European Survey on Language Competences: Language Proficiency in England

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Executive summary

1 Background and overview

- The European Survey on Language Competences (ESLC) was a survey of foreign language proficiency organised by the European Commission. A total of fourteen European countries participated in the survey. (Belgium tested its French, Flemish and German communities separately, so there are results for sixteen jurisdictions.)
- In England, ESLC was carried out on behalf of the Department for Education by the National Foundation for Educational Research (NFER).
- The ESLC was run by an international consortium, SurveyLang. The consortium is responsible for all aspects of the survey.
- Strict standards are applied to all the survey procedures to ensure equivalence in sampling procedures, translation and adaptation of questionnaires and manuals, and survey administration.
- The ESLC assesses pupils' ability to understand spoken or written texts and express themselves in writing. The ESLC tests cover three language skills: listening, reading and writing. Each pupil is tested in two of the three skills areas.
- The languages included in ESLC are the five most widely taught languages in Europe: English, French, German, Italian and Spanish. Each jurisdiction tested their pupils in two of these languages. In England, pupils were tested in French and German.
- Participating jurisdictions tested pupils either in the last year of lower secondary education (International Standard Classification of Education (ISCED) 2) or the second year of upper secondary education (ISCED 3). In England, pupils were tested in Year 11 (ISCED 3).
- In England, the main testing period took place between October and November 2011.
- The ESLC tests are levelled against the Common European Framework of Reference (CEFR). The consortium defined the testable abilities for each of the proficiency levels A1 to B2. Results for each skill are shown as the proportion of pupils in each jurisdiction achieving each of the CEFR proficiency levels.
- As well as tests for pupils, the ESLC includes questionnaires for participating pupils, teachers and schools. These contain general background questions, questions on attitudes towards foreign language learning and aspects of the teaching and learning of foreign languages.
- This report presents the achievement data for England alongside the contextual information provided by the survey questionnaires. The report also explores the relationship between a number of contextual factors and language proficiency.

2 The ESLC in England

- Foreign language learning is not compulsory at Key Stage 4. Therefore the pupil sample was a random sample of those pupils who have chosen to continue learning the target language (French or German) in Key Stage 4. This differs from the situation

in most of other jurisdictions where foreign language learning is compulsory and therefore the pupil sample is likely to be drawn from the whole cohort.

- Fifty-three schools and 1444 pupils participated in the French assessment. This represented 72 per cent of the sampled schools and a pupil participation rate of over 90 per cent.
- Fifty-five schools and 1428 pupils participated in the German assessment. This represented 71 per cent of the sampled schools and a pupil participation rate of over 90 per cent.

3 Language proficiency in England

- Across skills and languages, England's performance did not compare well with the global average. In the first target language, England had significantly more pupils at the lower levels (A1 and Pre-A1) and significantly fewer at the highest levels (B1 and B2). This trend was also evident in the second target language, although the differences were less pronounced, especially in writing. Globally, pupils performed relatively less well in the second target language, compared with the first. However, in England, performance was very similar in both languages.
- In most jurisdictions (13 out of 16), the first target language was English. The remaining three, including England, tested in French. Performance varied widely by jurisdiction. The highest performers across all three skills were Sweden, Malta and the Netherlands. England and France were among the lowest performers in all skills.
- The range of second target languages covered all five of the most widely taught languages in Europe. Again, pupils in the Netherlands performed well across all skills, as did pupils in the German and Flemish communities of Belgium. England, Poland and Sweden were among the lowest performers.
- Direct comparisons between jurisdictions are confounded by a range of factors, including the different languages that were tested and the various grades in which pupils began learning these languages.

4 Pupil proficiency in French

- French was the first target language in England and the Flemish and German communities of Belgium. It was the second target language in Greece, Portugal and Spain. The reported onset of learning French varied between jurisdictions, from international Grade 1 (in the German community of Belgium) to Grade 7 in England.
- Pupils in England performed similarly to those in Portugal in reading, listening and writing, with the majority of pupils at level A1 or below, and small proportions at B1 and B2. Conversely, in the German community of Belgium, the proportion of pupils at each level was significantly different from England across all skills. England had proportionally fewer pupils at B1 and B2 and proportionally more at A1 and below. England had significantly fewer pupils below A1 than Greece in French reading and writing.
- Within most jurisdictions that tested French, performance was similar across skills. The exception was Spain, where pupils performed relatively less well in listening than in reading. Performance was consistently high in the German community of Belgium, where about 40 per cent of pupils achieved B1 or higher in all three skills.

5 Pupil proficiency in German

- Eight jurisdictions (the French community of Belgium, Bulgaria, Croatia, England, Estonia, Netherlands, Poland and Slovenia) tested in German. For all of these jurisdictions it was the second test language. The reported onset of learning German varied between jurisdictions, from international Grade 4 (in Croatia and Poland) to Grade 9 (the French community of Belgium and Bulgaria).
- In reading, pupils in England performed significantly differently to those in the Netherlands, Estonia and Bulgaria at all levels. Pupils in England performed similarly to those in Poland in reading with the vast majority of pupils (80 per cent) achieving level A1 or below while less than ten per cent achieved B1 or higher.
- There is a significantly higher percentage of pupils in England at Pre-A1 and A1 level, for listening, compared with Estonia, Slovenia, the French community in Belgium and the Netherlands. In the Netherlands (the highest-performing jurisdiction) 60 per cent of pupils achieved level B1 or higher, in England this number was significantly lower with less than ten per cent achieving the higher levels.
- Within most jurisdictions that tested German, performance was broadly similar across reading and listening. However, in a number of jurisdictions the percentage of pupils achieving level B1 and B2 was lower for writing. This was not the case in England where performance was similar across all three skills areas.

6 Pupil characteristics and language proficiency

- Across the majority of jurisdictions, there was an overall effect of gender on writing proficiency for both target languages, with boys performing at a lower level (this effect was not seen for reading or listening). However, in England, gender does not appear to have any effect on proficiency in any of the three skills in either target language.
- The overall effect of socio-economic status on language proficiency was pronounced. Across all jurisdictions, pupils with higher economic, social and cultural status (ESCS) performed at a higher level in all three language skills, in both target languages. However, this pattern was not reflected in England.
- In England, socio-economic status has some effect on language proficiency. Pupils with higher ESCS perform at a higher level in Target Language 1 (TL1) (French) writing, and in Target Language 2 (TL2) (German) writing and listening. No significant effects were found in TL1 reading and listening, or for TL2 reading.

7 Pupils and language learning

- In England, pupils' perception of the usefulness of learning the target language had a significant positive relationship with all three skills (reading, listening and writing) for both TL1 (French) and TL2 (German). That is, pupils who perceived the target language as being useful tended to perform at a higher level. However, for the majority of other jurisdictions this pattern was only seen for TL1 (English was TL1 for most participating jurisdictions), whereas for TL2 this effect this was only seen for reading and writing.

- Across participating jurisdictions, pupils who liked learning the language ‘a lot’ performed significantly higher in listening and reading in TL1, and in reading and writing in TL2 (compared with pupils who *hardly like* or *do not like at all* learning the language). However, this was not the case in England where a significant positive relationship was only found for TL2 reading (pupils who liked learning TL2 ‘a lot’ had higher levels of proficiency in reading).
- There was variation between jurisdictions in the findings for the association between intercultural exchanges and attainment. In England, pupils’ involvement in intercultural exchanges was found to have a significant positive association with TL1 writing skills. Whereas, for the majority of jurisdictions there was no significant association between pupils’ involvement in intercultural exchanges and attainment in any of the TL1 skills. For the majority of jurisdictions (including England), there were no significant associations for TL2.
- In terms of use of resources in lessons, in England there was a significant negative association between the frequency of the use of resources and proficiency in writing. This effect was not seen across jurisdictions.
- There were several other pupil factors that were found to have a significant positive relationship with language proficiency for the majority of jurisdictions, but not England. These were:
  - Pupils ‘quite like’ learning a language (significant for TL2 writing skills)
  - Duration of language education (significant for TL1 all three skills, and for TL2 listening and writing skills)
  - Exposure to target language at home (significant for TL1 all three skills)
  - Parents’ knowledge and visits abroad (significant for TL2 listening skills)
  - Pupils’ use of target language (significant for TL1 all three skills)
  - Individual pupil activities used/teacher speaking to the whole class in lessons (significant for TL1 writing skills).

8 School and teacher factors and language learning

- The school/teacher level factors that had a significant effect on language proficiency were not the same for TL1 and TL2.
- For TL1 the factors that were significant for all three language skills were related to school policies/practices in terms of foreign language learning (the number of languages a school offers, and schools’ specialist language profile). Whereas, for TL2 the factors significant across all three skills focused on the training and experience of teachers (teachers’ experience of teaching TL2, teachers’ receiving training in Common European Framework of Reference (CEFR)).
- For both TL1 and TL2 the number of financial incentives offered by schools for teachers had a significant association with two language skills (listening and writing at TL1, and reading and writing at TL2).
- In terms of the school/teachers factors that were significant for just one language skill: the picture was again mixed between TL1 and TL2, with different variables having an effect on different skills across the two target languages. There were no messages here that were consistent for both target languages.

Reader's guide to abbreviations and codes used in this report

Jurisdiction code	In full
BE nl	Flemish Community of Belgium
BE fr	French Community of Belgium
BE de	German Community of Belgium
BG	Bulgaria
HR	Croatia
ENG	England
EE	Estonia
FR	France
EL	Greece
MT	Malta
NL	Netherlands
PL	Poland
PT	Portugal
SI	Slovenia
ES	Spain
SE	Sweden

Language code	In full
EN	English
ES	Spanish
DE	German
FR	French
IT	Italian

Abbreviation	In full
ESLC	European Survey on Language Competences
ISCED	International Standard Classification of Education
CEFR	Common European Framework of Reference
CB	Computer-based
PB	Paper-based
TL	Target Language

1 What is ESLC?

1.1 Introduction

The European Survey on Language Competences (ESLC) is a survey of foreign language proficiency organised by the European Commission. This is the first time the survey has been run. The survey was undertaken in fourteen European countries (Belgium tested its French, Flemish and German communities separately, so there are results for sixteen jurisdictions[1]). In England the survey was carried out on behalf of the Department for Education (DfE) by the National Foundation for Educational Research (NFER).

ESLC assesses pupils' ability to understand spoken or written texts and to express themselves in writing. The languages included in ESLC are the five most widely taught languages in Europe: English, French, German, Italian and Spanish. Each jurisdiction tested pupils in two languages, those most widely taught of the five tested in ESLC. It was not possible to use age as the defining factor for participation as in order to take part pupils had to have studied the tested language for a minimum period of one academic year prior to the year of testing. As a result, both the testing age and testing grade for pupils varied across the jurisdictions. Pupils were tested in the last year of lower secondary education (ISCED 2) or the second year of upper secondary education (ISCED 3). In England the test was administered to pupils in Year 11 (ISCED 3).

The ESLC language tests covered three language skills: listening, reading and writing (organised into three levels). Each pupil was tested in two of the three skill areas. The assignment to a particular ESLC level test was based on pupils' scores on a short routing test administered before the main testing period. The tests were administered in both paper-based and computer-based formats; jurisdictions were able to choose the mode of delivery, and some jurisdictions administered the tests in both formats.

Table 1.1 provides a summary of the tested languages, ISCED levels and testing mode of each jurisdiction.

In England, pupils sat a 15-minute routing test in June 2011. This test was administered by teachers in the participating schools. Pupils' scores in this test were used to assign them to one of the three levels of the ESLC language tests. The main testing period took place between October and November 2011. Pupils sat an assessment that lasted between one hour and one hour and fifteen minutes depending on the skills and level being assessed. The tests were administered under test conditions by test administrators following the standardised procedures implemented by all jurisdictions.

In addition to the ESLC assessment, pupils completed a contextual questionnaire. This questionnaire provided information on pupils' economic and social backgrounds, exposure to

[1] In European Commission 2012a and 2012b jurisdictions are referred to as adjudicated entities.

foreign languages, attitudes to foreign languages and attitudes to language learning activities in school. In addition, teachers of the test language completed a teacher questionnaire. This provided information on teacher training, in-service training, foreign language teaching and availability of resources for language lessons. Headteachers of participating schools also completed a school questionnaire. This provided information on the school's size, intake, resources and organisation, as well as the curriculum for foreign languages, teaching time for foreign languages and policies to encourage language learning in the school. The National Research Coordinators (NRCs) in each jurisdiction completed a national questionnaire which provided system-wide information about language learning. The findings from the pupil, school and teacher questionnaires are discussed in chapters 6, 7 and 8.

Table 1.1 Jurisdiction testing design summary

Jurisdiction	First most widely taught European language	Testing grade for 'First' test language	Second most widely taught European language	Testing grade for 'Second' test language	Testing Mode (computer or paper based)
Flemish Community of Belgium (BE nl)	French	ISCED2	English	ISCED3	CB
French Community of Belgium (BE fr)	English	ISCED3	German	ISCED3	CB
German Community of Belgium (BE de)	French	ISCED2	English	ISCED3	PB
Bulgaria (BG)	English	ISCED3	German	ISCED3	PB
Croatia (HR)	English	ISCED2	German	ISCED2	CB, PB
England (ENG)	French	ISCED3	German	ISCED3	PB
Estonia (EE)	English	ISCED2	German	ISCED2	CB, PB
France (FR)	English	ISCED2	Spanish	ISCED2	PB
Greece (EL)	English	ISCED2	French	ISCED2	PB
Malta (MT)	English	ISCED2	Italian	ISCED2	PB
Netherlands (NL)	English	ISCED2	German	ISCED2	CB
Poland (PL)	English	ISCED2	German	ISCED2	PB
Portugal (PT)	English	ISCED2	French	ISCED2	CB
Slovenia (Sl)	English	ISCED2	German	ISCED2	PB
Spain (ES)	English	ISCED2	French	ISCED2	PB
Sweden (SW)	English	ISCED2	Spanish	ISCED2	CB, PB

1.2 The development of the survey

The European Survey on Language Competences is run by the international consortium SurveyLang. SurveyLang brings together knowledge and experience in the fields of language assessment, test development, translation processes, sampling and data collection, as well as in educational measurement, research design, psychometrics and data analysis. By using standardised survey procedures and tests, the survey aims to collect data from across Europe that can be compared despite differences in language and culture.

The European Commission specified that ESLC should use the Common European Framework of Reference for languages (CEFR) as the framework against which to measure language learning outcomes. The consortium defined what the testable abilities for each of the proficiency levels A1 to B2 of the CEFR would be. It was vital these test constructs could be implemented comparably across all five languages. In order to achieve this, the testable abilities were mapped to specific task types. The SurveyLang language testing group worked together closely to develop test items across the five languages to the same specification and level of difficulty.

In order to gather feedback on the proposed task types, SurveyLang conducted a pilot study with a small number of schools and institutions across Europe. A total of 34 tests across the five languages were constructed and trialled: 13 reading tests, nine listening and 12 writing. As well as providing feedback on the tasks themselves, the pilot enabled the consortium to trial collaborative item writing procedures. This approach to item writing was used in order to aid the cross-language comparability of tasks. Another important process in gaining cross-language comparability was the cross-language vetting undertaken by SurveyLang. During this process, experienced multi-lingual items writers reviewed the tasks to ensure that items and answer options were operating correctly and were of a comparable level of difficulty to tasks in other languages.
Following the pilot study the tasks were pretested. The pretesting phase focused on the analysis of both the quality and the level of test tasks and items. Schools in jurisdictions participating in the survey (together with other selected educational institutions) took the pretests in October 2009. Following the pretesting session, further editing of tasks was carried out, with the best quality tasks selected for the field trial and main study. Only a third of the developed material was used in the main study. A field trial was carried out in every participating jurisdiction in 2010 and the outcomes of this were used to finalise the content and format of the tests and questionnaires for the main survey in 2011.

Strict international quality standards are applied to all stages of the ESLC to ensure equivalence in translation and adaptation of instruments, sampling procedures and survey administration in all participating jurisdictions.

1.3 What ESLC measures

This section briefly describes the link between the Common European Framework of Reference (CEFR) and the assessment of listening, reading and writing in ESLC. The task types used to assess each of the skill areas are also described in this section. Full details of

the framework for the assessment of each skill area are included in First European Survey on Language Competences: Technical Report (European Commission, 2012b). Examples of the test tasks can be found in the First European Survey on Language competences: Final report (European Commission, 2012a).
The Common European Framework of Reference for Languages (CEFR) was produced by the Council of Europe in 2001, following extensive research and consultation. It describes the knowledge and skills language learners need to acquire in order for them to communicate effectively. It describes learners' language performance at six levels:

- A1 and A2: Basic user
- B1 and B2: Independent user
- C1 and C2: Proficient user

Importantly, the CEFR levels *provide a sound basis for the mutual recognition of language qualifications* (Council of Europe 2008). This means that qualifications for different languages and developed in different countries can be meaningfully compared through reference to the CEFR levels of proficiency. CILT have mapped the proficiency levels of the CEFR to other language qualifications. Table 1.2 shows the mapping of the CEFR levels to general qualifications in the UK.

Table 1.2: Mapping of qualifications

General qualifications	CEFR Proficiency level
Entry 1, 2, 3	Level A1
Foundation GCSE (grades C-G)	Level A2
Higher GCSE (grades A*-D)	Level B1
AS/A/AEA	Level B2
BA Hons	Level C1
Masters & Doctorate	Level C2

Performance on the ESLC tests can also be interpreted with reference to the CEFR levels of proficiency. Results for each participating jurisdiction are shown as the proportion of the pupils achieving each of the CEFR proficiency levels A1 – B2 (the highest levels of proficiency C1 and C2 are not covered by the ESLC assessments). Table 1.3 describes each of the CEFR levels (A1, A2, B1 and B2) for the three skills.

Table 1.3 CEFR level descriptors for reading, listening and writing

CEFR Level	Reading	Listening	Writing
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	Can write clear detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. Can express news and views effectively in writing, and relate to those of others.
B1	Can read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. Can write personal letters and notes asking for or conveying simple information, getting across the point he/she feels to be important.
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. Can write short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	Can write simple isolated phrases and sentences. Can ask for or pass on personal details in written form.

The CEFR identifies two dimensions of language use and learning: social dimensions of language use and the cognitive dimension of language. These dimensions were used to define the testable abilities at each proficiency level (A1 to B2). Once the testable abilities had been identified, these were mapped to specific task types. This approach also helped to ensure that there was consistency across the tests for the five languages. The following sections outline the task types that were developed to test proficiency at each of the CEFR levels.

1.3.1 Reading

For the assessment of reading eight task types were developed. Some of these task types were used across more than one level. Table 1.4 gives a description of the eight tasks, the focus of the test, the text type used, the response format and the levels the task is used to assess.

Table 1.4 Main Study Reading Tasks

Task	Test Focus	Text Type	Response Format	Levels
R1	Identifying factual information relating to personal and familiar themes.	Short personal text (email, postcard, note).	3-option multiple choice with graphic options. Candidates choose the correct option.	A1
R2	Finding predictable factual information in texts such as notices, announcements, timetables, menus, with some visual support.	Notice, announcement, etc. on everyday topic, with graphic support.	3-option multiple choice with short text-based options focusing on information. Candidates choose the correct option.	A1 A2
R3	Understanding signs, notices, announcements and/or labels.	A set of notices or signs, etc. and a set of statements or graphics paraphrasing the message.	Candidates match statements or graphics to the correct notices/announcements.	A1 A2
R4	Understanding the main ideas and some details of a text.	A newspaper / magazine article on familiar everyday topic.	Candidates answer 3-option multiple-choice questions.	A2
R5	Understanding information, feelings and wishes in personal texts.	A personal text, (email, letter, note).	Candidates answer 3-option multiple-choice questions.	A2 B1
R6	Reading 3 (B1) or 4 (B2) short texts for specific information, detailed comprehension and (at B2) opinion and attitude.	A set of 3 (at B1) or 4 (at B2) short texts (e.g. ads for holidays, films, books), and a list of information /attitudes that can be found in the texts.	Candidates match the information to the text it is in.	B1 B2
R7	Reading for detailed comprehension and global meaning, understanding attitude, opinion and writer purpose. B2: deducing meaning from context, text organisation features.	A text on familiar everyday topics.	Candidates answer 3-option multiple-choice questions.	B1 B2
R8	Understanding text, structure, cohesion and coherence.	Text from which sentences are removed and placed in a jumbled order after text.	Candidates match the sentences to the gaps.	B2

1.3.2 Listening

For the assessment of listening five task types were developed. As with reading, some of these task types were used across more than one level. Table 1.5 gives a description of the five tasks, the focus of the test, the text type used, the response format and the levels the task is used to assess.

Table 1.5 Main Study Listening Tasks

Task	Test Focus	Text Type	Response Format	Levels
L1	Identifying key vocabulary/information (e.g. times, prices, days of weeks, numbers locations, activities)	Simple dialogue	Candidates match the name of a person to the relevant graphical illustration	A1 A2
L2	Identifying the situation and/or the main idea (A1/A2) or communicative function (B1/B2)	Series of five short independent monologues or dialogues, e.g. announcements, messages, short conversations, etc.	Candidates choose the correct graphic (A1/A2) or text (B1/B2) option from a choice of three	A1 A2 B1 B2
L3	Understanding and interpreting detailed meaning	A conversation or interview	True/False	A2
L4	Understanding and interpreting the main points, attitudes and opinions of the principal speaker or speakers	Dialogue	3-option multiple-choice	B1 B2
L5	Understanding and interpreting gist, main points and detail, plus the attitudes and opinions of the speaker	A longer monologue (presentation, report)	3-option multiple-choice	B1 B2

1.3.3 Writing

For the assessment of writing four task types were developed. As with the other skills, some of these task types were used across more than one level. Table 1.6 gives a description of the four tasks, the focus of the test, the text type used, the response format and the levels the task is used to assess.

Table 1.6 Main Study Writing Tasks

Task	Test Focus	Text Type	Response Format	Levels
W1	Expressing general or topic-specific notions describing pictures or graphically-displayed information	Short personal text (email)	Candidates write a short personal text making reference to the picture/graphically-displayed information	A1
W2	Expressing general or topic-specific notions in response to input text and content points	Short personal text (email, postcard)	Candidates write a short personal text explaining, describing etc.	A1 A2 B1
W3	Writing referential text (intended to inform)	Personal text (email) At B2 an article, essay, letter, report, review	Candidates write a personal text explaining, describing etc. At B2 candidates write article etc explaining, describing, comparing etc.	A2 B1 B2
W4	Writing a conative text (intended to persuade or convince)	An essay, letter	Candidates write an essay/letter describing, explaining, comparing, justifying, giving opinion etc.	B2

1.4 How is proficiency measured

As mentioned in the previous section, the ESLC tasks and tests used to assess ability in reading, listening and writing have been levelled against the Common European Framework of Reference (CEFR). The results for the ESLC are shown as the proportion of pupils in each jurisdiction achieving each of the CEFR levels (A1, A2, B1 and B2) for reading, listening and writing. As well as showing the proportion of pupils who have achieved level A1 - B2 (level descriptors are shown in Table 1.3) the language test results also identify the proportion of pupils in each jurisdiction who have not achieved the level competence described in level A1 (basic user). Pupils who did not reach the threshold for A1 are described as level Pre-A1. This will enable participating jurisdictions to identify the proportion of pupils who are independent language users (B1 and B2); basic language users (A1 and A2) and below the level of basic language users (Pre-A1).

More detailed analyses of international results can be found in the international report on ESLC (European Commission, 2012a). As England tested at a later date to the other participating jurisdictions, the results for England are presented in an appendix to the main SurveyLang report.

1.5 Population description

The ESLC population differs between jurisdictions and target language. In each jurisdiction, for each target language, the survey population consists of pupils in either the last year of lower secondary education (ISCED 2) or the second year of upper secondary education (ISCED 3) (this information is summarised in Table 1.1). For some of the jurisdictions, the decision to test pupils at ISCED 3, in either one or both test languages, was based on the fact that the test language was not taught at ISCED 2 or had been taught for too short a period for pupils to have completed one academic year prior to the year of testing. This means that the grade and age of testing vary across the participating jurisdictions and in some cases within a jurisdiction there is a difference between test languages. For the majority of jurisdictions the pupils were aged 14 to 15 and were enrolled in international Grades 9 and 10 at the time of testing. In England 15 year-old pupils in Year 11 were tested.

Table 1.7 shows the typical age of pupils who participated in the survey as well as the international grade tested in each jurisdiction. The consortium used the following definition to determine the international grade tested in each jurisdiction: *international Grade 1 is the first grade of compulsory education in ISCED 1* (European Commission, 2012a, p.7). It is important to recognise that these international grades are not defined by the age of pupils within the grade. The consortium used this system in order to make the grades comparable across different educational systems in which the ISCED-levels may have a different number of grades.

As described in section 1.1, each jurisdiction tested the two most widely taught foreign languages in their education system from the five most widely taught foreign languages in Europe (English, French, German, Italian and Spanish). However, for some jurisdictions pupils were not tested in the first and second most widely taught foreign languages as these were not among the five languages included in ESLC (these jurisdictions are identified with a * in Table 1.7).

It is important to recognise that foreign language learning is not organised in the same way in all jurisdictions. There are two main factors that differ across the participating jurisdictions, namely the compulsory nature of foreign language learning and the recommended teaching time for foreign languages. In England foreign language learning is not compulsory at the tested grade (Year 11) whereas for the majority of other participating jurisdictions foreign language learning is a compulsory subject for all (or almost all) pupils in primary and secondary education (ISCED 1, 2 and 3). In terms of recommendations for teaching time for foreign languages in all but four of the jurisdictions (Flemish and German communities of Belgium, England and the Netherlands), central authorities give recommendations for the minimum annual teaching time for languages as a compulsory subject. For ISCED 1 most recommend between 30 and 80 hours on average per year and for ISCED 2 between 30 and 180 hours on average per year.

All of the population factors outlined above (number of years in compulsory education at time of testing; whether the test language is compulsory for all pupils in the tested grade and the amount of time spent learning the test language), may have an impact on the results of the

ESLC. Therefore it is important to bear these in mind when comparing the results from different jurisdictions.

Table 1.7 Summary of typical ages for testing and international grades

Jurisdiction	Test language (TL) 1				Test language (TL) 2			
	TL1	ISCED level	Typical age	Int. Grade	TL2	ISCED level	Typical age	Int. Grade
Flemish Community of Belgium (BE nl)	FR	2	13	8	EN	3	15	10
French Community of Belgium (BE fr)	EN*	3	15	10	DE*	3	15	10
German Community of Belgium (BE de)	FR	2	13	8	EN	3	15	10
Bulgaria (BG)	EN	3	16	10	DE*	3	16	10
Croatia (HR)	EN	2	14	8	DE	2	14	8
England (ENG)	FR	3	15	11	DE	3	15	11
Estonia (EE)	EN	2	15	9	DE	2	15	9
France (FR)	EN	2	14	9	ES	2	14	9
Greece (EL)	EN	2	14	9	FR	2	14	9
Malta (MT)	EN	2	15	11	IT	2	15	11
Netherlands (NL)	EN	2	14-15	9-10	DE	2	14-15	9-10
Poland (PL)	EN	2	15	9	DE	2	15	9
Portugal (PT)	EN	2	14	9	FR	2	14	9
Slovenia (Sl)	EN	2	14	9	DE	2	14	9
Spain (ES)	EN	2	15	10	FR	2	15	10
Sweden (SW)	EN	2	15	9	ES	2	15	9

1.6 Survey administration

The survey administration was carried out internationally on behalf of the European Commission by the SurveyLang consortium. This consortium was responsible for development of tests, questionnaires and administration manuals, decisions on sampling within jurisdictions and ensuring that all jurisdictions met rigorous quality standards. The consortium worked with the ESLC National Centre within each jurisdiction, through the National Research Coordinator (NRC). For England, the National Foundation for Educational Research (NFER) was the ESLC National Centre.

The National Centres were responsible for making local adaptations to the questionnaires and manuals. NFER made appropriate adaptations to all ESLC instruments and accompanying documentation.

National Centres were also responsible for supplying the information necessary for sampling to be carried out. Both school and pupils samples were selected by SurveyLang.

The test design for ESLC is complex as it has to accommodate the testing of three skills (listening, reading and writing) and three ESLC skill levels (Levels 1, 2 and 3). There was some overlap in test content between the ESLC levels (see sections 1.3.1, 1.3.2 and 1.3.3). For paper-based listening the test tasks were organised into seven test booklets with some tasks repeated across booklets. There was one booklet at the lowest level (Level 1) and three test booklets for each of the other levels (Levels 2 and 3). For logistical reasons, in each school the pupils assigned to a particular level all took the same listening test. For the computer-based administration a larger number of listening tests could be presented to pupils as they accessed the test through headphones. The reading tasks were organised into 18 test booklets and, as with listening, some tasks were repeated across the test booklets. There were six test booklets for each of the three test levels. The writing tasks were organised into 12 test booklets, three booklets at each level with tasks repeated across the test booklets. In order to establish which level of test each pupil should sit in the main testing period all sampled pupils took a short routing test. The routing test was a 15-minute test which consisted of 20 multiple-choice reading questions. The items were ordered according to their difficulty. Scores from the routing test were sent to the consortium so that pupils could be assigned a low, medium or high level test. The score on the routing test did not count towards the final assessment of pupils' language performance.

SurveyLang allocated the language tests to pupils. Each pupil took tests in two of the three skills areas. In addition to the tests, there were three questionnaires: one for pupils, one for language teachers and the other for schools.

Tests and questionnaires were generally administered to pupils in a single session, with a two-hour testing period and approximately forty-five minutes for completion of the pupil questionnaire. The total length of a survey session was around three and a half hours. The survey was administered by test administrators employed by NFER. The skills tests were administered in the same order in all schools: listening followed by reading then writing.

In each jurisdiction participating in ESLC, a minimum of 71 schools per test language was sampled. Within each school an average of 25 pupils were selected; in schools where there were fewer than 25 eligible pupils, all eligible pupils were included in the sample. A minimum of 1500 pupils per jurisdiction, per language were expected to be tested. In some jurisdictions, for example Spain, the number exceeds this because of a need to oversample in some parts of the country. In England a larger school sample was drawn (74 schools for French and 79 schools for German). This ensured that even though there were a number of schools with very small numbers of eligible pupils the overall pupil numbers would not be adversely affected.

As discussed in section 1.5 there was some variation in the age of pupils included in the ESLC survey. In the majority of jurisdictions the pupils were 14 or 15 years old. In the case of England the sample consisted of all pupils in Year 11 who had been learning the test language (either French or German) for a minimum of one year prior to testing.

Jurisdictions were required to carry out the survey during a six-week period between the beginning of February and end of March 2011. However, England was permitted to test outside this period because of the problems for schools caused by the overlap with the GCSE preparation and examination period. In England the survey took place in October and November 2011.

1.7 Interpreting differences between countries

This section outlines some points that need to be kept in mind when interpreting differences between countries.

1.7.1 Survey procedures

ESLC uses comprehensive guidelines and stringent checking procedures with the aim of guaranteeing that all data is collected in exactly the same way in every jurisdiction. In practice, it is very difficult to guarantee that every aspect of the survey is carried out in exactly comparable ways across Europe.

1.7.2 Sources of uncertainty

There are two sources of uncertainty which have to be taken into account in the statistical analysis and interpretation of any test results. These are described as *sampling error* and *measurement error*.

Sampling error stems from the inherent variation of human populations which can never be measured with absolute accuracy. It affects virtually all research and data collection that makes use of sampling. Only if every pupil learning the test language at the tested grade in each jurisdiction had taken part in ESLC could it be stated with certainty that the results are totally representative of the attainment of the entire population of pupils learning that language in those jurisdictions. In reality the data was collected from a sample of pupils learning the test language. Therefore, the results are a best estimation of how the total population of pupils learning a particular test language could be expected to perform in these tests. There are statistical methods to measure how good the estimation is. However, it is important to recognise that all data on human performance or attitudes which is based on a sample carries a margin of error.

Measurement error relates to the results obtained by each individual pupil, and takes account of variations in their scores which are not directly due to underlying ability in the subject but which are influenced by other factors related to individuals or to the nature of the tests or testing conditions.

1.7.3 Interpreting ordering of jurisdictions

The results for each jurisdiction are given as the percentage of pupils at each of the four CEFR levels as well as at level Pre-A1 (as explained above this level describes those pupils who have not achieved the A1 level of competence). Jurisdictions are shown ordered, to make the charts easier to interpret. The ordering principle used by the consortium defines

higher performance as having relatively more pupils at levels B1 and B2, and relatively fewer at Pre-A1 and A1. European Commission (2012a) provides further detail on the way in which the ordering has been calculated.

> *To be precise, performance is summarised as (1-proportion at Pre-A1 + 1-proportion at A1 + proportion at B1 +proportion at B2) / 4. The ordering is done by skill, so that the order of countries may vary across skills.*
>
> *Different ordering principles would reflect different choices of priority, and produce somewhat different results. The principle used here attempts to reflect performance across the possible range of achievement.*
>
> (p.17)

The order given in the charts does not demonstrate statistically significant differences between jurisdictions. Due to the areas of uncertainty described above, interpretations of very small differences between two sets of results are often meaningless. Were they to be measured again it could well be that the results would turn out the other way round. For this reason, tests were conducted to establish whether apparent differences in the percentage of pupils at each of the levels were statistically significant. Statistically significant differences are unlikely to have been caused by random fluctuations due to sampling or measurement error.

Where significant differences between jurisdictions are found, these may be the result of a great number of factors, for some of which the data was not collected in the ESLC survey. Therefore, the ESLC survey is only able to explain the reasons for differences between jurisdictions to a limited extent. It is important to bear this in mind while reading this report.

1.8 The relationship between contextual factors and language proficiency

Comparing language proficiency across Europe is a complex task. There are many contextual factors which are likely to have an impact on pupil achievement. For example, the age at which language learning is introduced; the duration and intensity of teaching; whether languages are compulsory or optional; and pupils' exposure to languages outside school. In addition to the language test the ELSC also collected a large amount of contextual information through the pupil, teacher, school and national questionnaires. The data from these questionnaires will enable participating jurisdictions to interpret the language test results and to explore the contextual factors which may relate to achievement.

The First European Survey on Language Competences: Final Report (European Commission 2012a) reports on how participating jurisdictions differ on these important contextual factors (Chapter 5) and also the relationship between contextual factors and achievement (Chapter 6). As England tested at a later date to the other participating jurisdictions, the results from England's contextual questionnaires are presented in an appendix to the main international report. This appendix briefly explores England's responses to the contextual questionnaires on the following topics:

- basis for life-long learning of foreign languages
- language friendly living environment
- language friendly schools
- teacher training.

Chapters 6, 7 and 8 of this report explore the contextual factors that are related to achievement in England. Chapter 6 explores the relationship between gender, socio-economic status and language proficiency. Chapter 7 reports on the relationship between several contextual factors regarding pupils and language learning and their language proficiency. Chapter 8 describes the relationship between a number of school and teacher level contextual factors (for example, the diversity of languages offered in the school and teachers' training) and pupil's language proficiency.

2 ESLC in England

2.1 Introduction

NFER was commissioned by the Department for Education (DfE) to carry out the European Survey on Language Competences (ESLC) in England. The aim of the survey is to gather information about the level of language proficiency in England which can be compared with those in other European countries.

The languages tested in ESLC are English, French, German, Italian and Spanish and jurisdictions[2] test the two most widely taught languages from these options. French and German were the test languages used in England as they were the most popularly learnt languages at the time the study began (Eurydice, 2008) measured by the number of pupils taking GCSEs in the respective language. In 2008, 184,813 pupils in England took French GCSE and 73,318 took German. The third most popular foreign language at GCSE was Spanish.

2.2 The ESLC sample in England

The target population for each language in a jurisdiction consisted of pupils enrolled in the final year of ISCED 2 or after the first completed year of ISCED 3. In England this corresponds to Year 9 and Year 11 respectively and it was agreed that the appropriate year group to survey in England was Year 11. Pupils eligible for inclusion in the study had to have been studying the language to be tested for a minimum of one academic year prior to testing.

In England, foreign language learning is not compulsory at Key Stage 4. Therefore the pupil sample for England was a random sample from those who have chosen to continue learning the target language (French or German) in Key Stage 4. Whereas in most other participating jurisdictions foreign language learning is a compulsory subject for all (or almost all) pupils in ISCED levels 1, 2 and 3. As a result in most of the participating jurisdictions, the pupil sample, at least for the first language, is drawn from the whole cohort. It is possible that this difference in the samples may impact on the results of the ESLC.

The ESLC sampling design is a two-stage stratified sample. The school sampling frame contained all eligible schools with pupils learning either or both tested languages; from this two sampling frames were constructed, one for each tested language. Table 2.1 below shows the variables used to stratify schools in England.

Two independent samples were chosen, one for French and one for German. Schools were included on the French or German sampling frame if they had entered pupils for a GCSE in

[2] In European Commission 2012a and 2012b jurisdictions are referred to as adjudicated entities.

the language in 2008. Schools could, therefore, be in both the French and the German sample. However, no pupil could be tested in both languages.

Table 2.1 Stratification variables for England

Variables	Levels
Region	• North • Midlands • South • Greater London
School type	• maintained selective • maintained non-selective • independent
GCSE Performance band (20% bands)	• Band 1 (lowest) • Band 2 • Band 3 • Band 4 • Band 5 (highest) • Band not known

Jurisdictions were allowed to remove schools from the sampling frame if it was expected that the majority of pupils would not be eligible to participate. In England, special schools and pupil referral units were excluded from the sampling frame. The consortium also allowed small schools to be removed from the sampling frame. These were defined as schools with fewer than ten pupils, where administering the survey might be 'logistically challenging or costly'. In England there was a high proportion of schools with fewer than ten eligible pupils, possibly a reflection of the fact that it is not compulsory to learn a language at ISCED 3. As a result of this, only schools with fewer than six pupils were excluded from the sampling frame. Once the sampling plan had been agreed with the international consortium, the consortium carried out the school sampling and sent the list of selected schools back to NFER.

Each sampled school in the Main Study had up to two replacement schools. There were some schools that had no eligible pupils for the survey; although they had sufficient numbers of pupils entered for the appropriate GCSE in 2008, they had stopped teaching the language and would not have any eligible pupils in October/November 2011 when the Main Study was due to take place. In such cases, the main sample school was removed and a replacement school approached. This did not affect response rates, as the replacement school became the equivalent of the original main sample school. If a main sample school declined to participate, there were one or two other schools which could be used as replacements for that school. Like other international surveys, there were strict participation requirements at both school and pupil level that needed to be met in order for data to be included in the final international dataset. The minimum school participation rate was 85 per cent of sampled schools, including replacement sample schools, (with a minimum participation rate for main sample schools of 65 per cent) and 80 per cent pupil participation.

The French main sample contained 74 schools, with 74 schools in each of the first and the second replacement samples. The German main sample contained 77 schools, with 77 in each of the first and the second replacement samples. The school samples in England were larger than in some of the participating jurisdictions to take account of the fact that some small schools (with between six and ten eligible pupils) had to be included. Schools were asked to provide information about the numbers of pupils enrolled in Year 11, and how many of these were learning the target language.

From the information provided about Year 11 language learners, SurveyLang selected up to 30 pupils in each school to take part (where there were fewer than 30 pupils, a smaller number was selected.) The pupil sample size for England was 1778 for French and 1747 for German.

A total of 53 schools took part in the French assessment. The final response rate was 51 per cent of main sample schools, rising to 72 per cent after replacement. A total of 55 schools took part in the German assessment. The response rate was 56 per cent from the main sample, rising to 71 per cent after replacement. Although participation rates for both languages fell below the required level, the consortium has included England's data in the international dataset. The pupil participation rate was over 90 per cent for both French and German, and the table below shows the number of tests taken, by skill, for each language. Pupils could be excluded from the assessment if they had special needs which meant that they could not participate. The exclusion of these pupils did not affect the pupil participation rate.

Table 2.2 Response by skill and language

	Skill			
Language	**Listening**	**Reading**	**Writing**	**Total**
French	949	959	958	2866
German	946	940	944	2830
Total	1895	1899	1902	5696

Bias analysis compared the background characteristics of different groups of respondents in order to verify that no bias was introduced as a result of non-response. For both the French and German samples the responding schools in the main sample were compared to non-responding schools in the main sample, and all participating schools were compared to the schools drawn in the main sample.

The characteristics of the groups of schools were compared using crosstabulations and chi square tests and logistic regression. The characteristics tested for differences were:

- region
- school type
- urban/rural
- the school's total GCSE performance

- percentage of pupils in the school gaining a GCSE in a modern foreign language
- the number of full-time equivalent teachers
- pupil/teacher ratio
- percentage of pupils in the school for whom English is an additional language
- percentage of pupils in the school who are eligible for free school meals.

No significant differences between the groups of schools were found, indicating that the participating schools were not dissimilar to sampled schools.

2.3 The context of language learning in England

In England it is compulsory for pupils in key stage 3 (ISCED 2) to study a foreign language. For pupils in Year 11 (ISCED 3) foreign language learning is not compulsory (although it had been compulsory until 2004). For Year 11 pupils, there was a non-statutory entitlement to learn a language, and schools had to offer language learning as an option to pupils in this year group. There is no specification about which languages should be offered to pupils. Before 2008 there had been a requirement that schools had to offer one of the official languages of the European Union.

As the table below shows, the numbers of pupils in England studying GCSE French and German have declined over recent years. (The table shows the numbers of candidates since 2004 (the last year that modern foreign languages were compulsory for GCSE pupils). The numbers of pupils taking Spanish GCSEs has remained relatively stable and, as a consequence, in 2011 the number of candidates for Spanish overtook those for German, making Spanish the second most learnt language at GCSE.

Table 2.3 Numbers of candidates for GCSE qualifications in England (Joint Council for Qualifications, 2012)

	2011	2010	2009	2008	2007	2006	2005	2004
French	141,472	163,283	173,604	184,813	197,774	216,481	251,706	295,970
German	58,382	67,084	70,195	73,318	77,671	86,680	101,466	118,014
Spanish	60,773	62,580	62,029	62,015	59,121	57,561	57,731	59,588

In 2010, the Government introduced the English Baccalaureate as a measure of school performance. Pupils gain the English Baccalaureate if they have A* to C grades in English, mathematics, two sciences, one foreign language and either history or geography at GCSE and the percentages of pupils that achieve this is now published as part of school performance league tables. This has resulted in an increased focus on language learning. However, it is too early to see what effect this will have on the take-up of foreign languages at GCSE.

All National Research Coordinators (NRCs) completed a National Questionnaire about language learning in their jurisdiction, which was then checked by a national representative from Eurydice. One of the main focuses of the questionnaire was the status of languages in the foreign language curriculum, namely:

- the number of foreign languages taught and the onset of foreign language learning
- teaching time for languages
- teaching process for languages.

These were considered by the consortium to be factors that may impact on the foreign language proficiency of pupils in participating jurisdictions. The information provided explained that, for England, the National Curriculum did not specify the amount of time to be spent each week on language learning, and no priority was given to any of the language skills of reading, writing, listening and speaking. The Common European Framework of Reference for languages (CEFR) was neither recommended nor regulated by the Department for Education; however, it was available and could be used where appropriate, including for assessment. In primary schools, language teaching would normally be done by a general teacher, while at secondary school, the teacher would be a foreign language specialist.

3 Language proficiency in England

3.1 Introduction

This chapter presents pupil attainment for the first and second target languages in England. It also draws on attainment in the other jurisdictions[3] to put England's results in context. Results are presented separately for each of the three skills of reading, listening and writing. As explained in Chapter 1, attainment in ESLC is described in terms of the level reached on the Common European Framework of Reference (CEFR) from A1 to B2. Pupils who do not achieve A1 are described as 'Pre-A1'.

Section 3.2 discusses the attainment of pupils in England, and on average across all jurisdictions (the 'global' average), in both target languages. The proportion of pupils achieving each CEFR level is accompanied by a brief description of that level. Section 3.3 focuses on performance in the first target language and considers the results for each jurisdiction. Similarly, section 3.4 considers the results for the second target language by jurisdiction.

3.2 Language proficiency in England and globally

This section presents pupil attainment in England, and globally, in both target languages. In interpreting these results, it is important to note that the global average represents a disparate group of jurisdictions. There is variation in terms of the languages that were tested, but also in terms of the language learning context. Some of these differences between jurisdictions will be presented in more detail in sections 3.3 and 3.4.

3.2.1 Reading proficiency

Table 3.1 shows the proportion of pupils in England, and globally, achieving each CEFR level in reading (pupils at B1 and B2 are independent language users; pupils at A1 and A2 are basic language users; pupils at Pre-A1 are below the threshold for basic language users). The table shows this information for both the first and second target languages, and provides a brief description of each reading level. The table also indicates where the differences between England and the global average are statistically significant. Where the global average is shown in bold, this indicates a significantly different proportion of pupils at that CEFR level compared with England.

As the table shows, on average across all jurisdictions, just under half of pupils (47 per cent) achieved level A1 or below in the first target language. In England, the corresponding proportion was 80 per cent. At the higher levels, 40 per cent of pupils globally were independent language users (at level B1 or B2), compared with ten per cent in England.

[3] In European Commission 2012a and 2012b jurisdictions are referred to as adjudicated entities.

In the second target language, 60 per cent of pupils globally achieved A1 or below, compared with 87 per cent in England. Just five per cent of pupils in England were independent users, while the global average was 27 per cent.

Overall, England's performance did not compare well with the global average. As the table shows, the differences were statistically significant at all levels for the second target language, and at all but A2 for the first target language. In both languages, England had significantly more pupils who failed to achieve the level of a basic user, and significantly fewer who were independent users.

Table 3.1 Percentage of pupils (in England and globally) achieving each CEFR level in the first and second target languages (TL) – Reading

CEFR level	TL	England	Global average	Level descriptor
B2	1st 2nd	3% 1%	**26%** **15%**	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
B1	1st 2nd	7% 4%	**14%** **12%**	Can read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.
A2	1st 2nd	11% 7%	12% **13%**	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	1st 2nd	58% 51%	**33%** **41%**	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
Pre-A1	1st 2nd	22% 36%	**14%** **19%**	No CEFR description.

3.2.2 Listening proficiency

Table 3.2 shows the proportion of pupils achieving each CEFR level in listening in the first and second target languages. The distribution of levels is broadly similar to that of reading,

both in England and globally. As the table shows, England had a similar proportion of pupils at level A2 to the global average in both languages. However, at all other levels, England's performance was worse than the global average. In particular, England had significantly fewer pupils who were independent users (B1 and B2) than on average across jurisdictions. For example, in the first target language, almost a third (30 per cent) of pupils globally achieved level B2, compared with just one per cent of pupils in England. In both languages, England also had significantly more pupils who were below the level of a basic user (at Pre-A1) than the global average.

Table 3.2 Percentage of pupils (in England and globally) achieving each CEFR level in the first and second target languages (TL) – Listening

CEFR level	TL	England	Global average	Level descriptor
B2	1st	1%	**30%**	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
	2nd	1%	**14%**	
B1	1st	7%	**15%**	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.
	2nd	6%	**13%**	
A2	1st	15%	13%	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
	2nd	15%	16%	
A1	1st	47%	**24%**	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
	2nd	50%	**36%**	
Pre-A1	1st	31%	**17%**	No CEFR description.
	2nd	28%	**20%**	

3.2.3 Writing proficiency

Table 3.3 shows the percentage of pupils at each CEFR level for writing. Again, England performed poorly at the higher levels in both target languages, with significantly fewer independent users (B1 and B2) than the global average. However, the difference at the

highest level was less pronounced than for reading and listening. In particular, in the second target language there was a difference of just four percentage points (one per cent in England and five per cent globally). England had significantly more pupils at both A1 and Pre-A1 in the first target language. However, in the second target language, there was no significant difference between the proportions of pupils who were below the level of a basic user (26 per cent in England, 20 per cent globally).

Table 3.3 Percentage of pupils (in England and globally) achieving each CEFR level in the first and second target languages (TL) – Writing

CEFR level	TL	England	Global average	Level descriptor
B2	1st 2nd	3% 1%	**13%** **5%**	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. Can express news and views effectively in writing, and relate to those of others.
B1	1st 2nd	8% 5%	**27%** **17%**	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. Can write personal letters and notes asking for or conveying simple information, getting across the point he/she feels to be important.
A2	1st 2nd	13% 13%	**23%** **22%**	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. Can write short, simple, formulaic notes relating to matters in areas of immediate need.
A1	1st 2nd	40% 55%	**25%** **36%**	Can write simple isolated phrases and sentences. Can ask for or pass on personal details in written form.
Pre-A1	1st 2nd	36% 26%	**11%** 20%	No CEFR description.

3.3 Proficiency in the first target language

This section presents pupil attainment in the first target language by skill and by jurisdiction. Before considering the results in more detail, some contextual information about the participating jurisdictions is provided below.

3.3.1 Context

In 13 of the 16 participating jurisdictions, the first target language was English[4]. The exceptions to this were England, and the Flemish and German communities of Belgium, where French was the first target language. As previously mentioned, jurisdictions differed in more than their test language. Table 3.4 below highlights some of these differences. These include:

- the reported onset of foreign language (FL) learning (modal response on the pupil questionnaire)
- the current[5] onset of compulsory foreign language learning (from the national questionnaire)
- the reported onset of learning the first target language (TL1) (modal response from the pupil questionnaire)
- the grade of testing.

School years are presented as international grades to facilitate comparison[6].

Table 3.4 Grades of onset of language learning and grade of testing, by jurisdiction

Jurisdiction		Reported onset FL	Current onset compulsory FL	Reported onset TL1	Grade of testing
Belgium (Flemish)	BE nl	5	5	5	8
Belgium (French)	BE fr	5	5	9	10
Belgium (German)	BE de	0	0	1	8
Bulgaria	BG	5	2	5	10
Croatia	HR	1	1	1	8
England	ENG	7	7	7	11
Estonia	EE	3	1	3	9
France	FR	3	2	3	9
Greece	EL	3	3	3	9

[4] In the French community of Belgium, English was the second most widely taught language. The most common was not one of the five most widely taught in Europe.
[5] This information was current at the time the national questionnaire was completed.
[6] International Grade 1 is the first year of ISCED 1. In England, this corresponds to Year 1.

Jurisdiction		Reported onset FL	Current onset compulsory FL	Reported onset TL1	Grade of testing
Malta	MT	7	1	1	11
Netherlands	NL	5	5	5	9-10
Poland	PL	0	1	0	9
Portugal	PT	4	1	4	9
Slovenia	SI	4	5	4	9
Spain	ES	0	0	0	10
Sweden	SE	3	5	3	9

As Table 3.4 shows, jurisdictions varied in terms of target language learning and foreign language learning more generally. The reported grade of onset for foreign language learning ranged from before ISCED 1 to Grade 7. In England, pupils most commonly reported that they began learning French in Grade 7 (Year 7), which is also when foreign language learning currently becomes compulsory. In contrast, in the German community of Belgium, the reported grade for starting to learn French was Grade 1. In Spain and Poland, pupils reported learning English before they started ISCED 1. As a result of these differences, the length of time between starting to learn the target language and the time of testing also varied between jurisdictions. For example, in the French community of Belgium, pupils were tested one year after starting to learn English. In Malta, however, pupils reported learning English ten years before they were tested. It should be noted, however, that this duration refers to onset of language learning in school and may not represent continuous learning for all pupils.

The following sections present the results for each language skill, in each of the jurisdictions.

3.3.2 Reading proficiency

Figure 3.1 below shows the proportion of pupils achieving each CEFR level in reading in the first target language. Each jurisdiction is identified by its abbreviated code (see Table 3.4 above), with the tested language in brackets. Jurisdictions are ordered by performance, from lowest to highest. The lower-performing jurisdictions are on the left hand side of the chart (i.e. England, France and Poland) and the higher-achieving jurisdictions are on the right hand side of the chart (i.e. the Netherlands, Malta and Sweden). Higher performance is defined as having relatively more pupils at levels B1 and B2, and relatively fewer at Pre-A1 and A1. As explained in section 1, European Commission (2012a) provides further detail on the way in which the ordering of jurisdictions has been calculated:

> *To be precise, performance is summarised as (1-proportion at Pre-A1 + 1-proportion at A1 + proportion at B1 + proportion at B2) / 4. The ordering is done by skill, so that the order of countries may vary across skills.*
>
> *Different ordering principles would reflect different choices of priority, and produce somewhat different results. The principle used here attempts to reflect performance across the possible range of achievement.*
>
> (p.17)

Figure 3.1 shows that performance varied widely by jurisdiction. England and France were the lowest-performing jurisdictions, with fewer than 15 per cent of pupils achieving B1 or higher and almost 80 per cent at A1 or below. In two jurisdictions (Malta and Sweden), over 60 per cent of pupils achieved level B2 in reading. This is more than twice the proportion of pupils achieving this level globally. In Estonia and the Netherlands, about 60 per cent achieved B1 or higher. Whilst the ordering of jurisdictions in Figure 3.1 shows which are the lowest- and highest-performing jurisdictions, the ordering does not take into account whether the differences in performance are statistically significant.

Table 3.5 below replicates the information in Figure 3.1, with the lowest-performing jurisdiction at the top of the table (England) and the highest-performing jurisdiction at the bottom of the table (Sweden). In addition, the table also shows where there are significant differences in the proportion of pupils at each CEFR level in England compared with the corresponding proportion for every other jurisdiction. Figures in bold indicate that the difference in proportions is statistically significant.

As the table shows, England performed poorly at the highest levels compared with the other jurisdictions. England had significantly fewer independent language users (pupils at B1 and B2) than nearly all other jurisdictions. The exceptions were France, Poland and Bulgaria, where the proportion of pupils at B1 was similar to that in England. In addition, England had significantly more pupils who failed to achieve the level of a basic user than nine other jurisdictions. For example, only one per cent of pupils in Sweden did not reach this threshold, compared with 22 per cent of pupils in England.

Figure 3.1 Percentage of pupils at each CEFR level for reading in the first target language, by jurisdiction

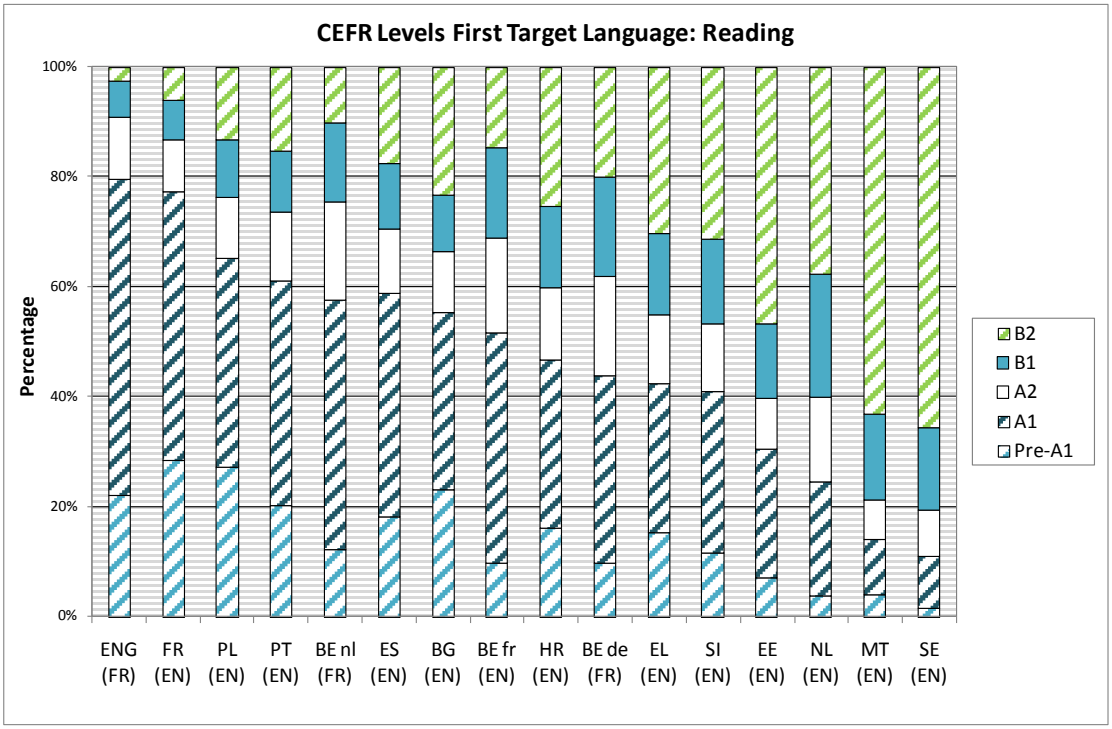


Table 3.5 Percentage of pupils at each CEFR level for reading in the first target language, by jurisdiction

Jurisdiction		% CEFR level				
		Pre-A1	A1	A2	B1	B2
England	ENG	22.1	57.5	11.2	6.6	2.6
France	FR	28.3	**49.0**	9.6	7.0	**6.1**
Poland	PL	27.1	**38.1**	11.1	10.3	**13.4**
Portugal	PT	20.2	**40.8**	12.6	**11.1**	**15.2**
Belgium (Flemish)	BE nl	**12.2**	**45.4**	**17.9**	**14.4**	**10.1**
Spain	ES	18.0	**40.7**	11.8	**11.8**	**17.6**
Bulgaria	BG	23.1	**32.2**	11.1	10.2	**23.4**
Belgium (French)	BE fr	**9.7**	**42.0**	**17.1**	**16.5**	**14.6**
Croatia	HR	16.1	**30.5**	13.2	**14.8**	**25.4**
Belgium (German)	BE de	**9.6**	**34.2**	**18.0**	**18.1**	**20.1**
Greece	EL	**15.2**	**27.2**	12.5	**14.9**	**30.2**
Slovenia	SI	**11.6**	**29.3**	12.5	**15.4**	**31.3**
Estonia	EE	**7.1**	**23.5**	9.1	**13.5**	**46.8**
Netherlands	NL	**3.7**	**20.8**	15.3	**22.5**	**37.7**
Malta	MT	**3.9**	**10.2**	7.1	**15.7**	**63.1**
Sweden	SE	**1.4**	**9.6**	8.3	**15.1**	**65.6**

3.3.3 Listening proficiency

Figure 3.2 below shows the proportion of pupils at each CEFR level for listening. The five highest-performing jurisdictions were the same as for reading: Sweden, Malta, the Netherlands, Slovenia and Estonia. In Sweden, over 90 per cent of pupils were independent languages users (level B1 or B2). England was the lowest-performing jurisdiction, with only eight per cent of pupils achieving these levels.

