



Vision and actions encouraging language learning in the EU

ECSPM Symposium

22 May 2024

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European Commission

Council Recommendation on a comprehensive approach to the teaching and learning of languages – adopted in May 2019



Our goal: At the end of upper secondary school, young people should be able to...

1. Fully use the language of schooling
2. Confidently use another European language
3. Use a third language with a degree of fluency

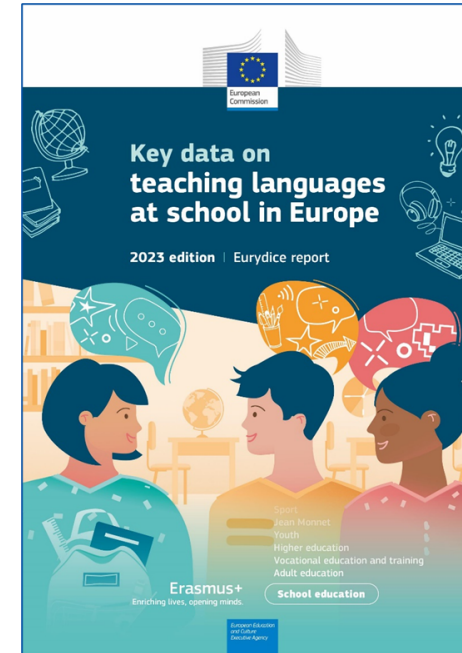


Other elements of the Recommendation

1. Focus on learning outcomes
2. Start as early as possible
3. Language awareness
 - ✓ Take account of learners personal linguistic abilities
 - ✓ Value linguistic diversity, using it as a learning resource
 - ✓ Support literacy in the language(s) of schooling
4. Research and promotion of innovative, inclusive and multilingual pedagogies – CLIL, digital tools, cooperation between language and subject teachers, innovative initial teacher education and continuous education
5. Mobility of learners and teachers

Latest data

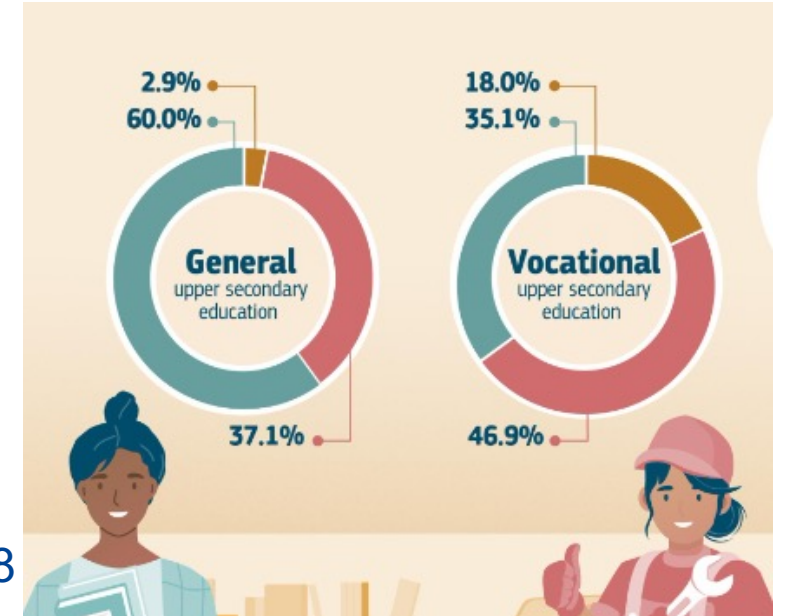
- **Eurydice's Key Data on Teaching Languages at School in Europe – March 2023**
- **Eurobarometer on languages – 21 May 2024**
- **How 15-year-olds learn English – OECD co-financed by EC – February 2024**



