



Analysis – GERMANY





Project partnership

Volkshochschule im Landkreis Cham e.V. // Germany	www.vhs-cham.de
BEST Institute for Vocational Education and Personnel Training Ltd // Austria	www.best.at
Hasselt University // Belgium	www.uhasselt.be
Business Foundation for Education // Bulgaria	www.fbo.bg
IAL CISL Emilia Romagna // Italy	www.ialemiliaromagna.it
Public Service Language Centre (PSLC) // Latvia	www.vmc.lv
ROC Nijmegen // Netherlands	www.roc-nijmegen.nl
Godalen Vocational College // Norway	www.godalen.vgs.no
Valladolid University General Foundation // Spain	www.funge.uva.es
PNM Language Services // United Kingdom	www.pnmlanguageservices.com
Careers Europe // United Kingdom	www.careerseurope.co.uk

Disclaimer:

This project has been funded with support from the European Commission.

Project number 143337-LLP-1-2008-1-DE-KA2-KA2NW – Grant agreement number 2008-4283 / 001-001

Lifelong Learning Programme, Transversal Programme, Key Activity 2 - Languages

This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



TABLE OF CONTENTS

1	BACKGROUND	4
2	INTRODUCTION	5
3	THE COUNTRY SITUATION	6
3.1	Introduction	6
3.2	Conclusion of conducted interviews	25
4	GOOD PRACTICE EXAMPLES	26
5	TRENDS AND RECOMMENDATIONS	40
5.1	Pedagogical recommendations	40
5.2	Structural Recommendations	41
5.3	Recommendations for Raising Awareness/ Reaching the Target group(s).....	41
5.4	Recommendations regarding Implementation into existing Measures	41
6	APPENDICES	43
6.1	Annex 1	44
6.2	Annex 2	47
6.3	Annex 3	49
6.4	Annex 4	51



1 BACKGROUND

The importance of multilingualism has been outlined in the communication of the Commission promoting Language Learning and Linguistic Diversity (An Action Plan 2004 – 2006 (COM 2003)) and the Commission describes the ability to understand and communicate in more than one language as “a desirable life-skill for all European citizens” (European Commission 2005). It is said to

- § encourage people to become more open to other people’s cultures and outlooks,
- § improve cognitive skills and strengthen mother tongue skills,
- § enable people to take advantage of the freedom to work or study in another Member State.

The enlargement of the European Union, the raise of mobility within Europe including migration to the EU, and the development and objective of a society based on knowledge influenced highly the issue of multilingualism and its importance. Currently about 450 languages are spoken in the European Union. For the European Union member states, especially for decision makers, there is a challenge to create a system of communication above barriers of foreign languages and cultures. Moreover the knowledge of foreign languages and cultures can positively influence the development of entrepreneurship, better working places, intercultural dialogue and international communication.

For these reasons, awareness raising and motivation enhancement to learn (foreign) languages are of paramount importance to each EU member state. This might not be new for most of us but there has still been some lack of motivation or lack of reasons for learning in particular referring to young, deprived learners.

Thus this project, YELL Young Europeans Love Languages, is a network whose main aim is to promote languages learning as a key competence for lifelong learning and therefore addresses formal but also to a greater degree non-formal and informal learning environments and situations (in education, cultural, social, sport institutions offering various ways of spending free time among young people) who can enhance language learning of this target group.

One of the first activities performed within the network was the research on the country situation on relevant aspects to improve the above described situation. This document is one of the main outputs of it.



2 INTRODUCTION

The YELL network prepared this report to provide project partners, trainers, teachers, tutors with a detailed analysis of the current language education policy and programs in the partner countries, i.e. in Austria, Belgium, Bulgaria, Germany, Italy, Latvia, the Netherlands, Norway, Spain and the UK. It covers, inter alia, the following areas:

- § situation of foreign language learning, what languages are taught
- § education policy and programs,
- § condition for reaching young people and motivating them to participate in learning languages outside formal education, including identifying and collection of best practices

Based on desk & field research, data has been collated and analysed. Associated partners and actors of local networks as well as relevant stakeholders who were invited to several meetings and workshops organized by project partners, as well as participants of the joint thematic seminar held in Vienna (July 7th, 2009) contributed to the elaboration of recommendations and good practices summarized in this document.

The following include the summary on the country findings regarding formal, non-formal and informal language learning issues (Part 1), Good Practices collated by project partners (Part 2) and a catalogue of recommendations of importance for the elaboration of other project results, such as the YELL Handbook.

This report can be downloaded free of charges from the project website www.yell-project.eu



