



European Network For The Promotion  
Of Language Learning Among All Undergraduates

**Information on the number of students studying languages in higher education for less than 50% of their degree, or as an extra curricular activity**

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## **Acknowledgements**

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## 1.0 Context of questionnaire

### 1.1 The need to know how many students study a language

Although there are figures available across Europe for students studying a modern foreign language as a full degree or major option, the picture becomes less clear in trying to find out:

- The number of students who study a language as a minor option
- The number of students who study a language for a smaller number of credits
- The number of students who study a language outside of their degree either to gain a professional/vocational qualification or simply as an extra-curricular activity
- The number of students who study a language using self-study/independent learning
- Which languages are chosen and why
- Levels at which languages are studied
- The number of credits which are awarded to language study

### 1.2 AULC\* survey and DfES\*\* reports

- AULC survey 2003/04: This produced some interesting figures that were not counted by any government organisations. Forty-one member institutions replied out of a possible sixty-three.
- A total of 54,588 students were continuing with a study of a language in some way. Some 28,838 were studying a language as part of their degree for either 15 or 30 credits in the UK 120 credit system.
- Another 25,750 were taking a language course outside of their degree, and some of these students were paying for this as an extra qualification.
- One of the outcomes of this survey was an award from the DfES to AULC of 9,000 euros to expand their survey and run it on an annual basis.

\* AULC = Association of University Languages Centres in the UK & Ireland

\*\* DfES = Department for Education & Skills for England

### **1.3 The questions we needed to ask**

#### **1.31 Two key questions**

- How many students are studying a foreign language as an accredited part of their degree? (but below 50% of their degree)
- How many students are studying a foreign language simply as an extra-curricular activity? (not as an assessed part of their degree)

#### **1.32 The key points we wanted to find out**

- We needed to get an idea of how many non-specialist language students there are across Europe
- We had to try and define what a non-specialist language student was, so we excluded students on language degree and students doing a 50/50 joint programme as these figures generally come up in national audits. It was the number of students doing a language below 50% which needed to be noted
- We needed to get an idea of the number of students are doing a language for credits and then find out for how many credits
- We also needed to know the number of students who are taking a language for no credits but as a vocational extra
- We also needed to know if students are paying for this supplementary tuition, and get an idea of how much
- In all cases we will need to know which languages are studied and at which level

#### **1.33 Size of sample**

- There were concerns that we may not get a large enough sample to make any real judgements, but the replies we did get are an acceptable base on which we could proceed further
- The survey was sent to all ENLU members and the response rate was 88%
- Not all institutions responded to each question. The response rate decreased as the level of detail of the question increased. Therefore some questions had much lower responses than others
- For such questions results should be treated as indicative rather than statistically robust

### 1.34 Differing patterns

- We were concerned to find out if the picture varied too much from country to country to make such a survey difficult to interpret, but we nevertheless were convinced that any emerging patterns or discrepancies in themselves could be looked at and analysed

### 1.35 Summary of aims

- How many students are studying a language *as part of* their degree?
- How many students are studying a language *outside of* their degree?
- Which languages?
- Which levels?
- How many credits?
- Contact time
- Cost – if applicable

**Note i:** *The terminology used - **students who are studying a language as part of their degree** or “**assessed**” option refers to the study of a language which forms part of a student’s overall marks within a degree programme, for either less than 50% or 30 ECTS.*

**Note ii:** *The terminology used- **students who are studying a language outside of their degree** or “**non-assessed**” options refers to language study which is done as an extra-curricular activity. Although this study may receive some sort of accreditation or certificate, these marks do not form part of the student’s main degree*

## 2.0 Key results

### 2.1 Countries represented (23)

Austria  
Belgium  
Bulgaria  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
Germany  
Greece  
Iceland  
Ireland  
Italy  
Latvia  
Netherlands  
Poland

Portugal  
Romania  
Slovakia  
Spain  
Sweden  
Switzerland  
UK

## 2.2 Size of institutions surveyed

- The institutions that responded represented over **730,000** students.
- The mean average institution size was **20,285**
- The size of the student population in the institutions varied from the compact (250) to the very large (110,000).

