



Thematic Network Project
in the Area of Languages III



Sub-Project 2:

Languages for enhanced opportunities in
the European labour market



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- Overview of consultation
- Reminder of year 2 Copenhagen conference workshop report
 - results contradict conclusions reached in Copenhagen
 - results confirm conclusions
- Comments on results
- Where do we go from here?



- Questionnaire for **employers**
 - disappointing number of exploitable responses
 - trends
 - gaps
 - lessons for the future



- Questionnaire for graduates
 - good response in terms of numbers and geographical spread

Statistics

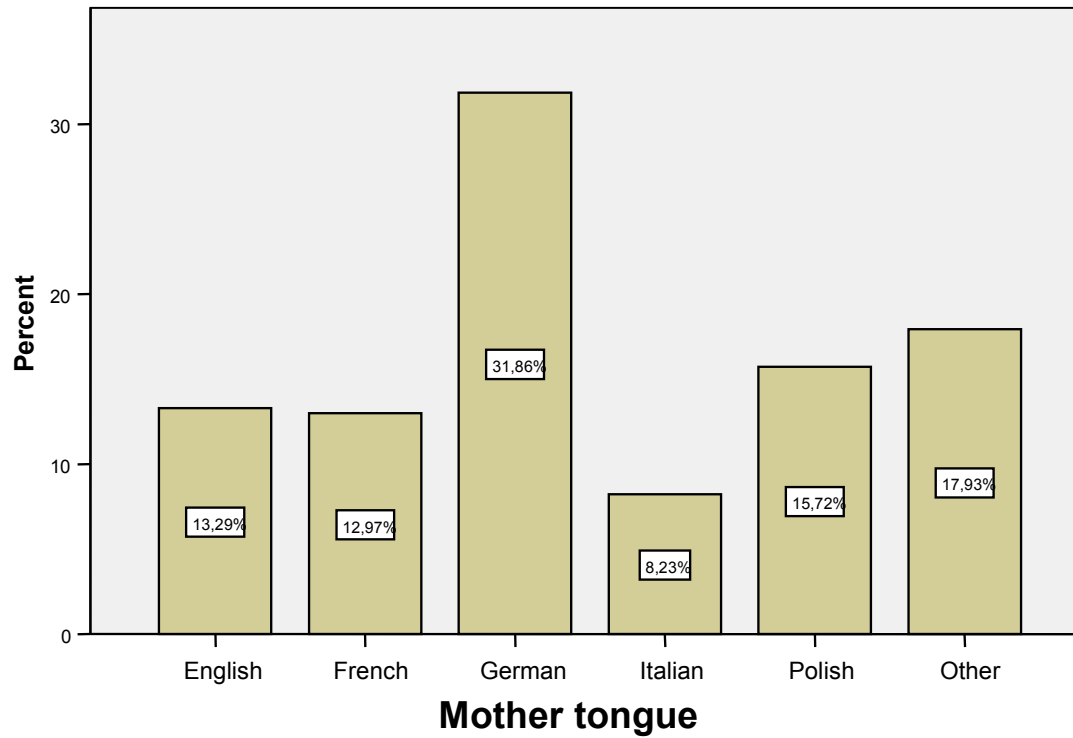
Age		
N	Valid	949
	Missing	0

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-24	80	8.4	8.4	8.4
25-28	270	28.5	28.5	36.9
29-34	286	30.1	30.1	67.0
35-45	224	23.6	23.6	90.6
>46	89	9.4	9.4	100.0
Total	949	100.0	100.0	