3 THE COUNTRY SITUATION

3.1 Introduction

3.1.1 Education policy and programs in Germany¹

3.1.1.1 German education system

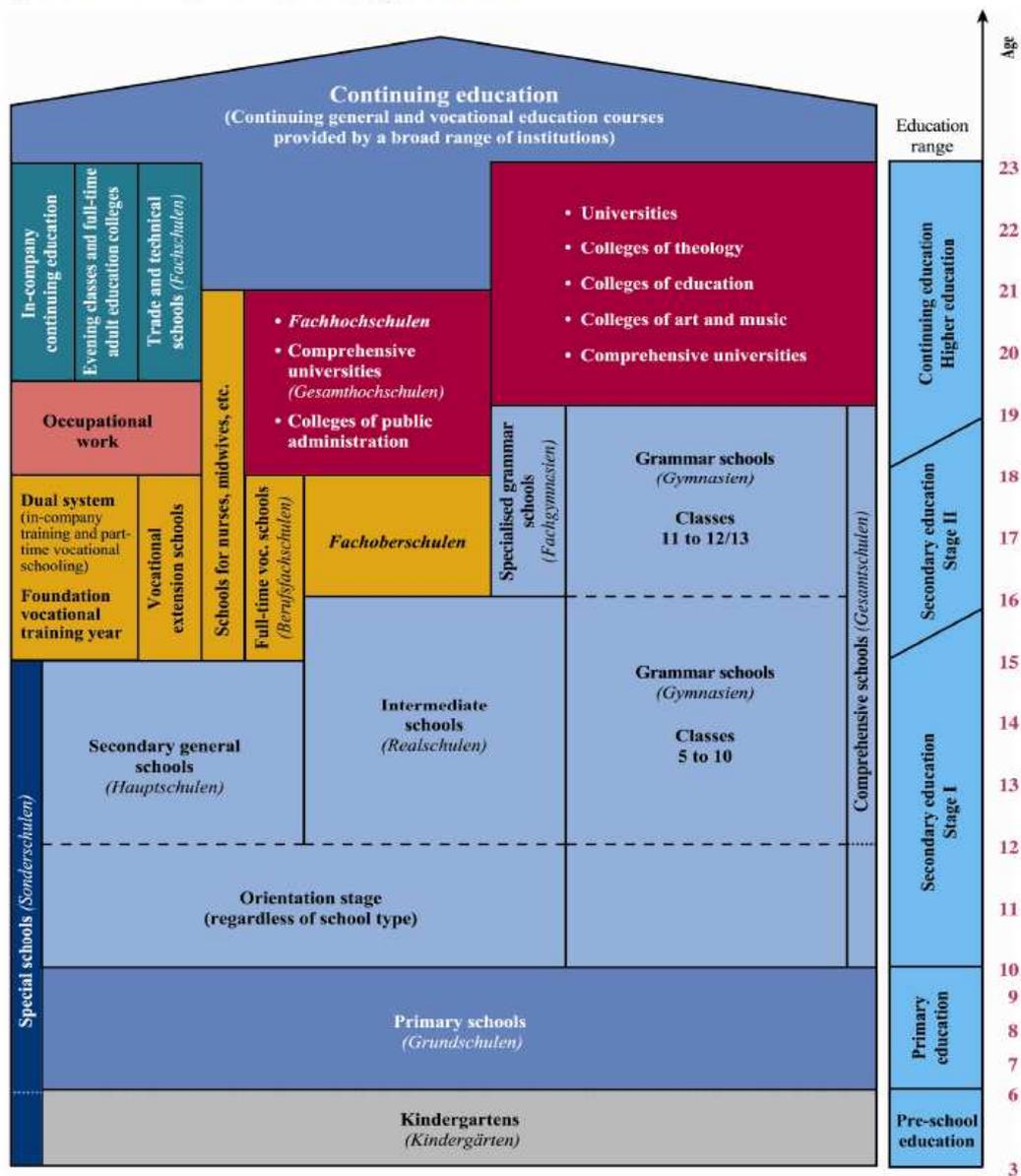


Wikipedia: ©
Wikimedia
Commons

In the Federal Republic of Germany responsibility for the education system is determined by the federal structure of the state. Under the Basic Law (*Grundgesetz*) the exercise of governmental powers and the fulfilment of governmental responsibility is incumbent upon the individual *Länder* as far as the Basic Law does not provide for or allow for any other arrangement. This particularly applies to the school system, higher education and the sector of adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the *Länder*. Detailed regulations are laid down in the constitutions of the *Länder* and in separate laws of the *Länder* on pre-school education, on the school system, on higher education, on adult education and on continuing education. The *Länder* cooperate with each other within the framework of The Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (abbr.: *Kultusministerkonferenz* – KMK) on matters of importance for all *Länder*.

¹ Key data on teaching languages at school in Europe, 2008 Edition, Eurydice Network, Key Data on Education in Europe 2009, European Commission, Eurydice, Eurostat

Figure 6: Education in Germany: basic structure



- Diagrammatic representation of the typical structure of the education system in the Federal Republic of Germany. In individual *Länder* there are variations from the above pattern.
- The age given for attendance at the various educational institutions refers to the earliest possible typical entry.

Source: Based on BMBF, 2004.



3.1.1.2 Formal education

Primary and lower secondary level

Foreign language teaching in the Grundschule is understood as a distinct offer with its own specific didactic methods. It is characterised by play-based learning methods which permit each individual child to make his or her own progress. Additional features include a close link between foreign language offers and the subject matter and methods of other lessons taught at primary school, an emphasis on spoken language, participation of all pupils and, as a rule, the absence of formal assessment. Two approaches coexist: In the communicative approach, the encounter with foreign languages takes place on a situational basis and several languages may be involved. The other approach provides for a more systematic and thematically oriented learning process on the basis of a (framework) curriculum with result-oriented progression. In both concepts, foreign language skills are imparted in a vivid way particularly suitable for the age group in primary school. Currently, in all Länder foreign language teaching in the primary sector is being extended. This concerns mainly grades 3 and 4, in some Länder, grades 1 and 2 as well.

Lower and upper secondary level

In the endeavour to intensify foreign language education at lower and upper secondary level schools, bilingual sections have grown increasingly important. The first bilingual sections were introduced at **Gymnasien** in 1969. It is usually characteristic of these programmes (predominantly German-English or German-French) that

- § more periods per week are devoted to instruction in the foreign language (English or French);
- § at least one other subject is taught in the foreign language.

Bilingual sections are run chiefly at *Gymnasien*, though in some Länder at **Realschulen**, **Gesamtschulen** and isolated **Hauptschulen**, too. On completion of a German-French programme at a *Gymnasium*, pupils are given a note on their school reports exempting them from language tests for admission to universities in France, provided that they have taken part in a German-French programme for the entire duration of their secondary education, passed their French courses and chosen French as one of the subjects on their *Abitur* examination.

Vocational schools

Since 1998, pupils of vocational schools have been able to gain a certificate testifying to their acquired or existing *vocational* foreign language skills, especially in English, French and Spanish. To this end, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder has developed a uniform certificate that is in line with the *A2*, *B1*, *B2* and *C1* levels established by the Council of Europe



in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The examinations are prepared and taken in the vocational schools. By 2007, some 150,000 examinations for the foreign language certificate have been taken.

If need be, measures shall also be offered at vocational schools to promote the language skills of young people with migrant backgrounds. More information on the various measures for the promotion of language skills on the support of pupils with migrant backgrounds in lower secondary education. For vocational schools attended by a large number of young people with migrant backgrounds, additional funds are to be provided, so as to increase the number of teachers with migrant backgrounds, for example, or to provide assistance to teaching staff from qualified youth and community workers.

Higher education

Admission to specific institutions of higher education or courses may be made subject to proficiency in a foreign language. Individual classes may be conducted in a foreign language if it serves the objectives of the course of study. The institutions of higher education are making increasing use of this possibility. This particularly applies to the *auslandsorientierte Studiengänge* (international degree courses – see chapter 11.5.2.). The main element of these study courses is the fact that a foreign language – predominantly English – is used as the language of instruction and as a working language. Furthermore, one period of study should be completed at a foreign institution of higher education. This development is also supported by the increasing internationalisation of institutions of higher education and the Bologna Process for the realisation of a European Higher Education Area.

International schools

International schools also exist in Germany including 22 member schools of the European Council of International Schools (ECIS). The international schools are privately-maintained schools that are accredited as *Ersatzschulen* (alternative schools) in some Länder and as *Ergänzungsschulen* (complementary schools) in others. Some international schools confer an *International Baccalaureate Diploma/Diplôme du Baccalauréat International* which, under certain conditions, bestows a higher education entrance qualification.

3.1.1.3 Non-formal Education

Language learning in non-formal education is offered by:

network of adult education centres Community adult education centres (Volkshochschulen), which are linked to the liberal bourgeois origins of popular education in their perception of their role and their methods of working. At the time of writing (1998), there are about 957 adult education centres in



Germany, covering all parts of the Federal Republic and having a communal and regional role in continuing education². In 2008, adult education centers offered 170.503 language courses (mostly English 33%, German as foreign language 17% and Spanish 13%), with 6.346.211 language lessons, the total amount of participants was 1.845.213. Many Volkshochschulen cooperate with schools. Some offer special courses for young learners and children.

In most of centres, 16 languages are offered on all levels according European Reference Framework. The most popular languages in non-formal education are English and German for foreigners.

Commercial institutions, whose number and range of provision have grown considerably since the 1980s, with an upsurge – clearly of limited duration – especially in the new Laender. Commercial institutions target those who can pay, particularly in the areas of foreign language teaching and data processing,

According to the statistic 6.4 % of employed persons participate in non-formal education / training activities on foreign languages³

3.1.1.4 Informal Education

Informal learning is offered by some cultural organisations, e.g. organisation based on the cooperation of two border regions (Germany and Czech Republic). Cultural associations e.g. Jugendbildungsstätte Waldmünchen der KAB & CAJ gGmbH und für den Bezirk Oberpfalz⁴, organise excursions for children and young to partner city in abroad (additionally children learn other language).