## 2.3 Respondents

The respondents to the questionnaire were in the main language centre directors or managers, but replies were also received from the following categories:

- academic counsellor/ head of international student office
- head of department/faculty/languages/humanities
- vice-dean
- teaching & learning facilitator
- manager of ICT & education

## 2.4 Numbers of students studying a language for less than 50% of degree

- About **33%** of all possible students studied a language as an *assessed part of* their degree
- About **11%** of all possible students studied a language *outside of* their degree
- Therefore an average of about **42%** of the total number of all possible students are learning a language in some way at their respective institution

## 2.5 The most popular languages selected by students

2.51 Language study assessed as *part of* degree – *more figures can be found in appendices*

- |            |       |
|------------|-------|
| ▪ English  | 95538 |
| ▪ French   | 18658 |
| ▪ Swedish* | 15544 |
| ▪ Spanish  | 13486 |

▪ German	13274
▪ Russian	3641
▪ Italian	3077
▪ Dutch**	2003
▪ Portuguese	1397
▪ Polish	824
▪ Japanese	663
▪ Chinese	518
▪ Danish	429
▪ Arabic	392
▪ Norwegian	392
▪ Icelandic	260
▪ Finnish	248
▪ Turkish	175
▪ Estonian	171
▪ Slovene	166
▪ Romanian	142

\* A large number of Finnish students learn the language of their neighbour

\*\* Dutch also includes Flemish

2.52 Language study assessed *outside of degree* – more figures can be found in appendices

• English	8480
• Spanish	3742
• German	3696
• French	3138
• Italian	2256
• Greek	1867
• Russian	833
• Chinese	581
• Arabic	470
• Japanese	395
• Portuguese	349
• Swedish	263
• Turkish	191
• Polish	115
• Dutch*	110
• Finnish	96
• Slovene	78
• Latvian	51
• Icelandic	50
• Czech	42
• Hungarian	42

• Dutch also includes Flemish



## 2.6 Language study assessed as part of a degree

- Average percentage as part of a degree: **16%**
- Approximate **10** credits based on a 60-credit structure

## 2.7 Language study assessed outside of a degree

- Approximate average **hourly** charge: **4 euro**
- Approximate average duration of language course: **60 hours**

## 2.8 Levels of languages studied

### 2.81 Less Widely Taught Languages (EU and non-EU)

- Generally *Less widely taught* non-EU languages had the greatest number of programmes in the A1 – A2 range
- A noticeable drop in the B1 – B2 range
- Languages from the Scandinavian/Nordic countries in this category had a consistently even spread of courses throughout the levels A1 – C2, sometimes having the same number of courses available at each level
- *More details are given under sections 2.831 Russian & 2.832 Arabic, Chinese & Japanese*

### 2.82 EU languages

#### 2.821 English

- There was a large offer of English courses in the C1 – C2 range, but with only about 10% fewer students in the B1 – B2 range, it meant here was still a fair spread of ability in this particular market segment
- There were comparatively small numbers of classes offered at levels A1 – A2, appx 20% of the number of classes as offered at C1
- There is still an apparent market and need for Beginners level (A1/A2) English classes, which is perhaps surprising at HE level
- There were more courses on offer as “assessed options”, the most popular level offered being C1

## 2.822 French, German & Spanish

- **French:** The most popular levels in the “assessed” category were B1, B2 and C1 offered by over three-quarters of institutions reporting some offering. Fewer institutions reported “non-assessed” courses. In the 19 which responded, A2 & B1 were offered by three-quarters of them
- **German:** the most popular levels in the “assessed” category were B1 & B2 offered by over 80% of the 23 institutions offering German. In the “non-assessed” levels, 16 institutions gave figures, with 80% of them reporting levels A1 – B1 as the most frequently offered
- **Spanish:** the most popular level in the “assessed” category was C1, but the spread was remarkably even with numbers almost the same for levels A2 – B2 in 21 institutions. In the “non-assessed” levels: A2 & B1 were the most frequently offered