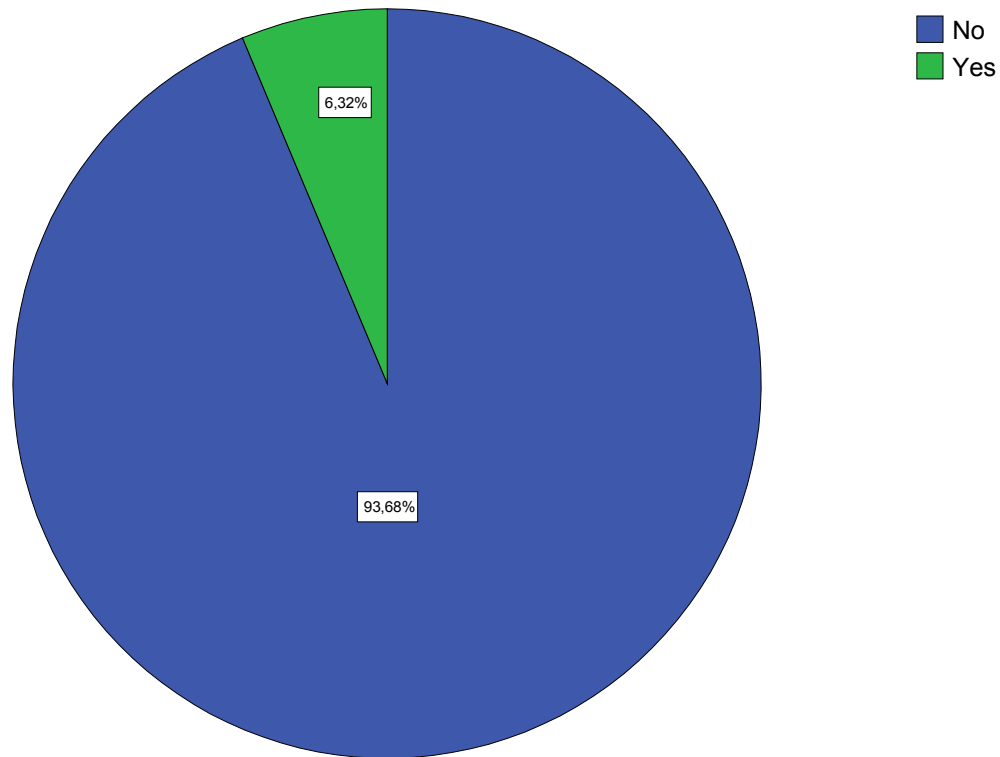


Mother tongue



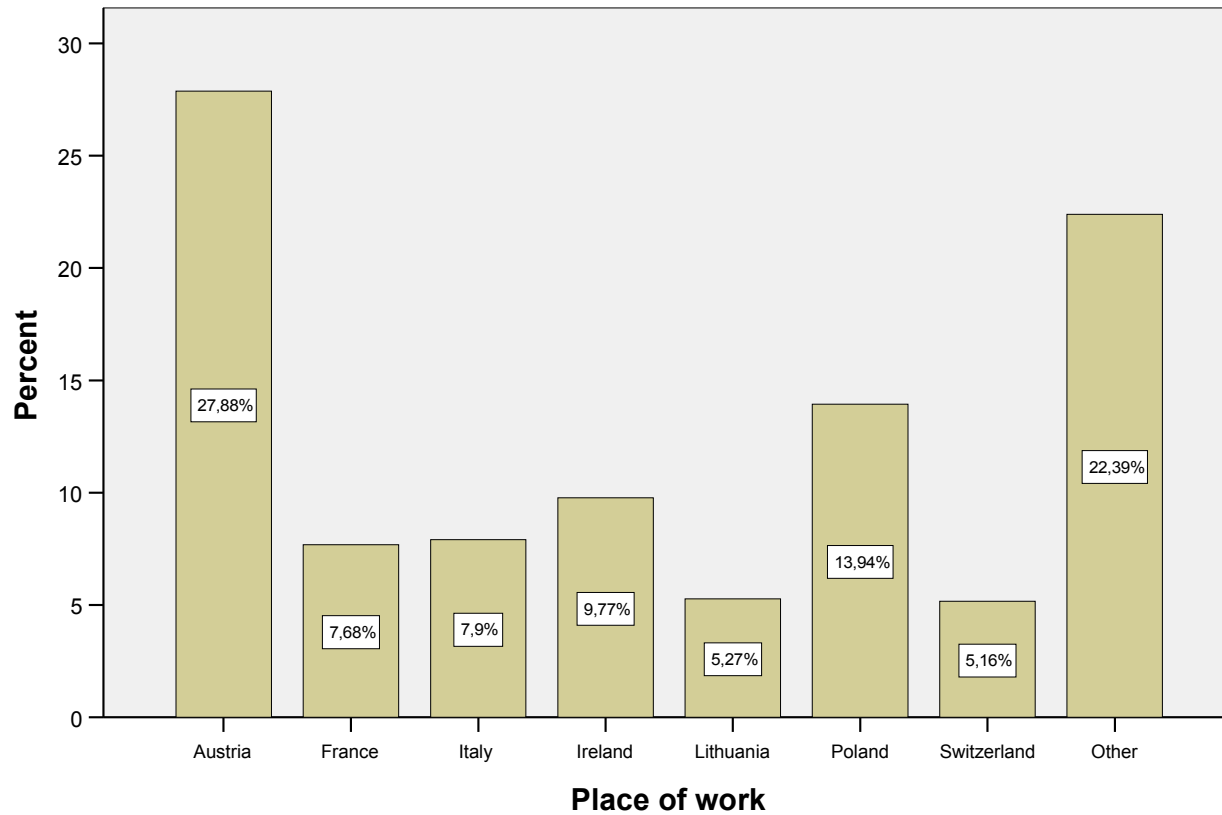


Bilingual





Place of work





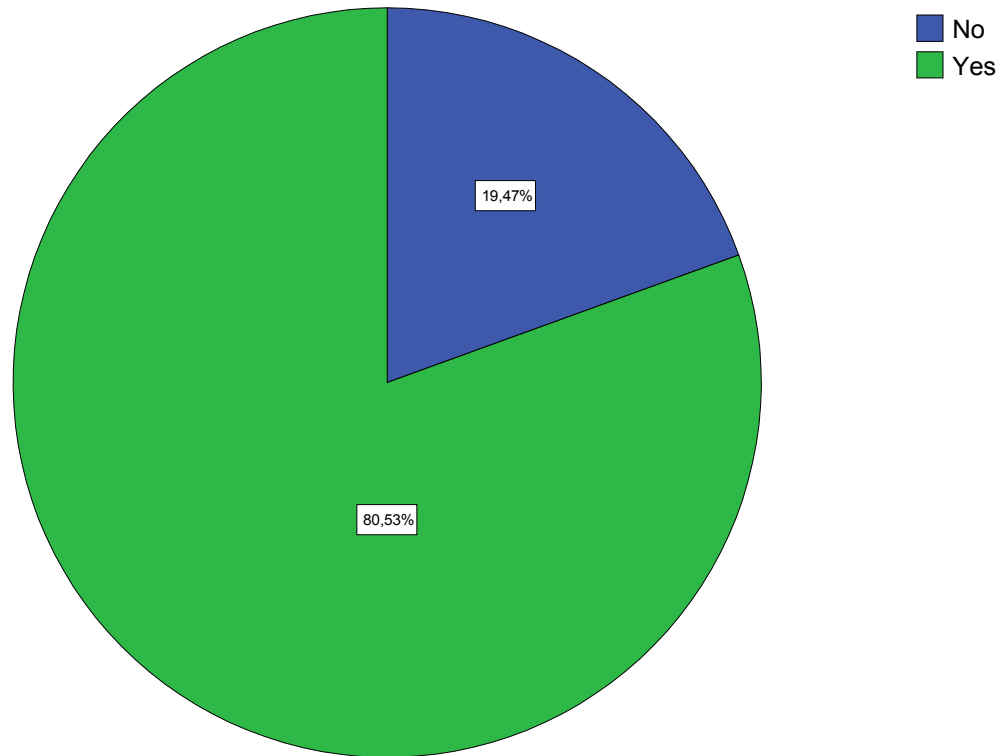
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- Major subject area of first degree
 - * Languages: 10.01%
 - * Humanities: 9.57%
 - * Social sciences: 60.29%
 - * Natural sciences and technology:
20.13%