There are also some initiatives provided by education centres, e.g. language learning “fund and action for kids!”. Learning English by sport, dance, and singing. This form of learning is mostly for children between 3-5 years old and 6- 8 years old.

Additionally, language learning in in-formal mostly self-directed is conducted via language websites, forums, chats, tandem learning, and learning with friends or parents.

3.1.1.5 Policy making organisations

Formal Education

Supervision of the general education and vocational schools is the responsibility of the Ministries of Education and Cultural Affairs in the *Länder* in their capacity as the highest educational authorities. The

² DIE Volkshochschul Statistik, 2008

³ Eurostat, 2008

⁴ Example of language provision in Bavaria



planning and organisation of the overall school system is the responsibility of the Ministries of Education and Cultural Affairs and the subordinate school supervisory authorities. The *Länder* are in charge of organising the school structure and determining the content of courses and teaching objectives. The supervision of schools by the *Länder* includes *Rechtsaufsicht* (legal supervision), *Fachaufsicht* (academic supervision) and *Dienstaufsicht* (supervision of the staff at public-sector schools). Schools are supervised by the Ministries of Education and Cultural Affairs in their capacity as the highest school supervisory authorities, sometimes by the *Regierungspräsidien* or *Bezirksregierungen* (middle-level school supervisory authorities), and the *Schulämter* (lower-level school supervisory authorities).

As regards vocational training, regulation of in-company vocational training lies within the responsibility of the Federation. Within the Federal Government, the relevant competent ministries adopt, in agreement with the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*), *Ausbildungsordnungen* (training regulations), which are drawn up by the Federal Institute for Vocational Training (*Bundesinstitut für Berufsbildung – BIBB*) pursuant to directions from the competent ministries and under participation of representatives of employers and trade unions. Pursuant to a procedure agreed between the Federation and the *Länder* (Joint Results Protocol – *Gemeinsames Ergebnisprotokoll*), the training regulations are coordinated with the *Rahmenlehrpläne* (framework curricula) for the classes at vocational schools which have been simultaneously developed by the *Länder*.

At the level of the *Länder* vocational training committees are set up which are composed of employers', trade unions' and ministerial representatives. They advise the governments of the *Länder* on vocational training matters. Their responsibilities also include the promotion of a steady quality development in vocational education and training.

Tertiary sector

As a rule, institutions of higher education have the status of a public-law corporation and are public institutions under the authority of the *Länder*. They can also be established with a different legal form. Under the Basic Law, the freedom of art and science, research and teaching is guaranteed (Art. 5, Paragraph 3), i.e. an autonomous sphere of academic self-administration is needed to guarantee freedom of science. In administrative matters there is a cooperative relationship between the responsible Land ministry and the higher education institution. Within a unitary administration the latter's functions include both academic matters and governmental matters such as personnel, economic, budgetary and financial administration. Independent of this, *Rechtsaufsicht* (legal supervision) and, to a certain extent, *Fachaufsicht* (academic supervision), the power of establishment and organisation and authority over financial and staffing matters all lie with the responsible Land ministry or government.



In the course of the federalism reform in the year 2006 (*Föderalismusreform I*), the legislative competence of the Federation for the organisation and administration of higher education institutions was transferred in full to the *Länder*. The Federation has initiated legislative proceedings to annul the Framework Act for Higher Education.

Non-formal Education

BLK – Bund Länder-Kommission für Bildungsplanung und Forschungsförderung (BLK) (2004): Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland.

At the heart of this programme was development of innovative projects that could promote a change in the learning culture and could support the necessary reorientation process in the education system. The main ideas were the strengthening of learners' individual responsibility and self-direction of learning, through the modification of educational content and delivery forms to promote learning and attendance at and participation in education. In addition to learning processes in traditional educational establishments, significant weight was placed on informal learning.⁵

Informal Education

In case of in-formal learning there is no responsible policy making organisations.

The recognition of non formal and informal learning is set out in “Strategy Paper on Lifelong Learning in the Federal Republic of Germany” written by the BLK in 2004

Planned, self-directed informal learning is seen as a central key competence.

However, there is no current data in the form of specific measures.

3.1.2 Good practices regarding foreign language learning

3.1.2.1 Formal Education

There are some innovative projects related to language learning conducted in the framework of initiative “offensive Bildung”. The main focus of the project is support of children with migration background to learn two languages (German and language of parents). <http://www.offensive-bildung.de/>

Several schools conduct additional language projects, which aims are to raise motivation to learn foreign languages or improve knowledge of German language as foreign language among children with migration background.

⁵ BMBF - Status of Recognition of non-formal and informal learning in Germany, within the framework of the OECD activity "Recognition of non-formal and informal Learning"2008



„Deutsch-Italienische Europaklassen an der Diesterwegschule in Osnabrück" is one of the good practices regarding language learning in formal education. At the Diesterweg School, children learn e.g. Italian as a foreign language. The bilingual instruction is given in the fields of music, art and sports and is expanded with advancing grade. The programme is complemented by a separate language lessons and the possibility of participation in intercultural team work.

Another example concerns learners in secondary education, where students of Class 11b of Otto-Hahn-Gymnasium conducted an English project from January through to March 2008 in English lessons, the project concerned the common stereotypes of the other country and attitudes to the political future of Europe. Students worked directly with groups of students from Greece, Poland, Finland, Scotland and Spain. In the elaboration and evaluation of questionnaires (with the title "United States of Europe?"), when writing English poems and statements as well as in dealing with their own and with other cultures - and of course with Europe - were varied speech and communication events created.

3.1.2.2 Non-formal Education

A great role in promotion for language learning plays Goethe Institute, <http://www.goethe.de/enindex.htm> Except general language courses (mostly German) Goethe institute organizes a wide spectrum of projects about raising awareness about languages and cultures.

“Languages without borders” (What is the effect of multilingualism on or for political, social, intellectual and cultural life? What is its value for industry and science?), interactive games about languages and learning, e.g. Sprachenquiz, the city of languages, hip – hop language. All mentioned actions should motivate young people to learn foreign language and raise their interest about languages and cultures.

There are also various projects finances from European funds in order to promote language learning and motivate learners.

Adult education centres (VHS) offer not only regular language courses but also additional language teaching adapted to the needs of various target groups, children and young people, senior learners, unemployed 50 years old, etc.

For example, Volkshochschule im Cham provides English courses for children, where English language is combined with sport, dance and signing. the parents can also take part in language lessons. Second example is related to the English grammar taught by games and various activities. The English grammar is presented in funny and non-formal way not reminding usual lessons at school.

One of the biggest groups of learners in nonformal learning is adult migrants or newcomers who want to require language competencies. Most of them take part in integration courses provided by adult education centres, associations for migrants. The integration courses foreseen 600 hours plus 30 hours of orientation



course. The course ended with examination on level B1. More information on the website www.integration-in-deutschland.de

The last example is “German language as foreign language” for unemployed people with migration background with low knowledge of German language. The lessons are only for men, the course calls “Deutsch ohne Grammatik”. Male learners learn about typical “man” topics like: motorcycles, cars, building etc.

