Analysis –

LATVIA

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Project partnership

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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

3.2 Education policy and programs in your country

Formal education

Pre-school education - 5-7 year old children have to participate in pre-school programs provided by general education establishments or kindergartens as a part of the compulsory basic education. Foreign language learning here is optional.

Basic education- 9-year single structure basic education (primary and lower secondary education, ISCED level 1&2) is compulsory for all children from the age of 7. The curriculum is determined by the national basic education standard. The Ministry of education and science supervises and determines the content of the final national examinations. The 1st foreign language English is taught starting from Class 3 (8.3% of the study load); the 2nd foreign language (German or Russian) starts from Class 6 (4.3% of the study load).

Pupils, who have received a evaluation in all subjects of the compulsory education curriculum, national tests and examinations, receive a certificate of the basic education and a statement of records that qualify them for further education and training in secondary level educational programs.

Secondary education (ISCED level 3). There are 2 types of secondary education programs: general secondary and vocational secondary education and training programs. The compulsory curriculum of 3-year general secondary schools is determined by the national Standard in the following profiles: 1) general comprehensive, 2) social/ humanitarian, 3) mathematics, natural science/ technical, 4) vocational/ professional. All educational programs must contain 8 compulsory and 3-6 selected subjects according to the profile. The 3rd foreign language (Russian or German/French) is taught in Class 9. Upon graduation students have to take at least 5 centralized national examinations, the content and procedure of which are determined by the Ministry of Education and Science and approved by the Cabinet of Ministers, a foreign language is one of them.

Tertiary education (ISCED level 4-5). The admission procedure is not centralized: each higher education institution has its own admissions board and criteria. From 2004 the entrance examinations are replaced by the results of the national centralized secondary education examinations.

Postgraduate education (ISCED level 6). Master's degree or the equivalent is required for admission to doctoral studies.

Non-formal education

In the 21st century the issues about the youth education apart from the formal education have become very topical, not only about the informal education but also about the non-formal education; the education which would provide the functions that are not provided by the formal education system. In 2004/2005 **The Ministry of Children, Family and Integration Affairs** took under the control the non-formal education. The non-formal education is often connected with the in-formal education, thus decreasing the non-formal education development possibilities.

The non-formal education is connected with the society groups and other organizations.

The non-formal education is determined by:

its accessibility, closeness to the workplace;

immediate possibility to act, i.e., to use the acquired skills with least resources .

Non-formal education formation in Latvia is only in the process. It is essential to study the youth's understanding of the non-formal education to order to help the youth to fulfil their hopes that would promote the development of the skills which are necessary in the society.

The non-formal education structure is being planned and adopted to the national needs, for the non-formal education has to be the most flexible education system where any individual could benefit from it.

Types of non-formal education development:

supplement to the formal education;

acquisition process of the missing formal knowledge, skills;

new knowledge, skills which are necessary due to the changes.

The non-formal education could serve as the supplement to the formal education to compensate the lack of the formal knowledge and to supply any individual with the opportunity to acquire new knowledge, skills are attitudes needed in the process of changes.

Informal education

If the formal education is connected with schools training institutions, the non-formal one with society groups and other institutions, then the in-formal education covers the rest like the relationships with friends, family, colleagues. However these categories are not separate, they partly overlap, especially the no-formal and in-formal education, taking into account the people's drive to connect their daily life with educating activities (Coomb, Ahmed, 1974). According to Coomb and Ahmed's (1974) theories

the most essential difference between the formal and non-formal education is the fact that the non-formal education takes place outside the formal education. The in-formal education is not identical with the non-formal education. It is the basic way of the individual's lifelong education process, where the individual acquires attitudes, values, skills and knowledge from the daily experience.

Can we talk here about the education of interests?

LR Education Law determines:

the education of interests is meant for any person any age, whatever is their previous education to satisfy their individual needs and wishes for the education;

this education is voluntary and there is no need for a certain level of education to join it.

Policy making organisations

Formal education

Education system is administered at three levels-national, municipal and institutional. The Parliament, the Cabinet of Ministers and the Ministry of Education and Science are the main decision-making bodies at a national level. The Ministry of Education and Science is the education policy-making institution that also issues the licenses for opening comprehensive education institutions and sets educational standards along with the teacher training content and procedures.