Figure 3.2 Percentage of pupils at each CEFR level for listening in the first target language, by jurisdiction

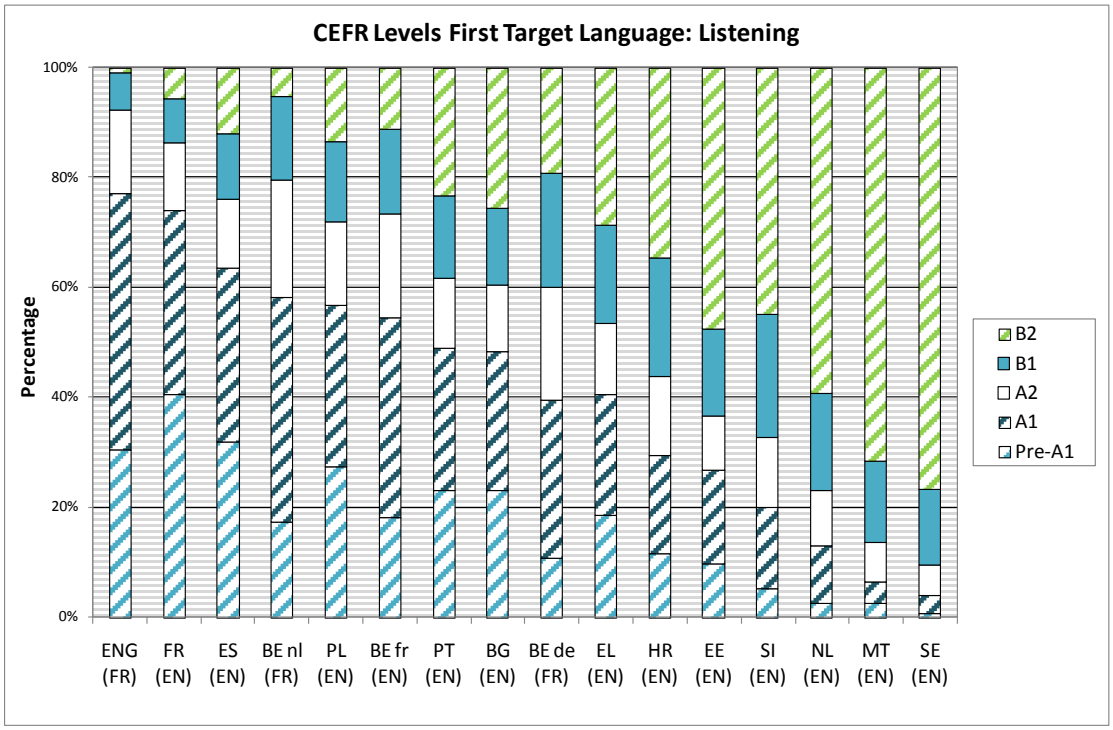


Table 3.6 below shows the statistically significant differences in proportions. As in reading, England performed poorly at the highest levels. All other jurisdictions had significantly more independent language users (B1 and B2), with the exception of France, where there was a similar proportion at level B1. Furthermore, England has significantly more pupils (31 per cent) who failed to reach the threshold for a basic language user than every other jurisdiction except Spain, Poland and Bulgaria.

Table 3.6 Percentage of pupils at each CEFR level for listening in the first target language, by jurisdiction

Jurisdiction		% CEFR level				
		Pre-A1	A1	A2	B1	B2
England	ENG	30.5	46.6	15.2	6.7	1.0
France	FR	**40.6**	**33.5**	12.3	8.0	**5.6**
Spain	ES	31.9	**31.5**	12.6	**11.9**	**12.0**
Belgium (Flemish)	BE nl	**17.3**	41.0	**21.4**	**15.2**	**5.2**
Poland	PL	27.4	**29.4**	15.2	**14.5**	**13.4**
Belgium (French)	BE fr	**18.2**	**36.4**	18.9	**15.4**	**11.2**
Portugal	PT	**23.0**	**25.9**	12.9	**14.9**	**23.3**
Bulgaria	BG	23.0	**25.4**	12.1	**13.9**	**25.6**
Belgium (German)	BE de	**10.7**	**28.8**	**20.5**	**20.8**	**19.2**
Greece	EL	**18.5**	**22.0**	13.0	**17.9**	**28.6**
Croatia	HR	**11.5**	**17.9**	14.3	**21.7**	**34.6**
Estonia	EE	**9.7**	**17.0**	**9.9**	**15.7**	**47.6**
Slovenia	SI	**5.1**	**14.9**	12.9	**22.3**	**44.9**
Netherlands	NL	**2.5**	**10.5**	10.0	**17.7**	**59.3**
Malta	MT	**2.5**	**3.9**	**7.1**	**14.9**	**71.6**
Sweden	SE	**0.7**	**3.3**	**5.5**	**13.9**	**76.6**

3.3.4 Writing proficiency

Figure 3.3 below shows the percentage of pupils at each CEFR level for writing in the first target language. Again, there was much variation in pupil attainment. Performance in England was similar to that in reading and listening, with more than three-quarters of pupils at level A1 or below. In contrast, in Malta and Sweden, the corresponding proportion was less than ten per cent.

Table 3.6 below shows these results in more detail. As the table shows, England had significantly more pupils who did not reach the level of basic user than all other jurisdictions. For example, fewer than one per cent of pupils failed to reach this threshold in the Netherlands, Sweden and Malta, compared with more than a third (36%) in England. England was also outperformed at B1; all other jurisdictions had significantly more pupils at the level of independent language learning.

Figure 3.3 Percentage of pupils at each CEFR level for writing in the first target language, by jurisdiction

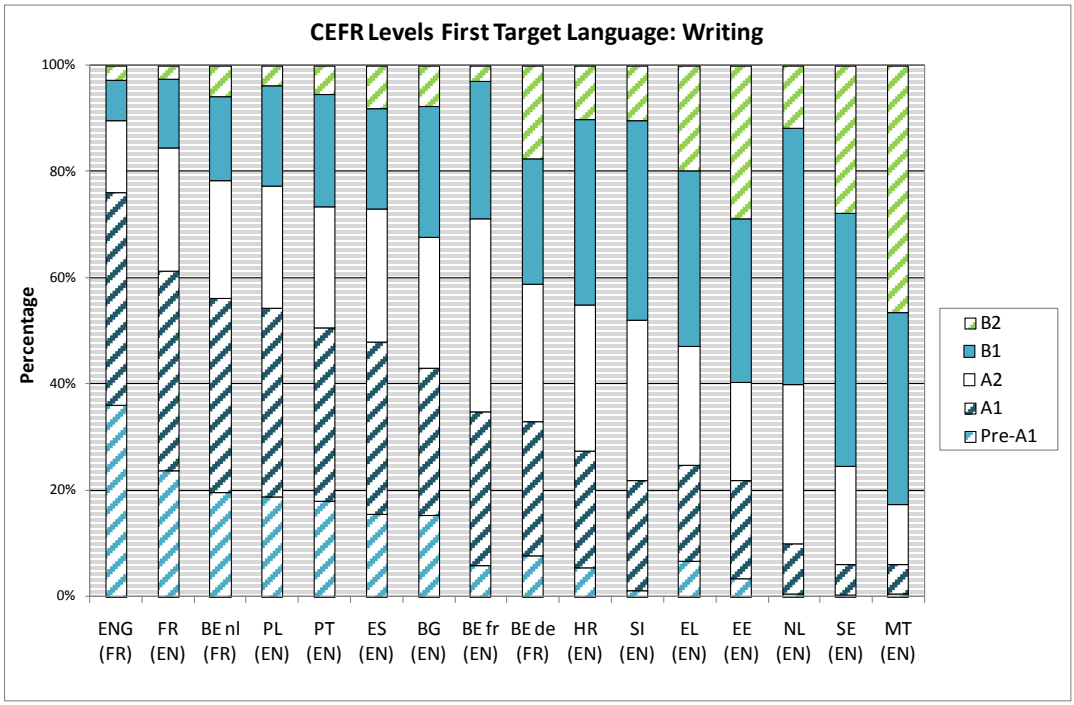


Table 3.7 Percentage of pupils at each CEFR level for writing in the first target language, by jurisdiction

Jurisdiction		% CEFR level				
		Pre-A1	A1	A2	B1	B2
England	ENG	35.9	40.2	13.4	7.6	2.8
France	FR	**23.7**	37.6	**23.2**	**12.9**	2.7
Belgium (Flemish)	BE nl	**19.5**	36.7	**22.2**	**15.7**	5.9
Poland	PL	**18.7**	35.5	**23.2**	**18.8**	3.8
Portugal	PT	**18.0**	32.7	**22.7**	**21.2**	**5.4**
Spain	ES	**15.4**	32.6	**25.1**	**18.9**	**8.1**
Bulgaria	BG	**15.3**	**27.7**	**24.5**	**24.7**	**7.8**
Belgium (French)	BE fr	**5.8**	**29.1**	**36.3**	**25.8**	3.1
Belgium (German)	BE de	**7.6**	**25.3**	**25.8**	**23.7**	**17.6**
Croatia	HR	**5.5**	**21.8**	**27.7**	**34.9**	**10.1**
Slovenia	SI	**1.1**	**20.7**	**30.2**	**37.5**	**10.4**
Greece	EL	**6.6**	**18.2**	**22.4**	**33.1**	**19.8**
Estonia	EE	**3.4**	**18.5**	18.4	**30.8**	**28.9**
Netherlands	NL	**0.4**	**9.5**	**30.0**	**48.3**	**11.7**
Sweden	SE	**0.2**	**5.8**	18.6	**47.6**	**27.9**
Malta	MT	**0.5**	**5.4**	11.4	**36.2**	**46.5**

3.4 Performance in the second target language

3.4.1 Context

While there were only two first target languages, the range of second target languages covered all five of the most widely taught languages in Europe.

- German was tested in England and seven other jurisdictions[7]: the French community of Belgium, Bulgaria, Croatia, Estonia, the Netherlands, Poland and Slovenia.
- French was tested in Greece, Portugal and Spain.
- English was tested in the Flemish and German communities of Belgium.
- Spanish was tested in France and Sweden.
- Italian was tested in Malta only.

Table 3.8 shows the grades of onset of language learning and the grade of testing for the second target language, for each jurisdiction. The current onset for compulsory foreign language learning is the same as in Table 3.4 above, as this information came from the national questionnaire. However, all other data may vary as they refer to a different pupil sample and a different target language. For example, the pupils in England in this sample (who were tested in German) most commonly reported starting to learn foreign languages in Grade 5. Among pupils in the first sample (who were tested in French), the most common response was Grade 7. In general, the grade of onset for the second target language was later than for the first, ranging from Grade 4 to Grade 9. The length of time between onset and the grade of testing ranged from one year to five years.

Table 3.8 Grades of onset of language learning and grade of testing, by jurisdiction

Jurisdiction		Reported onset FL	Current onset compulsory FL	Reported onset TL2	Grade of testing
Belgium (Flemish)	BE nl	5	5	8	10
Belgium (French)	BE fr	5	5	9	10
Belgium (German)	BE de	1	0	8	10
Bulgaria	BG	0	2	9	10
Croatia	HR	1	1	4	8
England	ENG	5	7	7	11
Estonia	EE	3	1	6	9
France	FR	3	2	8	9

[7] German was the third most widely taught language in Bulgaria, Estonia, and the French community of Belgium. In Bulgaria and Estonia, the second most widely taught was not one of the five tested in ESLC. As previously mentioned, the first target language in the French community of Belgium was actually the second most commonly taught. As a result, the second target language was the third most widely taught.

Jurisdiction		Reported onset FL	Current onset compulsory FL	Reported onset TL2	Grade of testing
Greece	EL	3	3	5	9
Malta	MT	1	1	7	11
Netherlands	NL	5	5	8	9-10
Poland	PL	1	1	4	9
Portugal	PT	4	1	7	9
Slovenia	SI	4	5	7	9
Spain	ES	0	0	7	10
Sweden	SE	3	5	6	9

3.4.1 Reading proficiency

Figure 3.4 shows the percentage of pupils at each CEFR level for reading in the second target language. As in the first target language, Malta and the Netherlands were among the five highest-performing jurisdictions. Sweden's performance was markedly different across languages, dropping from the highest position in its first target language (English), to third from the bottom in its second (Spanish). Conversely, in the Flemish community of Belgium performance was relatively higher in its second target language (English) than its first (French). For example, almost 80 per cent of pupils were independent users in English reading (B1 or B2), compared with 25 per cent in French reading. England and Poland were the lowest-performing jurisdictions, with the vast majority of pupils at level A1 or below.

Figure 3.4 Percentage of pupils at each CEFR level for reading in the second target language, by jurisdiction

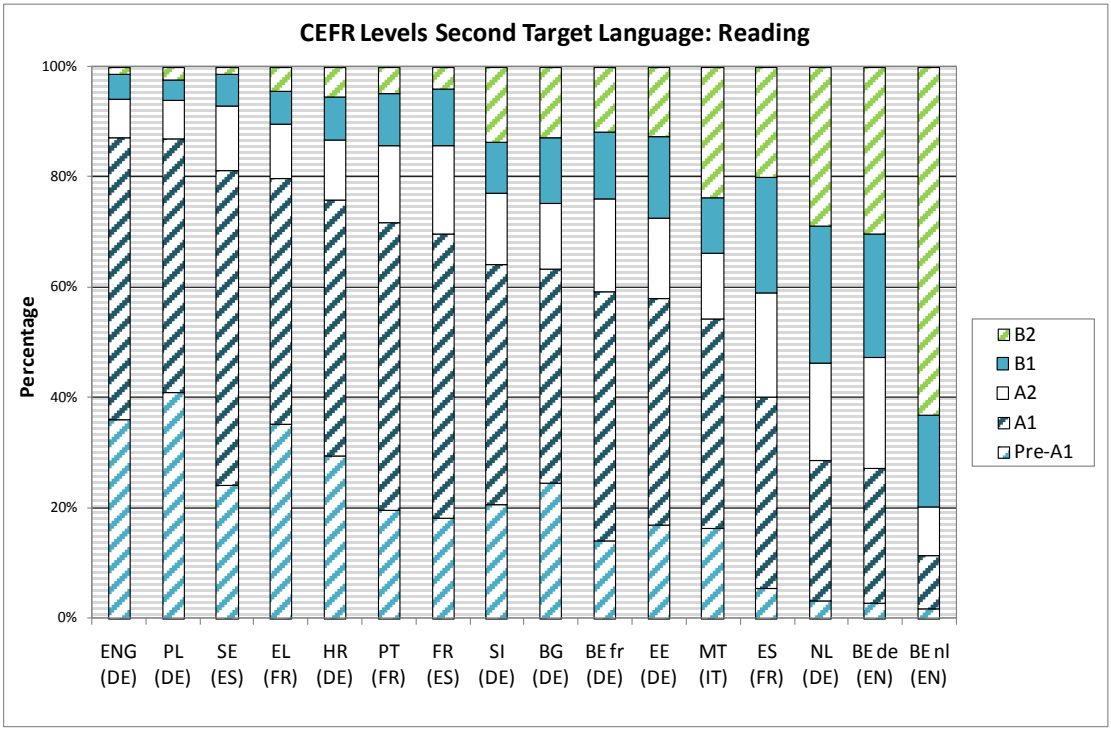


Table 3.9 below presents these results in more detail. As the table shows, England had significantly more pupils who did not reach the threshold for a basic user (36 per cent) than nearly all other jurisdictions. The exceptions were Poland, Greece and Croatia. England was also outperformed at the highest level of independent language learning (B2) by all jurisdictions except Poland and Sweden. England's performance did not differ significantly from Poland's at any level. In addition, England's performance was broadly similar to Sweden, Greece and Croatia (with significant differences at only one level).

Table 3.9 Percentage of pupils at each CEFR level for reading in the second target language, by jurisdiction

Jurisdiction		% CEFR level				
		Pre-A1	A1	A2	B1	B2
England	ENG	36.0	51.1	7.1	4.4	1.4
Poland	PL	41.0	45.9	7.0	3.6	2.4
Sweden	SE	**24.2**	57.0	11.8	5.6	1.4
Greece	EL	35.3	44.6	9.9	6.0	**4.3**
Croatia	HR	29.5	46.4	10.9	7.8	**5.3**
Portugal	PT	**19.6**	52.2	**14.0**	**9.4**	**4.8**
France	FR	**18.1**	51.6	**16.0**	**10.2**	**4.1**
Slovenia	SI	**20.5**	43.5	**13.1**	9.1	**13.8**
Bulgaria	BG	**24.5**	**38.8**	**11.9**	**12.0**	**12.8**

Jurisdiction		% CEFR level				
		Pre-A1	A1	A2	B1	B2
Belgium (French)	BE fr	**14.0**	45.1	**16.9**	**12.2**	**11.8**
Estonia	EE	**16.9**	**41.2**	**14.6**	**14.7**	**12.7**
Malta	MT	**16.4**	**37.9**	11.9	**9.9**	**23.8**
Spain	ES	**5.4**	**34.8**	**18.9**	**20.8**	**20.1**
Netherlands	NL	**3.1**	**25.4**	**17.7**	**24.9**	**28.8**
Belgium (German)	BE de	**2.8**	**24.4**	**20.1**	**22.6**	**30.2**
Belgium (Flemish)	BE nl	**1.7**	**9.8**	8.7	**16.7**	**63.2**

3.4.2 Listening proficiency

Figure 3.5 below shows the percentage of pupils at each CEFR level in listening for each jurisdiction. Again, pupils in Malta and the Netherlands performed well. The highest-performing jurisdiction was the Flemish community of Belgium, where the vast majority of pupils (87 per cent) achieved B1 or above. Performance in Sweden (the lowest-performing jurisdiction) had the opposite profile, with almost nine out of ten pupils achieving A1 or below.

Table 3.10 shows these results in more detail. As the table shows, England had significantly fewer pupils who failed to reach the level of a basic language user than three other jurisdictions: Sweden, Poland and Greece. However, at the highest levels, England was outperformed by nine jurisdictions (Spain and all entries below it in the table). These jurisdictions had significantly more pupils who were independent users (B1 and B2), than England. England's performance in listening did not differ significantly from Portugal, with similar proportions of pupils at each level.

Figure 3.5 Percentage of pupils at each CEFR level for listening in the second target language, by jurisdiction

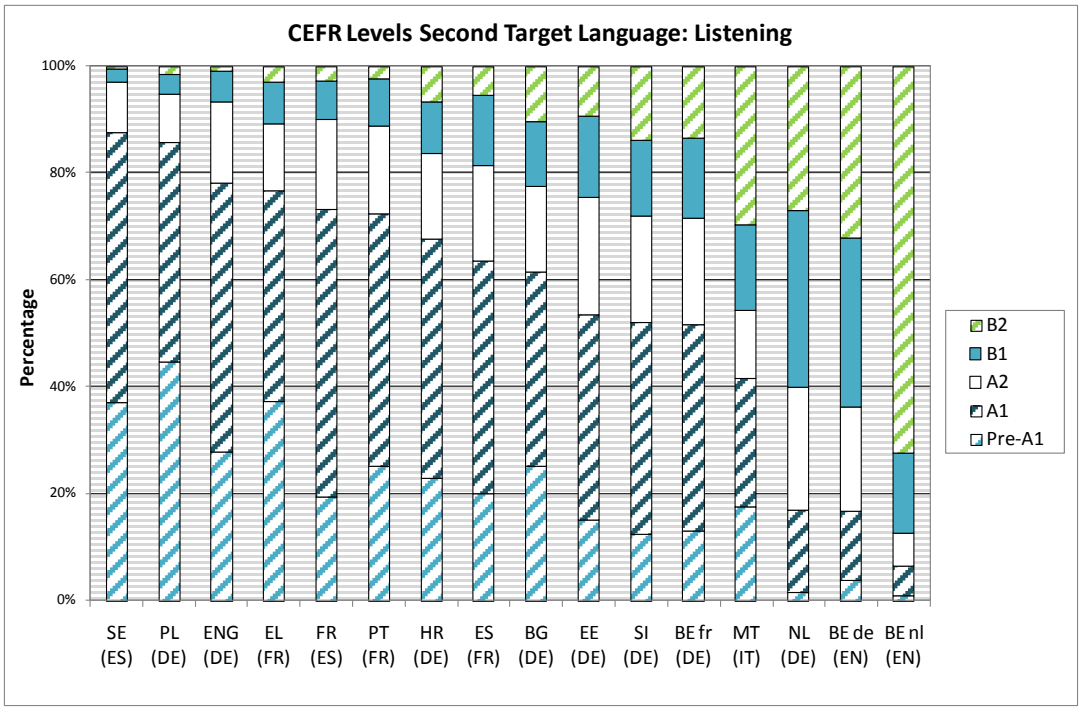


Table 3.10 Percentage of pupils at each CEFR level for listening in the second target language, by jurisdiction

Jurisdiction		% CEFR level				
		Pre-A1	A1	A2	B1	B2
Sweden	SE	**37.1**	50.4	**9.5**	**2.4**	0.5
Poland	PL	**44.7**	**41.1**	**8.9**	3.8	1.5
England	ENG	27.7	50.4	15.3	5.7	0.9
Greece	EL	**37.1**	**39.5**	12.5	7.8	3.0
France	FR	**19.3**	54.0	16.7	7.3	2.7
Portugal	PT	25.2	47.1	16.6	8.8	2.4
Croatia	HR	22.9	44.7	16.1	9.6	**6.7**
Spain	ES	**19.9**	43.6	17.9	**13.1**	**5.5**
Bulgaria	BG	25.1	**36.3**	16.1	**12.1**	**10.3**
Estonia	EE	**15.1**	**38.4**	**22.0**	**15.2**	**9.3**
Slovenia	SI	**12.4**	**39.7**	19.9	**14.3**	**13.8**
Belgium (French)	BE fr	**12.9**	**38.8**	19.9	**14.9**	**13.4**
Malta	MT	**17.5**	**24.1**	12.7	**16.0**	**29.7**
Netherlands	NL	**1.4**	**15.4**	**23.2**	**33.1**	**26.9**
Belgium (German)	BE de	**3.8**	**12.9**	19.4	**31.6**	**32.2**
Belgium (Flemish)	BE nl	**1.0**	**5.4**	**6.3**	**15.0**	**72.3**

3.4.3 Writing proficiency

Figure 3.6 shows the percentage of pupils at each CEFR level for writing in the second target language. The distribution of levels in England was very similar to that for reading and listening, with most pupils at level A1 or below and a small proportion at B1 or above. While the three highest-performing jurisdictions were the same as for the other skills, the distribution within the highest levels was quite different. This was particularly marked in the Flemish community of Belgium. In listening for example, most pupils (72 per cent) achieved the highest level (B2), with a smaller proportion at B1 (15 per cent). However, in writing, this pattern was reversed, with most pupils achieving B1 (56 per cent) and relatively fewer achieving B2 (16 per cent).

Figure 3.6 Percentage of pupils at each CEFR level for writing in the second target language, by jurisdiction

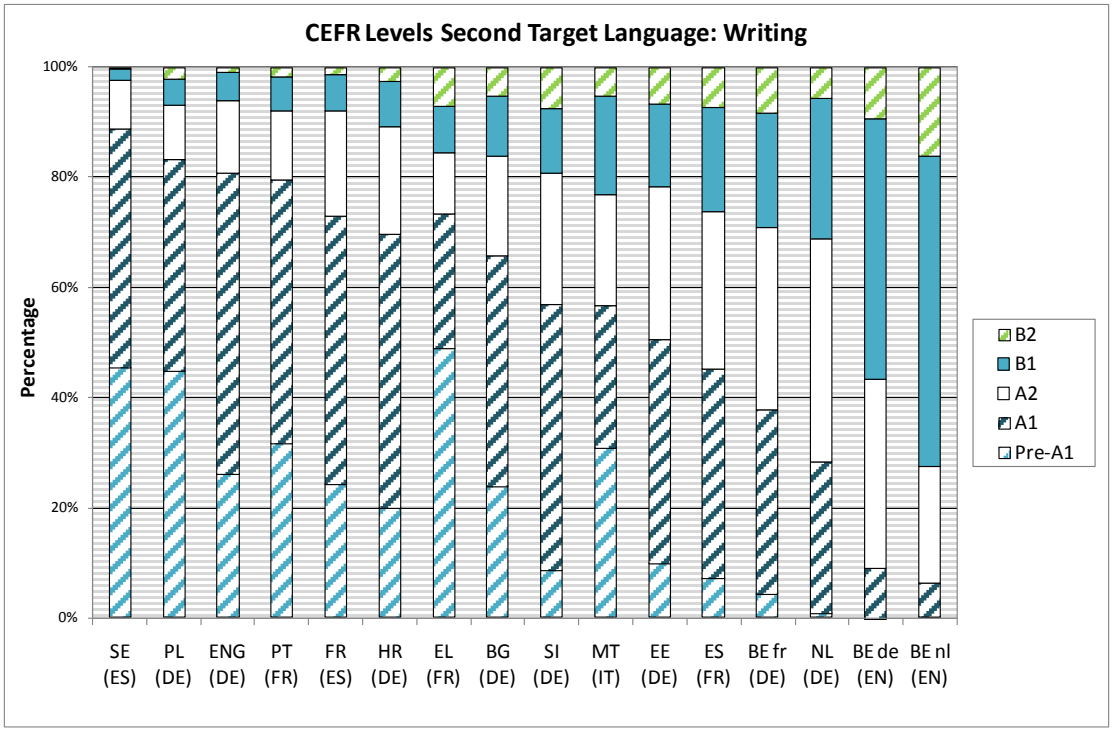


Table 3.11 below shows these results in more detail. Among the lower-achieving pupils, England outperformed Sweden, Poland and Greece, with significantly more pupils reaching the first basic user level (A1) and significantly fewer failing to achieve this. England had similar proportions of students at the independent user levels (B1 and B2) as Poland, Portugal, France and Croatia. However, England was outperformed at these levels by nine other jurisdictions (Bulgaria and all entries below in the table).

Table 3.11 Percentage of pupils at each CEFR level for writing in the second target language, by jurisdiction

Jurisdiction		% CEFR level				
		Pre-A1	A1	A2	B1	B2
Sweden	SE	**45.5**	**43.4**	8.7	**2.1**	0.3
Poland	PL	**44.8**	**38.4**	9.9	4.7	2.2
England	ENG	26.1	54.8	13.1	5.0	1.0
Portugal	PT	31.7	47.8	12.5	6.2	1.8
France	FR	24.3	48.6	19.2	6.6	1.3
Croatia	HR	19.9	49.8	19.6	8.1	2.6
Greece	EL	**49.0**	**24.4**	11.1	8.5	**7.0**
Bulgaria	BG	23.9	**41.9**	18.0	**11.1**	**5.1**
Slovenia	SI	**8.6**	48.4	**23.8**	**11.7**	**7.5**
Malta	MT	30.8	**25.9**	**20.3**	**17.9**	**5.1**
Estonia	EE	**10.0**	**40.6**	**27.7**	**14.9**	**6.7**
Spain	ES	**7.2**	**38.1**	**28.5**	**18.9**	**7.4**
Belgium (French)	BE fr	**4.4**	**33.5**	**33.0**	**20.9**	**8.2**
Netherlands	NL	**0.9**	**27.6**	**40.3**	**25.6**	**5.6**
Belgium (German)	BE de	**0.0**	**9.1**	**34.2**	**47.4**	**9.3**
Belgium (Flemish)	BE nl	**0.2**	**6.3**	**21.1**	**56.2**	**16.2**

3.5 Summary

Overall, England's performance was poor compared with the global average across both target languages. This was true for all three skills, although the differences were less pronounced for writing, especially in the second target language. Within target languages, performance was quite consistent across the three skills. This was the case both in England and globally. In England, performance was also similar for both languages. However, globally, pupils performed relatively less well on the second target language.

In the first target language, England's performance did not compare well with other jurisdictions. For all skills England was among the lowest-performing jurisdictions. Most other jurisdictions tested English as their first target language. This included the three highest performers across all skills: Sweden, Malta and the Netherlands.

In the second target language, the two highest-performing jurisdictions were the German and Flemish communities of Belgium, where English was tested. Once again, England's performance was relatively poor, with most pupils at the lower CEFR levels and small proportions at the higher (independent user) levels. However, England had significantly fewer pupils failing to reach the threshold for a basic user than Sweden, Poland and Greece in listening and writing.

4 Pupil proficiency in French

4.1 Introduction

This chapter presents the results for the six jurisdictions[8] where pupils were tested in French. This includes jurisdictions such as England, where French was the first target language, as well as those where French was the second target language. As in Chapter 3, it is worth noting the differences between these six jurisdictions in terms of:

- when pupils reportedly began learning foreign languages (FL)
- when compulsory foreign language currently begins[9]
- when pupils reportedly began learning French
- when pupils were tested and
- whether French was the first or second target language (TL).

Table 4.1 below shows this information for the six jurisdictions where pupils were tested in French: the Flemish community of Belgium, the German community of Belgium, England, Greece, Portugal and Spain. As the table shows, the reported onset for learning foreign languages ranged from before ISCED 1 to Grade 7. In terms of learning French specifically, pupils most commonly reported starting in Grade 5 or later, except in the German community of Belgium, where they reported starting in Grade 1. The grade of testing ranged from Grade 8 in both Belgian communities to Grade 11 in England.

Table 4.1 Grades of onset and grade of testing for jurisdictions testing in French

Jurisdiction		Reported onset FL	Current onset compulsory FL	Reported onset TL	Grade of testing	Target language
Belgium (Flemish)	BE nl	5	5	5	8	1
Belgium (German)	BE de	0	0	1	8	1
England	ENG	7	7	7	11	1
Greece	EL	3	3	5	9	2
Portugal	PT	4	1	7	9	2
Spain	ES	0	0	7	10	2

[8] In European Commission 2012a and 2012b jurisdictions are referred to as adjudicated entities.
[9] This information was current at the time each national questionnaire was completed.

4.2 Pupil proficiency in French

This section presents pupil attainment in French in the six jurisdictions introduced above. Results are presented separately for each of the three skills of reading, listening and writing. As in Chapter 3, attainment is defined by the proportion of pupils achieving each CEFR level. Higher performance is defined as having relatively more pupils at levels B1 and B2, and relatively fewer at Pre-A1 and A1. European Commission (2012a) provides further detail on the way in which the order of jurisdictions has been calculated:

> *To be precise, performance is summarised as (1 - proportion at Pre-A1 + 1 - proportion at A1 + proportion at B1 + proportion at B2) / 4. The ordering is done by skill, so that the order of countries may vary across skills.*
>
> *Different ordering principles would reflect different choices of priority, and produce somewhat different results. The principle used here attempts to reflect performance across the possible range of achievement.*
>
> (p.17)

Brief descriptions of the levels for each skill are provided in Chapter 1 (Table 1.2) and will not be repeated here.

4.2.1 Reading proficiency

Figure 4.1 below shows the CEFR levels achieved by pupils in French reading, by jurisdiction. As in Chapter 3, jurisdictions are ordered by performance and identified by their abbreviated code. Lower-performing jurisdictions are on the left hand side of the figure and higher-performing jurisdictions are on the right hand side of the figure. The number in brackets indicates whether French was the first or second target language.

As the figure shows, the highest-performing jurisdictions were Spain (ES) and the German community of Belgium (BE de), with about 40 per cent of pupils reaching the level of an independent user (B1 or above). This similar performance is noteworthy considering the differences in the context of French learning in these jurisdictions. In Spain, French was the second target language, and pupils reportedly started to learn it in Grade 7. In contrast, in the German community of Belgium, French was the first target language and pupils reportedly started to learn it in Grade 1.

In England and Greece (EL), the vast majority of pupils (almost 80 per cent) achieved level A1 or lower, while about ten per cent were independent language users (B1 and B2).

Figure 4.1 Percentage of pupils at each CEFR level for French reading, by jurisdiction

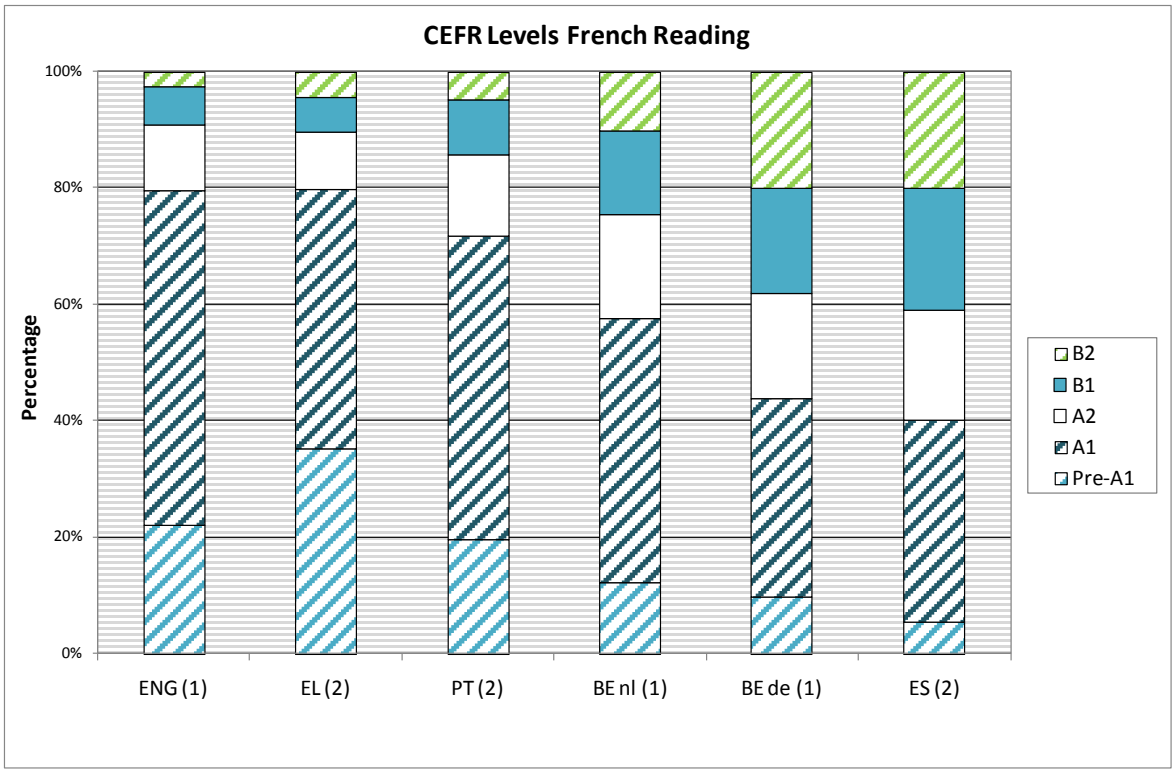


Table 4.2 below shows the results for French reading in more detail. The ordering of the jurisdictions replicates that shown in Figure 4.1 with the lowest-performing jurisdiction at the top of the table and the highest-performing jurisdiction at the bottom of the table. As in Chapter 3, figures in bold indicate a statistically significant difference from England at that CEFR level. As the table shows, England's performance was similar to that of Portugal at all levels. This is despite the fact that pupils in Portugal reportedly began learning French two years before they were tested (compared to four years in England). This also highlights the usefulness of assessing differences statistically, rather than relying solely on the ordering principle used in the graph above. While the graph above suggests that England's performance was worse than Portugal's, statistically there was no difference at any level.

Among the lower-achieving pupils, England outperformed Greece, with significantly more pupils reaching the threshold of a basic user (A1), and significantly fewer failing to achieve this. However, England performed poorly compared with Spain and the German and Flemish communities of Belgium. These jurisdictions had significantly fewer pupils below the level of a basic user (Pre-A1), and significantly more who were independent users (B1 and B2).

Table 4.2 Percentage of pupils at each CEFR level for French reading, by jurisdiction

Jurisdiction	% CEFR level				
	Pre-A1	A1	A2	B1	B2
England	22.1	57.5	11.2	6.6	2.6
Greece	**35.3**	**44.6**	9.9	6.0	4.3
Portugal	19.6	52.2	14.0	9.4	4.8
Belgium (Flemish)	**12.2**	**45.4**	**17.9**	**14.4**	**10.1**
Belgium (German)	**9.6**	**34.2**	**18.0**	**18.1**	**20.1**
Spain	**5.4**	**34.8**	**18.9**	**20.8**	**20.1**

4.2.2 Listening proficiency

Figure 4.2 shows the CEFR levels achieved by pupils in French listening. As before, lower-performing jurisdictions are on the left hand side of the figure and higher-performing jurisdictions are on the right hand side of the figure. The distribution is broadly similar to reading for all jurisdictions except Spain. For example, fewer than 20 per cent of pupils in Spain were independent users (at B1 or B2) in French listening (about half the corresponding proportion in reading). Again, pupils in the German community of Belgium performed well, with 40 per cent achieving level B1 or above. Pupils in England, Greece and Portugal performed similarly to each other, with about three-quarters achieving A1 or below.

Table 4.3 below shows these results in more detail. The ordering of the jurisdictions replicates that shown in Figure 4.2 with the lowest-performing jurisdiction at the top of the table and the highest-performing jurisdiction at the bottom of the table. Compared with Greece, England had significantly more pupils who achieved the first basic user level (A1). Otherwise, the results were very similar. Greece was also similar to England in terms of the onset of French learning, which was reportedly four years before pupils were tested. Again, Portugal did not differ significantly from England at any level. As in reading, England was outperformed by Spain and both Belgian communities. These jurisdictions had significantly fewer pupils below the level of a basic user (Pre-A1), and significantly more pupils who were independent language users (B1 and B2).

Figure 4.2 Percentage of pupils at each CEFR level for French listening, by jurisdiction

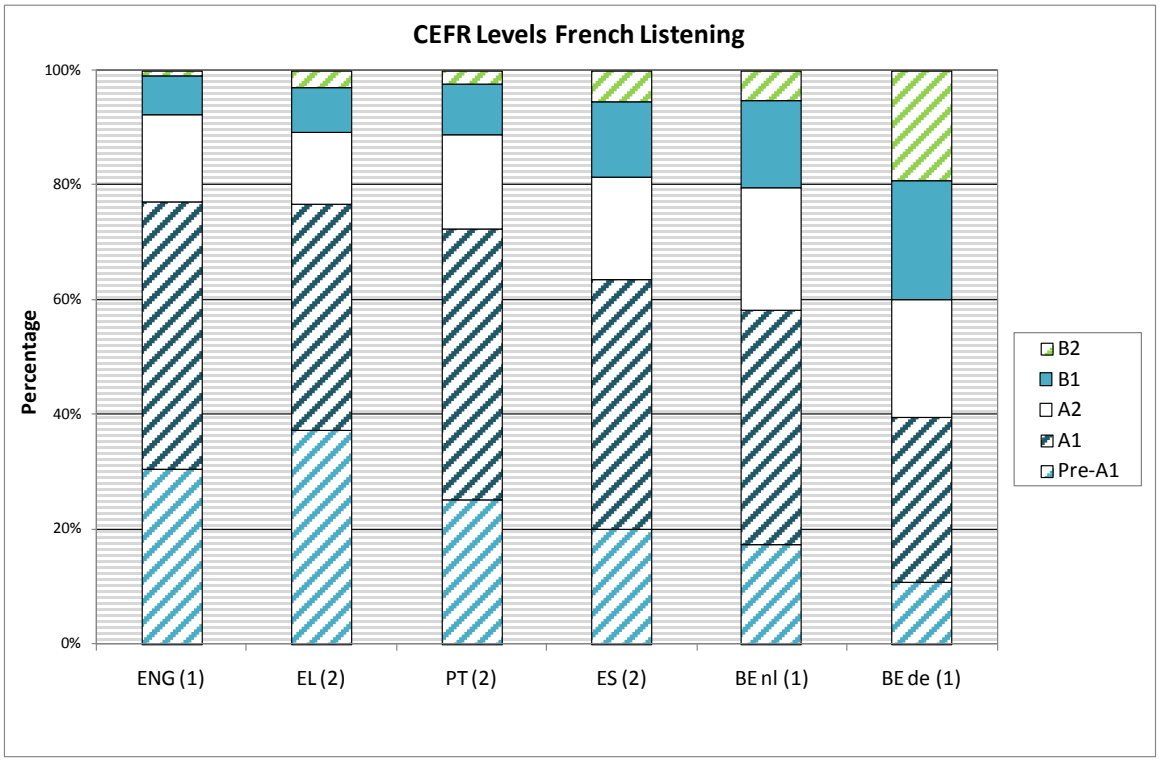


Table 4.3 Percentage of pupils at each CEFR level for French listening, by jurisdiction

Jurisdiction	% CEFR level				
	Pre-A1	A1	A2	B1	B2
England	30.5	46.6	15.2	6.7	1.0
Greece	37.1	**39.5**	12.5	7.8	3.0
Portugal	25.2	47.1	16.6	8.8	2.4
Spain	**19.9**	43.6	17.9	**13.1**	**5.5**
Belgium (Flemish)	**17.3**	41.0	**21.4**	**15.2**	**5.2**
Belgium (German)	**10.7**	**28.8**	**20.5**	**20.8**	**19.2**

4.2.3 Writing proficiency

Figure 4.3 shows the proportion of pupils achieving each CEFR level in French writing. As before, lower-performing jurisdictions are on the left hand side of the figure and higher-performing jurisdictions are on the right hand side of the figure. As in listening, the highest-performing jurisdiction was the German community of Belgium, where more than 40 per cent of pupils were independent language users (at B1 or above). In contrast, the corresponding proportion in Portugal was eight per cent. England's performance in writing was similar to the other skills, with about three-quarters of pupils (76 per cent) at the first basic user level (A1) or below.

Figure 4.3 Percentage of pupils at each CEFR level for French writing, by jurisdiction

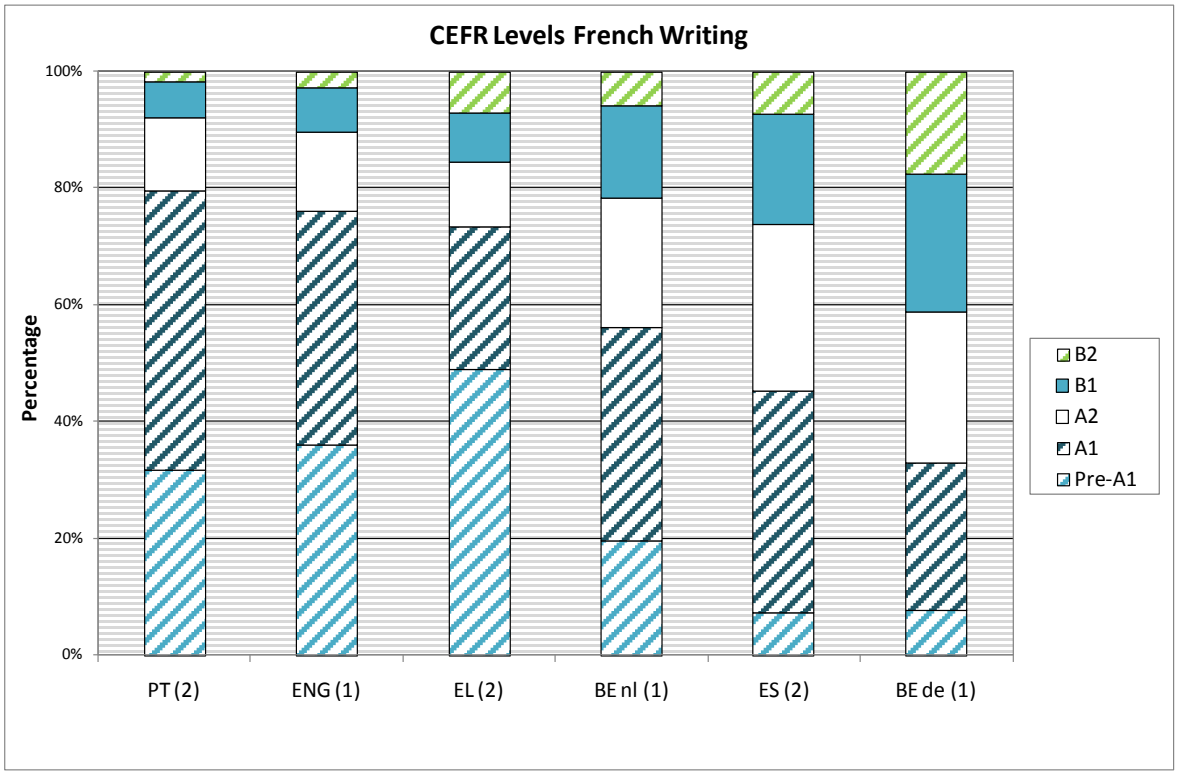


Table 4.4 below presents the results for French writing in more detail. The ordering of the jurisdictions replicates that shown in Figure 4.3 with the lowest-performing jurisdiction at the top of the table and the highest-performing jurisdiction at the bottom of the table. Once again, the proportions of pupils at each level in England were not significantly different from those in Portugal. As in reading, England had significantly more pupils at the first basic user level (A1) than Greece, and significantly fewer pupils below this threshold. However, in Greece there were proportionally more pupils at the highest level (B2) than in England. Spain and the German community of Belgium outperformed England at the lowest and highest levels. Specifically, these jurisdictions had significantly fewer pupils failing to reach the first basic user level (A1) and significantly more at the highest level (B2).

Table 4.4 Percentage of pupils at each CEFR level for French writing, by jurisdiction

Jurisdiction	% CEFR level				
	Pre-A1	A1	A2	B1	B2
Portugal	31.7	47.8	12.5	6.2	1.8
England	35.9	40.2	13.4	7.6	2.8
Greece	**49.0**	**24.4**	11.1	8.5	**7.0**
Belgium (Flemish)	**19.5**	36.7	**22.2**	**15.7**	5.9
Spain	**7.2**	38.1	**28.5**	**18.9**	**7.4**
Belgium (German)	**7.6**	**25.3**	**25.8**	**23.7**	**17.6**

4.3 Summary

As the discussion above illustrates, pupil proficiency in French varied between jurisdictions. As an example, in writing, the proportion of pupils who did not meet the threshold for a basic language user ranged from seven per cent (in the Flemish community of Belgium) to 49 per cent (in Greece).

Within most jurisdictions, performance was broadly similar across the three skills. The exception was Spain, where pupils performed relatively less well in listening than in reading. Pupil proficiency was particularly consistent in the German community of Belgium, where about 40 per cent of pupils were independent language users (B1 and B2) in all three skills.

Pupil proficiency in French was poor in England compared with Spain and both Belgian communities. Across skills, England had more pupils who failed to achieve the first basic user level (A1) and fewer who were independent users (level B1 and B2). Pupils in England performed similarly to those in Portugal in French reading, listening and writing.

5 Pupil proficiency in German

5.1 Introduction

This chapter presents the results for the eight jurisdictions[10] where pupils were tested in German. For all of these jurisdictions German is the second test language. However, it is important to recognise that for a few jurisdictions, namely Bulgaria, Estonia and the French community of Belgium, German is not the second most widely taught language[11]. As in Chapter 4, it is worth first noting the differences between these eight jurisdictions in terms of:

- when pupils began learning foreign languages
- when compulsory foreign language learning began
- when pupils began learning German
- when pupils were tested.

Table 5.1 below shows this information for the eight jurisdictions: the French community of Belgium, Bulgaria, Croatia, England, Estonia, the Netherlands, Poland and Slovenia. As the table shows, the reported onset for learning foreign languages ranged from before ISCED 1 to Grade 5. The majority of pupils reported starting to learn German (TL) after Grade 5. The exceptions are Croatia and Poland where pupils reported learning German in Grade 4. The grade of testing ranged from Grade 8 in the French community of Belgium, to Grade 11 in England.

Table 5.1 Grades of onset and grade of testing for jurisdictions testing in German

Jurisdiction		Reported onset FL	Current onset compulsory FL	Reported onset TL	Grade of testing
Belgium (French)	BE fr	5	5	9	10
Bulgaria	BG	0	2	9	10
Croatia	HR	1	1	4	8
England	ENG	5	7	7	11
Estonia	EE	3	1	6	9
Netherlands	NL	5	5	8	9-10
Poland	PL	1	1	4	9
Slovenia	SI	4	5	7	9

[10] In European Commission 2012a and 2012b jurisdictions are referred to as adjudicated entities.
[11] In some jurisdictions the second most widely taught language is not one of the five European languages assessed in ESLC.

5.2 Pupil proficiency in German

This section presents pupil attainment in German in the eight jurisdictions introduced above. Results are presented separately for each of the three skills of reading, listening and writing. As in Chapter 4, attainment is defined by the proportion of pupils achieving each CEFR level. A brief description of each of the levels is provided in Chapter 1 (Table 1.2) and will not be repeated here.

Figures 5.1, 5.2 and 5.3 show the CEFR levels achieved by pupils in German reading, listening and writing by jurisdiction. As in previous chapters, jurisdictions are ordered by performance and identified by their abbreviated code. Jurisdictions are shown ordered, to make the figures easier to interpret (lower-performing jurisdictions are on the left hand side of the figure and higher-performing jurisdictions are on the right hand side of the figure). The ordering principle used by the consortium defines higher performance as having relatively more pupils at levels B1 and B2, and relatively fewer at Pre-A1 and A1. The ordering is done by skill, so that the order of jurisdictions may vary across skills. European Commission (2012a) provides further detail on the way in which the order of jurisdictions has been calculated:

> *To be precise, performance is summarised as (1 - proportion at Pre-A1 + 1 - proportion at A1 + proportion at B1 + proportion at B2) / 4. The ordering is done by skill, so that the order of countries may vary across skills.*
>
> *Different ordering principles would reflect different choices of priority, and produce somewhat different results. The principle used here attempts to reflect performance across the possible range of achievement.*
>
> (p.17)

It is important to recognise that the information provided in the figures does not demonstrate statistically significant differences between percentages of pupils at each level; this information can be found in the accompanying tables. Tables 5.2, 5.3 and 5.4 show where there are significant differences in the proportion of pupils at each CEFR level in England compared with the corresponding proportion for every other jurisdiction. In the tables figures in bold indicate that the difference in proportions is statistically significant.

5.2.1 Reading

As Figure 5.1 shows, England is the lowest ranked jurisdiction (according to the ESLC ordering principles outlined above). In England and Poland, the vast majority of pupils (over 80 per cent) achieved level A1 or lower, while less than ten per cent achieved B1 or higher (the level of independent user). Pupils in Poland reported starting to learn German approximately five years before the testing grade, longer than any other jurisdiction; it is therefore likely that there are important contextual factors that may explain this low level of proficiency. The highest-performing jurisdiction was the Netherlands, with over 50 per cent of pupils achieving the level of independent user (B1 or higher). This performance is noteworthy considering pupils in the Netherlands have been learning German for only two years prior to the year of testing.

Figure 5.1 Percentage of pupils at each CEFR level for German reading by jurisdiction

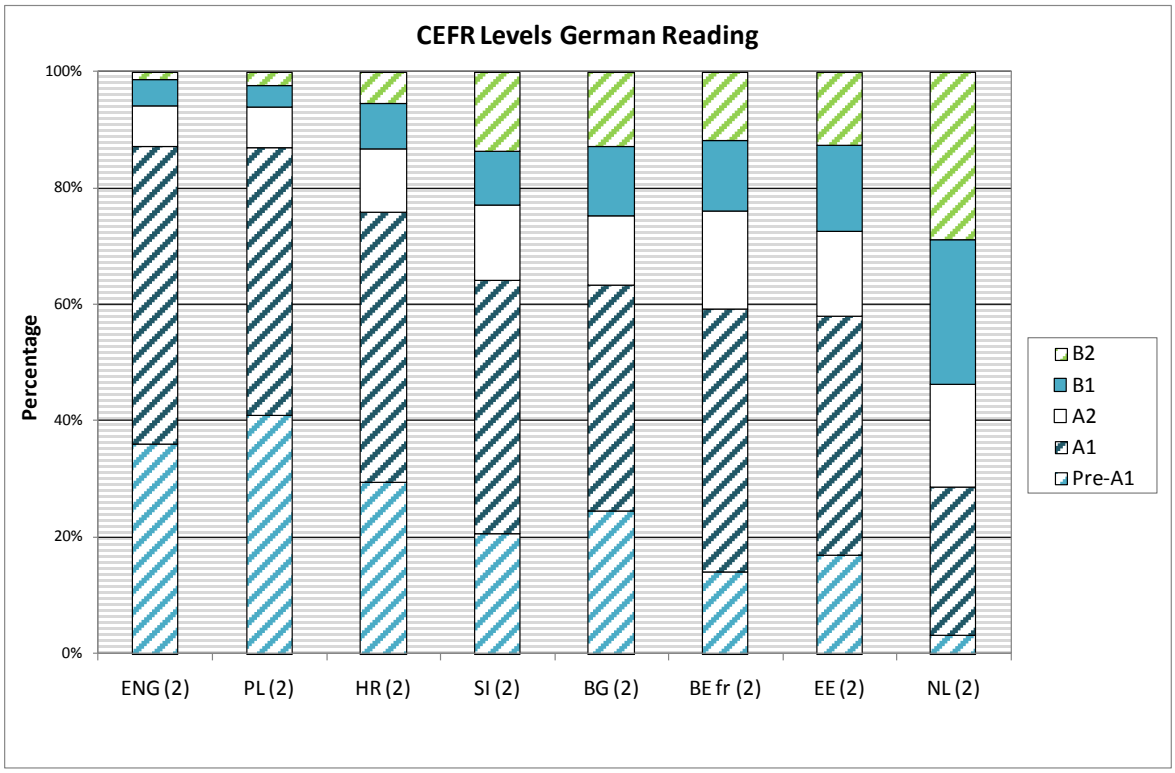


Table 5.2 below shows the results for German reading in more detail. The ordering of the jurisdictions replicates that shown in Figure 5.1 with the lowest-performing jurisdiction at the top of the table and the highest-performing jurisdiction at the bottom of the table. As in previous chapters, figures in bold indicate statistical significance. This also highlights the importance of assessing differences statistically, rather than relying solely on the ordering principle used in the graph above. While the graph above suggests that England's performance was worse than Poland's, statistically there was no difference at any level. As the table shows, performance in Poland did not differ from England at any level, despite the fact that pupils in Poland reportedly began learning German five years before they were tested (compared with four years in England). In the three highest-performing jurisdictions (Bulgaria, Estonia and the Netherlands) performance was significantly better at each of the five levels compared with England. That is, they had fewer pupils at the lower level and more pupils at the higher levels. All of the jurisdictions, apart from Poland, had a significantly higher proportion of pupils at level B2 than England. England's lower performance is also exemplified by the percentage of pupils at level Pre-A1 (below the threshold for basic user). Only Poland and Croatia had a similar percentage of pupils at this level.