3.1.2.3 Informal Education

The most popular languages in informal learning are: English, Spanish, French (depending on the region), Italian, Czech (border region).

Language learning through online tools: chats, tandem team, organization of events, festival in foreign language.

Responsible for organization of events:

- § schools (teachers, students)
- § associations for young people
- § young people

Partially activities mentioned in the column non-formal education (e.g. Goethe Institute) belong also to informal education (one time actions, without special curriculum).

As mentioned about one of the ways to learn foreign language is internet. But learning via Internet is quite difficult, it requires high motivation to sit in front of computer regularly, one of the popular forms of learning via Internet is community platform. There are a lot of networking possibilities offered by Web 2.0, where it is much easier to find suitable partners for learning languages in an exchange type of environment. The members of a language communities or learning platform have the same goal: learning a language. There are various communities, some of them are devoted specific topics or target groups.

3.1.3 Main didactic and methodological model(s) and means in use for foreign language learning

3.1.3.1 Formal Education

Handbooks for young people adjusted to the needs and interests of young people. Additionally teachers used other materials from reality (maps, magazines, DVD, CD, etc).

More classic techniques are used:



Foreign language teaching in the Grundschule is understood as a distinct offer with its own specific didactic methods. It is characterized by play-based learning methods which permit each individual child to make his or her own progress. Additional features include a close link between foreign language offers and the subject matter and methods of other lessons taught at primary school, an emphasis on spoken language, participation of all pupils and, as a rule, the absence of formal assessment. Two approaches coexist: In the communicative approach, the encounter with foreign languages takes place on a situational basis and several languages may be involved. The other approach provides for a more systematic and thematically oriented learning process on the basis of a (framework) curriculum with result-oriented progression. In both concepts, foreign language skills are imparted in a vivid way particularly suitable for the age group in primary school. Schools may offer curriculum more geared to the needs of population and region

There are no special requirements for planning language courses; teacher has to be flexible in case of mixed group, there is a higher interest of languages learning among girls than boys. Also boys have lower notes in language learning than girls. In case of young male students, different learning materials and topics are required.

Language learning takes place mostly in the classroom, in group of 15 learners, during the day.

In case of formal education there are levels from A1 to C1. At the beginning of education children choose language e.g. for beginners and learn for the whole compulsory education. On these three levels the following languages can be learnt: English, Spanish, French (mostly offered by schools). At the end of formal education, students receive a certificate of language knowledge issues on the basis of notes and internal exam.

In Germany, the objectives for reaching CEFR proficiency levels are first set from ISCED 2 onwards.

3.1.3.2 Non-formal Education

As basic materials are used: students' handbooks (e.g. in English: Oxford, Cambridge) plus additional teaching materials: CDs, DVDs, postcards, magazines, games etc.

In case of non-formal education, learners can have more influence on the creation of curricula.

In non-formal education courses training mostly women (including young girls) participate. Age plays sometimes role if in the group are very young persons (18 – 30) and 50 – 60 years old. Courses are also planned according to the target groups: children, young and adult and seniors. Other aspects like: religion, ethnicity are not taken into account when planning foreign language courses.



Language learning mostly takes place in the classroom, there are also organized some actions like: going outside the classroom to the city, coffee shop etc in order to combine language learning with various environments.

Language learning is provided in group of max 15 persons, most of courses is provided late afternoon, evening or weekends.

Adult education centres VHS: Language learning mainly takes place in the facilities of the Volkshochschule. In case of cooperation with schools classes are usually held at the local schools. The bvv has trained more than 200 teachers in WEB 2.0 and in using the platform Moodle. Apart from regular courses Volkshochschulen offer more and more blended learning courses or courses with add-on online materials like Macmillan Campus.

In non-formal education, courses are offered mostly on the level of A 1- A2 and B1 and B2, less on level C1.

The Bavarian “Volkshochschulen” offer courses in 42 foreign languages. The range of language courses depends on the region and the number of inhabitants. The language courses and the language programme follow the Common European Framework of Reference (CEFR) and cover A1 to C2. The methodology in language teaching focuses on a task-based approach and learner autonomy.

The Bavarian “Volkshochschulen” are licenced to offer the international language examinations by Cambridge, telc, Instituto Cervantes and Institut francais. Only a minor part of language learners actually takes an exam, especially younger learners. The Cambridge exam FCE and the DELF exam meet a high demand by pupils.

3.1.3.3 Informal Education

In informal education student has the biggest influence on the materials to be used, student can choose him/ herself e.g. internet website for language learning, magazines, chats etc. Here mostly self directed learning or family learning and content related learning are used. Students learn what they want and in way that matches their time and needs. Good example of informal education is a process of learning or experiencing new hosting county by students studying abroad or new comers. Those learners experience new language or improve it in every day life, sometimes not even being aware of acquiring new competences or knowledge of foreign language and its culture. Other method of non-formal learning very popular is learning via Internet. Here, the users after login to preferred community can find a suitably matched partner. Common hobbies, for example, are a great to way to “break the ice” and get a conversation going. The advantage of this kind of learning is that the learners see each others, from gestures and behaviour can understand a lot what helps in communication process.



According to the Eurobarometr⁶ survey, most of interviewed persons (49 %) indicated that language lessons at school is the most effective way to learn foreign language. On the second place were “group language lessons with a teacher” or “long or frequent visit in a foreign country”. Ways of learning like: teaching myself by using audio video files, books, interactive internet, conversation exchange with native speaker are not very popular, only between 9 – 2% of interviewed indicated those ways as effective ways of learning foreign language. It means that language learning in formal education is the most important and way of language learning according to the respondents. The survey covered the population with a minimum age of 15 and having citizenship of Germany.

3.1.4 Languages taught

3.1.4.1 Formal Education

Obligatory language in Germany is English, except in Saarland, where rather French is obligatory. The second language is Spanish, then French (concerns Bavaria). Additionally in some schools, Latin and Greek are also obligatory and first language. English makes 90 % comparing to other languages taught at schools. Specific regional and minority languages taught are: Danish and Sorbian. Learners can choose a language among those offered by school. Foreign languages are included in vocational education when they are likely to be of importance in the pupils' future occupation, e.g. office jobs. In primary schools languages are taught by general teachers, in secondary schools by semi-specialist teachers. According to the statistic. 1,2 foreign languages are learnt per pupil – ISCED level 2, 0,9 foreign language are learnt per pupil – ISCED level 3.⁷ International Schools in Germany, including the 21 member schools of the European Council of International Schools (ECIS), cater for primary as well as secondary school pupils. There are also three European Schools, which offer bilingual lessons in various languages.