## 2.823 Italian

- Fewer institutions – 16 - reported “assessed” Italian study. The majority of “assessed” courses were offered at A1 – B2, with a drop at levels B2 – C1, and a further drop at C2. The most popular levels in both “assessed” and “non-assessed” categories were A2 & B1

<h2>2.83 Non- EU languages</h2>
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### 2.831 Russian

- In the 18 institutions which offered an “assessed” option in Russian, there was a similar range of courses from A1 – C1, then a sharp drop of at level C2. In the 11 institutions which offered Russian as a “non-assessed” option, there were slightly more courses on offer in the ranges of A2 - B1

### 2.832 Arabic, Chinese & Japanese

- **Arabic:** the majority of levels were in A1/A2, with less classes offered in B1/B2, and no classes available in C1/C2 in either the “assessed” or “non-assessed” categories. Only 7 institutions reported offerings in this language
- **Chinese:** Overall there were more classes on offer in the “non-assessed” category (9), than assessed (5). The majority for both were at A1/A2
- **Japanese:** There were the same number of classes on offer in each category. In the “assessed” category A1 & A2 were the most frequently offered levels. No institution reported C1/C2 assessed Japanese

## 3.0 Issues arising

### 3.1 Difficulty of getting information

- Many people remarked on the difficulty they had in accessing figures
- There was a problem finding out which people had control over these figures
- Often language related data was not recorded
- Sometimes language related data was recorded under different categories
- Figures were available for English but not other languages
- English was taken by all students so not officially recorded
- Languages studied outside of a degree were not recorded
- Languages studied outside of the home institution were not recorded
- Numbers had to be estimated
- One language may be obligatory, but some students do more than one, but the others are not counted or recorded

**Comment:** *Unfortunately no one could give me the required exact number of students studying foreign languages at our university*

**Comment:** *exact numbers are very difficult to obtain – at the moment I am too busy to do that*

**Comment:** *It's difficult to say correct total numbers of students in such a big university where 40 faculties are studying English*

### 3.2 Terminology problems

- As some institutions were at different stages in organising students in relation to the Bologna process, there was some problem with differentiating between the Undergraduate and Post Graduate population
- There were difficulties in understanding the difference between students who studied a language *as part of* their degree, and those who did so *outside of* their degree

**Comment:** *it is not clear what you understand by undergraduates in a non-British environment*

### 3.3 Working with the Private sector and institutions outside of university

- It was clear that some additional language learning was taking place outside of the university where the students were registered
- In one case a formal agreement had been established with the Instituto Cervantes to cope with demand

- In other cases students were simply learning “elsewhere”

### **3.4 The languages and levels which students choose**

#### **3.41 English**

- English (1) appears to have an even more dominant role than expected

#### **3.42 Other EU languages**

- The order of French (2), German (3), Spanish (4) & Italian (5) is not particularly surprising, although it would be necessary to plot the increase/decrease of each individual language over the next three years

#### **3.43 Non-EU languages**

- Russian & Chinese occupy the top positions, with Japanese at the moment more popular than Arabic, which is perhaps surprising given a) the growth of Arabic speaking communities within the EU and b) the perceived need for more people to learn Arabic

#### **3.44 Languages of the accession countries**

- The languages of the accession countries are being learnt, but the numbers seem to be small
- Further tracking is needed to see whether pan-european, local or “neighbourhood” initiatives to encourage a greater take-up will be necessary

#### **3.45 Languages of neighbouring countries**

- There are sizable courses on offer in Swedish that are a product of successful government policies and local initiatives
- More information should be gathered to find out more about similar programmes in a range of countries

