

**LANGUAGE EDUCATION POLICY PROFILE:
COUNTRY REPORT AUSTRIA**

**Language and language education policies
in Austria**

LANGUAGE EDUCATION POLICY PROFILE
AN INITIATIVE OF THE COUNCIL OF EUROPE

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COUNTRY REPORT

Language and language education policies in Austria: Present situation & topical issues

Edited by:

*Bundesministerium für Unterricht, Kunst und Kultur
&
Bundesministerium für Wissenschaft und Forschung*

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LANGUAGE EDUCATION POLICY PROFILE
AN INITIATIVE OF THE COUNCIL OF EUROPE

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Preface

Our society is a plurilingual and multicultural one: this is a fact no longer new to us, brought home (as it is) every day, in public spaces, in the workplace, in kindergartens and schools, as well as in tertiary colleges, universities, and institutions of adult education. The world we live in has changed: this has a powerful bearing on Europe's systems of education, making it necessary to take social heterogeneity more into account, in teaching and research as well as in initial and in-service training.

The European Union, the Council of Europe and UNESCO have for many years promoted a policy of linguistic and cultural diversity. They have instigated action programmes, such as declaring 2008 the European Year of Intercultural Dialogue (an initiative of the European Commission); 2008 has also been proclaimed International Year of Languages by the UN; and since 2002, the European Day of Languages on 26th September has been a regular yearly feature initiated by the Council of Europe.

The European Union as well as the Council of Europe, in particular, support member countries' language policy work. In this framework, Austria participates in *Language Education Policy Profiles (LEPP)*, one of the Council of Europe's initiatives aiming to suggest to member states to reflect on their policies of language teaching and their tertiary languages education policy, and to develop national Language Education Policy Profiles.

The Austrian Country Report now ready for publication is a first milestone in the LEPP process: its detailed, all-embracing description of the current state of affairs of language education in Austria makes it a central document and reference tool for language policy work in the next few years.

We are particularly pleased that over 30 organisations and more than 70 experts from many different areas of education took part in the making of this Country Report: they have observed and analysed language education (Modern Foreign Language and German teaching) in institutions ranging from kindergarten to school, to adult education, teacher training and the tertiary sector; and they have pointed up challenges as well as positive developments. This type of synergistic procedure – going beyond the confines of single institutions – will be a shining example for further work and developments, with all of us to benefit from the results.

To complete the LEPP process, a Language Education Profile will be developed by the autumn of 2008, as well as a first series of measures designed to implement defined priorities: this will get us significantly closer to a national framework for language education in Austria.

We should like to say a sincere thank you to all organisations and their representatives involved in the LEPP process. We wish the team of coordinators every success in continuing this initiative.

Dr. Claudia Schmied
Federal Minister for Education, the Arts and Culture

Dr. Johannes Hahn
Federal Minister for Science and Research

Introduction

More than once, collaboration with the Council of Europe has provided new input to Austrian languages policy, just as, on the other hand, Austria has actively contributed to numerous European projects, and continues to do so.

In the same way, the decision to participate in the process of developing profiles of language and language education policy, has – on the one hand - grown out of this long-standing cooperation with the Council of Europe: on the other, that decision may be seen as an instrument to help design the Austrian educational landscape regarding languages and language learning. Indeed, the making of this Country Report therefore set its sights on involving as many stake-holder institutions and persons as possible, as contributors – to initiate a process of debate even before the report was finalised, and to facilitate networking between institutions and projects. This Profile therefore was not written by the Austrian Ministry for Education, the Arts and Culture and the Austrian Ministry for Science and Research alone, but was developed in discussions and debates led by a core team of specialists. The *Österreichisches Sprachenkomitee* (ÖSKO: The Austrian Language Committee) was included in this process right from the start: with its representatives of 31 member institutions (as of January, 2007), ÖSKO includes the entire range of language policy makers, indeed everyone to do with language provision. Members of ÖSKO were requested to contribute information. At a workshop held in October, 2006, first versions of Parts I and II were discussed in a wide-ranging debate, and the groundwork was laid for Part III of this report. Finally, ÖSKO discussed the completed text of this Policy Profile, in December, 2006.

Following the guidelines set by the Council of Europe, this Austrian Country Report has three parts:

Part I (Chapters 1 to 7) gives centre-stage position to the present state of affairs as regards language policy and language teaching in Austria. Based on this general picture, Part II (Chapters 8 and 9) focuses on those developments and schemes that can be seen to be specific reactions to European language initiatives, or ways of participating in programmes initiated by the Council of Europe or the European Union. Lastly, Part III (Chapters 10 to 13) concentrates on three areas where – in the Austrian perspective – there is a particular need for action (see 'Issues for discussion'): that is where suggestions from outside will be particularly welcome, in the process of profile building.

As suggested by the Council of Europe's experts involved in the Austrian profiling process, this Country Report: Austria has an additional chapter or Addendum that gives details of the teaching and learning situation of German as a mother tongue.

The whole process of creating a profile, then, contributes to

- networking between initiatives and actions, thereby achieving more coherence
- giving language policy agenda more of a public forum, with a concomitant reevaluation of everything to do with the matter of language, and of languages
- laying the groundwork, in Austria, for the development of an overall concept of language policy, with aspects of quality as a first priority – such as making the most of this country's linguistic diversity, and the step-by-step creation of individual multilingual skills.

PART I

Austria's present situation

PART I: Austria's present situation



Source: Meyers Großes Taschenlexikon in 25 volumes. 7th edition, ed. Meyers Lexikonredaktion. Vol. 16. Mannheim etc.: B.I.-Taschenbuchverlag 1999, p. 239.

1. Background information regarding Austria's population

1.1 Demographic data

On the qualifying date of the most recent national Census of 2001¹, Austria had 8.032.926 inhabitants. In comparison with the previous Census of 1991, there was a population increase of 3%. One third of this increase is due to a greater number of births: two thirds, however, are due to a positive balance of immigration, amounting to 167.780 persons. In all, the share of non-Austrian citizens in the population total was 8,9% in 2001, that is 710.926 persons. On 1st January, 2006², Austria had 8.265.925 inhabitants, including 814.065 non-Austrians or 9,8% (see Table 1, in the Appendix).

The larger part of foreigners living in Austria was born abroad (594.911 persons); while more than one sixth of foreigners living here, that is, 116.015 persons or 16,3%, were born in Austria (see Table 2, in the Appendix). These people are sometimes called the second generation of work migrants, from countries with traditional migration. As can be seen, nearly one half (45,3%) of all foreigners living in Austria are citizens of one of Yugoslavia's successor states. If one includes Turkish citizens (17,9%), foreigners from these countries amount to nearly two thirds of all foreigners living in Austria (63,2%).

¹ Source: Statistik Austria, Volkszählung 2001: www.statistik.at – 11.7.2006

² Source: Statistik Austria, POPREG: figures as of 1.1.2006 – 11.7.2006. All abbreviations used in this report can be found appropriately listed in the Appendix, pp. 119-122.

About 15% of people with non-Austrian passports are EU citizens: in this group, Germany has the largest contingent, of 10.2%. Central and East European countries are (or were) home to about 11% of foreigners living in Austria, with Poland's 3,1% heading the list: however, note that the Census took place in 2001, before the accession to the European Union of the Czech Republic, Slovakia, Hungary, Slovenia, Poland, Lithuania, Latvia and Estonia.

1.2 Languages used informally, by Austria's resident population

The Census 2001 included a question about what language or languages were "usually spoken in personal situations". On the relevant form, the following were stated as possible options: German, Burgenland Croatian, Romani, Czech, Slovak, Hungarian, Slovene, Croatian, Serbian, Turkish, and "another language used informally". The Austrian Sign Language (*Österreichische Gebärdensprache*, ÖGS)³ was not included in the Census: its users were classed as speakers of German. However, it is estimated that there are approx. eight thousand deaf persons in Austria, and another 2.000 competent users of the Austrian Sign Language (parents of deaf children, interpreters, researchers, etc).⁴

According to the results of the Census of 2001, 88,6% of people living in Austria use German, no other language, as their language of informal communication; another 8,6% also use another language alongside German, in colloquial speech. Only 2,8% of respondents to the Census questionnaire entered a language other than German as their only means of informal communication. 1,5% of people living in Austria use one of the minority languages (of recognized ethnic minorities); 6,7% of the population resident in Austria use one of former Yugoslavia's languages, or Turkish: here, Serbian (2,2%) and Turkish (2,3) are the two dominant languages. In other words, the number of people resident in Austria who use either the Serbian or the Turkish language for informal communication, is greater than the number of autochthonous speakers of all recognized minority languages together: indeed, members of newly migrated minorities are more numerous than those of ethnic groups that have been resident in Austria for many centuries.

Looking at nationalities, it will be seen that only a minority of Austrian citizens use another language in informal communication apart from (and alongside) German (4,1%), or who use another language only in such informal communicative situations (0,4%). Among foreigners who live in Austria, about one half (55,1%) speak another language in informal contexts, apart from (and alongside) German; more than one quarter (27,4%) have another language only, for such purposes. Tables 5a, 5b and 6 in the Appendix give a detailed survey of languages used in informal contexts. New groups of languages⁵ have taken on greater importance, not least within the population that consists of Austrian nationals: Turkish is in pole position – it is used by 18% of all Austrians who colloquially use a language other than German, followed by Serbian (13%) and Croatian (8%). The 10% who state that they use English probably refer to their foreign language skills. Only after those languages follow the minority languages: Hungarian (8%), Burgenland Croatian (6%) and Slovene (5%), then Polish (4%) and Czech (3%).

³ Since 2005 (cf. Ch. 3.1.3), ÖGS – the Austrian Sign Language – has been a minority language recognised as such in the Austrian Constitution.

⁴ Details from: Krausneker, Verena (2006). *Taubstumm bis gebärdensprachig. Die österreichische Gebärdensprachgemeinschaft aus soziolinguistischer Perspektive*. Klagenfurt/Celovec: Drava, p. 27.

⁵ Source: Statistik Austria – Volkszählung 2001, Hauptergebnisse I → www.statistik.at (11.7.06).

Recognition in law of the autochthonous ethnic groups refers to regionally limited areas (cf. Ch. 3). Past developments have shown that the number of speakers in those autochthonous groups has declined again and again over the last few decades – see Table 7, in the Appendix. That is also true of their traditional areas of residence.⁶

All in all, it may be stated that - quite evidently - official Census results can produce no reliable data about the true size of ethnic groups, as the question on the Census form refers to the language or languages used in everyday life, not to respondents' feelings of allegiance or belonging to an ethnic group. Figures estimated by the minority groups themselves are therefore considerably higher than the data contained in the Census of 2001.

1.3 Austria's geographic position, and neighbouring countries

Austria consists of 9 *Bundesländer*. They are: Burgenland, Kärnten, Niederösterreich, Oberösterreich, Salzburg, Steiermark, Tirol, Vorarlberg and Wien.

Austria borders on five different countries in which a language other than German is used as a national or official language – the Czech Republic, Slovakia, Hungary, Slovenia, and Italy: that current geographical position, as well as the historical dimensions of the Habsburg empire of many nations, have influenced Austrian language concepts, and lead to numerous language contacts – in politics, in economic activities, and in education as well as in many people's personal lives. Those language contacts have a bearing on Austrian language policies – though it needs to be said right at the beginning of this report that those of Austria's neighbouring countries where the German language plays a special role, make more of the concomitant opportunities presented by this situation, than does Austria (cf. Chapters 3 and 4): in Austria, the languages of neighbouring countries play a relatively insignificant role.

The economic and political role played by Austria in countries of Central, Eastern und Southeastern Europe, is not - to date - reflected in Austrian language policies for schools.⁷ Given that all of Austria's non-German-speaking neighbouring states were received into the EU at the last round of accessions, one may perhaps look towards future developments, in the direction of increased cooperation and mutual influences. Some first successful initiatives were in fact launched in the last few years, e. g. by the *Niederösterreichische Sprachoffensive* (Lower Austrian Language Offensive), which gave special support to the learning (as optional school subjects) of Lower Austria's neighbouring languages: Czech, Slovakian and Hungarian; and the establishment of a form of pupils named after Julius Kugy [the Austro-Slovenian-Italian mountaineer and writer, d. 1944: translator's note], at the Slovenian *Gymnasium* in Klagenfurt/Celovec, Carinthia, where – apart from German – Slovene and Italian, Carinthia's neighbouring languages, are used in the classroom. This class is also attended by pupils from Slovenia and from the Italian region Friuli Venezia Giulia.

⁶ Baumgartner, Gerhard (1995). 6x Österreich. Geschichte und aktuelle Situation der Volksgruppen. Klagenfurt/Celovec: Drava.

⁷ Cf. Besters-Dilger, Juliane; de Cillia, Rudolf; Krumm, Hans-Jürgen; Rindler-Schjerve, Rosita, eds. (2003). Mehrsprachigkeit in der erweiterten Europäischen Union. Multilingualism in the enlarged European Union. Multilinguisme dans l'Union Européenne élargie. Klagenfurt/Celovec: Drava.

2. Background information regarding Austria's education system

2.1 Institutional responsibilities and administration

The entire system of present-day education in Austria is legally based on a series of school and educational laws⁸ dating from 1962. However, since 1975 all schools have had to be mixed or co-educational, in principle. Public schools are open institutions (i. e., access is not restricted); school attendance is free. Private schools – whose existence is guaranteed by constitutional law – are usually owned and run by legally recognized churches, or by interest groups (chambers of relevant trades).

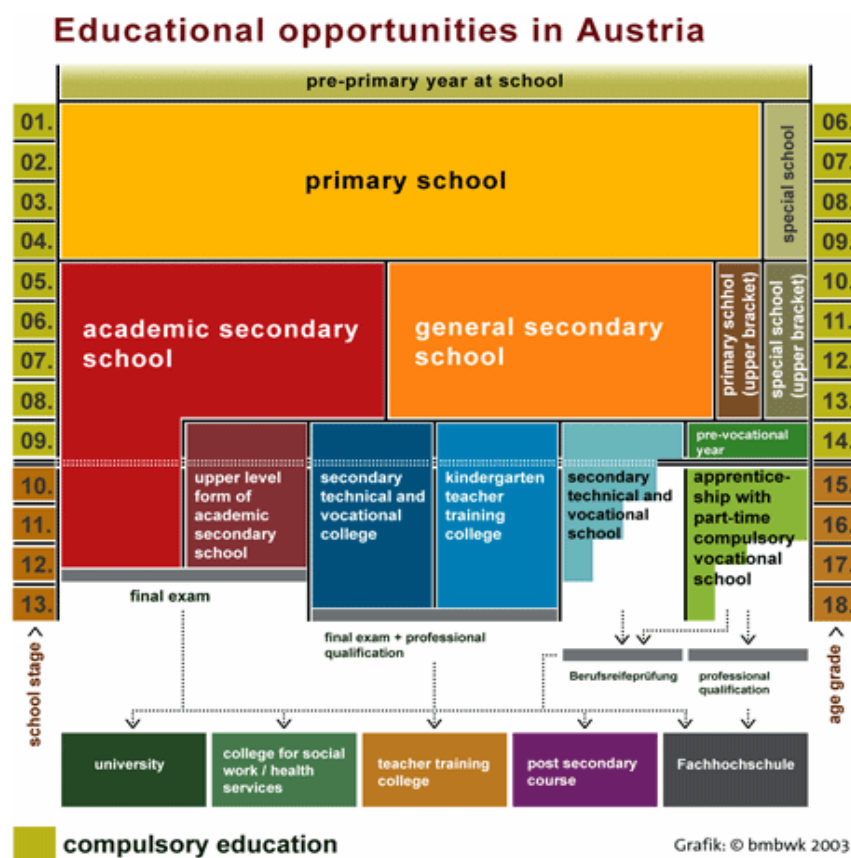
In principle, the Austrian system of education is unified: it is regulated by federal law, on a national basis. However, the specific balance of competences presents a complex situation: to start with, BMUKK, the Austrian Federal Ministry for Education, the Arts and Culture, is the highest supervisory authority for the entire primary and secondary school systems. Responsibilities in law and in the execution of laws are divided between the federal authorities and the Austrian *Länder*. In this way, legal provisions and their execution are matters of federal responsibility across the entire range of upper secondary academic type of schooling as well as vocational middle and upper secondary schools (except for schools of forestry and agriculture); questions of practical organisation in the compulsory sector of schooling – such as matters of school structure; establishing and maintaining schools, setting maximum numbers of pupils per form etc. – are regulated by the federal authorities as regards basic legislation, but specific legal provisions that regulate execution and implementation of that legislation are matters for the Austrian *Länder* to deal with. Kindergarten matters are dealt with exclusively by the *Länder*, as regards both legislation and implementation.

Wherever execution or implementation is in the competence of federal bodies, the proper (education) authorities for the entire country of Austria are: the *BundesministerIn* (the Federal Minister for Education, the Arts and Culture); the *Landesschulräte* (education authorities on the level of the Austrian *Länder*); and the *Bezirksschulräte* (education authorities on the level of political districts). Curricula – to take an example – are decrees issued by the Federal Minister for Education: however, these provide for autonomous decision-making that may (but need not) be exercised by the schools concerned. Rules and regulations in the school autonomy bracket are passed with a two thirds majority vote at each school concerned, by the body responsible for 'school partnership' [roughly comparable to British schools' PTA or Parent Teacher Association: translator's note]. Schools supervision and inspection in the primary and the secondary school systems rest with the *Bezirksschulräte* (education authorities of each political district) and with the *Landesschulräte* (education authorities of each *Land*). Austrian universities – which, with few exceptions, were established by the state and are funded from the public purse – received full legal status as from January, 2004; their administration is autonomous. As regards adult education, competence lies with the *Länder* and with Austria's municipal authorities or local councils, in the first instance; constitutional law decrees that federal authorities have no competence in this field, although as regards the organisational framework of adult education, one department in the federal ministry of education is charged with responsibility. Other forms of adult education – e. g. in-house further education and in-service training; training offered to older people and to men and women with an impairment – fall within the responsibility of other ministries.

⁸ SchOG of 1962 (BGBl. Nr. 242/1962. For the most recent amendment, see BGBl. I Nr. 20/2006).

2.2 Educational opportunities in the Austrian system of education

The Austrian system of education offers a number of different educational paths, which are permeable, i. e. which allow possible changes of route mid-way (cf. Table 8, in the Appendix):



2.2.1 Pre-school education

In Austria, pre-school education is optional. In 2005, institutionalised child care facilities⁹ across the country were attended by 66,3% of all 3 year olds; 89,8% of all 4 year olds; and 91,9% of all 5 year olds: as opposed to schools and the administration of schools, kindergarten matters are the proper domain of each *Land*, which regulates all questions of organisation and content, through legal provisions. Pre-school education may properly be divided into various different facilities: children aged 0 to 3 years may attend a *crèche* or infants' playgroup: in the educational year 2005/06, 16.037 children attended one of these crèches. From age 3 and up to school entry, at the pre-school stage (ISCED 0), children may attend either a pre-school form or group (attended by 7.860 children¹⁰), or a kindergarten. In the educational year 2005/06, 195.176 children, at 4.482 sites, were looked after by kindergarten teachers; 75% of Austrian kindergartens are public institutions - for the most part, council or municipal kindergartens – , while the larger part of the remaining 25% are facilities run by churches or associations.

⁹ Cf. www.statistik.at (4.9.06).

¹⁰ This figure, and all subsequent figures in this section on the different paths in the Austrian system of education, pupil numbers and number of school locations (as of 2004/05), are from: BMBWK (2005). Statistisches Taschenbuch 2005. Wien: BMBWK.

2.2.2 Compulsory schooling

As from their 6th birthday, all children who are permanently resident in Austria have a duty to be schooled – no matter what their, or their parents', status of residence in Austria may be. Compulsory schooling extends over 9 school years. It includes the following types of school:

In the first 4 school years (primary stage, ISCED 1) children attend either a **Volksschule** (VS: primary school, attended by 356.985 pupils at 3.324 locations), or an **allgemeine Sonderschule** (ASO: a 'general' special school), or a **Sonderschule entsprechend ihrer Behinderungsart** (a special school that caters to pupils' type of impairment: 4.220 pupils in 385 locations).