3.1.4.2 Non-formal Education

As it was mentioned in previous chapters one of the biggest providers of language learning in non-formal education are adult education centres in Germany. In non-formal education first language is English, then Italian or Spanish, but here we can find differences relating to the region. Quite popular is also French

⁶ Europeans and their languages, Special Eurobarometr 243, February 2006

⁷ Eurostat, *ec.europa.eu/eurostat*



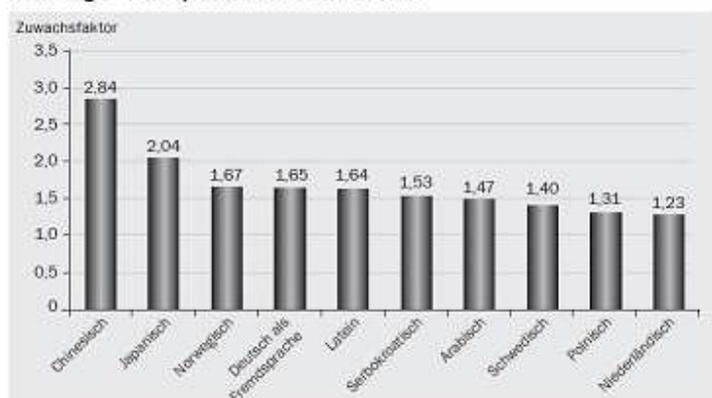
language. In border regions are also neighbouring languages popular like Polish, Czech language, but those are learnt because of profession or job. In non-formal education also German as foreign language is offered.

Tabelle 1: Sprachkurse an den Volkshochschulen

	1998		2007	
	absolut	Anteil in %	absolut	Anteil in %
Arabisch	760	0,5	1.217	0,7
Chinesisch	434	0,3	1.344	0,8
Dänisch	1.123	0,7	1.432	0,9
Deutsch als Fremdsprache	14.942	9,6	26.032	15,6
Deutsch als Muttersprache	2.761	1,8	1.679	1,0
Englisch	63.488	40,8	57.370	34,4
Finnisch	214	0,1	272	0,2
Französisch	21.770	14,0	17.902	10,7
Italienisch	17.888	11,5	18.260	11,0
Japanisch	558	0,4	1.257	0,8
Latein	324	0,2	522	0,3
Neugriechisch	1.732	1,1	1.680	1,0
Neuhebräisch	182	0,1	153	0,1
Niederländisch	1.472	0,9	2.068	1,2
Norwegisch	501	0,3	896	0,5
Persisch	77	0,0	88	0,1
Polnisch	859	0,6	1.390	0,8
Portugiesisch	972	0,6	1.031	0,6
Russisch	2.049	1,3	2.240	1,3
Schwedisch	1.701	1,1	2.561	1,5
Serbokroatisch	216	0,1	394	0,2
Spanisch	18.486	11,9	22.634	13,6
Tschechisch	502	0,3	631	0,4
Türkisch	982	0,6	1.385	0,8
Ungarisch	458	0,3	420	0,3
andere Fremdsprachen	773	0,5	1.441	0,9
fachgebietsübergreifende Fremdsprachen	547	0,4	2.118	0,2
Insgesamt	155.771	100	168.397	100

Quelle: DIE Volkshochschul-Statistik 1998-2007

Abbildung 1: Trendsprachen der letzten 10 Jahre



Quelle: DIE Volkshochschul-Statistik 1998-2007; Basis: Belegungen in %; Zuwachsfaktor = Anteil Belegungen 2007 / Anteil Belegungen 1998

3.1.4.3 Informal Education

In informal education, it is hard to estimate which language is mostly taught. There are available online websites, learning materials for English, Spanish, French, Italian, Russian or Chinese and German as foreign language.

3.1.5 Aspects concerning the target group, i.e., young people learning foreign languages:

3.1.5.1 Formal Education

Important role in motivation plays teacher, his/ her enthusiasm for foreign language can have positive influence on learners.

The possibility of taking an exam is a very good motivation especially for pupils in “Hauptschulen”. It’s a nice feeling holding an internationally recognized exam.

At schools there are projects financed by Leonardo da Vinci (VET) and Comenius, where young people can take part in the training placement in another country. There are also organised summer courses in target countries by schools.

ISCED 0 - Pre-compulsory education – Age 3-6

ISCED 1 - Primary education – Age 6 – 10 (6 – 12 Berlin, Brandenburg)

ISCED 2 - Lower secondary education

Orientierungsstufe –(orientation phase) Age 10 – 12

Gymnasium/ Realschule/ Hauptschule – Age 10/12 – 15/16

ISCED 3- Upper secondary education

Gimnaziale Oberstufe, Fachoberschule, Berufsfachschule - Age 15/16 – 18/19.



More than 70 % of young people in the age of 20 – 24 have completed upper secondary education. The greatest group holding tertiary education are those in age of 30 – 34.

In language classes mostly girls are taking part, about 70 – 75 % are girls.

In formal education language learning is compulsory. In formal education the progress is graded on the basis of notes⁸.

3.1.5.2 Non-formal Education

Young learners expect a different learning environment from other learners. As they are “digital natives” computer classes seem quite natural to them. Add-on learning via internet and real blended learning courses should be offered. The topics and texts should meet their specific needs and interests.

The motivation for young learners is future profession.

Reasons for language learning⁹:

32% to use in profession

27% to work in abroad

35% to use during vacation

27% just for themselves, just for pleasure

Considering the situation of language learning outside the school we can state that women have a greater proportion on participating in further education (according to the Volkshochschulstatistik the female quota above-average concerning the participation is nearly 69%).

According to the statistic and results of interviews conducted within our project YELL more young women are interested in languages learning, in most of courses (it does not matter what language) 75 % are women, girls.

Language learning is perceived as hobby for women or for girls, in case of men or young males they learn language because of e.g. profession.

The statistics only cover the fields age and gender. The largest group of language learners are women aged 35 - 49. The exact dates see below.

64,7 % of the language learners are female, only 35,3 % are male.

< 18: 1,7%

18-24: 7,0%

25-34: 17,1%

35-49: 39,6%

⁸ Key data on teaching at school, Eurydice 2008

⁹ Statistic data of the adult education centres in Germany, www.dvv-vhs.de



50-64: 22,7%

> 64: 11,9%

The age groups taking part mostly in language learning are 35 – 49. The most popular language is English; this concerns young and older learners. The most popular language for senior learners is English. Languages are offered in relation to the learners' interests.

Most of learners learn language voluntary, there are some courses tailored for target groups; employees of SME "Business English".

In offered courses there no consequences for failing a course, the participant of the course e.g. do not receive the certificate of attendance confirming knowledge of language on concrete level.

3.1.5.3 Informal Education

It is hard to assess, but the results can be the same, more women and girls are interested in language learning. Currently there is no exact data related to the informal language learning.

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

3.1.6.1 Formal Education

Primary and secondary education

The public-sector school system is financed on the basis of a division of responsibilities between the **Länder** and the **Kommunen** (local authorities). While the latter bear the costs of non-teaching staff and the material costs, the Ministries of Education and Cultural Affairs of the Länder are responsible for the teaching staff payroll.

In order to balance out school costs between the local authorities and the Länder, the local authorities have certain expenses (e.g. for transporting pupils to and from school) reimbursed from the Land budget (generally by the Ministry of Education and Cultural Affairs). The Land also supports the local authorities through one-off grants, for example, contributions to school construction costs or certain subsidies for running costs.