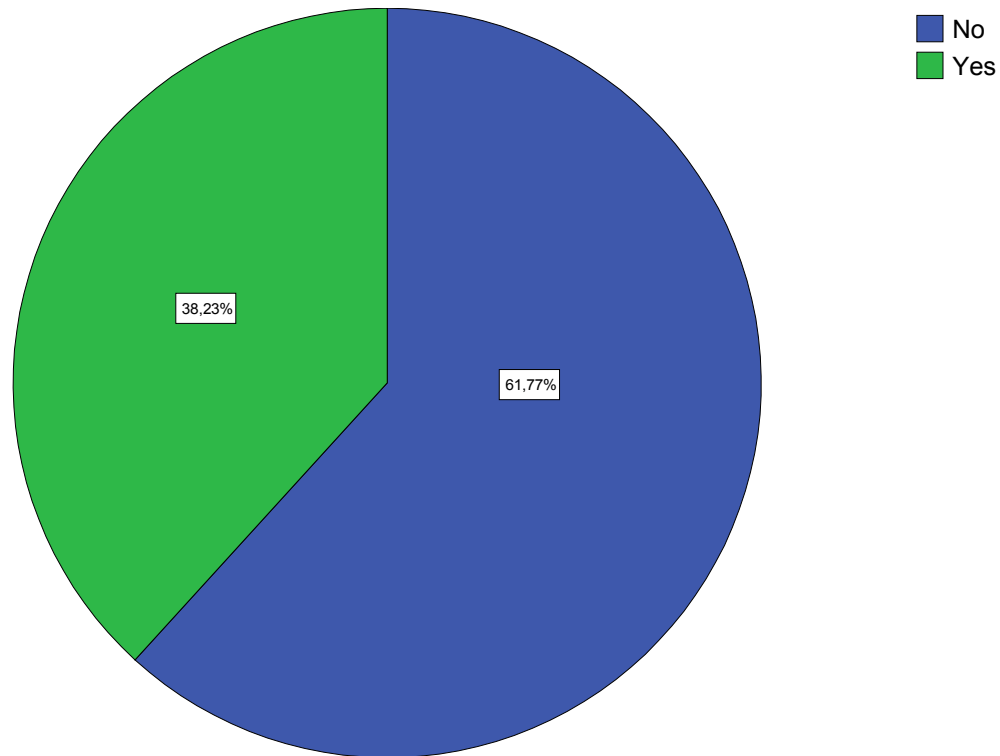


Did your degree include any foreign language study?



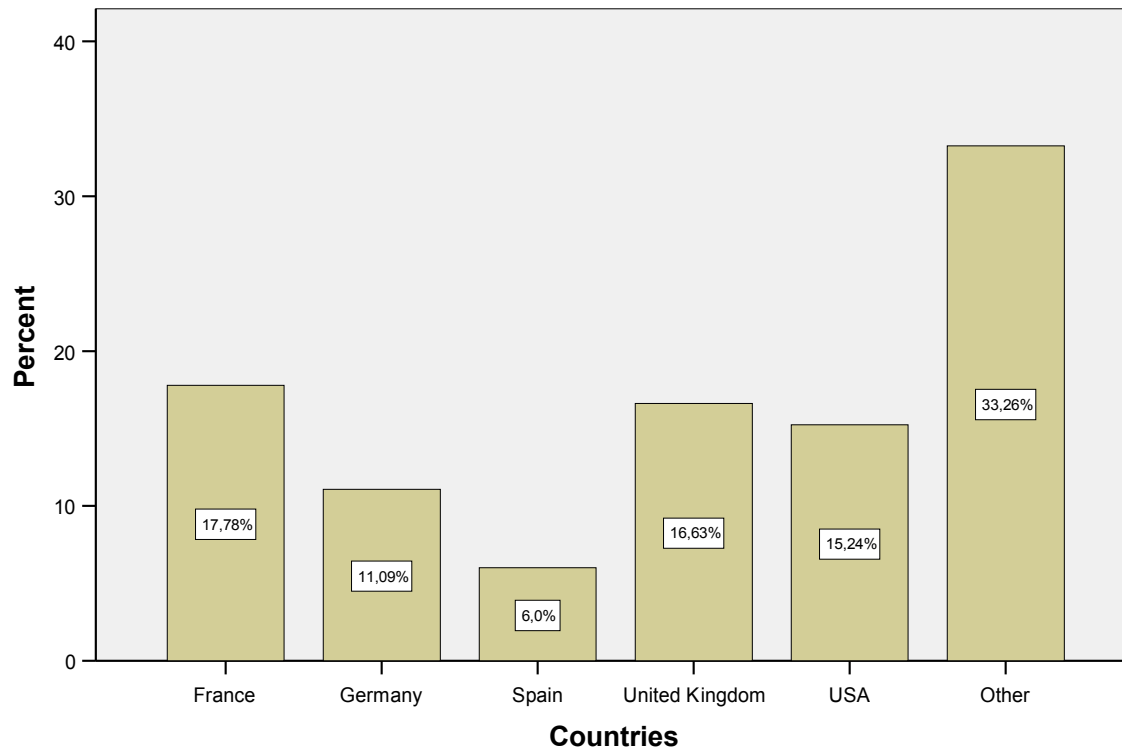


Did you study abroad?