During school years 5 to 8 (lower secondary stage, ISCED 2), children attend either **Hauptschule** (HS: general secondary school, 269.418 pupils in 1.170 locations); or the lower stage of an **allgemein bildende höhere Schule** (AHS-U: academic secondary school, 116.617 pupils in 266 locations); or **Volksschuloberstufe**, i. e. the upper stage of primary school (55 pupils); or **Sonderschuloberstufe**, the upper stage of special primary school (7.303 pupils).

In the 9th year of schooling (ISCED 3C), compulsory schooling is completed by pupils' attendance of either a **Polytechnische Schule** (PTS: pre-vocational secondary school, 21.769 pupils in 294 locations), which continues from year 8 of schooling; or by pupils' continued attendance of *Hauptschule*, *Volksschuloberstufe* or *Sonderschuloberstufe* (1.711 pupils); or pupils' attendance of one or the other of the schools listed above: a middle or upper stage secondary school.

2.2.3 Post-compulsory schooling

After completion of compulsory schooling, several different pathways are open to young people: in principle, two types of schooling are on offer - vocational upper secondary schooling, and general upper secondary schooling (with more of an academic bent).

Allgemein bildende höhere Schulen are academic secondary schools: they have a four year lower stage (AHS-U), and a four year upper stage (AHS-O, ISCED 3A: 54.243 pupils in 256 locations); their school leaving examination is the so-called *Reifeprüfung* or *Matura*. Within the general system of education, and after completing their compulsory schooling, pupils may continue to attend the upper stage of AHS (academic secondary schools, cf. above), or switch to another AHS that offers upper secondary stage only. AHS comes in a variety of types: *Gymnasium* (with an emphasis on arts subjects); *Realgymnasium* (with an emphasis on mathematics and the natural sciences); and *wirtschaftskundliches Realgymnasium* (with an emphasis on business studies, economics and applied sciences) – all these cover the full eight years of lower and upper stages; while the *Oberstufenrealgymnasium* (ORG: 22.500 pupils in 89 locations) is of four years duration and caters for pupils from 9th to 12th year of schooling.

In **vocational schooling**, three different educational paths may be distinguished:

Austria has a dual system of training by which in-house practical training (i. e. apprenticeship, after the 9th year of schooling) is accompanied by attendance at a compulsory vocational upper secondary school called **berufsbildende Pflichtschule** (BPS) (ISCED 3B: 124.983 pupils in 175 locations) for a period of 2 to 4 years (3 years as a rule). Classroom tuition may be organised to take place all the year round, or in course form, or seasonally. After the end of apprenticeship, an examination called *Lehrabschlussprüfung* may be taken. At present, there are more than 250 recognised trades and occupations in Austria where this dual system of training (apprenticeship and BPS) applies.

Immediately after their 8th year of schooling, pupils may opt to switch to a **berufsbildende mittlere Schule** (BMS: vocational middle secondary school; ISCED 3B: 54.735 pupils in 436 locations), which may last for 1 to 4 years (depending on the chosen direction or subject area); or they may switch to a **berufsbildende höhere Schule** (BHS: vocational secondary school; ISCED 3A/4A: 132.060 pupils in 296 locations), which lasts 5 years and is completed with a school leaving examination called *Matura*, plus a diploma examination. Both those educational paths, then, result in vocational qualifications and inculcate general knowledge; there is a great variety of subject areas. The main branches are: commercial schooling: *Handelsschule* (HAS), duration 3 years and *Handelsakademie* (HAK), duration 5 years. Schooling to do with technical skills, trades, and arts and crafts: *Technische oder gewerbliche* (trade) *Fachschule* (FT) of 3 or 4 years' duration; and *höhere technische oder gewerbliche Lehranstalt* (HTL) 5 years' duration. Other types of schooling impart skills and knowledge in commerce and some trades: *Fachschule für wirtschaftliche Berufe* (FW), 3 years' duration; *Fachschule für Mode und Bekleidungstechnik* (FM: vocational schools for fashion and garments), duration 3 years; tourism (*Tourismusfachschule*), duration 3 years; hotel management (*Hotelfachschule*), duration 3 years, health services and care (*Fachschule für Sozialberufe*), 3 years' duration. Also, there are a number of vocational upper secondary schools of 5 years' duration: *Höhere Lehranstalt für wirtschaftliche Berufe* (HLW); *Höhere Lehranstalt für Mode und Bekleidungstechnik* (HLM), *Höhere Lehranstalt für Tourismus* (HLT). Schools specialising in agriculture and forestry include *landwirtschaftliche Fachschule* (FL), of 1 to 4 years' duration; and *höhere land- und forstwirtschaftliche Lehranstalt*, of 5 years' duration. At some vocational upper secondary schools, so-called **Kollegs** have been established, which extend over 4 to 6 semesters and offer theoretical knowledge as well as practical skills in vocational subject areas (as taught by vocational upper secondary schools of relevant areas) to school-leavers of other types of secondary schools, particularly those coming from AHS (academic secondary schools). Pupils who have completed the (shorter) cycles offered by vocational schools called *Fachschulen* may attend additional graded courses and take an upper secondary school leaving examination (*Reifeprüfung*) as well as a diploma examination.

Moreover, again at the secondary stage, certain (upper secondary) teacher training schools called **lehrerbildende höhere Schulen** represent another part of vocational schooling. Here, teachers and young people preparing for certain caring occupations receive training (8.889 pupils in 35 locations). The main types of schools are: *Bildungsanstalt für Kindergartenpädagogik* (BAKIP, of 5 years' duration) in 29 locations; and *Bildungsanstalt für Sozialpädagogik* (BASOP, of 5 years' duration) in 6 locations, in Austria.

After completion of their compulsory schooling, more Austrian pupils generally choose a vocational path in education, rather than a type of school imparting a general and more academic education: in the educational year 2004/05, more pupils sat the school leaving exam or *Matura* at vocational schools, than at academic secondary schools. On the other hand, looking at pupils who took their final school leaving exams in 2003, 70,5% of AHS (academic secondary) school leavers chose to enter universities, while no more than 32,5% of pupils from BHS (vocational secondary schools) did so.

2.3 Tertiary education

Various different educational paths are open to pupils after completion of their secondary education, that is, after passing their *Reifeprüfung* (upper secondary school leaving examination); or after passing the *Studienberechtigungsprüfung* (the university entrance examination); or the *Berufsreifeprüfung* (external upper secondary school leaving examination) – as the case may be (cf. also Tables 9 and 10, in the Appendix).

In all, there were 238.402 regular and (so-called administratively) 'irregular' students at Austrian **universities and at universities of applied sciences** – *Fachhochschulen* (FH) – in the academic year 2004/05; in the same year, the Austrian statistical handbook of university education – *Hochschulstatistik* - lists 15 universities as public scientific institutions of higher learning, 6 universities of music and the arts, and the University of Continuing Education at Krems (*Donau-Universität Krems – Universität für Weiterbildung*). The legal groundwork can be found in §6 of the Austrian University Act (*Universitätsgesetz*), for universities; and in *Fachhochschul-Studiengesetz* (the legal provision for universities of applied sciences), for those institutions. As from the academic year 2000/01, Austria introduced bachelor studies (as did a number of other countries in Europe), thereby creating the possibility of a three-part academic study: bachelor studies (6 to 8 semesters, ISCED 5A); master studies (based on bachelor studies: 2 to 4 semesters, ISCED 5A) or diploma studies, respectively (8 to 12 semesters, ISCED 5A); and doctoral studies (4 to 8 semesters, ISCED 6).

At Austrian **universities**, bachelor studies, master studies, diploma studies, and doctoral studies may be undertaken. In the academic year 2004/05, no fewer than 27.345 Austrians had chosen bachelor studies; 2.142 were engaged in master studies; 12.940 Austrian students went in for scientific studies leading to a doctorate. The larger part of recorded studies (184.478) undertaken by Austrians, however, were traditional courses of studies leading to a diploma. In all, the total number of students at public Austrian universities in the winter term, 2004/05, was close to 195.763 regular students, of whom 162.528 were Austrian citizens, and 33.235 were foreigners. An arts course of studies was chosen by 29% of beginning Austrian students; social and economic studies were chosen by 18%; a course of study in the natural sciences by 16%; a technical course of study by 13%; while about 6% of Austrian students began a course of study leading to a teaching qualification; and about 1% began a course of study in music or one of the performing or fine arts.

Fachhochschulen (FH) are universities of applied sciences run as legal entities under private or public law: as decreed by an act of parliament in 1993 – the „Bundesgesetz über Fachhochschul-Studiengänge“ (FHStG) –, FHs offer bachelor studies, master studies, and diploma studies (once these have been approved by their *Fachhochschulrat* or FH academic council). Unlike university studies, those courses of study have a practical bent, and include a compulsory type of internship – a period of relevant professional activity in a student's chosen field. In the winter semester, 2004/05, almost 90% of FH studies were diploma studies; while 2.838 students went in for a bachelor degree; and 69 for a master degree. Tuition offered includes technical and economic subject areas, tourism, and caring occupations.

Since the first university of applied sciences was founded, the sector of FH studies has grown continually. In the academic year 2004/05, 23.394 regular students were enrolled in universities of applied sciences, that is, 14% more than in the previous academic year: of them, 22.145 were of Austrian nationality, while 1.249 were foreign students (i. e. 5%). University statistics indicates that in 2004/05, 160 FH courses of study were being offered, in 5 areas of professional training. In the winter semester of 2004/05, 45% of FH students had chosen to follow courses of study in economic subject areas; 53% of them were students of technical subjects, 8 % of social sciences, 2% of design and art, and 1% of a course of study designated as *Militärische Führung* i. e. military administration and leadership.

Since the winter semester, 2001, training is available in FH courses of study in **gehobene Berufe im Sozialbereich** (upper level caring occupations and social work), under the name of Social Work. This professional training is of 8 semesters duration, and the masters degree awarded at successful completion is *Magister/Magistra (FH)* (Mag.).

2.4 Adult education

Mindful of the principle of Life-Long Learning, the Austrian system of education gives pupils, students and adults the opportunity to sit examinations and be awarded certificates later in life, both at schools and vocational schools, and at institutions of adult education (that is, institutes of adult education authorized by the Austrian Ministry of Education, Science and Culture). Such certificates include the school leaving certificate for secondary schooling called *Hauptschulabschluss*, as well as *Reifeprüfung* (upper secondary school leaving certificate) and *Berufsreifeprüfung* (external upper secondary school leaving certificate). Since 1998, schools have had the opportunity – as legal entities in civil law, for a part of their activities – to offer adult or further education. According to a study undertaken by *Österreichisches Institut für Berufsbildungsforschung* (öibf) and the University of Klagenfurt, there were a total of 1.755 such institutions offering adult or further education, in 2004. About 47% of these are non-profit ('charitable') institutions; 12% public institutions; and 37% independent (commercial) bodies or firms offering such training. About 51% of all such institutions provide vocational training; another third (approximately) are active in both vocational training and in general or political education. The remaining 14% have specialized in only one direction, offering either general education, or political studies (cf. Chapter 6).

2.5 Initial training of teaching staff

2.5.1 Federal institutions for kindergarten pedagogy (Bundesanstalten für Kindergartenpädagogik, BAKIP)

Intending **kindergarten** teachers may be trained at 5 year BAKIP schools, at upper secondary level (receiving *Reifeprüfung* and *Diplom* certificates on successful completion), or may attend a four semester *Kolleg*. In-service training and further education are organised by the Austrian *Länder*.

2.5.2 Teacher training colleges (Pädagogische Akademien, PÄDAK)

Post-secondary training of would-be teachers aiming at schools providing compulsory schooling i. e. *Volksschulen* (primary schools), and *Hauptschulen* (general secondary schools), took place until autumn 2007 at *Pädagogische Akademien* (teacher training colleges). There were 14 such PÄDAKs across the country: 8 colleges run federally, and 6 independent or private colleges.

Would-be primary school teachers were (and are) trained to teach all school subjects in ways that are suitable for children; while secondary school training includes a solid grounding in a First Subject (be it German, English, or Mathematics), plus a Second Subject. On successful completion of this six semester initial training, students received their full teaching qualification called *Diplompädagoge/Diplompädagogin* (Dipl. Päd.).

Would-be teachers for **vocational schools** received their training at *Berufspädagogische Akademien* (BPAs: post-secondary colleges for vocational teacher training); there was one each in Wien, Linz, Graz und Innsbruck), in the trades and in technical subjects; in the areas of food and nutritional management, and home economics; and in information and office management, including word processing. Training was offered until autumn 2007 as in-service training, or as full time initial training; it took four to six semesters. Would-be teachers at schools of agriculture and forestry underwent a six semester initial training at *Agrarpädagogische Akademie* in Vienna, where they gained a diploma on successful completion of their studies.

In addition to those basic courses of study, all PÄDAKs (Austrian teacher training colleges) offered additional qualifications, to be gained through special courses of study (*Akademielehrgänge*) at such colleges. Teachers' in-service training and further education, on the other hand, were provided by *Pädagogische Institute* (PIs).

By the start of the winter semester, 2007, the (formerly) 51 institutions providing teacher training – initial and in-service training as well as further education for teachers – changed their status, and had their number reduced, to form 8 tertiary public colleges of education – *Pädagogische Hochschulen*, PH –, plus one tertiary college of agricultural and environmental pedagogy – *Hochschule für Agrar- und Umweltpädagogik* –, as provided by the Austrian *Hochschulgesetz 2005*. Successful students at PHs are awarded a 'Bachelor of Education' degree; a tuition fee is payable. Students who began their studies in the academic year 2006/07, will need to continue their studies (as from the academic year 2007/08) with the bachelor degree as their first degree. Students who began their studies at a PÄDAK (the post-secondary teacher training college) before the academic year 2006/07, were able to choose whether to continue and complete their studies under the old regulations, or change to the new structure. Given that the new tertiary colleges of education will keep their former teaching staff, it remains to be seen whether this concentration and (numerical) reduction of PÄDAKs, and their transformation into *Pädagogische Hochschulen* (tertiary colleges of education), will lead to improved quality in teacher training, e. g. through attention paid to educational research, or through more differentiated provision in the teaching of languages.

2.5.3 Universities

Would-be **teachers for academic secondary schools** go in for diploma studies (including a teachers diploma) at one of Austria's universities; they specialize in two subject areas. Training lasts 9 semesters; it offers the academic degree of *Magister/Magistra* (*Mag.*). After completing their university studies, young graduates spend one school year as trainee teachers at a suitable school; they also take an in-service course for intending teachers, at a suitable department of a *Pädagogisches Institut* that offers an apposite course. Those measures combined then lead to full qualified teacher status.

Would-be teachers in the vocational secondary sector of schooling may also be trained at one of the universities, or else as from the winter semester, 2007 – depending on their subject – at a PH (a tertiary college of education). Practical experience in a trade is a condition for Qualified Teacher Status in practical and in theoretical subjects.

2.5.4 Adult education

At present, there is no unified system of initial training yet, in the area of adult education; most training is in-service, and is provided by one or the other of adult education institutions. However, there are signs that a unified system of training may be coming soon, which may take the shape of internationally recognised, standardised courses of training.

3. Information on Austrian language policy

3.1 Laws and regulations governing languages

3.1.1 German is the official language of the Republic of Austria

Article 8, para. (1) of *Bundesverfassungsgesetz* (federal constitutional law: B-VG – BGBl. Nr. 1/1930, as last amended by BGBl. I Nr. 81/2005), lays down the German language as the official language of the Austrian Republic. In para. (2), as amended by BGBl. I Nr. 68/2000, and in para. (3), as amended by BGBl. I Nr. 81/2005, the languages of minority ethnic groups explicitly receive particular emphasis, and are officially recognised: as is *Österreichische Gebärdensprache* (Austrian Sign Language), in paragraph 3 (which was inserted in 2005). Article 8 of Federal Constitutional Law reads:

Art. 8. (1) The German language is the official language of the Republic of Austria. This does not affect any rights granted to linguistic minorities in federal law.

(2) The Republic of Austria (the federal authorities, the Austrian *Länder*, and municipal and council authorities) recognise Austria's long-standing linguistic and cultural diversity, which finds expression in Austria's autochthonous ethnic groups. Their languages and cultures, and the continued existence and preservation of these ethnic groups are to be respected, safeguarded, and promoted.

(3) The *Österreichische Gebärdensprache* (ÖGS, the Austrian Sign Language) is a language in its own right, recognized in law. For details, see the relevant legal provisions.

On the subject of language rights, there are hardly any other regulations or legal provisions that concern German as an official or national language. For instance, there is no general rule or regulation in consumer law making it mandatory to use the German language for product descriptions or warnings (except for regulations governing children's toys), nor in instructions for use, or description of merchandise that is to be sold in Austria. There are no quota regulations in Austrian media law, either, which might provide for a certain percentage of Austrian productions on TV or in radio programmes – which would amount to indirect support of the German language.

To emphasize that Austrian German is a variety of German in its own right, Protocol no. 10, "on the use of specifically Austrian expressions in the German language, within the framework of the European Union" (part of Austria's treaty of accession to the EU in the year 1995), lists 23 "typically Austrian expressions" for foods, which must be included in German language acts of law of the European Union, "in an apposite way".

3.1.2 Austrian nationality law and Integrationsvereinbarung ('integration agreement')

In an amendment to legal provisions regarding nationality and citizenship (of 1998), knowledge of the German language was stipulated for the first time, for persons applying for Austrian nationality: in it, and phrased in a very general way, applicants are presumed to have 'a knowledge ... commensurate with their circumstances in life.' As from 1st January, 2003, the granting of a more extended leave of residence in Austria was made conditional upon applicants' ability to prove that they had knowledge of the German language. In the year 2005, an amendment to *Fremdenrecht* – legal provisions governing the rights of foreign citizens – resulted in legal provisions that govern foreigners' right of abode in Austria to this day. In it, would-be immigrants need to enter into a so-called 'integration agreement' (*Integrationsvereinbarung*), which includes (among other matters) a requirement for applicants to attend an 'integration course' in German language, of 300 teaching units' duration, to acquire a knowledge of the German language corresponding to Level A2 in the

Common European Framework of Reference for Languages (CEFR) ¹¹. This so-called integration agreement needs to be fulfilled within a period of five years, from the granting, or the extension, of the right to reside in Austria. Finally, in another amendment to nationality and citizenship law dating from 2005, it was stipulated that, as from 1st January, 2006, for applicants to be granted Austrian nationality, they need to fulfill the conditions of the 'integration agreement', and pass a written examination, to prove that they have a basic knowledge of this country's democratic structure, as well as of its history, and of the history of their Austrian *Land* of residence. The right of residence and the right to become an Austrian national, are therefore conditional upon successfully passing an examination in German language skills.¹²

3.1.3 Status and support of regional and minority languages

Laws and regulations obtaining in Austria

The **Österreichische Gebärdensprache** (ÖGS, the Austrian Sign Language) was officially recognised as a minority language in Austria, through the 2005 amendment to *Bundesverfassungsgesetz* (federal constitutional law: B-VG), article 8, para. (3). No further rules or regulations exist to date on the subject. In Austrian special schools for the deaf, ÖGS is to date offered as an optional subject only, by the name of *Gebärdensprache* ('practice in gestures and signs') – a term which is liable to misunderstanding.

In 2000, the linguistic variety to be found in the existing languages of Austria's autochthonous ethnic groups was declared to be worthy of support, in article 8, para. (2), of Austria's *Bundesverfassungsgesetz* (federal constitutional law: B-VG). Apart from B-VG (as just mentioned), there are a number of other important documents which – inter alia – are essential to the status of ethnic groups: hence, essential also to the languages of those ethnic groups, as defined by law. They are these:

- Article 7 of *Staatsvertrag*, the Austrian State Treaty (Vienna, 1955), explicitly mentions the Slovenian minority ethnic group in Carinthia and in Styria, and the Croatian minority in Burgenland: it also lays down their right to primary school education in their respective mother tongues, and to a number of secondary schools commensurate with their numbers (among other legal provisions).
- The *Volksgruppengesetz* of 1976, which (among other things) stipulates the establishment of so-called *Volksgruppenbeiräten*, i. e. 'advisory councils for ethnic minority issues'. Through the establishment of such advisory councils, several more minority ethnic groups received official recognition in later years.

Ethnic minorities

Based on those legal provisions, six autochthonous ethnic groups are recognized as such, in Austria: the Croatian ethnic group in Burgenland; the Slovenian group(s) in Carinthia and Styria; the Hungarian group in Burgenland and in Vienna; the Czech group in Vienna; the Slovakian ethnic group in Vienna; and the Roma ethnic minority group, in Burgenland.