Except standard financial support, there are other forms of financial assistance, which may be paid together with that support, such as contributions to construction costs, contributions to help provide teaching aids to pupils free of charge, contributions to old-age pension provision for teachers, and granting sabbatical leave to permanent teachers with civil servant status while continuing to pay salaries. The funds are mostly provided by the Länder, but a small proportion is provided by the local authorities. The greatest number of **Ersatzschulen** (alternative schools) are, however, maintained by the Catholic and Protestant



churches, which fund their schools from their own means to the extent that little or no fees must be charged. The share of public funding in the overall financing of privately-maintained schools varies between the Länder, and also depends on the type of school (there are also numerous special provisions, for example for approved privately-maintained schools in contrast to recognised privately-maintained schools, for boarding schools and for church-run alternative schools).¹⁰

Vocational education

The **duales System** (dual system) of vocational training operates at two locations, namely within companies and at the **Berufsschule** (vocational school). Vocational training outside the school sector is mainly financed by companies, whose expenditure was about Euro 14.7 billion in 2005. In 2005, expenditure for vocational schools, the majority of which are financed by the Länder, was Euro 7.3 billion. In the last two decades, as a result of the decline in the in-company training offer, the amount of public funding (Federation, Länder and Federal Employment Agency – *Bundesagentur für Arbeit*) for vocational training outside the school sector (e.g. for the promotion of additional vocational training places or for the promotion of vocational training for disadvantaged young people) has increased considerably. In contrast, the amount of public funding for vocational schooling fell. Overall, the costs for vocational training within the dual system have shifted from being company-funded to publicly-funded.

Higher education

Public higher education institutions are maintained by the **Länder**, and therefore receive the majority of their financial backing from the Land concerned, which essentially also decides on the allocation of resources. The Länder supply these institutions with the funds they need to carry out their work from the budget of the Ministry of Education and Cultural Affairs or the Ministry of Science and Research. The funding system of higher education in Germany is undergoing a period of change. The detailed state control exercised by the Länder is increasingly being replaced by the autonomous action of higher education institutions.

3.1.6.2 Non-Formal Education

The public sector, industry, social groups, continuing education institutions and public broadcasting corporations as well as the general public bear responsibility for continuing and adult education.

This joint responsibility is reflected by the funding principle, which obliges all the parties concerned to contribute towards the cost of continuing education in relation to their share and according to their means.

Public-sector funding (local authorities, **Länder**, the Federal Government, the European Union) includes the following areas:

¹⁰ Organisation of the education system in Germany 2007/2008, Eurydice
AGREEMENT n° 2008 – 4283 / 001 – 001



- § institutional sponsorship of recognised continuing education institutions by the Länder on the basis of
- § continuing education legislation
- § institutional sponsorship of *Volkshochschulen* (local adult education centres) and sponsorship of
- § activities of continuing cultural education by the local authorities,
- § grants for adults seeking to obtain school-leaving qualifications under the Federal Training Assistance
- § Act (*Bundesausbildungsförderungsgesetz* – BAföG) and career advancement training under the Career
- § Advancement Training Promotion Act (*Aufstiegsfortbildungsförderungsgesetz* – AFBG),
- § continuing education for employees of the Federal Government, Länder and local authorities.

Industry provides a considerable proportion of funding for schemes under which people can obtain and improve vocational and/or working skills and qualifications. Companies spend substantial funds on continuing education for their staff. This spending came to more than Euro 26.8 billion in 2005 for continuing vocational and work-related education.

Further training schemes designed to meet the needs of the labour market, which are targeted especially at the unemployed and those facing the threat of unemployment, are funded under the Social Security Code III (*Sozialgesetzbuch III*) from the unemployment insurance fund. From this fund, the Federal Employment Agency (*Bundesagentur für Arbeit*) spent a total of some Euro 3.6 billion on the promotion of continuing vocational training in 2007.

For the period from 2007 until 2010, the Federation has provided a total amount of approximately Euro 480 million to be spent on the promotion of vocational further education.

Social groups (churches, trade unions, and so on) also bear a proportion of the cost of running their continuing education institutions. They guarantee the widest possible access to continuing education by setting their fees at an appropriate level.

In 2001, following a resolution of the *Bundestag*, an independent expert commission *Financing Lifelong Learning* was assigned to deal with basic questions concerning the financing of lifelong learning. In order to do justice to the diversity of lifestyles and the demands of structural change, the expert commission was to develop realisable proposals for new strategies with regard to lifelong learning which lead to a sound general concept. In its analysis, the commission was to focus on phases of lifelong learning after vocational training, including self-determined learning. At the same time the commission was to establish how the right to education may be reinforced. The final report of the commission was published in July 2004. The recommendations of the commission are to form the basis for a parliamentary, academic and public discussion on improving the framework conditions for people's interest in lifelong learning. One of the outcomes of this discussion was an initiative of the Federal Government to launch a *Bildungsprämie*



(continuing training savings plans) to support the financing of people's continuing vocational education by way of three components (a continuing education bonus, a loan for more comprehensive continuing training and an amendment of the Capital Formation Act (*Vermögensbildungsgesetz – VermBG*)).¹¹

3.1.6.3 Informal Education

NGO, municipality, cultural and sport associations.

¹¹ Organisation of the education system in Germany 2007/2008, Eurydice
AGREEMENT n° 2008 – 4283 / 001 – 001



3.2 Conclusion of conducted interviews

The interviews were conducted with language teachers working in Formal education (gymnasium) and working in non-formal education, managers responsible for implementing language learning in adult education centres in Bavaria.

The main conclusion from all interviews was that young people need different environment for learning languages, various motivations.

Teacher / trainers can be also a great motivation for learners, he / she can show own passion for language and culture of the country.

At the level of school (formal education) there is lower interest in language learning, the motivation to learn languages grows with age, but here also more among girls than boys.

Important aspects mentioned in interviews were: raising awareness about languages and teaching foreign languages from early childhood. Important is to do this in joyful way.

Taking into account existing statistic data and publications, it is clear that for many people have learnt foreign language at primary or secondary school. For many, school is the only place where they ever learn foreign language. Awareness about other ways of learning outside the school is rather low. Intention to start to learn another language is also rather low, but from the other side importance of knowing other language or it usefulness is rated very high. (Special Eurobarometr 243, Europeans and their languages, February 2006.)



4 GOOD PRACTICE EXAMPLES

GOOD PRACTICE EXAMPLE NO.: 1

TITLE OF GOOD PRACTICE

English for Art lovers

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

English

<http://www.vhs-hamburg.de>

Aspect of language learning covered (please tick whatever is applicable)

reading

listening

writing

speaking

other (please specify):.....

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

The participants meet at museums, art galleries and even in artists' studios. This change of environment helps to support the learning process. Before each of these visits, the participants research the background of the relevant artist in class, as homework or on the Internet. They then prepare a presentation in English on selected works by that artist and tell the other participants about a certain painting or about certain details in a painting.

The example of good practice is not limited to fine arts, other examples:

Special Evening

- The Rise and Fall of Sharpie Cakes - The short stories of Haruki Murakami

- Boston, The Hub of the Universe, Slide Show

- The coast of Alaska. A Cruise down the inside passage – a slide show

Objective(s)

- Combining passion for art and culture with language learning

- raising awareness about culture

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



Heidi Staschen

Hamburger Volkshochschule

Website <http://www.vhs-hamburg.de>

Remarks (pedagogical recommendations, IPR, other)

This good practice can be conducted by various institutions: schools, associations, language schools.