Non-formal education

At the moment the non-formal education is not acknowledged and developed in Latvia. But at the same time the state guarantees the non-formal education legal status and promotes a positive environment for non-formal education development in any youth organization. The non-formal education is implemented by various organizations, physical and judicial persons, higher education institutions, NGO, where one of the main target audiences is the youth who have got some difficulties with integration into the formal education system. Even though the non-formal education is realized by various organizations, there is no clear support structure for the physical persons.

Informal education

The main tasks:

promote the acquisition of the national and cultural values and the understanding of Latvia culture environment and traditions;

form understanding and assurance of the sports significance in health reinforcement and physical development;

guarantee the talented children's and youth development possibilities.

* Ministry of Science and Education 13.04.2000.

Types of programmes:

children and youth culture education ;

children and youth sports education;

children and youth technical innovation;

children and youth environment education

work programme.

* www.jaunatne.gov.lv; www.ljp.lv ;www.ljp.lv ;www.jaunatneslietas.lv; www.izm.gov.lv;

3.3 Good practices regarding foreign language learning

3.3.1 Formal education

accessibility of good teaching aids, but money (!);

high students' motivation to study foreign languages;

state examinations in Class 9 /12;

participation in European projects;

Languages learnt: English, German, Russian, French, and Spanish which are organized and sponsored by the government.

With formal education the financing by the government finishes.

Non-formal education

It is very important not to repeat the drawbacks of formal education in the non-formal education. The non-formal education is a separate education system with a lot of wider activities than in the formal education. Whereas, the non-formal education has got a planned training structure where open and hidden methods are used in a flexible environment.

The principles of non-formal education:

learn through doing

learn to be together with others;

learn to learn.

Languages learnt: English, German, Russian, and French, Italian, Norwegian which are organized and sponsored by municipalities partly, different NGO organizations, private companies or plc.

Informal education

The target audience is:

children and youth up to 25

the talented children and youth

the children and youth of the social risk groups

the children and youth with special needs

To implement the education of interests the following resources are needed:

teachers' payment

provision and maintenance of the technical base

The programmes are implemented using the state budget (?) , municipalities and other judicial persons' means, as well as the physical persons' means

Other issues

Formal education

Up to secondary education all children and youth have got more or less the same possibilities of education, but starting from the tertiary education people of Riga have got a lot more advantages.

Non-formal education

3 spheres of non-formal education:

1) non-formal education to implement the formal education successfully (as a supplement)

2) non-formal education to get to know the issues in greater detail (as an attachment)

3) non-formal education to quickly acquire the things which are not offered by the formal education (as an alternative)

Informal education

The possibilities of non-formal and in-formal education vary very much form the location and place of living. With no doubt Riga inhabitants have got a lot more advantages than the rural people.

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

Formal education

In the secondary education it is mostly the classic way of learning, depending on the teacher's creativity and initiative.

In the tertiary education eLearning/mLearning and blended learning appear here and there, especially for the students who are not from Riga and the higher education institutions have got their branches in the rural areas.

Male and female counterparts are addresses the same way, no differences. There are 63 special schools for children with special needs (the blind, the deaf etc.). Aggressive children are together with all the other children. There are hardly any children with migrant background. All the children are divided into classes by their age, the same with language learning.

Non-formal education

The most typical features of the non-formal education:

it's a planned process;

voluntary participation;

no formal assessment (grades, marks);

no hierarchy between participants and trainers;

ability to adapt;

no one correct answer;

participants' participation;

work in groups;

learning from the experience

Language learning into courses is planned according to their level of knowledge, after the placement tests without any specific gender, age, religion or ethnic divisions.

Informal education

The implementation work forms:

group;

studios, workshops;

project design and implementation;

practical class;

camps; training etc.

The number of classes per week, the children's load and the number of children involved are determined depending on the particular programme, programme carrier who makes his/her own plan.

Young people learn the foreign languages in their interest groups – footballers, ice-hockey players, dancers, technicians etc. and then it depends on the group, and here are more single sex groups, but no special studies are done to teach groups like that.