#### **3.46 Language levels**

- There were generally a greater range of levels offered on the courses offered as *part of a degree*
- Courses which were offered *outside of a degree* tended to be at levels A1 – B2

## 4.0 Recommendations

### 4.1 Developing systems so that accurate information can be efficiently gathered and made accessible to all

- This is a key necessity for any future project. The number of students studying a language at less than 50% of a degree programme is a growth area. However it is precisely this area of growth about which we have the least detailed information
- The number of students taking a full degree in languages will not be the preferred way of the majority of students engaged in language learning
- It is vital that the good news that language study is on the increase, but not in traditional ways of delivery. This needs to be a) got out to the public and b) backed up by figures collected on an annual basis
- If we are to plan growth strategically and begin to ask for accurate funding, staffing and course provision, then all stakeholders need to be able to have access to accurate figures
- Language Centres, University Registries (or equivalents), and appropriate government agencies must work together in ensuring the correct systems exist to provide this necessary information
- Without accurate information there can be no clear planning in the type of language provision which will be necessary to promote employability, mobility and the spirit of citizenship necessary for the 21<sup>st</sup> century

### 4.2 The need for monitoring growth and shrinkage of languages studied

- The increasing dominance of English needs to be monitored
- The pattern of popularity in other EU languages needs to be studied
- Ways of supporting the languages of the Accession and Enlargement countries need to be looked at
- Effective ways of promoting and increasing the learning of languages from neighbouring countries (e.g. Finnish/Swedish; German/Polish) need to be monitored
- More information is need on the growth of Non-EU languages particularly the patterns in learning of Russian, Chinese & Arabic which have all been recently highlighted as being important from not only a commercial but global perspective

#### **4.3 The need for monitoring the pattern of language levels chosen**

- There is a need to ensure that students are encouraged to take language learning to the highest level, and move away from bunching at the lower levels of the CEF scale

#### **4.4 The need for monitoring the balance between languages taught as *part of degree* and those taught *outside of degree***

- Although the majority of students are at the moment studying a language as *part of* their degree, the possible shift towards more students taking a language *outside of* their degree needs to be monitored

#### **4.5 The need to monitor new patterns in providing language services**

- The practice of collaborating with the private sector needs to be monitored to ensure quality assurance
- The issue of value for money needs to be monitored by looking at prices and duration of courses offered at all types of institutions
- The desirability of European wide criteria for developing common curricula in these types of language programmes needs to be considered
- The desirability of looking at European wide criteria for developing common assessment procedures needs to be considered

#### **4.6 The need to monitor the reasons why students for choose languages either as *part of a degree* or taught *outside of degree***

- There needs to be a survey looking at the reasons why students are choosing to improve or keep up their language skills
- Issues will include personal reasons; employability; mobility; research/continuing education

#### **4.7 The need to extend the survey by collaborating with national and other pan-European agencies and organisations**

- The survey should be re-issued to the network of CERCLES, and any other relevant organisations to maximise the potential of keeping a regular account of the number of students studying a language as *part of* their degree or *outside of* their degree

## 5.0 Appendices

### 5.1

**Table 1 ENLU Survey: Total number of students enrolled at each institution, total assessed students**

Total number of students enrolled			
Table 1 Total number of students enrolled at each institution, total assessed students			
Institutions were asked...			
What is the TOTAL number of students enrolled at your institution?			
How many students are studying a language as an assessed part of their degree?			
	Total	Assessed	% of Total
Institution	Students	Language	Assessed
Sub Total Valid Responses N = 28	537981	175868	33%
Sub Total Invalid / non-response N = 8	192275		
Grand total N=36	730256	Average size=	20285