Countries





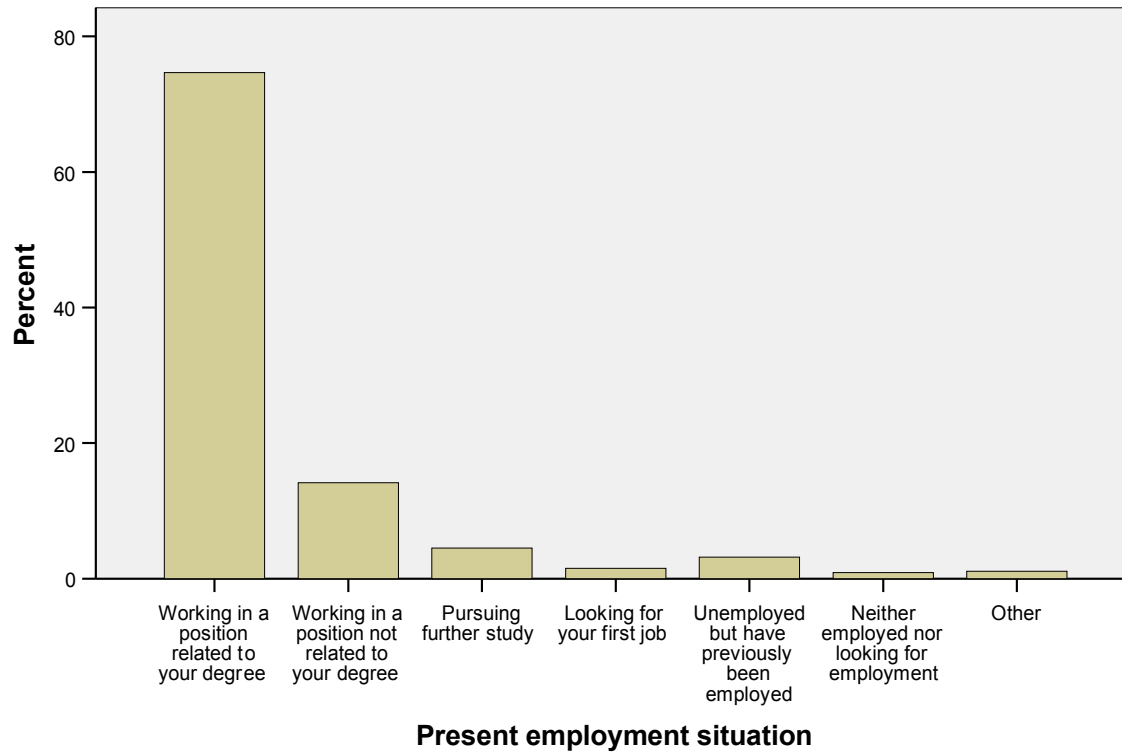
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**Results contradict Copenhagen report:
*“Many graduates seem to work in other
areas than those of their degrees”***



Present employment situation



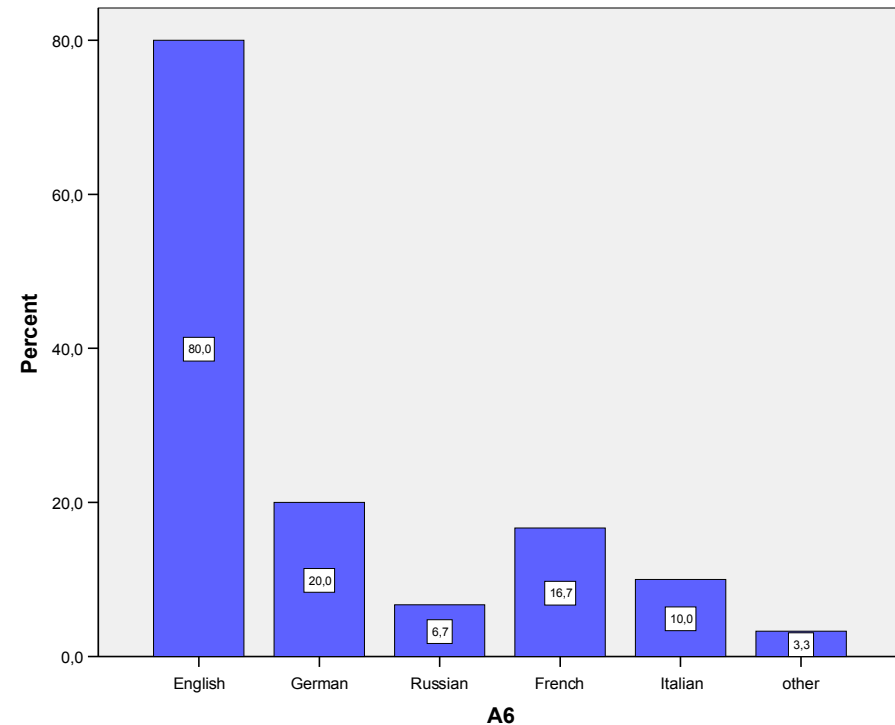


- **Confirmation of Copenhagen report**

“English is necessary but not enough”

Employers’ questionnaire

A6 What other Languages are used in the company's business activities?

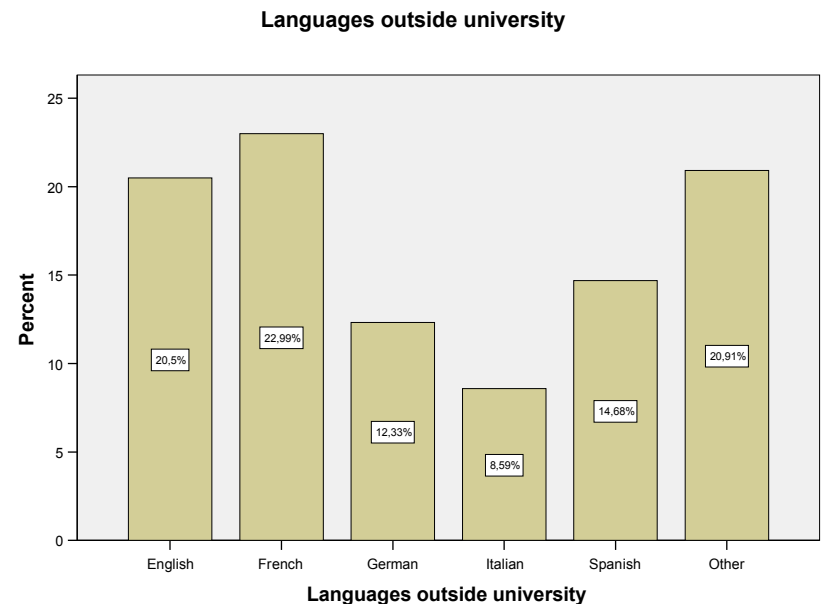




- **Confirmation of Copenhagen report**

“English is necessary but not enough”

