%. The biggest is the interest in English language learning - 512 766 pupils or 84.9 % of all study it.

The State Educational Requirements for Curriculum of Cultural-Educational Field of Study “Foreign Languages” regulate which languages and through which methodologies should be taught. It states the requirements for the following languages – English, Spanish, Italian, German, Russian and French.

In regard with the neighbouring countries’ languages, please consider **3.3. Other important issues.**

In non-formal and informal education it is difficult to estimate the exact percentage of languages taught. The most attractive are language courses in English, German, French, Spanish, and Greek. There are possibilities for learning a great variety of other foreign languages depending on the preferences of the learners.

6. Other issues

Foreign languages skills are an issue attracting specific interest from European institutions as well as national institutions and non-governmental organizations. A survey had been conducted in November and December 2007 by the Bulgarian National Statistics Institute using a Eurostat methodology implemented in all the European countries. Such survey had been conducted for the first time in Bulgaria and will be conducted every 4-5 years. The survey includes formal, non-formal and informal education. Please see data and results below in 4.

The results are the following:

- 55.9% of the population between 25 and 64 years use actively or passively at least one foreign language.
- 40.2% of the population between 25 and 64 years use Russian, 20.7% - English, 10.4% - German and 9.0% - French.
- There are no significant differences between the percentage of people using at least one foreign language between people from 25 to 34 years – 58.1% and people from 35 to 64 г. - 59.0%.
- People using English from 25 to 34 years are - 37.2% whereas 20.6% of people between 35 and 49 years and 9.4% of people between 50 and 64 years use English. Just the opposite is the situation with Russian – 25-34 (26.6%), 35-49 (46.6%) и 50-64 г. (43.7%)



- 85.8% of the university graduates use at least one foreign language as well as 59.1% of secondary and vocational schools graduates and 20.8% of those with primary or lower education.
- 63.6% of employed people use at least one foreign language as well as 36.2% of the unemployed and 41.8% of economically non-active people.

7. Aspects concerning the target group, i.e. young people

7.1. Motivation for language learning

It is notable that apart from the forms for acquiring professional qualifications the two most popular education forms are foreign language and ICT training. In addition to the European Union requirements for learning foreign languages spoken in Europe and mass computerisation, this strong interest in acquiring foreign languages and computer skills is due to the opening of new work places at foreign and joint companies as well as privatised firms. Having adequate foreign language and ICT skills has become a prerequisite for a successful career in many spheres.

Language education is also a major tool for young Bulgarians to travel, study and work abroad. This is a significant incentive and factor for motivating and encouraging young people to learn foreign languages.

Another very powerful incentive for young people related to foreign language learning is the implementation of modern innovative and attractive methods of teaching as well as methods and best practices for language learning combined with other activities.

7.2. Possibilities for language exchange programs

A lot of different possibilities for language exchange programs are available. There are several general types of such programs:

- Programs under European initiatives and Sectoral Programs
- Agreements between Bulgaria and other countries for cultural and language exchange
- Language vacations abroad offered by private companies
- Language programs abroad combined with work abroad
- Au Pair programs

Such programs are available for most of the European countries, USA, Japan, etc.

7.3. Gender distribution

There is no gender image attached to language learning.

In formal education system the gender distribution depends on the number of male and female in the schools. There schools, especially vocational in which female or male pupils dominate in regard with the school vocational profile.



In non-formal foreign language learning there is a prevalence of female learners but again it depends on the characteristics of the foreign language learning course.

7.4. Proportion of young people in relation to older learners

Proportion of young people in relation to older learners practicing/ learning foreign languages, what age groups take part in most extra curricula language learning, are there languages that are more popular with younger or older learners, are there languages with equal distribution?

7.5. Other issues

National Statistics Institute Results:

- 85.8% of the university graduates use at least one foreign language as well as 59.1% of secondary and vocational schools graduates and 20.8% of those with primary or lower education.
- 63.6% of employed people use at least one foreign language as well as 36.2% of the unemployed and 41.8% of economically non-active people.

7.6. Financing/ possible funds (after the project's LLP funding)

Different European Programs, Sectoral Programs, Operational Program Human Resources Development, for example Youthpass as part of the European Commission's strategy to foster the recognition of non-formal learning. As a tool to visualise and to validate learning outcomes gained in "Youth in Action" projects, it puts policy into practice and practice into policy by:

- Creating their Youthpass Certificate together with a support person, participants of "Youth in Action" projects have the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process.
- Documenting the added value of a "Youth in Action" project, Youthpass visualises and supports active European citizenship of young people and youth workers.
- Being a Europe-wide validation instrument for non-formal learning in the youth field, Youthpass contributes to strengthening the social recognition of youth work.
- Making visible and validating key competences through a certificate, Youthpass finally aims at supporting the employability of young people and youth workers.