### 5.2

**Table 2 ENLU Survey: Total number of students enrolled at each institution, total non-assessed students**

ENLU Survey			
36 Responses	Table 2 Total number of students enrolled at each institution, total <u>non-assessed</u> students		
	Institutions were asked...		
	What is the TOTAL number of students enrolled at your institution?		
	How many students are studying a language as a <u>non-assessed</u> part of their degree?		
		Total	Non-Assessed % of Total
	Institution	Students	Languages Assessed
	Sub Total valid responses N = 20	413368	43683 11%
	Sub Total invalid/non-response N = 16 <sup>1</sup>	316888	
	<sup>1</sup> There were 16 non-responses (including zeros)		
	Non-response	10	
	"Don't know"	3	
	"n/a"	1	
	Zero	2	
	Total	16	

### 5.3

**TABLE 3 ENLU Numbers of students studying each language Survey Assessed/Non-Assessed**

EU & EEA Languages					
Assessed Study			Non-Assessed Study		
Language	Student Numbers	Group %	Language	Student Numbers	%
English	95538	58%	English	8480	35%
French	18658	11%	Spanish	3742	16%
Swedish	15544	9%	German	3696	15%
Spanish	13486	8%	French	3138	13%
German	13274	8%	Italian	2256	9%
Italian	3077	2%	Greek	1867	8%
Dutch	2003	1%	Portuguese	349	1%
Flemish	1500	1%	Swedish	263	1%
Portuguese	1397	1%	Dutch	110	0%
Danish	429	0%	Finnish	96	0%
Norwegian	392	0%	Norwegian	29	0%
Finnish	248	0%	Irish	16	0%
Greek	90	0%	Danish	15	0%
Irish	82	0%	Flemish	0	0%
<b>Group Total</b>	<b>165718</b>	<b>100%</b>		<b>24057</b>	<b>100%</b>
<b>Grand total</b>	<b>Assessed</b>	<b>(EU+non-EU)</b>		<b>173048</b>	

Languages of EU Accession countries and Less Widely Taught Languages					
Assessed Study			Non-Assessed Study		
Language	Student Numbers	Group %	Language	Student Numbers	%
Russian	3641	50%	Russian	833	29%
Polish	824	11%	Chinese	581	20%
Japanese	663	9%	Arabic	470	17%
Chinese	518	7%	Japanese	395	14%
Arabic	392	5%	Turkish	191	7%
Icelandic	260	4%	Polish	115	4%
Turkish	175	2%	Slovene	78	3%
Estonian	171	2%	Latvian	51	2%
Slovene	166	2%	Icelandic	50	2%
Romanian	142	2%	Czech	42	1%
Czech	107	1%	Hungarian	42	1%
Slovak	81	1%	Bulgarian	0	0%
Hungarian	80	1%	Estonian	0	0%



Latvian	70	1%	Letzeburg.	0	0%
Lithuanian	28	0%	Lithuanian	0	0%
Bulgarian	12	0%	Romanian	0	0%
Letz	0	0%	Slovak	0	0%
7330			2848 100%		
Non-Assessed (EU+non-EU)			26905		

**Assessed languages base = 27 Institutions**

**Non Assessed languages base = 20 institutions**

NB Native languages removed where very large numbers were listed but included where numbers were small