Table 5.2 Percentage of pupils at each CEFR level for German reading by jurisdiction

Jurisdiction	% CEFR level				
	Pre-A1	A1	A2	B1	B2
England	36.0	51.1	7.1	4.4	1.4
Poland	41.0	45.9	7.0	3.6	2.4
Croatia	29.5	46.4	10.9	7.8	**5.3**
Slovenia	**20.5**	43.5	**13.1**	9.1	**13.8**
Bulgaria	**24.5**	**38.8**	**11.9**	**12.0**	**12.8**
Belgium (French)	**14.0**	45.1	**16.9**	**12.2**	**11.8**
Estonia	**16.9**	**41.2**	**14.6**	**14.7**	**12.7**
Netherlands	**3.1**	**25.4**	**17.7**	**24.9**	**28.8**

5.2.2 Listening

Figure 5.2 shows the CEFR levels achieved by pupils in German listening (as with reading, the ordering of jurisdictions in this figure does not denote statistically significant differences). The rank ordering for listening differs from the rank ordering for reading for a number of jurisdictions: only Croatia and the Netherlands remain in the same positions. As with reading, the Netherlands is the highest-performing jurisdiction with nearly 60 per cent of pupils achieving level B1 or higher for listening. In England, the corresponding percentage was 6.6 per cent. Although the actual values for the percentage of pupils at each level may have changed, the distribution of pupils across the levels for listening is relatively consistent with the distribution for reading. The notable differences in the distributions for listening are as follows: in Poland there is a greater proportion of pupils at level Pre-A1 than Level A1; in Slovenia there is a smaller proportion of pupils at level Pre-A1 and bigger proportion at Level A1, A2 and B1; in the French community of Belgium there is a smaller proportion of pupils at Level Pre-A1 and more pupils at Level B1 and B2; and in the Netherlands there is a smaller proportion of pupils at Level B1. In England, the proportion of pupils at each of the CEFR levels for listening is very similar to those for reading, with the majority of pupils at Level A1 or below.

Figure 5.2 Percentage of pupils at each CEFR level for German listening by jurisdiction

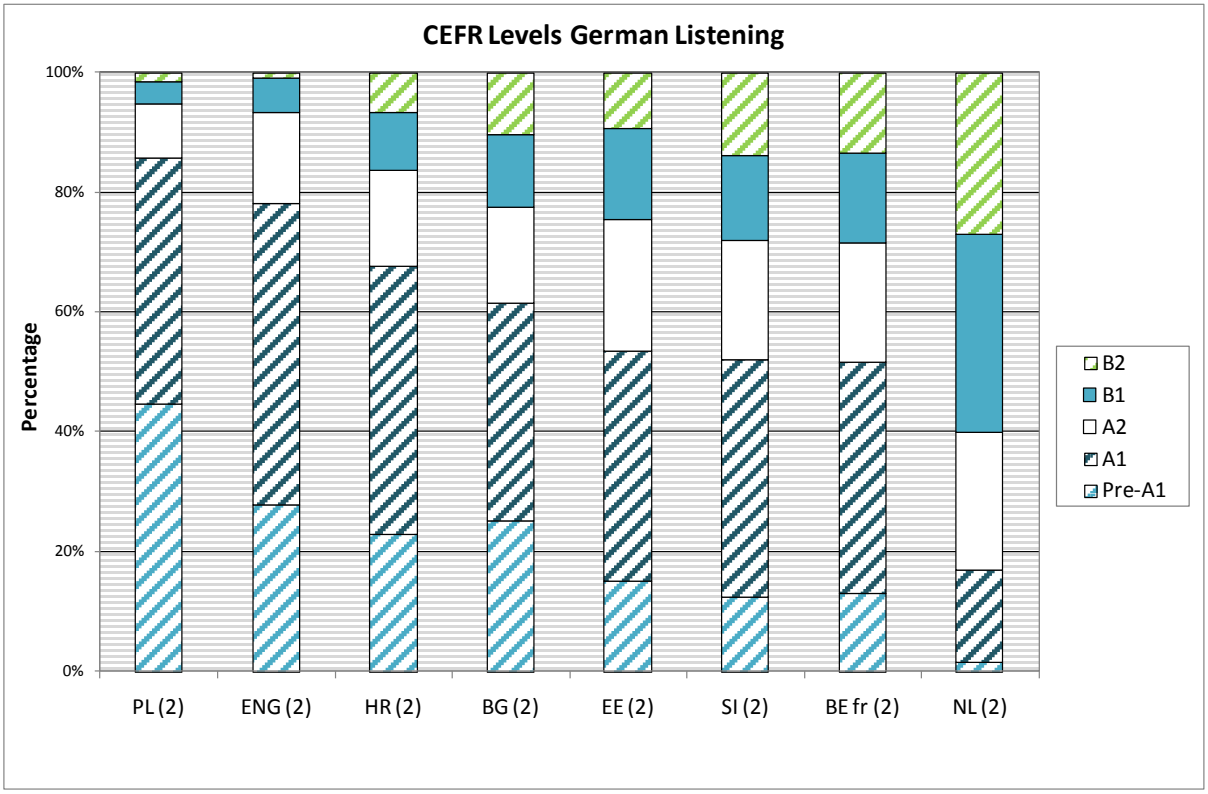


Table 5.3 below shows the results for German listening in more detail. The ordering of the jurisdictions replicates that shown in Figure 5.2 with the lowest-performing jurisdiction at the top of the table and the highest-performing jurisdiction at the bottom of the table. Compared with the results for reading, pupils in England performed better than pupils in Poland, with a significantly smaller percentage of pupils at level Pre-A1 (below basic user level) and significantly more pupils at the level of basic user (level A1 and A2). However, there is a significantly higher percentage of pupils in England at levels Pre-A1 and A1 than Estonia, Slovenia, the French community in Belgium and the Netherlands. This indicates that England's performance in listening is worse than these jurisdictions. In terms of the higher CEFR levels, England performed less well than the majority of jurisdictions. It has a very small percentage of pupils at level B2 (less than one per cent); this is a significantly smaller percentage than all the other jurisdictions with the exception of Poland. As in reading, England was outperformed by Spain and both Belgian communities. Two of the four highest-performing jurisdictions, Estonia and the Netherlands, outperformed England at all levels. These jurisdictions had significantly fewer pupils at the lower CEFR levels (Pre-A1, A1 and A2), and significantly more pupils who were independent language users (B1 and B2).

Table 5.3 Percentage of pupils at each CEFR level for German listening by jurisdiction

Jurisdiction	% CEFR level				
	Pre-A1	A1	A2	B1	B2
Poland	**44.7**	**41.1**	**8.9**	3.8	1.5
England	27.7	50.4	15.3	5.7	0.9
Croatia	22.9	44.7	16.1	9.6	**6.7**
Bulgaria	25.1	**36.3**	16.1	**12.1**	**10.3**
Estonia	**15.1**	**38.4**	**22.0**	**15.2**	**9.3**
Slovenia	**12.4**	**39.7**	19.9	**14.3**	**13.8**
Belgium (French)	**12.9**	**38.8**	19.9	**14.9**	**13.4**
Netherlands	**1.4**	**15.4**	**23.2**	**33.1**	**26.9**

5.2.3 Writing

Figure 5.3 below shows the proportion of pupils achieving each CEFR level in German writing (lower-performing jurisdictions are on the left hand side of the figure and higher-performing jurisdictions are on the right hand side of the figure). Again, the highest-performing jurisdiction is the Netherlands with about 30 per cent of pupils achieving level B1 or above. In England, the corresponding percentage was six per cent. As with listening, Poland is the lowest-performing jurisdiction. The order of jurisdictions is broadly similar to reading and listening for the lowest- and highest-achieving jurisdictions. In general, a smaller percentage of pupils achieved the level of independent user (level B1 and B2) compared with reading and listening. For some jurisdictions the drop in percentage was quite pronounced. For example, in the Netherlands the percentage of pupils achieving level B1 or B2 in writing was nearly half that for reading and listening. However, in England the percentage of pupils achieving the higher levels is relatively consistent across the three skill areas (reading 5.8 per cent; listening 6.6 per cent; and writing 6 per cent).

Figure 5.3 Percentage of pupils at each CEFR level for German writing by jurisdiction

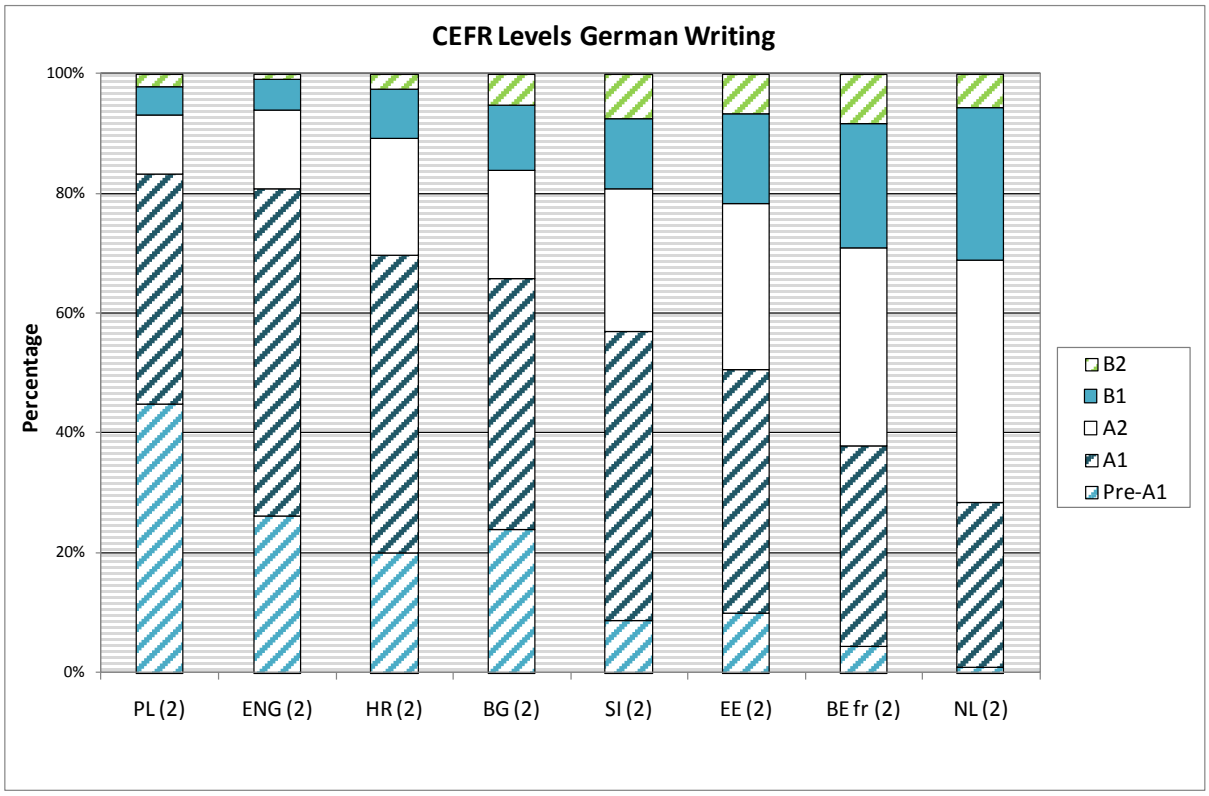


Table 5.4 below shows the results for German writing for each jurisdiction. The ordering of the jurisdictions replicates that shown in Figure 5.3 with the lowest-performing jurisdiction at the top of the table and the highest-performing at the bottom of the table. As with reading, three jurisdictions (the French community of Belgium, Estonia and the Netherlands) are performing significantly better than England with fewer pupils achieving the lower CEFR levels and a high proportion of pupils at the higher levels. In addition to these three jurisdictions, Slovenia and Bulgaria also outperformed England at the higher CEFR levels with significantly more independent users. At level Pre-A1 England has a significantly smaller percentage of pupils compared with Poland indicating that in England there are fewer pupils below the level of independent user.

Table 5.4 Percentage of pupils at each CEFR level for German writing by jurisdiction

Jurisdiction	% CEFR level				
	Pre-A1	A1	A2	B1	B2
Poland	**44.8**	**38.4**	9.9	4.7	2.2
England	26.1	54.8	13.1	5.0	1.0
Croatia	19.9	49.8	19.6	8.1	2.6
Bulgaria	23.9	**41.9**	18.0	**11.1**	**5.1**
Slovenia	**8.6**	48.4	**23.8**	**11.7**	**7.5**
Estonia	**10.0**	**40.6**	**27.7**	**14.9**	**6.7**
Belgium (French)	**4.4**	**33.5**	**33.0**	**20.9**	**8.2**
Netherlands	**0.9**	**27.6**	**40.3**	**25.6**	**5.6**

5.3 Summary

As the discussion above illustrates, pupil performance in German varied between jurisdictions. This is particularly interesting as, for over half of the jurisdictions reported on in this chapter, German is the second most widely taught language in the education system. Further investigation of the status of the second most taught foreign language may aid the understanding of these differences. Pupils in the Netherlands performed consistently well. They were the highest-performing jurisdiction and outperformed England in all three skills. England was one of the lowest-performing jurisdictions for German across all three skills, with about 80 per cent of pupils only achieving Pre-A1 and A1 level.

Within most jurisdictions, performance was broadly similar across reading and listening. However, in a number of jurisdictions the percentage of pupils achieving level B1 and B2 was lower for writing. This was not the case in England where performance was broadly similar across the three skills of reading, listening and writing. This may indicate that in schools in England equal weight is given to each of the three skills areas; this is something that warrants further investigation.

6 Pupil Characteristics and Language Proficiency

6.1 Introduction

This section of the report describes the relationship between two pupil characteristics (gender and socio-economic status) and language proficiency as measured by the results on the ESLC language tests. Separate analyses have been carried out for each skill (listening, reading and writing), in each target language, for each jurisdiction.

A variety of contextual factors may affect pupils' language proficiency. In order to obtain information on these contextual factors, pupils were asked to complete a questionnaire, which asked them about their home background, and attitudes to and experiences of language learning. A school questionnaire and a teacher questionnaire provided further contextual information.

In order to provide a meaningful description of the effect of gender and socio-economic status on language proficiency in England and across countries, it is important to take into account not only these pupil characteristics, but also a variety of contextual factors, such as onset of foreign language learning, informal language learning opportunities and time spent learning languages[12.] Therefore for each skill and language and for each country, all of this information was analysed together using regression analysis. This allows an appreciation of the effect of gender and socio-economic status while taking these other contextual factors into account and means that, for example, if a significant effect of gender on language proficiency is found, we will know that this is not caused by any of the other contextual factors. This approach is similar to that used by SurveyLang for the international analysis. A detailed description of the regression analysis, including a list of all the contextual factors included in each model can be found in Appendix 1: Technical Appendix.

If the effect of any pupil characteristic or contextual factor is found not to be statistically significant, this means that it could have occurred by chance and in actual fact there could be no effect. For this reason, commentary is mainly given on significant effects. When looking at the findings for England in relation to those for the rest of Europe, a similar approach to that used by SurveyLang has been used for determining whether an overall effect (which means an overall effect across all jurisdictions participating in the survey) is found. European Commission (2012a) provides further detail on the way in which overall effects have been determined:

> *…we used a rule-of-thumb for determining whether an overall effect is found or not. This rule of thumb is: if two thirds of the effects are in the same direction (either positive or negative) and one third of the effects are significant, we say that there is an overall effect.*
>
> (p.56)

[12] These other contextual factors are discussed separately in the following chapters.

The results of the regression analyses are presented as follows: Target Language 1 (TL1) by skill (listening, reading and writing) followed by Target Language 2 (TL2) by skill (listening, reading and writing).

When interpreting these results it is important to recognise that not all participating jurisdictions tested the same target language. In 13 of the 16 participating jurisdictions, the first target language (TL1) was English. The exceptions to this were England and the Flemish and German communities of Belgium, where French was the first target language. The range of second target languages (TL2) covered all five of the most widely taught languages in Europe, that is English, French, German, Italian and Spanish (Table 1.7 describes which of the languages each jurisdiction selected for TL2).

Pupils took tests in two of the three skills areas; they were tested in listening and reading, reading and writing, or listening and writing (a more detailed description of the test design can be found in section 1.3). This means that the pupil sample for each language skill does not comprise exactly the same pupils. However, as the combination of tests was randomly allocated to each pupil by SurveyLang, there should be little impact on the results of the regression analyses.

6.2 Gender and proficiency

This section presents findings on gender differences in language proficiency in England and overall, across all participating jurisdictions. The results in this section are extracted from the larger regression models detailed in Appendix 1, and therefore represent the relationship between gender and language proficiency while also taking into account a range of other contextual factors, as explained in section 6.1.

Target Language 1

Table 6.1 summarises the findings relating to gender and proficiency in each language skill tested for TL1, in England and overall. In this, and in all following tables, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. Since the variable used for gender indicates 'boys', a significant negative effect means that boys performed at a lower level than girls. If there is no significant effect (in either direction) we cannot say that there was a difference between the performance of girls and boys in a particular skill. The 'rule of thumb', given in the introduction, was used to identify the 'overall effect' across jurisdictions, and is given, where relevant, in the column labelled 'Overall'.

Table 6.1 Gender and proficiency in TL1

	Gender (Boys)	
	England	**Overall**
Listening	_	
Reading	_	
Writing	**+**	_

Table 6.1 shows that, in England, there was no significant difference in proficiency between boys and girls in any of the three language skills in TL1 (French). However, overall, across all jurisdictions participating in the survey, boys' performance in TL1 writing was significantly lower than girls. This effect was significant in 38 per cent of the 16 jurisdictions, and was negative in all these cases, therefore England was markedly different from a number of jurisdictions in this respect. There were no overall effects for the other language skills.

Target Language 2

Table 6.2 summarises the findings relating to gender and proficiency in each language skill tested for TL2, in England and overall.

Table 6.2 Gender and proficiency in TL2

	Gender (Boys)	
	England	**Overall**
Listening	_	
Reading	_	
Writing	_	_

Table 6.2 shows that, in England, there was no significant difference in proficiency between boys and girls in any of the three language skills in TL2. However, overall, across all jurisdictions participating in the survey, boys' performance in TL2 writing was significantly lower than girls'. As for TL1 boys' performance is, again, significantly lower than that of girls in TL2 writing, this time in 69 per cent of jurisdictions, but not in England. There were no overall effects for the other language skills.

6.3 Socio-economic status and proficiency

It is considered important, in most studies of educational attainment, to describe the effect of socio-economic status on pupil performance. This study is no exception. Recent research has noted a decline in the take-up of languages for post-16 study in secondary schools in England, in particular in schools with above average numbers of pupils eligible for free school meals (FSM) – an indicator of lower socio-economic status (Tinsley and Han, 2012). Examining pupils' language proficiency in Year 11 (ages 15-16) in relation to both socio-economic and other contextual factors could help to put this finding in context.

In order to create a measure of socio-economic status that allows as valid a comparison as possible across all pupils participating in the ESLC, SurveyLang used responses from the pupil questionnaire to create an indicator of "Economic, Social and Cultural Status" (ESCS). Higher scores on this indicator represent higher ESCS. This measure, which has been used in other international surveys such as the Programme for International Student Assessment (PISA), comprises three components from the pupil questionnaire:

- home possessions
- parental occupation

- higher parental education expressed as years of schooling.

Appendix 2 provides further detail on the questions in the pupil questionnaire that contributed to each of these components. A full description of how the ESCS indicator was constructed can be found on pages 243-247 of the international Technical Report (European Commission, 2012b).

Target Language 1

Table 6.3 summarises the findings relating to Economic, Social and Cultural Status (ESCS) and proficiency in the three language skills tested for TL1. These results are extracted from the larger regression models in Appendix 1 and therefore show the effect of ESCS while taking into account a range of contextual factors, as outlined in section 6.1. The table should be interpreted in the same way as the tables in section 6.2. Here, a significant positive effect means that pupils with higher ESCS had a higher level of language proficiency, as measured by the ESLC language tests, than those with lower ESCS. If there is no significant effect (in either direction) we cannot say that there is any difference in the proficiency of pupils with different levels of ESCS.

Table 6.3 Socio-economic status and proficiency in TL1

Economic, Social and Cultural Status (ESCS)		
	England	**Overall**
Listening	+	+
Reading	+	+
Writing	+	+

Table 6.3 shows that, in England, pupils with high ESCS performed at a higher level in TL1 writing than those with low ESCS. For the other language skills, there were no significant differences between those with higher and lower ESCS[13]. Overall, across all jurisdictions, pupils with higher ESCS achieved significantly higher levels of proficiency in all three language skills than those with low ESCS. The effect of ESCS was most prevalent for writing, where there was a significant effect in 94 per cent of the 16 jurisdictions. It should be noted that the findings for England are only just non-significant and if the threshold for significance was set at 10 per cent (rather than 5%) the findings for listening and reading would be non-significant as they are for the majority of other participating jurisdictions.

The figures below illustrate graphically the results by language skill across all jurisdictions for TL1.

[13] It should be noted that the although the findings indicate that there is no significant difference between those with higher or lower ESCS the p-values are 0.051 for listening and 0.069 for reading. This means that these findings are only just judged to be statistically significant and if the threshold for significance was set at 10 per cent (rather than 5%) the findings for listening and reading would be non-significant as they are for the majority of other participating jurisdictions.

Figure 6.1 illustrates the relationship between ESCS and TL1 listening proficiency in the participating jurisdictions. These results are extracted from the larger regression model, the full version of which can be found in Appendix 1. A steeper line represents a more pronounced effect. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one an effect that was not found to be statistically significant. The lines representing the highest performing jurisdictions are at the top of the graph, and the lines for the lowest performing jurisdictions are found towards the bottom.

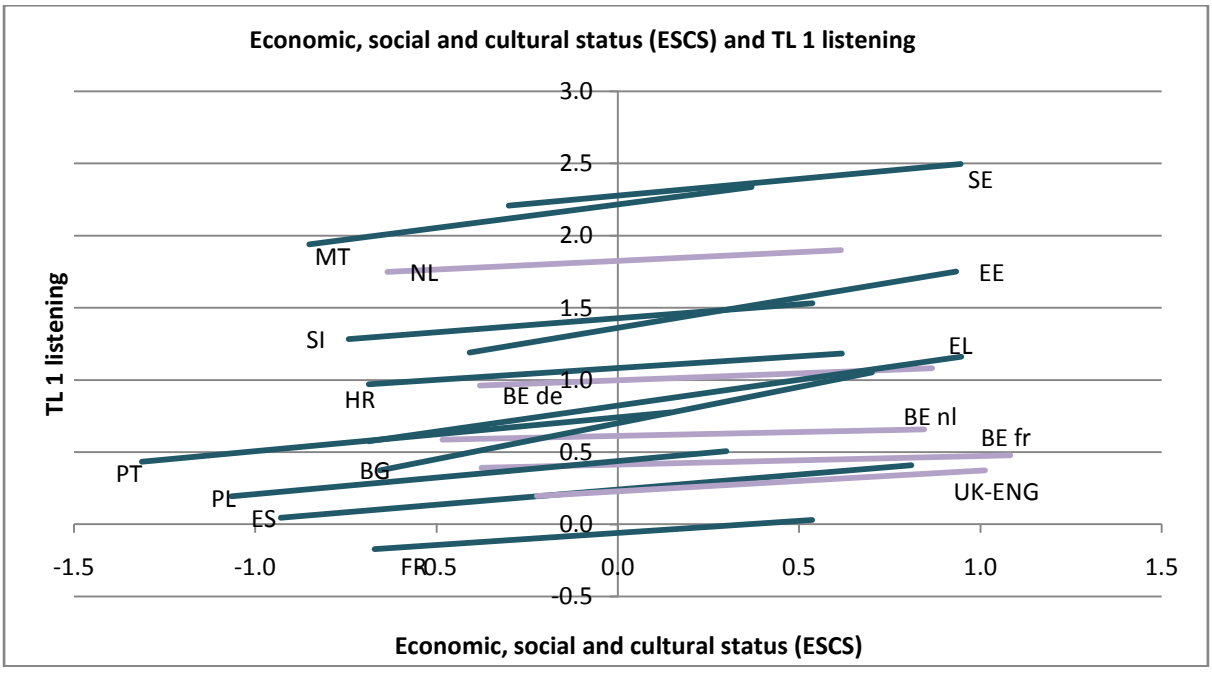
Jurisdictions whose lines are more towards the left hand side of the graph have lower ESCS; the graph indicates that ESCS does not vary widely across jurisdictions.

For example, in Estonia (EE), there was a strong, positive and significant effect of ESCS on TL1 listening proficiency, meaning that pupils with higher ESCS achieved higher levels of proficiency, while in the Netherlands (NL), there was a small, positive, yet non-significant effect, indicating that there was no difference in proficiency between pupils with higher and lower ESCS. Pupils in both jurisdictions performed at a relatively high level in this skill overall.

TL1 Listening

Figure 6.1 shows that the effect of ESCS on TL1 listening proficiency is positive and significant in the majority of jurisdictions. Pupils with higher ESCS perform better than those with lower ESCS in this language skill. The light purple line for England (UK-ENG) shows that the effect is non-significant in England. It is important to note that pupils in England perform at a relatively low level is this skill.

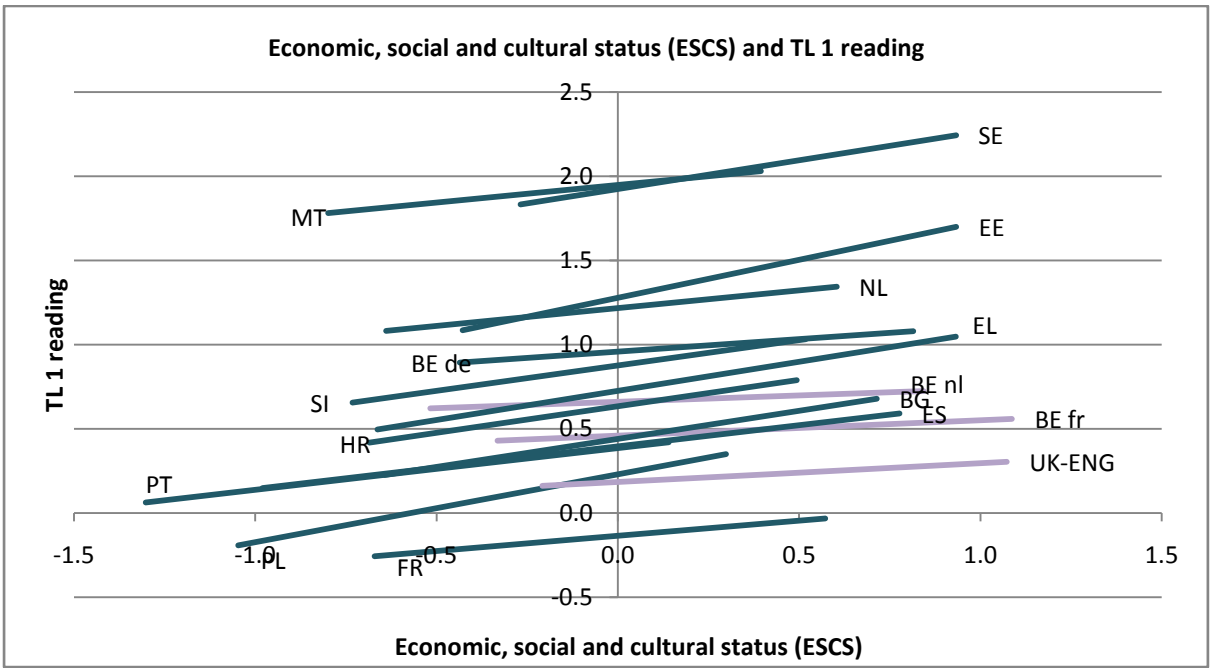
Figure 6.1 ESCS and proficiency in TL1 listening



TL1 reading

Figure 6.2 shows that the effect of ESCS on TL1 reading proficiency is positive and significant in the majority of jurisdictions. Pupils with higher ESCS perform better than those with lower ESCS in this language skill. The light purple line for England (UK-ENG) shows that the effect is non-significant, and that pupils in England, again, perform relatively poorly in this skill. The effect is also non-significant in Belgium (Flemish speaking community) and Belgium (French speaking community). These were the other two jurisdictions for which TL1 was French rather than English.

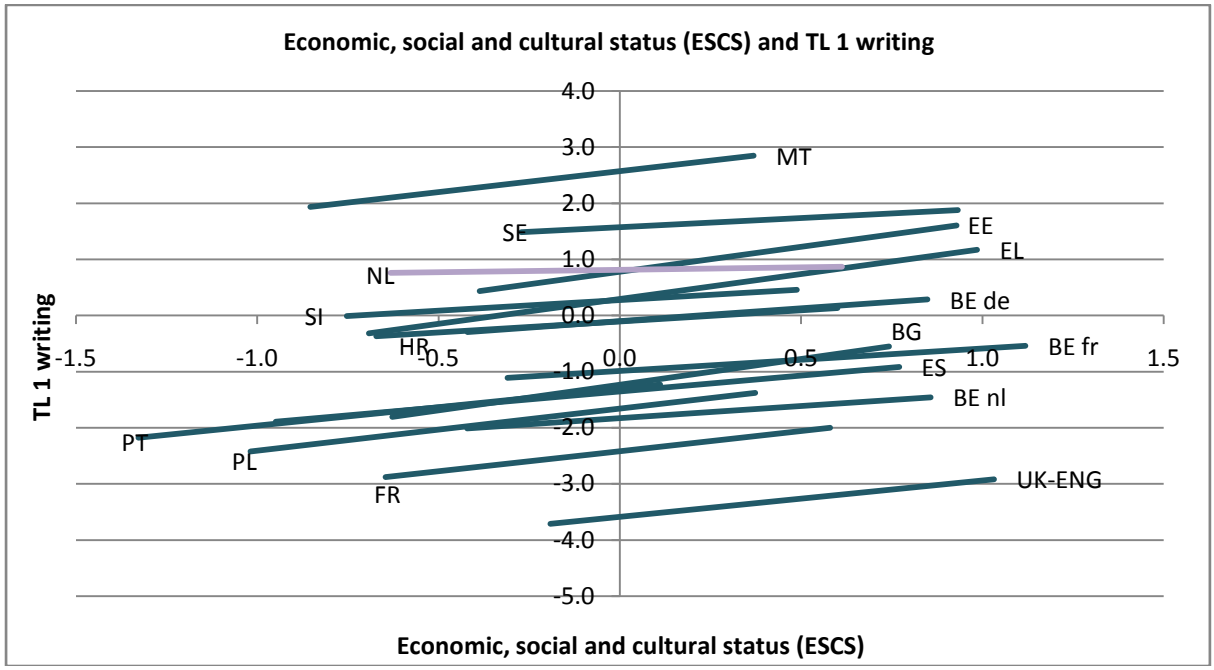
Figure 6.2 ESCS and proficiency in TL1 reading



TL1 writing

Figure 6.3 shows that the effect of ESCS on TL1 writing proficiency is positive and significant in England and in all jurisdictions except for the Netherlands (NL). Pupils with higher ESCS perform better than those with lower ESCS in this language skill.

Figure 6.3 ESCS and proficiency in TL1 writing



Target Language 2

Table 6.4 summarises the findings on Economic, Social and Cultural Status (ESCS) and proficiency in the three language skills tested for TL2. As before, these results are extracted from the larger regression models in Appendix 1 and therefore represent the effect of ESCS while taking into account a range of contextual factors, as outlined in section 6.1.

Table 6.4 Socio-economic status and proficiency in TL2

Economic, Social and Cultural Status (ESCS)		
	England	**Overall**
Listening	+	+
Reading	+	+
Writing	+	+

Table 6.4 shows that pupils in England with higher ESCS achieved significantly higher levels of proficiency in writing and listening in TL2 (German) than pupils with lower ESCS. There was no significant effect for reading. Overall, across all jurisdictions, pupils with higher ESCS achieved significantly higher levels of proficiency in all three language skills than pupils with

lower ESCS. The overall effect of ESCS was most prevalent for writing, where there was a significant effect in 75 per cent of jurisdictions.

The figures below illustrate graphically the results by language skill across all participating jurisdictions for TL2.

TL2 Listening

As in previous graphs, in figure 6.4 lines sloping upwards indicate positive effects and darker blue lines indicate significant effects. The jurisdictions whose lines are towards the top of the graph performed at a higher level than those towards the bottom, and lines further towards the left of the graph indicate that the jurisdiction has lower ESCS.

Figure 6.4 ESCS and proficiency in TL2 listening

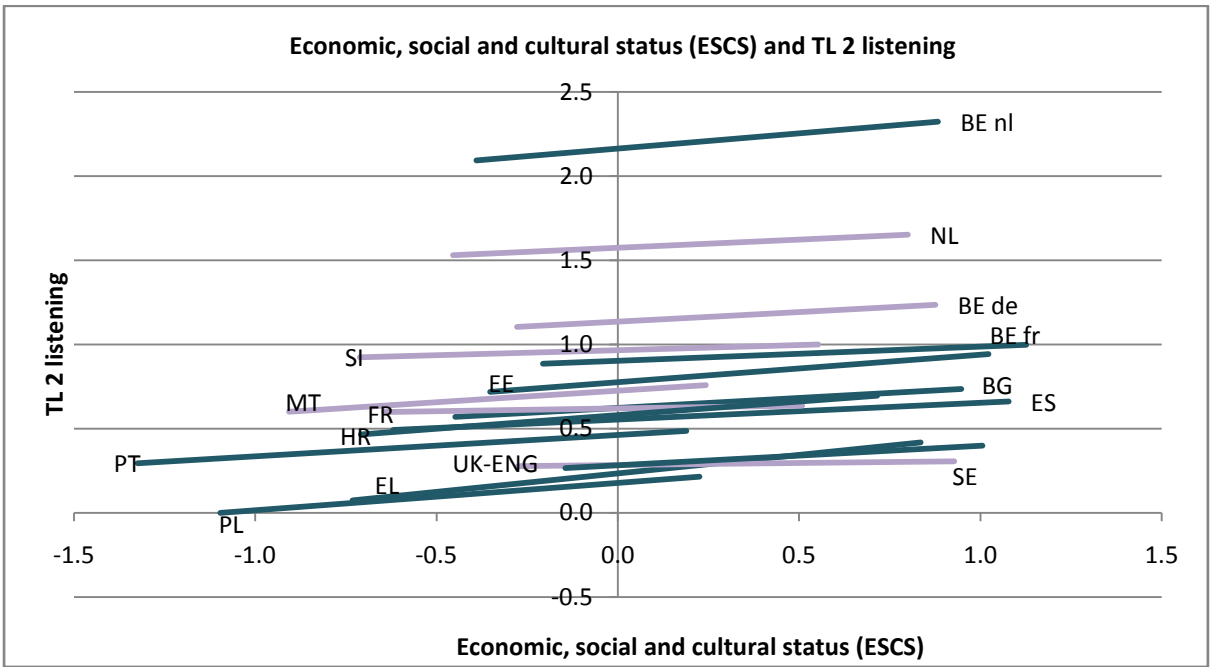
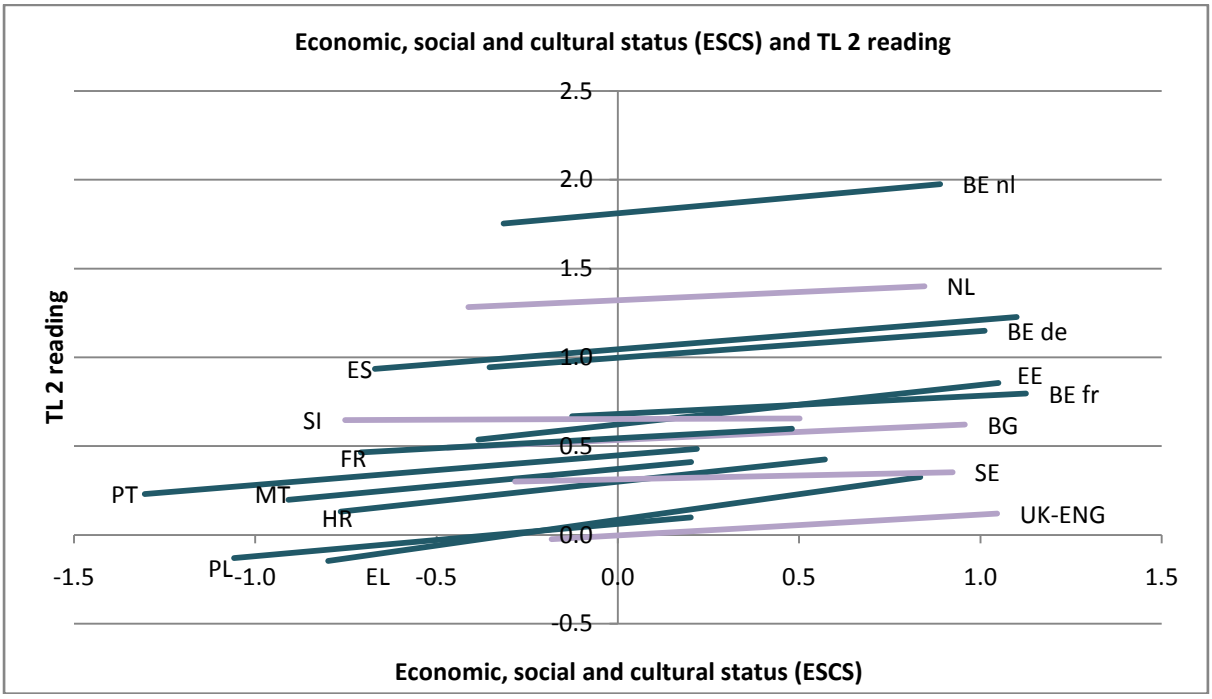


Figure 6.4 shows that the effect of ESCS on TL2 listening proficiency is positive and significant in England and in the majority of jurisdictions. Pupils with higher ESCS perform better than those with lower ESCS in this language skill.

TL2 Reading

Figure 6.5 shows similarly that the effect of ESCS on TL2 reading proficiency is positive and significant in the majority of jurisdictions. Pupils with higher ESCS perform better than those with lower ESCS in this language skill. The light purple line for England (UK-ENG) shows that the effect is non-significant. It should also be noted that pupils in England perform poorly in this skill.

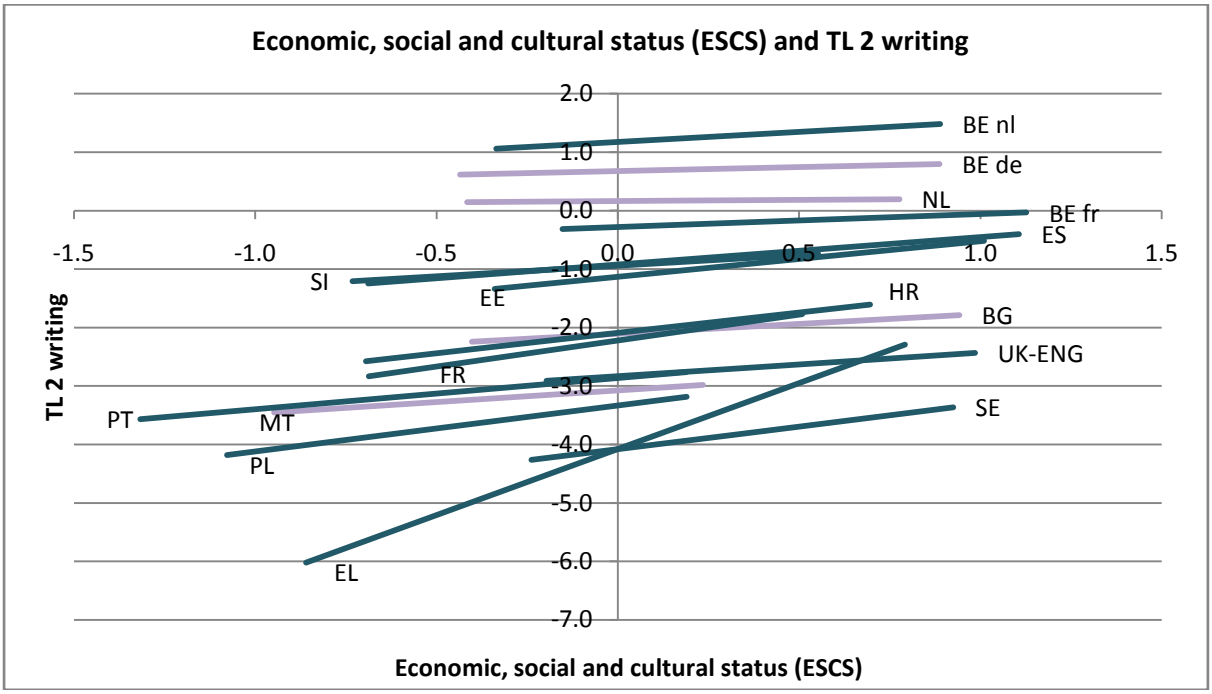
Figure 6.5 ESCS and proficiency in TL2 reading



TL2 Writing

Figure 6.6 shows that the effect of ESCS on TL2 writing proficiency is positive and significant in England and in the majority of jurisdictions. Pupils with higher ESCS perform at a higher level than those with lower ESCS in this language skill. The effect of ESCS in England is not as pronounced as it is in jurisdictions such as Greece (EL), Poland (PL) and France (FR).

Figure 6.6 ESCS and proficiency in TL2 writing



6.4 Summary

This chapter has discussed the effects of two pupil characteristics, gender and socio-economic status, on language proficiency as measured by the ESLC. Results were taken from large regression models for each skill in each target language, for each jurisdiction, and these were used to analyse the relationship between a range of contextual factors and language proficiency.

The results show that, in England, gender does not appear to have any effect on proficiency in either target language. This result is in contrast to other participating jurisdictions, where there was an overall effect of gender on writing proficiency for both target languages, with boys performing at a lower level. However, there was no overall effect of gender on proficiency in the other skills for either target language.

The results also show that, in England, socio-economic status (as measured by ESCS) has some effect on language proficiency. Pupils with higher ESCS perform at a higher level in TL1 (French) writing, and in TL2 (German) writing and listening than pupils with lower ESCS. No significant effects were found in TL1 reading and listening, or for TL2 reading. Further research would be needed to establish the reasons for these differential effects across the language skills.

The overall effect of ESCS on language proficiency was pronounced. Across all jurisdictions, pupils with higher ESCS performed at a higher level in all three language skills, in both target languages. However, this pattern was not seen in England.

7 Pupils and language learning

7.1 Introduction

This section of the report describes the relationship between several contextual factors regarding pupils and language learning, and their language proficiency as measured by the results on the European Survey on Language Competences (ESLC) language tests.

A variety of contextual factors may affect pupils' language proficiency. In order to obtain information on these contextual factors, pupils were asked to complete a questionnaire, which asked them about their home background, attitudes to and experiences of language learning. A school questionnaire and a teacher questionnaire also provided further contextual information. Findings from the school and teacher questionnaires, and their relationship with language, are included in Chapter 8.

This chapter looks at a number of contextual factors, for example pupil attitudes and exposure to language learning, and explores whether these have a relationship with language proficiency.

The areas explored in this chapter are:

- Pupil attitudes to and perceptions of language learning
- What happens in the classroom in terms of resources and use of target language
- Pupils' exposure to languages
- Pupil involvement in intercultural exchanges
- Pupils' judgement of their own language skills.

Within each of these areas, several specific variables have been included, and findings are discussed for both Target Language 1 (TL1) and Target Language 2 (TL2) in each instance.

Regression analyses have been carried out for each jurisdiction, language and skill (listening, reading and writing) separately. Other contextual factors such as, gender and socio-economic status which may have an impact on a pupil's language proficiency, have been controlled for in the regression model14. For example, if a significant relationship is found between pupils attitudes to language learning and their language proficiency, we can say that this is not as a consequence of any of the other contextual factors in the model. This approach is similar to that used by SurveyLang for the international analysis. A detailed description of the regression analyses, including a list of all the contextual factors included in each model can be found in Appendix 1: Technical Appendix.

[14] Chapters 6 and 7 discuss the various contextual factors included in the regression models containing pupil level data. Chapter 8 includes analysis from a separate regression model containing teacher and school level data.

If the effect of any pupil characteristic or contextual factor is found not to be statistically significant, this means that the effect that is observed could have occurred by chance and in actual fact there could be no effect. For this reason, commentary is mainly given on significant effects. As in Chapter 6, when looking at the findings for England in relation to those for the rest of Europe, a similar approach to that used by SurveyLang has been used for determining whether an overall effect (which means an overall effect across all jurisdictions participating) is found. European Commission (2012a) provides further detail on the way in which overall effects have been determined.

> *…we used a rule-of-thumb for determining whether an overall effect is found or not. This rule of thumb is: if two thirds of the effects are in the same direction (either positive or negative) and one third of the effects are significant, we say that there is an overall effect.*
>
> (p.56)

Not all of the contextual factors included in the analysis were found to have a significant association with language proficiency. The results of the regression analyses will be presented in the following way: firstly the chapter will describe the factors that were significantly related to language proficiency in England, followed by those that were significantly related to language proficiency 'overall' but not in England alone, and finally those factors that have no significant association with language proficiency. When exploring each factor, the results will be presented as follows: TL1 by skill (listening, reading and writing) followed by TL2 by skill (listening, reading and writing).

Graphs are used to illustrate the results for those variables that were found to have a significant effect overall across jurisdictions (with the exception of section 7.2.2). An explanation of how to interpret the graphs is provided for the first graph (Figure 7.1); this explanation should be used when interpreting all subsequent graphs in this chapter.

When interpreting the results of the analyses it is important to recognise that not all participating jurisdictions tested the same language. In 13 of the 16 participating jurisdictions, the first target language (TL1) was English. The exceptions to this were England, and the Flemish and German communities of Belgium, where French was the first target language. The range of second target languages (TL2) covered all five of the most widely taught languages in Europe (Table 1.7 describes which of the languages each jurisdiction selected for TL2).

Pupils took tests in two of the three skills areas, pupils were tested in listening and reading or reading and writing or listening and writing (a more detailed description of the test design can be found in section 1.3). This means that the pupil sample for each of the skill areas is not comprised of exactly the same pupils. However, as the combination of tests was randomly allocated to each pupil by SurveyLang, there should be little impact on the results of the regression analyses.

7.2 Pupil factors significantly related to language proficiency in England

This section of the chapter explores the factors that were found to be significantly related to language proficiency in England. The main areas where significant positive relationships were seen in England included pupils' attitudes/perceptions towards languages, and pupils' exposure to languages.

Within these areas, the specific factors found to have a significant positive relationship with language proficiency in England were:

- Pupils' perception of usefulness of language (significant for TL1 and TL2 for all three skills: listening, reading and writing)
- Pupils liking learning the language *'a lot'* (significant for TL1 writing)
- Pupils' involvement in intercultural exchanges (significant for TL2 reading)

In addition, there was a significant negative relationship between use of resources in language lessons and language proficiency, although this was only the case for TL1 writing.

There is a varied picture regarding the associations of these factors with language proficiency. That is, the four factors found to be significant in England were not significant for both target languages, nor were they significant across all skills. Also, the factors found to be significant in England were not necessarily significant across jurisdictions.

7.2.1 Pupil attitudes to and perceptions of language learning: Usefulness of languages

This section explores pupils' perception of the usefulness of languages, and whether there is a relationship between this perceived level of usefulness and language proficiency, in England, and overall across jurisdictions.

The index *'Perception of usefulness of target language and target language learning'* represents pupils' attitudes of the usefulness of the target language for purposes such as travelling, getting a good job and using a computer.

- The index is based on responses to the following three questions from the pupil questionnaire: *'In your opinion, how useful is [TL1/TL2] for the following purposes?'* with a list including a number of purposes such as *'for travelling', 'for getting a good job'* and *'for your personal satisfaction'*. Pupils were then asked to respond to each one with a possible response ranging from *'not useful at all'* to *'very useful'*.
- *'How much do you like the following school subjects?'* with a list including the target language of interest, and responses ranging from *'do not like at all'* to *'like a lot'.*
- *'In your opinion, how useful are the following school subjects?'* Again, the list included the target language of interest, and pupils were asked to give a response ranging from *'not useful at all'* to *'very useful'.*

Target Language 1

Table 7.1 summarises the findings relating to pupils' perception of the usefulness of target language and proficiency in each language skill tested for TL1, in England and overall. In this, and in all following tables, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. Therefore, here, a significant positive effect means that if pupils perceive TL1 as being useful, they perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was a difference in the performance/attainment of those who perceive TL1 as being useful, and those who do not. The 'Rule of Thumb', given in the introduction, was used to identify the 'overall effect' across jurisdictions, and is given, where relevant, in the column labelled 'Overall'. When this column is left blank, it indicates that there is no overall effect found across jurisdictions.

Table 7.1: Perception of usefulness of TL1 and proficiency in TL1

Perception of usefulness of TL1 learning		
	England	**Overall**
Listening	+	+
Reading	+	+
Writing	+	+

Table 7.1 shows that, in England, and overall across the participating jurisdictions, there is a significant positive relationship between pupils' perception of usefulness of TL1, and their language proficiency in TL1. That is, pupils who perceived TL1 as being useful, tended to perform at a higher level in TL1. This was true of each of the three skills tested: listening, reading and writing. The significant positive effect was seen in the majority of jurisdictions: for listening it was seen in 75 per cent of jurisdictions, for reading it was seen in 69 per cent, and for writing it was seen in the vast majority of jurisdictions at 81 per cent. As the other contextual factors have been controlled for in this regression model, we know that this relationship is not as a consequence of any of the other contextual factors.

As outlined in the introduction, graphs have been included in this chapter to illustrate the variables that were found to have a statistically significant effect overall. Therefore, several graphs follow in this section.

Figure 7.1 illustrates graphically the relationship between perceived usefulness of the target language (TL1 in this case) and TL1 listening skills in the participating jurisdictions. These results are extracted from the larger regression model, the full version of which can be found in Appendix 1. A steeper line represents a more pronounced effect. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant. The lines representing the highest performing jurisdictions are at the top of the graph, and the lines for the lowest performing jurisdictions are found towards the bottom.

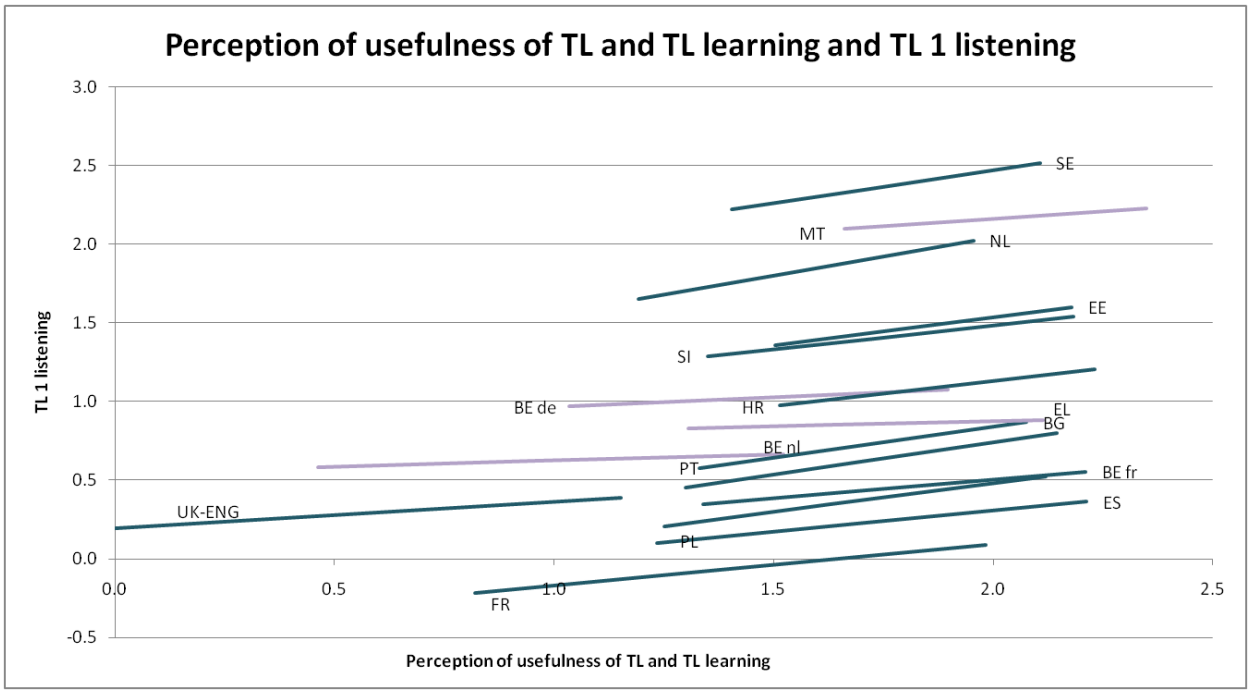
For example, in the Netherlands (NL), there was a strong, positive and significant association between the perception of usefulness of TL1 and TL1 listening proficiency, meaning that pupils with high perception of the usefulness of TL1 achieved higher levels of

proficiency. While in Greece (EL), there was a small, positive non-significant association, indicating that there was no statistically significant difference in proficiency between pupils with a high or low perception of the usefulness of TL1.
Jurisdictions whose lines are more towards the left-hand side of the graph have pupils with lower overall perceptions of the usefulness of TL1.

TL1 listening

Figure 7.1 shows that the association between perceptions of usefulness of TL1 and TL1 listening proficiency is positive and significant in the majority of jurisdictions. Pupils with higher perceptions of usefulness perform better than those with lower perceptions in this language skill. The dark blue line for England (UK-ENG) shows that the effect is significant.

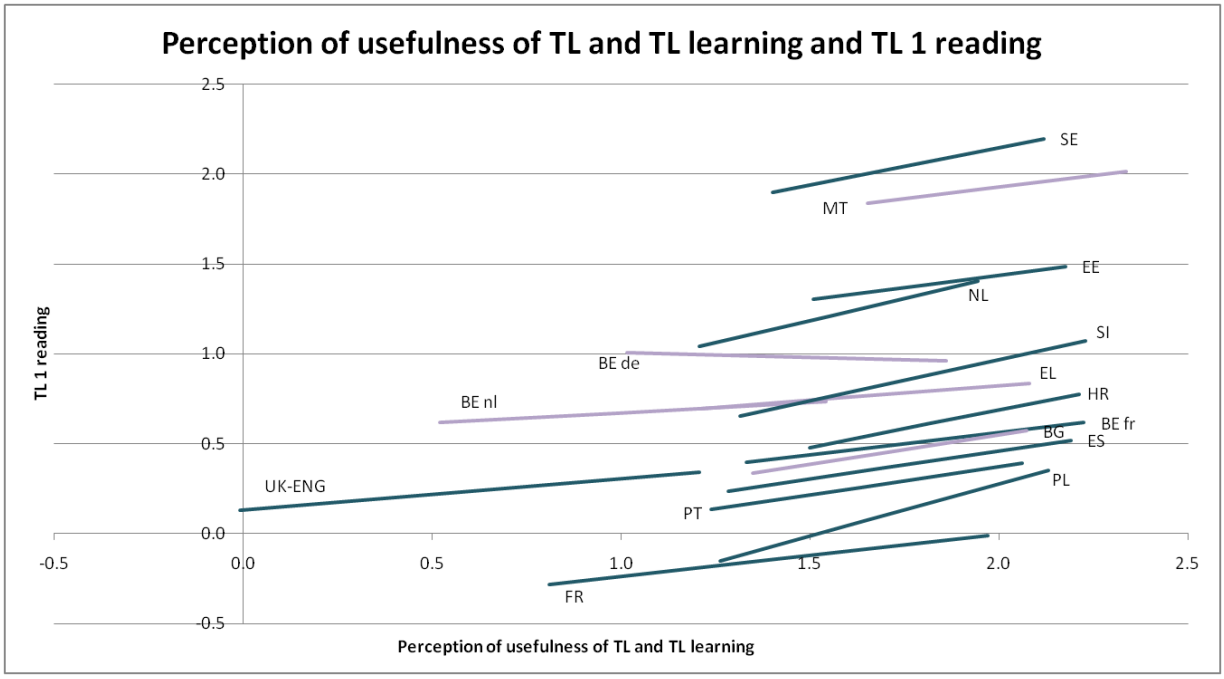
Figure 7.1: Perception of usefulness of TL1 and TL1 learning and TL1 listening proficiency



TL1 reading

Figure 7.2 shows that the association between the perceived usefulness of TL1 and TL1 reading proficiency is positive and significant in the majority of jurisdictions. Pupils who perceive TL1 to be more useful perform better than those with lower perceptions in this language skill. The dark blue line for England (UK-ENG) shows that the effect is significant. However, the line is not very steep which suggests that the relationship is less pronounced in England. In addition, pupils in England do not consider learning TL1 to be useful; this is indicated by the line being on the left hand side of the graph.