Some conclusions on the Key data report

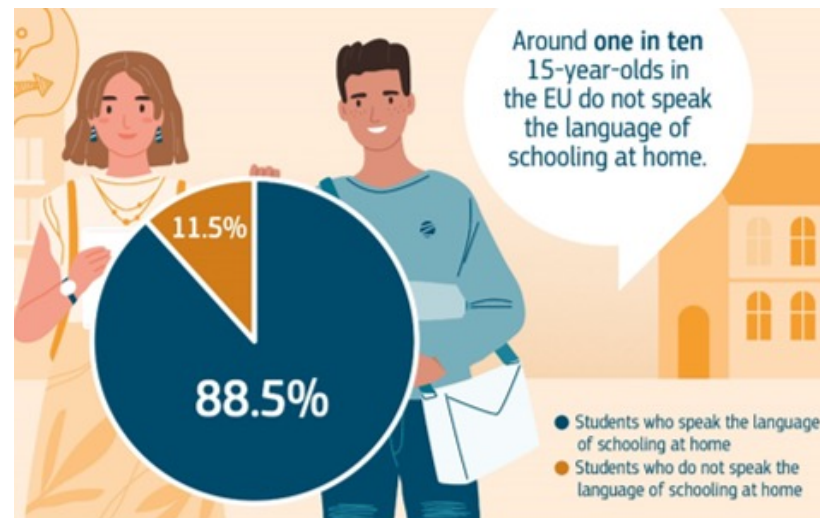
- **Good evolution**

- early language learning
- **learning of English as first foreign language** - At EU level, in lower secondary education, virtually all students (98.3%) learn English, French and German come second
- **teacher mobility** - from 57.6% to 72.2% between 2013 and 2018



- **Need to progress further on**

- learning the **second foreign language**
- **59.2%** of students in lower secondary
- **language awareness** in schools



2024 Eurobarometer “the Europeans and their languages”

- Re-run of the special Eurobarometer on Europeans and their languages of 2012 (2006, 2001)
- Comprehensive survey of the language knowledge of Europeans, covering languages, skills, use of languages (frequency and situation of use), attitudes towards languages (advantages of learning a language, most useful languages, barriers to learning).
- 26,523 respondents aged 15 and above and from diverse demographic backgrounds were surveyed face to face in their native languages

2024 Eurobarometer – some results



Most Europeans support the **promotion of multilingualism**

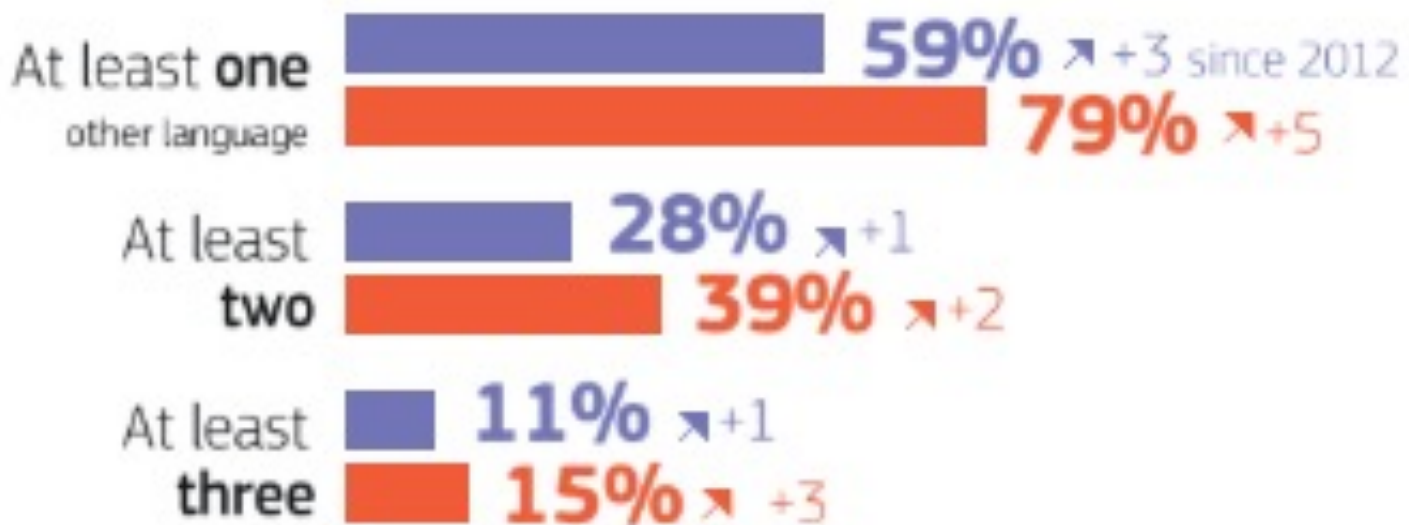
■ TOTAL AGREE ■ TOTAL DISAGREE ■ DON'T KNOW



2024 Eurobarometer – some results

3 OUT OF 5 EUROPEANS CAN HAVE A CONVERSATION IN AT LEAST ONE OTHER LANGUAGE THAN THEIR MOTHER TONGUE, RISING TO 4 OUT OF 5 AMONG YOUNG PEOPLE...