#### 5.4

**TABLE 4**

**Q4 For non-assessed study is there a charge?**

**ENLU Survey:**

**Q5 If YES please give an indication of how much in euros**

**36 Responses**

**and the contact hours**

TABLE 4		Q4 For non-assessed study is there a charge?					Q5 If YES please give an indication of how much in euros and the contact hours				
ENLU Survey	Q5 If YES please give an indication of how much in euros and the contact hours										
36 Responses											
Base = 36 Institutions											
4 Institutions no charge											
19 institutions some charge Table 4											
13 institutions non-response											
Table 4: Charges and contact hours (19 responses)											
Institution		Charge (euros)	Hours	Euros/hour							
INSTITUTION 1		225	10	22.50							
INSTITUTION 2		219	40	5.48							
INSTITUTION 3		630	120	5.25							
INSTITUTION 4		230	50	4.60							
INSTITUTION 5		450	100	4.50							
INSTITUTION 6		175	40	4.38							
INSTITUTION 7		230	55	4.18							
INSTITUTION 8		200	50	4.00							
INSTITUTION 9		167.8	50	3.36							
INSTITUTION 10		400	120	3.33							
INSTITUTION 11	265-450 <sup>1</sup>	357.5	120	2.98							
INSTITUTION 12		45	26	1.73							
INSTITUTION 13		95.2	60	1.59							

INSTITUTION 14		40	30	1.33									
INSTITUTION 15	50-95 <sup>2</sup>	72.5	60	1.21									
INSTITUTION 16		140	120	1.17									
INSTITUTION 17		25	25	1.00									
INSTITUTION 18		40	60	0.67									
INSTITUTION 19		5	15	0.33									
Mean Average				3.87									
Mean Average price charges is 3.87 Euros/hour													
1 Assumed an average charge for Institution 11 (mid-point of 265-450).													
2 Institution 15 fee depends on who is offering the course - taken mid point													

## 5.5

<b>TABLE 5a, 5b</b>		<b>Institutions were asked to tick each box for each CEF level they offer a language at.</b>											
ENLU Survey:	There was a separate box for assessed and non assessed study												
	If they were not using the CEF, they were asked to give an approximate answer.												
TABLE 5a, 5b	Institutions were asked to tick each box for each CEF level they offer a language at.												
ENLU Survey	There was a separate box for assessed and non assessed study												
	If they were not using the CEF, they were asked to give an approximate answer.												
Table 5a EU Languages													
Assessed	English	French	Spanish	German	Italian								
Level	N=26	%	N=24	%	N=21	%	N=23	%	N=16	%			
A1	5	19%	13	54%	14	67%	15	65%	13	81%			
A2	5	19%	13	54%	16	76%	15	65%	13	81%			
B1	15	58%	19	79%	16	76%	19	83%	13	81%			
B2	21	81%	19	79%	17	81%	19	83%	10	63%			
C1	23	88%	18	75%	16	76%	17	74%	9	56%			
C2	13	50%	6	25%	7	33%	9	39%	5	31%			
PLUS <sup>1</sup>	2		2		2		2		1				
Non-Assessed	English	French	Spanish	German	Italian								
Level	N=19	%	N=19	%	N=19	%	N=16	%	N=14	%			
A1	5	26%	13	68%	13	68%	13	81%	11	79%			

A2	6	32%	15	79%	14	74%	13	81%	12	86%
B1	13	68%	15	79%	14	74%	13	81%	11	79%
B2	15	79%	12	63%	10	53%	12	75%	7	50%
C1	14	74%	6	32%	7	37%	8	50%	2	14%
C2	6	32%	2	11%	1	5%	2	13%	0	0%
PLUS <sup>1</sup>	1		2		3		0		3	
PLUS <sup>1</sup>	The number of additional institutions reporting students studying this language but not reporting at what level									
Table 5b Languages of EU Accession countries and Less Widely Taught Languages										
Assessed	Russian	Polish	Chinese	Japanese	Arabic					
Level	N=18	%	N=9	%	N=5	%	N=7	%	N=7	%
A1	11	61%	6	67%	4	80%	6	86%	5	71%
A2	12	67%	6	67%	4	80%	6	86%	6	86%
B1	13	72%	5	56%	2	40%	4	57%	3	43%
B2	11	61%	3	33%	1	20%	2	29%	3	43%
C1	12	67%	4	44%	0	0%	0	0%	1	14%
C2	5	28%	0	0%	0	0%	0	0%	1	14%
PLUS <sup>1</sup>	2		0		0		1		0	
Non-Assessed	Russian	Polish	Chinese	Japanese	Arabic					
Level	N=11	%	N=8	%	N=8	%	N=7	%	N=7	%
A1	9	82%	6	75%	7	88%	6	86%	6	86%
A2	9	82%	7	88%	6	75%	3	43%	5	71%
B1	10	91%	5	63%	5	63%	6	86%	1	14%
B2	7	64%	1	13%	1	13%	4	57%	0	0%
C1	3	27%	1	13%	1	13%	1	14%	0	0%
C2	0	0%	0	0%	0	0%	0	0%	0	0%
PLUS <sup>1</sup>	2		0		1		1		1	