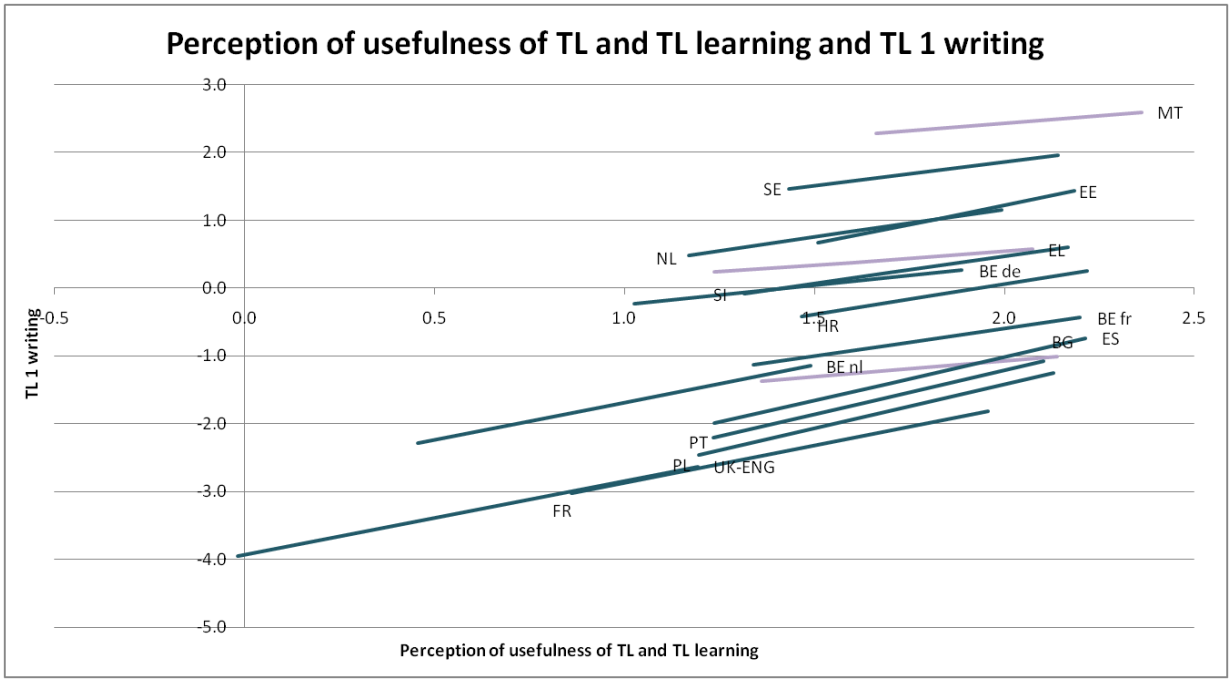
Figure 7.2: Perception of usefulness of TL1 and TL1 learning and TL1 reading proficiency



TL1 writing

As was the case for listening and reading, Figure 7.3 shows that the association between the perceived usefulness of TL1 and TL1 writing proficiency is positive and significant. This is seen in England and in all jurisdictions except for Malta (MT), Greece (EL) and Bulgaria (BG).

Figure 7.3: Perception of usefulness of TL1 and TL1 learning and TL1 writing proficiency



Target Language 2

As with TL1, there is a significant positive relationship found in England between pupils' perceived usefulness of TL2 and their proficiency in TL2 (this can be seen in Table 7.2). This means, pupils who perceive TL2 as being useful tend to perform at a higher level. As was the case for TL1, this is true of all three skills tested.

This positive significant effect is seen overall across jurisdictions for reading and writing, but not for listening (although this was significant in England). For reading, the relationship was significant in 44 per cent of jurisdictions, and for writing it was significant in 50 percent of jurisdictions. Figures 7.4 and 7.5 illustrate graphically the results for reading and writing across all participating jurisdictions for TL2.

Table 7.2 Perception of usefulness of TL2 and proficiency in TL2

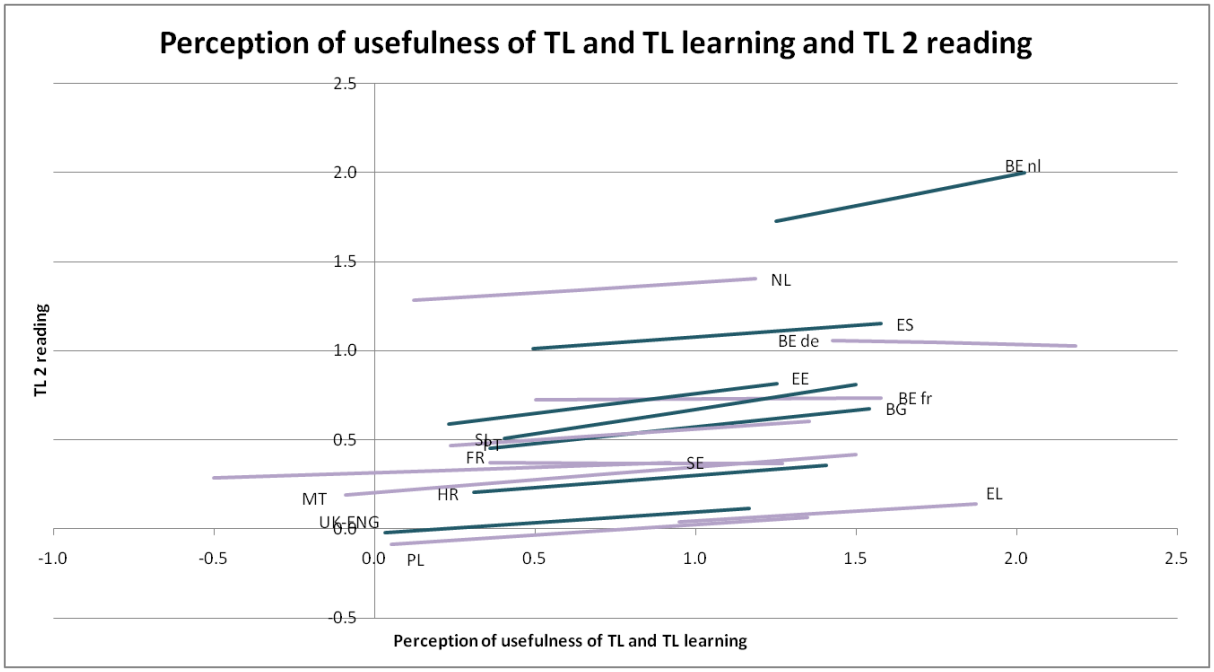
Perception of usefulness of TL2 learning		
	England	**Overall**
Listening	+	
Reading	+	+
Writing	+	+

TL2 reading

As outlined previously, a dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect.

Figure 7.4 shows that the association between the perceived usefulness of TL2 and TL2 reading proficiency is positive and significant in less than half of the jurisdictions. Pupils who perceive TL2 to be more useful tend to perform better than those who perceive it to be less useful in this language skill. The dark blue line for England (UK-ENG) shows that the effect is significant. The Flemish community in Belgium has a steeper slope than many of the other jurisdictions, suggesting the relationship is more pronounced.

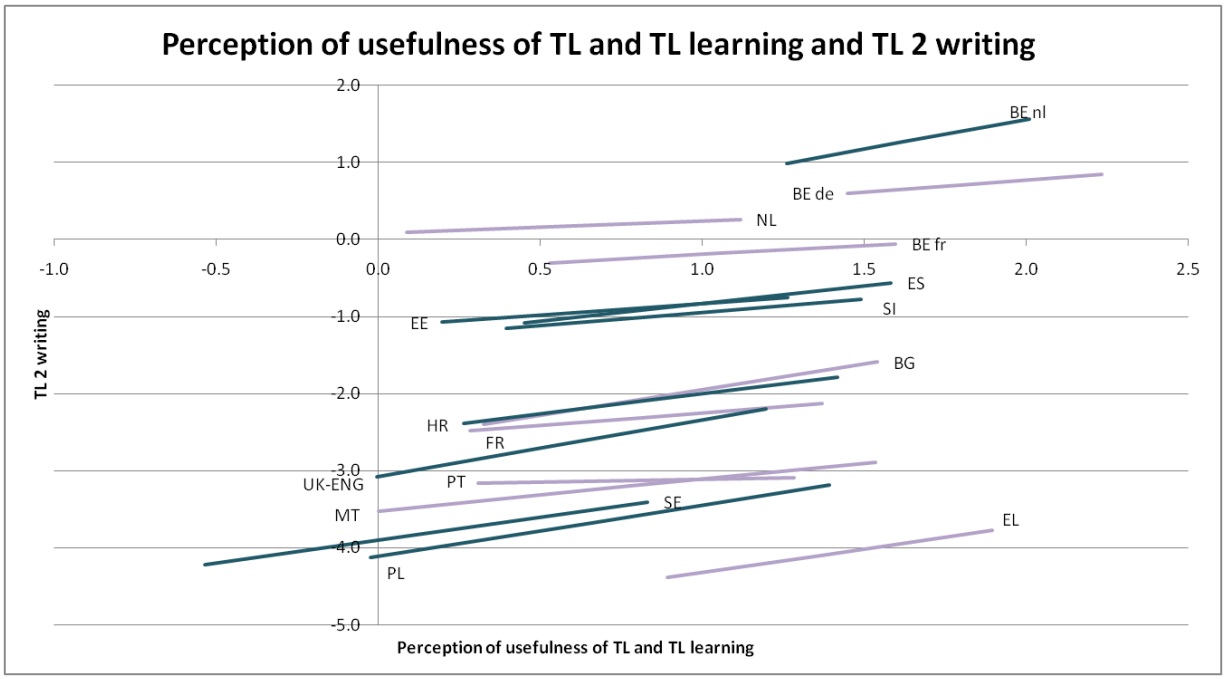
Figure 7.4: Perception of usefulness of TL2 and TL2 learning and TL2 reading proficiency



TL2 writing

Figure 7.5 shows that the association between the perceived usefulness of TL2 and TL2 writing proficiency is positive and significant in England and in seven other jurisdictions. As with TL1, pupils who perceive TL2 as more useful perform at a higher level.

Figure 7.5: Perception of usefulness of TL2 and TL2 learning and TL2 writing



7.2.2 Pupil attitudes to and perceptions of language learning: Whether they like learning languages

This section explores findings from the regression analyses of whether the extent to which pupils like learning a language is related to their proficiency in that language. In the pupil questionnaire, pupils were asked to indicate how much they liked a range of school subjects (including TL1/TL2) they had to respond using the following response categories : *'do not like at all'* , *'hardly like', 'quite like',* or *'like a lot'*.

The following sections explore the relationship between pupils who *'quite like'* learning a language, or like it *'a lot'*, compared with those who hardly like or do not like at all and whether this is associated with their language proficiency.

Target Language 1

Figure 7.6 illustrates the frequencies of pupils' responses across the participating jurisdictions; the responses shown are for TL1.This figure shows that in England, just over half of pupils (53%) responded negatively to the question about the extent to which they like studying TL1; responding either *'hardly like'* or *'do not like at all'.* Thirty-seven per cent of pupils responded that they quite liked the subject, and a smaller group of pupils in England (10%) responded that they liked learning TL1 *'a lot'.*

In comparison to responses from all but one of the other jurisdictions, pupils in England responded more negatively to this question about TL1. Figure 7.6 shows that England had a low proportion of pupils reporting that they like TL1 *'a lot'*; with only Belgium (Flemish community) reporting a lower percentage of pupils as liking TL1 *'a lot'*. The jurisdictions with the largest percentages of pupils giving this response were Malta, Greece and Croatia and Bulgaria.

Figure 7.6 Pupil responses, extent to which they 'like' TL1

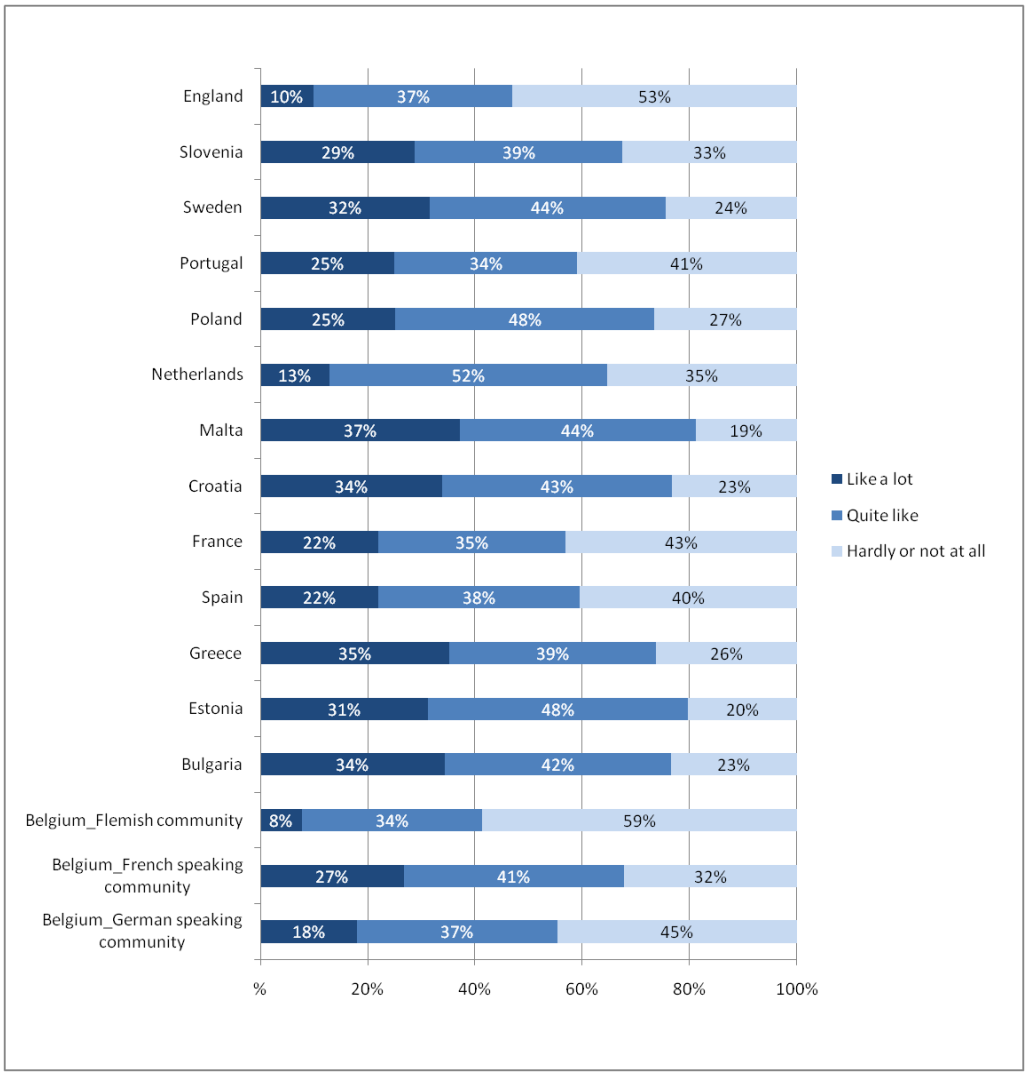


Table 7.3 summarises the findings relating to the extent to which pupils like learning TL1 and their proficiency in each language skill tested for TL1, in England and overall. In this, and in all following tables, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. Here, a significant positive effect means that pupils who quite like learning TL1, or like learning TL1 a lot, tend to perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was a difference between those who like learning TL1, and those who do not. The 'Rule of Thumb', given in the introduction, was used to identify the 'overall effect' across jurisdictions, and is given, where relevant, in the column labelled 'Overall'. When this column is left blank, it indicates that there is no overall effect found across jurisdictions

Table 7.3: Extent to which pupils like learning TL1 and TL1 proficiency

Pupils 'quite like' learning TL1		
	England	**Overall**
Listening	-	
Reading	+	
Writing	-	
Pupils like learning TL1 'a lot'		
Listening	-	+
Reading	+	+
Writing	-	

Table 7.3 shows that for those pupils who *'quite like'* learning TL1, there were no significant difference in language proficiency compared with those who hardly or do not like learning TL1, either in England or overall, for any of the three skills.

For those pupils who reported that they like learning TL1 *'a lot'*, there was no significant difference in language proficiency in England, compared with those who hardly or do not like learning TL1. However, overall, a significant positive difference was found for listening and reading skills in 38 per cent of jurisdictions. That is, in 38 per cent of jurisdictions, the pupils who reported that they like learning TL1 *'a lot'*, performed at a higher level in listening and reading than those who did not report liking learning TL1 *'a lot'*. In writing, there was no significant effect found in England or overall.

Target Language 2

Figure 7.7 illustrates the frequencies of pupils' responses across the participating jurisdictions; the responses shown are for TL2. This figure shows that in England, 46 per cent of pupils responded negatively to the question about the extent to which they like studying TL2 (responding either *'hardly like'* or *'do not like at all'*). Forty-one per cent of pupils responded that they quite liked the subject, and a smaller group of pupils in England (13%) responded that they liked learning TL2 *'a lot'.*

Figure 7.7: Pupil responses, extent to which they 'like' TL2

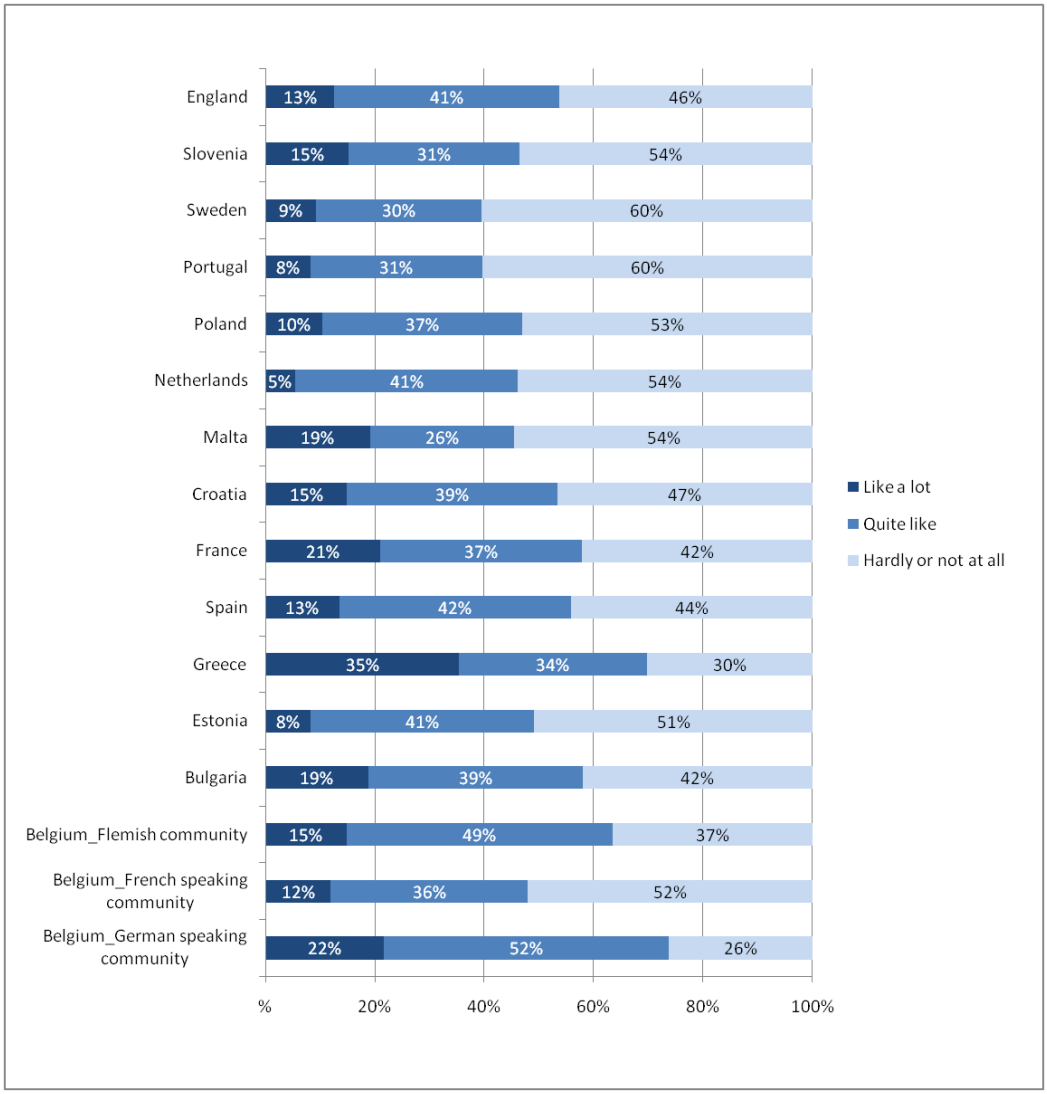


Table 7.4 summarises the findings relating to 'liking' TL2 and proficiency in each language skill tested for TL2, in England and overall.

Table 7.4: Extent to which pupils like learning TL2 and TL2 proficiency

Pupils 'quite like' learning TL2		
	England	**Overall**
Listening	-	
Reading	+	
Writing	+	+
Pupils like learning TL2 'a lot'		
Listening	+	
Reading	+	+
Writing	+	+

Table 7.4 shows that for TL2 in England, there were no significant difference in proficiency between pupils who *'quite like'* learning TL2 compared to those who hardly or do not like learning TL2, for any of the three skills tested. However, overall, a significant positive difference was found for writing in TL2; that is, in 50 per cent of jurisdictions, the pupils who quite liked learning TL2 tended to have higher scores in writing than those who hardly or did not like learning TL2.

In terms of the pupils who reported that they liked learning TL2 *'a lot'*, a positive significant relationship was found for reading in England, and also overall (there was a positive significant effect in 44 per cent of jurisdictions). For writing, the relationship between pupils liking to learn TL2 *'a lot'* and proficiency in writing, was not significant in England, but was positive and significant overall (there was a positive significant effect in 56 per cent of jurisdictions). For listening no significant relationship was found in England or overall.

7.2.3 Pupil involvement in intercultural exchanges

The index *'pupil involvement in intercultural exchanges'* is created from pupil responses to the following statements in the pupil questionnaire:

- Whether pupils received opportunities regarding the target language for exchange visits
- Whether pupils received opportunities regarding the target language for school language projects.

Target Language 1

Table 7.5 summarises the findings relating to pupil involvement in intercultural exchanges and proficiency in each language skill tested for TL1, in England and overall. The table should be interpreted in the same way as the tables earlier in this section.

Here, a significant positive effect means that more frequent involvement in intercultural exchanges tends to lead to higher language proficiency. If there is no significant effect (in either direction) we cannot say that there was an association between being involved in intercultural exchanges and language proficiency.

Table 7.5: Intercultural exchanges and TL1 proficiency

Intercultural exchanges		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

Table 7.5 shows that in England there was a significant positive relationship between pupils' involvement in intercultural exchanges and TL1 writing skills; the significant positive effect

was not found for listening or reading. There were no significant relationships found for this variable across jurisdictions for any skill.

Target Language 2

Table 7.6 shows that, in contrast to TL1, for TL2 there were no significant relationships found between being involved in intercultural exchanges and language proficiency. No significant effects were found either in England or overall, for any of the three skills tested.

Table 7.6: Intercultural exchanges and TL2 proficiency

Intercultural exchanges		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

7.2.4 What happens in the classroom: Resources used in lessons

The index *'Resources used in lessons'* is created using pupil responses about the frequency with which various resources are used in languages lessons. Pupils were asked how often the following nine resources were used in lessons:

- Tapes, CDs or other audio material in [TL1/TL2]
- Videos, DVDs, video clips from YouTube or other audio-visual material
- Newspapers, magazines, comics or song lyrics written in [TL1/TL2]
- Internet
- Computer programmes
- Language laboratory (student PCs with specific language software)
- Textbook for [TL1/TL2]
- Books written in [TL1/TL2] for extensive reading e.g. novels
- Lesson materials prepared by their [TL1/TL2] teacher (e.g. hand-outs, reading texts).

Response categories for this question included: 'never or hardly ever', 'a few times a year', 'about once a month', 'a few times a month', or 'almost every lesson'.

In the majority of jurisdictions, including England, the most frequently used resources were lesson materials prepared by teachers and text books. However, there was considerable variation in the percentage of pupils in each jurisdiction reporting that lesson materials developed by teachers were used in almost every lesson. The percentages ranged from just over 10 per cent (the Flemish Community in Belgium) to just over 70 per cent (the French Community in Belgium), this was the same for both TL1 and TL2 (the data for each participating jurisdiction can be found in Appendix 3).

The same was true for the use of text books in lessons. The percentage of pupils who indicated they were used in *almost every lesson* ranged from nearly 25 per cent (the German Community in Belgium) to nearly 95 per cent for TL1 (Estonia). For TL2 the range was from just over 40 per cent (the French Community in Belgium) to just over 90 per cent (Estonia). In England, the percentage of pupils indicating that these resources were used *almost every lesson* was towards the upper end of the range. Just below 70 per cent of pupils reported that lesson materials prepared by teachers were used *almost every lesson* (64% for TL1 and 68% for TL2) and over 70 per cent of pupils reported the text books were used *almost every lesson* (73% for TL1 and 74% for TL2).

The resources pupils reported using least frequently in their lessons included computer programs, a language laboratory, video-based resources and the internet. In the majority of jurisdictions the category *never or hardly ever* was selected by the largest percentage of pupils. However, this was not the case in England where, according to pupils' reports, these resources were used more frequently in lessons. For example, in England the response category selected by the largest percentage of pupils for the use of the internet in lessons was *a few times a month*; this category was selected by over 30 per cent of pupils (32% for TL1 and 35% for TL2).

Target Language 1

Table 7.7 summarises the findings relating to resources used in lessons and whether this is positively related to proficiency in each language skill tested for TL1, in England and overall. Here, a significant positive effect means that when more resources are used in lessons, pupils tend to perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was an association between use of resources in lessons, and language proficiency.

Table 7.7 shows that overall there were no significant relationships for TL1 in terms of resources used in TL1 lessons, and TL1 proficiency. This was true of all three skills tested. However, in England, there was a significant negative relationship between resource use in TL1 lessons and TL1 writing proficiency. This indicates that in England when more resources are used in TL1 lessons pupils tend to perform at a lower level in TL1.

This finding could be considered counter-intuitive; further exploration of how resources are used for teaching writing in TL1 may give an insight into this finding. As indicated above, in general, the pattern of usage for a number of the resources is not very different in England compared with the majority of jurisdictions. Therefore, it is possible that it is not only the frequency of resource use that causes this association but another factor such as the way in which the resources are used in England that impacts on proficiency in writing.

Although the survey did not ask pupils or teachers specifically how resources were used in lessons, pupils were asked how frequently they took part in a variety of language learning activities, for example writing in TL1, learning TL1 words and speaking TL1. Therefore, in order to explore this finding further we can examine whether there is a difference in the frequency with which pupils in England reported taking part in writing activities in their TL1 lessons compared with other jurisdictions (the data for each participating jurisdiction can be

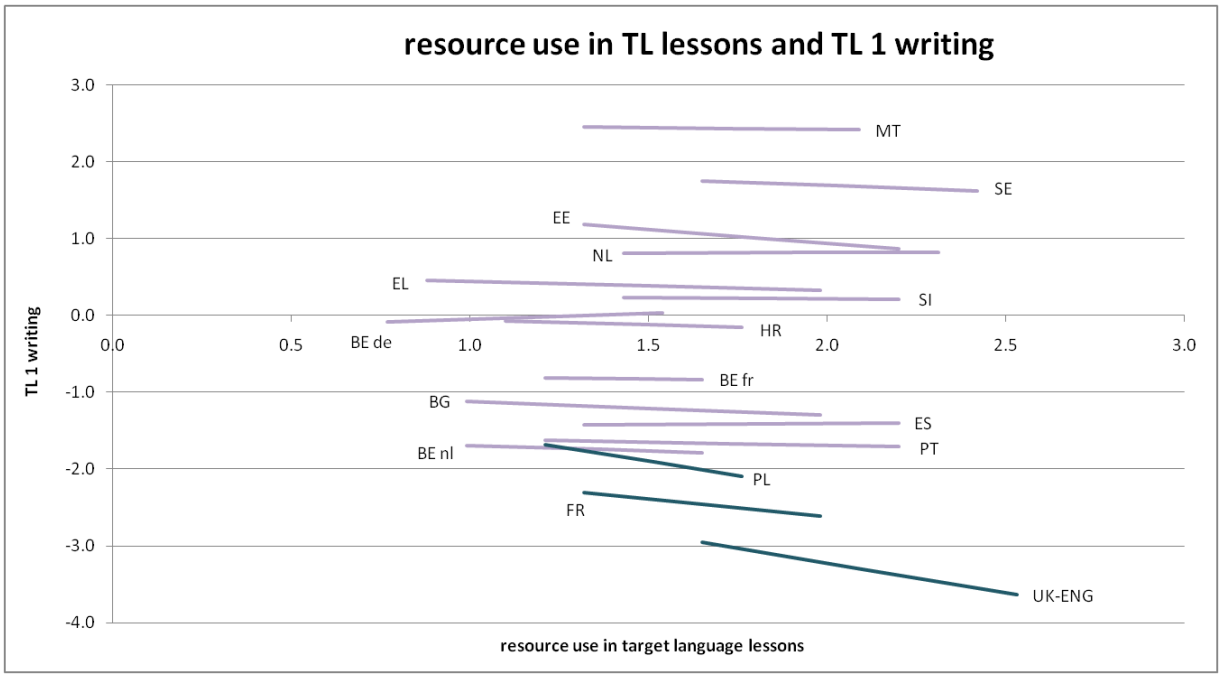
found in Appendix 3). The majority of pupils in England (63%) reported that they spend time learning to write in TL1 in *almost every lesson*. Only in the Flemish Community in Belgium and in Bulgaria did a higher percentage of pupils select that response category. In terms of frequency of learning grammar, 55 per cent of pupils in England reported doing this in *almost every lesson*; this was in line with the findings for the majority of jurisdictions (percentages ranged from 30% to 65%). The frequency with which pupils report being involved in writing related learning activities is not that different in England compared with other jurisdictions; this does not help to explain the negative association found between use of resources and proficiency of writing at TL1.

Table 7.7: Resource use in TL1 lessons and TL1 proficiency

Resource use in TL1 lessons		
	England	**Overall**
Listening	-	
Reading	-	
Writing	-	

Figure 7.8 shows that the association between resources used in TL lessons and TL1 writing proficiency is negative and significant in three jurisdictions (England UK-ENG, France FR, and Poland PL). The dark blue lines for these jurisdictions show that the negative effect is significant. In the remaining jurisdictions, the lines are fairly flat suggesting that there is little association between resources used and TL1 writing skills across other jurisdictions.

Figure 7.8: Resources used in TL lessons and TL1 writing



Target Language 2

Table 7.8 shows the equivalent results for TL2; no significant associations were seen between resource use in TL2 lessons and language proficiency in TL2. This was true in England and overall across jurisdictions.

Table 7.8: Resource use in TL2 lessons and TL2 proficiency

Resource use in TL2 lessons		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

7.3 Pupil factors significantly related to language proficiency 'overall', but not in England

This section of the chapter explores the factors that were found to be significantly related to language proficiency overall across jurisdictions, but not in England. The main areas where significant positive relationships were seen were pupils' attitudes towards/perceptions of languages, pupils' exposure to languages, and what happens in the classroom.

Within these areas, the specific factors found to have a significant positive relationship with language proficiency overall were:

- Pupils 'quite like' learning a language (significant for TL2 writing skills, also significant in England therefore covered in section 7.2)
- Duration of language education (significant for TL1 for all three skills, and for TL2 listening and writing skills)
- Exposure to target language at home (significant for TL1 all three skills)
- Parents' knowledge and visits abroad (significant for TL2 listening skills)
- Pupils' use of target language (significant for TL1 all three skills)
- Individual pupil activities used/teacher speaking to the whole class in lessons (significant for TL1 writing skills).

Again, there is a varied picture in terms of the significance of these factors: they were not necessarily significant for both target languages, or all skills.

7.3.1 Pupils' exposure to languages: Duration of language education

The duration of language education variable reflects the length of time during which pupils have been studying foreign languages and the target language. Pupils were asked to indicate in which years (from Reception to Year 11) they had taken foreign language lessons

in school, and in which years they had taken lessons in the target language in school. (See Appendix 2 for further details on the questionnaire.)

These responses were used to create the index *'Duration of language education'*; giving an overall indication of the length of time during which pupils had been studying foreign languages. It is important to note here, that in England pupils reportedly start learning foreign languages later than in many of the other jurisdictions taking part in this survey (see Chapter 3 for further details on this).

Target Language 1

Table 7.9 summarises the findings relating to the overall duration of language education and proficiency in each language skill tested (for TL1), in England and overall across jurisdictions. As before, when interpreting the table, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. A significant positive effect for duration of language education means that if pupils have been learning foreign languages for a longer period of time, they tend to perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was an association between the duration of language education and language proficiency. The 'Rule of Thumb', given in the introduction, was used to identify the 'overall effect' across jurisdictions, and is given, where relevant, in the column labelled 'Overall'. When this column is left blank, it indicates that there is no overall effect found across jurisdictions.

Table 7.9: Duration of language education and TL1 proficiency

Duration of language education		
	England	**Overall**
Listening	+	+
Reading	+	+
Writing	+	+

As shown in Table 7.9, in England, there was no significant association between duration of language education and TL1 language proficiency. However, overall a positive relationship was found between duration of language education and language proficiency. This significant positive effect was found in 44 per cent of jurisdictions for listening skills, 63 per cent for reading skills, and 69 per cent for writing skills.

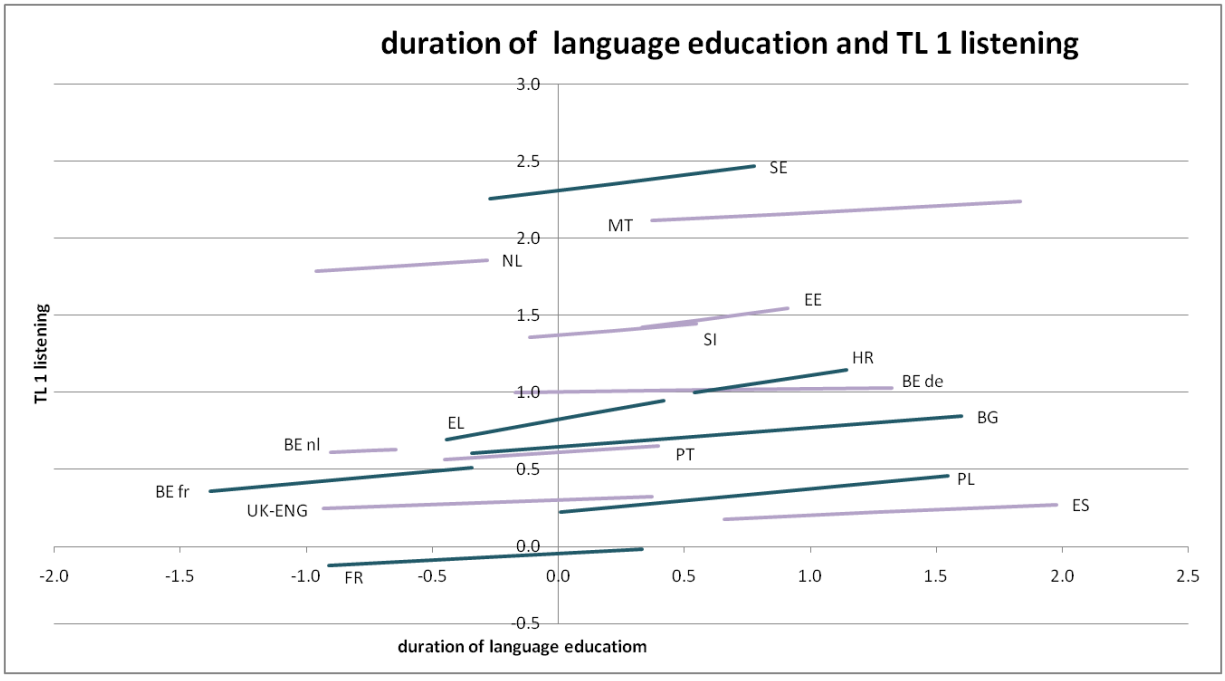
As outlined in the introduction, graphs have been included to illustrate the variables that were found to have a statistically significant effect overall. Therefore, for TL1, graphs are included for the relationship between duration of language education on proficiency of each of the three language skills.
Figure 7.9 illustrates graphically the relationship between duration of language education and TL1 listening skills in the participating jurisdictions. A steeper line represents a more pronounced effect. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant. The lines representing the highest performing jurisdictions are at the top of the graph, and

the lines for the lowest performing jurisdictions are found towards the bottom. Jurisdictions whose lines are more towards the left-hand side of the graph have pupils who have been learning a language for less time.
In Sweden (SE), for example, there was a positive and significant association between duration of language education and TL1 listening proficiency, meaning that pupils who had been learning languages for longer tended to achieve higher levels of proficiency. While in Spain (ES), there was a small, positive yet non-significant association, indicating that there was no statistically significant difference in proficiency between pupils who have been learning a language for different lengths of time.

TL1 Listening

Figure 7.9 shows that the effect of the duration of language education on TL1 listening proficiency is positive and significant in seven of the jurisdictions. The light purple line for England (UK-ENG) shows that the effect is non-significant.

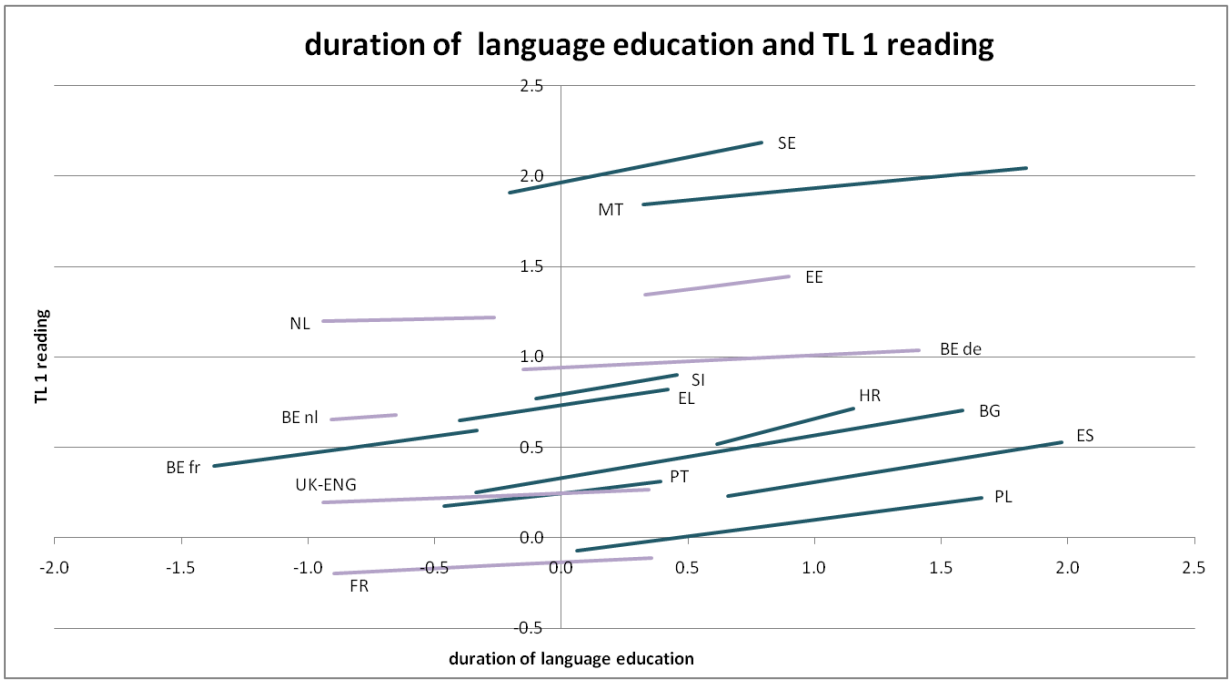
Figure 7.9: Duration of language education and TL1 listening



TL1 reading

Figure 7.10 shows that the association between the duration of language education and TL1 reading proficiency is positive and significant in the majority of jurisdictions. Pupils who have been learning a language longer tend to perform better in this language skill than those who have been learning languages for less time. As with listening, the light purple line for England (UK-ENG) shows that the effect is non-significant.

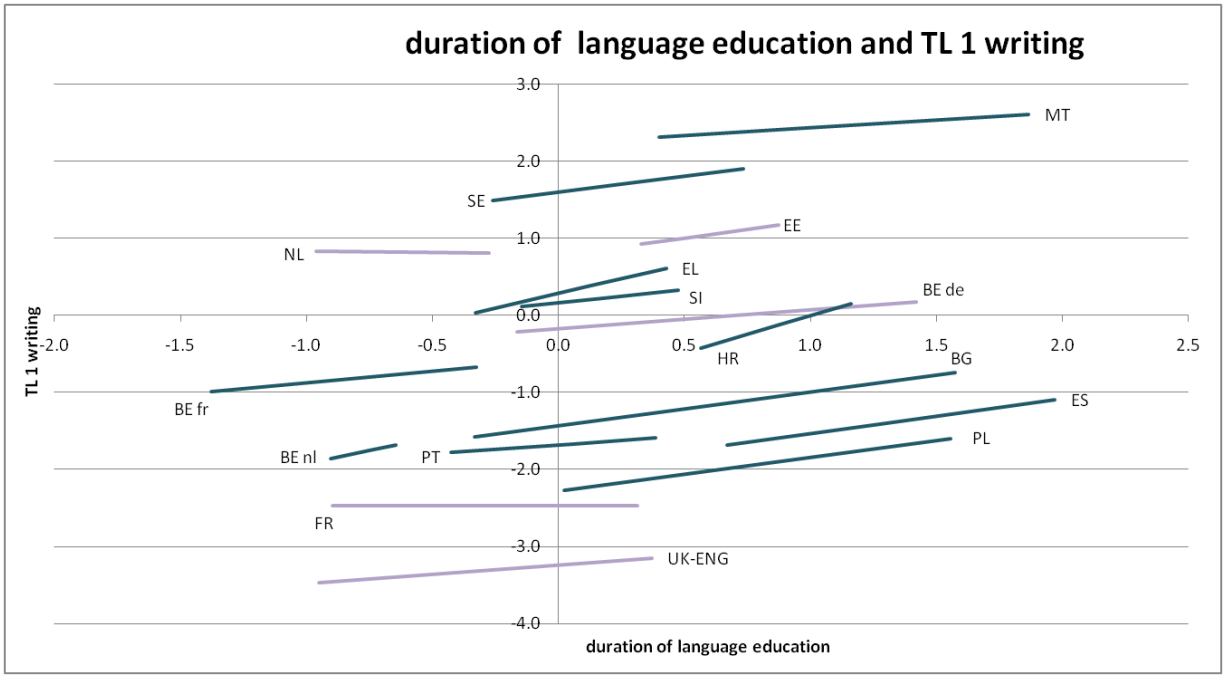
Figure 7.10: Duration of language education and TL1 reading



TL1 writing

Figure 7.11 shows that the association between the duration of language education and TL1 writing proficiency is similar to that for the other two skills. For the majority of jurisdictions (although not England) the effect is positive and significant. Notably, few of the lines are very steep, suggesting that the relationship is not very pronounced.

Figure 7.11: Duration of language education and TL1 writing



Target Language 2

Table 7.10 summarises the findings relating to the overall duration of language education and proficiency in each language skill tested (at TL2). Table 7.10 shows that, for TL2 as for TL1, there was no significant association found in England between duration of language education and language proficiency. However, overall, a significant positive relationship was found between duration of language education and listening skills in 38 per cent of jurisdictions, and between duration of language education and writing skills in 56 per cent of jurisdictions.

Table 7.10: Duration of language education and TL2 proficiency

Duration of language education		
	England	**Overall**
Listening	+	+
Reading	+	
Writing	-	+

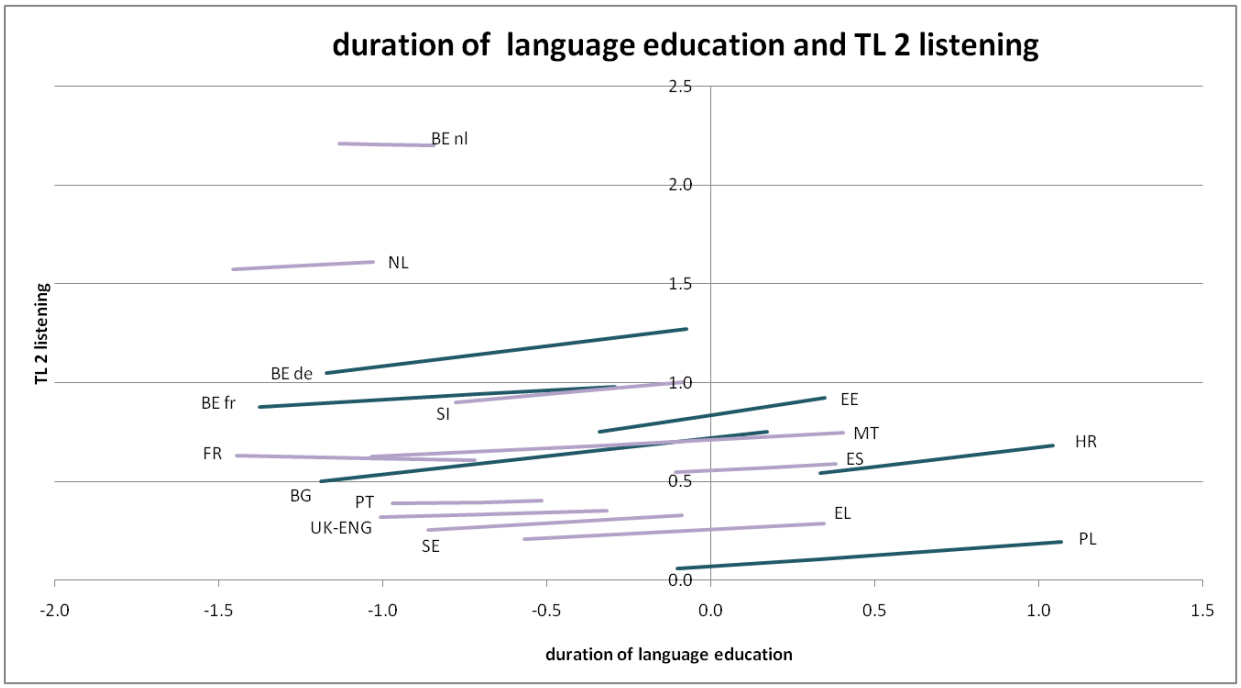
As outlined in the introduction, graphs have been included to illustrate the variables that were found to have a statistically significant association overall. Therefore, two graphs are included in this section; one for listening (Figure 7.12) and one for writing (Figure 7.13). These graphs give a visual illustration of the relationship between duration of language education and TL2 listening/writing skills in the participating jurisdictions.

As with TL1, in these graphs a steeper line represents a more pronounced effect. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant. The lines representing the highest performing jurisdictions are at the top of the graph, and the lines for the lowest performing jurisdictions are found towards the bottom. Jurisdictions whose lines are more towards the left-hand side of the graph have pupils who have been learning a language for less time.

TL2 Listening

Figure 7.12 shows that the association between the duration of language education and listening proficiency is positive and significant in six of the jurisdictions. The light purple line for England (UK-ENG) shows that the effect is non-significant.

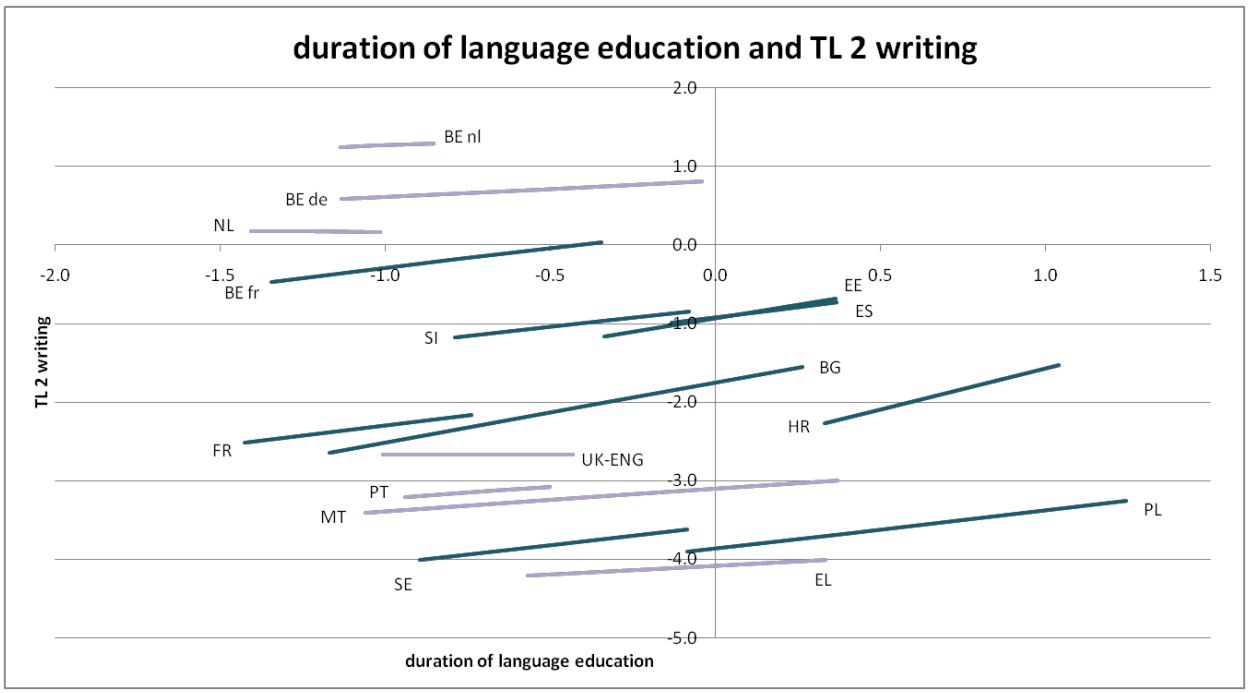
Figure 7.12: Duration of language education and TL2 listening



TL2 Writing

Figure 7.13 shows that the association between the duration of language education and TL2 writing proficiency is positive and significant in eight of the jurisdictions. Notably, few of the lines are that steep, suggesting that the relationship is not very pronounced. The flat light purple line for England (UK-ENG) shows that the effect is non-significant.

Figure 7.13: Duration of language education and TL2 writing



7.3.2 What happens in the classroom: Pupils' use of target language

The index *'Pupils' use of the target language during target language lessons'* includes pupil reports of the frequency with which they use the target language use during lessons. For example, pupils were asked how often they speak TL1/TL2 when talking to their teacher, or other pupils, and when talking to the whole class.

Target Language 1

Table 7.11 summarises the findings relating to pupils' use of TL1 in the classroom and whether this is positively related to proficiency in each language skill tested for TL1, in England and overall. The table should be interpreted in the same way as the tables earlier in this chapter. A significant positive effect for this index means that the more frequently pupils' use TL1 in lessons, the higher the level at which they tend to perform. If there is no significant effect (in either direction) we cannot say that there was an association between the level of pupils' use of TL1 in lessons, and language proficiency.

Table 7.11 shows that for TL1, there were no significant associations found for any of the skills tested in England. However, overall there were significant positive relationships found for each of the three skills overall across jurisdictions. That is, positive relationships were found between the frequency with which pupils' use of TL1 in their lessons, and their language proficiency in TL1. This positive relationship was found in 38 per cent of jurisdictions for listening and writing, and in 44 per cent of jurisdictions for reading.

Table 7.11: Pupils' use of TL1 and proficiency in TL1

Pupil's use of Target Language		
	England	**Overall**
Listening	+	+
Reading	+	+
Writing	+	+

Figures 7.14, 7.15 and 7.16 show the relationship between the frequency of pupil's use of the target language use in lessons and proficiency in the three skills.

A full explanation of how to interpret these graphs is provided in section 7.2.1. As an overview; lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant.

Figure 7.14 shows that the association between pupils' use of TL1 in the classroom and listening skills is significant in six jurisdictions; Estonia (EE), Belgium – German speaking community (BE, de), Greece (EL), Bulgaria (BG), Poland (PL) and Spain (ES).

Figure 7.14: Pupils' use of the target language during foreign language lessons and TL1 listening proficiency

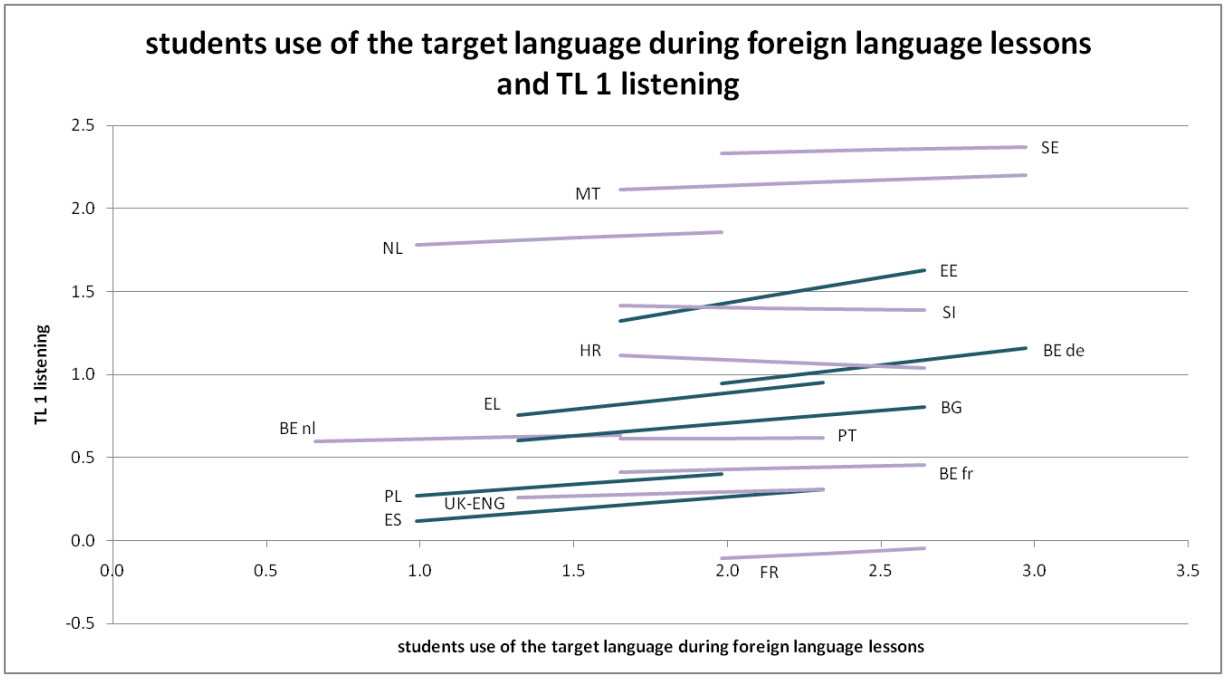


Figure 7.15 shows that the association between pupils' use of TL1 in the classroom and reading skills is significant in seven jurisdictions: Malta (MT), Estonia (EE), Belgium – German speaking community (BE, de), Belgium – French speaking community (BE, fr), Bulgaria (BG), Spain (ES) and Poland (PL).