Good Practices

In this project we understand as good practice any innovative - in at least one of the partner countries - measure, approach, material, information or similar for raising the motivation of young people to learn foreign languages and to improve the implementation of language learning in attractive forms (particularly in informal and non-formal settings) which is adaptable and attractive and which thus may be of added value to be used or transferred in this project.



BULGARIA

Conclusion of conducted interviews

The teachers that participated in our research and we have interviewed teach foreign languages in non-formal educational environment with only one exception – a teacher from a secondary school. They are predominantly women with only one exception – a male teacher in a private company offering foreign language courses.

They all showed a significant interest in the projects' objectives and products and want to receive more information during the project's progress. We hope that some of them will participate in the exploitation phase as well as in our dissemination activities.

There are more similarities than differences between their answers and opinions.

They point out 3 main motivation incentives for the learners they teach:

- Acquiring a proficient level in a foreign language gives competitive advantage in searching and finding a prestigious job and is beneficial for the further career realization.
- Proficiency in foreign languages is crucial for passing exams and admission in prestigious universities and colleges.
- Discovery, experiment, fun, possibility to travel and get acquainted with other people and cultures.

The first two motivation incentives are entirely directed towards achievement and professional realization. The third one is related to entertainment and fun. This shows that according to specialists we have interviewed we have to make efforts to find and implement best practices answering these two main demands.



GOOD PRACTICE EXAMPLE NO.: <1>

TITLE OF GOOD PRACTICE

Theatre as a Mirror of Society – Comparing 2 Social Realities Through National Drama – Comenius Project

Availability (Language(s), link, IBN,...)

Bulgarian, English, Italian

General description (include level and age group, information on specific target group if any,..)

The project includes reading and rehearsal of a script, costume and decoration preparation, theatre performances, advertising, establishment of teams during the different stages of the project, making video-films for parts of the working process and of the final product, language course, organizing of exhibition, sightseeing, presentations of the different aspects of life in Bulgaria and Italy, presentations of Bulgarian and Italian writers, their epoch and style as well as presentations of the theatre art in both countries.

Objective(s)

Projects' objectives are through theatre performance and exploring dramaturgy to encourage pupils to get acquainted with the social life of both Bulgarian and Italian societies as a reflection of cultural and historical heritage, to understand the problems of young people related to communication, to accept similarities and differences in the public development of both countries and to emphasize on the language as a way of becoming friends as well as a tool for communication, to develop and improve their language skills and knowledge about social and cultural life and historical heritage of Bulgaria and Italy. Team work, mutual acknowledgment and enhancing interest in the other lead to pursuit of knowledge.

Link/ Contact (organisation, Internet address, email if possible)

Professor Vasil Zlatarski School, Sofia, 5 Alfred Nobel Street, tel +35928720537, www.138sou.com



Remarks (pedagogical recommendations, IPR, other)

Associated partner – Bulgarian National Academy for Theatre and Film Art
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RATE: 1=very/high 2=quite (high) 3=rather not/low 4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project? 1

Effectiveness: What was/has been the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1



GOOD PRACTICE EXAMPLE NO.: <2>

TITLE OF GOOD PRACTICE

Relaxa method

Availability (Language(s), link, IBN,...)

English

General description (include level and age group, information on specific target group if any,..)

Language learning through Relaxa system is based on the principles of the suggestopedia elaborated during the seventies of the XX century by Professor Georgi Lozanov. Suggestopedia relies on the idea that when man is in relaxation, he can acquire sound knowledge, in this case language knowledge. Suggestopedia is combination of medicine, psychology and pedagogy in one original education system. The method allows people to learn an enormous amount of knowledge for a shorter period of time.

Target group – all ages from children to senior adults.

Objective(s)

The method of Relaxa offers the possibility to study the language within a short time, with an optimum of efforts. It is based on the natural human ability that had helped us to learn our own mother language – imitate original patterns.

Link/ Contact (organisation, Internet address, email if possible)

Relaxa BG, www.relaxa.bg , office@relaxa.bg, Varna, 13 V General Skobelev Street, tel. +359 0888 807 503

Remarks (pedagogical recommendations, IPR, other)

The method of Relaxa offers the possibility to study the language within a short time, with an optimum of efforts. It is based on the natural human ability that had helped us to learn our own mother language – imitate original patterns.