Graduates’ questionnaire:
“Have you learned other languages outside university?” **47.7% yes**

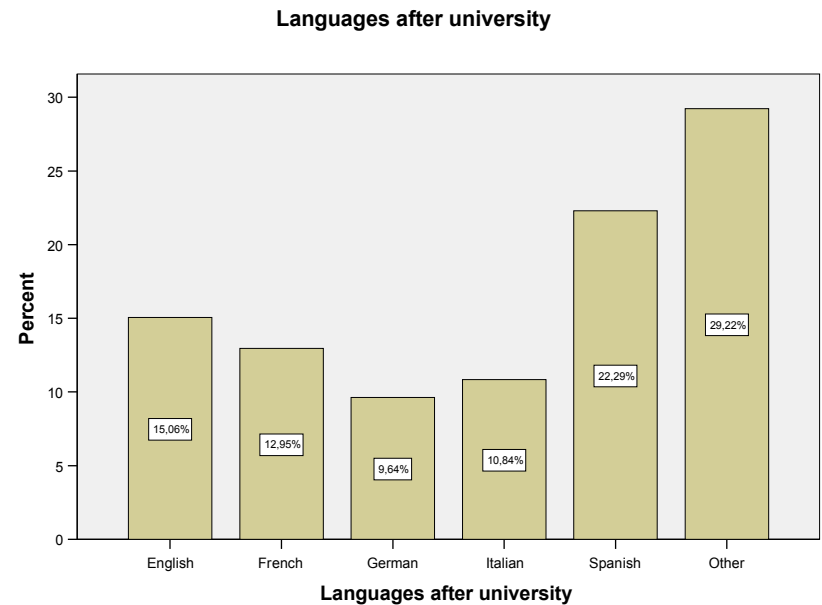




- **Confirmation of Copenhagen report**

“English is necessary but not enough”

Graduates’ questionnaire:
“Have you learned another language after graduation from university?” **30.1% yes**



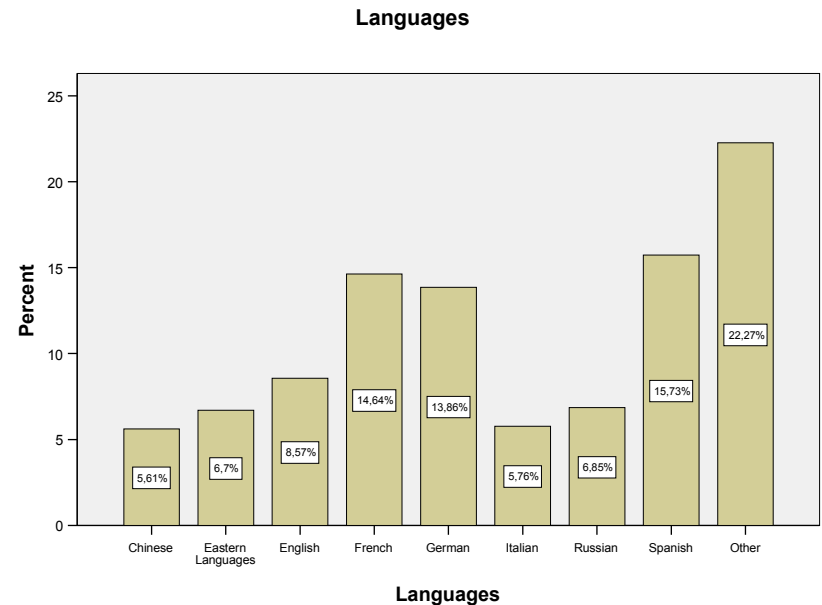


- **Confirmation of Copenhagen report**

“English is necessary but not enough”

Graduates’ questionnaire (B21): “Would it be important for your career development now to learn a new foreign language?”