The ethnic minority group of Hungarians lives in Burgenland, in and around the areas of

¹¹ The Österreichische Integrationsfonds (ÖIF) has developed a test of its own, which – on its homepage (www.integrationsfonds.at) – is called a 'recognised German test on level A2 of the Common European Framework of Reference for Languages'. It consists of four modules (reading: 3 tasks; listening: 3 tasks; writing: 2 tasks; speaking: 3 tasks).

¹² Cf. De Cillia, Rudolf und Ruth Wodak (2006). *Ist Österreich ein deutsches Land?* Bd. 16 der Reihe Österreich – Zweite Republik. Innsbruck: Studienverlag.

Oberpullendorf/Felsőpulya, Oberwart/Felsőőr, Siget in der Wart/Őrisziget and Unterwart/Alsóőr. Those members of this Hungarian group who are resident in Vienna enjoy no separate minority law concerning schooling. – The Croatian minority group can be found anywhere throughout Burgenland, with the exception of the area around Jennersdorf. Croatian is considered to be an official language in 6 out of Burgenland's 7 administrative areas, that is in Neusiedl/Niuzalj, Eisenstadt/Zeljezno, Mattersburg/Matrštof, Oberpullendorf/Gornja Pulja, Oberwart/Borta und Güssing/Novi Grad. A considerable number of Croatians, however, have settled in Vienna, mainly for economic reasons. No separate legal provisions exist for this minority.¹³ – The *Minderheitenschulgesetz* – the minority school law – for Burgenland applies to both those ethnic groups; it regulates schooling at primary and secondary schools (VH, HS, AHS) as well as teacher training and training for other educational staff. At the compulsory schooling stage, children are registered automatically for bilingual tuition at primary, secondary and (in part) tertiary stages; however, their participation in bilingual teaching may be cancelled.¹⁴ Since 1989, a kindergarten law has been in force in Burgenland, which regulates bilingual care and education in kindergarten, and which sets a minimum time frame for children to receive care in the language of their own ethnic group.

The ethnic group of the Slovenes can be found in two geographically distinct parts of Austria: Styrian Slovenes live mainly in five villages of Radkersburger Winkel/Radgonski Kot, in south-eastern Styria, as well as to the south of Leutschach, and in the area of Soboth/Sobota.¹⁵ For them, no separate legal provisions exist as regards their status as an ethnic minority. For the ethnic minority group of Slovenes in Carinthia the relevant law provides that in those political-administrative districts where the Slovene language is spoken, or where the population is linguistically mixed, and where relevant legal provisions obtain (of the Austrian *Volksgruppengesetz* and of the various relevant regulations), both Slovene and German are the appropriate official languages, and that topographical names and indications must appear (on signposts etc.) in both languages. For the Slovene minority in Carinthia, the *Minderheitenschulgesetz* – the legal provision that regulates schooling for ethnic minorities in Carinthia – decrees that each child registered for primary tuition has a right to biligual schooling; and also regulates classroom teaching at lower and upper secondary level, as well as teacher training and initial training in other teaching and care professions. As opposed to Burgenland, children in Carinthia (at the primary school stage) have to be registered for bilingual schooling. The Carinthian kindergarten laws and regulations dating from 1992 contain no passage comparable to the relevant Burgenland kindergarten regulations as regards bilingual education; however, the *Kindergartenfondsgesetz* lays down guidelines for language pedagogy concepts, for managing bodies that run bilingual or multilingual kindergartens.

The Czech ethnic group in Vienna, too, has been a recognised autochthonous minority, ever since a *Volksgruppenbeirat* (an advisory council for ethnic minority issues) decreed its existence, in 1992. However, there are no separate legal provisions. As regards schooling, the (private) association called *Komenský* offers educational opportunities, from kindergarten to university entrance. The Slovak ethnic group, again since 1992, when a

¹³ The view that Vienna is not (or is no longer) an area where Burgenland Croatians are settled, is in keeping with the Austrian declaration of the Council of Europe's Charter on Regional and Minority Languages; however, that view is in contradiction of the (until then) uncontested opinion in law and to previous administrative practice; it is rejected by representatives of the minority groups, too.

¹⁴ Cf. the report of the Republic of Austria in pursuance of article 25, para. 1 of Rahmenübereinkommen zum Schutz nationaler Minderheiten, p. 85: [www.coe.int/t/e/human_rights/minorities/2_framework_convention_\(monitoring\)/2_monitoring_mechanism/3_state_reports_and_unmik_kosovo_report/1_first_cycle/PDF_1st_SR_Austria_German.pdf](http://www.coe.int/t/e/human_rights/minorities/2_framework_convention_(monitoring)/2_monitoring_mechanism/3_state_reports_and_unmik_kosovo_report/1_first_cycle/PDF_1st_SR_Austria_German.pdf) (31.7.06).

¹⁵ Fischer, Gero (2003). Von Minderheitensprachen zu Nachbarsprachen. In: Busch, Brigitta und Rudolf de Cillia, eds. (2003). Sprachenpolitik in Österreich. Frankfurt/Main: Peter Lang, pp. 72-90.

Volksgruppenbeirat was founded, was recognised as an autochthonous minority in its own right. As with the Czech ethnic group, no separate legal provisions obtain. For Slovak-speaking children, too, *Komenský* (the private school association) is the only provider of language-related educational opportunities.

The main area of residence of the Roma ethnic group is Burgenland, though they can be seen to have settled in other areas of (mainly) eastern Austria, too. The basis in law for legal recognition of this group was laid in 1993, by way of decree. The *Minderheitenschulgesetz* in Burgenland – the legal provision that regulates schooling for ethnic minorities in that *Land* – provides for *sprachbildende Angebote* (measures of language training or preservation) for Burgenland Roma.

At Austrian universities, the following languages may be studied: Burgenland Croatian; Croatian; Slovene; Hungarian; Czech; and Slovakian. There are no legal provisions regarding the status of languages spoken by allochthonous minorities in Austria.¹⁶

Treaties on the European level

In Austria, the **Framework Convention for the Protection of National Minorities** of the Council of Europe, which obliges states to take measures for the protection and support of national minorities, came into force, on 1st July, 1998. The Committee of Ministers of the Council of Europe is charged with supervising the implementation of this Framework Convention. For this purpose, signatory states have to put at the Council of Europe's disposal "full and complete information on legal provisions and other measures which they may have taken to realise principles laid down in this Framework Convention." Austria delivered the first state report, on 1st July, 2000. The Advisory Committee reported to the Council of Europe, in an interim 'opinion on Austria' which was dated 15th May, 2002.¹⁷

The European Charter for Regional or Minority Languages is a multilateral agreement, also within the framework of the Council of Europe: its aim is to protect historically grown regional and minority languages as a common European heritage and to give support to Europe's cultural variety and richness. In Austria, the European Charter came into force on 1st October, 2001. The first report on the implementation of this Charter in Austria was dated 19th January, 2005.¹⁸

3.2 Language policy: developments, main documents and institutional bodies in Austria

Since the 1980s, Austria has participated – with varying intensity – in the implementation of European language projects and innovations: at first within the framework of initiatives of the Council of Europe; then, since Austria's accession to the European Union, just as actively within the framework of the European Union (see also Chapters 7 to 9, below).¹⁹

Since 1990, and in connection with the political changes that occurred in Eastern and Southeastern Europe, Austria has developed and increased language policy activities, whose main initiators were the Ministry of Education as well as school administration bodies

¹⁶ Cf. the list of languages contained in the Census of 2001: Table 5b, in the Appendix.

¹⁷ www.bka.gv.at/2004/4/15/rahmenkonvention_pruefbericht_dt.pdf (17.7.06).

¹⁸ Recommendation RecChL (2001) 1 of the Committee of Ministers on the implementation of the European Charter for Regional or Minority Languages in Austria (adopted on 19th January, 2005 by the Committee of Ministers at their 912th session).

¹⁹ Cf. here (inter alia): Heindler, Dagmar (1998): Der Europarat, eine wichtige Einrichtung des Kontakts, des Austauschs, der Zusammenarbeit. In: *Erziehung und Unterricht* 9/10, pp. 705-710.

in various regions, while a number of important initiatives were also launched by universities and NGOs. A number of these may be mentioned here, by way of example:

- *Kulturkontakt* was founded by the former Austrian Ministry for Education, Science and Art (BMBWK) in 1989, with the aim of creating a platform for artists, cultural institutions and for companies, and to promote cultural exchanges in Central, Eastern, and Southeastern Europe. Austrian 'educational officers' – *Bildungsbeauftragte* – were sent to those countries as from 1994; the main plan was to give support to bilingual schools and projects.²⁰
- Between 1990 and 1993, activities took place to prepare the founding of a European centre for foreign languages, which was finally established in 1994 as the European Centre for Modern Languages (ECML) of the Council of Europe, on the initiative of eight states – Austria, France, the Netherlands, Malta, Greece, Slovenia, Switzerland, and Liechtenstein. ECML (www.ecml.at) was established as an Enlarged Partial Agreement of the Council of Europe, i. e. both member states of the Council of Europe and non-member states of the Council of Europe may join at any time. This initiative was very well received: within only few years, another 25 countries joined ECML as members, thereby assuring its financial stability (among other things); Austria, as the main initiator and host country, is particularly committed to ECML. In 1998, ECML achieved permanent status, through a decision of the Committee of Ministers of the Council of Europe (for more details, cf. Chapter 9.5, below).
- Numerous projects and initiatives surfaced in the 1990s, which changed important features of language policies in Austria, and resulted in a number of institutions and materials that are still valid today. Particular mention is due to a series of measures regarding modern foreign language learning issued by the former Austrian Ministry for Education (BMBWK), in which measures of language policy in schools are set forth in the medium and long term. The following may be mentioned as examples: the development of an association of schools called *Vienna Bilingual Schooling*²¹ by the City of Vienna education authorities (*Stadtschulrat für Wien*); the foundation in 1992 of a centre for vocational language learning, the *Center für Berufsbezogene Sprachen*²² (CEBS), at the *Pädagogisches Institut Salzburg*, by the same Austrian Ministry (BMBWK); the founding of SPEAK, the language centre of *Pädagogisches Institut Vorarlberg*²³; and other initiatives. Three international conferences should also be mentioned, which were organised by the University of Vienna in collaboration with the relevant Ministry (BMBWK): "Sprachenpolitik in Mittel- und Osteuropa" (1993)²⁴, on language policies in Central and Eastern Europe; "Sprachen – Brücken über Grenzen" (1998), on languages as bridges across frontiers; and "Die Sprachen unserer Nachbarn – unsere Sprachen" (1998)²⁵, on neighbouring languages - 'our languages'.
- The early 1990s, with the political opening-up of Eastern Europe, brought a greater interest in German as a foreign language, particularly in countries bordering on Austria: since then, numerous initiatives have been developed for the imparting of the German language (in its Austrian variety), and to advance intercultural cooperation, with particular emphasis on Central, Eastern, and Southeastern Europe; in part also

²⁰ Cf. the homepage www.kulturkontakt.or.at (12.1.07).

²¹ Cf. the homepage www.wien.gv.at/ssr/allgemeines/vbs.htm (12.1.07).

²² Cf.: www.cebs.at (12.1.07).

²³ Cf.: www.speak.at (12.1.07).

²⁴ Cf. Wodak, Ruth / de Cillia, Rudolf (1995): *Sprachenpolitik in Mittel- und Osteuropa*. Vienna: Passagen.

²⁵ Vgl. Krumm, Hans-Jürgen, ed. (1999), *Sprachen – Brücken über Grenzen*. Eviva, Vienna; cf. also idem, ed. (1999): *Die Sprachen unserer Nachbarn – unsere Sprachen / The languages of our neighbours – our languages*. Vienna: Eviva.

within the framework of European initiatives of the Pact for Stability. Some of these were:

- Since the late 1980s, BMBWK had made available international offers of in-service training for Austrian teachers of German as a Foreign Language, and had supported the development of teaching materials regarding Austrian Life and Institutions (or Austrian Cultural Studies).
- The foundation in 1993 of a section called *Kultur und Sprache* (culture and language) at the former BMBWK, which co-organises trinational European projects, with Germany and Switzerland, e. g. “Profile Deutsch“ (ENDaF).
- The development since 1994 of a specifically Austrian language diploma in German as a Foreign Language (DaF, Deutsch als Fremdsprache) called *österreichisches Sprachdiplom Deutsch* (ÖSD).
- The founding of an association called *Kultur-Kontakt*, which, from 1989, was involved in raising qualifications of German language teachers in Central and Eastern European countries.
- A legal provision of 1997: *Österreich Institut-Gesetz*, and the founding of a body named *Österreich Institut* (charged with holding courses in German language and promoting the teaching of German abroad).

Moreover, *Österreich-Kooperation* was founded (operative as from 1994), which supports scholarly and scientific cooperation, and sends lecturers and assistant teachers or university assistants abroad as (assistant) teachers of German; and gives support to DaF traineeships, abroad.

Also, university chairs for German as a Foreign Language were established at the Universities of Vienna (in 1993) and of Graz (in 1995).

A conference entitled “Linguistic diversity for democratic citizenship in Europe”²⁶ was held in Innsbruck in 1999 by the Council of Europe, on the invitation of the former Austrian Ministry for Education (BMBWK): this played a special role in the development of language policies in Austria. Language education policy development reached a first climax in 2001, with the European Year of Languages (EYL). EYL initiated many different activities in Austria and led to numerous follow-up projects, conferences and language policy manifestos. A few of these may be mentioned here:

- A conference on the future of European multilingualism in an enlarged European Union: “Die Zukunft der europäischen Mehrsprachigkeit in einer erweiterten Europäischen Union“, which produced a final document (of the same title), in the framework of an EU project at Vienna University, in 2001.²⁷
- A follow-up conference devoted to ‘looking to the future’ held by *Österreichisches Sprachen-Kompetenz-Zentrum* (ÖSZ, the Austrian Centre for Language Competence), on the occasion of the European Year of Languages, under the title “Mit Sprachen in die Zukunft“, May, 2002.²⁸

²⁶ *Proceedings of the Conference*, Council of Europe, 2000, ISBN 92-871-4384-6.

²⁷ In: Besters-Dilger / de Cillia / Krumm / Rindler-Schjerve, eds. (2003). Op. cit., pp. 279-320.

²⁸ A short summary may be found in Besters-Dilger / de Cillia / Krumm / Rindler-Schjerve, eds. (2003). Op. cit., p. 43f., and see www.oesz.at.

- “Die Kosten der Einsprachigkeit“ – the cost of monolingualism, a Vienna manifesto: the final declaration of a conference held by the *Österreichische Akademie der Wissenschaften* on the subject of European multilingualism.²⁹
- The Klagenfurt declaration on Austrian language policy, by VERBAL, the Austrian Association for Applied Linguistics (*Verband für angewandte Linguistik*).³⁰

To assemble all institutions interested in questions of language policy under one roof, the former BMBWK established the **Österreichisches Sprachenkomitee** (ÖSKO, Austrian Language Committee), on 3rd December, 2003. Through the establishment of ÖSKO, the dynamics first generated by the European Year of Languages was continued, with the help of newly created appropriate structures, and long-term effects were assured. In the face of European developments, and mindful of the fact that language matters (not least on the national level) are more and more in competition with other areas (notably information and communication technology; mathematics; the natural sciences, etc.), ÖSKO the Austrian Language Committee considers its prime task to consist in developing future-oriented proposals to accompany the entire process of life-long language learning, and to undertake relevant lobbying measures in the area of language education. ÖSKO consists of 31 organisations and institutions from the fields of scholarship and science, educational administration, and Austria’s ‘social partners’: its establishment and activities are to ensure fostering and support for language learning beyond school.

ÖSKO supports the national implementation of European developments in language policies, especially the implementation of measures and initiatives in connection with Education and Training 2010, the educational policy aims decided upon by the education ministers of the European Union on 14th February, 2002 (such as the Action Plan for the Support of Language Learning and Linguistic Diversity, 2004-2006)³¹. In October, 2005, the Austrian interim report on progress made in implementing the EU working programme³² was completed (cf. also Chapters 5 and 8, below).

ÖSKO, the Austrian Language Committee, is charged with the following areas of activity:

- Mediating European language policy developments, to make them part of the national (Austrian) debate
- Tying-up European results of work with national (Austrian) needs: defining main points of content; beginning to define ways of implementation; laying down guidelines, etc.
- Networking to reach all language policy movers in Austria
- Laying the groundwork for decisions in educational policy
- Fulfilling a switchboard role (lobbying; disseminating information; initiating measures and advertising, implementing, evaluating, supporting them, etc.)

Another important step towards more dynamic and concerted language policy developments

²⁹ De Cillia, Rudolf; Krumm, Hans-Jürgen; Wodak, Ruth, eds. (2003). *Die Kosten der Mehrsprachigkeit. Globalisierung und sprachliche Vielfalt. The Cost of Multilingualism. Globalisation and Linguistic Diversity*. Wien: Verlag der Österreichischen Akademie der Wissenschaften, pp. 9-12.

³⁰ Busch, Brigitta und Rudolf de Cillia, eds. (2003). *Op.cit.*, pp. 226-231.

³¹ Cf. Österreichisches Sprachen-Kompetenz-Zentrum (2004). *Förderung des Sprachenlernens und der Sprachenvielfalt: Aktionsplan 2004-2006 der EK. Prioritäten und Umsetzung in Österreich. ÖSZ Fokus 1*. Graz: ÖSZ. See: www.oesz.at/publikationen.

³² European Commission (2002). *Education and Training in Europe: diverse systems, shared goals for 2010. Work programme on the follow-up of the objectives of the education and training systems in Europe*: Luxembourg.

was taken at the same time, through the establishment of **Österreichisches Sprachen-Kompetenz-Zentrum** (ÖSZ, the Austrian Centre for Language Competence. On the one hand, ÖSZ's function is to implement international developments; on the other, to support concrete innovations in language teaching at Austrian schools. At present, for instance, ÖSZ monitors and looks after a number of topical areas of activity and projects, which can also be found on the Centre's internet site (see below):

- The national (Austrian) dissemination of ECML results
- The national implementation of the European Commission's Education and Training 2010 programme
- Coordination of ÖSKO, the Österreichisches Sprachenkomitee (in cooperation with BMUKK, the relevant Austrian Ministry for Education, the Arts and Culture)
- Coordinating the development of, the Language Education Policy Profile (LEPP) for Austria (the current Report constitutes the first step of this process)
- The development and implementation of the European Language Portfolio (ELP) of the Council of Europe
- Quality assurance and educational standards in modern foreign language learning
- Europäischer Tag der Sprachen (ETS, the European Day of Languages)
- The competition Europasiegel für innovative Sprachenprojekte (ESIS, the European Label for Innovative Language Projects)
- SprachenInnovationsNetzwerk (SPIN), a network of innovative language schemes

More detailed information on ÖSKO and on ÖSZ can be found on the website www.oesz.at, and in Chapter 8, below.

Four Austrian university centres of language learning were founded, at Graz, Innsbruck, Salzburg and Vienna, with the support of the former BMBWK: this may be pointed out as an important structural element (cf. Chapter 4.4.4, below).

In summing up it may be stated that Austria has successfully developed a language policy for schools and in general education that is geared to supporting plurilingualism, as well as effective structures for the planning and discussion of language policy issues: in concert with decisions and programmes of the Council of Europe and of the European Union, these undergo consistent further development. By way of contrast, the linguistic wealth of migrants, and that of minority and neighbouring languages, is hardly made use of in educational practice.

Can language policy in Austria then be said to be integrated in an overall social and societal context? If looked at from this point of view, it must be stated that wide areas of language policy remain relatively uncoordinated in Austria; decision-making may rest with various different ministerial departments (e. g. language policy concerning autochthonous minorities with *Bundeskanzleramt*, the federal chancellery; German as an official national language and questions of migration with *Innenministerium*, the ministry for home affairs); indeed, some agenda may not be regulated at all – e. g. language planning in connection with German as a national language, particularly the 'Austrian variety of German' as explicitly stated in Protocol

no. 10 of the Austrian treaty of accession to the EU³³; and language policy and the media³⁴. In the *Klagenfurter Erklärung zur österreichischen Sprachenpolitik* (the Klagenfurt declaration on Austrian language policy) experts therefore proposed that an inclusive Austrian language and language policy concept be developed and that a coordinating office for language policy be established, together with the nomination of a group of language policy experts. It is the aim of ÖSKO – as now established – to implement a language policy which is coordinated to that degree, in order to prevent having certain measures counteracted or contradicted – measures of educational policy or language policy for schools that are in themselves valuable and meaningful (such as intercultural learning; the integration of linguistic minorities), through measures taken in other language policy areas (e. g. in supposedly ‘integrative’ politics).