The communist authorities were highly interested in the “miracles” of the suggestopedia and in 1971 Ministry of Education and Ministry of Health sent a commission of 8 doctors to explore whether acquiring of such a large amount of educational material can be learnt without threatening the health



of the learners. Doctors analyzed the experiments and confirm that suggestopedia is not only safe and successful practice but is a healing method at the same time.

Seven years later an UNESCO delegation including 25 distinguished scientists arrived in Sofia and explores the method. Later they published their conclusions in specialized magazines recommendations for the method.

RATE : 1=very/high 2=quite (high) 3=rather not/low 4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project? 1

Effectiveness: What was/has been the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1



GOOD PRACTICE EXAMPLE NO.: <3>

TITLE OF GOOD PRACTICE

English Club Camp - International Summer Camp

Availability (Language(s), link, IBN,...)

Bulgarian, English, German, French

General description (include level and age group, information on specific target group if any,..)

The lessons follow the schedule of GESE /communicative English/ for Trinity College – London, German /Im Blickpunkt/ and French lessons cover the same topics as English lessons.

The afternoon classes are focused on lexical education through funny games and competitions, computer studies and power point presentations, games giving accent on leadership building.

Funny evening show programs and drama competitions – Romeo and Juliet, Makeup competition, Peace Ceremony, Crazy fashion Show, Miss and Mr. Camp and many others.

A camp newspaper is published.

All the lessons are held in the hotel outdoors or on the beach in groups of 10 students, combined according to their language level. The level of the language is specified according to the European Language Frame having in mind two main skills – Listening and Speaking. There is a competition between the educational groups formed in the camp.

Objective(s)

The English Club camp offers a unique opportunity for middle and high school students to join together to improve foreign language skills, learn about new cultures, and make life-long friends.

Link/ Contact (organisation, Internet address, email if possible)

English Club Foundation, Targovishte, 5 Vasil Levski Street, englishclub@englishclub-bg.org, tel. +35960166282

Remarks (pedagogical recommendations, IPR, other)

Campers must have had at least one year study of English. All staff at the camp are bilingual and can speak to campers in English, Bulgarian, Russian and French.

Each student will be placed with a small group of other students at approximately his or her language level. Variations in ability exist between students and EC placement of a student is designed to



facilitate strengthening the areas in which an individual student needs improvement. The curriculum is geared to provide a wide range of speaking, listening, reading, and writing opportunities for everyone at their level. Students may be moved between groups by our faculty to continue an appropriate language challenge during the camp.

To facilitate middle or high school recognition of language study with EC summer camp, each camper will receive a certificate of completion.

Since each student is unique, we do not predict how far a student will progress during an immersion program. However, it is useful to note that EC students will have over 150 hours of language instruction and use during two weeks, compared to about 100 hours of instruction in a regular year-long academic program.

RATE : 1=very/high 2=quite (high) 3=rather not/low 4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project? 1

Effectiveness: What was/has been the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1 Methodology, attractive and relaxing learning environment.



GOOD PRACTICE EXAMPLE NO.: <4>

TITLE OF GOOD PRACTICE

Solo Interactive™

Availability (Language(s), link, IBN,...)

<http://www.multioffice-1.com/web.html>, Bulgarian, English

General description (include level and age group, information on specific target group if any,..)

Solo Interactive™ is an interactive computer program for self-learning. Most effective computer methods for memorizing were used in the process of elaboration – aural impressions, visual and movement perceptions – to facilitate foreign language learning. Memorizing is easy and fast through entertaining games and exercises.

The product includes 130 different topics, 10000 words and phrases can be learnt through the program, includes English oral exercises and grammar exercise with keys.

Target group – different ages, beginners and middle advances, computer literacy required.
Languages – Bulgarian, English.

Objective(s)

Achievement of excellent command of English through self-directed and innovative method. Provide knowledge and skills and their improvement in all language learning aspects.

Link/ Contact (organisation, Internet address, email if possible)

<http://www.multioffice-1.com/web.html>, Multioffice 2002, Varna, 1 Narodni buditetli street
E-mail: solointeractive@yahoo.com, tel. +35952730 701

Remarks (pedagogical recommendations, IPR, other)

Learners should have acquired computer literacy. The program requires certain characteristics from the computers on which it will be used.

RATE : 1=very/high 2=quite (high) 3=rather not/low 4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project? 1

Effectiveness: What was/has been the effect of the implementation of the best practice? 1



Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

Please specify: Methodology, innovation, time management and preferable learning environment



GOOD PRACTICE EXAMPLE NO.: <5>

TITLE OF GOOD PRACTICE

Learning at home (informal learning)

Availability (Language(s), link, IBN,...)

www.4to6English.com (in Bulgarian only as directed towards Bulgarian parents)

Will be available from the new academic year (09-10) at a new address in Sofia.