Figure 7.15: Pupils' use of the target language during foreign language lessons and TL1 reading proficiency

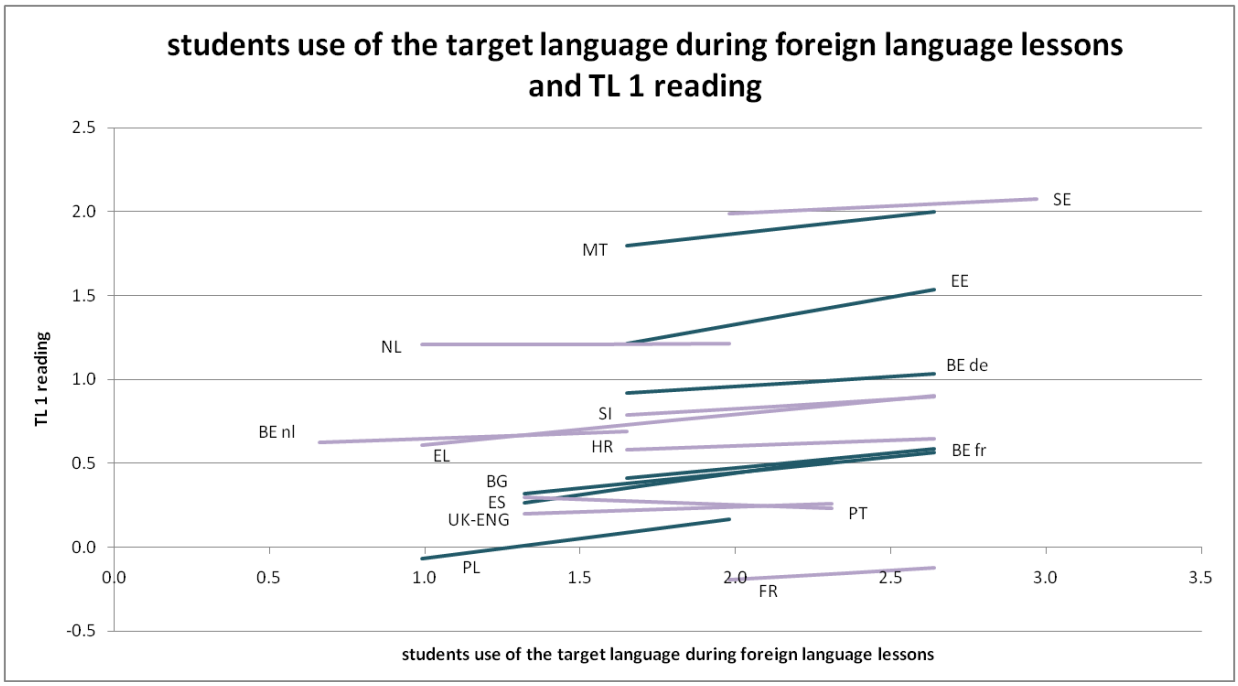
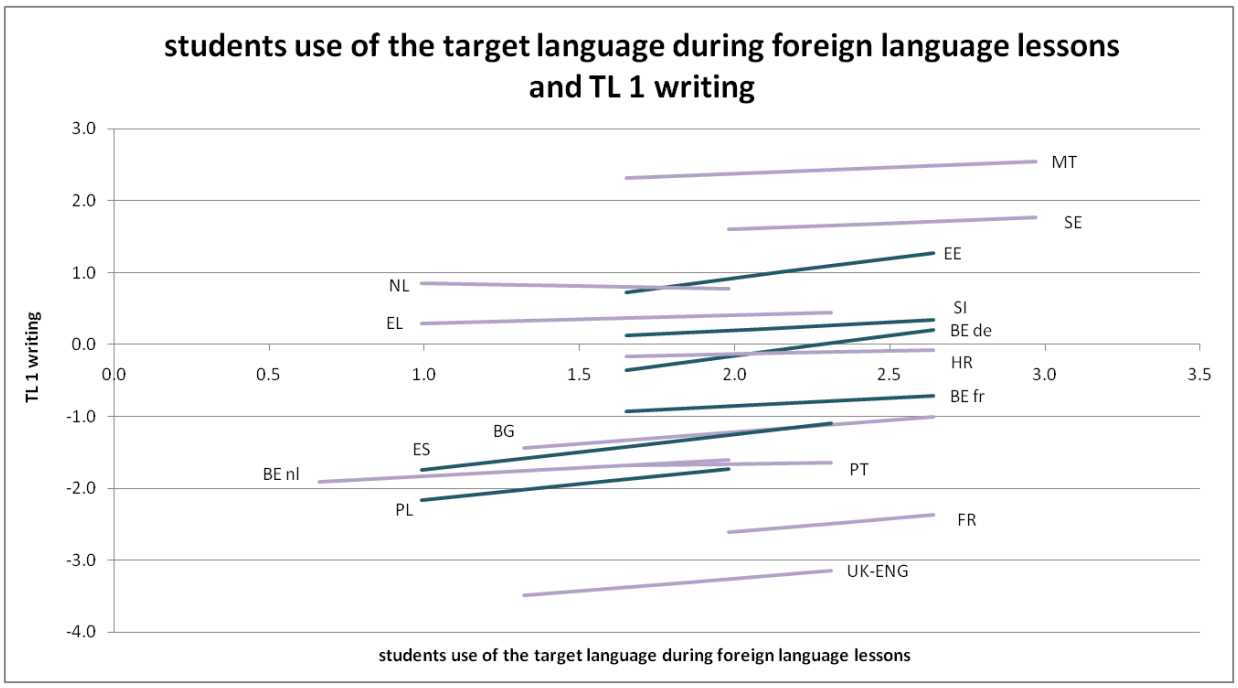


Figure 7.16 shows that the association between pupils' use of TL1 in the classroom and writing skills is significant in six jurisdictions: Estonia (EE), Slovenia (SI), Belgium – German speaking community (BE, de), Belgium – French speaking community (BE, fr), Spain (ES) and Poland (PL).

Figure 7.16: Pupils' use of the target language during foreign language lessons and TL1 writing proficiency



Target Language 2

Table 7.12 shows that, in contrast to TL1, for TL2, there were no significant associations found between the frequency of pupils' use of target languages in lessons and their language proficiency in TL2. No significant effects were found either in England or overall, for any of the three skills tested.

Table 7.12: Pupils' use of TL2 and proficiency in TL2

Pupil's use of Target Language		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

7.3.3 What happens in the classroom: Activities covered in lessons

This section presents findings on the frequency with which pupils are involved in different types of activities during their TL1/TL2 lessons and how this is related to language proficiency on language proficiency in TL1 and TL2. The regression analyses explored the

effects of individual pupil activities and group- or whole-class activities. Both are outlined below, although only the effects of individual pupil activities were found to have a significant relationship with language proficiency across jurisdictions (TL1 writing).

Individual pupil activities and teacher speaking to the class (traditional teaching)

The index *'traditional teaching'* is created from pupil responses to the following statements in the pupil questionnaire:

- Frequency of pupils working individually
- Frequency of teachers speaking to the whole class.

Target Language 1

Table 7.13 summarises the findings relating to individual pupil activities in the classroom and proficiency in TL1, in England and overall. The table should be interpreted in the same way as the tables earlier in this section. Here, a significant positive effect means that the more frequently pupils are involved in individual pupil activities or the more frequently teachers speak to the whole class, the higher, on average, their proficiency in TL1. If there is no significant effect (in either direction) we cannot say that there was an association between how frequently pupils are involved in individual pupil activities were used and language proficiency.

Table 7.13: Traditional teaching and TL1 proficiency

Traditional teaching		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	+

Table 7.13 shows that in England there were no significant relationships found for any skill between the use of 'traditional teaching' methods and proficiency in TL1. However, overall across jurisdictions there was a significant association found between the frequency with which individual pupil activities (traditional teaching) are used in lessons and TL1 writing proficiency. This positive effect was seen in 38 per cent of jurisdictions.

Figure 7.17 illustrates graphically the relationship between the use of individual pupil activities and teachers speaking to the whole class, and TL1 writing skills in the participating jurisdictions. These results are extracted from the larger regression model, the full version of which can be found in Appendix 1. Details on how to interpret this graph can be found in section 7.2.1. As an overview; lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant.

Figure 7.17: Individual pupil activities and teacher speaking to the class and TL1 writing proficiency

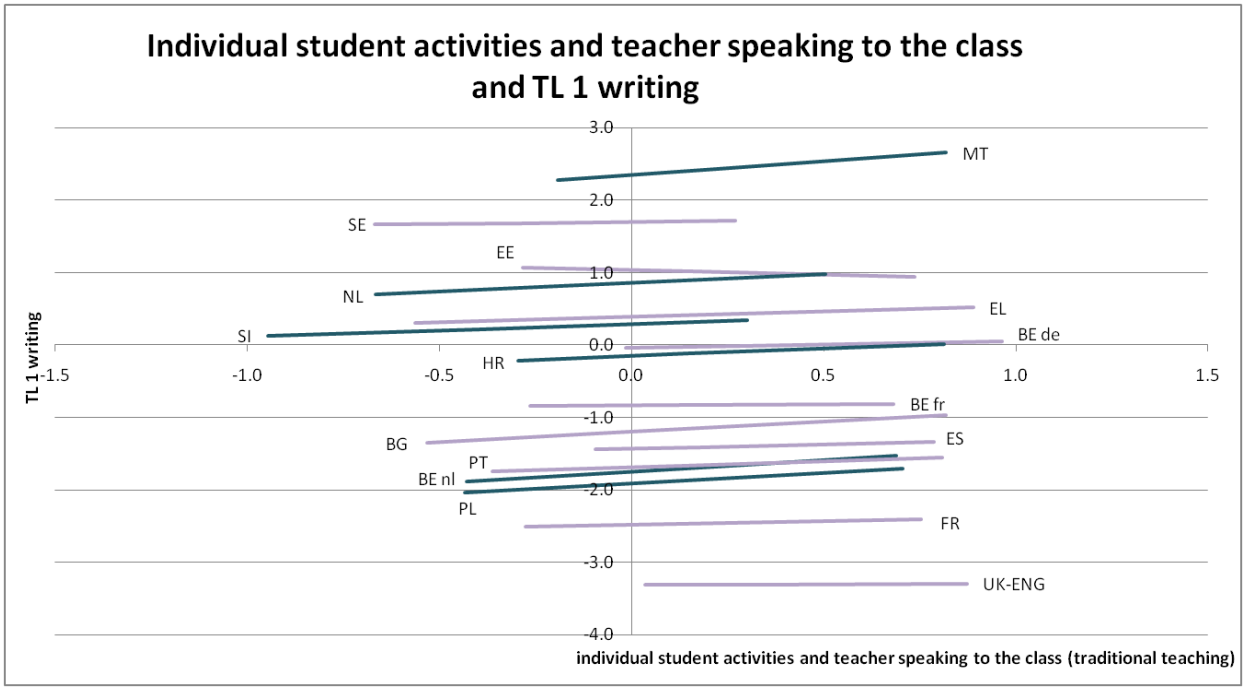


Figure 7.17 shows that there was not a significant relationship for this variable in England, but there was a significant positive relationship seen in six jurisdictions. It should be noted that even for those jurisdictions where the effect is significant the lines are not very steep suggesting that the effect is not very pronounced.

Target Language 2

Table 7.14 shows that for TL2 there were no significant relationships found for the use of individual pupil activities and language proficiency in TL2 for any skill tested; this was true in England and overall across jurisdictions.

Table 7.14: Traditional teaching and TL2 proficiency

Traditional teaching		
	England	**Overall**
Listening	+	
Reading	+	
Writing	-	

Group or whole class activities

The index *'Group or whole class activity'* is created the using pupil responses to following statements from the pupil questionnaire:

- Frequency of pupils working in groups
- Frequency of a group of pupils speaking in front of the whole class
- Frequency of individual pupils speaking in front of the whole class.

Target Language 1

Table 7.15 summarises the findings relating to group activities in the classroom and proficiency in TL1, in England and overall. The table should be interpreted in the same way as the tables earlier in this section. Here, a significant positive effect means that the more frequently pupils are involved in group/whole class activities in their lessons and the more group/ whole class activities they are involved in, the higher, on average, their proficiency in TL1. If there is no significant effect (in either direction) we cannot say that there was an association between how frequently pupils are involved in group activities in their lessons and language proficiency.

Table 7.15: Group or whole class activity and TL1 proficiency

Group or whole class activity		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

Table 7.15 shows that, in contrast to '*traditional teaching*', there were no significant associations found between the frequency with which pupils are involved in group/whole class activities and proficiency in the three language skills at TL1; this was true of England and overall across jurisdictions.

Target Language 2

Table 7.16 shows that, as was the case for TL1, there was no significant association between group/whole class activities and language proficiency at TL2; this was true of England and overall across jurisdictions.

Table 7.16: Group or whole class activity and TL2 proficiency

Group or whole class activity		
	England	**Overall**
Listening	-	
Reading	-	
Writing	-	

7.3.4 Pupils' exposure to languages: Exposure to target language at home (including in the media)

The index of *exposure to target language at home* looks at exposure to and use of the target language outside school, including exposure to and use of the target language through traditional and new media.

Table 7.17 summarises the findings relating to exposure to TL1 at home (including media exposure) and proficiency in each language skill tested for TL1, in England and overall. The table should be interpreted in the same way as the tables earlier in this section. A significant positive effect means that pupils who have a higher level of exposure to TL1 at home (including media exposure) tend to perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was an association between the level of exposure to the target language at home/via the media, and language proficiency.

For TL1, Table 7.17 shows that in England, there were no significant associations between pupils' exposure to TL1 at home (including through media) and language proficiency in TL1. However, overall there was evidence of a significant positive relationship between exposure to TL1 at home and language proficiency and this was the case for all three skills. For listening and reading the positive effect was seen in 75 per cent of jurisdictions, and for writing it was seen in 69 per cent of jurisdictions.

It is important to recognise that for most of the participating jurisdictions TL1 was English. Therefore, these jurisdictions are likely to have greater exposure to TL1 via the media, due to the proportion of films and music produced in English.

Table 7.17: Exposure to TL1 at home and proficiency in TL1

Exposure to TL1 at home		
	England	**Overall**
Listening	+	+
Reading	+	+
Writing	-	+

As with previous sections, graphs are included to illustrate the variables that were found to have a statistically significant effect overall. Figures 7.18, 7.19 and 7.20 show the relationship between exposure to target language at home and proficiency in the three skills.

A full explanation of how to interpret these graphs is provided in section 7.2.1. Each of these three graphs shows that with each skill, a significant positive relationship was found in the majority of participating jurisdictions between exposure to the target language at home and language proficiency at TL1.

The group of jurisdictions in which exposure to TL1 at home was *not* found to be significant are similar for each of the three skills. For listening this includes England (UK-ENG), Malta (MT), Sweden (SE) and Greece (EL). For reading, exposure to TL1 at home was non-significant in England (UK-ENG), Malta (MT), Sweden (SE) and Slovenia (SI). And for writing, this factor was non-significant in England (UK-ENG), Malta (MT), Sweden (SE), Slovenia (SI) and Spain (ES). This is represented on each graph with a light purple line.

Figure 7.18: Exposure to TL at home and TL1 listening proficiency

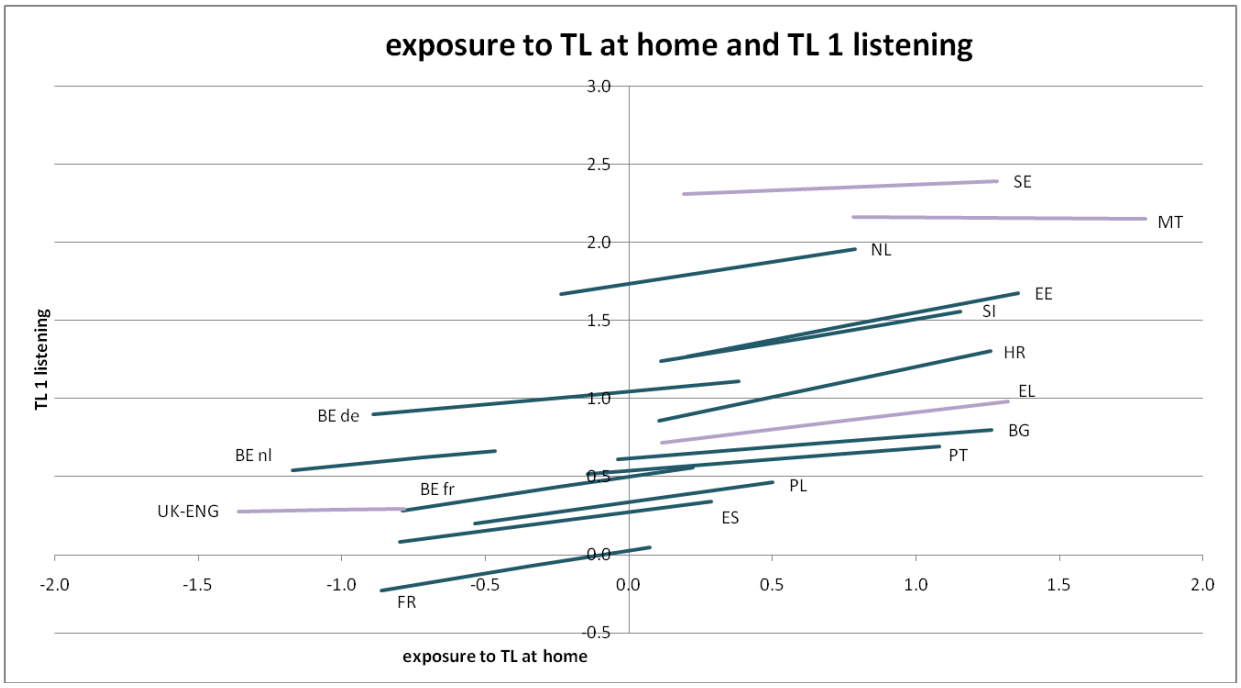


Figure 7.19: Exposure to TL at home and TL1 reading proficiency

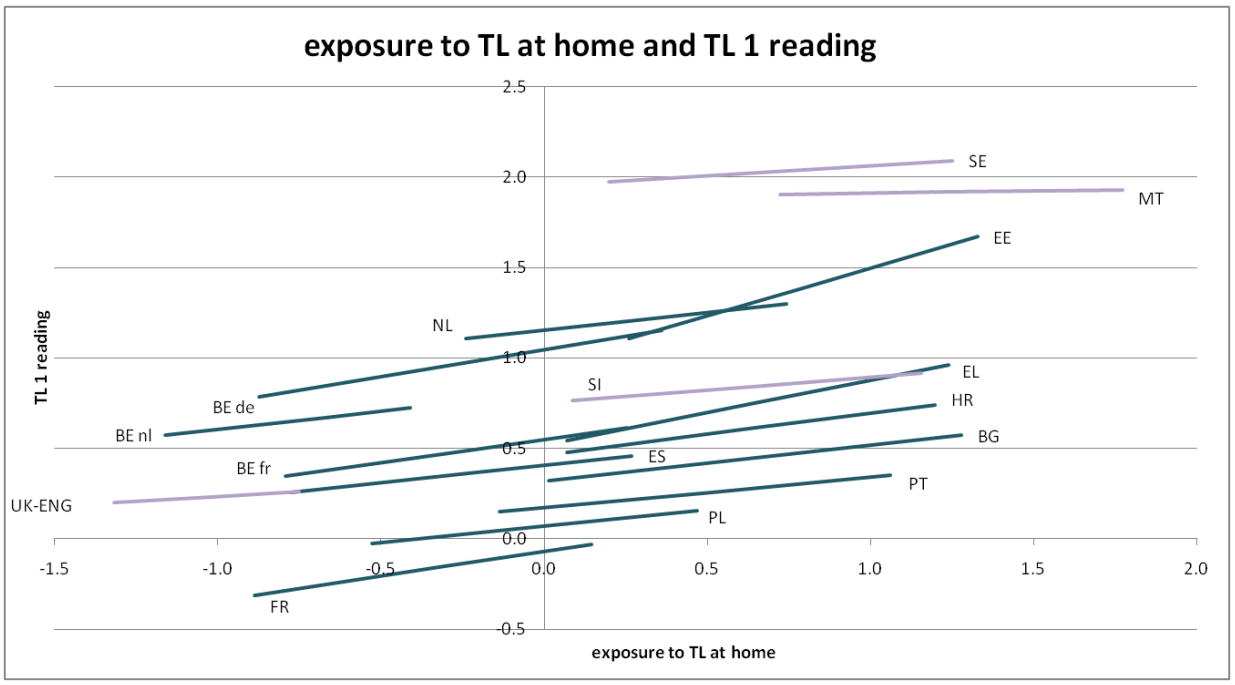
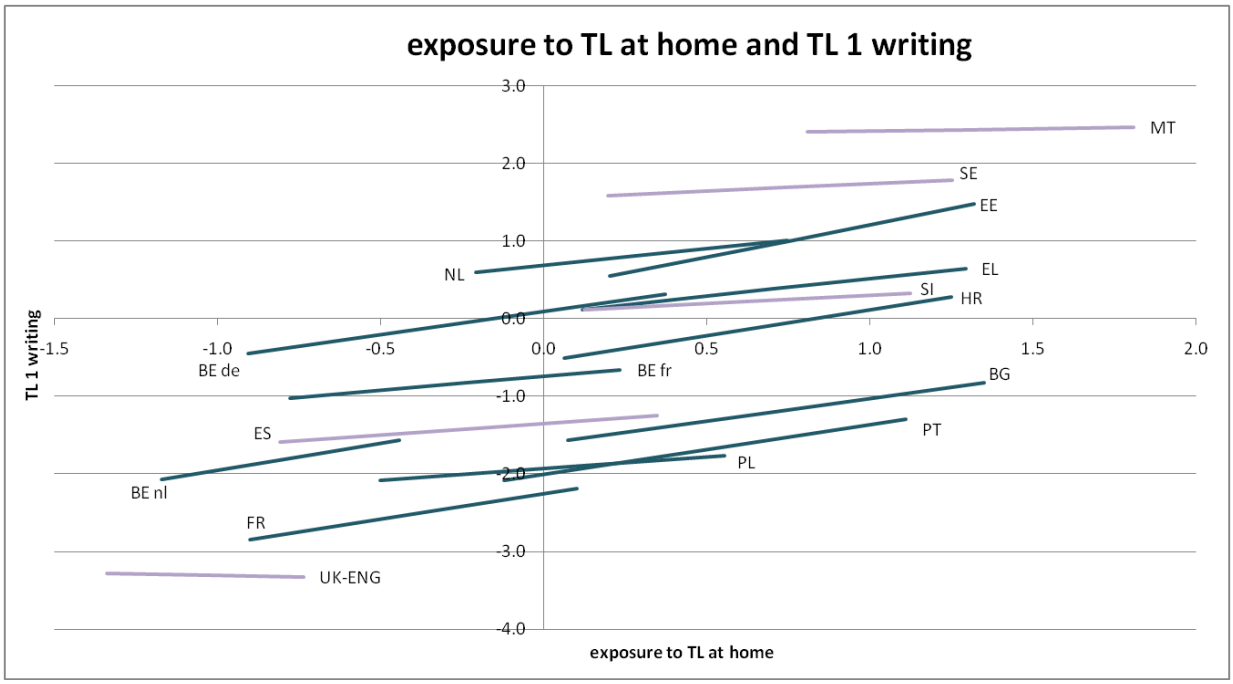


Figure 7.20: Exposure to TL at home and TL1 writing proficiency



Target Language 2

Table 7.18 shows the equivalent results for TL2. Interestingly, there were no significant relationships found between levels of exposure to TL2 at home (including the media) and proficiency in TL2. This was true of each skill tested, both in England and across jurisdictions. This finding may reflect the fact that for the majority of jurisdictions TL1 was English, therefore pupils are more likely to be exposed to this language at home, particularly through exposure to and use of media.

Table 7.18: Exposure to TL2 at home and proficiency in TL2

Exposure to TL2 at home		
	England	**Overall**
Listening	+	
Reading	-	
Writing	+	

7.3.5 Pupils' exposure to languages: Parents' knowledge and visits abroad

This index is created based on pupil responses to two questions:

- Parents' target language knowledge
- Target language exposure and use through visits abroad.

Responses to these questions were combined to create an index measuring parents' knowledge of target language and frequency of visits abroad both with family and school.

Target Language 1

Table 7.19 summarises the findings relating to parents' knowledge of TL1, and visits abroad, and to the association between these factors and pupil's proficiency in each language skill tested for TL1, in England and overall. The table should be interpreted in the same way as the tables earlier in this section. Here, a significant positive effect means that pupils who report that their parents have a higher level of knowledge of TL1, and they have frequent visits abroad, tend to perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was an association between the level of parents' knowledge of TL1 or visits abroad in the last three years, and language proficiency.

Table 7.19 shows that there were no significant associations found between parents' knowledge of TL1 and visits abroad and language proficiency. This was true of all skills tested for TL1 in England and overall across jurisdictions.

Table 7.19: Parents' knowledge and visits abroad and proficiency in TL1

Parents knowledge and visits abroad		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	+

Target Language 2

Table 7.20 shows that in England language proficiency in TL2 was not significantly related to parents' knowledge of TL2 and frequency of visits abroad. This was true of all three skills tested. However, overall a significant positive relationship was found for this variable for listening; that is overall, across 38 per cent of jurisdictions the level of parents' knowledge of TL2 and frequency of visits abroad was found to have a significant positive effect on listening in TL2.

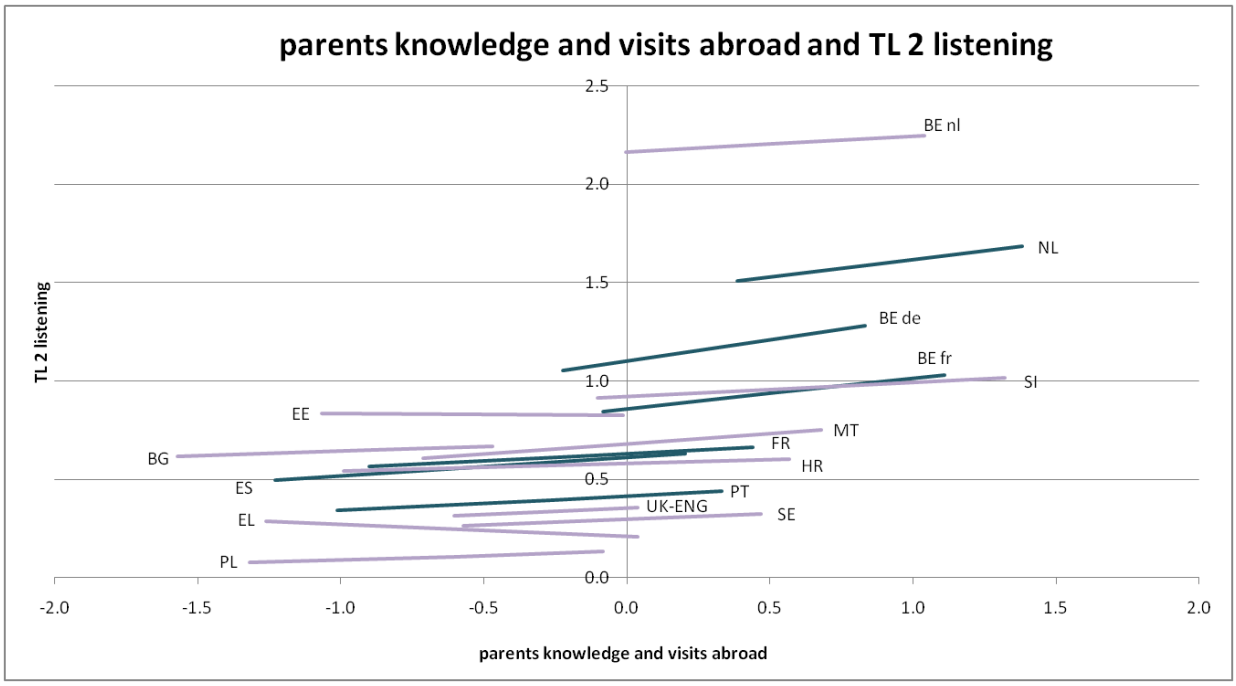
Table 7.20: Parents' knowledge and visits abroad and proficiency in TL2

Parents knowledge and visits abroad		
	England	**Overall**
Listening	+	+
Reading	+	
Writing	+	

Figure 7.21 illustrates graphically the relationship between parents' knowledge and visits abroad and TL2 listening skills in the participating jurisdictions. A statistically significant

positive relationship was seen in six of the participating jurisdictions, as indicated by the dark blue lines. Further details on interpreting this graph can be found in section 7.2.1.

Figure 7.21: Parents' knowledge and visits abroad and TL2 listening proficiency



7.4 Pupil factors not significantly related to language proficiency

The following section describes the pupil factors that were not found to be significantly related to language proficiency, either in England or overall across jurisdictions.

7.4.1 Pupil attitudes to and perceptions of language learning: Why are they learning a language?

This section looks at pupils' answers to questions about why they are studying TL1 or TL2. The question in the pupil questionnaire asked *'Why are you learning [TL1/TL2]?'* There were three responses for pupils to choose from: *because studying the language was compulsory*, *because studying a foreign language was compulsory and they chose that particular language*, or *because they chose that language as an optional subject*. The second and third responses are explored in this section, and these are compared against a baseline case of the target language being compulsory (those pupils with no element of choice in studying TL1; those for whom the subject was compulsory).

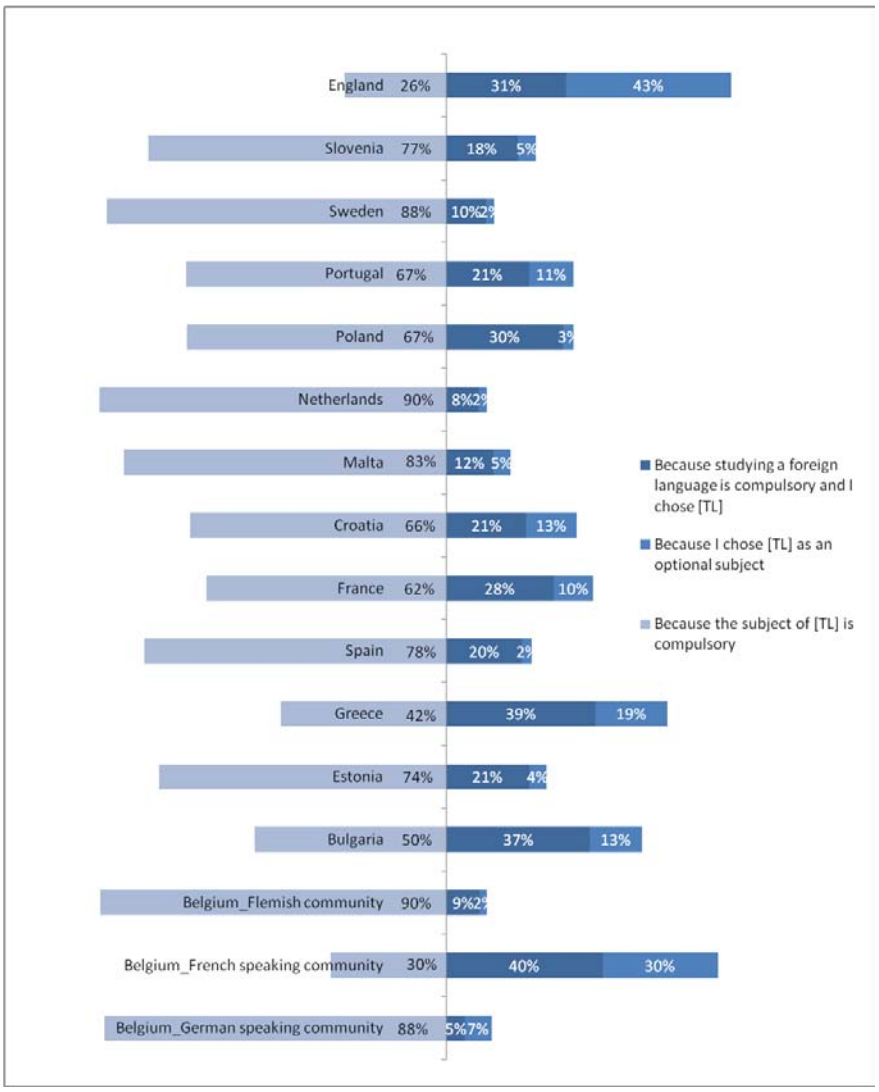
Figure 7.22 illustrates the frequencies of pupils' responses across the participating jurisdictions; the responses shown are for TL1. The figure shows that in England, just under

a third of pupils (31%) chose to study TL1 because it was compulsory to study a language and they chose TL1. Forty-three per cent of pupils chose TL1 as an optional subject, and the remaining 26 per cent reported that they were studying TL1 because it was compulsory.

The proportion of pupils studying TL1 because it was a compulsory subject was lower in England than across the other participating jurisdictions.

This section presents findings relating to pupils' having to study a language and choosing to study the target language and the association with language proficiency in England and overall. The relationship between why pupils chose to study TL1/TL2 and any association with language proficiency is explored in Tables 7.21 and 7.22.

Figure 7.22: Pupil responses, reasons for studying TL1



Target Language 1

Table 7.21 summarises the findings relating to reasons why pupils are studying TL1 and proficiency in each language skill tested for TL1, in England and overall. The table summarises the findings for pupils for whom studying a language was compulsory and they

chose TL1, and also those who chose TL1 as an optional subject, and proficiency in each language skill tested, in England and overall.

In this, and in all following tables, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. In this case, a baseline of the target language being compulsory is used. Therefore, here, a significant positive effect would mean that if studying a language was compulsory *and* a pupil chose TL1, or if pupils chose TL1 as an optional subject, they perform at a higher level. However, as there was no significant effect (in either direction) we cannot say that there was a difference between those for whom studying a language was compulsory and who chose TL1, or those who those TL1 as an optional subject, and those for whom this was not the case (those for whom the target language was compulsory, with no element of choice).

Table 7.21: Reasons for choosing TL1 and proficiency in TL1

Studying a language is compulsory and I chose TL1		
	England	**Overall**
Listening	+	
Reading	+	
Writing	-	
I chose TL1 as an optional subject		
Listening	-	
Reading	-	
Writing	-	

Table 7.21 shows that, in England, and overall, there was no significant difference in the language proficiency of those pupils for whom studying a language was compulsory and they chose to study TL1 compared to those for whom learning the TL1 was compulsory. This was true of each of the three skills tested; listening, reading and writing.

This is also the case for pupils who chose TL1 as an optional subject (for these pupils learning a language was not compulsory.

Target Language 2

Figure 7.23 illustrates the frequencies of pupils' responses across the participating jurisdictions; the responses shown are for TL2.The figure shows that in England, 42 per cent of pupils chose to study TL2 because it was compulsory to study a language and they chose TL2. Forty-one per cent of pupils chose TL2 as an optional subject, and the remaining 17 per cent reported that they were studying TL2 because it was compulsory.

Figure 7.23: Pupil responses, reasons for studying TL2

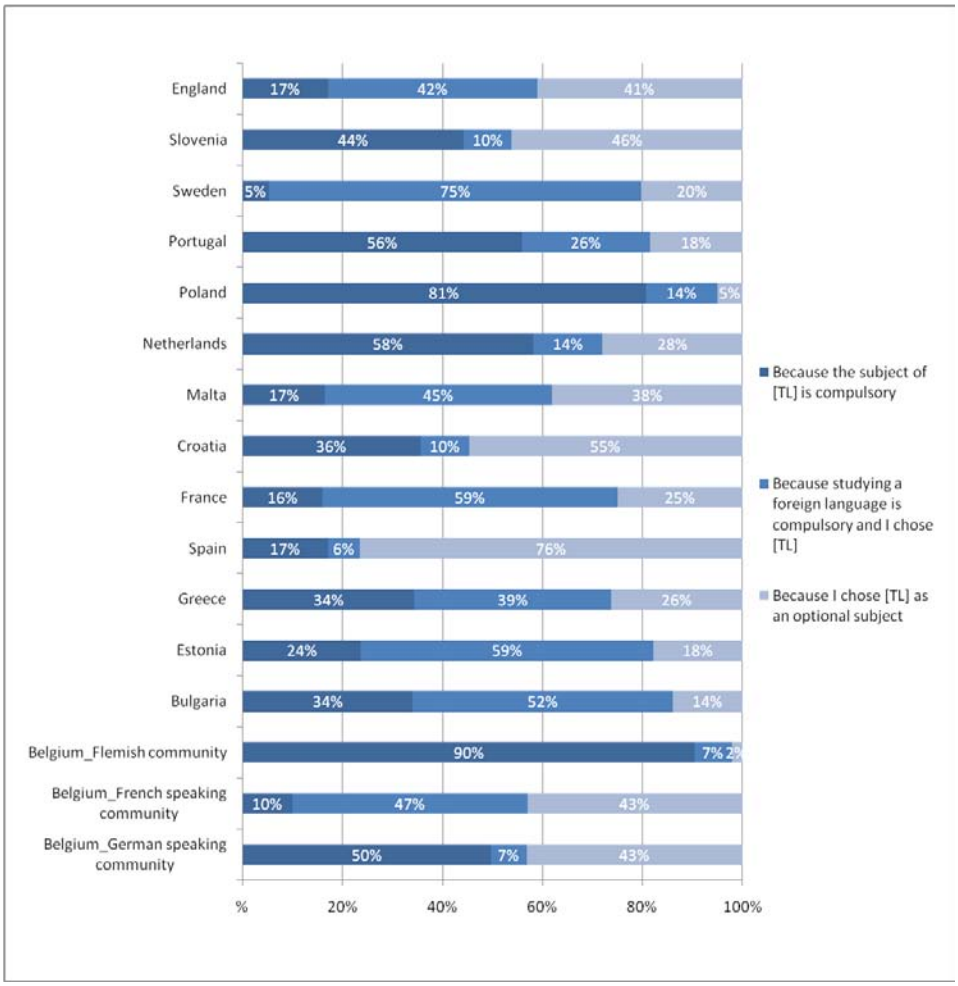


Table 7.22 presents the findings relating to reasons why pupils were studying TL2 and proficiency in each language skill, in England and overall. The table summarises the findings for pupils for whom studying a language was compulsory and they chose TL2, and also those who chose TL2 as an optional subject, and proficiency in each language skill tested, in England and overall.

Table 7.22: Choice of TL2 and proficiency in TL2

Studying a language is compulsory and I chose TL2		
	England	**Overall**
Listening	+	
Reading	-	
Writing	-	
I chose TL2 as an optional subject		
Listening	-	
Reading	+	
Writing	+	

As with TL1, Table 7.23 shows that, in England, and overall across the jurisdictions, there were no significant differences in the language proficiency of those pupils for whom learning a language is compulsory and they chose to learn TL2 compared to students for whom learning TL2 was compulsory. This was also the case for pupils who chose TL2 as an optional subject for all three skills tested.

7.2.2 Pupil attitudes to and perceptions of language learning: Attitude towards language lessons

This section explores pupils' attitudes towards language lessons, and whether language proficiency is associated with the perception of lessons, teachers and textbooks in England, and overall across the various jurisdictions.

The index *'Perception of target language lessons, teacher and textbook(s)'* represents pupils' attitudes towards their target language lessons, teacher and textbook(s) for learning the different language skills and competences (for example writing, speaking, listening, grammar, reading, pronunciation and vocabulary).

Target Language 1 and Target Language 2

Table 7.23 and Table 7.24 summarise the findings relating to the extent to which pupils perceive their target language lessons/teachers/textbook(s) to be useful and proficiency in each language skill tested for TL1/TL2, in England and overall. The tables should be interpreted in the same way as tables earlier in this section.

In this instance, a significant positive effect would mean that if pupils perceive their language lessons/teachers/textbook(s) to be useful, they tend to perform at a higher level. As there was no significant effect (in either direction) we cannot say that there was a difference in proficiency between those who perceive their language lessons/teachers/textbook(s) to be useful, and those who do not.

Table 7.23 and Table 7.24 show that there were no significant associations found between pupils' perceptions of the usefulness of TL1 or TL2 lessons/teachers/textbooks, and their language proficiency. This was true for all skills tested, in England, and overall across jurisdictions.

Table 7.23: Perception of TL1 lessons, teacher and text book and TL1 proficiency

Perception of TL1 lessons, teacher and text book		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

Table 7.24: Perception of TL2 lessons, teacher and text book and TL2 proficiency

Perception of TL2 lessons, teacher and text book		
	England	**Overall**
Listening	-	
Reading	-	
Writing	+	

7.4.3 What happens in the classroom: Teachers' use of target language

The index *'Teachers' use of the target language during target language lessons'* includes pupil reports of the frequency with which their teacher uses the target language during lessons. For example, pupils were asked how often their languages teacher speaks TL1/TL2 when talking to the whole class.

Target Language 1 and Target Language 2

Table 7.25 and Table 7.26 summarise the findings relating to teachers' use of the target language in the classroom and whether this is positively related to proficiency in each language skill tested for TL1/TL2, in England and overall. The table should be interpreted in the same way as tables earlier in this section. Here, a significant positive effect would mean that the more frequently teachers use the target language in lessons (as reported by pupils), the pupils tend to perform at a higher level. As there was no significant effect (in either direction), for either target language, we cannot say that there was an association between the frequency of teachers' use of target language, and language proficiency.

Table 7.25 and Table 7.26 show that there is no significant relationship between teachers' use of target language and language proficiency; this is true of all three skills tested in England and overall across jurisdictions.

Table 7.25: Teachers' use of target language and proficiency in TL1

Teachers' use of Target Language		
	England	**Overall**
Listening	+	
Reading	+	
Writing	-	

Table 7.26: Teachers' use of target language and proficiency in TL2

Teachers' use of Target Language		
	England	**Overall**
Listening	+	
Reading	-	
Writing	-	

7.4.4 Pupils' exposure to languages: Language learning time

The '*language learning time*' index is created from pupil responses to several questions from the pupil questionnaire:

- Target language lesson time a week
- Foreign language lesson time a week
- Target language learning time for tests
- Target language learning time a week for homework
- Foreign language learning time a week for homework.

Target Language 1 and Target Language 2

Table 7.27 and Table 7.28 summarise the findings relating to the length of time spent on language learning and proficiency in each language skill tested, in England and overall. Here, a significant positive effect would mean that pupils who spend longer learning a language in school (including time spent on homework) tend to perform at a higher level than those who spend less time learning a language in school. However, as there is no significant effect (in either direction) we cannot say that there was an association between the amount of time spent on language learning and language proficiency.

Tables 7.27 and 7.28 show that there were no significant associations found for any skill between the length of time spent learning a language in school (including time spent on homework) and language proficiency (in TL1 or TL2); this was true in England and overall across jurisdictions.

Table 7.27: Language learning time and proficiency in TL1

Language learning time		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

Table 7.28: Language learning time and proficiency in TL2

Language learning time		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

7.4.5 Pupils' exposure to languages: Language usage at home

The index of *language usage at home* looks at the number of languages used in the home, and languages that pupils are exposed to at home; including use of and exposure to the target language in question.

The questions used to create this index were:

- Which language(s) does your family speak (regularly) at home?
- Which language(s) do you, yourself, speak (regularly) at home?

It is important to note that possible responses to these questions included the target languages, as well as other European and non-European languages.

Target Language 1 and Target Language 2

Tables 7.29 and 7.30 summarise the findings relating to language usage at home and proficiency in each language skill tested, in England and overall. The tables should be interpreted in the same way as tables earlier in this section. A significant positive effect would mean that if pupils have a higher level of exposure to/use of languages at home, they tend to perform at a higher level. However, as there was no significant effect (in either direction) we cannot say that there was an association between the level of exposure to/use of languages at home and language proficiency.

Table 7.29 and Table 7.30 show that there was no significant association found for language usage at home and proficiency either in England or overall for any of the skills tested at TL1 or TL2.

Table 7.29: Language usage at home and proficiency in TL1

Language usage at home		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

Table 7.30: Language usage at home and proficiency in TL2

Language usage at home		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	

7.5 Pupils' judgement of their own language skills

This section of the chapter explores pupils' judgements of their own language skills. Pupils were asked to provide a self-evaluation of their competence in the target language. In order to gather this information pupils responded to 16 'can do' statements included in the pupil questionnaire. These statements covered a range of tasks for each of the four language skills of listening, reading, writing and speaking. The tasks described in the statements varied in terms of level of complexity and difficulty, with one being the simplest and four being the most complex[15].

The statements were taken directly or adapted from the descriptor scales used in the CEFR to illustrate the levels. The 'can do' statements were chosen to be relevant to the target population, that is, pupils in secondary school. Pupils were asked to indicate, for each statement, whether they felt this was a something they could already do, or whether it was something they were not yet able to do.

Table 7.31: 'Can-do' statements for listening, reading and writing

	Listening	**Reading**	**Writing**
B2	I can understand most TV news and current affairs programmes.	I can scan quickly through long and complex texts, locating relevant details.	I can write clear, detailed descriptions, such as a review of a film, book or play.
B1	I can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	I can recognise significant points in straightforward newspaper articles on familiar subjects.	I can write personal letters describing experiences, feelings and events in some detail.
A2	I can understand what is said clearly, slowly and directly to me in simple everyday conversation, if the speaker can take the trouble.	I can understand a letter from a friend expressing personal opinions, experiences and feelings.	I can write very short, basic descriptions of events, past activities and personal experiences.
A1	I can understand questions and instructions if people speak carefully and slowly, and I can follow short, simple directions.	I can get an idea of the content of simple informational material and descriptions, especially if there is visual support.	I can write a few words and phrases that relate to myself, my family, where I live, my school.

[15] The analysis reported here includes those pupils who responded consistently to the increasing level of difficulty and excludes pupils who stated they can do the more difficult tasks but can't do the easier tasks. The analysis is therefore based on 80% of all pupils.

The data from the ‘can do’ statements was analysed separately from the larger regression model. Appendix 1 gives further information on analysis that was conducted. This section reports the findings for listening, reading and writing the three skills tested in the ESLC language tests.

In Figures 7.24 to 7.29 the horizontal axis shows ‘can do’ scores from one to four, this indicates the number of successive ‘can do’ statements the pupils endorsed starting from the easiest (the number of language tasks that pupils felt they were already able to do). A score of four indicates that all statements up to B2 were endorsed (see Table 7.31 for a description of the ‘can do’ statements for each skill), while a score of three indicates the first three statements (A1, A2 and B1) were endorsed. The vertical axis shows the mean proficiency of the group endorsing a particular number of statements. The lines show the results for each jurisdiction. Figures are presented for each skill and each target language in turn.

7.5.1 Target Language 1

Figure 7.24 shows the findings for TL1 reading proficiency as measured by the ESLC language tests and pupil responses to the reading ‘can do’ statements.

The number of successive reading ‘can do’ statements endorsed by pupils is shown along the horizontal axis; and the vertical axis has the overall reading ability scores. Looking at France (FR), the steep incline of this line shows that as the number of ‘can do’ statements endorsed increases, so does the reading ability score. That is, the pupils who agreed with the most ‘can-do’ statements were the pupils who on average performed better. For England (UK-ENG) the line is less steep; there is not such a change in reading ability related to the responses to ‘can do’ statements.

The data for England (UK-ENG) shows there is not a strong relationship between what pupils think they can do in terms of TL1 reading, and their actual performance in the ESLC reading tests. Although in other jurisdictions, as explained above, there is a relationship between what pupils think they can do, and their ability.

Figure 7.24: Reading ability and responses to ‘can do’ statements TL1

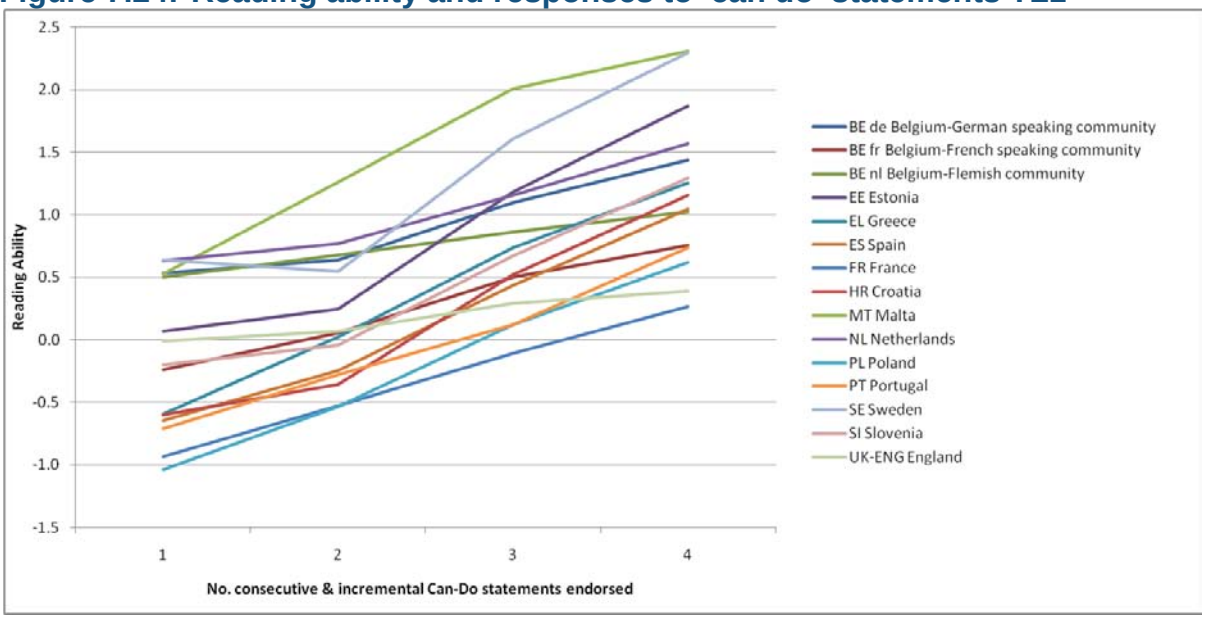


Figure 7.25 shows the findings for TL1 listening proficiency and pupil responses to the ‘can do’ statements. As with reading, the horizontal axis shows the number of successive ‘can do’ statements endorsed by pupils, and the vertical axis has the overall ability scores for listening.

The data for England (UK-ENG) shows that listening ability remains largely the same, regardless of the number of ‘can do’ statements endorsed; again, pupil responses to the ‘can do’ statements do not appear to be strongly related to listening proficiency in England. This is different to the trend in most other jurisdictions; for example, in Sweden (SE) as the number of ‘can do’ statements endorsed increases, so does listening ability.

Figure 7.25: Listening ability and responses to ‘can do’ statements TL1

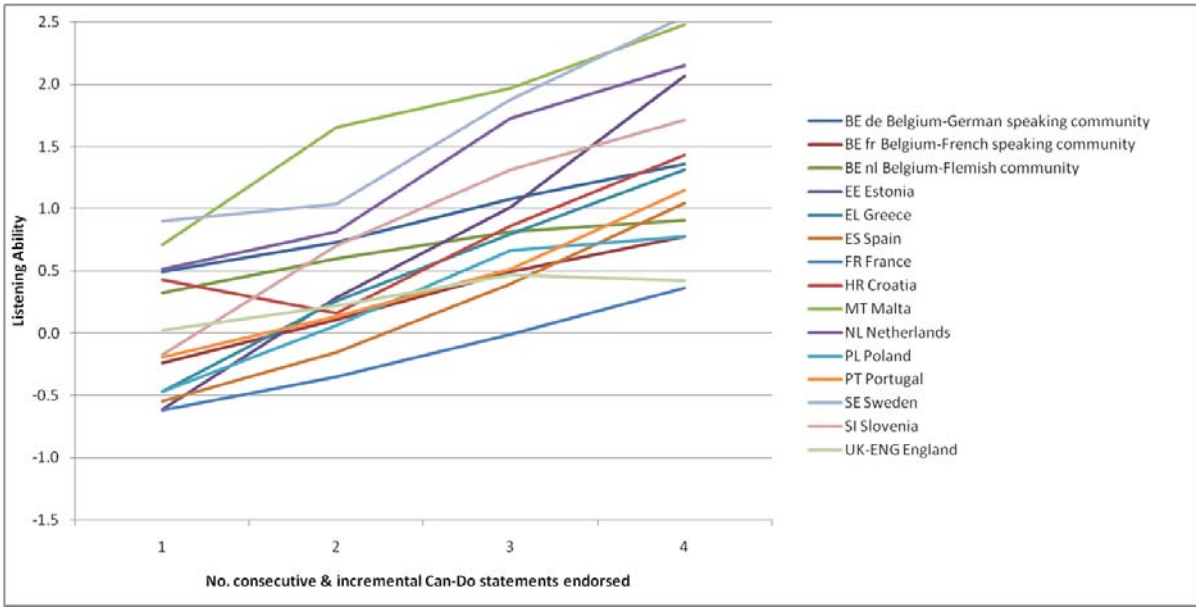
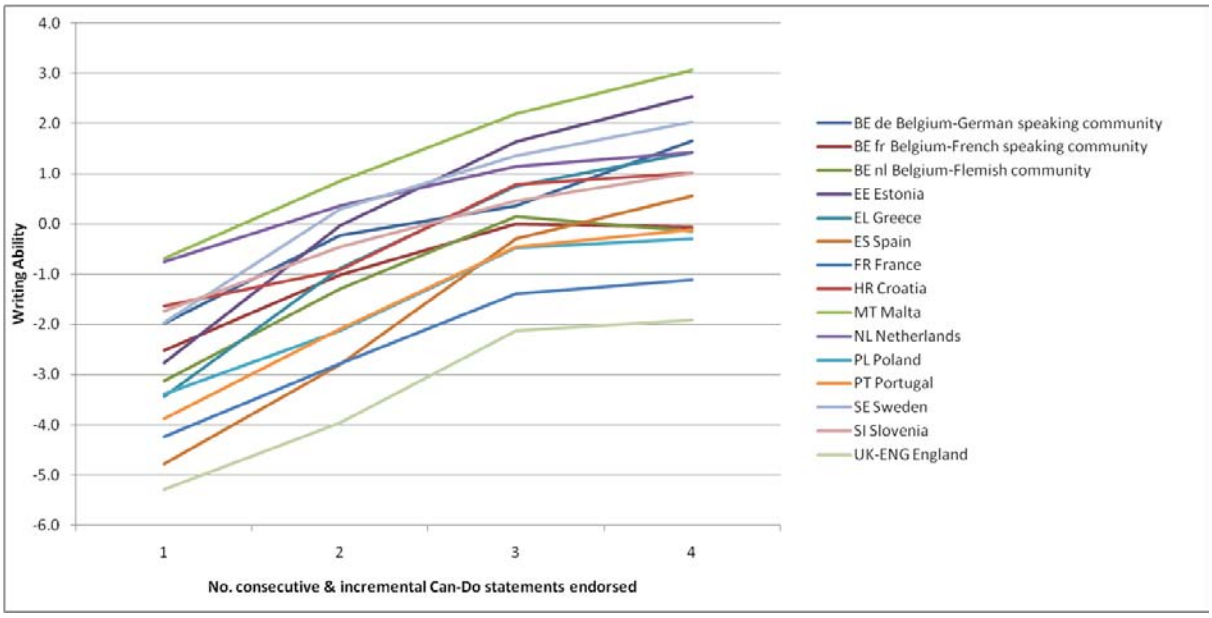


Figure 7.26 shows the findings for TL1 writing proficiency and pupil responses to the ‘can-do’ statements. As with the other skills, the horizontal axis shows the number of successive

'can do' statements endorsed by pupils, and the vertical axis has the overall ability scores for writing.

In this case, the data for England follows the same pattern as for other jurisdictions; however England (UK-ENG) has overall lower performance than in other jurisdictions. In England, on average writing ability increases as the number of 'can do' statements endorsed increases from one to three. However where three or more 'can do' statements are endorsed, average writing ability does not increase further. This is the case in England, and in most jurisdictions. However, in certain jurisdictions writing ability continues to increase as the number of 'can do' statements endorsed increases (for example, this pattern is seen in Malta - MT).

Figure 7.26: Writing ability and responses to 'can do' statements TL1



7.5.2 Target Language 2

Figures 7.27 to 7.29 show the findings for TL2 proficiency as measured by the ESLC language tests and pupil responses to the 'can do' statements. As was the case for TL1, the horizontal axis indicates the number of successive 'can-do' statements the pupils endorsed and the vertical axis shows the mean proficiency of the group endorsing a particular number of statements. The lines show the results for each jurisdiction. Figures are presented for each skill in turn.

Figure 7.27 shows the findings for TL2 reading proficiency and pupil responses to the reading 'can-do' statements.

In this case, for England (UK-ENG), as with reading ability at TL1, the line is relatively flat for TL2; suggesting that there is not a strong relationship between the number of 'can do' statements endorsed and reading ability at TL2. In Belgium (Flemish community – BE nl),

the relationship was most pronounced; reading ability tended to increase as the number of ‘can do’ statements endorsed increased.