## 5.6 Comments from respondents

### 5.601 NEW COMMENT

All study programmes include one exam in foreign languages (but the lessons of foreign languages aren't obligatory). Foreign-language-studies are for teacher-students and for students of travel business. Each student can choose his subjects himself and can combine one language with some other one or not. - 1 (3.33%)

5.602 NEW COMMENT: Did not really understand what you mean by Q3. It is not clear what you understand by "undergraduates" in a non-British / non-American context. Did you want figures per year? total number at the institution?, number of registrations?, number of individual students? (Sometimes difficult to find out depending on statistics) How shall I count students doing several languages? Therefore the figures are very much "approximate". The figures refer only to the students taking

language courses at our Language, but there are many more departments offering language courses, mainly for students majoring in a language, but not necessarily. So in fact, the numbers for the whole university are probably much higher. - 1 (3.33%)

5.603 NEW COMMENT: As I indicated in a separate email, we do not have this information readily available. I'm afraid I cannot provide any reliable data on this. Given more time, I could try to send a copy of the form to each of the departments concerned and the language centre, but I cannot guarantee that this works. 1 (3.33%)

5.604 NEW COMMENT

I didn't understand questions Q3 and Q4 - 1 (3.33%)

5.606 NEW COMMENT

IT'S DIFFULT TO SAY CORRECT TOTAL NUMBERS OF STUDENTS IN SUCH A BIG UNIVERSITY WITH MORE THAN 40 FACULTIES. MOST OF THE STUDENTS ARE STUDYING ENGLISH - 1 (3.33%)

5.607 NEW COMMENT: No all students get their ECTS credits for languages, but they always receive a grade; language examination is a compulsory part of any degree programme; the system is changing just now to comply with the Bologna; student are offered 240 hours of language tuition free of charge in the course of their study; they may buy more hours but their effort is assessed anyway; sometimes faculties buy more hours for their students (e. FACULTY of ECONOMICS - ESP - 1 (3.33%)

5.608 NEW COMMENT

Numbers are very difficult to obtain - at the moment I am too busy to do that. - 1 (3.33%)

5.609 NEW COMMENT

Several faculties include language learning as compulsory. In some: 3 languages, in another 2. Teacher Training has English and French, and starts with Dutch as a Foreign Language. Translators/interpreting offers different languages. So, the numbers may not be 100% correct. So, it is rather difficult to find out how students learn Spanish or German. As for the non-assessed languages: we don't offer (yet) 'free' language learning opportunities. And we don't know how is studying what for his/her pleasure. Further on, for us, Dutch and Flemish are not different languages. We offer special training courses Dutch for students with a non-Dutch background. - 1 (3.33%)

5.610 NEW COMMENT

The non-assessed studies above are the studies the students do beyond the required courses; the numbers are included in the assessed studies. Language studies are mandatory for all degrees but 70 % of the students do more than required, some of them a lot more. The university cannot restrict the students' right to take courses. - 1 (3.33%)