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? 2

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

Please specify:

...the good practise is very easy to transfer, the main idea is to conduct some initiatives or events in foreign language , it is one important condition – level of language knowledge, it is more adjusted to the level at least B1.

The effect of implementation can be raising knowledge and awareness about other cultures.

The most attractive in the example is combination of two subjects (language learning with interesting topics)



GOOD PRACTICE EXAMPLE NO.: 2

TITLE OF GOOD PRACTICE

Languages for sale – Multilingual Christmas Market

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

English, French, Spanish (languages taught at school)
<http://www.eoisantander.org>

Aspect of language learning covered (please tick whatever is applicable)

- reading listening writing speaking
- other (please specify):.....

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

A simple and enjoyable out-of – classroom activity, allowing students to practice their languages in a convivial atmosphere, celebrating Christmas with traditional food and songs while also raising money for humanitarian causes. Students are asked to bring objects to be sold on the last day of class and other students volunteer to sell the objects. The flea market is then conducted in the four languages that are taught at the centre (English, French, German and Italian), and each participant wears a badge indicating in which languages he or she can communicate. The event finishes with Christmas songs in the four languages.

Objective(s)

to motivate beginners during the first semester of their language classes

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

Contact: Pierrette Hargoues-Turon
Organisation Escuela Oficial de Idiomas de Santander
Website <http://www.eoisantander.org>

Remarks (pedagogical recommendations, IPR, other)

Level from A1 – to B1



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:

The example can be easily adapted, the initiative can be organized on the occasion of other events or fests.

The effect of the good practice is a raise of motivation among learners in team of all learners. More advanced learners motivate beginners to speak in foreign language.



GOOD PRACTICE EXAMPLE NO.: 3

TITLE OF GOOD PRACTICE

Walking and talking

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

Each language, depending on the interest of learners

Aspect of language learning covered (please tick whatever is applicable)

- reading listening writing speaking
- other (please specify):.....

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

Nordic walking course for young adults, in the same time participants train and speak e.g. in English under supervision of trainer.

Walking in the forest, children with supervision of teacher go to the forest and learn about trees, animals, they play together.

Objective(s)

Developing speaking skills

Combination of language learning and sport

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

VHS Cham

Remarks (pedagogical recommendations, IPR, other)

It is important to give participants a feeling that it is only simple conversation, not boring language course with the same schema.

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? 2



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

Please specify: Language learning takes place in various environments, not necessary in the classroom.



GOOD PRACTICE EXAMPLE NO.: 4

TITLE OF GOOD PRACTICE

Developing Language and Cultural Awareness in the Spanish Primary Classroom through Active Learning and Intercultural Dialogue

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

Spanish

Aspect of language learning covered (please tick whatever is applicable)

reading listening writing speaking

☒ other (please specify:)

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

the task-based learning includes activities such as writing pen pal letters to schools in Spain, cooking meals from Spanish-speaking countries, drawing cultural maps, investigating interesting facts about languages and inviting guest speakers.
The good practice is appropriate more for children, lessons can be conducted on the level A or B depending on the children' competences

Objective(s)

The project aims to develop the pupils' natural curiosity towards difference and promotes their enjoyment by learning through play.

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

Contact/link: Scoil Mhaolcheadair
Lucia Atencia Fernandez
Email: luciatencia@hotmail.com

Remarks (pedagogical recommendations, IPR, other)

Some activities are related with additional expenses.



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? 2

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

Please specify: Here is necessary a great engagement from the teacher, preparation of the materials, tools, motivate learners. The example can be also adapted to other languages.



GOOD PRACTICE EXAMPLE NO.: 5

TITLE OF GOOD PRACTICE

**German and Polish conversations and evening meeting
Learning in tandem team**

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

Practice possible to adapt on the border regions of two countries, e.g: Polish- German or Czech-German etc.

Aspect of language learning covered (please tick whatever is applicable)

- reading listening writing speaking
- other (please specify):.....

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

2 times in month young people from the neighbour cities can meet, they can know each other better and help each other in language learning. The meetings are organised by two institutions from two border cities.
Level at least A2

Objective(s)

To motivate learners to speak foreign language
To get to know people of other culture

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

Contact/link:
VHS Görlitz
[http:// www.vhs.goerlitz.de](http://www.vhs.goerlitz.de)

Remarks (pedagogical recommendations, IPR, other)

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? 2

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

Please specify:

All aspects: adaptability, effectiveness and attractiveness depend on the level of interests of two nations to meet together and to know each other. It is also important common interests of learners and motivation to learn neighbouring country language.



GOOD PRACTICE EXAMPLE NO.: 6

TITLE OF GOOD PRACTICE

Films- coping with unknown

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

All languages

Aspect of language learning covered (please tick whatever is applicable)

reading listening writing speaking

other (please specify):.....

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

Presentation of movies in original language versions e.g. with German subtitles. The aim is not only presentation of a movie but also to teach about other countries, people. Before projection the native speaker/language teacher presents short overview about movie and its topic, focusing also on the vocabulary used in the movie. After movie short discussion with participants is foreseen. This example is directed to the learners, who know foreign language at least on level A2 – B1.

Objective(s)

- Get to know other cultures, topics, history
- Get to know specific vocabulary, also dialects.

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

VHS Erlangen
E-mail: club.international@stadt.erlangen.de
<http://www.vhs.erlangen.de>

Remarks (pedagogical recommendations, IPR, other)

Before presentation of the movie, it is good to provide an introduction to the topic or issues presented in the movie.

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: The example can be used any time, it is important to select movie which might be interesting for the learners. The learners have opportunity to listen to language and get to know more about specific subject.



GOOD PRACTICE EXAMPLE NO.: 7

TITLE OF GOOD PRACTICE

Sightseeing in a foreign language

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

All languages

Aspect of language learning covered (please tick whatever is applicable)

- reading listening writing speaking
- other (please specify):.....

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

Sightseeing of chosen city in a foreign language. The students with a supervision of the guide visit the city, monuments etc. The guided tour is conducted in a foreign language. Teacher with learners can choose the topic or place of lesson.

Objective(s)

Teaching language out door, in different surrounding.
Getting more about e.g. city, places, history

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

VHS Erlangen
E-mail: club.international@stadt.erlangen.de
<http://www.vhs.erlangen.de>

Remarks (pedagogical recommendations, IPR, other)

This outdoor activity is simple to adapt. The language teacher should possess knowledge of history, culture, tradition of the city or place. There is a need to prepare some materials or use already existing tourist information in a foreign language as handouts

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: The activity is very easy to conduct, outdoor activities can be much more attractive for the learners than being in the classroom. The teacher should choose with learners a concrete topic. It is necessary to prepare some materials, collecting existing information related to the topic of sightseeing.



5 TRENDS AND RECOMMENDATIONS

The most popular language to learn is still English. Second is Spanish or French. A lot of effort is put into raising competences and skills of German language for migrants or learners with a migration background (here we can find more initiatives and actions also initiated by governments to improve German language among migrants).