Figure 7.27: Reading ability and responses to ‘can do’ statements TL2

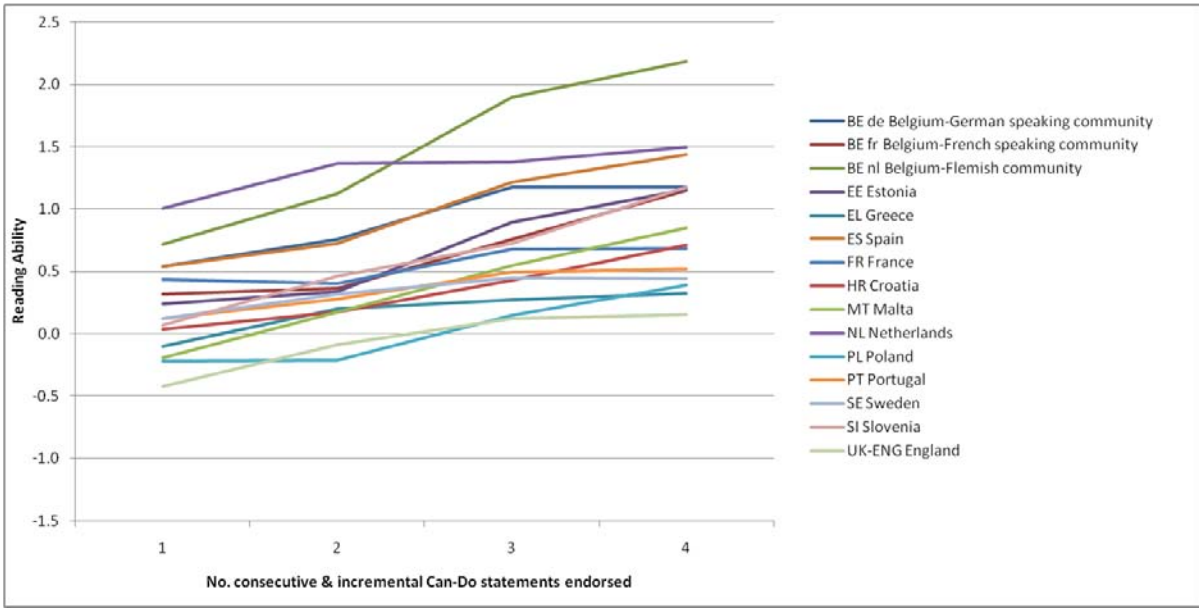


Figure 7.28 shows the findings for TL2 listening proficiency and pupil responses to the ‘can do’ statements. As with reading, the horizontal axis shows the number of successive ‘can do’ statements endorsed by pupils, and the vertical axis has the overall ability scores for listening.

Again, in England (UK-ENG), the line is relatively flat; suggesting that there is no discernable relationship between the number of ‘can do’ statements endorsed and listening ability. Although this is the case in many other jurisdictions, this pattern is not true across all other jurisdictions; for example, in Belgium (Flemish community – BE nl) there is an increase in average listening ability as the number of ‘can do’ statements endorsed increases, and overall ability is highest in this jurisdiction.

Figure 7.28: Listening ability and responses to 'can do' statements TL2

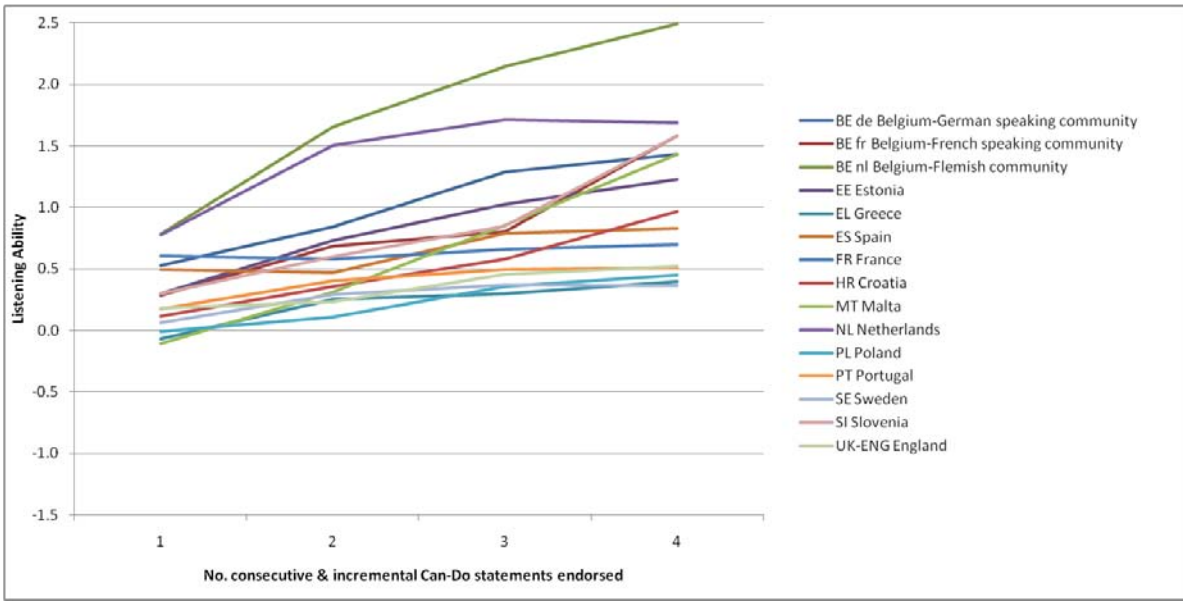
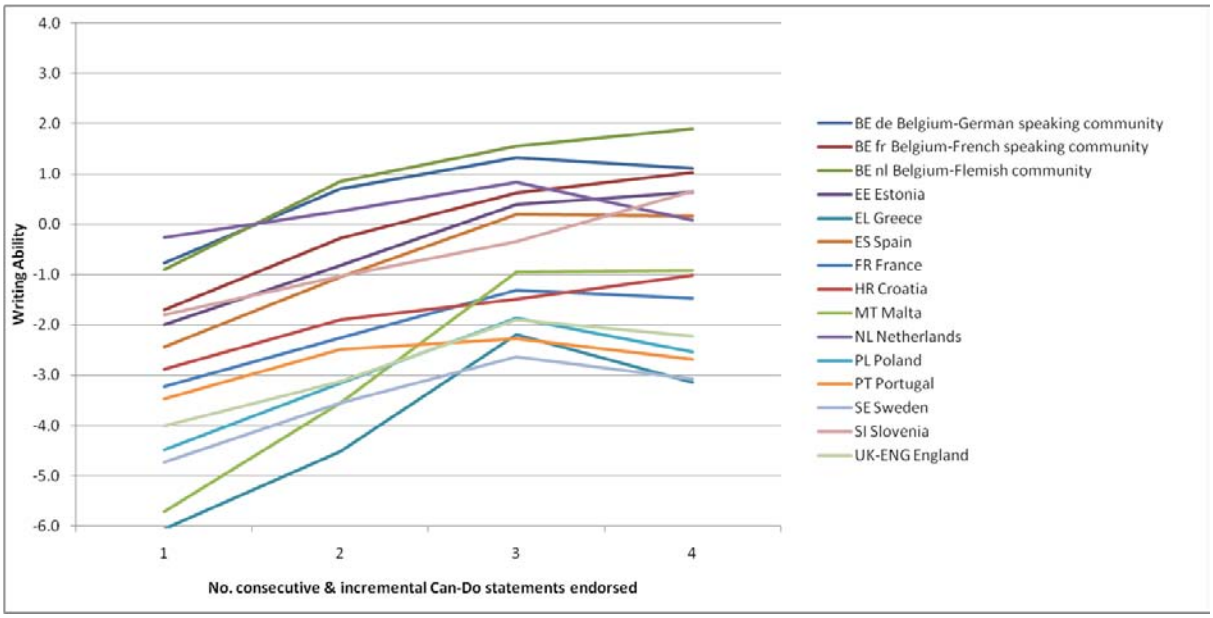


Figure 7.29 shows the findings for TL2 writing proficiency and pupil responses to the 'can do' statements. As with the other skills, the horizontal axis shows the number of successive 'can do' statements endorsed by pupils, and the vertical axis has the overall ability scores for writing.

In this case, England (UK-ENG) follows a similar trend to the majority of other jurisdictions. There is a slight increase in writing ability when comparing the pupils who endorsed one 'can do' statement with those who endorsed three 'can do' statements. However, this increase stops when three or more 'can do' statements are endorsed. Most other jurisdictions follow this trend. England's overall performance is lower than most other jurisdictions.

Figure 7.29: Writing ability and responses to 'can do' statements TL2



7.5.3 Gender and pupils' judgements of their own language skills

As noted above, the 'can do' statements are positively related to achievement; that is, the pupils who responded most positively to the 'can do' statements tended to be those with the higher levels of language proficiency. The analysis also explored whether the relationship between pupils' judgements of their own language skills and attainment on the ELSC language tests was the same for boys and girls; for example, is there a stronger or a weaker relationship between attainment and what boys believe they can do, compared to girls? Regression models were run on the respective ability measures, with the four 'can do' statements pertinent to each of the three skills (listening, reading and writing) and gender[16].

By including these terms in the regressions we model the positive relationship that exists between the 'can do' statements and ability, and we also take account of any differences in performance between boys and girls. To explore whether the relationship between pupils' judgements of their own language skills and attainment was the same or different for boys and girls, interaction terms were included in the regressions. These test whether boys' confidence (as measured by what they say they can do), is different to the confidence of girls of similar ability.

The analysis on the effect of gender found that, on the whole (as determined by the 'rule of thumb' described in the introduction) the relationship between boys' confidence levels/perceptions of their ability and their actual ability is not significantly different from the relationship that is observed for girls. However, there are a few cases where the relationship is significantly different. In general, these significant effects indicate that confident boys perform less well than confident girls, that the relationship between confidence and ability is weaker for boys than for girls (or an alternative way of viewing this result could be that boys have more confidence than their ability might allude to, compared to girls). In addition to there not being an overall differential relationship between boys' and girls' confidence and ability, there was not a discernable pattern to significant differences either across countries or target languages or skills. There were no significant differences in any of the models for England.

7.6 Summary

The chapter has explored the relationship between several contextual factors regarding pupils and language learning, and their language proficiency as measured by the results on the European Survey on Language Competences (ESLC) language tests.

The factors that have been explored in this chapter are:

- Pupil attitudes and perceptions to language learning
- Classroom practice: resources and use of target language
- Pupils' exposure to languages

[16] Full details on the regression model used are available in Appendix 1: Technical Appendix

- Pupil involvement in intercultural exchanges
- Pupils' judgement of their own language skills.

Not all of these factors were found to have a significant association with language proficiency. The results show that, in England, only three variables were found to have a significant positive relationship with language proficiency:

- **Pupils' perception of usefulness of language** (significant for TL1 and TL2 for all three skills; listening, reading and writing)
- **Pupils liking learning the language *'a lot'*** (significant for TL2 reading skills)
- **Pupils' involvement in intercultural exchanges** (significant for TL1 writing skills)

One variable was found to have a significant negative relationship in England:

- **Resource use in lessons** (significant negative effect for TL1 writing skills).

Pupils' perception of usefulness of language had a significant positive relationship with all three skills both in England and overall across jurisdictions. Pupils who perceived TL1 as being useful tended to perform at a higher level in TL1. For TL2, in England, as with TL1, a significant positive relationship was found for all three skills. However, this was only true for reading and writing skills overall across jurisdictions.

In England, compared to those who hardly, or did not, like learning the TL, pupils who liked learning the language *'a lot'* performed significantly higher in terms of TL2 reading skills; pupils who liked learning TL2 *'a lot'* had higher levels of proficiency. This variable was found to be significant overall across jurisdictions for listening and reading skills in TL1, and for reading and writing skills in TL2.

Pupils' involvement in intercultural exchanges was found to have a significant positive association with writing skills in TL1. This variable was not significant for TL2, and was not significant overall across jurisdictions.

In terms of use of resources in lessons, in England there was a significant negative association between the frequency of the use of resources and proficiency in writing. This effect was not seen across the jurisdictions.

There were several other factors found to have a significant positive relationship with language proficiency overall across jurisdictions, but not in England, these were:

- Pupils 'quite like' learning a language (significant for TL2 writing skills)
- Duration of language education (significant for TL1 all three skills, and for TL2 listening and writing skills)
- Exposure to target language at home (significant for TL1 all three skills)
- Parents' knowledge and visits abroad (significant for TL2 listening skills)
- Pupils' use of target language (significant for TL1 all three skills)
- Individual pupil activities used/teacher speaking to the whole class in lessons (significant for TL1 writing skills).

8 School and teacher factors and language learning

8.1 Introduction

This section of the report describes the relationship between several contextual factors regarding what happens in schools, and teacher characteristics, and how these factors relate to pupils' language proficiency as measured by the results on the European Survey of Language Competences (ESLC) language tests.

As outlined in Chapter 7, a variety of contextual factors may affect pupils' language proficiency. Chapter 7 focussed on pupil-level factors such as variables related to their home background, and attitudes to and experiences of language learning. This chapter explores responses to the school and teacher questionnaires, which provide further contextual information. Questionnaires were completed by headteachers and foreign languages teachers, gathering information on a range of contextual factors such as diversity of languages offered in schools, use of information and communication technologies (ICT) in foreign languages, teachers' training and their experience of target languages, and foreign language specialisation in schools.

It is important to recognise that the data from the teacher questionnaires cannot be linked to pupils. The teacher data was aggregated at the school level (for each variable an average value was calculated for all teachers in each school). The aggregated teacher data was then combined with the school-level data (data from the school questionnaire completed by a headteacher in each school). Therefore, if the effect of any teacher/school factor is found to be statistically significant we can say that in schools where X happens, the attainment in reading/writing/listening is higher (or lower) than in schools where X does not happen; or in schools where on average the teachers do X, the attainment in reading/writing/listening is higher (or lower) than in schools where X does not happen. Regression analyses have been carried out for each of the target languages (TL1 and TL2) and each of the language skills (reading, writing and listening). Using a regression analysis allows us to control for a number of contextual factors, this means that if a significant relationship is found between a teacher/school factor and average language proficiency in a school, we will know that this is not as a consequence of any of the other contextual factors considered in the model. A detailed description of the teacher/school regression analyses, including a list of all the contextual factors included in each model can be found in Appendix 1.

Not all of the teacher/school factors included in the analyses were found to have a significant association with language proficiency. Only those school/teacher factors found to be significant for at least one language skill are explored in the chapter. The findings were different for Target Language 1 (TL1) and Target Language 2 (TL2). The results of the regression analyses will be presented in the following way: firstly the chapter will describe the factors that were significantly related to language proficiency in TL1, followed by those that were significantly related to language proficiency in TL2. Within these sections the

significant variables are presented as follows: firstly the section will describe the variables that were significantly related to proficiency in **all three language skills** (listening, reading and writing), those that were significant across **two language skills**, and then those significant in **one language skill**.

Relevant findings from the pupil-level regression models, described in Chapter 7, are included here to further explore the relationship between teacher/school factors and language proficiency. The three factors included in this chapter from the pupil-level data are:

- Number of foreign languages learnt
- Attendance at extra lessons in target language
- Frequency and purpose of ICT use for learning foreign languages.

As in Chapter 7, graphs are used to illustrate the results for those pupil-level factors that were found to be significant overall across jurisdictions. An explanation of how to interpret the graphs is provided for the first graph (Figure 8.1); this explanation should be used when interpreting all subsequent graphs in this chapter.

8.2 Teacher/school factors significantly related to language proficiency in Target Language 1 (TL1)

For Target Language 1 (TL1), the teachers/school level variables found to have a significant effect (either positive or negative) on language proficiency in **at least one** language skill were:

- Number of foreign languages offered
- Specialist language profile
- Financial incentives for in-service training offered
- In-school teaching placements
- Level of teachers' education
- Training in Common European Framework of Reference
- Use of ICT in languages teaching
- Experience in teaching target language.

Table 8.1 indicates whether there is a significant relationship between the teacher/school factor and proficiency in each of the language skills (listening, reading and writing) for TL1. In this table, a minus sign indicates a negative effect and a plus sign a positive effect. For example, looking firstly at the number of languages offered in schools, a plus sign for each of the language skills indicates that this variable was significantly positively related to pupil proficiency in listening, reading and writing at TL1. That is, a greater number of languages offered in a school is associated with higher attainment in all three TL1 language skills. Where cells are empty, this indicates that no statistically significant association was found between that variable and that skill, (for example, experience in teaching target language and TL1 listening and writing skills).

Table 8.1: Target Language 1 – Significant teacher/school level factors

Teacher/school variables	TL1 skill[17]		
	Listening	Reading	Writing
Number of languages offered	+	+	+
Specialist language profile	+	+	+
Number of different financial incentives for in-service training from school	+		+
In-school teaching placement (for a period of one month)	-	-	
Teacher educated to ISCED 5b[18]		-	-
Teacher educated to ISCED 3 or 4[19]			-
Frequency of use of 'regular' ICT in lessons		+	
Received training about CEFR	+		
Experience in teaching target language		+	

8.2.1 School/teacher factors significantly related to all three language skills

This section explores the two school/teacher-level factors found to be significantly related to all three language skills (listening, reading and writing) at TL1:

- The number of languages a school offers
- Schools' specialist language profile.

Number of languages offered

This section looks at the relationship between the number of languages offered in schools and language proficiency. The school questionnaire asked headteachers *'Which of the following languages can students study in your school?',* and headteachers could select as many options as applicable, from a list of languages. Responses were used to create a count of the number of languages offered by a school.

Table 8.1 shows that a significant positive relationship exists between the number of languages offered in a school, and attainment in all three TL1 language skills. That is, in schools where more languages are offered, overall attainment in listening, reading and writing at TL1 is higher.

[17] In table 8.1 + and – signs show significant effects where in other tables shading indicates significant effects.
[18] International Standard Classification of Education, Level 5b refers to a higher education level below degree level.
[19] International Standard Classification of Education, Level 3 or 4 means those with a higher education access course, A or AS levels or equivalent, or GCSEs or equivalent.

Pupils were asked about the number of languages they learn, and the following section explores data from the pupil-level model exploring whether any association exists between the number of languages a pupil studies and their language proficiency.

Table 8.2 summarises the findings, from the pupil-level model, relating to the number of foreign languages learnt by pupils, and language proficiency in each language skill tested for TL1, in England and overall. In this table, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. Therefore, here, a significant positive effect means that if a pupil learns more foreign languages, they also perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was a difference in the performance/attainment of those who learn a greater number of foreign languages, and those who learn fewer foreign languages. The 'rule of thumb', given in the Chapter 7, was used to identify the 'overall effect' across jurisdictions, and is given, where relevant, in the column labelled 'Overall'. When this column is left blank, it indicates that there is no overall effect found across jurisdictions.

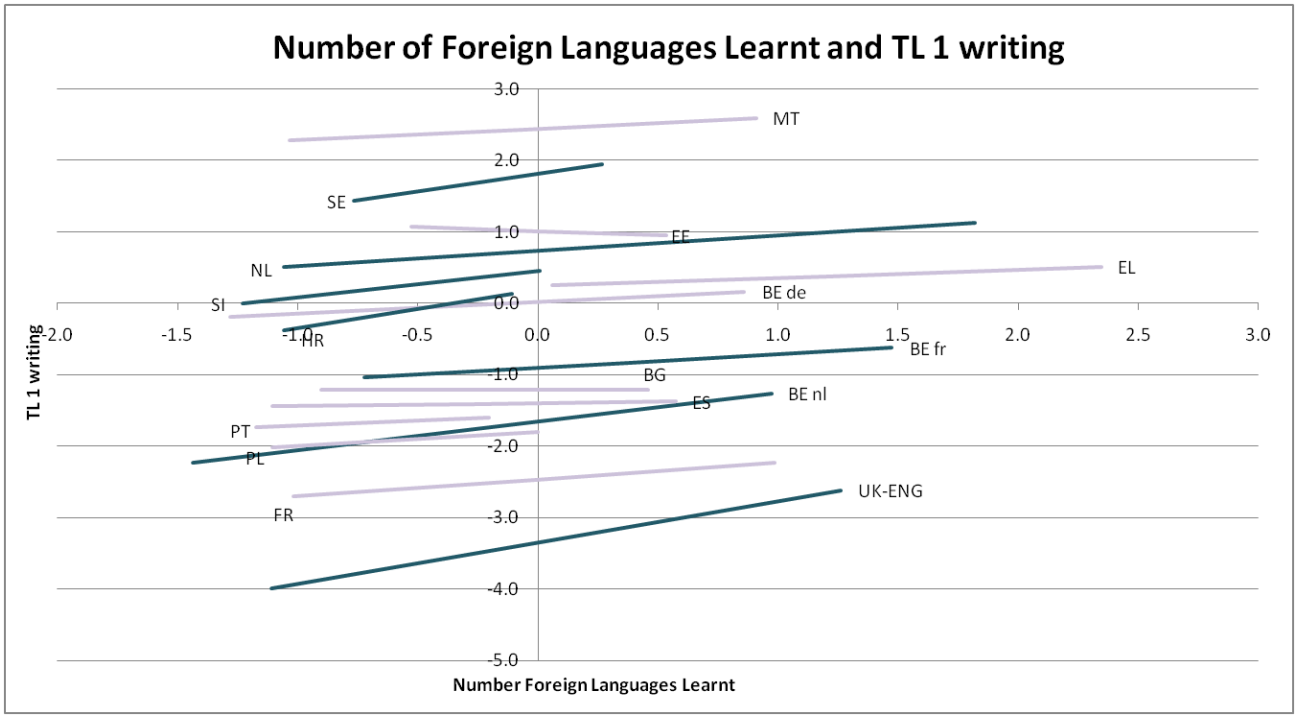
Table 8.2: Number of foreign languages learnt - effect on TL1 skills

Number of foreign languages learnt		
	England	**Overall**
Listening	+	
Reading	+	
Writing	+	+

Table 8.2 shows that, in England, and overall across the participating jurisdictions, there is a significant positive relationship between the number of foreign languages learnt by pupils, and their writing proficiency in TL1. That is, pupils who learnt a greater number of foreign languages tended to perform at a higher level in writing proficiency at TL1. As well as being statistically significant in England, the significant positive effect was seen in 44 per cent of jurisdictions. The significant positive effect was not seen for listening or reading at TL1, either in England or overall across jurisdictions.

As mentioned in the introduction, graphs are included to illustrate the pupil-level variables that are significant across jurisdictions. Figure 8.1 illustrates graphically the relationship between the number of foreign languages learnt and TL1 writing skills for each participating jurisdiction. These results are extracted from the larger regression model, the full version of which can be found in Appendix 1. A steeper line represents a more pronounced effect. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant. The lines representing the highest performing jurisdictions are at the top of the graph, and the lines for the lowest performing jurisdictions are found towards the bottom.

Figure 8.1: Number of foreign languages learnt and TL1 writing skills – pupil level data



In England (UK-ENG), there was a strong, positive and significant association between the number of foreign languages learnt and TL1 writing proficiency, meaning that pupils who learnt a greater number of foreign languages also achieved higher levels of proficiency.

Specialist language profiles

The variable *'specialist language profile'* comprises headteacher reports of the policies and practices the school has to encourage language learning. It is based on responses to the following question: *'Does your school offer the following to encourage language learning?'* Headteachers were asked to indicate 'Yes' or 'No' to the following options:

- Content and Language Integrated Learning (CLIL)
- The classes for foreign language lessons are smaller than is common or required
- A wider choice of languages is offered than is common or required
- More teaching hours are devoted to foreign language learning than is common or required
- Students can study [more] languages than is common or required
- More extra curricular activities related to language education are organised than is common or required
- Foreign language lessons are offered to younger year groups than is common or required.

Table 8.1 above shows that a statistically significant positive association was found between a school's specialist language profile and the overall performance of the school's pupils in TL1 language skills. As before, plus signs in cells in the table illustrate that this positive association was seen for each skill tested at TL1. The more of the policies and practices the

school offers to encourage language learning, the better pupils tended to perform at a higher level in all three skills for TL1.

In addition to questions about the practices and policies that contributed to the *specialist language profile* variable, headteachers, teachers and pupils were also asked about a number of other school practices and policies related to language learning, these variables were also included in the regression analysis. Headteachers and pupils were asked about the provision of/attendance at extra lessons in the target language, both catch-up and enrichment lessons, and responses to these questions were included in the analysis. In the school/teacher model the variable *extra lessons* included responses to the question about the provision of enrichment lessons (not catch-up lessons). The school/teacher level analysis found that the provision of enrichment lessons was not related to language proficiency. In the pupil level analysis the variable *extra lessons* was a composite variable and included pupils' responses about attending catch-up lessons *and* pupils' responses about attending enrichment lessons. The pupil level analysis found that there was a significant association between attending extra lessons and language proficiency in the pupil data.

Table 8.3 summarises the findings from the pupil level models relating to pupils attending extra lessons in TL1, and their language proficiency in each language skill tested for TL1, in England and overall. Again, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. Therefore, here, a significant positive effect means that pupils who attend extra lessons in TL1, tend to perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was a difference in the performance/attainment of those who attended extra lessons in TL1, and those who did not. The 'rule of thumb', given in Chapter 7, was used to identify the 'overall effect' across jurisdictions, and is given, where relevant, in the column labelled 'Overall'. When this column is left blank, it indicates that there is no overall effect found across jurisdictions.

Table 8.3: Pupils attending extra lessons in TL1 – effect on TL1 skills

Attending extra lessons in target language		
	England	**Overall**
Listening	-	
Reading	-	
Writing	-	-

Table 8.3 shows that there were no significant effects seen in England for any of the skills tested. Overall, across jurisdictions a significant negative association was found between attending extra lessons in TL1 and pupils' proficiency in TL1 writing skills. That is, pupils who had taken part in extra lessons in TL1 performed worse in TL1 writing skills than those who had not participated in extra lessons. This negative effect was significant in half of jurisdictions (50%).

As outlined previously, graphs have been included to illustrate the variables from the pupil-level model that were found to have a statistically significant effect overall. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect.

Figure 8.2: Attending extra lessons in TL1 and TL1 writing skills – pupil level data

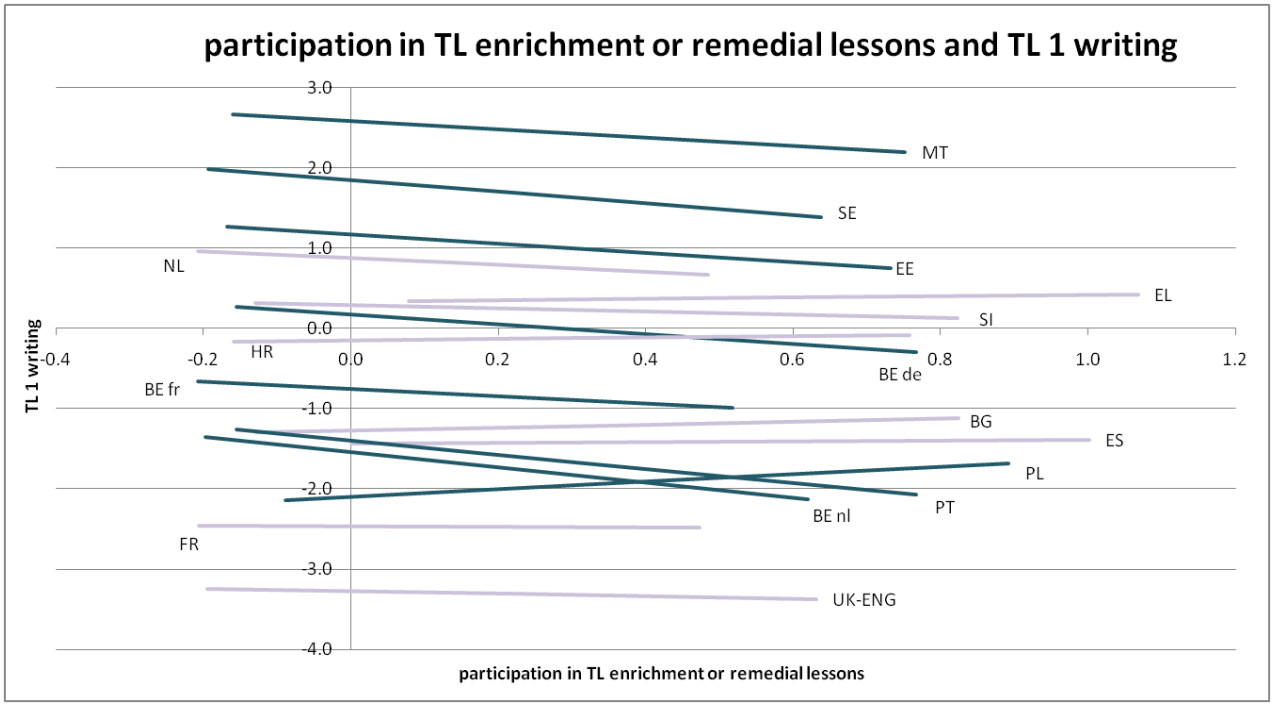


Figure 8.2 shows that the association between attending extra lessons in the target language and writing proficiency at TL1 is negative and significant in half of the jurisdictions. This means that pupils who attended extra lessons in TL1 tended to perform worse in TL1 writing than those who did not. The light purple line for England (UK-ENG) shows that the effect is not significant. However, in Poland (PL) the association is positive and significant; highlighting the mixed findings in this area.

This finding may seem counter intuitive, as it might be expected that attending extra lessons, would be positively related to attainment. However, as noted above, in the pupil model the variable *extra lessons* included responses from pupils about attending enrichment lessons and catch-up lessons. The data shows that in all participating jurisdictions there were pupils who participated in enrichment lessons for the target language and pupils who participated in catch-up lessons for the target language (the data for each participating jurisdiction can be found in Appendix 3). The percentage of pupils attending extra lessons which were enrichment lessons ranged from seven per cent (Belgium Flemish community) to 43 per cent (Greece and Spain); in England this was 10% of pupils. In terms of catch-up lessons, Bulgaria had the highest percentage of pupils reported attending catch-up lessons (27%) where as the lowest percentage was in France where only eight per cent of pupils had attended catch-up lessons. In England 17 per cent of pupils had attended catch-up lessons.

It would be expected that pupils attending enrichment lessons may be more proficient at the target language and are having extra lessons that will stretch them further, whereas those pupils attending catch-up lessons may be pupils who have been identified as requiring extra lessons to improve their proficiency. The finding that attending extra lessons in TL1 is positively associated with writing proficiency is likely to reflect the fact that the pupils attending catch-up lessons already have a lower aptitude for writing.

8.2.2 School/teacher factors significantly related to two TL1 language skills

This section explores the three school/teacher-level factors found to be significantly related to two language skills at TL1:

- Financial incentives offered for in-service training from schools
- In-school teaching placements
- Level of teachers' education.

Financial incentives offered for in-service training from schools

This section relates to in-service training for the school's teaching staff. Headteachers were asked: *'Which of the following financial compensations can teachers get from your school for participation in in-service training?'* Headteachers were then asked to answer 'Yes' or 'No' to the following options:

- Payment of training course fees
- Payment of other training-related expenditure
- Paid leave during training with no loss of earnings
- An increase in salary afterwards.

As shown in Table 8.1, a significant positive association was found between the number of financial incentives offered for in-service training by the school, and the overall attainment in listening and writing at TL1. That is, in schools which offer more financial incentives to teachers for in-service training, the attainment in listening and writing at TL1 is higher. There was no significant association found between the number of financial incentives offered for in-service training and reading skills at TL1.

In-school teaching placements

Teachers were asked to indicate how long (in months) they spent on in-school teaching placements during their initial training as a teacher. Teachers' responses were then grouped into the following five categories: no in-school placement, a placement for one month, a placement for two to three months, a placement for four to six months, a placement for seven to 12 months, or a placement of one year or longer. The responses in five of these categories (no in-school placement, a placement for one month, a placement for two to three months, a placement for four to six months, and a placement of one year or longer) were compared against a baseline case of a placement from seven to 12 months (this was the most common/ frequent answer given by teachers). Only one of the five categories, *a placement for one month*, was found to be significantly related to language proficiency.

Table 8.1 shows that there is a significant negative association between in-school placement for one month and overall attainment in listening and reading skills at TL1. That is, in schools where on average the teachers had in-school teaching placements of one month, the attainment in TL1 listening and reading skills was lower. This was in comparison to the 'baseline case' of in-school teaching placements of seven to 12 months, thus suggesting that in-school teaching placements of one month are less effective than a placement lasting seven to 12 months.

Level of teachers' education

The teacher questionnaire asked foreign languages teachers *'What is the highest level of education that you have completed?'* To measure teachers' level of education, the International Standard Classification of Education (ISCED) was used. The qualifications in each jurisdiction can be mapped onto ISCED levels and therefore qualifications in different jurisdictions can be directly compared. Teachers in England were asked to select one of the following options to indicate their highest level of education:

- Doctorate degree (PhD) (ISCED level 6)
- University degree (e.g. BA, BSc, BEd), Masters degree (e.g. MA, MSc, MEd, MBA, MPhil) or PGCE (ISCED level 5a)
- Higher Education qualification below degree level, e.g. NVQ level 4 or 5, Diploma of Higher Education or Higher Levels in HNC, HND, or BTEC (ISCED level 5b)
- Higher Education access course (ISCED level 3/4)
- AS or A levels or equivalent qualifications, e.g. NVQ level 3, Advanced GNVQs (ISCED level 3/4)
- GCSEs or equivalent, e.g. O levels, CSEs, NVQ level 1 or 2, GNVQ Foundation/Intermediate level (ISCED level 3/4).

In the analysis, the baseline case for highest level of qualification is University degree, Masters degree or PGCE (ISCED 5a), each of the other qualifications was compared with this baseline case.

The findings show that a significant negative association was found between teachers being educated to ISCED 5b (in England this is teachers with a Higher Education qualification that is below degree level), and overall attainment in reading and writing skills at TL1. That is, in schools where on average the highest level of qualification was ISCED 5b, the attainment in reading and writing for TL1 was lower when compared against schools where teachers, on average, were educated to degree level. It is important to recognise that the vast majority of teachers in England are educated to degree level (99 per cent) or higher. (See Appendix 3.)

Table 8.1 also shows that the variable 'ISCED Level 3 or 4' had a significant negative effect for writing skills at TL1, in England this would include teachers who have a higher education access course, A or AS levels or equivalent, or GCSEs or equivalent as their highest educational qualification. Overall attainment in writing skills at TL1 was lower for pupils in schools where teachers were, on average, qualified to this level (ISCED Level 3 or 4), when compared against pupils in schools where teacher were, on average, educated to degree

level (ISCED Level 5a). As was the case for ISCED 5b, very few teachers in England are in this category.

8.2.3 School/teacher factors significantly related to one TL1 language skill

There were several teacher/school level variables that had a significant association with just one of the three languages skills tested. These were:

- The frequency of using ICT in lessons
- Teachers receiving training about the Common European Framework of Reference (CEFR)
- Teachers' experience in teaching TL1.

The frequency of using ICT in lessons

Teachers were asked several questions about how often they and their pupils used different types of ICT resources in lessons:

- 'How often do you use the following devices at school for teaching [TL1/TL2]?'
- 'In general, how often do you or your students use the following resources in your [TL1/TL2] lessons?'
- 'In general, how often do you or your students use the following [ICT facilities] in your [TL1/TL2] lessons?'
- 'In general, how often do your students have to use a computer for the following?'

Each of these questions was followed by a list of ICT facilities and resources (see Appendix 2). The response categories were *'Never or hardly ever', 'A few times a year', 'About once a month', 'A few times a month'* and *'(Almost) every lesson'*).

The responses to these four questions were combined using factor analysis (full details of the factor analysis are available in Appendix 1) and three new variables were created that measured slightly different aspects of ICT usage, these variables are listed below:

- Frequency of using ICT for foreign language learning
- Frequency of use of 'regular' ICT in lessons
- Frequency of using language focussed ICT in lessons.

Of these three variables frequency of using 'regular' ICT in lessons was the only one found to be significantly associated with proficiency for TL1 reading. This variable was created from responses to the following questions in the teacher questionnaire:

- The frequency of use of the following ICT devices at school for teaching the target language:
    - a teacher PC or laptop in the classroom
    - a projector in the classroom
    - interactive whiteboard in the classroom
    - multimedia language lab (teacher PC and student PCs with specific language learning software)

    - multimedia lab (teacher PC and student PCs without specific language learning software)
    - an internet connection in the classroom
    - a virtual learning environment to support language teaching and learning
- The frequency of use of the following resources for a target language class:
    - internet
    - computer programs
- The frequency of use of the following ICT facilities for a target language class:
    - software or websites specifically designed for learning languages.

Table 8.1 shows that frequent use of 'regular' ICT in lessons has a positive association with TL1 reading skills. That is, in schools where, on average, teachers used 'regular' ICT more frequently in their lessons, the overall attainment in TL1 reading skills is higher. The same association was not found for listening or writing skills for TL1.

The other two variables, frequency of using ICT for foreign language learning, and the frequency of using language focussed ICT in lessons did not have any significant associations with attainment for any of the skills for TL1[20].
Pupils were asked how frequently they used computers, and for what purposes. The list of possible purposes included:

- For finding information for [TL1/TL2] homework or assignments
- For [TL1/TL2] homework or assignments
- For learning to write in [TL1/TL2]
- For learning to speak [TL1/TL2]
- For learning to understand spoken [TL1/TL2]
- For learning [TL1/TL2] grammar
- For learning to read [TL1/TL2] texts
- For learning to pronounce [TL1/TL2] correctly
- For learning [TL1/TL2] words.

Pupils were then asked to indicate how frequently they used computers for these purposes when studying and doing homework for [TL1/TL2]. Response options included: *Never or hardly ever, A few times a year, A few times a month, A few times a week, (Almost) every day*

.
The analysis used an average over all of these items from this particular question to create a compound index. This variable is made up of an average across the frequencies of *all* of the purposes that pupils were asked about.

Table 8.4 summarises the findings relating to the frequency and purpose of ICT use by pupils, and proficiency in each language skill tested for TL1, in England and overall. In this,

[20] A full explanation of the questions used to create these two variables can be found in Appendix 2.

and in all following tables, a minus sign indicates a negative effect and a plus sign a positive effect. If the cell is shaded this indicates a statistically significant effect. Therefore, here, a significant positive effect means that pupils who frequently use computers for a variety of purposes for study or homework in TL1 tend to perform at a higher level. If there is no significant effect (in either direction) we cannot say that there was a difference in the performance/attainment of those who frequently use computers for a variety of purposes when studying or doing homework in the target language, and those who do not. The 'rule of thumb', given in Chapter 7, was used to identify the 'overall effect' across jurisdictions, and is given, where relevant, in the column labelled 'Overall'. When this column is left blank, it indicates that there is no overall effect found across jurisdictions.

Table 8.4: Frequency and purpose of ICT use – effect on TL1 skills

Frequency and purpose of ICT use		
	England	**Overall**
Listening	-	-
Reading	-	-
Writing	-	-

Table 8.4 shows that overall across the participating jurisdictions there is a significant negative relationship between the frequency of ICT use for a variety of purposes for TL1 study and homework, and pupils' proficiency in listening, reading and writing at TL1. That is, pupils who frequently used computers for a variety of purposes for studying or doing homework in TL1, tended to perform at a lower level in listening, reading and writing at TL1. For each of the three skills tested, this significant negative effect was seen in the majority of jurisdictions; the significant negative effect was seen in 81 per cent of jurisdictions for listening, 94 per cent for reading, and 81 per cent for writing. As the other contextual factors have been controlled for in this regression model, we can say that this relationship is not as a consequence of any of the other contextual factors considered. In England, a significant negative effect was only seen between frequency of ICT use and reading skills.

As outlined in the introduction, graphs have been included in this chapter to illustrate the pupil-level variables that were found to have a statistically significant effect overall. As previously explained, a steeper line represents a more pronounced effect. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant.

Figure 8.3 shows that the association between frequency of using ICT for foreign language learning and TL1 listening proficiency is negative and significant in the majority of jurisdictions. Pupils who regularly use ICT for foreign language learning tend to perform worse than those who do not. The light purple line for England (UK-ENG) shows that the effect is not significant.

Figure 8.3: Frequency of using ICT for foreign language learning and TL1 listening proficiency – pupil level data

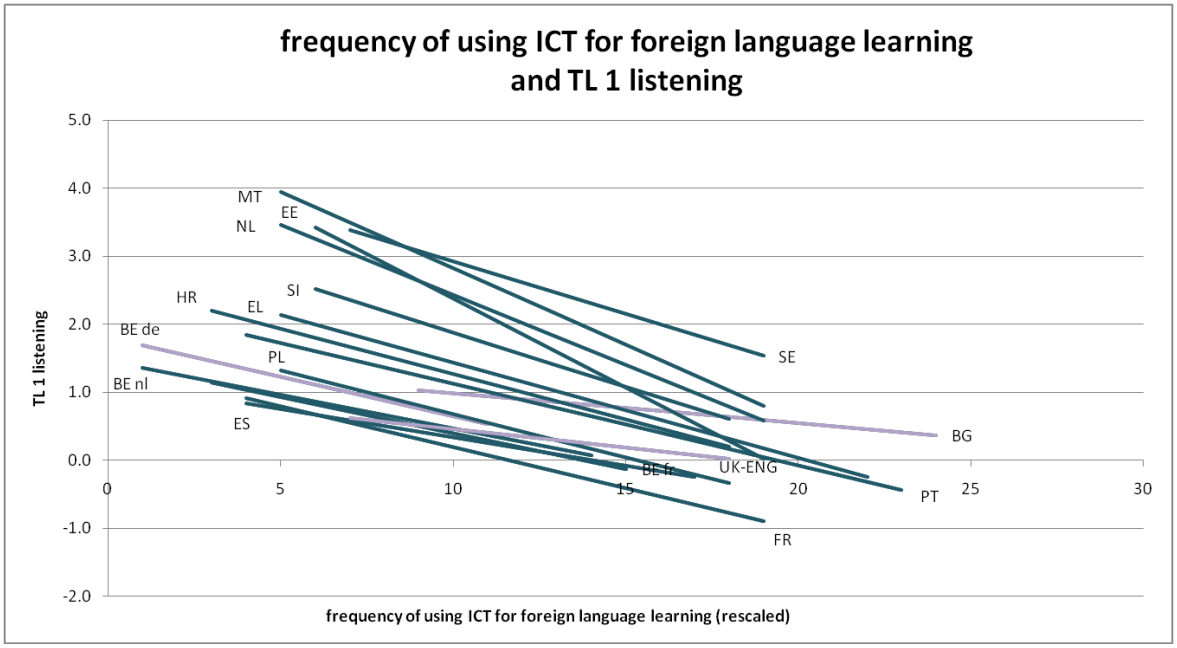


Figure 8.4: Frequency of using ICT for foreign language learning and TL1 reading proficiency – pupil level data

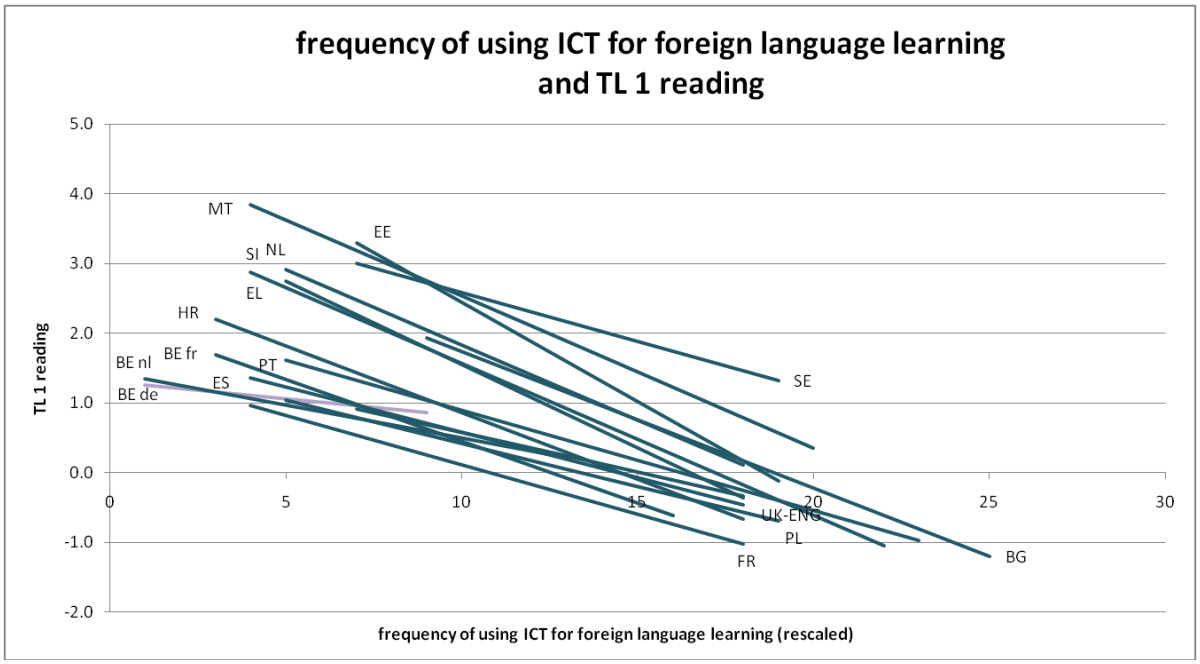
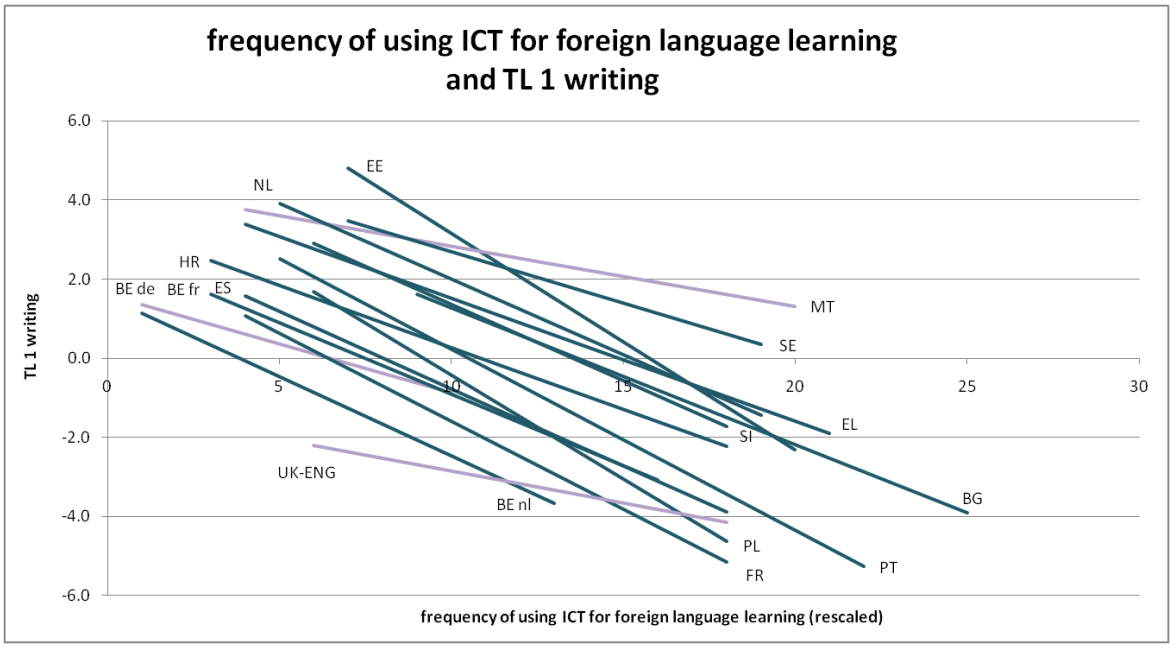


Figure 8.4 shows that the association between frequency of using ICT for foreign language learning and TL1 reading proficiency is also negative and significant in the majority of jurisdictions. Pupils who regularly use ICT for foreign language learning tend to perform worse than those who do not. The dark blue line for England (UK-ENG) shows that the effect is significant.

Figure 8.5 below shows that the association between frequency of using ICT for foreign language learning and TL1 writing proficiency is also negative and significant in the majority

of jurisdictions. Pupils who regularly use ICT for foreign language learning tend to perform worse than those who do not. The light purple line for England (UK-ENG) shows that the effect is not significant.

Figure 8.5: Frequency of using ICT for foreign language learning and TL1 writing proficiency – pupil level data



Teachers receiving training about the CEFR

Teachers were asked whether they had received training in the Common European Framework of Reference (CEFR), either as part of their initial training or as part of in-service training during the last five years. A composite measure of these two questions was included in the analysis. If teachers answered *'Yes'* to at least one of these questions, then they were classified as having received training in the CEFR.

Table 8.1 shows that receiving training about the CEFR was positively associated with listening proficiency at TL1. That is, in schools where on average teachers had received training in the CFER, overall attainment in listening at TL1 was higher. The same association was not found for reading or writing skills at TL1.

Teachers' experience in teaching TL1

Teachers were asked how many years they had been teaching the target language. Table 8.1 shows that teachers' experience in teaching TL1 had a positive association with overall attainment in TL1 reading skills. That is, in schools where on average teachers have more experience in teaching TL1, the overall attainment in TL1 reading skills tends to be higher. The same association was not found for listening or writing skills at TL1.

8.3 Teacher/school factors significantly related to language proficiency in Target Language 2 (TL2)

This section outlines the teacher/school factors significantly related to language proficiency in TL2. As with TL1, the findings are presented in the following way: firstly factors significantly related to all three language skills (listening, reading and writing), then those significantly related to two of the language skills, followed by variables significantly related to just one of the language skills.
Findings are included from the pupil-level regression model where relevant, to further explore the relationship between contextual factors and language proficiency.
For Target Language 2 (TL2), the teacher/school level variables found to have a significant effect on language proficiency were different to those found to have a significant effect for TL1. For TL2 the factors significant for at least one language skill were:

- Experience in teaching target language
- Training in Common European Framework of Reference (CEFR)
- Use of Common European Framework of Reference levels
- Financial incentives for in-service training offered
- Specialist language profile
- In-school teaching placements
- Guest target language teachers participating in exchange visits
- Language specialisation.

Table 8.5 indicates whether there is a significant relationship between the teacher/school factors and proficiency in each of the language skills (listening, reading and writing) for TL2. In this table, a minus sign indicates a negative effect and a plus sign a positive effect. For example, looking firstly at teachers' experience in teaching the target language, a plus sign for each of the language skills indicates that this variable had a significant positive effect on pupil proficiency in listening, reading and writing at TL2. That is, in schools where on average teachers had more experience in teaching TL2, overall attainment in all three TL2 language skills was higher. Where cells are blank, this indicates that no statistically significant association was found between that variable and proficiency in that language skill, (for example, a school's specialist language profile and TL2 listening and writing skills).

Table 8.5: Target Language 2 – Significant teacher/school level factors

Teacher/school variables	TL2 skill		
	Listening	Reading	Writing
Experience in teaching target language	+	+	+
Received training about CEFR	+	+	+
Number of different financial incentives for in-service training from school		+	+
Specialist language profile		+	
In-school teaching placement (none)		+	
Teachers often use CEFR levels	+		
Guest target language teachers participating in exchange visits			+
In-school teaching placement (4-6 months)	-		
Language specialisation			-

8.3.1 School/teacher factors significantly related to all three TL2 language skills

This section explores the two school/teacher level factors found to be significantly related to proficiency in all three language skills (listening, reading and writing) at TL2:

- Teachers' experience in teaching TL2
- Teachers receiving training about the Common European Framework of Reference.

Experience in teaching target language

Teachers were asked how many years they had been teaching the target language. Further details on the question and the analysis are in section 8.2.3.

Table 8.5 shows that teachers' experience in teaching TL2 had a positive association with overall attainment in all three TL2 language skills. That is, in schools where on average teachers have more years experience in teaching TL2, the overall attainment in TL2 listening, reading, and writing tended to be higher. The same association was only found for reading in the TL1 analysis.

Received training about the CEFR

Teachers were asked whether they had received training in the Common European Framework of Reference (CEFR), either as part of their initial training or as part of in-service training during the last five years. As explained in section 8.2.3, teachers were classified as having received training in the CEFR if they responded 'Yes' to either of these questions.

Table 8.5 shows that receiving training about the CEFR was positively associated with all three language skills (listening, reading and writing) at TL2. That is, in schools where on average teachers had received training in the CFER, overall attainment in listening, reading and writing at TL2 tended to be higher.

8.3.2 School/teacher factors significantly related to two TL2 language skills

Only one school/teacher-level factor was found to be significantly related to two language skills at TL2: financial incentives offered for in-service training from schools. Further details on the question asked are in section 8.2.2.

As shown in Table 8.5, there was a significant positive association between the number of financial incentives offered for in-service training by the school, and attainment in reading and writing for TL2. That is, in schools that offer more financial incentives to teachers for in-service training, the attainment in reading and writing for TL2 tends to be higher. There was no significant association found between the number of financial incentives offered for in-service training and listening skills for TL2.

8.3.3 School/teacher factors significantly related to one TL2 language skill

For TL2 there were several teacher/school level variables that had a significant association with just one of the three languages skills tested. These were:

- Specialist language profile
- In-school teaching placements
- Teachers' use of CEFR levels
- Guest target language teachers participating in exchange visits
- Language specialisation.

Specialist language profile

As outlined for TL1, the variable 'specialist language profile' represents headteacher reports of the policies and practices the school employs to encourage language learning (further details on the question are available in section 8.2.1).

Table 8.5 shows that a significant positive association was found between a school's specialist language profile (the number of the policies and practices the school offers to encourage language learning) and the overall performance of the school's pupils in reading for TL2. That is, in schools where there are more policies and practices that encourage language learning pupils tended to perform at a higher level in reading. This association was not seen for listening or writing skills at TL2.

As with TL1, in addition to questions about the practices and policies that contributed to the *specialist language profile* variable, headteachers, teachers and pupils were also asked about a number of other school practices and policies related to language learning, these variables were also included in the regression analysis. As explained the Section 8.2 headteachers and pupils were asked about the provision of/attendance at extra lessons in the target language and responses to these questions were included in the analysis. As with TL1, the school/teacher level analysis found that the provision of enrichment lessons was not related to language proficiency in TL2. However, Table 8.6 shows that across

jurisdictions a significant negative association was found between participation in extra lessons in TL2 (both catch-up lessons and enrichment lessons), and pupils' proficiency in TL2 reading skills. That is, pupils who had attended extra lessons in TL2 tended to perform worse in TL2 reading skills than those who had not participated in extra lessons. This significant negative effect was seen in 38 per cent of jurisdictions. In England, there were no significant effects of pupils' participation in extra lessons in TL2 seen for any of the skills tested.

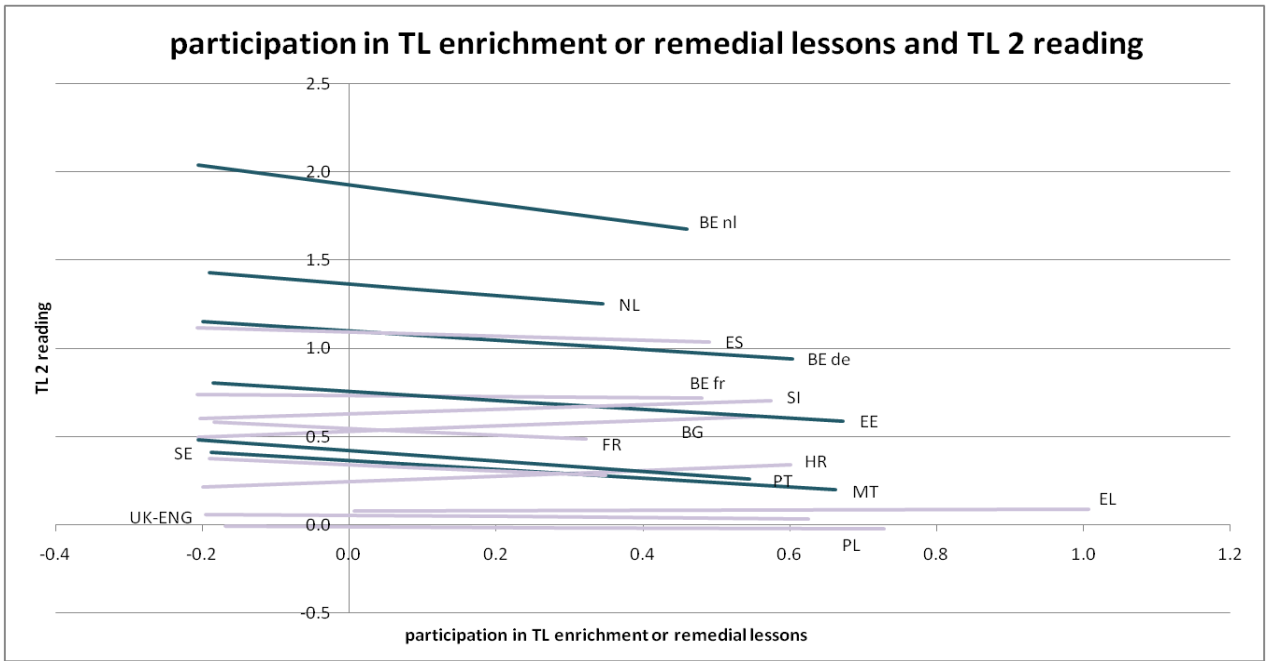
Table 8.6: Pupils attending extra lessons in TL2 – effect on TL2 skills

Participation in extra lessons in target language		
	England	**Overall**
Listening	+	
Reading	-	-
Writing	-	

As outlined in the introduction, graphs have been included to illustrate the variables from the pupil-level model that were found to have a statistically significant effect overall. A dark blue line represents a statistically significant effect; a light purple one represents an effect that was not found to be statistically significant. Lines sloping upwards represent a positive effect, while lines sloping downwards indicate a negative effect.