5.611 NEW COMMENT

There are a number of reasons for this. 1) At XXX we are currently phasing in the Bologna structure. As part of the new structure, all students at BA level will be able to take up to 15 credits in a modern language - ranging from Arabic to Turkish - but not English - at least for the time being. Language modules will be offered as part of a strand called "General preparation for employability". However, we are only at the very beginning of this new development, and most of these modules will be offered this coming semester for the first time. 2) In addition, BA students whose core subject is worth 90 credits are able to choose two so-called packages of modules; these include packages in modern languages such as Italian and Spanish worth 30 credits each, of which 24 credits are devoted to language teaching/learning proper (taking students from ab initio to level B1)- again we are only at the very beginning. 3) Spanish is a very special case in that we have concluded a contract with *institution Y* whereby students can do up to four modules in Spanish that take them from ab initio to level B1. The fee is 92.50 EUR per module, with XXX and Y contributing some 140 EUR per student/module each. 4) It is not entirely clear to me what the levels are meant to indicate in the questionnaire - the entry level? The learning outcomes to be reached? Be that as it may, in many of our modules we do not work towards the same level in all four skills. 5) To sum up - we are currently in a transition phase. Under the old system almost all our students were undergraduates - studying towards the magister or the diploma degree and doing so for years on end. There was a limited range of languages on offer to them, but demand outstripped supply considerably. Under the new system, there will be unparalleled language learning opportunities for all undergraduates; moreover, we are going to expand the range of languages on offer and to add further levels to our provision. I hope this helps. (3.33%)

5.612 NEW COMMENT

There are no exact figures for each language and several departments offer courses, which makes it difficult to give appropriate figures. All the figures here are more or less estimated numbers, as I have

had only the exact figures of some institutions. Concerning assessed - percentage - our curricula are being changed and therefore it is very difficult to state any reliable percentage. - 1 (3.33%)

**5.613 NEW COMMENT**

There is no such info available. Fee charged depends on level 265-450 E for a whole academic year. Students may also be learning languages outside the University. - 1 (3.33%) Unfortunately no one could give me the required exact number of students studying foreign languages, as our university does not keep this statistics. - 1 (3.33%)

**5.614 NEW COMMENT**

We had a problem with the difference between assessed and assessed study; we do not have language degrees as such but languages combined with a wide range of other subjects. - 1 (3.33%)

**5.615 NEW COMMENT**

The data refers to the winter term 2004/05; there is no adequate equivalent for undergraduates (yet); no clear distinction between assessed/non-assessed possible according to the statistics given- 1 (3.33%)

**5.616 NEW COMMENT**

We offer courses for students enrolled at XXX; they belong to all sort of degrees, with the exception of those studying Spanish Language & Literature; all the students learning at our institute are assessed by us, but this is not necessarily a requirement of every degree - 1 (3.33%)

**5.617 NEW COMMENT**

The course fee depends on whether the course is being offered by the language centre itself or by a university-owned language services company.

**5.618 NEW COMMENT**

Non-assessed study is done on a personal or individual basis. We do not have figures for this. Please note also that the figures per language add up to more than the total. This is because certain sections (business and economics) make both English and Dutch (Flemish?) obligatory for all their students. Furthermore, language specialist students always do two languages (English and Spanish being the most popular combination)

**5.619 NEW COMMENT**

It is difficult to answer part 2 questions 1, as almost all degree-seeking students take language courses either as a compulsory part of their degree or as an optional subject. All degree-seeking students studying one of the languages are assessed; no credit is given without assessing the knowledge.

**5.620 NEW COMMENT**

The course fee depends on whether the course is being offered by the language centre itself or by a university-owned language services company

**5.621 NEW COMMENT**

The total no of students includes -12 735 full time students and 4961 p/t students. I am afraid the questionnaire is not complete yet, we need to gather more information on various languages but I would appreciate if you could have a look and comment on it.

**5.622 NEW COMMENT**

Entry levels are beg/faux debutants; post; post A but students get to the higher levels in later years of their course. All students are assessed but it only counts to classification if they do it in their final year, which would be rarer apart from those doing it as a minor subject on a cross campus modular degree. There is a bit of guesstimate 9 e.g. Irish) but not the rest should be correct

## **5.7 Contact details**

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