3.5 Learning environments

Formal education

Only schools, in language groups there are 10-20 people, the teacher organizes the language learning base on the national framework. Secondary education and tertiary education is both day and night time.

Non-formal education

Schools, clubs, language centres, private homes, private and public institutions. Youth participate voluntary, in the groups there are about 10 people +/- 3. The language learning is basically organized by the course leaders. Some organizations do have licensed programmes, but this is not priority. The courses take place both during then day and night.

Informal education

Leaning mostly take place where the interest group works- town hall, gym, swimming-pool, dance halls, nature, stadium etc. There are no qualified language teachers, just the trainers, coaches, and the teachers of the interest group. The language learning usually takes place in the late afternoon or night.

3.6 Levels

Formal education

English/German from beginners to upper-intermediate. Other languages from beginners-Pre-intermediate.

Non-formal education

English/German from beginners-advanced, other languages usually stop at Pre-intermediate level or lower.

Informal education

Usually all languages are at Elementary level

Other issues

Formal education

No, then international examinations are demanded such as IELTS, TOEFL, etc. On a national level some universities accept the score of the national centralized examinations, but not all of them. It depends on the University policy.

3.7 Languages taught

Formal education

1st foreign language is English, 2nd and 3rd is the choice between Russian and German and it is determined by the Ministry of Education. For tertiary education most of the universities ask for some English knowledge, but it really depends on the university policy.

Non-formal education

English is the most popular foreign language in order to compensate the missing parts in the formal education, to get a better score in the centralized examinations or to prepare for the international exams. Then follows French, German, Russian, Norwegian and Italian is quite in fashion.

Informal education

English, Russian, German

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

Motivation for language learning

Formal education

Examinations, future prospects without languages are not possible because Latvians are such a small nation. The social status of learning foreign languages is pretty high. There are language exchange programs in secondary, vocational and tertiary education. The choice between a foreign language or another subjects exists only in the tertiary education in some universities.

Non-formal education

No exchange programmes or pen pal programmes.

Yes, young learners have common interests and preferences.

Level of education

Secondary education – 12 years. Tertiary education 3-5 years. Right now most of the people's aim is to study abroad and not in Latvia. GPA is very different.

Gender distribution

Normally it is about 50/50, but males prefer classes one to one more than females. Unfortunately the gendered image is not attached to language learning.

Proportion of young people in relation to older learners practicing

More or less equal distribution.

Other issues

Formal education
In the centralized examinations the students receives the grade from A-F

Non-formal education
Unemployed ones, students from secondary education and tertiary education. They are graded on their progress by the progress tests through the course and by the final exam at the end of the course. At the end of the course they receive a certificate with an assessment (grades A-J or A-C). There is no really the term of failing the course.

3.9 Financing / possible funds

Formal education
Ministry of Education

Non-formal education
European projects, private organizations, institutions, municipalities.

Informal education
Municipalities

3.10   Conclusions of conducted interviews

7 interviews were done.

One interview was done with a legal representative of the City Council Education Board who mostly deals with the formal education. the board of education is like a link between the ministry of education and schools. Their all activities are pretty straight forward according to the regulations from the GOVERNMENT AND there are hardly any possibilities to change or influence anything.

3 interviews were done with the people who work at schools, but also are involved in the youth free time activities organisation after school, so they set up various groups of interests, societies and clubs. They usually can plan their activities pretty freely both the content and the frequency of activities. In most cases these activities are sponsored by the local municipalities or the teachers' enthusiasm.

3 interviews were done with the people who do not work at school. They work either for a non-governmental organisation, private company or PLC. they need to get a licence from the municipality in order to work in the city, they write a programme themselves, taking into account the people's interests and needs. people pay for these activities themselves or some support is obtained through the European funds.

All of the interviewees admitted there is a never ending battle for the financial support for these activities and due to the economic crisis in Latvia nobody knows what the next school year will be like. most probably all the good things which were established in 10year-time will collapse for it is highly unlikely that there will be anything at all for non-formal or in-formal education.