50.8% yes

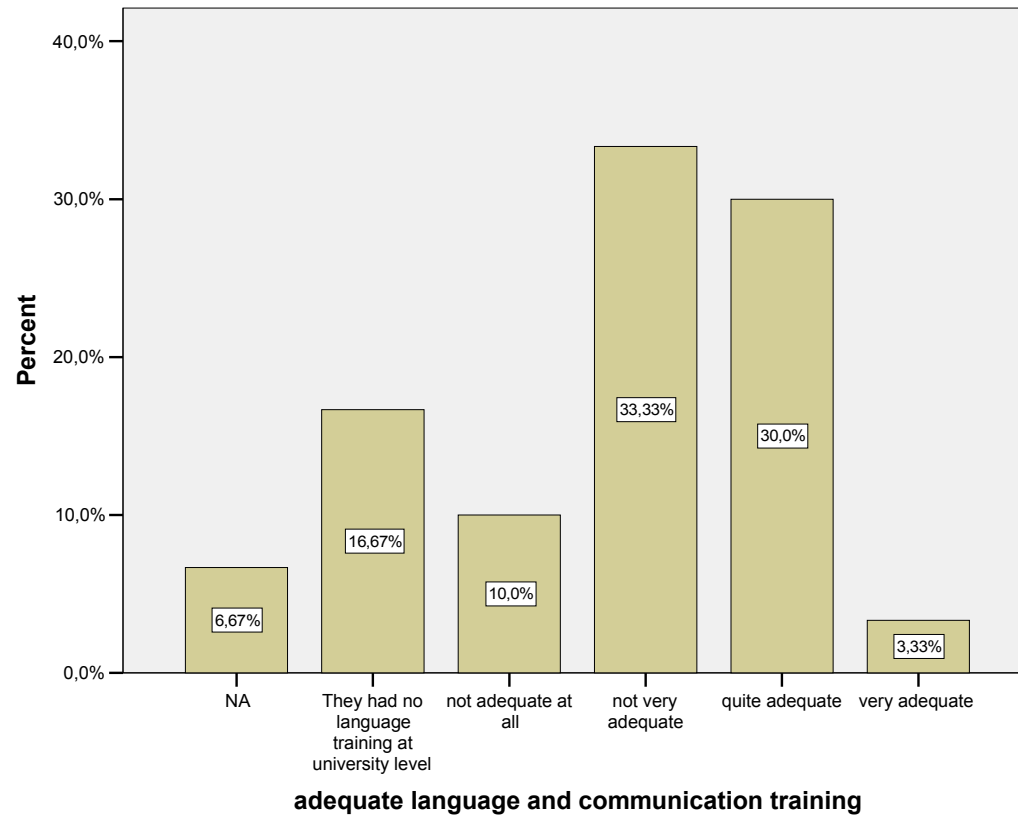




- **Confirmation of Copenhagen report:**
graduates have more positive approach to language skills than employers
 - importance of learning more - languages
 - more positive attitude to language training
 - more positive attitude to level attained

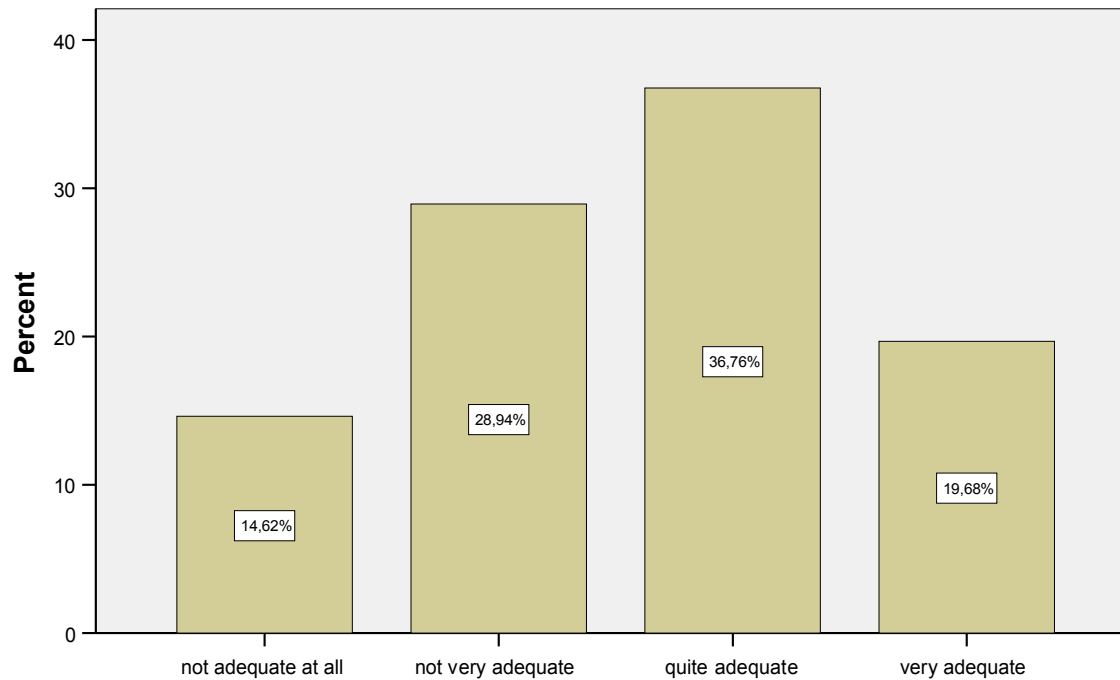


B11 Do you feel that the language and communication training they received at university has been adequate in terms of their jobs?





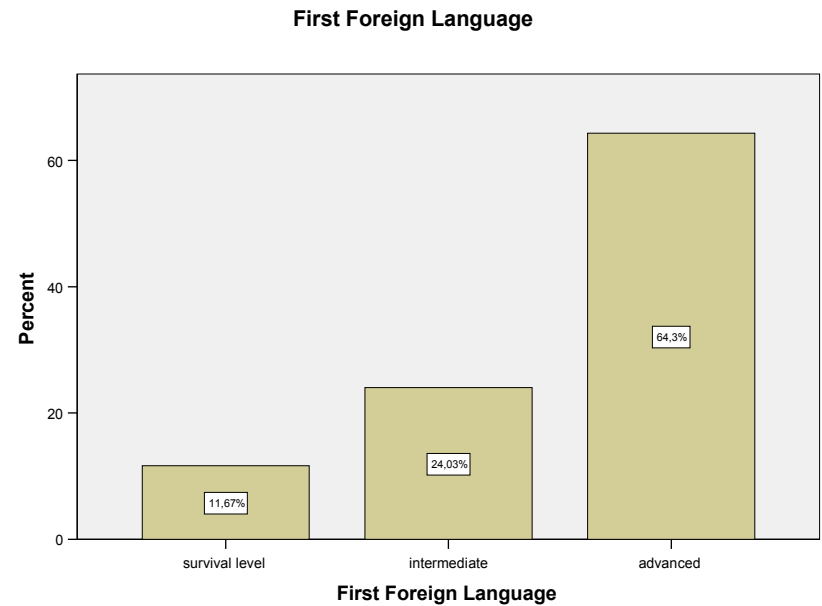
Do you feel that the language and communication training you received at university has been adequate in terms of your job?