4. Language learning and how it is organised in the Austrian education system

4.1 Chief language policy regulations

4.1.1 German is the language of instruction, and a school subject³⁵

German is the official national language of the Republic of Austria (Austrian Constitutional Law, B-VG §8, para.1): according to §16, para.1 of legal provisions concerning Austrian schools and schoolteaching (SchUG³⁶), it is the prescribed language of instruction: ‘The language of instruction is the German language, excepting certain schools where other provisions are envisaged or have been made, in particular schools destined for linguistic minorities, or where other legal provisions or international agreements provide otherwise.’ All the same, § 16 (3) enables the *Land* school authority (*Landesschulrat*, LSR) to decree another language of instruction – which constitutes the legal basis of using a modern foreign language as a working language (cf. Chapter 5.2, below).

Apart from defining the status of German as the language of instruction, curricula of all types of schooling have German as a compulsory subject. The subject of German may be pupils’ subject of choice for their oral school leaving examination (*mündliche Reifeprüfung*) at AHS and BHS (upper secondary academic or vocational schools); in any case, German is an obligatory part of the written finals at those schools; only at upper secondary technical schools (HTL), pupils have a choice for their written finals, between German and a modern foreign language. Only HTL school leavers need not therefore have passed their finals in German as a school subject.

4.1.2 German and the status of ‘regular’ and ‘irregular’ pupils

The body of Austrian law concerning school organisation known as SchOG, as well as SchUG (which is based on SchOG), are the legal basis for the Austrian school and educational system, including (foreign) language instruction at schools in Austria. According

³³ For example, until recently Austria was one of the few EU countries that are not members of the European Federation of National Institutions for Language EFNIL, cf. www.eurfedling.org (12.1.07). Austria acceded to EFNIL on 13 November 2007.

³⁴ For instance, ORF – Austria’s public broadcasting corporation – might make an important contribution to a language friendly environment, by broadcasting more non-German language films in their original languages.

³⁵ Cf. Table 11 in the Appendix, below.

³⁶ Schulunterrichtsgesetz (SchUG), BGBl. Nr. 472/1986, last amended by BGBl. I Nr. 20/2006.

to those legal provisions, 'regular' pupils must have a sufficient command of German as a language of instruction to enable them to follow instruction.³⁷ The following measures of support are envisaged to that end:

Support for early language learning

Support for early language learning is an integral part of kindergarten teachers' tasks; it is one of the legally defined objectives of kindergartens to prepare their charges for school entry. To promote multilingualism, a number of Austrian *Länder* have taken specific measures, for a number of years: in the Tyrol, for example, multicultural projects have been undertaken over the last 5 years, stressing language acquisition as a priority area where additional mother tongue (assistant) teachers, or additional (fully trained) kindergarten teachers with German as their mother tongue, are used, aiming to strengthen children's use of their respective mother tongue, and to support their acquisition of German as a second language. In Lower Austria, intercultural staff are used to give support in multilingual groups.

Frühe Sprachförderung ('early language learning promotion and support'), a national project of the former BMBWK, the relevant Austrian ministry, was first carried out across Austria in the school year 2005/06: this scheme does not represent a new departure, though it underlines the importance of early language learning and promotion, and in this way supports the work of kindergarten teachers.

As from the school year 2005/06, all children due to enter primary school the following year are assessed with regard to their communication skills in German, to see if these will be sufficient for them in the primary classroom a year later: this assessment is carried out at so-called early primary school pupil registration (between October and January of the school year that precedes a child's first entry into primary school); should the assessment (called *Sprachstandsfeststellung*³⁸) show an insufficiency, a child's parents or guardians will be recommended to accept a special support package, as the project is a matter of voluntary participation. To make support feasible, they will receive 'language tickets' (i. e. vouchers) issued by the federal authorities, to the value of € 80 per child per year, as a part payment towards the cost of 120 units of support teaching (which is variously integrated into everyday life at kindergarten). In the 2005/06 school year, 12.591 'language tickets' (vouchers) were issued; there is as yet no all-Austrian statistical information on the rate of acceptance; nor is there an evaluation of this scheme yet.

Frühe Sprachförderung, this early language learning support scheme, is provided by BMUKK, the Austrian Ministry for Education, the Arts and Culture (see also www.sprachbaum.at); however, it is implemented by the Austrian *Land* authorities.³⁹ As kindergarten attendance is voluntary, the contact point kindergarten – primary school would not reach all children eligible for compulsory schooling: for this reason, *Sprachstandsfeststellung* – the assessment described above – takes place as part of the pupil registration process for primary school, to ensure that all children of appropriate age will in fact be reached. In the Austrian *Land* of Vorarlberg, however, a type of early assessment takes place through observing children's behaviour, in kindergartens.

³⁷ Exceptions from this definition of German as a language of instruction are possible only if, through legal provision or through an international agreement, other measures are decreed, in particular for schools destined for linguistic minorities, or if – on application from the school concerned – another modern language is decreed to be the language of instruction at that school.

³⁸ In principle, early language learning support is not restricted to children with a mother tongue other than German, but is meant to include children with German as their mother tongue who have a need for language support. (BMBWK, ed. (2005c). *Sprachstandsfeststellung im Rahmen der Schülereinschreibung*. Handreichung für Schulleiterinnen und Schulleiter.) In most of the Austrian 'Länder', however, the scheme was understood to concern children with a migratory background.

³⁹ In Carinthia, this scheme is carried out as a pilot project, at a number of locations.

Support teaching in German as a second language during compulsory schooling

For children at compulsory schooling stage who do not have German as their mother tongue, and whose command of the language of instruction is insufficient, steps have been taken to enable those children to acquire the necessary skills in German as a second language.⁴⁰ The primary school curriculum contains an additional passage on 'German for pupils whose mother tongue is not German' (*Deutsch für Schülerinnen und Schüler mit nichtdeutscher Muttersprache*); curricula for HS (general secondary schools, lower stage) and for AHS (academic lower secondary level schools) contain *Besondere didaktische Grundsätze, wenn Deutsch Zweitsprache ist* ('Special didactic principles for teaching pupils whose mother tongue is not German' – same wording for all types of lower secondary schools). At those schools of the compulsory schooling stage, support teaching may be offered for up to 12 lessons per week, either parallel to other school lessons; or as an element integrated in school lessons; or in addition to those regular school lessons. Support teaching in German in course form, or as an integrated subject, may be offered for a maximum of 48 lessons per school year; the number of lessons per week is decided by each school concerned. In the revised curriculum of 2006, the opportunity was created to offer 'German as a second language' at the upper secondary stage, at AHS, as an optional series of lessons where pupils' achievement is not assessed. In the school years 2006/07 and 2007/08, language support courses as an additional learning opportunity may be offered at the pre-school stage and in the first four years of primary school (ages 6 to 10), for eight or more pupils concerned: these may last for up to one school year (maximum), and may also be organised by several schools (that pool their resources), or embrace children of different classes and ages. Some pupils will have been registered and accepted as so-called 'irregular pupils' because of their insufficient knowledge in the language of instruction: the German support courses' purpose, then, is to raise language skills in those pupils to the point where they can follow schoolteaching, at the stage appropriate for them.

In the school year 2004/2005⁴¹, 157.370 pupils with a first language other than German, attended school in Austria. Related to types of school and their pupil figures, those were: 16,7% of pupils attending schools that account for compulsory schooling; 10,2% of pupils attending an AHS (academic upper secondary schools); 5,9% of pupils attending BPS types of schools (for explanations of school types, see above); 13,4% of pupils attending BMS types of schools; 8,4% of pupils attending BHS (vocational secondary schools); and 2,5% of pupils attending teacher training secondary schools.

4.2 Mother tongue teaching in migrants' languages

All pupils whose mother tongue is not German, and those who grow up in bilingual families (or family groups), may participate in *Muttersprachlicher Unterricht* – mother tongue teaching – at Austria's schools. Mother tongue teaching aims at strengthening and broadening those childrens' mother tongues (which is important as a basis for personal development, and for the acquisition of a second or foreign language); it is also designed to foster a positive attitude in those children towards their respective mother tongue, and to open pupils' eyes to the advantages of bilingual and bicultural skills and knowledge. Curricula for all types of schools in the compulsory schooling sector (VS, ASO, PTS, HS and AHS-U) contain curricular sections regarding *Muttersprachlicher Unterricht* as a school subject, as does the new curriculum for academic upper secondary schools called AHS (in force since 2004/2005, and being introduced step by step). At vocational schools (middle and upper secondary

⁴⁰ These are children of work migrants, refugees, asylum seekers, etc., regardless of their nationality; children of Austria's autochthonous minorities are not part of this category.

⁴¹ Informationsblatt des Referats für interkulturelles Lernen, no. 2/2006.

stages) curricula do not contain *Muttersprachlicher Unterricht*: however, schools may offer the subject, within the terms of their autonomous status.

Muttersprachlicher Unterricht as a school subject may be implemented and delivered as an optional subject of the type of *Freigegegenstand* (at HS, general secondary schools, including assessment), or as a non-assessed optional subject of the type of *unverbindliche Übung* (at VS, primary schools, and at HS); as either of the two types of optional subjects, *Muttersprachlicher Unterricht* may be offered at AHS, both at lower secondary stage (between 8 and 21 weekly units in the course of four years) and upper secondary stage (between 2 and 8 weekly units in the course of four years): in other words, pupils have to register specially for it. Delivery of classroom teaching, as well as the selection and engagement of teachers, are in the sole responsibility of the Austrian education authorities. In the school year 2005/06⁴², 26.019 pupils were in attendance in such courses covering mother tongue teaching, 49% of them in Vienna. Languages taught were: Albanian, Arabic, Bosnian/Croatian/Serbian (B/K/S), Bulgarian, Chechen, Chinese, Hungarian, Italian, Macedonian, Persian, Polish, Portugese, Romani, Romanian, Russian, Slovakian, Spanish, and Turkish. Considering the heterogeneity of languages within some classrooms – where children with 10 or more different mother tongues may be present – there are attempts also to teach pupils of several different mother tongues jointly, in a multilingual teaching situation. In this connection, BMUKK – the Austrian ministry of education –, and the *Wiener Stadtschulrat* (Vienna education authority), in cooperation with *Buchklub der Jugend*, offer a magazine called *Trio*, which is trilingual (German; Bosnian/Croatian/Serbian; and Turkish), and which is aimed at pupils in second to fourth forms of primary school.

4.3 Minority languages as languages of instruction

4.3.1 Österreichische Gebärdensprache (ÖGS): Austrian Sign Language⁴³

To be able to teach at a special school for the deaf, a general (non-specific) diploma of education from a teacher training college was required as a sufficient qualification (for primary or lower stage general secondary schools), or a diploma in special education. Since 1984, a course of training (in-service only) has been offered nationally: *Hörgeschädigtenpädagogik* (education for the deaf and hearing-impaired) was on an optional basis, and of two years' duration. This course is in abeyance and will be newly developed and included in the tertiary colleges of education (PHs). At the former federal teacher training colleges in Upper Austria and in Vienna, optional courses were offered in ÖGS. In consequence of the legal recognition of ÖGS in 2005 as a minority language, deaf would-be teachers are no longer excluded from study courses leading to teaching qualification.

At Austrian schools for the deaf, the oral principle – which sees vocally articulated language as *the* desirable ideal – still holds sway over other approaches. The school subject of German takes up most teaching time; ÖGS, Austrian Sign Language, is nowhere to be found in the curriculum; only *Gebärdenpflege* (approximately, 'training in gestures and signs') shows up in the curriculum as an unassessed optional subject.⁴⁴ However, a new curriculum for deaf children will be coming into force from the academic year 2008/09.

⁴² Informationsblatt des Referats für interkulturelles Lernen, no. 5/2006.

⁴³ This section is based on Krausneker (2006), op. cit. pp. 83-108, and other sources.

⁴⁴ The status and function of ÖGS in the Austrian education system were analysed recently in a research project on "Österreichische Gebärdensprache in Schule und Forschung. Situation gehörloser SchülerInnen, Studierender & Lehrerbildung in Österreich", at Sprachenzentrum der Universität Wien. Cf. here: www.univie.ac.at/oegsprojekt (11.12.07).

At present, bilingual teaching is offered in 3 (non specific) special schools for deaf children, one in Vienna, Salzburg and Graz. Bilingual teaching using ÖGS and German also existed in the framework of 3 school pilot schemes, which however have been terminated in the meantime. In adult education, a firm called *equalizent* offers various courses to help qualify persons who are deaf or with a hearing impairment; they are located in Vienna and Innsbruck (cf. also Chapter 7, below). The department of translation studies – *Translationswissenschaften* – at the University of Graz offers courses for deaf students; and the *Schule für visuelle und alternative Kommunikation* (School for Visual and Alternative Communication), in Linz, offers a course of training for adults whose hearing is impaired.

Teaching a bilingual primary class at a Vienna school (ÖGS and German) was awarded the European Label for Innovative Language Projects, in 2003, as was the computerised sign language course called *Österreichische Gebärdensprache, Kurs 1, Lektion 1-6* of the *Zentrum für Gebärdensprache* of Klagenfurt University (a prize-winner in 2004), and the firm *equalizent Schulungs- und BeratungsGmbH* (also a prizewinner in 2004).

4.3.2 Languages of Austria's autochthonous minorities

Slovene teaching in Carinthia⁴⁵

In Carinthia, the legal provisions concerning questions of schooling for ethnic minorities – the *Minderheiten-Schulgesetz für Kärnten* – stipulate that primary schools may be established where both German and Slovene are languages of instruction, as bilingual primary schools, single primary school classes, or sections of a primary school. At general secondary schools (HS), Slovene may be offered as a language subject. For a pupil to be able to benefit from this offer of a bilingual education at a primary school, or of Slovene language teaching at a general secondary school, they have to be expressly registered for such teaching or such a language course, by their parents or legal guardian. Over and above those measures, the *Minderheiten-Schulgesetz* provides for a bilingual federal middle (secondary) school and an upper secondary commercial and business school (HAK), and stipulates that courses leading to an additional qualification of teachers for bilingual teaching and for the teaching of Slovene (at schools providing compulsory schooling) must be offered at the tertiary college of education in Klagenfurt.

As regards **kindergartens** in Carinthia, no right exists in law to having a bilingual kindergarten established by a public authority – unlike conditions in Burgenland. The Carinthian *Land* parliament, however, passed a law on 12th July, 2001 to establish a fund aiming to support the bilingual and multilingual kindergartens in the Slovene ethnic group's areas of residence. In the school year 2005/06, public kindergartens, in eight locations, had 13 kindergarten groups that were bilingual, or had small components of Slovene language speakers. In this area of kindergarten language matters, however, it is independently (privately) run and managed kindergartens that have acted as decisive pacemakers: in the school year 2005/06, 10 such facilities, with 14 kindergarten groups were in existence. A number of their initiatives have been awarded the European Label for Innovative Language Projects: in 2003, an initiative of the *Zweisprachige Kindergarten Ferlach/Borovlje* called *Dreisprachigkeit ab dem 3. Lebensjahr* – 'Being trilingual from 3rd birthday' – won that distinction; as did the project *Zweisprachige Erziehung im Kindergarten* – 'Bilingual education at kindergarten' – developed by *Slowenischer Schulverein/Slovensko Šolsko Društvo* in Klagenfurt; in 2005, the Label was awarded to a working group of private bi- and multilingual kindergartens - *Arbeitsgemeinschaft privater zwei- und mehrsprachiger Kindergärten* in Eberndorf, for their project *Sprache verbindet – jezik združuje* ('language connects'): see also www.oesz.at/esis.

⁴⁵ Cf. Tables 12 and 12a in the Appendix, below.

Of Carinthian schools overall,⁴⁶ the following picture emerges, for the school year 2005/06: out of a total of 74 primary schools within the relevant area (where the *Minderheiten-Schulgesetz* applies), 64 primary schools, and two bilingual primary schools at Klagenfurt, together had 1984 pupils registered for bilingual teaching (36,25% of all pupils), and 37 pupils registered für Slovene language as an unassessed optional subject. At the lower secondary stage, 878 pupils were taught Slovene (either as a school subject at HS or AHS, or at the lower BG/BRG für Slovenes in Klagenfurt, where the Slovene language is the language of instruction). Upper secondary schools provided 835 pupils with Slovene teaching (either at the upper secondary stage of BG/BRG for Slovenes, or at the two bilingual vocational upper secondary schools, or as a separate school subject). In both the primary and the secondary school sectors, then, the total number of these pupils was 3734. With reference to that figure, primary school children account for 54,13%, lower secondary school pupils for 23,51%, and upper secondary school pupils for 22,36%. – Over the last few years, interest in the teaching of Slovene has increased: on the one hand, there is more of a willingness to accept bilingual or multilingual educational offers; on the other hand, economic factors have created a greater demand for staff who have a knowledge of Slovene. There is a great change as regards the language situation of those children who are now registered for bilingual teaching, at primary schools: two thirds of them (66,85) have no previous knowledge of the Slovene language.

Croatian and Hungarian teaching in Burgenland⁴⁷

The legal provisions concerning questions of schooling for ethnic minorities, the *Minderheiten-Schulgesetz für das Burgenland*, stipulate that primary and lower secondary schools (VS, HS and PTS) should have Croatian and/or Hungarian as languages of instruction (in various forms); that children will automatically be registered for these, but may be taken off the register; that a bilingual AHS (academic secondary school) should be established; that at least one BAKIP (upper secondary school for kindergarten pedagogy) should offer supplementary teaching in the minority language; that the PÄDAK (post-secondary teacher training college) at Eisenstadt should offer a supplementary course of study in a minority language; and that Croatian, Hungarian, and Romani should be offered as optional subjects. – Bilingual education in public kindergartens is regulated by the relevant legal provisions, the *burgenländisches Kindergartengesetz*.

In the **kindergarten area**, the school year 2005/06 saw 29 Croatian-German community kindergartens, 10 Hungarian-German community kindergartens, and 2 Hungarian-German private kindergartens. In all those, bilingual kindergarten teachers are charged with teaching and supervision, or are assisted by mobile assistant teachers. Many children are sent to attend a bilingual kindergarten to be able to acquire the minority language of the parents' choice in a natural way – which they no longer speak as a matter of course in the family.

In Burgenland **schools overall**, Croatian was learnt by 492 pupils as a mother tongue, and by 1691 pupils as a foreign language in the school year 2004/05: Hungarian was learnt by 660 pupils as a mother tongue, and by 2062 pupils as a foreign language.

Fachhochschulstudiengänge, that is, courses in economics (as a core subject) at the university of applied sciences at Eisenstadt, require the study of a Central or Eastern European language as an compulsory subject: which, alongside Czech, Russian and Polish, may be Croatian or Hungarian.

⁴⁶ Data on schools in Carinthia are taken from: Jahresbericht über das Schuljahr 2004/2005 des LSR für Kärnten, Abteilung VII, Minderheitenschulwesen.

⁴⁷ Cf. Tables 13, 14, 15 and 16, in the Appendix.

Romani teaching in Burgenland

In the school year 2005/06, 9 pupils attended Romani teaching, at 2 primary schools (in Oberwart and Unterwart – available since 1999/2000); 9 pupils attended Romani classes at a general secondary school (HS Oberwart) und 9 pupils at an academic secondary school (BG Oberwart).

The teaching of Czech, Slovakian and Hungarian in Vienna

In Vienna, no legal provisions obtain for these ethnic groups. As regards Czech (and the Slovak language), *Komenský*, a private Viennese association (founded in 1872) has provided and managed a private kindergarten, a bilingual primary school (since 1997/98), a general secondary school (HS) and a school featuring a bilingual lower stage (since the 1996/97 school year), as well as a bilingual upper secondary stage (since 2000/01)⁴⁸. Since 1995/96, a project called “Hungaricum” of the city of Vienna education authority (*Wiener Stadtschulrat*) has offered teaching in Hungarian language for the primary school stage, across schools and city districts, and as a first, second, or foreign language (5 facilities in the school year 2005/06). At three other Viennese schools, Czech, Slovak and Hungarian are offered as foreign languages (among other languages): *Europäische Volksschule* (EVS), *Europäische Mittelschule* (EMS) and at the *European High School* (EHS).