4 GOOD PRACTICE EXAMPLES

GOOD PRACTICE EXAMPLE NO.: <1.>

TITLE OF GOOD PRACTICE

Learning a foreign language through drama

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

Any foreign language of interest

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

¤ reading   ¤ listening   X writing   X speaking

¤ other (please specify:)………………………………………………………………….

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

If the students have a very basic knowledge of the language, they are given a play and then they learn the lines by heart and perform.   If the students are more advanced in the foreign language, they write the play themselves and then perform.

Objective(s)

Practice the language, public speaking, acting, socialising and team work.

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

Indra Kalniņa, Grobina Gymnasium, Latvia, rudy@inbox.lv

Remarks (pedagogical recommendations, IPR, other)

One play can be performed in several languages at the same time

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:

Young people like being on the stage, performing.

It also includes such things as singing, dancing, costume making, make-up, they like when they are admired.

GOOD PRACTICE EXAMPLE NO.: <2>

TITLE OF GOOD PRACTICE

Learning a foreign language through festivals

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

Any foreign language of interest

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

X reading ¤ listening X writing X speaking

¤ other (please specify:)………………………………………………………………….

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

This practice takes place all through the year- celebration of English, French, and German etc. Christmas, Easter and other festivals. It can be done with any age and target group and it can be dome anywhere – in the classroom, in the swimming- pool, gym, and hall. Very different tasks can be prepared based on the festival and on the students' language level.

Objective(s)

Raise the students' awareness of cultural diversity, their own identity and at the same time practice the language. Language and culture are very closely connected. Teach the meaning of the festivals; help every student find their own way of the festival celebration.

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

Vintra Pūķe, PSLC Latvia, vintravmcl@apollo.lv

Remarks (pedagogical recommendations, IPR, other)

There are no ready made materials for these activities. It demands a big preparation, imagination and creativity from the teachers, but the outcome is always rewarding.

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:

Sometimes the students say that they do not like the festival (e.g.Halloween), but actually they do not know what the festival means. Every festival can be celebrated in a different way, the way which is acceptable to every individual. When is comes to festivals, then the students usually do not like what they do not know.

5 TRENDS AND RECOMMENDATIONS

As a lot of young people are willing to go abroad both to work and to study, then there are 2 trends:

to acquire the basic knowledge of the language which is spoken in the COUNTRY WHERE they are going to work (e.g. Norway, Spain, Sweden)

to prepare for international examinations which are recognized abroad in order to enter universities abroad.

To be really up to date in everything, be positive and motiveted to teach the youth. It is important to have a bit harder tasks than their level really is, for they usually think they know more than the real truth is. As soon as they get a little bored, they lose the interest. A regular assessment is very important, progress tests.

5.1 Structural Recommendations

Not to think that the language studies are their only thing in life, respect their other interests, their time. In every class there should be some material for thinking, feeling and willing, in different proportions depending on their age

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

Show good examples of the language knowledge from other places in the country and world. Quite often the youth are quite happy with their level of knowledge on a local level, not even knowing that somewhere out this level is much higher

5.3 Recommendations regarding Implementation into existing Measures

Lots of talks and explanations are needed in order to prove the significance of foreign languages, the advantages of good knowledge of languages, practical examples, and situations.

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

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	Post-secondary non-tertiary education - level 4 - general and pre-vocational programmes

4GPV	
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) 1 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.

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[1] 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)

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]

6.2 Annex 2

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

Organization	Main Tasks/	Objectives (of the organization)	Contact data
The Ministry of Education	Planning and organizing the whole education system in Latvia	Education of people of Latvia, mainly in formal education	www.izm.gov.lv
The State Youth Initiative Centre	Planning and organizing the process of non-formal and in-formal education	Completion of the formal education drawbacks, insufficiency and organization of the people's free time activities.	www.vjic.gov.lv
The State Education Development Agency	Implementation of the EU programmes structural and financial tools in education, further education and science.	Career guide for young people	www.viaa.gov.lv
Local municipalities of Latvia	Support the regulations of the Ministry of Education and the local schools initiatives.	Every person in the area can find the education possibilities according to their wishes and needs.	

6.3 Annex 3

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.

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