■ ALL EUROPEANS ■ EUROPEAN YOUTH (15-24 YEAR OLDS)

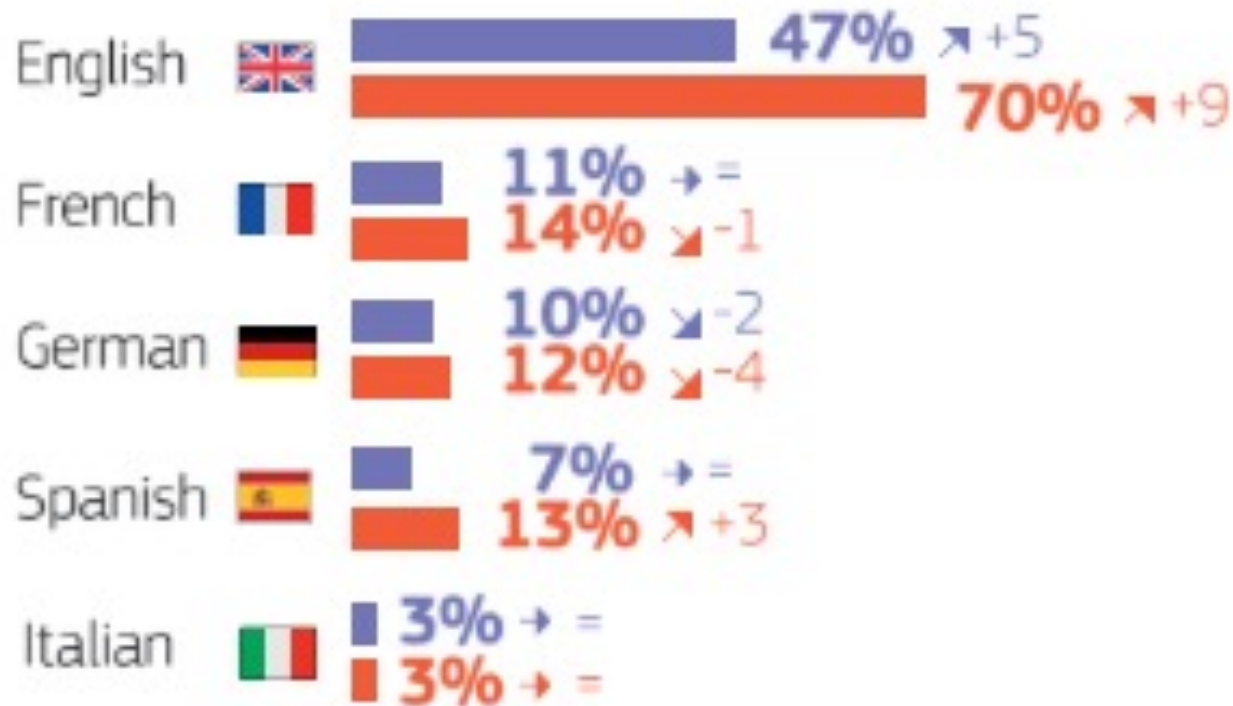


2024 Eurobarometer – some results

ALMOST HALF OF EUROPEANS CAN HAVE A CONVERSATION IN ENGLISH AS A FOREIGN LANGUAGE, +5 since 2012.

■ ALL EUROPEANS

■ EUROPEAN YOUTH (15-24 YEAR OLDS)