4.4 Modern foreign language teaching

4.4.1 Pre-school foreign language teaching and the choice of languages

Given the fact that kindergarten matters reside with the Austrian *Länder*, no national records exist in this area. The following information is based on a study undertaken in the summer of 2006, with kindergarten representatives of the Austrian *Länder*.⁴⁹ – In principle, Austrian kindergartens further and promote children’s acquisition of the German language above all: this applies both to children with German as a first language, and to children who have a different first language. On average, 20% of the children that attend a kindergarten have a first language other than German; in Vienna, this figure is 41%; in Vorarlberg, 22%. For those children, then, German is their second language.

Other modern foreign languages (MFLs) offered are mostly those chosen by children’s parents, i. e. mainly English, and a small proportion of French; those foreign languages that are spoken at kindergartens themselves (due to the high number of migrants), e. g. Turkish, or Bosnian/Croatian/Serbian, are very rarely provided as taught languages. Even those kindergartens in Carinthia and Burgenland where the minority languages are in fact offered, may be classed as offering foreign languages – given the fact that many children have no command of those languages on kindergarten entry. No specific statistics is available on the subject of MLF teaching at kindergartens: but see Table 17 in the Appendix (below), for the salient facts resulting from the above-mentioned study.

Three kindergarten projects may be mentioned as examples of good practice, which in 2005 were awarded the European Label for Innovative Language Projects (cf. also www.oesz.at/esis):

- Kindergarten / Hort Kempelengasse, Vienna: a project called *Multikulturelles Miteinander in der Gruppe* which focuses on children with a background of migration,

⁴⁸ Haller, Michaela (2003). “Länderstudie Nachbar- und Minderheitensprachen“ in: Besters-Dilger / de Cillia / Krumm / Rindler-Schjerve, eds. (2003). Op. cit., pp. 167-199.

⁴⁹ This study was undertaken by Mag.a Ewelina Sobczak, for this report. Cf. Table 17 in the Appendix, below.

their countries of origin and their mother tongues. 10 different languages; the social integration of migrants' families.

- Niederösterreichische Landesregierung (Lower Austrian *Land* Government), Abteilung Kindergärten und Schulen, St. Pölten: a project called *Interkulturelle Pädagogik in Niederösterreichs Landeskinderergärten* ('Intercultural pedagogy in the kindergartens of Lower Austria'; cf. also Chapter 7, below). This tried and tested model of intercultural education and language awareness raising has been going since 1989; it is well established in Lower Austrian kindergartens. Languages include Turkish, Kurdish, Albanian, Bosnian/Croatian/Serbian, Czech, Slovak, Bulgarian and Russian as well as English.⁵⁰
- Zweisprachiger Kindergarten Hornstein, Burgenland: a project called *Sprichst Du zu Hause Deutsch?* ('Do you speak German at home?') which offers a model for bilingual kindergartens, as a reaction to the real multilingual situation in the community. Burgenland Croatian, German, Turkish, and other mother tongues of the children.

4.4.2 Foreign language teaching at Austria's schools: primary and secondary education⁵¹

Austria was among the first countries in Europe to introduce modern foreign language (MFL) learning nation-wide at primary stage, as from the school year 1983/84, amounting to one period per week, from year 3 of primary schools. Pilot schemes had preceded that introduction, which had started as early as 1962 (in Vienna, for example). Starting from school year 1998/99, MFL learning was put forward to year 1 of primary school, and a period of transition was laid down to extend to (and including) 2003/04, to facilitate introduction of the new scheme in the Austrian *Länder* and to take appropriate measures regarding teachers' qualifications.⁵²

As from the school year 2003/2004, MFL has been a compulsory subject for all primary pupils, from year 1 of *Volksschule*. According to the primary school curriculum, MFL learning and teaching take place as *verbindliche Übung*, that is, as a compulsory subject without assessment; the 32 lessons per year at primary stage I (pre-school and primary years 1 and 2) are to be divided into several units (in the framework of subjects), and teaching is to be carried out in integrated ways. At primary stage II (years 3 and 4), MFL has one period per week, and may continue to be organised by way of integration with other subjects. In addition, another MFL may be taught as an unassessed optional subject of one period per week; for schools that exercise their right to autonomous decision-making, to the extent of no less than 80 lessons per year, as from primary stage I. Apart from English and French, languages offered have (since 1993/94) included Austria's neighbouring languages of Italian, Slovak, Slovene, Czech, and Hungarian; and Croatian. See below for actual language choices.

At special schools, and in the framework of school autonomy regulations, MFL teaching in English is offered as an optional subject with no assessment (though as an obligatory subject in Vienna) in years 5 to 8, to the extent of 80 lessons per year; or, in some cases, to the extent of one lesson per week.⁵³

Hauptschulen (HS, general secondary schools) and **Allgemeinbildende Höhere Schulen Unterstufe** (AHS-U, academic lower secondary schools)

⁵⁰ Similar goals are pursued by a network of kindergartens called Alpen-Adria-Kindergartennetzwerk "Drei Hände" in Nötsch/Carinthia – to add another example.

⁵¹ For schools offering a general education, cf. Table 18, in the Appendix.

⁵² Cf. the parliamentary report entitled *Parlamentarischer Bericht: Zur Entwicklung des Unterrichtsgegenstandes "Lebende Fremdsprache"* ab der 1. Schulstufe der Grundschule in den Schuljahren 1998/99 und 1999/2000, esp. p. 6 ff.

⁵³ According to the curriculum, BGBl. Nr. 134/1963, in the current version. Following a decision of Stadtschulrat Wien, this has been introduced across Vienna as a non-assessed (compulsory) subject.

Curricula of HS and AHS-U (which since the school year 2003/04 apply to all pupils attending those types of lower secondary schools), are largely identical. However, differences can be found as regards language training.

At HS as well as at lower *Realgymnasium* (RG, academic lower secondary schools with a mathematical-scientific direction), years 5 to 8 (of regular schooling) offer only one modern foreign language, with 4/4/3/3 lessons per week (4 lessons per week in years 5 and 6, 3 lessons per week in years 7 and 8); while the lower secondary stage of *Gymnasium* (G, academic secondary schools with an emphasis on arts subjects) offer 4/4/4/3 lessons per week. That number may be reduced at AHS-U (*Gymnasium, Realgymnasium*) by schools using their autonomy options; it may also be increased, and the creation of an autonomous (compulsory) subject is also possible. The range of languages available includes English, French, Italian, Russian, Spanish, Czech, Slovene, B/K/S, Hungarian and Croatian; at HS only, Turkish is an additional option. Additionally, and in the framework of school autonomy regulations, a second modern foreign language may be added at HS and AHS-U, as an optional subject, or as an optional subject with no assessment, amounting to 6 to 12 weekly lessons distributed over all four years of schooling. Up to the school year 2005/06, and as from year 7 for pupils in regular schooling, Latin was taught as a compulsory subject: it is sometimes termed *Erschließungssprache* [a language that opens up the worlds of ancient and modern European history and culture, Romance languages, scientific terminology, and more. Translator's note].⁵⁴ Now that a new curriculum is in force, *Gymnasien* may choose between the two alternatives of teaching Latin or a second MFL, as from the school year 2006/07.

For AHS, a new *en bloc* curriculum has been published, which became effective on 1st September, 2006. AHS schools' choice of languages was broadened to include Slovak and Polish, and now embraces English, French, Italian, Russian, Spanish, Czech, Slovene, Bosnian/Croatian/Serbian, Hungarian, Croatian, Slovak and Polish.

This new curriculum has adopted educational standards developed at national level; as regards the language classroom, it takes its bearings – in analogy to the curriculum of AHS-O – from the levels of competence stated in the Common European Framework of Reference for Languages (CEFR):

Table A: HS/ AHS-U: 1st MFL at end of year 4 of study (at end of year 8 of study if this MFL was taught at primary school): year 8 of schooling

Spoken interaction, spoken production	Listening	Reading	Writing
A2 + partial competences from B1			

Table B: AHS-U: 2nd MFL at end of 2nd year of study: year 8 of schooling

Spoken interaction	Spoken production	Listening	Reading	Writing
A1	A2			

⁵⁴ Up to the school year 2005/06, *Gymnasien* were able to offer a second MFL as from year 7 as part of a school pilot scheme only. In the school year 2000/01, for example, such pilot schemes were undertaken at more than 30% of AHS in Austria. See: Schulversuch 2. lebende Fremdsprache statt Latein ab der 3. Klasse – meist Französisch. (de Cillia, Rudolf; Haller, Michaela; Kettmann, Bernhard (2005). *Innovation im Fremdsprachenunterricht*. Frankfurt/Main: Peter Lang.)

Polytechnische Schule (PTS, pre-vocational secondary schools)

The PTS curriculum provides for 3 weekly lessons of English as the MFL of choice, including technical terminology; within the freedom granted by school autonomy, however, the number of lessons per week may be between 2 and 4. In the subject of tourism (also at PTS schools), a second MFL may be taught to the extent of 2 lessons per week (by schools that have autonomy regulations, 2 to 3 lessons in the subject of tourism; otherwise 0 to 3 lessons per week). The relevant modern foreign language must be stated.

AHS-Oberstufe (AHS-O, academic upper secondary schools)

The new curriculum for the upper stage of these academic secondary schools has been in force since the 2004/05 school year. The lesson plan for the first MFL, for all types of such upper secondary schools, indicates weekly lessons to the amount of 3/3/3/3. Concerning the second MFL, from Year 5, *Gymnasien* and *Realgymnasien* (academic secondary schools, and academic secondary schools with a more mathematical or scientific direction) also prescribe 3/3/3/3 lessons per week; except that *Realgymnasien* with an upper secondary stage only provide for 4/3/3/3.

Along with the curriculum amendment concerning the lower stage of AHS, the curriculum governing the upper stage also was adapted and brought into line, as from 1st September, 2006. As regards the teaching of a second MFL at AHS there are now 2 alternatives: it is either made available as from year 7, and is continued (as a compulsory subject) over 6 years, to school leaving exam level; or it is introduced as from year 9, and leads to school leaving exams after 4 years. Apart from exceptional cases, it is not intended in principle to introduce a third MFL into the AHS curriculum: however, autonomous planning may include such an offer, either on pupils' initiatives (to be taught as an option to be chosen from several possible subjects, with -/2/2/2 curriculum lessons per week), or to be applied for by the school concerned, from year 9 or 10.

Upper secondary school leaving examination (written work for *Matura*) is possible if 10 weekly lessons (in total) have been taught, and if in all years written tests were set; or for oral *Matura* examination, if at least 8 weekly lessons were taught across upper secondary stage.

Regarding the language classroom, the new upper secondary stage AHS curriculum takes its bearings from the levels of competence stated in CEFR:

Table C: AHS-O: 1st MFL at end of year 8 of study (year 12 of study if begun in primary school): overall year 12

Spoken interaction	Spoken production	Listening	Reading	Writing
B2				

Table D: AHS-O: 2nd MFL at end of year 4 of study: overall year 12

Spoken interaction	Spoken production	Listening	Reading	Writing
B1	B1	B1	B2	B1 + argumentative writing

Table E: AHS-O: 2nd MFL at end of year 6 of study: overall year 12

Spoken interaction	Spoken production	Listening	Reading	Writing
B1	B1 + partial competences from B2		B2	B1 + partial competences from B2

Table F: AHS-O: as a type of optional subject (cf. above): year 3 of Study: overall year 12

Spoken interaction	Spoken production	Listening	Reading	Writing
A2				

To sum up: successful school leavers of Austrian AHS (academic secondary schools) will have been taught at least one modern foreign language: they may however have had up to three MFLs, as compulsory subjects.

Berufsbildende Pflichtschulen⁵⁵ (BPS, vocational secondary schools as part of compulsory schooling)

Since the school year of 1991/92, the teaching of one MFL (a modern foreign language with some reference to pupils' chosen training in a trade) has been required for all trades, to the amount of one weekly lesson per school year.⁵⁶ Languages are not specified; depending on the duration of BPS schooling, the relevant MFL will be taught over 40 lessons in all, or up to 80, or even 120 lesson units, in the course of training. For some areas of training a second modern language is required; moreover, one MFL may be offered by any BPS as an optional subject.

Berufsbildende mittlere Schulen (BMS, vocational middle schools)

BMS schools variously offer one or two modern foreign languages; in any case, one MFL is required.

For three-year **Handelsschulen** (HAS, commercial schools) the curriculum provides for a school subject called *Englisch einschließlich Wirtschaftssprache* ('English including commercial English'), to the amount of 3/3/3 weekly lessons. As an optional subject, a second MFL 'including commercial terminology' may be offered, to the same amount of weekly lessons: 3/3/3. In *Englisch einschließlich Wirtschaftssprache* pupils should aim to reach no less than Level B1 of CEFR; for a possible second MFL, the curriculum makes no mention of a Level to be reached.

For three-year **Fachschulen für wirtschaftliche Berufe** (FW, middle schools for some trades, and some commercial occupations), the curriculum provides English as a compulsory MFL, to the amount of 3/3/3. Successful pupils are required to reach Level B1 on the CEFR scale (at least). School autonomy regulations provide for a possible second MFL (available in

⁵⁵ For vocational schools cf. Table 19, in the Appendix (below).

⁵⁶ De Cillia / Haller / Kettemann (2005). Op. cit., p. 23.

6 locations in Austria), in the amount of a total of 6 weekly lessons for the duration of FW schooling. For this second modern foreign language, at least Level A1 should be aimed at; in some skills, Level A2 should be aimed at.

New curricula for 3 and 4 year **technisch-gewerbliche Fachschulen** (FT, middle and upper secondary schools for some trades and some technical occupations) will shortly be decreed⁵⁷. All such vocational schools offer English as a modern foreign language, most of them to the amount of 2/2/1/1 lessons per week; some few, to the amount of 2/2/2/2 or 2/2/4/2. In addition, English may be offered as an optional subject, usually in the last two forms, or in the last form, to the amount of -/1/1/1 or -/2/2. B1 is the appropriate CEFR Level to be reached. For FT schools that require an internship at a relevant company, English will probably be prescribed to the amount of 2/2/2/0; as an optional subject, it will be provided to the amount of 0/1/1/0, to lead to Level B1.

Berufsbildende höhere Schulen (BHS, vocational upper secondary schools)

BHS schools vary as to the number of MFLs they offer – between one and three: in any case, one modern foreign language is required, up to and including *Reifeprüfung*, the upper secondary school leaving examination. At HAK and HLW types of schools (cf. below), language studies offered are comparable in principle to AHS (academic secondary schools): however, no fewer than two MFLs need to be learnt, while (in the framework of autonomous school decision-making) up to three modern foreign languages may be required. At the HTL type of schools, there is less MFL teaching.

At **Handelsakademien** (HAK, upper secondary commercial and business schools), the curriculum decrees that *Englisch einschließlich Wirtschaftssprache* ('English including commercial English') should be taught to the overall amount of 14 lessons per week (2/3/3/3/3); a second MFL (3/2/3/3/3) is also required. In the first MFL, successful pupils should attain Level B1, in some skills B2. Moreover, school autonomy regulations allow the creation of areas of emphasis in schooling and training, including modern foreign languages.

Höhere Lehranstalten für wirtschaftliche Berufe (HLW, upper secondary schools for some trades and some commercial occupations) also teach the subject of English to the amount of 3/3/3/3/3 (as prescribed by their curriculum), plus a second modern language (3/3/3/3/3). In English, pupils are supposed to reach Level B2 of CEFR, while in some areas Level C1 'should be aimed at'. In the second MFL taught, 'at least' Level B1 should be reached, and Level B 2 'should be aimed at' in some areas. Here, too, school autonomy regulations allow schools to create areas of emphasis, including MFL.

According to the curriculum for **Höhere Technische Lehranstalten** (HTL, upper secondary schools for technology and trades), and taking HTL für Bautechnik (upper secondary school for building and construction) as an example, English as a required MFL has 2/2/2/2/2 lessons per week, though school autonomy makes it possible for schools to choose an MFL other than English. Again by way of school autonomy, an additional modern foreign language may be taught, with organisation and teaching 'taking example from the required subject of English as regards subject-matter and didactic principles of second MFL teaching.' Additional, optional subjects to prepare pupils for certificate examinations (to the amount of 2 weekly lessons) are possible. The new curricula require skills corresponding to Level B2 on the CEFR scale.

Höhere land- und forstwirtschaftliche Schulen (HLF, upper secondary schools for

⁵⁷ De Cillia / Haller / Kettemann (2005). Op. cit., p. 23.

agriculture and forestry) offer an MFL as an obligatory subject, to the amount of 2/2/2/2 lessons per week, plus another (required) subject: either a 'second MLF', or, alternatively, a 'specialised seminar in English' in the amount of -/2/2/2 or -/2/2/- weekly lessons, respectively. It is suggested that in the MFL taught as an obligatory subject (first mentioned, above), CEFR Level B2 should be reached; in the second MLF (also obligatory), Level A2; in the 'seminar in English' (no less obligatory), Level B2, with some areas reaching C1.

Bundesanstalten für Kindergartenpädagogik (BAKIP, vocational upper secondary schools for kindergarten pedagogy)

As stated in the BAKIP curriculum, the required 'MFL or ethnic minority language' may be any modern foreign language or ethnic minority language. If a school does not use its choice (under autonomy regulations), the relevant compulsory subject will be termed *Lebende Fremdsprache (Englisch)*. Teaching will amount to 12 weekly lessons overall (3/3/2/2/2), and pupils 'are supposed to reach Level C1..., but at least Level B2.'

As BAKIP institutions are classed and run as schools, there is no reference to research – which however would be highly desirable for early language learning (ELL) in kindergarten (cf. Part III, below).

4.4.3 Languages chosen as modern foreign languages at Austrian schools⁵⁸

English is the dominant MFL at Austrian schools. As shown in the table below, nearly all Austrian pupils learn English, across school years. However, a small proportion of pupils do learn other MFLs; it is only in Years 10 and 12 that the percentage of pupils learning a second modern language is higher than 20% for French, and about 10% for Italian.

Moreover, those data demonstrate that as regards MFL choices made by or at schools, minority languages as well as neighbouring languages (which are relatively prominent in Austrian life) play a small role, compared to the traditional choices of French, Italian and Spanish as MFLs – indeed, those minority and neighbouring languages are less in demand, hence offered less, than Russian, which is not one of Austria's neighbouring languages. It is not known to what extent those low figures are due to a lack of demand or rather, to a lack of provision (itself due perhaps to the non-existence of teachers, or perhaps to the authorities' too high starting-up numbers required, of pupils intending to take one of those languages as a school subject).

A relative rise regarding Czech, Slovak and Hungarian language teaching may be seen when comparing figures on record for the period 2001/02 to those for 2004/05. As regards the Slovak language, for instance, 37 pupils in year 4 attended language teaching in 2001/02, while 161 pupils did so in the school year 2004/05. The number of pupils learning Hungarian rose over the same period of time, from 57 to 186. This may perhaps be explained as an effect of the European Union's enlargement, as well as of regional activities such as e. g. the *Niederösterreichische Sprachenoffensive* ('Lower Austrian language offensive') and of a project called *CentroLING*, in Vienna.⁵⁹

⁵⁸ Unless another source is indicated, data in this section are taken from: Datenerhebung zum schulischen Fremdsprachenunterricht in Österreich (Vienna 2006).

⁵⁹ This initiative takes place in the framework of an EU supported project called "EdQ-Education Quality" – cf. www.edq.eu.com (12.1.07).