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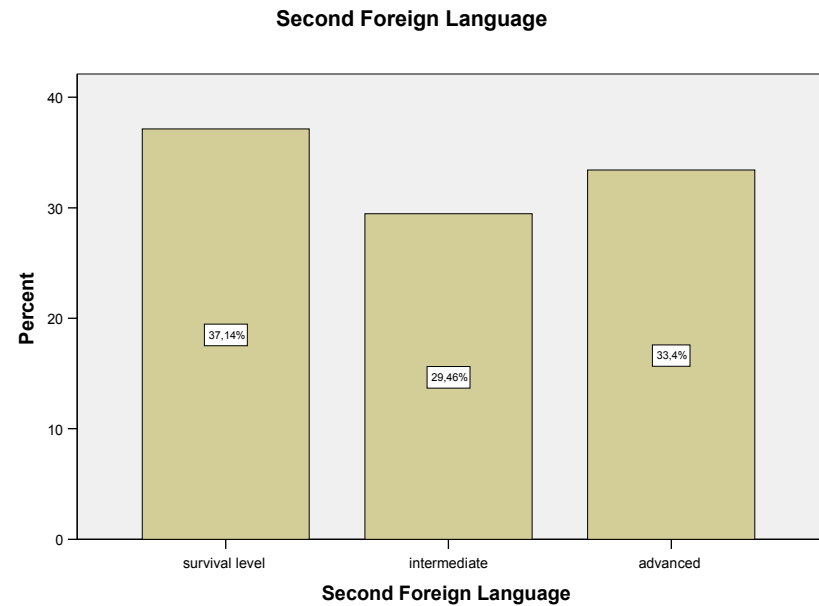


17. How good are your language and communication skills in your opinion?



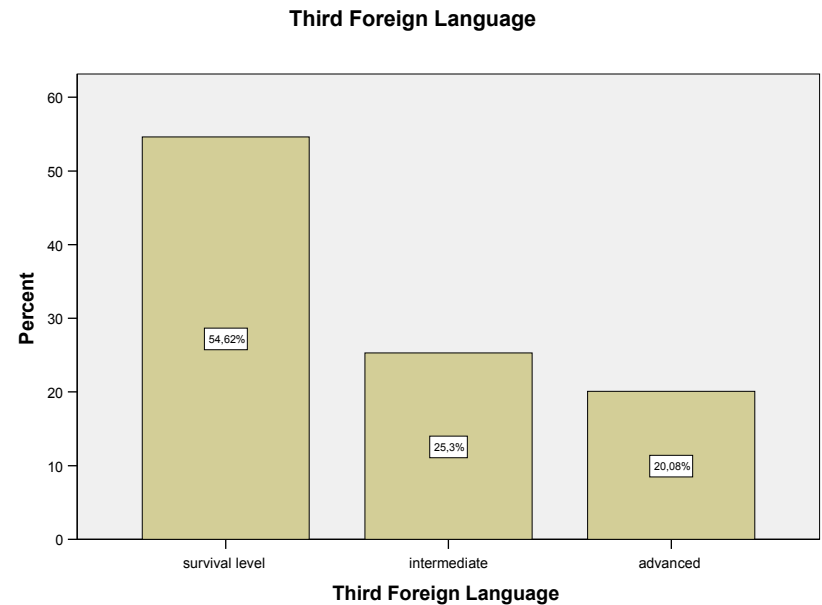


- **17. How good are your language and communication skills in your opinion?**





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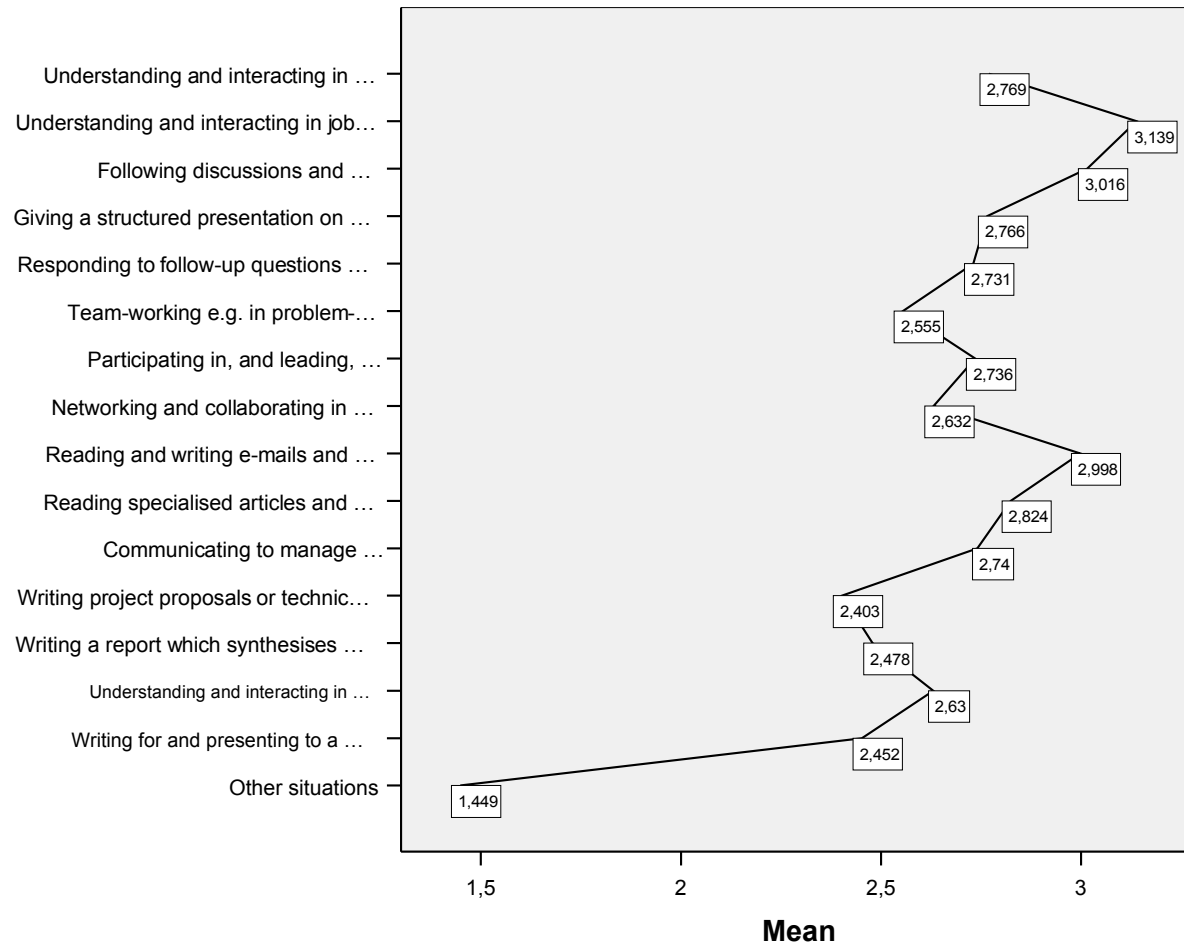


- **Confirmation of Copenhagen report: -**

importance of generic communicative skills rather than language specific or job specific skills



- Question C22 Please rate how important in your profession/field it is to cope with the following situations of foreign language use.
- Scale:
1 = not important / 2 = not very important / 3 = important / 4 = very important





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Understanding and interacting
in job-related communication
situations (e.g. hosting a
visitor, telephoning, travel,
talking about your job, etc.)