Figure 8.6 shows that the association between attending extra lessons in the target language and reading proficiency at TL2 is negative and significant in six jurisdictions. This means that pupils who attended extra lessons in TL2 tended to perform worse in TL2 reading than those who did not. The light purple line for England (UK-ENG) shows that the effect is not significant. As was the case for TL1, the data shows that in all participating jurisdictions there were pupils who participated in enrichment lessons for the target language and pupils who participated in catch-up lessons for the target language (the data for each participating jurisdiction can be found in Appendix 3). The percentage of pupils attending extra lessons which were enrichment lessons ranged from three per cent (Estonia) to 39 per cent (Greece); in England this was 11% of pupils (similar to the percentage for TL1). In terms of catch-up lessons, Greece also had the highest percentage of pupils reported attending catch-up lessons (34%) and the lowest percentage was in France, Spain and Sweden where only five per cent of pupils had attended catch-up lessons. In England the percentage of pupils who attend catch-up lessons for TL2 is very similar to TL1, 14 per percent and 17 per cent respectively. As discussed in the TL1 section, it is likely that pupils attending enrichment lessons may be more proficient at the target language and additional lessons are designed to stretch them, whereas those pupils attending catch-up lessons may be pupils who need to improve their proficiency. These findings could indicate that the reason for receiving extra lessons, for example to improve lower attainment, has an impact on the relationship between attending extra lessons and language proficiency.

Figure 8.6: Attending extra lessons in TL2 and TL2 reading skills – pupil level data



In-school teaching placements

Teachers were asked to indicate how long (in months) they spent on in-school teaching placements during their initial training as a teacher. As explained in section 8.2.2, teachers' responses were grouped into categories: no in-school placement, a placement for one month, a placement for two to three months, a placement for four to six months, a placement for one year or longer. The effect of the length of in-school teaching placements, as described in each of these categories, on language proficiency was compared against a baseline case of '*a placement for seven to 12 months'*.

Table 8.5 shows that there are two significant associations between length of in-school teaching placements and overall language proficiency at TL2. There was a negative relationship between teachers spending four to six months on an in-school teaching placement and proficiency in listening in TL2. This means that attainment in listening for TL2 tended to be lower for pupils in schools where teachers, on average, spent four to six months on an in-school teaching placement during initial teacher training, when compared against the baseline category (spending 7 to 12 months on an in-school placement). In addition, teachers having *no* in-school teaching placement had a positive association with TL2 reading proficiency. This means that attainment in reading for TL2 tended to be higher for pupils in schools where teachers, on average did not have an in-school teaching placement during their initial teacher training, when compared against the baseline category (spending 7 to 12 months on an in-school placement). This finding could be considered counterintuitive as it would be expected that not having any practical teaching experience as part of initial teacher training would be negatively associated with attainment. However, across the participating jurisdictions there was a lot of variation in the percentage of teachers who did not have an in-school teaching placement during their initial teacher training. For

example, Greece had the largest percentage of teachers who did not have an in-school teaching placement (56%), whereas England had only two per cent of teachers in this category (the lowest of all the jurisdictions. The frequency for each jurisdiction can be found in Appendix 3). The fact that in some jurisdictions a large proportion of teachers indicated that they did not have any practical teaching experience as part of their initial teacher training may highlight an issue with the question itself. It is possible that respondents interpreted '*In-school teaching placements*' as paid employment as a teacher rather than as an unpaid placement that is part of training. It is important to recognise that in England a very small proportion of teachers (2%) indicated that they had not had an in-school placement and therefore the positive association between not having an in-school placement as part of initial teacher training and attainment should be interpreted with caution.

Teachers' use of CEFR levels

As well as asking about training teachers received in the Common European Framework of Reference (CEFR), teachers were also asked about their use of the CEFR levels in their practice. The teacher questionnaire asked: *'How often have you used the Common European Framework of Reference for the following?'* Teachers were asked to respond to the following purposes, indicating whether they used them '*Never', 'Sometimes', 'Quite often',* or *'Very often':*

- For curriculum or syllabus development
- For teacher training
- For testing or assessment
- For the development or selection of instructional materials
- For communication with stakeholders, such as students, other teachers, parents, etc.

Table 8.5 shows that using the CEFR levels had a positive association with listening proficiency at TL2; that is, in schools where teachers on average used the CEFR levels often or very often, overall proficiency in TL2 listening tended to be higher.

Guest target language teachers participating in exchange visits

The school questionnaire asked headteachers how many guest teachers of the target language came to the school in the previous year for exchange visits of longer than one month. The analysis compared language proficiency in schools where some guest target language teachers had participated in exchange visits, against schools where this did not happen.

Table 8.5 shows that guest target language teachers participating in exchange visits had a positive association with writing proficiency at TL2. That is, in schools where teachers of the target language from abroad came to work for longer than one month, overall proficiency in TL2 writing skills tended to be higher. The same association was not found for either listening or writing proficiency at TL2.

Language specialisation

The variable *'specialisation of teachers'* represents teacher responses to questions about the subjects they are qualified to teach:

- the number of languages a teacher is qualified to teach
- the number of subjects other than languages a teacher is qualified to teach
- whether a teacher is qualified to teach the target language.

Responses to these questions were combined, to create a scale which measured increasing level of specialisation for use in the analysis in eight categories from *'no qualification for any subject'* to *'completely specialised in target language'* (a description of all eight categories can be found in Appendix 2).

Table 8.5 shows that language specialisation had a significant negative association with TL2 writing proficiency; that is, schools where teachers on average had higher overall language specialisation, tended to have lower overall proficiency in TL2 writing skills. This association was not seen for TL2 reading or listening, nor for any of the language skills at TL1.

8.4 Summary

This chapter has explored the variables from the school/teacher level model found to be significantly associated with attainment in at least one of the language skills across jurisdictions. The findings were presented firstly for TL1 then TL2.

As explained in the introduction, the data from particular teacher responses cannot be linked to particular pupils; therefore, data has been aggregated to the school level and combined with school-level data. School averages in attainment are used to explore the effects of the various school-teacher level factors.

TL1 findings

At TL1, two school/teacher level factors were significantly associated with attainment across all three skills in the target language. These factors were:

- The number of languages a school offers
- Specialist language profile of a school.

Three factors at the school/teacher level were significantly associated with attainment across two TL1 language skills. These factors were:

- Financial incentives offered for in-service training from schools
- In-school teaching placements
- Level of teachers' education.

The number of financial incentives offered for in-service training from schools had a significant positive association with overall attainment in listening and writing at TL1.

In-school teaching placements of one month had a significant negative association with overall attainment in listening and reading skills at TL1, when compared with in-school teaching placements of seven to 12 months.

Having teachers with higher education qualifications *below* degree level (as their highest level of qualification), was negatively associated with overall attainment in reading and writing at TL1 in the school, compared to having teachers qualified to degree level. Having teachers educated to A/AS level/GCSE level/higher education access course as their highest qualification level, compared to having teachers qualified to degree level, was also negatively associated with proficiency in writing but not reading. It should be noted that only a small proportion of teachers in England are not educated to at least degree level.
Several other factors were also found to have a significant association with overall attainment levels in one of the language skills. These were:

- The frequency of using 'regular' ICT in lessons
- Teachers receiving training in CEFR

The frequency of using 'regular' ICT in lessons was positively associated with TL1 reading; teachers receiving training in CEFR was positively associated with TL1 listening, and teachers' experience in teaching TL1 was positively associated with TL1 reading.

TL2 findings

At TL2, two school/teacher level factors were significantly associated with attainment across all three skills in the target language. These factors were:

- Teachers' experience in teaching TL2
- Teachers receiving training about the Common European Framework of Reference (CEFR).

Just one factor at the school/teacher level was significantly associated with attainment across two TL2 language skills:

- Financial incentives offered for in-service training from schools.

There was a significant positive association between the number of financial incentives offered for in-service training by the school, and the overall attainment in reading and writing at TL2.
Several other factors were also found to have a significant association with overall attainment levels in one of the language skills. These were:

- Specialist language profile
- In-school teaching placements
- Teachers' use of CEFR levels
- Guest target language teachers participating in exchange visits
- Language specialisation.

A statistically significant positive association was found between a school's specialist language profile (the number of policies and practices the school offers to encourage language learning) and the overall performance of the school's pupils in TL2 reading skills.
Regarding in-school teaching placement, the findings were mixed: teachers having *no* in-school teaching placement had a positive association with TL2 reading proficiency, when compared against the baseline case of teachers having a placement for seven to 12 months. However, teachers having an in-school teaching placement for four to six months had a negative association with overall proficiency in TL2 listening skills when compared against the baseline category.
In schools where teachers on average used the CEFR levels often or very often, overall proficiency in TL2 listening tended to be higher.
Having guest target language teachers in the school working for longer than one month, had a positive relationship with overall proficiency in TL2 writing skills.
Finally, increasing levels of language specialisation of teachers had a negative association with TL2 writing skills.

Overview

This summary of the key significant variables shows that the factors that had an effect on language proficiency were not the same for TL1 and TL2.

For TL1 the variables that were significant for all three language skills were related to school policies/practices in terms of foreign language learning (the number of languages a school offers, and schools' specialist language profile). Whereas, for TL2 the factors significant across all three skills focused on the training and experience of teachers (teachers' experience of teaching TL2, teachers' receiving training in CEFR).

For both TL1 and TL2 the number of financial incentives offered by schools for teachers had a significant association with two language skills (listening and writing at TL1, and reading and writing at TL2). More of the school/teacher-level variables were significant across two language skills at TL1 than at TL2.

Regarding the variables significant for just one language skill; the picture was again mixed between TL1 and TL2, with different variables having an effect on different skills across the two target languages. There were no messages here that were consistent for both target languages.

9 References

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Appendix 1: Technical Appendix

Bias analysis

For England's sample an analysis comparing the characteristics of the responding schools with other sampled schools was conducted. It examined whether there was evidence of bias in the sample as a result of school-level non-response. Two sets of comparisons were made for the samples for each target language. Firstly the participating main sample schools are compared with the non-participating main sample schools. Secondly all participating schools (main and replacement) are compared with the original main sample schools. For each comparison individual chi-squared tests checked for differences in (categorical) school characteristics. This was then supplemented by using logistic regression to check for differences across a number of (categorical and continuous) characteristics together. The variables considered were:

Region	North, South, Midlands, London	categorical
School Type	Maintained non-selective, Maintained selective, Independent	categorical
Urban/Rural		categorical
GCSE performance 2010	total GCSE point score grouped into 20% bands	categorical
GCSE performance 2010	total GCSE point score	continuous
Percentage of pupils gaining a GCSE in MFL 2010		continuous
FTE teachers in school		continuous
Pupil:Teacher ratio		continuous
Percentage of pupils with EAL 2011		continuous
Percentage of pupils eligible for FSM 2011		continuous

Comparing main sample participants with main sample non-participants
Chi-squared tests

Region

		main sample non-participating schools	main sample participating schools	Total
North	N	10	8	18
	%	27.8%	21.1%	24.3%
South	N	9	14	23
	%	25.0%	36.8%	31.1%
Midlands	N	14	9	23
	%	38.9%	23.7%	31.1%
London	N	3	7	10
	%	8.3%	18.4%	13.5%
Total	N	36	38	74
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	3.945[a]	3	0.267	

School type

Maintained non-selective	N	29	27	56
	%	80.6%	71.1%	75.7%
Maintained selective	N	1	4	5
	%	2.8%	10.5%	6.8%
Independent	N	6	7	13
	%	16.7%	18.4%	17.6%
	N	36	38	74
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	1.896[a]	2	0.388	

Urban/Rural

Rural	N	7	5	12
	%	19.4%	13.2%	16.2%
Non-rural	N	29	33	62
	%	80.6%	86.8%	83.8%
	N	36	38	74
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.538[a]	1	0.463	

GCSE performance

Lowest 20%	N	5	4	9
	%	13.9%	10.5%	12.2%
2nd lowest 20%	N	6	8	14
	%	16.7%	21.1%	18.9%
Middle 20%	N	4	10	14
	%	11.1%	26.3%	18.9%
2nd highest 20%	N	10	3	13
	%	27.8%	7.9%	17.6%
Highest 20%	N	8	11	19
	%	22.2%	28.9%	25.7%
missing	N	3	2	5
	%	8.3%	5.3%	6.8%
	N	36	38	74
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	7.362[a]	5	0.195	

Logistic regression

	B	S.E.	df	Sig.
North	-0.395	0.795	1	0.619
Midlands	-0.772	0.680	1	0.257
London	0.559	1.037	1	0.589
Maintained selective	0.585	1.430	1	0.683
Independent	-2.317	1.602	1	0.148
Rural	-0.324	0.750	1	0.666
Percentage pupils gaining a GCSE in MFL 2010	0.018	0.017	1	0.298
FTE teachers	0.001	0.012	1	0.901
Pupil:teacher ratio	-0.208	0.173	1	0.229
Percentage pupils with EAL 2011	0.016	0.027	1	0.547
Percentage pupils eligible for FSM 2011	-0.026	0.044	1	0.549
Total GCSE point score 2010	-0.004	0.005	1	0.413
Constant	4.739	4.200	1	0.259

Comparing main sample schools with all participating schools
Chi-squared tests

Region

		original main sample schools	all participating schools	Total
North	N	18	12	30
	%	24.3%	22.6%	23.6%
South	N	23	18	41
	%	31.1%	34.0%	32.3%
Midlands	N	23	15	38
	%	31.1%	28.3%	29.9%
London	N	10	8	18
	%	13.5%	15.1%	14.2%
	N	74	53	127
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.251[a]	3	0.969	

School type

		original main sample schools	all participating schools	Total
Maintained non-selective	N	56	40	96
	%	75.7%	75.5%	75.6%
Maintained selective	N	5	5	10
	%	6.8%	9.4%	7.9%
Independent	N	13	8	21
	%	17.6%	15.1%	16.5%
	N	74	53	127
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.396[a]	2	0.821	

Urban/Rural

		original main sample schools	all participating schools	Total
Rural	N	12	7	19
	%	16.2%	13.2%	15.0%
Non-rural	N	62	46	108
	%	83.8%	86.8%	85.0%
	N	74	53	127
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.220[a]	1	0.639	

GCSE performance

		original main sample schools	all participating schools	Total
Lowest 20%	N	9	6	15
	%	12.2%	11.3%	11.8%
2nd lowest 20%	N	14	11	25
	%	18.9%	20.8%	19.7%
Middle 20%	N	14	13	27
	%	18.9%	24.5%	21.3%
2nd highest 20%	N	13	7	20
	%	17.6%	13.2%	15.7%
Highest 20%	N	19	14	33
	%	25.7%	26.4%	26.0%
missing	N	5	2	7
	%	6.8%	3.8%	5.5%
	N	74	53	127
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	1.406[a]	5	0.924	

Logistic regression

	B	S.E.	df	Sig.
North	0.058	0.560	1	0.917
Midlands	-0.061	0.505	1	0.904
London	0.353	0.722	1	0.625
Maintained selective	-0.053	0.907	1	0.954
Independent	-1.319	1.161	1	0.256
Rural	-0.371	0.595	1	0.533
Percentage pupils gaining a GCSE in MFL 2010	0.010	0.013	1	0.439
FTE teachers	-0.004	0.009	1	0.670
Pupil:teacher ratio	-0.107	0.128	1	0.404
Percentage pupils with EAL 2011	0.006	0.017	1	0.734
Percentage pupils eligible for FSM 2011	-0.026	0.030	1	0.384
Total GCSE point score 2010	-0.004	0.004	1	0.321
Constant	3.103	3.148	1	0.324

Target Language 2 (German).

Comparing main sample participants with main sample non-participants
Chi-squared tests

Region

		main sample non-participating schools	main sample participating schools	Total
North	N	6	14	20
	%	17.6%	32.6%	26.0%
South	N	10	12	22
	%	29.4%	27.9%	28.6%
Midlands	N	12	14	26
	%	35.3%	32.6%	33.8%
London	N	6	3	9
	%	17.6%	7.0%	11.7%
	N	34	43	77
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	3.532[a]	3	0.317	

School type

		main sample non-participating schools	main sample participating schools	Total
Maintained non-selective	N	29	33	62
	%	85.3%	76.7%	80.5%
Maintained selective	N	2	6	8
	%	5.9%	14.0%	10.4%
Independent	N	3	4	7
	%	8.8%	9.3%	9.1%
	N	34	43	77
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	1.368[a]	2	0.505	

Urban/Rural

		main sample non-participating schools	main sample participating schools	Total
Rural	N	3	10	13
	%	8.8%	23.3%	16.9%
Non-rural	N	31	33	64
	%	91.2%	76.7%	83.1%
	N	34	43	77
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	2.818[a]	1	0.093	

GCSE performance

		main sample non-participating schools	main sample participating schools	Total
Lowest 20%	N	4	4	8
	%	11.8%	9.3%	10.4%
2nd lowest 20%	N	7	8	15
	%	20.6%	18.6%	19.5%
Middle 20%	N	6	7	13
	%	17.6%	16.3%	16.9%
2nd highest 20%	N	5	9	14
	%	14.7%	20.9%	18.2%
Highest 20%	N	10	13	23
	%	29.4%	30.2%	29.9%
missing	N	2	2	4
	%	5.9%	4.7%	5.2%
	N	34	43	77
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.634[a]	5	0.986	

Logistic regression

	B	S.E.	df	Sig.
North	0.596	0.710	1	0.401
Midlands	-0.298	0.653	1	0.648
London	-0.240	1.057	1	0.820
Maintained selective	0.214	1.188	1	0.857
Independent	-1.123	1.732	1	0.517
Rural	1.325	0.814	1	0.104
Percentage pupils gaining a GCSE in MFL 2010	0.024	0.020	1	0.221
FTE teachers	-0.007	0.012	1	0.576
Pupil:teacher ratio	-0.046	0.187	1	0.806
Percentage pupils with EAL 2011	-0.037	0.034	1	0.287
Percentage pupils eligible for FSM 2011	-0.009	0.076	1	0.904
Total GCSE point score 2010	-0.003	0.005	1	0.560
Constant	1.762	4.139	1	0.670

Target Language 2 (German).

Comparing main sample schools with all participating schools
Chi-squared tests

Region

		original main sample schools	all participating schools	Total
North	N	20	15	35
	%	26.0%	27.3%	26.5%
South	N	22	16	38
	%	28.6%	29.1%	28.8%
Midlands	N	26	17	43
	%	33.8%	30.9%	32.6%
London	N	9	7	16
	%	11.7%	12.7%	12.1%
	N	77	55	132
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.132[a]	3	0.988	

School type

		original main sample schools	all participating schools	Total
Maintained non-selective	N	62	41	103
	%	80.5%	74.5%	78.0%
Maintained selective	N	8	7	15
	%	10.4%	12.7%	11.4%
Independent	N	7	7	14
	%	9.1%	12.7%	10.6%
	N	77	55	132
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.701[a]	2	0.704	

Urban/Rural

		original main sample schools	all participating schools	Total
Rural	N	13	13	26
	%	16.9%	23.6%	19.7%
Non-rural	N	64	42	106
	%	83.1%	76.4%	80.3%
	N	77	55	132
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	.925[a]	1	0.336	

GCSE performance

		original main sample schools	all participating schools	Total
Lowest 20%	N	8	4	12
	%	10.4%	7.3%	9.1%
2nd lowest 20%	N	15	10	25
	%	19.5%	18.2%	18.9%
Middle 20%	N	13	12	25
	%	16.9%	21.8%	18.9%
2nd highest 20%	N	14	13	27
	%	18.2%	23.6%	20.5%
Highest 20%	N	23	14	37
	%	29.9%	25.5%	28.0%
missing	N	4	2	6
	%	5.2%	3.6%	4.5%
	N	77	55	132
	%	100.0%	100.0%	100.0%
	Value	df	Sig.	
Pearson Chi-Square	1.645[a]	5	0.896	

Logistic regression

	B	S.E.	df	Sig.
North	-0.013	0.491	1	0.979
Midlands	-0.224	0.483	1	0.643
London	0.700	0.738	1	0.343
Maintained selective	-0.109	0.806	1	0.892
Independent	-0.181	1.276	1	0.887
Rural	0.451	0.492	1	0.360
Percentage pupils gaining a GCSE in MFL 2010	0.012	0.013	1	0.347
FTE teachers	-0.008	0.009	1	0.371
Pupil:teacher ratio	0.006	0.127	1	0.963
Percentage pupils with EAL 2011	-0.031	0.029	1	0.280
Percentage pupils eligible for FSM 2011	-0.031	0.055	1	0.571
Total GCSE point score 2010	-0.003	0.004	1	0.507
Constant	1.133	2.977	1	0.704

Variables for modelling

All the variables used in the models were obtained from the ESLC dataset.
Variables that are categorical (for example 'Why are you learning [TL1/2]?' from the student questionnaire, or 'In the past five years, how often have you participated in in-service training in the following places? (Please write down the number of times you have participated in different in-service training)' from the teacher questionnaire) were converted to a series of dichotomous variables, one for each category. The most common or prevalent category was the 'base case' and in the models all other categories were compared to the 'base case'.
A number of indices were created from questionnaire items by SurveyLang. Details of how these were derived can be found in http://ec.europa.eu/languages/eslc/docs/en/technical-report-eslc_en.pdf.

Further scales were created using factor analysis, a statistical technique which combines variables that are correlated. Using factor analysis to create scales not only results in measures that are more robust than the individual variables, it also allows the variables to be included in the models while reducing the problems that arise from colinearity (the inter-connectedness of correlated variables). Table A1 below details the constituent variables that comprise the scales, their factor loadings and a measure of their internal consistency (Cronbach's alpha) i.e. the extent to which the variables are measuring the same underlying construct.

Table A1: Scales derived from factor analyses.

Scale	Component Questions	Factor loading	Cronbach's alpha
frequency of using ICT for FL learning	frequency of using ICT for FL learning:		0.866
	for finding information for TL homework or assignments (TQt47i01)	0.637	
	for TL homework or assignments (TQt47i02)	0.661	
	for learning to write in TL (TQt47i03)	0.760	
	for learning to speak TL (TQt47i04)	0.839	
	for learning to understand spoken TL (TQt47i05)	0.830	
	for learning TL grammar (TQt47i06)	0.798	
	for learning to read TL texts (TQt47i07)	0.826	
	for learning to pronounce TL correctly (TQt47i08)	0.832	
	for learning TL vocabulary (TQt47i09)	0.800	
frequency of use of 'regular' ICT in lessons	frequency of use of ICT devices at school for teaching TL:		0.831
	a teacher PC or laptop in the classroom (TQt43i01)	0.778	
	a projector in the classroom (TQt43i02)	0.758	
	interactive whiteboard in the classroom (TQt43i03)	0.608	
	multimedia language lab (teacher PC and student PCs with specific language learning software) (TQt43i04)	0.404	
	multimedia lab (teacher PC and student PCs without specific language learning software) (TQt43i05)	0.453	
	an internet connection in the classroom (TQt43i06)	0.822	
	a virtual learning environment to support language teaching and learning (TQt43i07)	0.481	
	frequency of use resources for a TL class:		
	internet (TQt44i04)	0.695	
	computer programmes (TQt44i05)	0.624	
	frequency use ICT facilities for a [target language] class: software or websites specifically designed for learning languages (TQt45i01)	0.516	
frequency of using language focussed ICT in lessons	frequency of use ICT facilities for a TL class:		0.943
	frequency use ICT facilities for a [target language] class: software or websites specifically designed for learning languages (TQt45i01)	0.496	
	online news media (TV, radio, newspapers) in TL (TQt45i03)	0.706	
	other websites on life and culture in TL speaking country/countries (TQt45i04)	0.708	
	communication tools, e.g. email, chatting, blogging, {MySpace}, {Skype} (TQt45i05)	0.660	
	custom made tools developed in house for learning and teaching languages (TQt45i06)	0.439	
	online portfolio (TQt45i07)	0.535	
	tools for language assessment (TQt45i08)	0.506	
	language webquest (TQt45i09)	0.570	

Scale	Component Questions	Factor loading	Cronbach's alpha
Duration of FL learning	Duration of FL education (I01_ST_M_S39A)	0.767	0.799
	Onset of FL education [lowest international grade] (I01_ST_M_S39B)	-0.712	
	Duration of TL education (I01_ST_M_S40A)	0.875	
	Onset of TL education [lowest international grade] (I01_ST_M_S40B)	-0.800	
learning time	target language lesson time a week (I01_ST_M_S44A)	0.434	0.505
	foreign language lesson time a week (I01_ST_M_S44B)	0.546	
	target language learning time for tests (I01_ST_M_S59A)	0.560	
	target language learning time a week for homework (I01_ST_M_S63A)	0.749	
	foreign language learning time a week for homework (I01_ST_M_S63B)	0.702	
Language usage at home (many languages spoken inc. TL)	number languages exposed to in home (I03_ST_A_S25A)	0.842	0.531
	target language exposure in home (I03_ST_A_S25B)	0.646	
	number of languages used at home (I03_ST_A_S26A)	0.873	
	target language use in home (I03_ST_A_S26B)	0.674	
exposure to TL at home (inc. in media)	target language exposure through home environment (I03_ST_A_S29A)	0.785	0.799
	target language use through home environment (I03_ST_A_S30A)	0.846	
	target language exposure and use through traditional and new media (I03_ST_A_S31A)	0.843	
TL is first language	number of first languages (I03_ST_A_S04A)	0.572	0.785
	target language as first language (I03_ST_A_S04B)	0.822	
	target language as most spoken language at home (I03_ST_A_S27B)	0.667	
Parents knowledge & Visits abroad	parents target language knowledge (I03_ST_A_S28A)	0.693	0.521
	target language exposure and use through visits abroad (I03_ST_A_S45A)	0.881	
Group or whole class activity (learn together)	Frequency of activities during [target language] lessons: The students work in groups. (SQt53i01)	0.739	0.630
	Frequency of activities during [target language] lessons: A group of students speaks in front of the whole class. (SQt53i03)	0.846	
	Frequency of activities during [target language] lessons: An individual student speaks in front of the whole class. (SQt53i04)	0.673	
Individual student activities and teacher speaking to the class (traditional teaching)	Frequency of activities during [target language] lessons: The students work individually. (SQt53i02)	0.809	0.473
	Frequency of activities during [target language] lessons: The teacher speaks to the whole class. (SQt53i05)	0.789	

Scale	Component Questions	Factor loading	Cronbach's alpha
Pupils' involvement in intercultural exchanges	received opportunities regarding the target language for exchange visits (I06_ST_M_S45A)	0.851	0.481
	received opportunities regarding the target language for school language projects (I06_ST_M_S46A)	0.851	
Number of languages learnt	number of learned ancient foreign languages (I02_ST_M_S37A)	0.768	0.266
	number of learned modern foreign languages (I02_ST_M_S37B)	0.768	

Student-level Models

The relationship between reading, writing and listening attainment and student background variables was investigated using linear regression models. Separate models were run for each skill, in each target language, for each jurisdiction. Models were weighted and made use of the five plausible values. Details of how these plausible values were derived can be found in http://ec.europa.eu/languages/eslc/docs/en/technical-report-eslc_en.pdf.The following variables were included in the student-level regression models (non significant variables were not removed). Table A2 shows the student background variables that were available for the pupil-level models.

Table A2 Student Background Variables

Student Background Variables
Gender (*base case - boys*)
Economic, social and cultural status
I am learning TL because studying a foreign language is compulsory and I chose TL (*base case - The subject of TL is compulsory*)
I am learning TL because I chose TL as an optional subject (*base case - The subject of TL is compulsory*)
Usefulness of languages
I quite like learning TL (*base case - I hardly or do not like learning TL*)
I like learning TL lots (*base case - I hardly or do not like learning TL*)
Attitude towards language lessons
Onset of learning languages
Learning time
Language usage at home (many languages spoken inc. TL)
Exposure to TL at home (inc. in media)
TL is first language
Parents knowledge & Visits abroad
Teachers' use of target language
Students' use of target language
Resources used in lessons

Student Background Variables
Group or whole class activity (learn together)
Individual student activities and teacher speaking to the class (traditional teaching)
Pupils' involvement in intercultural exchanges
Number of languages learnt
Participation in target language enrichment or remedial lessons
Frequency of using ICT for foreign language learning

Regression results for each of the models are given in tables A3 – A8 below. Coefficients that are significant at the 5% level are shaded.

Table A3 TL1 Reading

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
(Intercept)	0.39	0.37	0.19	0.78	-0.74	0.81	0.63	-0.68	-0.35	-0.16	1.48	0.54	-0.36	0.09	0.97	-0.02
gender (boys)	-0.05	-0.22	0.04	-0.01	0.35	-0.04	0.01	-0.01	-0.01	0.00	-0.02	0.09	0.03	0.13	0.26	0.07
Economic, social and cultural status (ESCS) [unanchored home possessions]	0.11	0.15	0.09	0.08	0.33	0.45	0.35	0.25	0.18	0.32	0.21	0.21	0.40	0.25	0.34	0.30
studying a FL is compulsory & I chose [TL]	0.13	0.21	-0.03	-0.08	0.26	-0.41	-0.02	-0.07	-0.01	-0.11	-0.42	-0.20	-0.04	-0.10	-0.10	-0.12
I chose [TL] as an optional subject	-0.01	0.12	0.22	-0.20	0.08	-0.24	0.19	-0.05	-0.04	-0.07	-0.24	-0.11	-0.30	-0.26	-0.46	-0.32
Indicator for perception of usefulness of target language and target language learning	0.17	-0.05	0.24	0.11	0.33	0.27	0.16	0.31	0.24	0.42	0.26	0.49	0.58	0.31	0.42	0.46
quite like learning TL	0.00	0.20	0.14	-0.01	0.00	0.49	0.08	0.24	0.16	0.33	0.04	0.12	0.06	0.41	0.23	0.34
like learning TL lots	0.18	0.11	0.30	-0.10	0.33	0.78	0.28	0.53	0.29	0.64	0.15	0.08	0.22	0.92	0.42	0.59
Indicator for perception of target language lessons, teacher and textbook	0.01	0.03	-0.13	-0.05	-0.01	-0.17	-0.07	-0.06	-0.01	-0.09	-0.08	-0.03	-0.13	-0.08	-0.04	-0.13
Onset of language education	0.05	0.07	0.19	0.11	0.24	0.18	0.21	0.22	0.07	0.36	0.13	0.03	0.18	0.16	0.28	0.23
Language learning time	0.03	-0.01	0.07	0.09	0.16	-0.08	0.02	-0.05	0.04	-0.20	0.23	0.02	-0.03	-0.13	0.00	-0.20
Language usage at home (many languages spoken inc. TL)	0.08	0.05	0.01	0.08	0.10	-0.03	-0.02	-0.03	0.00	0.08	0.06	-0.02	-0.06	0.06	0.05	0.01

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
exposure to TL at home (inc. in media)	0.11	0.30	0.25	0.20	0.20	0.53	0.35	0.19	0.27	0.24	0.02	0.19	0.18	0.17	0.11	0.14
TL is first language	0.09	0.17	0.21	0.18	-0.08	0.09	0.14	0.05	0.13	-0.02	0.00	0.10	0.06	0.10	0.02	0.07
Parents knowledge & Visits abroad	0.05	0.05	0.11	0.14	-0.13	0.08	-0.02	0.15	0.08	0.00	0.04	0.03	-0.02	0.01	-0.03	0.03
Group or whole class activity (learn together)	0.01	-0.06	-0.01	0.01	-0.05	-0.14	0.03	-0.05	-0.02	-0.06	-0.01	0.06	0.02	0.04	0.00	-0.06
Individual student activities and teacher speaking to the class (traditional teaching)	0.00	0.01	0.06	0.07	0.09	-0.01	0.08	0.01	0.04	0.16	0.18	0.11	0.04	0.10	0.11	0.11
teachers use of the target language during foreign language lessons	0.03	0.19	0.03	0.05	0.08	-0.06	-0.03	0.04	0.01	-0.06	0.02	0.17	0.03	0.05	0.05	0.01
students use of the target language during foreign language lessons	0.06	0.12	0.17	0.06	0.19	0.33	0.18	0.26	0.10	0.07	0.20	0.01	0.24	-0.06	0.09	0.11
resource use in target language lessons	-0.09	-0.16	0.02	-0.08	-0.11	-0.18	-0.18	0.02	-0.07	-0.04	-0.01	-0.06	-0.31	-0.08	-0.04	0.09
Opportunities for exchange visits and language projects	0.05	-0.07	-0.01	-0.05	0.05	-0.02	-0.09	0.01	0.04	-0.10	-0.17	-0.10	0.10	-0.07	-0.14	-0.01
Number of foreign languages learnt	0.05	0.15	0.01	0.15	0.04	-0.07	0.03	0.05	0.15	0.36	0.09	0.22	-0.02	-0.03	0.20	0.09
participation in target language enrichment or remedial lessons	-0.02	-0.26	-0.22	-0.04	-0.07	-0.51	0.16	0.00	-0.08	0.00	-0.13	-0.23	-0.02	-0.21	-0.35	0.06
frequency of using ICT for foreign language learning	-0.11	-0.05	-0.18	-0.09	-0.20	-0.28	-0.22	-0.13	-0.14	-0.19	-0.22	-0.22	-0.12	-0.14	-0.14	-0.24

Table A4 TL1 Writing

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
(Intercept)	-2.63	-2.07	-1.69	-1.56	-3.97	-1.92	-0.17	-4.20	-3.38	-2.39	1.36	0.04	-2.51	-3.14	0.37	-1.22
gender (boys)	0.13	-1.30	-0.36	-0.13	0.30	-0.80	-0.18	-0.13	-0.54	-0.27	-0.86	-0.24	-0.36	0.13	-0.46	-0.17
Economic, social and cultural status (ESCS) [unanchored home possessions]	0.65	0.46	0.40	0.43	0.92	0.89	0.89	0.57	0.71	0.39	0.75	0.09	0.75	0.66	0.33	0.38
studying a FL is compulsory & I chose [TL]	-0.15	0.00	0.07	-0.63	0.51	-0.39	0.32	-0.54	0.01	-0.21	-0.81	-0.11	-0.16	-0.10	-0.50	0.00
I chose [TL] as an optional subject	-0.11	-0.12	0.52	0.22	0.31	-1.20	0.27	-0.65	-0.05	0.18	-0.50	0.52	-0.98	-0.08	-0.77	-0.19
Indicator for perception of usefulness of target language and target language learning	1.09	0.57	0.80	1.10	0.46	1.13	0.40	1.28	1.10	0.88	0.45	0.82	1.29	1.31	0.70	0.81
quite like learning TL	-0.04	0.14	0.16	0.19	0.86	0.31	0.63	0.69	0.35	0.41	0.26	0.40	0.34	1.33	0.42	0.45
like learning TL lots	-0.06	0.17	0.36	-0.40	0.73	0.57	1.09	1.03	0.76	0.77	0.14	0.31	0.95	1.91	0.51	0.90
Indicator for perception of target language lessons, teacher and textbook	0.09	-0.23	-0.24	-0.22	0.22	0.05	-0.43	-0.15	0.02	0.07	-0.08	-0.18	-0.19	-0.18	-0.07	-0.10
Onset of language education	0.24	0.24	0.31	0.70	0.44	0.46	0.76	0.46	0.00	0.97	0.20	-0.03	0.44	0.23	0.41	0.33
Language learning time	0.38	-0.01	0.36	0.48	0.22	-0.29	-0.03	-0.14	0.30	-0.22	0.17	0.04	0.07	-0.07	-0.13	-0.41
Language usage at home (many languages spoken inc. TL)	0.19	0.15	0.05	0.11	-0.04	0.04	0.05	0.14	0.04	-0.01	-0.05	-0.02	0.06	-0.20	0.21	0.10

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
exposure to TL at home (inc. in media)	-0.07	0.60	0.37	0.69	0.58	0.83	0.45	0.30	0.65	0.67	0.07	0.43	0.31	0.64	0.19	0.21
TL is first language	0.04	0.37	0.27	0.43	0.10	0.23	0.24	0.21	0.12	0.15	-0.07	0.06	0.37	0.12	-0.01	0.08
Parents knowledge & Visits abroad	0.16	0.24	-0.03	0.20	-0.09	-0.01	-0.26	0.23	0.20	0.11	-0.06	-0.02	0.04	0.10	0.14	0.14
Group or whole class activity (learn together)	0.02	-0.18	0.01	0.01	-0.16	-0.17	0.04	0.03	-0.05	-0.16	-0.14	0.05	0.05	0.06	0.26	-0.15
Individual student activities and teacher speaking to the class (traditional teaching)	0.02	0.09	0.02	0.33	0.28	-0.12	0.14	0.13	0.11	0.20	0.37	0.23	0.28	0.17	0.06	0.17
teachers use of the target language during foreign language lessons	-0.13	0.30	0.09	0.21	-0.03	0.13	0.15	0.03	0.01	-0.13	0.30	0.24	0.04	0.02	0.14	0.10
students use of the target language during foreign language lessons	0.35	0.56	0.22	0.22	0.32	0.56	0.11	0.49	0.36	0.08	0.17	-0.08	0.43	0.05	0.16	0.22
resource use in target language lessons	-0.78	0.15	-0.05	-0.14	-0.17	-0.36	-0.13	0.02	-0.47	-0.13	-0.06	0.01	-0.75	-0.08	-0.17	-0.03
Opportunities for exchange visits and language projects	0.60	-0.17	0.03	-0.22	-0.16	0.22	-0.25	0.07	0.23	0.17	-0.08	-0.05	0.12	-0.06	-0.14	-0.01
Number of foreign languages learnt	0.58	0.16	0.19	0.40	0.00	-0.12	0.12	0.04	0.24	0.53	0.16	0.21	0.20	0.13	0.49	0.37
participation in target language enrichment or remedial lessons	-0.16	-0.61	-0.45	-0.95	0.19	-0.57	0.09	0.04	-0.03	0.09	-0.51	-0.43	0.47	-0.87	-0.73	-0.20
frequency of using ICT for foreign language learning	-0.16	-0.25	-0.36	-0.40	-0.35	-0.55	-0.31	-0.39	-0.45	-0.31	-0.15	-0.38	-0.53	-0.46	-0.26	-0.38

Table A5 TL1 Listening

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
(Intercept)	0.22	0.34	0.09	0.62	-0.45	0.50	0.80	-0.45	0.19	0.58	2.36	1.43	0.03	0.02	1.59	0.66
gender (boys)	-0.06	-0.22	0.07	0.06	0.18	-0.02	0.03	-0.08	-0.03	0.13	-0.11	0.18	0.02	0.20	0.11	0.08
Economic, social and cultural status (ESCS) [unanchored home possessions]	0.14	0.10	0.06	0.05	0.50	0.42	0.36	0.21	0.17	0.16	0.33	0.12	0.23	0.23	0.23	0.19
studying a FL is compulsory & I chose [TL]	0.15	0.09	-0.05	-0.06	0.13	-0.34	-0.09	-0.15	0.04	-0.10	-0.28	-0.21	0.01	-0.07	-0.37	-0.10
I chose [TL] as an optional subject	-0.01	0.04	0.12	-0.01	-0.01	-0.24	0.08	-0.09	0.10	-0.04	-0.18	0.01	-0.32	-0.09	-0.21	-0.28
Indicator for perception of usefulness of target language and target language learning	0.17	0.13	0.24	0.08	0.39	0.36	0.07	0.27	0.26	0.31	0.19	0.49	0.37	0.41	0.42	0.30
quite like learning TL	-0.04	-0.05	0.18	0.00	0.09	0.37	0.29	0.11	0.03	0.27	0.07	0.17	0.01	0.32	0.15	0.39
like learning TL lots	-0.05	-0.15	0.36	-0.03	0.23	0.66	0.28	0.33	0.17	0.41	-0.08	0.20	0.13	0.96	0.30	0.58
Indicator for perception of target language lessons, teacher and textbook	0.06	-0.02	-0.08	-0.06	-0.11	-0.10	-0.13	-0.08	-0.19	-0.05	-0.08	-0.09	-0.08	-0.09	-0.11	-0.14
Onset of language education	0.06	0.02	0.15	0.06	0.12	0.21	0.29	0.07	0.09	0.25	0.08	0.10	0.15	0.11	0.20	0.13
Language learning time	0.02	-0.02	0.04	0.07	0.03	-0.13	-0.01	-0.10	0.08	-0.04	0.13	-0.01	-0.03	-0.05	-0.06	-0.16
Language usage at home (many languages spoken inc. TL)	0.06	0.05	0.00	0.07	0.00	0.00	-0.01	0.09	0.06	0.07	0.02	0.01	0.04	0.01	0.08	-0.01

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
exposure to TL at home (inc. in media)	0.04	0.17	0.27	0.18	0.14	0.35	0.22	0.23	0.30	0.39	-0.01	0.28	0.25	0.14	0.08	0.30
TL is first language	0.02	0.12	0.23	0.11	-0.01	0.04	0.10	0.11	0.21	0.06	0.03	0.00	0.03	0.07	-0.02	0.14
Parents knowledge & Visits abroad	0.02	0.06	0.10	0.14	-0.03	-0.05	-0.03	0.16	0.08	0.01	0.06	0.04	0.05	-0.02	0.05	0.09
Group or whole class activity (learn together)	0.02	0.02	-0.04	0.03	-0.09	-0.03	0.01	0.02	0.01	-0.01	-0.01	0.06	0.03	0.00	0.09	-0.02
Individual student activities and teacher speaking to the class (traditional teaching)	0.05	0.02	0.04	0.05	0.13	-0.03	0.05	0.01	0.03	0.09	0.08	0.10	0.08	0.11	0.09	0.07
teachers use of the target language during foreign language lessons	-0.06	0.06	0.08	0.04	0.09	0.09	-0.06	0.13	-0.02	0.00	0.03	0.03	0.12	0.05	0.09	0.08
students use of the target language during foreign language lessons	0.05	0.22	0.04	0.03	0.16	0.31	0.20	0.14	0.09	-0.08	0.07	0.08	0.13	0.01	0.04	-0.03
resource use in target language lessons	-0.01	0.03	-0.04	0.02	0.02	-0.32	-0.01	0.01	0.06	-0.12	-0.02	-0.10	-0.24	-0.07	-0.01	0.10
Opportunities for exchange visits and language projects	0.01	-0.12	0.00	-0.04	-0.02	-0.04	-0.11	-0.01	0.01	0.04	-0.01	-0.05	0.00	-0.07	-0.21	0.00
Number of foreign languages learnt	0.04	0.10	0.02	0.09	0.11	-0.04	0.07	0.04	0.08	0.20	0.02	0.22	0.06	0.06	0.31	0.01
participation in target language enrichment or remedial lessons	-0.08	0.00	-0.18	0.00	0.16	-0.23	0.00	0.05	-0.11	0.04	-0.29	-0.25	0.05	-0.15	-0.30	0.04
frequency of using ICT for foreign language learning	-0.05	-0.12	-0.11	-0.10	-0.04	-0.26	-0.14	-0.08	-0.12	-0.13	-0.22	-0.21	-0.13	-0.12	-0.15	-0.16

Table A6 TL2 Reading

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
(Intercept)	-0.20	0.56	0.59	1.43	0.32	1.05	0.30	0.92	0.72	0.26	0.22	1.66	0.19	0.73	0.32	0.68
gender (boys)	-0.13	-0.15	-0.19	-0.03	-0.09	-0.22	-0.37	-0.07	-0.19	-0.15	0.21	-0.16	-0.08	-0.01	-0.11	0.01
Economic, social and cultural status (ESCS) [unanchored home possessions]	0.12	0.15	0.10	0.19	0.09	0.22	0.29	0.17	0.11	0.22	0.19	0.09	0.18	0.17	0.04	0.01
studying a FL is compulsory & I chose [TL]	-0.03	-0.04	0.09	-0.34	0.00	-0.10	0.05	0.02	0.15	-0.10	0.07	0.02	-0.09	0.06	0.25	-0.18
I chose [TL] as an optional subject	0.03	0.34	0.09	-0.46	-0.05	-0.14	-0.05	0.14	0.05	0.11	0.07	-0.06	-0.15	0.19	0.16	0.16
Indicator for perception of usefulness of target language and target language learning	0.12	-0.04	0.01	0.35	0.19	0.22	0.11	0.13	0.12	0.14	0.14	0.11	0.12	0.00	0.06	0.28
quite like learning TL	0.14	0.39	0.23	0.20	0.09	0.12	0.09	0.10	0.11	0.03	0.53	0.08	0.13	0.21	0.00	0.17
like learning TL lots	0.43	0.53	0.41	0.19	0.09	0.18	0.13	0.33	0.03	0.16	0.90	-0.04	0.40	0.35	0.19	0.62
Indicator for perception of target language lessons, teacher and textbook	-0.07	-0.07	-0.03	-0.01	-0.02	-0.15	-0.04	0.05	-0.01	-0.07	-0.01	-0.02	-0.07	0.02	0.07	-0.11
Onset of language education	0.02	0.12	0.15	0.17	0.14	0.33	0.06	0.16	0.06	0.28	0.05	0.08	0.14	0.07	0.09	0.20
Language learning time	0.04	-0.11	-0.02	0.12	0.18	0.09	0.10	0.02	0.07	-0.11	0.24	0.01	0.04	0.02	0.01	-0.11
Language usage at home (many languages spoken inc. TL)	0.00	0.01	0.12	-0.01	0.01	0.04	-0.10	0.06	0.01	0.13	-0.06	0.01	-0.04	0.05	0.06	0.06
exposure to TL at home (inc. in media)	-0.11	0.34	0.33	0.29	0.06	0.07	-0.04	0.00	0.01	0.10	0.03	0.11	0.05	0.03	0.11	0.20
TL is first language	0.06	0.01	0.20	0.01	-0.15	0.00	-0.01	0.04	0.03	0.20	0.01	0.00	-0.11	0.15	0.06	0.18
Parents knowledge & Visits abroad	0.10	0.20	0.09	-0.04	-0.06	0.00	-0.04	0.13	0.06	0.04	-0.07	0.06	-0.01	0.14	0.02	0.02

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
Group or whole class activity (learn together)	-0.01	0.08	0.01	-0.03	0.08	0.02	0.04	0.05	0.08	0.05	-0.06	0.05	0.01	-0.03	0.02	-0.01
Individual student activities and teacher speaking to the class (traditional teaching)	0.03	-0.02	-0.06	-0.02	0.04	0.05	0.04	0.05	0.06	0.03	0.11	0.17	0.07	0.10	0.06	0.15
teachers use of the target language during foreign language lessons	0.00	0.13	0.01	0.03	0.07	0.07	0.03	-0.01	-0.02	0.03	0.07	-0.02	0.07	-0.09	-0.02	0.00
students use of the target language during foreign language lessons	0.05	0.04	0.05	0.05	0.07	0.11	0.01	0.15	0.01	0.04	0.12	0.10	0.11	-0.02	0.02	0.10
resource use in target language lessons	0.07	0.17	0.28	-0.04	-0.05	-0.10	-0.04	-0.18	-0.09	0.00	-0.13	-0.07	-0.10	-0.02	-0.04	0.06
Opportunities for exchange visits and language projects	0.09	-0.19	-0.04	0.01	-0.02	0.14	-0.03	0.12	0.02	-0.08	-0.08	-0.01	0.08	-0.06	0.03	-0.01
Number of foreign languages learnt	0.10	0.12	0.09	0.22	-0.15	-0.08	-0.06	-0.08	0.07	0.14	0.41	0.13	0.15	-0.17	-0.13	0.08
participation in target language enrichment or remedial lessons	-0.02	-0.26	-0.03	-0.55	0.15	-0.25	0.01	-0.12	-0.19	0.16	-0.25	-0.33	-0.01	-0.30	-0.18	0.13
frequency of using ICT for foreign language learning	-0.02	-0.16	-0.18	-0.26	-0.10	-0.10	-0.07	-0.13	-0.05	-0.11	-0.20	-0.11	-0.08	-0.07	-0.08	-0.27

Table A7 TL2 Writing

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
(Intercept)	-3.27	-0.41	0.06	0.58	-2.47	-0.11	-3.05	-0.88	-1.90	-2.50	-4.10	-0.12	-2.35	-2.25	-3.83	-0.67
gender (boys)	-0.46	-0.12	-0.38	-0.43	-0.57	-0.80	-1.27	-0.27	-0.52	-0.41	0.12	-0.36	-0.74	-0.71	-0.39	-0.57
Economic, social and cultural status (ESCS) [unanchored home possessions]	0.40	0.14	0.22	0.34	0.34	0.61	2.26	0.47	0.89	0.70	0.40	0.04	0.79	0.53	0.77	0.36
studying a FL is compulsory & I chose [TL]	-0.06	-0.16	0.29	-0.51	-0.05	-0.16	-0.18	-0.29	0.29	-0.28	-0.13	0.00	-0.75	0.20	-0.66	0.08
I chose [TL] as an optional subject	0.00	0.75	0.44	-0.88	0.50	-0.49	-1.22	0.36	0.16	0.64	-0.32	0.09	-0.88	0.24	-1.20	0.32
Indicator for perception of usefulness of target language and target language learning	0.74	0.30	0.23	0.76	0.67	0.29	0.61	0.46	0.32	0.52	0.41	0.16	0.67	0.07	0.59	0.34
quite like learning TL	0.11	0.29	0.39	0.32	-0.02	0.57	-0.03	0.22	0.64	0.78	2.01	0.13	0.74	0.81	0.82	0.07
like learning TL lots	0.49	0.62	0.37	0.25	0.06	0.96	0.66	0.78	1.13	1.06	2.48	0.32	1.79	1.38	1.02	1.46
Indicator for perception of target language lessons, teacher and textbook	0.03	-0.03	-0.11	-0.14	0.05	-0.43	-0.15	-0.04	0.01	-0.34	0.28	0.04	-0.37	0.11	0.38	0.07
Onset of language education	-0.01	0.20	0.51	0.17	0.77	0.70	0.22	0.51	0.52	1.05	0.28	-0.04	0.48	0.28	0.47	0.46
Language learning time	0.23	-0.01	0.23	0.13	0.53	0.25	0.47	0.14	0.19	-0.15	0.77	0.13	0.56	0.13	0.25	-0.23
Language usage at home (many languages spoken inc. TL)	0.09	0.08	-0.02	0.03	-0.08	0.13	-0.42	0.12	0.30	0.22	0.10	0.14	0.00	0.19	-0.17	0.29

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
exposure to TL at home (inc. in media)	0.08	0.21	0.69	0.44	0.22	0.25	0.07	0.40	0.31	0.29	0.25	0.32	0.02	0.03	-0.02	0.70
TL is first language	0.28	0.16	0.26	0.13	-0.38	0.39	-0.20	-0.09	0.48	0.09	0.29	0.15	-0.30	0.40	0.17	0.39
Parents knowledge & Visits abroad	0.23	0.05	0.34	-0.14	-0.05	0.03	-0.22	0.25	0.21	-0.08	0.48	0.17	0.10	0.54	0.22	0.09
Group or whole class activity (learn together)	-0.01	0.01	0.06	0.09	0.26	-0.05	0.11	0.27	0.11	0.13	-0.13	-0.05	0.03	0.13	-0.02	-0.04
Individual student activities and teacher speaking to the class (traditional teaching)	-0.09	-0.13	-0.01	0.03	-0.03	0.07	0.11	0.17	0.17	0.26	0.19	0.20	0.33	0.35	-0.05	0.30
teachers use of the target language during foreign language lessons	-0.06	0.08	0.04	0.01	0.23	0.13	0.04	0.18	-0.35	-0.07	0.23	-0.15	0.45	0.02	0.12	-0.10
students use of the target language during foreign language lessons	0.12	0.12	0.10	0.07	0.19	0.57	-0.13	0.10	0.37	0.33	0.19	0.32	0.08	0.05	0.21	0.35
resource use in target language lessons	0.24	0.11	0.06	0.10	-0.40	-0.04	-0.24	-0.35	0.24	0.14	-0.53	0.08	-0.37	-0.18	-0.28	-0.06
Opportunities for exchange visits and language projects	0.32	0.02	0.04	-0.12	0.15	0.37	-0.23	0.27	-0.05	-0.08	-0.47	0.03	0.26	-0.22	-0.08	-0.13
Number of foreign languages learnt	0.33	0.02	0.14	0.22	-0.53	-0.07	-0.37	-0.10	0.01	0.19	0.69	0.38	0.06	0.44	0.33	-0.02
participation in target language enrichment or remedial lessons	-0.23	-0.29	-0.19	-0.88	0.34	-0.74	0.46	0.28	-1.35	0.27	-0.41	-0.45	0.28	-1.36	-0.49	-0.26
frequency of using ICT for foreign language learning	-0.26	-0.32	-0.47	-0.30	-0.34	-0.45	-0.12	-0.41	-0.33	-0.57	-0.40	-0.21	-0.74	-0.21	-0.49	-0.52

Table A8 TL2 Listening

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
(Intercept)	0.28	1.22	0.99	1.70	0.41	0.97	0.49	0.50	0.62	0.45	0.33	1.80	0.35	0.64	0.30	1.17
gender (boys)	-0.08	0.06	-0.04	0.03	-0.15	-0.06	-0.17	-0.07	0.01	0.07	0.19	-0.14	-0.05	-0.08	-0.07	0.02
Economic, social and cultural status (ESCS) [unanchored home possessions]	0.12	0.11	0.08	0.18	0.12	0.16	0.22	0.10	0.03	0.16	0.14	0.10	0.16	0.13	0.02	0.06
studying a FL is compulsory & I chose [TL]	0.05	0.00	0.24	-0.30	0.00	-0.06	0.00	0.04	-0.02	-0.07	0.21	-0.11	0.09	0.07	-0.04	-0.07
I chose [TL] as an optional subject	-0.06	0.20	0.28	-0.46	0.06	-0.22	-0.09	-0.02	-0.04	0.14	0.04	-0.10	0.22	0.05	-0.13	-0.01
Indicator for perception of usefulness of target language and target language learning	0.15	0.06	0.08	0.27	0.02	0.14	-0.01	0.11	0.12	0.02	0.13	0.11	0.04	0.01	0.05	0.25
quite like learning TL	-0.02	0.11	0.20	0.18	0.13	0.14	0.07	0.06	0.02	0.18	0.69	0.03	0.14	0.15	0.03	0.01
like learning TL lots	0.09	0.19	0.30	0.24	0.25	0.13	0.09	0.20	-0.03	0.39	1.12	-0.16	0.31	0.18	0.14	0.51
Indicator for perception of target language lessons, teacher and textbook	-0.03	-0.12	-0.06	-0.07	0.02	-0.15	-0.01	-0.01	-0.06	-0.05	0.04	0.02	-0.05	-0.05	0.06	-0.11
Onset of language education	0.05	0.21	0.09	-0.03	0.18	0.25	0.08	0.09	-0.03	0.20	0.08	0.10	0.12	0.03	0.10	0.15
Language learning time	0.06	0.00	-0.03	0.15	0.08	0.09	0.04	-0.05	0.03	-0.12	0.09	0.02	0.13	-0.02	-0.02	-0.12
Language usage at home (many languages spoken inc. TL)	0.04	0.08	0.13	-0.03	0.10	0.07	-0.01	0.10	0.04	0.12	0.03	0.07	0.02	0.11	0.07	0.10

	England	Belgium-German speaking community	Belgium-French speaking community	Belgium-Flemish community	Bulgaria	Estonia	Greece	Spain	France	Croatia	Malta	Netherlands	Poland	Portugal	Sweden	Slovenia
exposure to TL at home (inc. in media)	0.04	0.20	0.35	0.35	0.10	0.14	0.03	0.09	0.06	0.25	0.14	0.13	0.05	0.02	0.07	0.30
TL is first language	0.00	0.19	0.22	0.06	0.09	0.04	0.02	0.10	0.09	0.21	0.04	0.11	0.09	0.21	-0.01	0.30
Parents knowledge & Visits abroad	0.07	0.21	0.15	0.08	0.05	-0.01	-0.06	0.10	0.07	0.04	0.11	0.17	0.04	0.07	0.06	0.07
Group or whole class activity (learn together)	-0.02	0.03	0.07	0.01	0.01	-0.05	0.07	0.02	-0.04	0.02	-0.01	0.07	0.02	0.00	-0.06	-0.01
Individual student activities and teacher speaking to the class (traditional teaching)	0.01	0.00	0.05	-0.04	0.03	0.08	-0.02	0.04	0.02	0.02	0.05	0.10	0.06	0.04	0.02	0.07
teachers use of the target language during foreign language lessons	0.00	-0.02	-0.01	0.03	0.06	0.14	0.02	0.07	-0.05	0.03	0.09	-0.04	0.08	-0.01	0.03	0.04
students use of the target language during foreign language lessons	0.01	0.09	0.02	0.03	0.08	0.10	-0.07	0.03	0.08	0.05	0.00	0.08	0.04	0.02	0.01	0.01
resource use in target language lessons	0.07	0.08	-0.03	0.02	0.02	-0.04	-0.01	-0.04	0.08	0.01	-0.14	-0.03	-0.06	0.02	0.00	0.00
Opportunities for exchange visits and language projects	0.06	-0.06	-0.01	-0.08	0.01	0.11	-0.05	0.09	0.01	-0.09	-0.11	-0.06	0.10	0.00	-0.01	0.00
Number of foreign languages learnt	0.04	0.01	0.08	0.21	-0.04	0.08	-0.06	-0.09	0.05	0.08	0.07	0.12	0.04	-0.07	0.02	0.00
participation in target language enrichment or remedial lessons	0.01	-0.09	0.15	-0.47	0.24	-0.20	-0.01	-0.01	0.00	0.11	-0.41	-0.06	-0.04	-0.15	-0.10	0.01
frequency of using ICT for foreign language learning	-0.05	-0.18	-0.16	-0.24	-0.06	-0.15	-0.03	-0.06	-0.05	-0.16	-0.04	-0.15	-0.13	-0.04	-0.01	-0.13

Teacher Data and School-level Models

It was not possible to link data pertaining to individual teachers to individual students. Consequently the teacher data was aggregated to the school level to create measures of activities and characteristics of the languages teaching staff in schools. These were combined with school-level variables and incorporated into school-level models, the outcomes being school-level attainment in reading, writing and listening in each target language. As the school-level dataset had fewer cases than the student-level dataset a multi-level model was run, one for each outcome, with schools clustered within jurisdictions. As the school-level dataset was smaller than the student dataset the relationships between background variables and outcomes were not allowed to vary by jurisdiction (i.e. the models had fixed effects) and non-significant variables were omitted (using backward stepwise selection). Table A9 shows the variables that were available for the school-level models.