2024 Eurobarometer – some results

... AND THERE ARE VERY LARGE DIFFERENCES BETWEEN COUNTRIES



LU  99%
NL  97%
SE  96%
LV  95%
DK  93%
SI  92%
MT  90%

EE  86%
LT  85%
FI  85%
CY  78%
BE  76%
DE  74%
SK  73%

CZ  63%
AT  61%
ES  59%
EL  57%
HR  57%
BG  54%
FR  53%

PT  46%
IT  44%
IE  40%
HU  38%
RO  34%
PL  33%

2024 Eurobarometer – some results

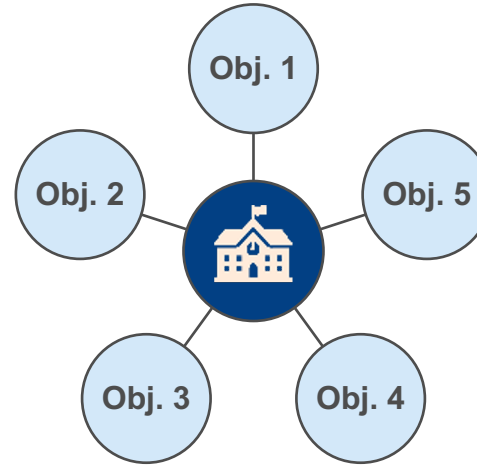
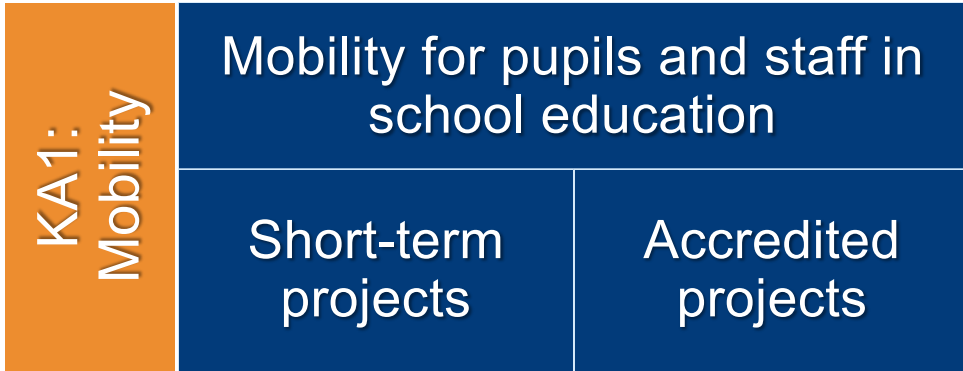
- English (77%, +1) is the foreign language Europeans consider most useful for personal development, followed by German (14%, -3).
- The same holds for children in their future, as English (85%, -3), is perceived as most important, followed by Spanish (13%, =) and German (13%, -6).
- 31% of Europeans use their first foreign language daily, as opposed to 13% and 8% who use their second and third daily.
- In terms of media consumption, more Europeans (53%) prefer subtitled rather than dubbed films and programmes. This has changed considerably compared to 2012 (+11%).
- Europeans mainly learn a foreign language through their education (47%) followed by watching tv/listening to radio (20%).

Erasmus+ programme

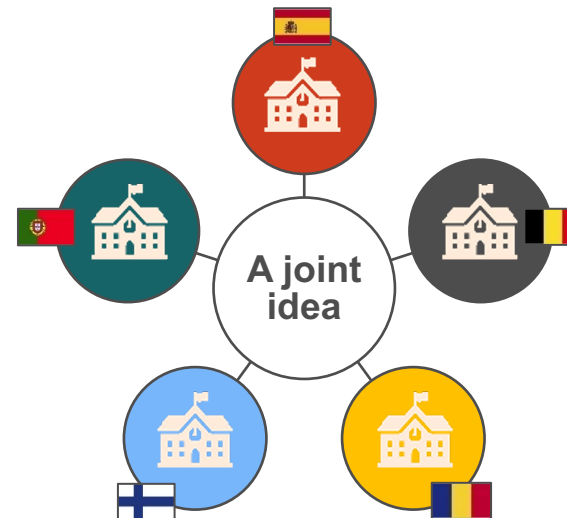
The Erasmus+ programme should enhance the learning of languages. Multilingualism is a key principle in the implementation of the programme.



Erasmus+ decentralised actions



- In KA1, **school itself** is at the center of the project (or the accreditation)
- The key purpose of the project is to improve the school.
- School's partners from other countries are not predefined, nor limited in number.
- Objectives are defined first (during application), partners are decided later.



- In Key Action 2, at the center of the project there is **an idea**.
- The purpose of the project is to make that idea a reality through contributions from the different partners.
- The members of the partnership share the same interest and vision, and are all listed in the application as its integral part.

The European Language Label



- Award to recognise quality and to support the sharing of results of excellent projects in the area of multilingualism
 - Erasmus+ projects
 - Other initiatives for to the teaching and learning of languages.

Online Language Support



- Provides the participants in mobility activities the opportunity to **assess** their knowledge of languages as well as to **follow online language courses** to improve their competences.



European School Education Platform

- A multilingual integrated online platform for schools, managed by the European Commission
- Languages – ESEP September theme <https://youtu.be/RUjzLGqgVTg>
- European day of languages on 26 September

Language awareness in schools – Part of strengthening inclusive education

News | Reading time: 5 minutes | 02.09.2022 | 1 | 9 | 2.1K



Projects encouraging multilingualism in the classroom

Practice | Reading time: 5 minutes | 23.09.2022 | 1 | 0 | 1.1K