Table 1: Total number of pupils receiving MFL teaching at schools in Austria, in Years 4, 8, 10 and 12: numbers and percentages (2004/05).⁶⁰

Languages	Year 4	Year 8	Year 10	Year 12
Another MFL	231 0,25%	324 0,33%	122 0,11%	51 0,06%
English	91.718 98,61%	97.906 98,82%	104.305 94,16%	83.915 96,13%
French	1.639 1,76%	8.809 8,89%	25.710 23,21%	23.481 26,90%
Italian	1.338 1,44%	3.727 3,76%	10.638 9,60%	10.287 11,78%
Croatian	488 0,52%	199 0,20%	71 0,06%	64 0,07%
Russian	176 0,19%	462 0,47%	735 0,66%	661 0,76%
Slovak	140 0,15%	47 0,05%	22 0,02%	20 0,02%
Slovene	716 0,77%	56 0,06%	201 0,18%	143 0,16%
Spanish	97 0,10%	1.041 1,05%	4.525 4,09%	4.142 4,74%
Czech	278 0,30%	144 0,15%	195 0,18%	162 0,19%
Hungarian	195 0,21%	222 0,22%	133 0,12%	103 0,12%

Regional differences

Table 20, in the Appendix, shows the number of pupils taking so-called 'major' and 'minor' MFLs, broken down according to Austrian *Länder*, and the percentages of such pupils compared to the total number of pupils in each *Land*.

Quite clearly, English is the dominant modern foreign language taught in Austria. Special

⁶⁰ Modern foreign languages only are indicated in this Table (as in all Tables): Latin and Greek (the two languages that 'open up' worlds of history, languages, culture) are not included. Latin has an important place in the Gymnasium curriculum, and is a competitor for the position of second foreign language. Up to the school year 2005/06, Gymnasien could offer a second MFL as a pilot scheme only, from Year 7, instead of Latin (which was a compulsory subject). Today, Latin probably still takes second place (after English) at the lower stage of these academic secondary schools, while at the AHS upper stage, Latin is almost on a par with French.

schools offer English only, as an MFL; in primary schools, the proportion of English is 97% to 99%. Other languages are present only marginally, though some more considerable regional differences can be found, which (in the larger part) result from the geographical position of certain *Länder* (the presence in some of them of minorities and of speakers of neighbouring languages).⁶¹ That is the case for Burgenland pupils (Year 4), for Croatian (12,92%) and Hungarian (5,79%); it is also true in Carinthia, for Slovene (10,61%) and Italian (14,76%); and, to a lesser degree, in Lower Austria, for the Czech language (1,52%). On the other hand, it is striking that the language demand to be expected on the basis of those factors – say, Hungarian or Slovene in Styria, Czech in Upper Austria – does not exist, or is really quite low: in the Tyrol, for example, the figure is 1,17% for the Italian language.

As can be seen in Table 2 (below), year 8 pupils at HS (general secondary schools) and AHS (academic secondary schools) make use of the opportunity to have a second MFL on offer. It is French, above all, that benefits from this regulation; to a lesser extent, Italian also benefits (except in Carinthia, where 19,23% of pupils in year 8 learn Italian). English is and remains the dominant modern foreign language, in all *Länder*, with an overall percentage of more than 98%. In the *Länder* of Burgenland, Lower Austria, Upper Austria, Vorarlberg and Vienna, the proportion of pupils going in for Spanish is higher than that for Italian; however, demand is expressed by fewer than 2% of the pupils concerned, in those *Länder*.

Table 2: French and Italian in Year 8, in Austria's *Länder* (percentages of pupils out of the total number of pupils in each *Land*; school year 2004/05):

	B	K	NÖ	OÖ	S	ST	T	V	W
French	11,08%	4,52%	7,21%	8,41%	6,73%	10,19%	4,72%	15,48%	12,76%
Italian		19,23%	0,81%	0,70%	4,35%	7,56%	6,61%	0,57%	0,60%

B: Burgenland; K: Kärnten; N: Niederösterreich; O: Oberösterreich; S: Salzburg; ST: Steiermark; T: Tirol; V: Vorarlberg; W: Wien

As shown by a detailed analysis of statistical information, those ratios remain in force at upper stage of secondary schooling, too (cf. also Table 1, above). That is, at Year 12, for a second (or possibly, third) MFL, French will be chosen above all (on national average by 25,3% of pupils, though Burgenland, Lower Austria, Vorarlberg and Vienna are above that average); followed by Italian, which on national average is chosen by 11,9% of pupils (in Carinthia, however, by 37,24%, in Salzburg by 14,49%, in Styria by 16,54%, in the Tyrol by 17,41%). Spanish learners are more numerous in the following *Länder* (with percentages in brackets): Lower Austria (4,28%); Upper Austria (5,96%); Salzburg (6,45%); Vorarlberg (6,28 %); and Vienna (7,11%).

Language choices in the various types of school

Modern foreign languages as taught at upper secondary stage in Austria show a composite, clear picture of language choice at all types of school, with English heading the list, followed by French and Italian. Spanish and Russian, the two other 'major' foreign languages, can be found principally at academic upper secondary schools such as AHS, and at vocational upper secondary schools (BHS) with an economic, commercial or technical bent, including also commercial middle schools (BMS). Especially upper secondary commercial, technical and trade schools present a relatively broad range of languages, though English is still the dominant MFL.

⁶¹ The corresponding Table does NOT contain teaching of ethnic minorities in their own mother tongues (to which they are legally entitled, cf. Chapters 4.2 and 4.3, above), but only the teaching of modern foreign languages.

Compared to other types of schools, AHS (academic secondary schools) present the widest range of ‘minor’ modern foreign languages, followed by vocational secondary schools (BHS). Unlike conditions at the lower secondary stage, the upper level academic schools such as AHS and BHS (with a commercial or technical direction), have languages such as Chinese or Japanese (among others) on offer, as do commercial middle schools (BMS); for a more detailed survey, see Tables 21 and 22, in the Appendix, below.

4.4.4 The organisation of modern foreign language teaching in the post-secondary and tertiary sectors, and language choice

In the post-secondary sector, MFL teaching took place until autumn 2007 mainly at teacher training colleges (PÄDAKs); in the tertiary sector, mainly at universities and at universities of applied sciences (*Fachhochschulen*). The organisation of MFL tuition varies considerably, in those three areas.

Pädagogische Akademien (PÄDAKs, post-secondary teacher training colleges)

Qualified teachers in compulsory schooling (primary schools, general secondary schools, general secondary special schools) were trained at post-secondary institutions for teacher training called *Pädagogische Akademien* or PÄDAKs⁶². For both types of teachers (VS and HS teachers), required courses provide for the study of English only.⁶³ In addition, and as a further educational option, so-called *Akademielehrgänge* (PÄDAK courses of study) offered additional post-diploma qualifications.

Primary school teachers are trained to teach all subjects. The subject ‘Modern Foreign Language: English’ was based on existing skills acquired earlier (as shown in *Reifeprüfungszeugnis*, upper secondary school leaving examination); it included language training, cultural studies, and didactics, and was taught for a total of 8 weekly units, distributed over all 6 semesters of study.

Would-be **teachers for general secondary schools** must choose one out of three (so-called) major subjects: German, English, or mathematics, for their training. PÄDAK curricula leading to the teaching diploma for *Hauptschulen* variously required between 33 and 40 semester units over the entire period of study and training, depending on individual PÄDAKs’ choice; those figures included 7 to 10 hours of subject-related didactics, over all 6 semesters.

While *Pädagogische Institute* (PIs) also offered in-service training, the PÄDAKs’ **Akademielehrgänge** provided courses that led to full diploma qualification: in any case, they offered a wide range of additional qualifications for primary and general secondary school teachers, either through initial training if candidates were without previous qualifications, or during full-time study (cf. Table 23 in the Appendix, below). Taking account of imminent changes in the structure and organisation of PÄDAKs (which were upgraded to tertiary colleges of education as from the winter semester, 2007/08), most existing *Akademielehrgänge* were continued to the end of the academic year 2006/07 (and no further); new courses are not being offered, or only few, as heads of colleges are waiting (indeed, have to wait) to see what the new structures will bring. As regards MFL, courses offered in the winter semester 2006/07 included English as a medium of instruction (CLIL); French; Italian (which is also offered as a medium of instruction, in Carinthia); German as a

⁶² Transformed into tertiary colleges of education (Pädagogische Hochschulen), from academic year 2007/08: (cf. Chapter 2.5.2, above).

⁶³ The former PÄDAK des Bundes in Wien (federal college of education, Vienna) offered a choice of French or English. At the former PÄDAK in the Tyrol it was possible to choose between English, French and Italian for the teaching diploma for primary schools; for general secondary school diplomas, Italian and French were offered in modules.

second language; intercultural education (with an integrated MFL module); ÖGS (Austrian Sign Language); and the minority languages to be found in Carinthia and Burgenland.

Universities

Required foreign language study at the various Austrian universities takes place primarily in philological courses of study (cf. Table 24, in the Appendix): those courses are part of bachelor, master, and diploma studies, and may also lead to the teaching diploma qualification for academic and vocational secondary schools (AHS, BHS). Departments of translating and interpreting studies (sometimes called departments of translatology), also offer courses of language study. Unlike FHs (universities of applied sciences), subject areas at universities that are not philological, generally do not require the acquisition of an MFL: the only exception to that rule are social and economic courses of study - *sozial- und wirtschaftswissenschaftliche Studienrichtungen* – at universities in Vienna (mainly *Wirtschaftsuniversität Wien*, apart from *Universität Wien*), as well as at the universities of Graz, Linz, Innsbruck and Klagenfurt, where – in the case of business studies – at least one language requirement obtains: which is mostly English. In the international business studies course available at *Wirtschaftsuniversität Wien* (WU), among other universities, two or three required languages (with possible choices) are the norm.

Various different faculties offer additional modern foreign languages as optional subjects, which are open to all students. Since 2001, Austria's four larger universities (situated in Vienna, Graz, Innsbruck and Salzburg) have *Sprachenzentren* (language centres) which offer communicative language teaching in courses destined for students of all faculties (but not only for them); which are geared to the levels of competence as defined by CEFR; and which are designed to impart valid foreign language skills as an additional qualification for their participants' later professional careers.

Study courses in **Dolmetscher- und Übersetzer Ausbildung** (the formation of interpreters and translators, cf. Table 26 in the Appendix, below) can be found at the universities of Vienna, Graz and Innsbruck; **philologische Studienrichtungen** (philological study courses) offer a wide range of modern foreign languages at the universities of Vienna, Graz, Innsbruck, Salzburg and Klagenfurt, where – for a number of languages – bachelor and master studies are available, apart from existing diploma studies. **Lehramtsstudien** (university courses leading to an academic degree which is also a teaching diploma, cf. Table 25 in the Appendix, below), which allow graduates to teach at AHS and BHS schools, may also be taken at the universities of Vienna, Graz, Innsbruck, Salzburg and Klagenfurt, in the following languages: German, English, French and Italian at all universities; Russian and Spanish everywhere except at Klagenfurt; an academic first degree in Slovene language (which is also a teaching diploma) may be taken in Vienna, Graz and Klagenfurt; B/K/S may be studied in Vienna and Graz; Czech and Hungarian (including the teaching diploma), in Vienna only. For Slovak (an Austrian minority language) and for Turkish (an important language of migrants), no course of academic study including a teaching diploma is available at present. Further extension of these provisions is at present being discussed in Austria.

In addition to degree courses (*Studienrichtungen*), universities also offer **Universitätslehrgänge** (university further education courses, cf. Table 27 in the Appendix, below), including some which are language-oriented. In the academic year 2005/06, those were: one course leading to being a certified trainer in German as a Foreign Language; the rest were a number of courses that allow students whose mother tongue is not German to qualify for a course of study at a chosen university in Austria.

In 2000/01 four *Sprachenzentren* (language centres) were established at the universities of Graz, Innsbruck, Salzburg and Vienna. Some of the courses offered by the language centres are fee-paying; all are very much in demand. Language courses of nearly all language centres are recognised as fulfilling study requirements, as optional courses or courses of a

student's choice. All major MFLs are offered at levels A1 to C2; 'minor' foreign languages at a number of levels. Language certificates may be taken (e. g. ÖSD, TELC, TOEFL, DELE), and preparatory courses leading to a number of examination certificates may be attended (e. g. ÖSD, TELC, TOEFL, ILEC). Several language learning trends can be recognized, in these university language centres:

- A growing interest in subject-specific terminology.
- A trend towards more intensive courses.
- English is most in demand.
- For years, demand for Spanish has been stable, on a very high level.
- Demand has grown for Chinese, Japanese, Russian, Arabic, and for (Austria's) neighbouring languages.
- Language centres are beginning to play an important role in the area of quality development of university language teaching. For instance, the *Sprachenzentrum der Universität Wien* has run a project to develop curricula for language courses, and systematically provides in-service training for its language teaching staff; the language centre of the university of Salzburg has coordinated a three-year European project which resulted in in-service training for its language trainers, in the area of didactics 'on the web'.

Fachhochschulen (FHs: universities of applied sciences)

Philological study courses are not an established part of FHs. Modern foreign language tuition at Austrian universities of applied sciences always represents an additional qualification coming on top of subjects studied there. Language teaching to accompany courses of study at FHs is mostly decided within each area of studies, and by each FH.

Unlike universities and former PÄDAKs, teacher training colleges, FH courses of study all have one modern foreign language as a requirement: this is mostly English. At some universities of applied sciences, French or Spanish may be chosen as an alternative first foreign language. Many FH courses, particularly in commercial and economic subject areas, include a second modern foreign language as a requirement: here, it is mostly French, Spanish, Russian or Italian that are offered, but there is some teaching of Hungarian, Croatian, Czech and Polish (at FH Burgenland), as well as Chinese and Swedish. The number of teaching units devoted to those obligatory MFLs is between 2 and 4 lessons per week per semester.

At nearly all FH study courses, optional subjects are offered; for some courses, a nominal fee is payable. The range of languages includes: French, Italian, Spanish, Russian, Hungarian, Croatian, Czech, Slovak, Slovene, Romanian, Polish, Chinese, Japanese, Arabic, Turkish, and Swedish.

A trend to offer certification can be seen. Nearly all FH study courses allow learners to sit for external certificates; only one FH has an internal route to certification: FH Kufstein – UNlcert®. The most frequent certifications are for English (Cambridge: FCE, CAE, BEC Vantage and BEC Higher; TELC, TOEFL), but other languages are not far behind: TELC for Spanish, French and Russian, DELE for Spanish, DELF/DALF für French, and certificates for DaF (German as a foreign language). All CEFR Levels are available, from A1 to C2.

Some more trends may be seen in language teaching that accompanies FH courses of study: these vary from one FH to another, and regionally.

- For one thing, English is more and more being sought after for its technical terminology; the trend towards CLIL (Content and Language Integrated Learning) continues.

- Spanish is making great strides ahead, and demand is strong.
- Demand for French is decreasing.
- Chinese is being demanded more and more, mainly for courses of studies in economic subject areas.
- Italian is very much in demand in Carinthia (where it is an eligible subject for Reifeprüfung, the upper secondary school leaving examination) and in regions that traditionally look towards Italy for occupational or professional reasons; elsewhere, it is not much sought after.
- There is a stable trend towards Central and East European languages at many FHs, not only in Burgenland: explicit mention is made of Russian, Slovene, and Slovak.

4.5 Teacher training and education

4.5.1 Initial training for would-be teachers

In Austria, initial training for would-be teachers is divided between a number of different institutions, and takes place at several levels of education or training (cf. Chapter 2, above). Kindergarten teachers are usually trained at vocational upper secondary schools (BAKIP), to complete their schooling and training with an upper secondary school leaving certificate (*Reifeprüfungszeugnis*) and a kindergarten teaching diploma; on the other hand, the initial training of future teachers in the compulsory sector of schooling (special schools, primary and general secondary schools), takes place at former PÄDAKs (as post-secondary teacher training institutions); while training teachers for more academic secondary schools (imparting a general education, or vocational training), takes place at universities. PÄDAKs and *Pädagogische Institute* (PIs) were to be merged and transformed into tertiary colleges of education, as from the winter semester, 2007/08: however, that current reshuffling of teacher training institutions will make no difference to this tripartite system. As before, would-be teachers destined for various levels of education will be trained separately, and the majority of teaching staff in Austria will not be educated at universities.

In Chapters 4.4.2 and 4.4.4, general MFL teaching provision at these institutions (BAKIP, PÄDAK, and universities) was outlined. Here, two more aspects may be looked at in detail: training to be a teacher of German as a second language, and training to be a teacher in the languages of Austria's autochthonous minorities.

No formal teacher training exists to date for **German as a second language**. A number of PÄDAKs and *Pädagogische Institute* imparted basic knowledge, together with the subject of 'intercultural learning', or offered additional, optional courses. Only the university of Vienna offers a module in German as a second language, as part of required studies for a teaching diploma; and the university course of training in 'German as a foreign language' (DaF) at the university of Graz offers an additional qualification for teachers.

In Carinthia, training for kindergarten teachers to serve in bilingual (German and **Slovene**) kindergartens takes place at BAKIP in Klagenfurt (upper secondary school for kindergarten pedagogy), as an optional subject taking up 10 weekly units in all (spread over the whole period of training). Before being accepted at such bilingual kindergartens, intending kindergarten teachers need to prove that they have Slovene language skills. Teacher training for schools within compulsory schooling took place at the former federal PÄDAK (teacher training college) in Klagenfurt, in an *Akademielehrgang* or further education course lasting 6 semesters, leading to a diploma of education (for primary school teachers). Also at the former PÄDAK Klagenfurt, another further education course offered a four semester training leading to a teaching diploma (for general secondary schools). To be admitted to either

course, intending participants had to show knowledge of Slovene, in all four skills, on Level B1 of CEFR. – Slovene as a university subject leading to a teaching diploma for academic and upper secondary schools may be studied at the universities of Vienna, Graz and Klagenfurt.

As regards **Croatian and Hungarian**, kindergarten teacher training for bilingual kindergartens in Burgenland (as laid down in legal provisions in *Minderheitenschulgesetz*) takes place at BAKIP in Oberwart, as an optional subject, to the extent of 10 weekly units in total. When applying for a place at such a bilingual kindergarten, intending kindergarten teachers need to prove that they have language skills in the relevant minority language. Teacher training for primary and secondary schools (within compulsory schooling) took place at the former PÄDAK Eisenstadt, in a six semester further education course (for candidates who had completed their basic training for primary or lower secondary schools), to lead to a diploma called *Diplomierte LehrerIn für Kroatisch*, which qualified the bearer to teach Croatian at a relevant primary or lower secondary school. For Hungarian, a 4 semester further education course for would-be primary school teachers has existed since the winter semester of 2005. For either language, language skills on the level of *Matura*, the Austrian school-leaving examination, were required for admittance to either further education course. B/K/S (Bosnian/Croatian/Serbian) and Hungarian may be studied at the universities of Graz and Vienna, as university subjects leading to a teaching diploma for academic lower and upper secondary schools.

A teaching diploma in **Czech** may be attained through a study course at the university of Vienna: similar courses leading to a full teaching qualification for **Slovak and Polish** are being introduced, as from the winter semester, 2008/09.

Here follow a number of remarks concerning aspects of methodology and subject-specific didactics of teacher training in Austria.

The **training of kindergarten teachers** follows the BAKIP curriculum, which suggests (as general aims of education imparted there), both an in-depth general education and a thorough vocational training. Among subjects taught, the following are relevant in this language policy context: 'German (including enunciation of the spoken language, and literature for children and young people)', to the extent of 4/3/3/3/2 weekly units; and 'a modern foreign language / a minority language' to the extent of 3/3/2/2/2 weekly units – cf. Chapter 4.4.2). Kindergarten teaching practice takes up 16 weekly units distributed over the total of five years of schooling, thus: 2/2/4/4/4.

The subject of didactics (10 weekly units, held as 2 units each semester: 2/2/2/2/2) includes the subjects of 'language education'; 'intercultural learning'; and 'models of integration'. In addition, the curriculum also includes '>closing the gap< or networking (*Vernetzung*) between kindergarten and school: models of communication and cooperation'.

As stated in the BAKIP curriculum, to achieve close 'mutually beneficial relations' between theory and practice, the subjects of didactics and kindergarten teaching practice had best be taught by one and the same (BAKIP) teacher. Also, cumulating units of teaching practice is to be aimed for. On the subject of bilingualism and working in bilingual kindergartens, the curriculum indicates that 'bilingual language skills should generally receive support, but should be tried and tested in practical kindergarten teaching, not only be taught theoretically' (at BAKIP schools); and that pupils 'from 3rd year upwards should have the opportunity to do their teaching practice in bilingual kindergartens, as far as feasible'.