5.1 Pedagogical recommendations

In formal education, language teachers are often generalists in primary education and specialists in secondary education. General (non-specialist) teachers in primary schools do not receive initial training in foreign languages but participate in in-service training activities. There are some recommendations regarding the content of initial education for semi and specialists. Learning one or several languages, theoretical courses on the teaching of foreign language, in-school foreign language teaching placements, period spent in a target country language.

Focusing on general pedagogical goals, it is recommended integrating foreign languages more intensively into the general curriculum at school. It is intended to awaken a child's interest and enjoyment in languages and to bring children to awareness that all languages and cultures have value. Children test out a broader set of contexts for communicating through the new language, and thus acquire a better understanding of the characteristic of their own language.

Learning of language of border country- it takes advantage of the wide variety of possibility for learning, experiencing and using the language of neighbours across a border.

It is also recommended in theme and situation related teaching, helping learners to experience the enjoyment of learning a foreign language and helping them to develop a meaningful level of language skill in this approach there is a close interaction between the foreign language learning and the subject areas of the broad primary school curriculum.

It is also recommended broader introduction of content related learning, family learning and self directed learning in non-formal and informal education, those methods can respond to the needs of learners. It is also important to show learners without age exception that language learning does not mean only sitting at the classroom, listening in front to the teacher who gives presentation about grammar. Still for many learners / students language learning means: repeating words, grammar etc.



5.2 Structural Recommendations

It is recommended to promote foreign languages through other subjects, e.g. introduction of content and language integrated learning, tighten cooperation among schools, language schools and centres from various and neighbouring countries.

Well-established schools partnerships and exchanges, for example under COMENIUS or bilateral programmes, promote direct contacts with partners of the other language group. These contacts serve to further linguistic skills and also motivate and encourage people to gain intercultural skills.

5.3 Recommendations for Raising Awareness/ Reaching the Target group(s)

- § Introduction of various actions at schools, associations – organisations where young people attend, on the occasion of other events (e.g. sport events, cultural events). Competence in foreign language requires not only knowledge of vocabulary and functional grammar but also an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is very important. Essential **skills** consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read and understand texts appropriate to the individual's needs. Individuals should also be able to use aids appropriately, and learn languages also informally as part of lifelong learning. A positive **attitude** involves the appreciation of cultural differences and diversity, and an interest and curiosity in languages and intercultural communication.
- § On the media side, a study on the needs and practices of the audiovisual industry in dubbing and sub-titling was launched by the Commission (Directorate-General for Information Society — Media Programme) early in 2007 (III.2.2). By the end of 2007 the study will have surveyed the European market and come up with recommendations to promote linguistic diversity and facilitate the movement of audiovisual productions among European countries.¹²

5.4 Recommendations regarding Implementation into existing Measures

- § Better cooperation between various actors: social partners, schools, education centres. creating a good network where actions undertaken by each party is complementary. Combining language learning offers of non-formal and formal education.
- § Widen introduction of town twinning projects which support informal language learning and linguistic diversity. In the Programme “Europe for Citizens 2007-2013”, cultural and linguistic diversity is one of the horizontal features of all actions over the entire duration of the programme.

¹² Report on the implementation of the Action Plan “Promoting language learning and linguistic diversity”, EC 2007



- § To ensure the sharing of information and good practices between the Commission and Member States and to chart new policy areas.
- § support of school leadership for foreign language teaching, initial and in-service training of teachers and the impact of inspection systems and practices.



6 APPENDICES

- § Definition of Key Terms**
- § List / Contacts of relevant educational and education policy organizations in the partner country**
- § Bibliography**
- § Questionnaire Templates and Interview Guidelines**

6.1 Annex 1

6.1.1 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 3VPV	Upper secondary education - level 3 - pre-vocational and vocational programmes
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

6.1.2 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).

6.1.3 Learning types

Regarding Learning types the Glossary of CEDEFOP (2000) and the Communication of the European Commission (2001) 13 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

¹³ 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)



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]

6.2 Annex 2

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

6.2.1 GERMANY

Organization	Main Tasks/	Objectives (of the organization)	Contact data
Municipality Cham Landratsamt Cham - Amt für Jugend und Familie	Youth programmes, daycare, promotion, supervision, educational assistance	Preventions, Conducting social programmes at schools, counselling for children and parents	<a href="http://www2.landkr
eis-
cham.de/Home.aspx">http://www2.landkr eis- cham.de/Home.aspx
Federal Ministry of Education and Research	Research promotion, The promotion of gifted school students, trainees and students and the fostering of young scientific talent. The promotion of international exchanges of trainees, students, persons taking part in continuing education, instructors as well as scientists. Education planning (in conjunction with the Länder), The extension and construction of institutions of higher education, including teaching hospitals (in conjunction with the Länder).	Legislative, policy and coordination tasks for non-school initial and continuing vocational training, Legislation on training assistance and the funding thereof (in conjunction with the Länder), Regulation of general policy in the higher education sector,	http://www.bmbf.de /
Bavarian State	Legislative, policy and	Responsible for	http://www.km.bay



<p>Ministry of Education,</p>	<p>coordination tasks for non-school initial and continuing vocational training, Legislation on training assistance and the funding on the level of Land.</p>	<p>educational policy in Bavaria.</p>	<p>rn.de/km/education/</p>
<p>Bavarian Association of Adult education centers</p>	<p>“Bayerischer Volkshochschulverband e.V. (bvV)” is the Association for Adult Education Centres (“Volkshochschulen”) in Bavaria. The Bavarian Association for Adult Education has 218 member facilities with more than 1.000 locations throughout Bavaria</p>	<p>Support VHS in Bavaria, promotion and implementation of innovative projects and educational policy.</p>	<p>www.vhs-bayern.de/</p>



6.3 Annex 3

6.3.1 BIBLIOGRAPHY

Key data on teaching languages at school in Europe, 2008 Edition, Eurydice Network

Content and language integrated learning at school in Europe, Germany, National description – 2004/05 – Eurydice Network

Key Data on Education in Europe 2009, European Commission, Eurydice, Eurostat

Description of the structures of the education systems from pre-primary to higher education (ISCED 0-5), School year 2007/08, European Commission, Eurydice

BMBF - Status of Recognition of non-formal and informal learning in Germany, within the framework of the OECD activity "Recognition of non-formal and informal Learning"2008

Podiumsdiskussion vhs der Zukunft – Chancen in der Rezession, 2009

Report was also prepared on the basis of interviews



6.3.2 Links

http://ec.europa.eu/education/languages/eu-programmes/doc197_en.htm#1

Eurostat – Data explorer www.ec.europa.eu/eurostat

Goethe Institute www.goethe.de

BMBF – Federal Ministry of Education and Research <http://www.bmbf.de/>

Kultusministerkonferenz <http://www.kmk.org/home.html>



6.4 Annex 4

6.4.1 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.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



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.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein





Disclaimer:

This project has been funded with support from the European Commission.

Project number 143337-LLP-1-2008-1-DE-KA2-KA2NW – Grant agreement number 2008-4283 / 001-001

Lifelong Learning Programme, Transversal Programme, Key Activity 2 - Languages

This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.