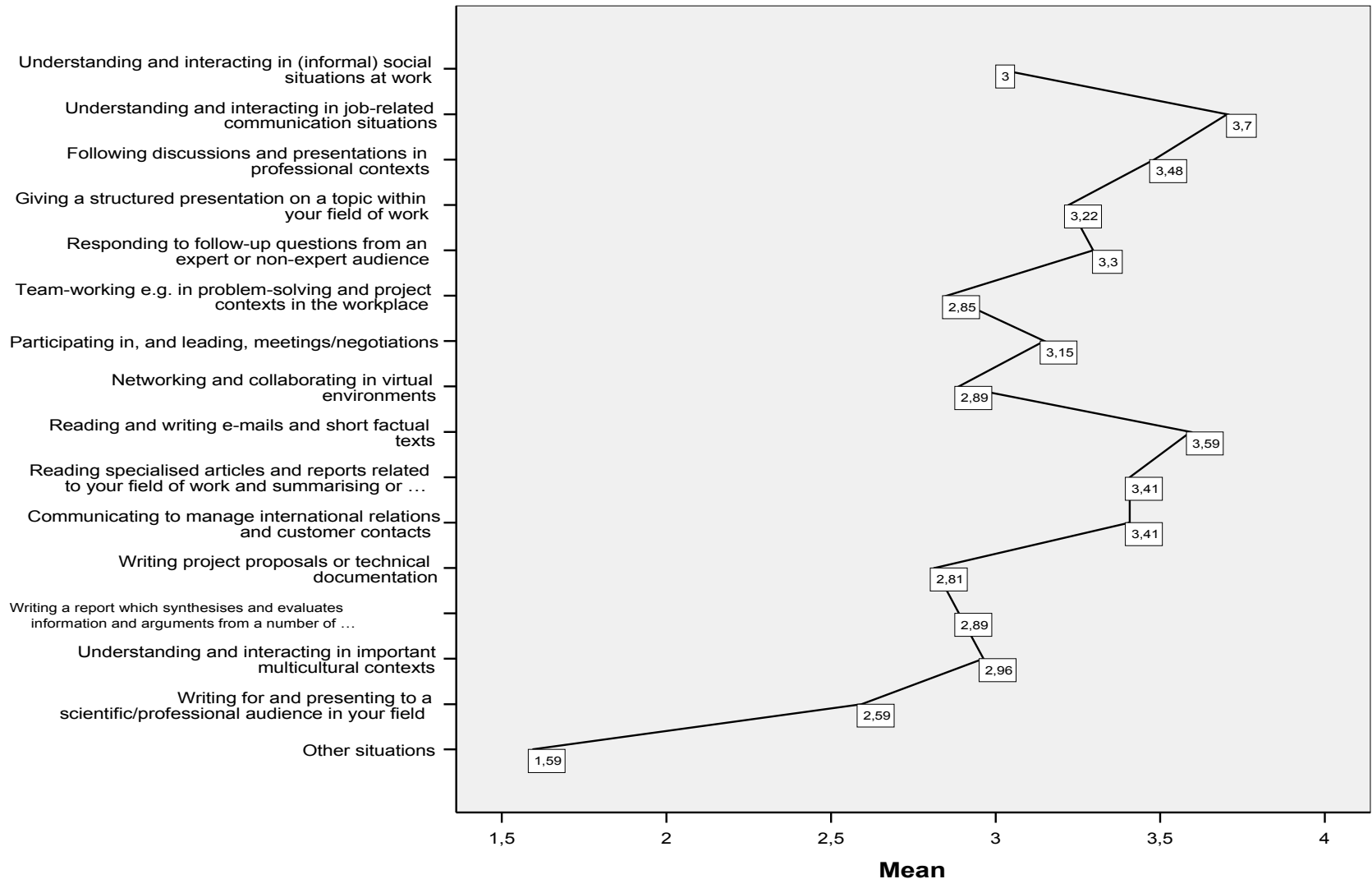
- 3.139

Following discussions and
presentations in professional
contexts **- 3.016**

Reading and writing e-mails
and short factual texts **- 2.998**

Reading specialised articles
and reports related to your
field of work and summarising
or reporting on them **- 2.824**

Understanding and interacting
in (informal) social situations at
work **- 2.769**





- **Comments and questions**
- **How do people (graduates or employers) answer questions**
 - about language skills?
 - about language levels?
- **Representations do not necessarily correspond to practice**
- **Need for instruments to measure practice**
- **Need to observe practice and to carry out in-depth interviews (cf. Copenhagen report)**



- **Need to take multilingual dimension into account.**
- **Need for HE institutions to take into account language use as expressed in consultation – i.e. generic rather than profession specific skills**
 - **How should such skills be taught?**
 - **How should HE language teachers be trained to teach such skills?**
- **How should dialogue be initiated/continued with external stakeholders?**



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- **Why do HE institutions offer certain languages?**
- **Why do students opt for certain languages?**



- **Where do we go from here?**
- Awareness has been created – what actions are required to bring about change
 - in curriculum development?
 - in autonomous language learning?
 - in training HE language teachers?
- Given the response from graduates, how can they be tracked for further research on language use in the labour market?