Up to and including the summer semester of 2007, **the training of special school, primary and lower secondary teachers** (for general secondary schools) took place at the former PÄDAKs (post-secondary teacher training colleges); from the winter semester, 2007/08, *Pädagogische Hochschulen*, tertiary colleges of education are charged with such training.

Basic studies at PÄDAKs took 6 semesters and provided frequent connections between theory and practice, and constant integration of the two approaches. The curriculum consisted of the fields of: general arts subjects (or humanities, 41 weekly units in all); 'subject studies, and subject-related didactics' (80 weekly units in total, including English as an MFL, which had 8 units); 'additional studies' (15 units); and 'practical studies' (teaching practice and didactic reflection: 28 units in all).⁶⁴ Other, optional courses could be taken, which could include an additional modern foreign language. PÄDAKs also ran and managed their own primary and secondary schools, as the application of theoretical knowledge acquired is considered important.

For primary school teachers, English as a MFL had 8 weekly units, in the field of 'subject(s) studied, and subject-specific didactics'. As regards content, the curriculum stated that 'subject-specific didactics took its bearings from the needs of action-oriented, experiential, and effective teaching for pupils aged 6 to 10.'

In the same field of 'subject studies, and subject-specific didactics', with English as their major subject, intending secondary school teachers of English needed to take 40 units, with the provision that 'the confluence of the two component parts [of 'subject studies, and subject-specific didactics'] is to be aimed for', and that there is a need for 'closely typing up subject-specific didactics with practical training in schools.'

Formation and training of teachers at middle and upper secondary schools in Austria takes place at universities. The reform of teacher training colleges and their transformation into tertiary colleges may provide for closer cooperation between them and universities: however, one needs to wait and see what this cooperation will look like in real life. As of now, would-be teachers at AHS and BHS go in for a university course of studies leading to a first degree and a teaching diploma⁶⁵: two chosen subjects need to be combined. A full degree course takes 9 semesters, amounting to 77 to 80 weekly semester units in all, per subject chosen, plus teaching practice of 12 weeks duration; out of those figures, and depending on the subjects chosen, 52 to 78 course units are devoted to subject-specific tuition and training; 16 to 30 semester units to pedagogics and to subject-specific didactics; and 8 to 12 semester units to optional subjects. Teaching practice to the extent of 12 weeks is divided into three parts: an introductory stage (at the university, 2 semester units); a practical stage of teaching (at a school, 6 semester units), and a so-called school practice seminar (1 semester unit) held at university. After completion of degree requirements (for a first degree and a teaching diploma), an *Unterrichtspraktikum*, a one year period of practical trainee teaching at a school needs to follow, together with a further training course at the relevant departments of a *Pädagogisches Institut*.

Contact with the country or countries where the target language is spoken. For modern foreign language teachers in training, there was no general obligation to spend a certain period of time in the country (or one of the countries) where their language of choice is spoken; neither was there a requirement to teach there. However, the curriculum of some PÄDAKs (teacher training colleges) had a requirement for students to spend a certain period of time in a relevant country, as did the former PÄDAK Graz-Seckau (a combination of an intensive language course and practical teaching, in England, as part of their diploma course in English); some PÄDAKs recommended that students attend intensive language workshops or courses; many young holders of PÄDAK teaching diplomas went abroad, to work as foreign language assistant teachers. Also, legal provisions make it possible for young diploma holders or graduates to have one's stay and work experience abroad

⁶⁴ The former Pädagogische Akademie des Bundes in Wien is here taken as an example.

⁶⁵ The new GEWI study regulations in arts subjects (from WS 2006/07) at the university of Graz are here taken as an example: cf. www.uni-graz.at (2.9.06).

recognised as being equivalent to the one year traineeship (*Unterrichtspraktikum*) at an Austrian school, in the framework of an official (ministry-led) teaching scheme. These schemes last for no less than one school year and are supported by BMUKK, the Ministry for Education, the Arts and Culture; at present, existing schemes allow young teachers to choose between the UK, Italy / the South Tyrol; and New York City. Official recognition of such a work stay as a young teacher abroad, and of various other stays abroad, is designed to make such experiences more attractive to young graduates who are intending MFL teachers. The former federal teacher training college in Vienna (*PÄDAK des Bundes in Wien*) had arranged a two week stay at the University of East Anglia, for their students. Universities, on their part, recommend a period of stay abroad to MFL students who are first degree and teaching diploma candidates: many students take advantage of mobility programmes, on a voluntary basis (cf. Chapter 7: mobility measures); some will be foreign language assistants, to spend some time in a country where the target language of their choice is spoken.

Diversification; multilingualism; an overall concept of language learning. The subject of English was the only MFL subject provided in the training of would-be teachers in the general compulsory schooling sector (except for minority language provisions); though optional subjects provided a wider choice of modern foreign languages. Intending teachers at AHS and BHS (academic and vocational secondary schools) may choose to study two modern foreign languages, in a university course of studies leading to a first degree and a teaching diploma. However, there is no overall concept that would allow a shared training in various different foreign languages. Such an integrative concept was developed by a number of departments at the university of Innsbruck: *Institut für Anglistik* (department of English), *Institut für Sprachen und Literaturen, Abt. Gräzistik und Latinistik* (department of languages and literatures, Greek and Latin studies unit), *Institut für Romanistik* (department of Romance studies) and *Institut für Slawistik* (department of Slavonic studies). This concept was elaborated into a scheme by those departments, under the title *Qualitätssicherung und Qualitätsentwicklung in der Fremdsprachendidaktik* ('Quality assurance and quality development in foreign language didactics'), and was awarded the European Label for Innovative Language Projects in 2002 (www.oesz.at/esis). The scheme suggests three main innovations: 1- that future foreign language teachers for academic and vocational middle and upper secondary schools (AHS and BMHS) be trained together, in research areas of theory formulation for language teaching and language learning, in courses that are interdepartmental and embrace several languages; 2- that synergies should be made use of, with all university teaching staff responsible for didactics and engaged in the project working together; and 3- that team teaching should be practiced, which will be a shining example to be followed by the young graduates who will later be working together and cooperating as foreign language teachers ('learning by doing'; learning from a positive model). This scheme has meanwhile been adopted as part of the regular curriculum for teaching diploma studies in foreign languages, at the University of Innsbruck.

4.5.2 Further and in-service training of teachers⁶⁶

All teachers in Austria are in duty bound to undergo further or in-service training. Such further or in-service training for teachers of primary schools and lower secondary schools (within compulsory schooling), and for more academic or vocational middle and upper secondary schools (APS, AHS and BMHS) was organised and held by *Pädagogische Institute* (PIs), which (from the winter semester, 2007/08) became part of the new *Pädagogische Hochschulen* (tertiary colleges of education). APS teachers (administered by the Austrian *Land* educational authorities) have a duty to go in for training and further education to the

⁶⁶ This is based on Rechnungshof-Bericht über Lehrerfortbildung, in a series called: Bund 2006/3.

extent of 15 units per year, in their own free time, as stipulated in their relevant contractual legal agreement (*Landeslehrer-Dienstrechtsgesetz*); AHS and BMHS teachers (administered by the federal educational authorities) are in duty bound to follow training whenever this is in the interest of their duties. In general, heads of schools permit teachers to take part in further or in-service training. Generally, however, no directions are given as regards training areas or content, or competences to be acquired, so that no effective educational planning or staff development can take place on the basis of further or in-service training.

4.6 Contact points or interfaces

4.6.1 Transition from pre-primary education to primary stage

As defined by law, kindergartens are charged with the task of advancing and giving support to those abilities and skills in children that will enable them to be successful primary school pupils (their *Schulfähigkeit* or 'schoolability'): while school-like teaching is excluded, kindergartens prepare their charges for primary school attendance. Although subject matter taught at BAKIPs (upper secondary schools for kindergarten pedagogy) provides for communication with primary schools, cooperation between these two educational stages turns out to be very difficult, due to the various different bases in law (partly of the Austrian *Länder*, partly federal provisions), and the different institutional structures of the bodies that run these two kinds of institutions; and due also to the two quite different career paths of the two groups of teaching staff (kindergarten teachers' training at vocational secondary schools, as opposed to the post-secondary training of primary school teachers). Communication is worth improving. No records exist of language learning experience at the kindergarten stage where primary school teachers might link up.

4.6.2 Transition from primary stage to lower secondary stage (a contact point)

Early in the Austrian curriculum for primary schools⁶⁷, where the text states primary schools' general educational aims, attention is directed to types of schools that pupils will attend later: Preparing its charges for these is the stated task of primary school.

The very broad educational mission of primary school is to aim at individual support and advancement of each child in its charge. In so doing, pupils' individual educational needs and educational abilities need to be taken into account; on the other hand, all pupils should have their learning abilities advanced and in continued development. In this way, primary school is to create the conditions for successful learning in schools attended later (cf. point 12 of the General Regulations in the primary school curriculum).

In the same way, the second part of the curriculum⁶⁸ of HS (general secondary schools) and of AHS-U (academic lower secondary schools), under the heading of general didactic principles, refers to pupils' previous knowledge and skills:

- Reference to pupils' previous knowledge and previous experience: 'Teaching should tie up with pupils' previous knowledge and previous experience, and with their imaginative world. Continued contact with previous schools and with schools attended later will serve that purpose.'

The adapted AHS curriculum⁶⁹, part 3, has this to say about lower secondary schooling, on

⁶⁷ VS: BGBl. Nr. 134/1963 idF BGBl. II Nr. 283/2003.

⁶⁸ For HS, see: BGBl. II Nr. 134/2000; for AHS-U, see: BGBl. II Nr. 133/2000; both in: idF BGBl. II Nr. 283/2003.

⁶⁹ BGBl. II Nr. 277/2004.

the planning of school administration and schoolteaching:

- Coming to terms with ‘contact points’: ‘To safeguard the continuity of learning, teaching (and the planning of teaching) in Year 5 should be mindful of primary schools’ curricular demands and of the commonly used forms of learning of primary school.’

These texts express an awareness of the challenge that the transition from one educational stage to the next represents (*Nahtstellenproblematik* – the problematic issue of interfaces or ‘nodal points’ in education): that awareness, however, does not entail an obligation in law for institutions of the various educational sectors to communicate. In this area (above all others), a lot remains to be done – not least in teachers’ initial, in-service and further training and education – regarding content, organisation, and consciousness raising. One approach would be, to have some courses of study shared by all intending teachers, as recommended by *Rechnungshof* (the federal audit office) in its report 2006/3: indeed, some Austrian former PÄDAKs such as the [independent, Catholic] PÄDAK of the diocese of Graz-Seckau at Graz-Eggenberg, provided some courses in general didactics for compulsory schooling (*Allgemeine Pflichtschuldidaktik*) attended by both VS and HS teachers – which acquainted both sides with the curricula of both types of school, but did not permit an in-depth understanding of the other type and stage of schooling. As regards teachers at AHS and BMHS, it remains to be seen whether the ongoing integration of *Pädagogische Institute* (PIs) into the new tertiary colleges of education (from winter semester 2007/08) will make those teachers more mindful of this issue of interfaces or nodal points in education. At the moment of writing, there are no ‘contact points’ to be seen here, except e. g. with some academic lower secondary schools (AHS-U) with a Montessori approach, as is the case at *Gymnasium Haizingergasse*, 1180 Wien.

A number of measures would be desirable:

- A greater measure of continuity between primary and secondary schools
- Improved communication between primary school teachers and teachers of all types of successive schooling as well as shared in-service teacher training
- Better coordination between teaching concepts of primary schools and successive schools
- Use of native speakers at primary schools
- More opportunities for in-service training for primary school teachers

4.7 Curricula

Basic legal provisions concerning schools and school organisation in Austria lay down that curricula are to be set for each type of school, by way of decree: see the relevant federal law, § 6, para. 1 *SchOG*. Such curricula are not determined and handed down by central authority, but curricular regulations on the basis of school autonomy may be passed, for all types of schools or for single schools, according to local needs.

Hence, and within the framework of school autonomy as provided by law, areas of unfettered planning and design in curriculum building result, for the various types of schools. Curricula for Austrian schools may either be a type of framework (e. g. for primary schools; BAKIP, upper secondary schools for kindergarten pedagogy; HLW, upper secondary schools for some trades and some commercial occupations); or they may divide school subjects into a group of core subjects and a series of extended or ‘wider range’ subjects, as do the curricula of general secondary schools (HS) and academic secondary schools (AHS). At the last-mentioned types of schools, two thirds of teaching units per week are destined for core subjects; apart from being defined by time of a certain duration, the core area is also defined by content. The series of ‘extended’ subjects is to be planned with an eye on school location, by each teacher concerned or by a team of teachers (in an interdisciplinary way), and taking

account of any regulations concerning school autonomy. At academic upper secondary schools (AHS), the required core series of subjects is identical with the body of compulsory subjects; over and above those, there is room for autonomous decision-making on the part of schools, and indeed on the part of pupils (about so-called *Wahlpflichtgegenstände*, a series of subjects from which pupils must choose one or more). In the framework of school autonomy, various general secondary schools (HS) across Austria offer two, sometimes three modern foreign languages; there are many such HS with MFL as a declared area of emphasis (*Fremdsprachenhauptschulen*).

Within the framework set by the relevant curriculum, Austrian teachers are free to plan and design their teaching, as regards their didactic methods and their choice of teaching materials: they are required – as stated in Austria’s School Education Act §17, para. 1 (*SchUG*) – to keep school and teach in an independent and responsible manner, based on the relevant curriculum. Some curricula contain suggestions on methods to use (e. g. the primary school curriculum); others limit themselves to affirming that teachers are free in their choice of methods.

Furthermore, teachers are charged by all curricula to take account of interdisciplinary aspects, and also of factors that connect subject areas, to enable them to tackle tasks that cannot be relegated to a single school subject. As regards foreign modern language teaching, CLIL⁷⁰ needs to be mentioned here (*Fremdsprache als Arbeitssprache*, FsAA), which – in its various shapes and forms – has meanwhile become widely known, and is a way to combine subject teaching with language teaching (cf. Chapter 5.2, below).

Austrian curricula for foreign language teaching define the subject-matter to be taught; in so doing, they explicitly refer to the recommendation of the Committee of Ministers of the Council of Europe, No. R (98: 6) as regards the levels of competence laid down by CEFR (see above, Chapter 4.4.2).⁷¹ Teaching aims include the inculcation of action-oriented foreign language competence, which is to enable pupils to fulfill basic communicative requirements of social life, and – in a wide range of personal, career-related or public situations – to behave appropriately, both linguistically and culturally; and further to impart intercultural competence, and a competence in life-long autonomous language learning. Under ‘general aims of this subject’, the curriculum for lower secondary stage mentions: the ability (in learners) to follow spoken language (with standard pronunciation and at average speed of speaking); the ability to follow and understand written foreign language texts without the help of others; oral production of language elements learnt, in ways adequate to addressees and to relevant media; and effective use of the new information technologies in modern foreign language teaching.

See statistical tables 18 and 19, in the Appendix, for the specific levels of competence according to CEFR to be reached at certain Years, in a given language.

As regards didactic principles, curricula look towards the communicative paradigm of modern foreign language teaching; they include developments in methodology and didactics (in MFL didactics) over the last three decades, such as: intercultural MFL teaching; integrative approaches to language learning; taking account of the ‘tertiary effect of languages and language learning’; the use of Open Learning; portfolios; the acquisition of learning strategies, with a view to autonomous and life-long learning; making use of ICT, the new information and communication technologies. In this way, pupils’ achievement of

⁷⁰ CLIL : Content and Language Integrated Learning

⁷¹ The curricula of *allgemein bildende Schulen* (schools imparting general education), on secondary levels I (lower) and II (upper), may be suggested as examples at this point.

communicative competence is laid down as the paramount goal of learning: a competence which will be age-specific, situationally adequate, oriented towards issues and towards partners in dialogue; the functional aspect of language is given preference over the formal; curricula call upon teachers to be aware of learners' first language(s) in evaluating pupils' achievements, hence to tolerate certain mistakes made (mistakes as 'a natural feature of language learning').

Apart from linguistic competence, the acquisition of 'pragmatic' and 'sociolinguistic' competences is called for, down to integrating national language varieties and *lingua franca* variants of the target language, in an exemplary way. - Another essential demand of curricula is that authentic encounters with the target language should receive support.

Among the opportunities to do just that, and to make MFL more intensive and create intercultural contacts, are the many different forms of contacts with other countries. These may be school partnerships (with schools abroad); or direct language contacts in the country where the target language is spoken, through *Sprachintensivwochen* (intensive 'language weeks' which are project work undertaken by school forms abroad); *Auslandspraktika* (traineeships or internships with companies abroad, e. g. at vocational schools); and pupil exchange schemes.

Having a 'foreign language assistant' at one's school is another opportunity for direct contact with (so-called) native speakers. In Austrian school law, however, using the services of a foreign language assistant is possible for federal schools only: not for schools in the compulsory schooling sector, whose teaching staff is the responsibility of the various *Länder* (see Chapter 2.1, above).⁷²

In the current school year 2006/07, about 430 foreign language assistants are active at Austrian schools, from English speaking countries (among other countries: U. S. 128, England 120, Scotland 17, Northern Ireland 2, Republic of Ireland 4) and from francophone countries (France 125, Belgium 1, Switzerland 1); also from Italy (23), Spain (6), Croatia (2), Slovenia (2) and Russia (1).⁷³ Another opportunity to make modern foreign language learning more intensive is for pupils to attend a school abroad: such school attendance is fully recognised in Austria, with no further examination.⁷⁴

At all Austrian schools imparting a general education, as well as at vocational middle and upper secondary schools and the vocational upper secondary school for future kindergarten teachers, intercultural learning is strongly established as a principle of teaching and of classroom practice: meaning not only getting to know other cultures, but also common (shared) learning, and experiencing and understanding cultural values. The point is to awaken interest in, and curiosity about, cultural differences, so that cultural diversity can be seen to be valuable, and experienced as such – leading to mutual recognition, acceptance, and respect. However, hardly any records exist regarding the practical implementation of that principle of intercultural learning.⁷⁵

According to Austrian legal provisions (see §2 und §62 SchUG), teachers, parents and

⁷² At its own expense, the *Land* of Vienna employs one foreign language assistant each year, to teach at schools within the compulsory schooling section, in Vienna.

⁷³ Information given by Abteilung III/8d, Internationale Austauschprogramme, BMBWK.

⁷⁴ 'As a basis for the decision about a pupil's successful passage to the next higher year or form, proven school attendance abroad, at a school where that country's (foreign) language is the language of instruction, over a period of no less than 5 and no more than 12 months is recognised as the equivalent of successful school attendance in Austria.' (§ 25 (9) SchUG).

⁷⁵ An exception is: Furch, Elisabeth (2003). *Der Lehrplan-Zusatz ‚Deutsch für Schüler mit nichtdeutscher Muttersprache‘ und das Unterrichtsprinzip ‚Interkulturelles Lernen‘ – Bildungspolitische Forderungen und pädagogische Realität*. Wien (Phil. Diss): privately printed.

guardians are charged with as close a cooperation as possible, in all questions of their children's or charges' education and schooling. In Austria, many parents and persons *in loco parentis* have united and founded parents' initiatives or parents' associations, whose representatives sit on parent teacher associations or school committees, and participate in decision making on an equal basis with other decision-makers.

4.8 Assessing pupils' achievements

An Austrian regulation concerning pupil assessment decrees that at all levels of schooling, pupils should be assessed over a longer period of time, with the help of several assessments made as regularly as possible over the relevant period of time. Different forms of assessment may include pupils' active participation and contributions in class; oral assessments; written assessments (tests, written check-ups in the shape of short tests or dictations); and practical assessments.

The curriculum of each type of school contains the number of tests (*Schularbeiten*) to be written (if any), that is, written assessments with subject-specific aspects to check and assess, as stated in para. 16 of the relevant regulation concerning pupil assessment (*Leistungsbeurteilungsverordnung*). Within the framework provided by each curriculum, teachers decide (at the beginning of a school year) on the number of such written tests: these are not standardised, and are written up and put together by the teachers concerned. Indeed, there are no standardised tests in Austria at all; neither is there an integrated (or standardised) nationwide *Reifeprüfung* (upper secondary school leaving examination) for any of the existing types of schools. The introduction of educational standards in year 8 of schooling, for German, mathematics, and modern foreign language(s) (cf. Chapter 5.4, below), is a step towards standardisation and assessment of achievement, at this important interface. For vocational upper secondary schools, standards (including standards for English) are being developed at present.