Table A9 Teacher-level and school-level variables included in the school-level model

Teacher level variables (subsequently aggregated)	
	frequency of using ICT for FL learning
	frequency of use of 'regular' ICT in lessons
	frequency of using language focussed ICT in lessons
	Received training about CEFR
	teachers never use CEFR levels
	teachers use or often use CEFR levels
	Received training in use of Portfolio
	Use of Language Portfolio
	target language as first language
	NO training to teach TL as FL (*base case - Training to teach TL as FL*)
	highest educational level of teacher is ISCED 6 (*base case - ISCED 5a*)
	highest educational level of teacher is ISCED 5b (*base case - ISCED 5a*)
	highest educational level of teacher is ISCED 3 or 4 (*base case - ISCED 5a*)
	no certification for TL teaching (*base case - full certificate*)
	other certification for TL teaching (*base case - full certificate*)
	Language specialisation
	teacher didn't participation in INSET (*base case - participated 2 times*)
	teacher participated in INSET once (*base case - participated 2 times*)
	teacher participated in INSET 3 times (INSET3) (*base case - participated 2 times*)
	teacher participated in INSET 4 or 5 times (*base case - participated 2 times*)
	Focus of in-service training on languages or teaching related subjects
	one stay in target culture (*base case - no stays*)
	two stays in target culture (*base case - no stays*)
	three stays in target culture (*base case - no stays*)

Teacher level variables (subsequently aggregated)	
	4 or 5 stays in target culture (*base case - no stays*)
	No in-school teaching placement (*base case - 7-12 months*)
	1 month in-school teaching placement (*base case - 7-12 months*)
	2-3 months in-school teaching placement (*base case - 7-12 months*)
	4-6 months in-school teaching placement (*base case - 7-12 months*)
	1 year or more in-school teaching placement (*base case - 7-12 months*)
	experience in teaching target language
School level variables	
	number of languages offered
	does the school offer Content and Language Integrated Learning
	specialist language profile
	provision of extra lessons in TL
	ICT facilities in the school
	Guest target language teachers participating in exchange visits
	Target Language teacher shortage
	Number of different financial incentives for in-service training from school
	Target language teacher visits/study in another country
	Funding for exchange visits

Can Do Statements

The student questionnaire contained four statements, for each of reading, writing, listening and speaking, asking students if they can or cannot do the things described. These ‘can do’ statements describe tasks that increase in complexity/difficulty, the first being the simplest and the fourth being the most complex. In theory, as one should not be able to do a more complex task but not do an easier task, students should endorse (say that they can do) consecutive and sequential statements, i.e. students should either tick the first statement and nothing else, or tick the first two statements and not the third or fourth, and so on. The majority, 80%, of students answered consistently. The average ability measures of students who responded inconsistently were significantly different from those who answered consistently and so it would not be appropriate to impute responses to the ‘can do’ statements to make them consistent and so these students were not included in the subsequent analysis. Consequently students were categorised into four groups.

For each of reading, writing and listening, in each target language, the mean ability scores were plotted against the appropriate grouped ‘can do’ statements for each country. It should be remembered that the scores for one language are not equivalent to the scores for another language (the thresholds between the CEFR levels are not the same across languages) so it would not be appropriate to make direct comparisons. However, the analysis considers the general trend of how students perceptions of their abilities is related to the actual ability (as

measured by ESLC); are able students confident in what they can do? are some students over confident given the relative levels of ability?

Additionally regression analyses were conducted to explore whether the relationship between attainment and the ‘can do’ statements was the same for boys and girls; so is there a stronger relationship between attainment and what boys say they can do, compared to girls? do boys and girls who (claim they) can do the same things have the same levels of attainment? or do boys, with the same levels of confidence/perceptions of their ability perform less well than girls? The regression models used the respective ability measures as the outcome and included the four ‘can-do’ statements pertinent to each skill and a sex variable as independent variables. Also included were interaction terms between the can-do statements and sex. The purpose of including interaction terms is to test whether boys with different levels of confidence perform the same as girls with the same level of confidence, or whether their ability is higher or lower.

The results of these regression models indicate:

- in a small number of countries, (slightly fewer than a third in target language 1) boys achieve lower scores in writing (this confirms earlier findings)
- the ‘can-do statements’ are positively related to attainment
- on the whole (in more than one third of models) the relationship between boys levels of confidence/perceptions of their ability and their actual ability is the same as the girls’ relationship. But in the few cases where they do differ, confident boys perform less well than equivalently confident girls (or in other words boys have more confidence than their ability might allude to, compared to girls).

Appendix 2: Questionnaire Items

Chapter 6

Questions from pupil questionnaire used to create an indicator of 'Economic, Social and Cultural Status' (ESCS)

This indicator comprises three components from the pupil questionnaire:

- home possessions
- parental occupation
- higher parental education expressed as years of schooling.

Q7. What is your mother's main job?
If she is not currently working, please tell us what her last main job was.
(Please write down the job title, for example sales manager)

Q8. What does your mother do in her main job?
(Please describe the kind of work she does or did in that job, for example manages a sales team)

Q9. How is your mother currently employed?
(Please select only one answer)

- Working in full-time paid employment
- Working in part-time paid employment
- Not working, but looking for a job
- Other, e.g. home duties, retired

Q10. What is your father's main job?
If he is not currently working, please tell us what his last main job was.
(Please write down the job title, for example sales manager)

Q11. What does your father do in his main job?
(Please describe the kind of work he does or did in that job, for example manages a sales team)

Q12. How is your father currently employed?
(Please select only one answer)

- Working in full-time paid employment
- Working in part-time paid employment
- Not working, but looking for a job
- Other, e.g. home duties, retired

Q13. What is the highest level of schooling completed by your mother?
If you are not sure which answer to choose, please ask the test administrator for help.
(Please select only one answer)

- University degree (e.g. BA, BSc, BEd), Masters degree (e.g. MA, MSc, MBA, MPhil) or Doctorate degree (PhD)
- Higher Education qualification below degree level, e.g. NVQ level 4 or 5, Diploma of Higher Education, nursing qualifications or Higher levels in HNC, HND, or BTEC
- Higher Education access course
- AS or A levels or equivalent qualifications, e.g. NVQ level 3, Advanced GNVQs
- GCSEs or equivalent, e.g. O levels, CSEs, NVQ level 1 or 2, GNVQ Foundation/Intermediate level
- Secondary school to Year 9
- Primary school
- She did not complete primary school or she never went to school

Q14. What is the highest level of schooling completed by your father?
If you are not sure which answer to choose, please ask the test administrator for help.
(Please select only one answer)

- University degree (e.g. BA, BSc, BEd), Masters degree (e.g. MA, MSc, MBA, MPhil) or Doctorate degree (PhD)
- Higher Education qualification below degree level, e.g. NVQ level 4 or 5, Diploma of Higher Education, nursing qualifications or Higher levels in HNC, HND, or BTEC
- Higher Education access course
- AS or A levels or equivalent qualifications, e.g. NVQ level 3, Advanced GNVQs
- GCSEs or equivalent, e.g. O levels, CSEs, NVQ level 1 or 2, GNVQ Foundation/Intermediate level
- Secondary school to Year 9
- Primary school
- He did not complete primary school or he never went to school

Q19. Which of the following do you have at home?
(Please select No or Yes for each row)

- A desk to study at
- A room of your own
- A quiet place to study
- Books to help with your school work (for example an encyclopaedia or atlas)
- A computer you can use for school work
- Educational software
- An internet connection
- A dictionary

Q20. Which of the following do you have at home? (continued)
(Please select No or Yes for each row)

- Classics from the literature of the UK (e.g. books of Shakespeare)
- Books of poetry
- Works of art (e.g. paintings)

- A dishwasher
- A DVD player
- A flat-screen TV
- An MP3 player (e.g. iPod)
- A premium TV package (e.g. Sky Movies, Sky Sports)

Q21. How many books are there in your home?
Generally, there are about 40 books on a bookshelf of one metre. Do not count newspapers, magazines and schoolbooks.
(Please select only one answer)

- 0-10 books
- 11-25 books
- 26-100 books
- 101-200 books
- 201-500 books
- More than 500 books

Q22. [How many] of these are there at your home?
(Please select one answer from each row): None, One, Two, Three or more

- Mobile phones
- Televisions
- Computers or laptops
- Cars
- Rooms with a bath or shower

Q23. Are the following devices available for you to use at your home?
(Please select No or Yes for each row)

- [Your own] computer or laptop
- Access to the internet
- A printer
- A CD or DVD writer
- A scanner
- A USB (memory) stick
- A video games console, such as PlayStation, Nintendo, Wii
- [Your own] iPod, Mp3 player or similar
- [Your own] mobile phone

Chapter 7

Questions from pupil questionnaire used to create the variable 'Duration of language education'

Q39. In which years did you take foreign language lessons in school?
(Please tick as many boxes as applicable)

- Year 11
- Year 10
- Year 9
- Year 8
- Year 7
- Year 6
- Year 5
- Year 4
- Year 3
- Year 2
- Year 1
- Reception

Q40. In which years did you take [TL1/TL2 lessons] in school?
(Please tick as many boxes as applicable)

- Year 11
- Year 10
- Year 9
- Year 8
- Year 7
- Year 6
- Year 5
- Year 4
- Year 3
- Year 2
- Year 1
- Reception

Chapter 8

Variables measuring different aspects of ICT usage

Frequency of using 'regular' ICT in lessons

Q43 (Teacher questionnaire):
How often do you use the following devices at school for teaching [TL1/TL2]?
(Please select only one answer from each row): Never, because it is not available; Hardly ever or never; A few times a year; A few times a month; (Almost) every week.

- A teacher PC or laptop in the classroom
- A projector in the classroom
- Interactive whiteboard in the classroom
- Multimedia language lab (teacher PC and student PCs – with specific – language learning software)
- Multimedia lab (teacher PC and student PCs – without specific – language learning software)
- An internet connection in the classroom
- A virtual learning environment to support language teaching and learning, e.g. Moodle, WebCT, Blackboard, Fronter, Sakai.

Q44 (Teacher questionnaire): 'In general, how often do you or your students use the following resources in your [TL1/TL2] lessons?'
(Please select only one answer from each row: Never, or hardly ever; A few times a year; About once a month; A few times a month; (Almost) every lesson).

- Internet
- Computer programmes

Q45 (Teacher questionnaire):
In general, how often do you or your students use the following [ICT facilities] in your [TL1/TL2] lessons?
Please select only one answer from each row: Never, or hardly ever; A few times a year; About once a month; A few times a month; (Almost) every lesson.

- Software or websites specifically designed for learning languages

Frequency of using language focussed ICT in lessons

Q45 (Teacher questionnaire):
In general, how often do you or your students use the following [ICT facilities] in your [TL1/TL2] lessons?
Please select only one answer from each row: Never, or hardly ever; A few times a year; About once a month; A few times a month; (Almost) every lesson.

- Online dictionaries and other reference works
- Online news media (TV, radio, newspapers) in German

- Other websites on life and culture in German speaking countries
- Communication tools, e.g. email, chatting, blogging, Facebook, Skype
- Custom made tools developed in house for learning and teaching languages
- Online portfolio
- Tools for language assessment
- Language webquest

Frequency of using ICT for foreign language learning

Q47 (Teacher questionnaire):
In general, how often do your students have to use a computer for the following?
(Please select only one answer from each row): Never or hardly ever, A few times a year, A few times a month, A few times a week, (Almost) every day.

- For finding information for [TL1/TL2] homework or assignments
- For [TL1/TL2] homework or assignments
- For learning to write in [TL1/TL2]
- For learning to speak [TL1/TL2]
- For learning to understand spoken [TL1/TL2]
- For learning [TL1/TL2] grammar
- For learning to read [TL1/TL2] texts
- For learning to pronounce [TL1/TL2] correctly
- For learning [TL1/TL2] vocabulary

Language specialisation of teachers

Q22 (Teacher questionnaire):
Which school subjects are you qualified to teacher?
(Please select No or Yes for each row)

- Maths
- One or more science subject, e.g. physics
- One or more humanities subject, e.g. history, geography, citizenship, religious studies
- One or more arts subject, e.g. music, drama, art
- English
- French
- One or more other foreign language (including ancient languages)
- Design and Technology or ICT subjects
- PE and sports

Q23 (Teacher questionnaire):
How many languages are you qualified to teach?
(Please write down the number of languages)

- None
- One language

- Two languages
- Three languages
- Four or more languages

Q24 (Teacher questionnaire):
Which language(s) are you qualified to teach?
(Please tick as many boxes as applicable)

- None
- English
- French
- German
- Spanish

Responses to these questions were combined, to create a scale which measured increasing level of specialisation for use in the analysis:

- 0 = No qualification for any subject (neither for languages, nor for other subjects than language)
- 1 = Not qualified for languages: but qualified for other subjects than languages
- 2 = Generalist: qualified for language(s) and for more than two other subjects
- 3 = Semi-specialised in languages: qualified for language(s) (but not only for target language) and for two other subjects
- 4 = Semi-specialised in target language: qualified for target language (but not for other languages) and for two other subjects
- 5 = Specialised in languages: qualified for language(s) (but not only for target language) and one other subject
- 6 = Specialised in target language: qualified for target language (but not for other languages) and one other subject
- 7 = Completely specialised in languages (no other subjects): qualified for language(s) (but not only for target language) and for no other subject
- 8 = Completely specialised in target language (no other subjects): qualified for target language only (not for other languages or other subjects).

Appendix 3: Frequency data

Chapter 7

Resources used in lessons

Q51 (Pupil questionnaire): How often are the following resources used in your [TL1] lessons? (Target Language 1)

Tapes, CDs or other audio material in TL1

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	19.4	20.8	14.0	33.9	11.9
Belgium_French speaking community	3.5	5.5	15.9	50.3	24.9
Belgium_Flemish community	7.3	12.4	18.2	43.9	18.2
Bulgaria	22.8	19.7	15.8	24.0	17.7
Estonia	2.3	5.9	12.9	47.0	31.8
Greece	25.6	22.7	15.8	24.0	12.0
Spain	5.2	8.1	11.8	44.9	29.9
France	4.3	4.3	10.8	42.5	38.2
Croatia	8.5	9.9	13.5	34.2	33.9
Malta	27.8	26.8	15.6	23.6	6.3
Netherlands	8.4	8.3	18.2	44.3	20.8
Poland	3.5	5.5	9.2	35.3	46.5
Portugal	9.2	11.9	16.7	47.7	14.5
Sweden	3.5	7.5	20.6	48.9	19.6
Slovenia	5.7	11.3	18.0	37.2	27.7
England	3.0	7.3	14.5	40.5	34.7

Videos, DVDs, video clips from YouTube or other audio-visual material

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	56.2	27.8	8.6	5.0	2.4
Belgium_French speaking community	62.2	21.3	8.0	6.8	1.6
Belgium_Flemish community	47.5	22.2	13.2	14.4	2.7
Bulgaria	51.9	22.1	11.9	9.8	4.3

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Estonia	30.8	22.1	19.7	23.3	4.0
Greece	44.2	24.5	12.9	12.9	5.6
Spain	29.5	23.8	18.2	23.4	5.1
France	33.0	25.5	15.8	18.7	7.0
Croatia	54.2	18.8	11.0	12.1	3.9
Malta	35.6	30.3	15.4	14.9	3.8
Netherlands	14.1	20.3	23.4	33.1	9.2
Poland	51.2	22.1	11.2	11.3	4.1
Portugal	29.8	21.3	16.5	27.4	5.0
Sweden	14.7	24.0	27.1	30.5	3.6
Slovenia	24.9	27.4	19.6	20.8	7.2
England	19.4	27.7	23.1	24.2	5.6

Newspapers, magazines, comics or song lyrics written in TL1

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	37.3	29.2	16.6	12.9	3.9
Belgium_French speaking community	30.2	26.2	17.0	19.8	6.8
Belgium_Flemish community	33.6	32.5	18.0	13.8	2.1
Bulgaria	41.7	25.7	15.4	11.4	5.8
Estonia	37.0	33.2	17.1	10.3	2.4
Greece	45.1	26.3	13.4	9.3	5.8
Spain	34.1	26.6	18.6	16.8	3.9
France	24.7	25.4	19.8	21.6	8.5
Croatia	36.2	25.9	18.2	13.4	6.4
Malta	29.4	30.8	19.0	16.0	4.8
Netherlands	32.8	27.6	20.1	15.9	3.4
Poland	35.3	33.6	18.4	10.0	2.6
Portugal	35.0	24.9	19.4	17.3	3.4
Sweden	20.6	31.3	27.0	17.6	3.4
Slovenia	21.7	28.9	22.2	19.3	7.9
England	39.0	32.0	14.7	11.6	2.6

Internet

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	71.7	16.2	6.1	3.9	2.1
Belgium_French speaking community	81.7	10.4	4.0	3.5	.4
Belgium_Flemish community	54.8	25.0	9.9	8.0	2.3
Bulgaria	58.6	16.5	10.2	9.2	5.5
Estonia	33.3	23.5	16.2	19.7	7.4
Greece	54.2	16.3	10.1	10.5	8.8
Spain	46.9	18.8	14.4	14.3	5.7
France	54.8	19.2	11.8	10.9	3.3
Croatia	63.9	14.2	9.7	7.3	4.9
Malta	52.7	21.7	11.8	9.6	4.2
Netherlands	20.3	18.0	21.6	29.3	10.9
Poland	70.8	14.0	6.9	5.4	2.8
Portugal	47.3	18.1	13.4	16.9	4.3
Sweden	22.4	22.4	24.3	24.0	7.0
Slovenia	29.9	24.8	17.6	19.0	8.6
England	13.5	15.9	19.3	32.0	19.4

Computer programmes

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	77.7	14.3	3.7	2.6	1.7
Belgium_French speaking community	83.9	8.5	3.5	3.5	.6
Belgium_Flemish community	53.3	26.5	10.2	7.2	2.8
Bulgaria	60.3	15.1	10.8	8.4	5.5
Estonia	43.8	24.3	13.4	13.4	5.0
Greece	55.3	15.4	10.3	9.8	9.3
Spain	50.9	17.4	12.1	12.5	7.1
France	54.0	21.2	10.5	9.5	4.8
Croatia	61.4	15.7	9.6	8.6	4.7
Malta	60.1	19.0	8.0	8.0	5.0
Netherlands	30.9	20.6	18.9	22.1	7.6
Poland	71.3	13.5	7.6	4.9	2.7
Portugal	47.8	19.7	13.4	14.3	4.8
Sweden	31.7	24.8	20.9	18.0	4.6
Slovenia	32.5	27.2	16.4	15.3	8.5
England	19.0	16.7	20.1	26.9	17.4

Language laboratory (student PCs with specific language software)

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	83.5	9.3	3.1	2.6	1.5
Belgium_French speaking community	85.3	5.5	2.7	4.7	1.8
Belgium_Flemish community	76.9	14.3	5.2	2.9	.7
Bulgaria	73.4	10.6	8.0	3.9	4.1
Estonia	67.5	16.5	8.8	6.0	1.2
Greece	61.8	15.0	8.4	8.8	5.9
Spain	71.9	12.5	7.9	6.0	1.7
France	75.6	12.3	5.1	5.3	1.7
Croatia	73.3	13.5	6.5	4.6	2.1
Malta	66.9	15.4	7.1	6.5	4.1
Netherlands	59.1	17.5	11.2	9.8	2.4
Poland	81.6	9.7	3.4	2.8	2.4
Portugal	72.2	13.2	7.2	5.2	2.2
Sweden	61.9	18.4	11.2	6.9	1.6
Slovenia	64.9	18.1	8.7	5.3	3.0
England	41.4	16.9	16.7	18.7	6.3

Textbook for TL1

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	25.1	17.3	13.0	20.4	24.1
Belgium_French speaking community	13.6	5.9	5.7	12.8	62.0
Belgium_Flemish community	10.6	3.8	6.8	16.8	62.0
Bulgaria	6.5	4.3	5.6	5.1	78.6
Estonia	.9	.7	1.1	2.8	94.5
Greece	9.2	8.2	8.3	9.1	65.2
Spain	5.4	9.8	10.1	10.9	63.7
France	12.0	5.3	6.7	15.9	60.1
Croatia	3.8	3.1	3.4	3.5	86.1
Malta	6.9	9.6	9.7	21.0	52.8
Netherlands	5.6	5.5	6.0	9.2	73.8
Poland	1.8	2.7	2.7	3.6	89.2
Portugal	3.0	2.8	3.5	5.1	85.6
Sweden	4.2	4.0	9.9	21.8	60.0
Slovenia	1.8	2.6	3.9	6.5	85.2
England	3.0	4.1	5.7	14.2	72.9

Books written in TL1 for extensive reading e.g. novels

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	42.6	22.9	11.4	15.9	7.3
Belgium_French speaking community	56.1	22.3	7.0	7.5	7.1
Belgium_Flemish community	55.8	20.6	8.6	7.9	7.0
Bulgaria	48.5	20.8	11.0	9.9	9.8
Estonia	50.6	21.4	9.9	11.3	6.8
Greece	44.0	19.5	12.0	10.6	13.9
Spain	27.1	25.2	17.6	18.1	11.9
France	66.1	12.1	8.0	7.3	6.5
Croatia	59.4	15.3	9.5	8.1	7.6
Malta	6.4	10.8	11.2	30.1	41.5
Netherlands	20.0	31.5	23.1	17.4	8.0
Poland	63.4	15.1	6.9	5.9	8.6
Portugal	38.7	21.9	13.1	14.7	11.5
Sweden	11.2	21.9	21.2	28.2	17.5
Slovenia	55.6	20.1	11.7	6.9	5.7
England	59.1	15.9	10.0	8.0	7.0

Lesson materials prepared by your TL1 teacher (e.g. handouts, reading texts)

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	11.8	8.9	9.4	17.4	52.4
Belgium_French speaking community	4.9	3.8	5.7	14.8	70.7
Belgium_Flemish community	31.7	20.5	15.4	20.2	12.3
Bulgaria	14.4	13.7	15.2	24.6	32.0
Estonia	6.4	11.6	14.8	33.8	33.3
Greece	17.1	13.3	14.6	26.0	29.0
Spain	8.6	10.9	15.2	27.8	37.5
France	6.1	3.7	7.8	22.2	60.2
Croatia	19.7	20.0	17.2	26.6	16.5
Malta	4.7	4.5	6.9	19.8	64.0
Netherlands	21.9	15.1	19.2	28.1	15.7
Poland	12.8	13.9	18.5	30.2	24.6
Portugal	10.1	9.2	10.6	32.4	37.6
Sweden	3.4	5.7	13.8	34.2	42.8
Slovenia	4.9	7.5	13.4	32.7	41.4
England	4.1	2.8	7.2	21.2	64.8

Q51 (Pupil questionnaire): How often are the following resources used in your [TL2] lessons? (Target Language 2)

Tapes, CDs or other audio material in TL2

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	4.1	12.2	18.7	47.4	17.6
Belgium_French speaking community	5.4	6.3	16.8	54.2	17.3
Belgium_Flemish community	3.7	12.6	25.5	49.0	9.1
Bulgaria	22.8	20.5	14.3	23.5	18.8
Estonia	7.2	14.7	19.8	42.0	16.3
Greece	26.1	24.7	15.7	21.9	11.6
Spain	6.1	10.5	16.8	40.1	26.5
France	4.4	6.3	11.3	46.4	31.6
Croatia	18.2	15.0	15.7	31.4	19.7
Malta	21.0	25.3	18.6	28.5	6.7
Netherlands	5.9	5.0	18.8	48.4	21.9
Poland	5.1	8.6	14.5	42.2	29.6
Portugal	14.6	21.4	19.1	34.8	10.1
Sweden	4.6	10.5	21.6	41.5	21.8
Slovenia	6.0	16.0	18.5	35.6	23.9
England	2.1	8.9	15.5	38.0	35.6

Videos, DVDs, video clips from YouTube or other audio-visual material

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	47.5	30.8	13.6	7.1	1.0
Belgium_French speaking community	67.1	19.9	6.4	5.3	1.3
Belgium_Flemish community	18.7	27.2	23.6	26.4	4.0
Bulgaria	59.3	18.8	10.5	8.0	3.3
Estonia	39.1	25.3	14.4	18.0	3.1
Greece	42.2	25.7	15.0	11.5	5.6
Spain	32.0	24.1	19.4	21.1	3.5
France	37.7	24.9	15.3	18.5	3.5
Croatia	61.0	19.8	8.6	8.3	2.3
Malta	34.2	27.1	17.3	16.9	4.5

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Netherlands	12.9	17.8	27.3	32.9	9.1
Poland	57.8	19.7	10.6	9.1	2.8
Portugal	36.9	23.9	16.1	19.8	3.3
Sweden	14.2	26.0	26.1	26.2	7.5
Slovenia	27.9	31.6	18.9	17.4	4.2
England	18.2	29.4	22.8	24.9	4.7

Newspapers, magazines, comics or song lyrics written in TL2

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	31.3	32.5	21.9	12.5	1.8
Belgium_French speaking community	31.3	26.9	16.3	21.0	4.5
Belgium_Flemish community	30.8	36.3	19.1	12.0	1.7
Bulgaria	47.1	25.6	14.6	8.7	4.0
Estonia	29.9	37.3	18.7	12.7	1.5
Greece	43.5	27.7	13.8	10.1	5.0
Spain	31.0	26.9	22.0	17.0	3.1
France	24.9	21.2	18.1	24.9	10.8
Croatia	47.2	25.3	13.7	10.5	3.3
Malta	22.4	30.1	21.8	20.9	4.7
Netherlands	32.4	32.4	20.4	12.6	2.2
Poland	42.5	30.6	15.9	8.9	2.2
Portugal	42.2	26.2	16.2	13.2	2.1
Sweden	27.6	33.1	23.4	13.1	2.8
Slovenia	22.8	33.1	22.2	15.9	6.0
England	35.9	33.7	17.1	11.1	2.2

Internet

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	69.9	16.6	6.9	5.2	1.3
Belgium_French speaking community	83.5	10.1	3.9	1.8	.7
Belgium_Flemish community	35.3	29.8	16.2	15.5	3.2

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Bulgaria	63.9	15.6	9.5	7.6	3.3
Estonia	37.8	25.4	17.8	14.6	4.5
Greece	55.0	17.8	11.0	9.2	6.9
Spain	50.3	16.6	12.8	16.5	3.8
France	60.3	19.8	9.9	8.3	1.7
Croatia	69.7	14.5	8.1	5.3	2.5
Malta	59.6	18.7	10.1	8.4	3.2
Netherlands	28.9	20.8	21.1	21.5	7.7
Poland	71.1	15.3	7.5	4.7	1.3
Portugal	50.7	19.3	12.7	12.8	4.5
Sweden	22.7	26.1	24.2	20.1	6.9
Slovenia	34.1	25.7	17.8	16.4	6.0
England	10.4	17.2	20.7	34.9	16.7

Computer programmes

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	81.0	12.0	3.2	3.3	.5
Belgium_French speaking community	84.6	9.4	2.9	2.0	1.0
Belgium_Flemish community	53.2	25.8	9.9	8.0	3.1
Bulgaria	66.6	14.3	9.4	6.6	3.0
Estonia	53.2	24.4	11.7	8.2	2.4
Greece	56.8	15.9	10.6	8.6	8.1
Spain	57.4	17.1	11.4	11.9	2.2
France	61.1	19.2	9.8	7.3	2.5
Croatia	63.6	18.7	8.9	5.8	3.0
Malta	65.3	16.6	7.7	6.1	4.2
Netherlands	41.4	22.1	17.8	14.4	4.3
Poland	73.6	13.3	7.2	4.3	1.6
Portugal	54.2	20.8	10.1	11.2	3.6
Sweden	29.6	30.8	21.8	13.0	4.9
Slovenia	40.1	25.5	16.0	12.9	5.5
England	17.5	18.2	17.5	30.3	16.5

Language laboratory (student PCs with specific language software)

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	86.5	7.3	3.4	2.3	.4
Belgium_French speaking community	87.5	6.6	2.5	2.4	1.0
Belgium_Flemish community	82.1	11.0	4.1	2.4	0.5
Bulgaria	77.3	10.4	6.3	3.8	2.2
Estonia	76.8	14.5	5.0	2.5	1.1
Greece	62.7	14.8	9.5	7.6	5.4
Spain	76.8	11.0	5.5	5.3	1.3
France	80.2	11.6	5.2	2.4	0.7
Croatia	76.6	13.5	5.4	3.2	1.2
Malta	70.2	14.2	8.0	4.5	3.0
Netherlands	68.2	16.3	8.8	5.5	1.2
Poland	84.8	8.6	4.2	1.4	1.0
Portugal	75.5	13.1	5.5	4.6	1.3
Sweden	64.2	20.1	8.4	5.6	1.6
Slovenia	71.0	16.2	6.9	4.1	1.7
England	37.7	16.0	14.6	25.2	6.5

Textbook for TL2

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	12.8	9.7	8.9	21.1	47.5
Belgium_French speaking community	22.3	9.4	7.1	20.4	40.8
Belgium_Flemish community	6.4	2.3	2.7	11.9	76.7
Bulgaria	6.3	3.4	4.1	6.1	80.1
Estonia	2.0	1.8	1.7	4.0	90.5
Greece	13.6	8.6	8.0	9.5	60.3
Spain	4.8	7.8	7.1	10.8	69.5
France	13.0	8.5	9.7	16.1	52.6
Croatia	3.9	3.6	3.4	4.9	84.3
Malta	10.1	11.3	12.8	18.4	47.4
Netherlands	4.5	2.9	3.7	6.2	82.6
Poland	3.2	2.6	3.1	4.8	86.3
Portugal	3.1	3.4	2.7	5.3	85.5
Sweden	8.2	5.7	8.2	13.6	64.4
Slovenia	2.5	2.8	3.9	7.9	82.9
England	3.9	3.4	4.9	12.9	74.9

Books written in TL2 for extensive reading e.g. novels

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	54.6	30.1	7.1	5.9	2.3
Belgium_French speaking community	65.7	16.9	5.3	7.1	5.0
Belgium_Flemish community	49.0	32.3	8.8	5.3	4.7
Bulgaria	54.1	20.0	11.3	8.4	6.2
Estonia	60.4	20.9	8.6	5.4	4.7
Greece	45.7	20.0	11.1	10.9	12.3
Spain	36.7	23.0	15.4	15.9	9.0
France	69.9	12.8	7.0	5.5	4.8
Croatia	66.2	13.1	7.6	5.3	7.7
Malta	17.2	17.8	16.9	25.5	22.5
Netherlands	46.8	29.5	14.2	7.2	2.3
Poland	67.2	12.5	6.4	6.0	8.0
Portugal	49.3	19.2	11.3	11.9	8.3
Sweden	40.3	18.8	15.7	11.1	14.0
Slovenia	65.3	18.0	7.3	5.4	4.0
England	63.8	14.3	8.7	7.7	5.5

Lesson materials prepared by your TL2 teacher (e.g. handouts, reading texts)

	Never or hardly ever %	A few times a year %	About once a month %	A few times a month %	(Almost) every lesson %
Belgium_German speaking community	4.9	4.8	7.2	20.5	62.6
Belgium_French speaking community	8.0	4.0	4.5	13.3	70.2
Belgium_Flemish community	22.6	22.0	16.5	24.5	14.4
Bulgaria	15.3	11.8	14.9	24.8	33.1
Estonia	7.0	9.9	17.1	35.9	30.1
Greece	22.1	15.1	13.5	22.3	26.9
Spain	5.1	7.6	10.3	29.0	47.9
France	8.4	5.4	6.3	20.3	59.5
Croatia	18.8	16.3	16.1	27.1	21.8
Malta	9.7	7.8	11.1	15.5	55.9
Netherlands	22.2	18.5	21.5	26.1	11.8
Poland	15.1	17.8	17.3	26.9	23.0
Portugal	15.8	14.8	13.5	30.9	25.0
Sweden	8.3	5.8	14.1	27.8	44.0
Slovenia	5.6	7.8	9.4	30.3	46.8
England	2.7	3.6	5.4	20.2	68.1

Q58 (Pupil questionnaire): How often do you do the following during TL1 lessons? Target Language 1

Learn to write in TL1

		Reported frequency during lessons of learning to: write in [target language]				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	4.8%	7.3%	8.7%	26.2%	53.1%
	Belgium_French speaking community	3.9%	4.3%	11.1%	30.7%	50.0%
	Belgium_Flemish community	4.6%	2.9%	6.1%	17.5%	68.9%
	Bulgaria	3.8%	4.3%	4.5%	9.7%	77.7%
	Estonia	3.7%	5.2%	10.8%	27.7%	52.6%
	Greece	13.3%	13.6%	12.6%	28.6%	31.9%
	Spain	7.0%	8.4%	11.3%	26.5%	46.8%
	France	7.3%	5.8%	9.3%	25.9%	51.8%
	Croatia	5.2%	5.9%	8.7%	25.0%	55.2%
	Malta	9.1%	8.3%	9.3%	28.3%	45.0%
	Netherlands	4.9%	7.0%	13.8%	31.1%	43.2%
	Poland	7.6%	9.7%	15.4%	28.2%	39.1%
	Portugal	2.6%	5.1%	7.7%	27.1%	57.5%
	Sweden	1.7%	4.9%	15.2%	42.1%	36.1%
	Slovenia	4.4%	8.6%	15.0%	31.2%	40.8%
	England	2.2%	2.9%	6.1%	26.2%	62.6%

Learn to speak TL1

		Reported frequency during lessons of learning to: speak [target language]				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	4.7%	4.3%	8.7%	21.3%	61.1%
	Belgium_French speaking community	2.9%	3.7%	9.2%	27.3%	56.9%
	Belgium_Flemish community	3.1%	2.7%	7.2%	27.1%	59.9%
	Bulgaria	3.8%	4.6%	6.4%	16.3%	69.0%
	Estonia	2.0%	3.4%	8.8%	23.4%	62.4%
	Greece	7.0%	9.0%	11.9%	20.7%	51.4%
	Spain	4.6%	7.6%	12.5%	28.0%	47.4%
	France	4.4%	2.8%	7.6%	19.4%	65.8%
	Croatia	2.1%	3.9%	6.3%	18.1%	69.5%
	Malta	6.3%	10.0%	12.5%	23.9%	47.2%
	Netherlands	4.2%	7.6%	15.5%	35.9%	36.9%
	Poland	3.8%	8.1%	12.4%	28.2%	47.4%
	Portugal	2.5%	3.8%	7.0%	27.4%	59.2%
	Sweden	1.3%	4.0%	12.9%	38.0%	43.8%
	Slovenia	3.4%	5.6%	13.8%	26.9%	50.4%
	England	3.0%	5.0%	8.1%	31.7%	52.2%

Learn to understand spoken TL1

	Reported frequency during lessons of learning to: understand spoken [target language]				
	Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
	Row N %	Row N %	Row N %	Row N %	Row N %
Belgium_German speaking community	4.5%	5.4%	10.9%	25.9%	53.4%
Belgium_French speaking community	2.1%	3.1%	10.8%	34.6%	49.5%
Belgium_Flemish community	3.1%	2.9%	10.6%	30.4%	53.0%
Bulgaria	4.4%	5.5%	8.0%	20.2%	61.9%
Estonia	1.7%	3.0%	9.8%	31.2%	54.2%
Greece	6.9%	8.3%	12.5%	22.5%	49.8%
Spain	4.7%	7.1%	13.9%	32.6%	41.8%
France	4.1%	2.8%	8.8%	29.9%	54.4%
Croatia	2.9%	3.5%	9.4%	28.6%	55.6%
Malta	5.5%	5.9%	13.4%	27.4%	47.7%
Netherlands	3.5%	6.3%	13.3%	37.8%	39.1%
Poland	4.2%	6.6%	13.8%	35.9%	39.5%
Portugal	2.4%	4.3%	7.4%	29.4%	56.6%
Sweden	.8%	4.6%	16.5%	43.6%	34.6%
Slovenia	3.5%	5.4%	16.3%	33.3%	41.5%
England	2.3%	4.7%	9.6%	33.9%	49.5%

Learn TL1 grammar

	Reported frequency during lessons of learning: [target language] grammar				
	Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
	Row N %	Row N %	Row N %	Row N %	Row N %
Belgium_German speaking community	2.7%	4.6%	9.8%	36.3%	46.6%
Belgium_French speaking community	1.9%	2.0%	8.3%	36.8%	51.0%
Belgium_Flemish community	3.2%	2.5%	5.5%	28.6%	60.1%
Bulgaria	4.2%	4.7%	8.4%	19.4%	63.3%
Estonia	.5%	1.6%	6.6%	32.0%	59.3%
Greece	7.2%	6.9%	9.0%	27.6%	49.3%
Spain	2.0%	3.6%	7.3%	27.0%	60.1%
France	4.7%	3.0%	12.9%	35.9%	43.4%
Croatia	2.4%	2.9%	7.5%	37.0%	50.2%
Malta	2.3%	4.8%	8.0%	32.4%	52.4%
Netherlands	2.3%	3.0%	9.5%	34.5%	50.7%
Poland	3.6%	5.7%	15.9%	36.0%	38.9%
Portugal	1.8%	3.0%	5.0%	25.1%	65.1%
Sweden	1.7%	4.8%	19.4%	44.6%	29.4%
Slovenia	3.9%	4.8%	14.0%	34.4%	42.8%
England	3.0%	2.9%	9.5%	29.6%	55.0%

Learn to read TL1 texts

		Reported frequency during lessons of learning to: read [target language] texts				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	2.6%	4.3%	11.8%	38.9%	42.4%
	Belgium_French speaking community	2.0%	1.9%	9.4%	33.9%	52.8%
	Belgium_Flemish community	3.1%	4.0%	12.2%	40.2%	40.4%
	Bulgaria	2.9%	3.5%	4.9%	13.9%	74.8%
	Estonia	1.6%	2.3%	8.0%	34.3%	53.8%
	Greece	6.7%	7.7%	9.5%	23.7%	52.5%
	Spain	2.5%	5.7%	13.5%	36.6%	41.8%
	France	4.8%	4.8%	13.3%	34.3%	42.9%
	Croatia	2.4%	2.8%	5.7%	21.2%	67.9%
	Malta	4.7%	5.0%	10.5%	32.7%	47.2%
	Netherlands	1.9%	3.4%	13.4%	42.3%	38.9%
	Poland	3.8%	5.3%	10.9%	31.6%	48.4%
	Portugal	2.0%	3.7%	7.4%	28.9%	58.0%
	Sweden	1.4%	2.2%	11.8%	40.7%	43.9%
	Slovenia	4.4%	5.1%	13.4%	33.5%	43.6%
	England	3.5%	4.0%	9.7%	29.5%	53.3%

Learn to pronounce TL1 correctly

	Reported frequency during lessons of learning to: pronounce [target language] correctly				
	Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
	Row N %	Row N %	Row N %	Row N %	Row N %
Belgium_German speaking community	4.3%	5.6%	12.0%	27.1%	51.0%
Belgium_French speaking community	3.5%	3.7%	11.4%	26.6%	54.8%
Belgium_Flemish community	3.4%	2.9%	8.3%	27.5%	57.9%
Bulgaria	4.6%	3.8%	7.5%	20.9%	63.1%
Estonia	2.6%	4.1%	12.3%	29.6%	51.3%
Greece	7.6%	8.8%	11.4%	23.5%	48.7%
Spain	5.5%	7.3%	12.5%	31.2%	43.5%
France	4.3%	3.6%	9.5%	26.5%	56.2%
Croatia	3.0%	3.4%	7.5%	23.8%	62.3%
Malta	6.8%	7.9%	14.1%	31.1%	40.1%
Netherlands	4.9%	6.4%	14.8%	38.6%	35.3%
Poland	4.7%	7.8%	15.6%	29.6%	42.3%
Portugal	2.4%	4.2%	8.2%	27.9%	57.2%
Sweden	3.6%	7.2%	21.8%	35.8%	31.5%
Slovenia	4.0%	6.1%	14.1%	32.7%	43.2%
England	3.9%	4.5%	10.9%	31.2%	49.5%

Learn TL1 words

		Reported frequency during lessons of learning: [target language] words				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	2.5%	4.3%	11.4%	35.9%	45.9%
	Belgium_French speaking community	1.7%	1.6%	7.7%	30.4%	58.7%
	Belgium_Flemish community	3.2%	1.4%	6.6%	31.2%	57.7%
	Bulgaria	3.0%	4.3%	6.8%	15.8%	70.1%
	Estonia	1.6%	2.2%	8.1%	36.7%	51.4%
	Greece	6.5%	6.3%	7.8%	19.6%	59.8%
	Spain	1.7%	2.6%	7.3%	28.2%	60.2%
	France	4.3%	3.1%	9.0%	26.5%	57.0%
	Croatia	2.4%	2.4%	7.2%	18.5%	69.5%
	Malta	4.2%	5.0%	11.8%	30.4%	48.7%
	Netherlands	3.4%	3.1%	12.3%	38.0%	43.2%
	Poland	4.0%	4.9%	9.7%	30.2%	51.3%
	Portugal	2.0%	3.7%	6.6%	26.3%	61.4%
	Sweden	1.4%	3.3%	13.0%	38.9%	43.3%
	Slovenia	3.1%	4.7%	11.8%	29.6%	50.7%
	England	2.1%	2.0%	5.5%	21.8%	68.6%

Q58 (Pupil questionnaire): How often do you do the following during TL2 lessons? Target Language 2

Learn to write in TL2

		Reported frequency during lessons of learning to: write in [target language]				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	4.0%	4.7%	7.5%	33.6%	50.2%
	Belgium_French speaking community	4.7%	3.8%	9.4%	28.6%	53.5%
	Belgium_Flemish community	3.1%	7.2%	11.7%	24.2%	53.8%
	Bulgaria	3.7%	3.9%	4.4%	10.5%	77.5%
	Estonia	2.7%	5.1%	10.5%	26.2%	55.5%
	Greece	18.3%	14.7%	11.1%	27.2%	28.7%
	Spain	5.4%	6.8%	11.3%	32.2%	44.3%
	France	6.4%	5.3%	8.0%	24.9%	55.4%
	Croatia	5.4%	7.4%	9.3%	23.2%	54.7%
	Malta	15.4%	12.5%	11.7%	22.8%	37.6%
	Netherlands	5.0%	6.7%	15.7%	33.1%	39.4%
	Poland	8.4%	10.4%	14.2%	26.7%	40.3%
	Portugal	4.0%	6.3%	8.2%	27.6%	53.8%
	Sweden	4.1%	4.9%	14.7%	37.3%	39.1%
	Slovenia	4.5%	8.9%	14.6%	31.1%	40.8%
	England	1.3%	1.9%	4.2%	25.2%	67.3%

Learn to speak TL2

		Reported frequency during lessons of learning to: speak [target language]				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	1.1%	3.7%	6.6%	24.9%	63.7%
	Belgium_French speaking community	3.3%	3.3%	9.0%	29.3%	55.1%
	Belgium_Flemish community	1.6%	5.0%	11.5%	29.2%	52.7%
	Bulgaria	3.8%	4.4%	7.2%	16.6%	68.0%
	Estonia	2.0%	3.0%	8.6%	21.9%	64.5%
	Greece	10.6%	9.8%	11.0%	22.6%	46.0%
	Spain	3.5%	5.6%	11.2%	32.6%	47.0%
	France	3.7%	3.0%	5.9%	18.3%	69.1%
	Croatia	2.5%	4.0%	7.2%	20.5%	65.8%
	Malta	13.4%	14.2%	15.0%	23.2%	34.2%
	Netherlands	2.9%	6.4%	15.6%	41.0%	34.2%
	Poland	6.4%	9.0%	13.2%	29.0%	42.3%
	Portugal	3.3%	6.1%	8.7%	28.1%	53.8%
	Sweden	3.0%	3.8%	13.9%	39.5%	39.8%
	Slovenia	4.2%	5.5%	13.4%	28.5%	48.4%
	England	1.4%	3.3%	8.0%	30.1%	57.2%

Learn to understand spoken TL2

		Reported frequency during lessons of learning to: understand spoken [target language]				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	1.0%	3.4%	8.6%	38.5%	48.5%
	Belgium_French speaking community	3.1%	3.4%	10.7%	36.1%	46.6%
	Belgium_Flemish community	1.8%	3.6%	12.2%	33.2%	49.1%
	Bulgaria	4.5%	5.2%	9.2%	24.6%	56.6%
	Estonia	1.7%	3.6%	10.7%	28.9%	55.1%
	Greece	12.0%	9.5%	12.3%	24.0%	42.3%
	Spain	4.8%	7.5%	13.5%	34.6%	39.5%
	France	3.5%	3.3%	8.3%	29.4%	55.6%
	Croatia	4.9%	5.8%	13.1%	31.1%	45.1%
	Malta	12.1%	9.0%	17.3%	23.3%	38.3%
	Netherlands	2.5%	5.2%	15.9%	44.7%	31.8%
	Poland	6.8%	9.2%	19.0%	37.8%	27.3%
	Portugal	3.6%	5.4%	11.1%	30.5%	49.3%
	Sweden	2.7%	6.7%	16.6%	43.5%	30.4%
	Slovenia	4.9%	6.6%	15.0%	35.6%	37.9%
	England	1.3%	3.1%	8.1%	33.1%	54.4%

Learn TL2 grammar

		Reported frequency during lessons of learning: [target language] grammar				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	.6%	2.7%	8.1%	42.7%	45.9%
	Belgium_French speaking community	2.1%	2.6%	7.1%	36.8%	51.3%
	Belgium_Flemish community	1.0%	1.9%	8.4%	43.4%	45.3%
	Bulgaria	3.9%	4.1%	7.1%	23.3%	61.6%
	Estonia	.8%	1.4%	8.6%	29.6%	59.6%
	Greece	10.7%	8.9%	9.6%	25.6%	45.1%
	Spain	1.5%	1.9%	7.8%	30.1%	58.7%
	France	3.4%	3.8%	9.4%	32.1%	51.4%
	Croatia	2.2%	3.2%	8.0%	36.1%	50.4%
	Malta	9.7%	7.2%	10.3%	23.9%	48.8%
	Netherlands	1.3%	1.5%	7.0%	38.2%	52.0%
	Poland	5.6%	7.8%	16.4%	36.2%	34.0%
	Portugal	2.3%	4.3%	7.6%	27.1%	58.8%
	Sweden	2.3%	3.1%	11.9%	39.9%	42.8%
	Slovenia	3.8%	6.5%	14.0%	36.5%	39.0%
	England	1.1%	2.4%	6.3%	34.1%	56.1%

Learn to read TL2 texts

	Reported frequency during lessons of learning to: read [target language] texts				
	Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
	Row N %	Row N %	Row N %	Row N %	Row N %
Belgium_German speaking community	.4%	2.3%	9.0%	45.8%	42.5%
Belgium_French speaking community	3.3%	2.6%	9.0%	38.8%	46.3%
Belgium_Flemish community	1.3%	3.7%	11.9%	39.9%	43.2%
Bulgaria	2.5%	3.6%	6.1%	18.5%	69.3%
Estonia	.7%	2.2%	8.1%	32.2%	56.8%
Greece	10.9%	8.7%	11.1%	25.4%	43.9%
Spain	2.9%	4.2%	15.0%	39.2%	38.8%
France	4.0%	5.0%	10.2%	30.5%	50.4%
Croatia	1.9%	2.9%	6.0%	22.5%	66.7%
Malta	11.1%	9.5%	15.8%	29.1%	34.6%
Netherlands	1.7%	4.7%	14.9%	49.3%	29.3%
Poland	5.2%	6.4%	14.9%	31.1%	42.5%
Portugal	2.9%	4.6%	8.7%	29.5%	54.2%
Sweden	2.2%	3.1%	10.8%	38.8%	45.1%
Slovenia	4.2%	5.8%	16.0%	34.2%	39.8%
England	1.6%	2.3%	6.5%	31.1%	58.4%

Learn to pronounce TL2 correctly

		Reported frequency during lessons of learning to: pronounce [target language] correctly				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	1.7%	4.2%	9.5%	35.7%	48.9%
	Belgium_French speaking community	3.8%	5.4%	9.7%	30.2%	50.9%
	Belgium_Flemish community	2.9%	5.3%	12.4%	31.8%	47.7%
	Bulgaria	4.9%	4.6%	9.6%	21.7%	59.2%
	Estonia	3.0%	5.1%	11.7%	28.4%	51.7%
	Greece	11.4%	8.3%	13.9%	22.0%	44.5%
	Spain	3.2%	6.1%	12.6%	32.5%	45.7%
	France	4.6%	4.1%	8.6%	24.0%	58.8%
	Croatia	3.1%	3.9%	8.9%	24.2%	59.8%
	Malta	13.0%	10.1%	18.8%	26.9%	31.3%
	Netherlands	3.3%	6.1%	17.9%	41.2%	31.5%
	Poland	6.8%	8.4%	16.9%	30.1%	37.7%
	Portugal	3.1%	5.1%	9.8%	32.4%	49.5%
	Sweden	3.3%	6.3%	17.3%	39.9%	33.2%
	Slovenia	4.7%	6.4%	14.0%	31.4%	43.5%
	England	1.9%	4.3%	10.5%	30.1%	53.2%

Learn TL2 words

		Reported frequency during lessons of learning: [target language] words				
		Never or hardly ever	A few times a year	About once a month	A few times a month	(Almost) every lesson
		Row N %	Row N %	Row N %	Row N %	Row N %
	Belgium_German speaking community	1.3%	1.7%	9.8%	40.3%	46.8%
	Belgium_French speaking community	2.2%	2.3%	5.6%	27.5%	62.4%
	Belgium_Flemish community	1.1%	2.4%	12.7%	42.6%	41.2%
	Bulgaria	2.9%	3.5%	6.2%	17.7%	69.6%
	Estonia	.9%	2.0%	7.5%	35.3%	54.3%
	Greece	9.2%	7.7%	9.5%	19.3%	54.4%
	Spain	1.8%	2.7%	8.2%	32.3%	55.0%
	France	4.0%	3.1%	7.2%	24.9%	60.8%
	Croatia	2.3%	2.6%	7.2%	20.8%	67.1%
	Malta	10.7%	8.3%	14.3%	23.4%	43.3%
	Netherlands	2.9%	2.2%	9.7%	37.7%	47.4%
	Poland	5.4%	5.5%	10.5%	28.6%	50.0%
	Portugal	2.6%	5.0%	8.1%	28.0%	56.3%
	Sweden	2.8%	3.5%	9.1%	33.9%	50.7%
	Slovenia	4.3%	4.8%	13.8%	29.4%	47.6%
	England	.7%	1.6%	4.7%	20.5%	72.5%

Q64 (Pupil questionnaire): What type of |extra| lessons have you attended or are you attending?

Additional lessons for French which go beyond what you have learned in your TL1 class *(yes/no)*

Catch-up lessons to help you with TL1 *(yes/no)*

Pupils attending catch-up lessons and enrichment lessons (TL1)

	Extra lessons (Enrichment lessons) for Target Language (Mean)	Extra lessons (Remedial lessons) for Target Language (Mean)
Belgium_German speaking community	15%	21%
Belgium_French speaking community	10%	11%
Belgium_Flemish community	7%	17%
Bulgaria	20%	27%
Estonia	9%	23%
Greece	43%	37%
Spain	43%	17%
France	10%	8%
Croatia	20%	13%
Malta	24%	15%
Netherlands	9%	9%
Poland	27%	23%
Portugal	22%	18%
Sweden	12%	14%
Slovenia	25%	17%
England	10%	17%

Q64 (Pupil questionnaire): What type of |extra| lessons have you attended or are you attending?

Additional lessons for French which go beyond what you have learned in your TL2 class *(yes/no)*

Catch-up lessons to help you with TL2 *(yes/no)*

Pupils attending catch-up lessons and enrichment lessons (TL2)

	Extra lessons (Enrichment lessons) for Target Language (Mean)	Extra lessons (Remedial lessons) for Target Language (Mean)
Belgium_German speaking community	12%	11%
Belgium_French speaking community	8%	8%
Belgium_Flemish community	4%	11%
Bulgaria	10%	15%
Estonia	3%	22%
Greece	39%	34%
Spain	12%	5%
France	4%	5%
Croatia	17%	7%
Malta	18%	15%
Netherlands	5%	6%
Poland	20%	17%
Portugal	13%	10%
Sweden	5%	5%
Slovenia	15%	8%
England	11%	14%

Q13 (Teacher questionnaire): What is the highest level of education that you have completed? (Please select only one answer. If you completed your education abroad, please select the level that is the closest match)

Level of teachers' education (TL1)

	Educational level of teacher – Percentage of teachers by highest educational qualification level			
ISCED level	ISCED 3 or 4	ISCED 5b	ISCED 5a	ISCED 6
ISCED level – Equivalent in England	• GCSEs or equivalent • AS or A levels or equivalent • Higher education access course	• Higher education qualification below degree level (e.g. NVQ level 4 or 5, Diploma or Higher Education of Higher Levels in HNC, HND, or BTEC)	• University degree • Masters degree • PGCE	• Doctorate degree (PhD)
BE de Belgium_German speaking community	5	38	48	10
BE fr Belgium_French speaking community	0	30	54	16
BE nl Belgium_Flemish community	0	61	38	0
BG Bulgaria	2	3	94	1
EE Estonia	3	8	89	0
EL Greece	1	0	65	34
ES Spain	0	0	92	8
FR France	2	1	87	11
HR Croatia	2	14	84	0
MT Malta	7	22	71	0
NL Netherlands	2	72	27	0
PL Poland	1	10	89	0
PT Portugal	0	0	100	0
SE Sweden	1	2	96	1
SI Slovenia	4	12	84	1
UK-ENG United Kingdom	**0**	**1**	**99**	**0**
Total	1	9	84	6

Q18 (Teacher questionnaire): How long were the following phases during your initial training as a teacher? *(Please write down the number of months. If the following phases were not part of your initial training please write down 0)*

In-school teaching placements *(months)*

Teachers' in-school placements (TL2)

	% of teachers having no in-school placement
Belgium_German speaking community	19%
Belgium_French speaking community	9%
Belgium_Flemish community	8%
Bulgaria	12%
Estonia	5%
Greece	56%
Spain	22%
France	32%
Croatia	22%
Malta	5%
Netherlands	24%
Poland	7%
Portugal	17%
Sweden	9%
Slovenia	16%
United Kingdom	2%
Total	20%

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