General description (include level and age group, information on specific target group if any,..)

There are a lot of theories but the main answers are - when we love them and pay them enough attention, when we provide them with possibilities, when we respect and encourage them. Most theories and methodologies for early age learning are child oriented. One of the most important aspects is playing. Playing is natural for children and gives them possibilities to actively explore, change and related to their environment. Playing encourage them to create and discover and motivates them to meet challenges and learn about the world. Playing may be a way to achieve new levels of understanding for events, people, and environment. The practical exercises included recreate authentic experiences through which children begin to understand that belong to and understand the world around them.

Target group - beginners, pre-school.

Every month they had a topic to work around (e.g. vegetables, parts of the body, colours) and all activities are organised around the current topic. Visual materials such as the Blue's Clues and Sesame Street series are used as well as the course for young learners Incredible English (OUP), and adapted activities from different books offering creativity ideas for kids.

Objective(s)

In terms of foreign language learning - to familiarise children with everyday reality and give them the feel for the foreign language through creative activities.

Link/ Contact (organisation, Internet address, email if possible)

4 to 6 English, Yana Docheva, www.4to6english.com, yananoel@gmail.com



Remarks (pedagogical recommendations, IPR, other)

At *4to6 English* focus is not only on learning the foreign language but on learning on all levels. It is intended to give children all that some parents are not always able to offer at home – time, attention, guidance. All activities are based on the belief that children are curious and this makes them natural learners.

RATE: 1=very/high 2=quite (high) 3=rather not/low 4= not at all

Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project? 2

Effectiveness: What was/has been the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

Please specify: Motivational incentives - play, experiment, fun, and achievement; methods



BULGARIA

Trends

Two main trends in foreign language learning in Bulgaria may be pointed out:

Early foreign language learning – at the age of 5 to 7 years

Implementation of computer, video and DVD tools in the process of foreign language learning.

Pedagogical recommendations

- Implementing of modern and innovative tools, ICT based methods.
- Exchange and introduction of new methods and methodologies, especially for non-formal and informal learning.

Structural recommendations

- Solving the problem with the shortage of qualified teachers in language learning, especially for language different from English, German, French and Russian. There are governmental programs and efforts in this regard but in fact they are on a very early stage of development and implementation.
- Improving of the environment, new language laboratories.

Recommendations for raising awareness/ reaching the target group(s)

- Promotion of foreign language learning policy and programs.
- Promotion of the benefits young people will achieve from foreign language learning.

APPENDICES

- **DEFINITION OF KEY TERMS**
- **LIST / CONTACTS OF RELEVANT EDUCATIONAL AND EDUCATION POLICY ORGANIZATIONS IN THE PARTNER COUNTRY**
- **BIBLIOGRAPHY**
- **QUESTIONNAIRE TEMPLATES AND INTERVIEW GUIDELINES**

Annex 1

Definitions of Key Terminology

Educational Levels

The LLP scheme foresees the following education levels (and codes)

ISCED 2PV	Lower secondary or second stage of basic education - level 2 - pre-vocational programmes
ISCED 2VOC	Lower secondary or second stage of basic education - level 2 - vocational programmes
ISCED 2GPV	Lower secondary or second stage of basic education - level 2 - general and pre-vocational programmes
ISCED 2VPV	Lower secondary or second stage of basic education - level 2 - pre-vocational and vocational programmes
ISCED 2A	Lower secondary programmes designed for direct access to level 3, in a sequence which would ultimately lead to tertiary education (i.e. entrance to ISCED 3A or 3B)
ISCED 2B	Lower secondary programmes designed for direct access to level 3C
ISCED 2C	Lower secondary programmes designed for direct access to the labour market
ISCED 3-4	Upper secondary and post-secondary non-tertiary education - levels 3-4
ISCED 3-4VOC	Upper secondary and post-secondary non-tertiary education - levels 3-4 - vocational programmes
ISCED 3PV	Upper secondary education - level 3 - pre-vocational programmes
ISCED 3VOC	Upper secondary education - level 3 - vocational programmes
ISCED 3GPV	Upper secondary education - level 3 - general and pre-vocational programmes
ISCED	Upper secondary education - level 3 - pre-vocational and vocational programmes

3VPV	
ISCED 3VPV-SCH	Upper secondary education - level 3 - pre-vocational and vocational programmes - school based
ISCED 3VPV-WRK	Upper secondary education - level 3 - pre-vocational and vocational programmes - work based
ISCED 4PV	Post-secondary non-tertiary education - level 4 - pre-vocational programmes
ISCED 4VOC	Post-secondary non-tertiary education - level 4 - vocational programmes
ISCED 4GPV	Post-secondary non-tertiary education - level 4 - general and pre-vocational programmes
ISCED 4VPV	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes
ISCED 4VPV-SCH	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - school based
ISCED 4VPV-WRK	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - work based
ISCED 4A-B	Post-secondary non-tertiary designed to provide direct access to level 5

Good Practice

In this project we understand as good practice any innovative - in at least one of the partner countries - measure, approach, material, information or similar for raising the motivation of young people to learn foreign languages and to improve the implementation of language learning in attractive forms (particularly in informal and non-formal settings) which is adaptable and attractive and which thus may be of added value to be used or transferred in this project.

The research of good practices can be done via desk and field research and will cover several steps, inter alia: Collation (using the template for good practice examples), rating (applying the foreseen criteria), selection (for further data processing in later work packages).

Learning types



Regarding Learning types the Glossary of CEDEFOP (2000) and the Communication of the European Commission (2001) ² give the following definitions regarding:

Formal learning is defined as learning that occurs within an organised and structured context (formal education, in-company training) and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective.

Non-formal learning refers to learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.

Informal learning is defined as learning resulting from daily life activities related to work, family or leisure. It is often referred to as experiential learning and can, to a certain degree, be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support and, typically, does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or 'incidental'/ random). (CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels))[1]

² CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels)

6.2Annex 2

LIST / CONTACTS OF RELEVANT EDUCATIONAL AND EDUCATION POLICY ORGANIZATIONS IN THE BULGARIA

Organization	Main Tasks/	Objectives (of the organization)	Contact data
Ministry of Education and Science	Educational policies and requirements	Educate and prepare Bulgarians to meet the requirements of the European knowledge-based society	Sofia, 1 Dondukov Blvrd. Directorates Policy in basic education, Policy in higher education
National European Programs and Initiatives	Centre Youth and A Youth Initiative is a project where young people participate actively and directly in activities of their own devising in which they play the key roles, in order to develop their initiative, enterprise and creativity	Gives young people the chance to try out ideas through initiatives, which give them an opportunity to be directly and actively involved in planning and carrying out projects. Participation in a Youth Initiative is an important non-formal learning experience. It also provides young people with an opportunity to consider themselves as European citizens and to feel that they are contributing to the construction of Europe.	Sofia 1040, 75 Wasil Levski Blvrd., tel. +359 2 981 75 77



Annex 3

Links

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<http://www.mon.bg/>

<http://www.navet.government.bg/>

<http://www.youthbg.info/>

Annex 4

Example questionnaire template

Questionnaire 1 (informal learning environment)

The EU co-funded project “YELL - Young Europeans Love Languages” aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>*, is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to (via.....) by

Please let us know your opinions on the following issues:

1. Please describe your organisation and in which framework young adults learn/practice languages in your organisation.
2. Please describe the participants regarding gender & diversity (age, gender, ethnic background, ...) or any other characteristics you would like to mention.

3. Which foreign languages do they learn/ practice?

4. Do they use specific materials, practice at particular events/ environments,... Please specify:

5. Have you noticed specific needs young language learners have and if so what are they?

6. Have you identified drivers to learn/ practice languages there? Please specify:

If you are interested in learning more about the final results in YELL, please, give us your contact data (which will be treated strictly confidential)

My name:..... My email adr.:

Thank you for your contributions.

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Example Questionnaire template (non-formal learning environment)

The EU co-funded project “YELL - Young Europeans Love Languages” aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>*, is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to (via.....) by

1. Please describe your organisation and in which framework young adults can learn/practice languages?
2. Which foreign languages do you offer/ teach? (If you offer different levels, please specify.)
3. Which innovative materials do you use/ where does the language learning (mainly) take place?
4. Please describe the participants regarding gender & diversity (age, gender, ethnic background, ...) or any other characteristics you would like to mention.
5. What do you think are the drivers for young learners to learn foreign languages and how do you motivate them?
6. Are there specific needs of young learners from your point of view? If so, in what way do you address them?



7. After completion of the language learning, do/can the participants acquire a certificate?

If you are interested in more information on the final project outcomes, please, give us your contact data (which will be treated strictly confidential)

My name:..... My email adr.:

Thank you for your contributions.

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Life long Learning Programme, Transversal Programme, Key Activity 2 - Languages

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