At a number of types of schools additional regulations obtain which are relevant to language subjects. At the pre-school stage no assessment takes place. Years 1 and 2 of primary schooling (so-called *Grundstufe I*) form a single unit, i. e., all children attending year 1 are entitled to rise and progress to year 2, independently of what their results were in their first year school report. No oral examinations are permitted in primary school; no examination may be repeated. In year 4 of primary school, between 4 and 6 written tests each are held in German and in mathematics. Pupils at general lower secondary schools (*Hauptschulen*) are (in principle) divided into one of three streams or 'achievement groups' (*Leistungsgruppen*), after a period of observation during lessons of German, mathematics and modern foreign languages: 'first stream' corresponds the level of achievement found in pupils at AHS-U (academic lower secondary schools). Upper secondary schooling (*AHS Oberstufe*) leads to an upper secondary school leaving examination (*Matura*) that (among other things) consists of a formal written examination in the subject of German; in MFL, either a formal written examination or an oral (partial) examination is required. The latest amendment of relevant legal provisions (BGBl. II No. 270/2004) has introduced another possible choice, of an area of emphasis within the oral part of *Matura* called *ergänzende Schwerpunktprüfung*, which makes it possible to choose a first or second MFL in connection with any other non-language subject (any subject that is which can be an oral exam subject in its own right, in the *Reifeprüfung*).

To sum up: The Austrian educational system offers a broad spectrum of modern language learning opportunities, in nearly all institutions of learning and education; including children with a background of migration, for whom many diverse forms of language support are available. At the same time, English can be seen to dominate other MFLs by a wide margin, and the trend for 'more English' continues – not least in the area of early language learning, in pre-school education. To develop a greater diversity of languages taught, and more opportunities for learning a second or third language (which hitherto has had a relatively late

start in the curriculum), remains a challenge for schools.

In the past, language support and advancement for children with a background of migration has diminished (if anything) – both in German as a second language, and in mother tongue teaching; these provisions need to be broadened and increased. How to foster linguistic diversity; how to increase and promote the teaching of so-called ‘minor’ languages (including neighbouring languages) – those are difficult issues, given the fact that organisational problems need to be solved in these areas, and acceptance of such educational offers needs to be improved.

Depending on the type of school for which intending teachers are aiming, teacher training varies regarding the entrance level of aspiring teachers as well as regarding duration of studies and content. This exacerbates the problem of coordinating measures across the borders of the various types of schools and school years. For kindergarten teacher training, a comparable academic study course and professionalisation have been urged again and again. It remains to be seen if, and how far, the new tertiary colleges of education (*Pädagogische Hochschulen*) can lead to a major change. There is certainly a need for cooperation between the various institutions that have a hand in the initial and in-service training of teachers.

Today as always, it is essential to tackle specific challenges presented in the training of future language teachers, including: the question of a period of stay (as a required part of teacher training) in a country where the language of choice is spoken as a first language; laying down a minimum level of language competence; imparting multilingual skills (and relevant didactic skills) to intending teachers themselves; as well as preparing them, already during initial training, for new tasks (such as CLIL; teaching children with a background of migration; and other issues).

5. Innovations in modern foreign language learning

Due to the long tradition of developing modern foreign language teaching in Austria, innovations are an important factor in broadening, and adding to, the existing educational system. In the language area, mutual influences and effects can be seen between suggestions coming from outside – particularly through cooperation with language schemes of the Council of Europe, as well as with EU programmes – and proposals and developments originating in Austria. For example, impulses and initiatives leading to the founding of the European Centre for Modern Languages have mainly come from Austria; on the other hand, work done at the Centre has had important bearings on Austria and influences language matters here.

Projects that are more narrowly based on initiatives of the Council of Europe or the European Union, such as the language portfolios, are presented in Part II (Chapters 8 and 9).

5.1 Communicative methods in the MFL classroom

In the nineteen-seventies, the Council of Europe initiated a debate about a renewal of modern language teaching, through its project *Teaching/Learning Modern Languages for Communication* (and through creating the *Threshold Levels* and the functional-notional

approach to language learning⁷⁶): in Austria, this was reflected in a very active educational (school) development, and a wholly new orientation of subject-specific didactics. New bearings in foreign language teaching were introduced when the curriculum was reformed in 1985 (in 1993 for vocational middle and upper secondary schools), with effects that are still with us today; the functional-notional approach was for the first time made a permanent part of the Austrian curriculum, and termed 'communicative language teaching'. Moreover, more attention was devoted to analysing individual pupils' competences, and to a differentiated approach to language learning in learners with various different competences.

5.2 MFL as a medium of instruction (CLIL)

In the early nineteen nineties, the Austrian Ministry of Education initiated a programme to develop and support *Englisch als Arbeitssprache* (EAA, 'English as a medium of instruction'), which was to probe the possibilities of bilingual forms of teaching for the Austrian educational system, over several years. The phrase *Englisch als Arbeitssprache* – later *Fremdsprache als Arbeitssprache* (FsAA) – was chosen to avoid the broad (hence: vague) meaning of the term 'bilingual' (cf. also Chapter 9.4, below).

To reach as wide a target group as possible, the FsAA project (Content and Language Integrated Learning) offered a variety of types of use and degrees of intensity. Depending on the availability of teaching staff, organisational resources and materials, any topic can be treated and taught as a project, at short notice; individual school subjects can be taught in a foreign language entirely or to a greater part; with a decision based on school autonomy, new combinations may be created between a language and a school subject. All this was (and is) done on a voluntary basis, for there is no obligation (across Austria) to make use of CLIL: it may be introduced by way of a simple written proposal to the relevant school authority.

At the same time, and due to powerful initiatives of individual schools, bilingual branches or schools⁷⁷ were formed: as a consequence, a number of these now exist across Austria, even though geographically they are not to be found in all Austrian *Länder*. Apart from Linz and Graz, Vienna may be mentioned as an area of emphasis for 'bilingual learning'. Not least because of Vienna's large international clientele, a bilingual 'school system' (or *Schulverbund* called "Vienna Bilingual Schooling")⁷⁸ was created there, which embraces all Austrian types of schools, from primary schooling to *Reifeprüfung* (upper secondary school leaving exam).

The uncomplicated, optional use of FsAA/CLIL made dissemination of this concept easier: it was possible to try out an innovative type of teaching step-by-step, and (possibly) to intensify it if conditions and opportunities seemed right at one's own school. First statistical analyses of dissemination (as of 1996) showed a median rate of use of about 14% right across all types of secondary schools, with a range of 7% at *Hauptschulen* (general secondary schools), to about 30% at vocational upper secondary schools. More recent informal enquiries (2005) show a similar picture.⁷⁹ The drawbacks of open access to this type of teaching could be seen in the optional, noncommittal nature of recommended framework conditions; quality of teaching has remained impossible to evaluate. Some schools and some of the school inspection authorities therefore have now set quality standards and initiated further training options, to ensure adequate schoolteaching, classroom management, and

⁷⁶ Van EK, J.A. (1977), *The Threshold Level for Modern Language Learning in Schools*. Frome/London: Longman. Further specifications were developed later for a number of languages – see www.coe.int/lang 'Reference Level Descriptions'.

⁷⁷ Austrian schools that teach nearly the entire canon of school subjects in both German and a modern foreign language (or several foreign languages) generally call themselves 'bilingual'.

⁷⁸ Cf. www.europabuero.ssr-wien.at ; www.wien.gv.at/ssr/allgemeines/vbs.html (Sept 2006).

⁷⁹ Cf. Nežbeda, Margarete (2005), eaa-serviceheft 6. Praxisreihe. Überblicksdaten und Wissenswertes zu Fremdsprache als Arbeitssprache. Graz: ÖSZ.

teachers' qualifications (particularly in the area of vocational schooling).

Today, FsAA/CLIL is seen as a well-established part of the Austrian system of education: many teaching materials, concepts and initial or in-service training courses are available. The development potential of this form of teaching, however, may only be fully appreciated (and perhaps realised) once it is given a clearly visible, functional place in the language classroom: reflection is needed on ways of using FsAA/CLIL in the existing language classroom so as to add new elements, lighten the load of teaching and of learning, and enrich language teaching. At the same time, basic qualifications (regarding language skills and teaching methods) of FsAA teachers need to be defined; there may also be a need for separate curricula or supplementary curricular provisions, to make sure that Content and Language Integrated Learning will thrive alongside the well established conventional foreign language teaching.

5.3 Early language learning (ELL) at primary school⁸⁰

Austria achieved pole position in the area of early language learning as early as 1983, when a required first encounter with a foreign language from Year 3 (for pupils aged about 8) was introduced. From 1994, school pilot schemes in the lower primary range were monitored and received support, in the form of teaching aids (regarding methods and didactics). Special attention was devoted to a concept developed in the early 1990s: *Integriertes Fremdsprachenlernen*, i. a. language learning should be integrated with other areas, not be separate from the rest of primary classroom practice, as from Year 1 of primary schooling. This type of foreign language learning requires a quite specific training in teachers' language skills, methods and didactics; which however is only being realised step by step.

This new approach was taken over into regular schooling, in the autumn of 1998. After a five-year period of transition, all primary schools have offered a modern foreign language from Year 1, as from the school year 2003/04.

The Austrian curriculum offers a variety of languages for this first encounter, at primary school: however, English is chosen almost exclusively. This is partly due to a lack of teachers trained in other languages; partly to the fact that most secondary schools hardly offer any alternatives to English – which is itself due to parental choice, among other factors.

Important measures designed to ensure early language learning were (among other things) the development of mono- and multilingual materials for integrated language learning⁸¹, as well as co-designing and developing materials in the framework of the EVLANG project⁸², which is known in Austria under the term *KIESEL*⁸³. 10 volumes of *KIESEL* materials bring children into contact with a variety of world languages, and stimulate their curiosity and their desire to look more deeply into languages. Main aims are to enhance language awareness, compare languages, for children to accept others who are different, tolerance, and beginning cultural awareness and understanding.

As stated, there is a great and varied range of languages to choose from, above all in primary school – a choice which in practice, however, is too little used; the results of language teaching at primary stage are uneven, too. Possible causes may be found in the 'open' concept (a curriculum that provides no more than a framework; the integrative principle of MFL teaching in Years 1 and 2 of learning), and in the training that primary

⁸⁰ Cf. www.oesz.at/grundschule (shortened here, and with additional material).

⁸¹ Cf. the series ZOOM by ÖSZ (more information and files may be accessed at: www.oesz.at; reference: GS).

⁸² Eveil aux langues – an EU-project led by Michel Candelier.

⁸³ Kinder entdecken Sprachen: Erprobung von Lehrmaterialien (can be accessed at: www.oesz.at; reference: publications).

school teachers receive (or have received) - which provided them with English, while French or Italian were (and are) provided at some few locations only.⁸⁴ Using special language teaching staff in primary schools might lead to a more diverse provision of languages: on the other hand, that possibility may be questioned for pedagogical reasons.

5.4 Educational standards in modern foreign languages

For German as a language of instruction, for English, and for mathematics, output-oriented common standards have been developed, which describe what sustained competences learners are to have 'lastingly acquired' at the point of leaving lower secondary stage of schooling, at age 14. Those educational standards serve to create unified points of orientation in a school system that is becoming more heterogeneous, through autonomy and decentralisation measures. Educational standards are to give feedback to the school system on whether educational aims have been reached ('system monitoring'). Moreover, educational standards are to complement international developments (cf. the Language Indicator of the European Union), on the national level. At present, standards for English at vocational secondary schools are being developed.

As regards educational standards for modern foreign languages, Austrian standards are based on the current curriculum and on CEFR (the Common European Framework of Reference, on which the European Language Portfolio is based, too). Regarding ELP cf. Chapter 9.2, below.

Educational standards for MFL have been tried-and-tested and illustrated by means of approximately 300 practical examples of usage which are also based on CEFR. Those examples of usage are to introduce those educational standards to schools in an attractive way and assist teachers in designing their MFL teaching in the best possible manner to ensure that learners can be trained to reach those standards. Moreover, in-service training measures are being undertaken – as is the case for ELP, too.

A number of tests – of receptive skills – were held by the *Testzentrum an der Universität Klagenfurt*, in May, 2006. After the pilot phase, the intention is each year to have a certain percentage of pupils of lower secondary stage undergo a test, to be able to draw needful conclusions for steering measures.

5.5 Promotion and networking of innovations in Austria

The Austrian tradition of innovation in classroom teaching is much based on developments coming from teachers, or which are encouraged by them. Impetus is either given directly by teachers, or else long-term measures of development are undertaken in close contact with practitioners (e. g. through working groups): at the end of the day, it is the teachers' reactions (in the pilot phase, in accepting and implementing suggestions) that represent the touchstone for innovations.

Central and regional school authorities make ongoing efforts for renewal and innovation (as regards both pedagogics and administration); they have an open ear for decentralisation. The establishment of subject-related educational management has been an aim for many years; centres for subject-specific didactics are to be created at universities, in the near future.

University language departments and the recently established university language centres

⁸⁴ In Vienna, some exemplary projects are realised with the help of 'native speaker' teachers, for example: FIP (Français intégré à l'école primaire) and SIB (Scuola elementare italiana bilingue).

see themselves as builders of bridges between (international) research, language policy, and practice, for one part; as language schools with high claims, for another part. At philological departments, a substantial increase of training of would-be teachers in subject-specific didactics has taken place.

Teacher training colleges and *Pädagogische Institute* – which to date have provided initial teacher training, and in-service training and further education, respectively – have been merged to form tertiary colleges of education (*Pädagogische Hochschulen*).

Institutions⁸⁵ such as the *Center für berufsbezogene Sprachen* (CEBS, ‘centre for vocational language uses’), the *Europabüro* des Stadtschulrates für Wien (of the education authority of the City of Vienna), the *Österreichische Sprachen-Kompetenz-Zentrum* (ÖSZ, the Austrian Centre for Language Competence), and *Speak* (Sprachen in Europa – Animations- und Kommunikationszentrum, ‘languages in Europe: centre for educational games facilitation and communication’) - to name only a few – have made, and continue to make, a substantial contribution to innovation in language teaching in Austria.

Initiatives such as the European Label for Innovative Language Projects (*Europasiegel für innovative Sprachenprojekte*, ESIS)⁸⁶ and *Spracheninnovationsnetzwerk*⁸⁷ (*SPIN*, ‘networking language innovations’) support innovation through dissemination, and by way of developing, implementing and evaluating innovative projects.

To sum up: It will not be amiss to say that for a number of decades, Austria has enjoyed, in focused and varied ways, a panoply of innovations that have contributed to European developments, and to implementing these in practice.

One of the challenges of the next few years, however, will be to tie up the many local and national interests, ideas and individual initiatives (of the very diverse persons and institutions concerned), into a common national language policy, thereby obtaining synergy effects.

Questions of effective dissemination need further close and careful attention, particularly as concerns projects going beyond the English language. Experiences made with English - in the area of early language learning, and of CLIL - might be used for the benefit of other languages.

6. Language learning outside the formal educational system

Keeping the principle of Lifelong Learning in mind, other opportunities to gain MFL skills exist for learners - before, alongside, and after formal language learning in regular systems of school or university education. In 2003, the number of persons who attended a foreign language course was the fifth largest in terms of course participants overall: approximately 9% of persons interviewed (representing about 127.900 projected people) said that in the relevant year, a foreign language course was the most recent course they had attended, while 20% of people were taking (or had taken) a training course in the service sector; 16% in social sciences and law; 15% in computer studies; and 12% in courses related to health.⁸⁸

⁸⁵ In alphabetical order.

⁸⁶ This was carried out by ÖSZ (the Austrian Centre for Language Competence) as commissioned by BMBWK and Socrates National Agency.

⁸⁷ As developed and carried out by ÖSZ.

⁸⁸ Source: Statistik Austria (2004). *Lebenslanges Lernen. Ergebnisse des Mikrozensus Juni 2003*. Vienna, p. 34. Cf. ftp://www.statistik.at/pub/neuerscheinungen/lernen_web.pdf (4.9.06).

Surprisingly, 70% of foreign language course participants said they were attending (or had attended) mainly for personal reasons, although it is particularly companies that demand language skills more and more frequently as a qualification.

6.1 Foreign language needs in Austrian's business community

In 2005, in a study undertaken (for the first time, in this shape and form) by the *Institut für Bildungsforschung der Wirtschaft* (IBW)⁸⁹, 86% of companies questioned stated that they needed foreign language skills: out of that group, over 80% said they needed mainly English, followed by Italian (30%), French (26%); Hungarian and Spanish (10% each); Slovene, Russian, B/K/S (Bosnian/Croatian/Serbian), and Czech (9% each). In the opinion of 64% of the companies questioned, the demand for foreign language skills will rise in the next few years ('will rise slightly, or steeply'), while 35% of companies thought demand would remain about the same. A question about which foreign languages would probably gain in importance in future, in their opinion, received interesting answers: English was given 57%; Italian, 20%; Czech 16%, Hungarian and Russian, 14%; Slovene and French 12%; Slovak and B/K/S, 11%. Only 9% mentioned Spanish, 6% Chinese. In spite of this demand, only 55% of companies have courses of their own which offer opportunities to their workforce for initial or in-service foreign language training: here, there is a correlation with company size.

Clearly, companies expect foreign language skills as if these were a kind of obligation on the part of employees: their basic training in language skills is assumed to have taken place at school, at a university of applied sciences, or at university. Those formal (institutionalised) educational bodies therefore ought to adapt their language provision, and the choice of languages offered, to the needs of the business community. – The above-mentioned IBW study also sees room for improvement in a number of areas, namely: (pupils' or students') periods of study abroad; the use of 'native speakers' in the MFL classroom; the teaching of subject-specific terminology; the early start of language learning; training in communication (companies need mostly oral competences); and initial and in-service teacher training.

By far the largest proportion of further education and training activity in a foreign language (including vocational training) takes place in adult education institutions, where language courses are the most sought-after type of courses attended by employees. 80% of such language training takes place externally (not in-house); 33% in-house, but with external trainers; 37% of courses are non-specialist (for general purposes); 29% are vocational.

6.2 The organisation of modern foreign language teaching in adult education

Through passing a law on the support of adult education and of *Volksbüchereiwesen* ('people's libraries'), the Republic of Austria has committed itself to ensuring – financially and structurally – adult education's continued existence. On the federal level, adult education is looked after by BMUKK, the Ministry of Education, the Arts and Culture: however, some other ministries are also responsible for adult education, particularly in the area of vocational adult education.

The various adult education organisations to be found in Austria have come together under one roof, in a body called *Konferenz der Erwachsenenbildung Österreichs* (KEBÖ), which was founded in 1972. Associations represented in KEBÖ are not profit-orientated; their educational work is planned in the long term, with branch offices or venues across Austria. In all, organisations that are members of KEBÖ had 5,13 million units of participation in a total of 205.000 events, in 2003/04.

⁸⁹ Archan, Sabine / Dornmayr, Helmut (2006). Fremdsprachenbedarf und -kompetenzen. Unternehmensbefragung zu Ausbildungsqualität und Weiterbildungsbedarf. IBW-Schriftenreihe Nr. 131. Vienna.

Three large providers of adult education in the field of MFL are: *Volkshochschule* (VHS); *Berufsförderungsinstitut* (bfi, an educational body that promotes vocational issues); and *Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreich* (WIFI, an organisation of the Austrian chamber of commerce). Due to the great diversity of adult education institutions in Austria, there are no common statistical figures regarding course provision or participation (in language courses): records are not satisfactory in this area. A representative enquiry⁹⁰ conducted in 2002/03 that posed questions about further education to Austrians aged over 15 showed that 16% of respondents had (over the previous 10 years) learnt one or more languages outside school or university; out of that group, 31% said they had attended courses at VHS; 18% at WIFI; and 6% at bfi. Adult education also offers 'minor' languages that are rarely taught or learnt, and which are not present in the formal school system.

Statistical reports supplied by *Verband Österreichischer Volkshochschulen* (VÖV, Association of Austrian Adult Education Centres)⁹¹ suggest the following data: language learning is becoming more and more important as a subject area; in the working year 2003/04, this area was in second place, with 27,7% of all units of participation. As regards language choice, VHS proposes a broad range of language courses (in Vienna, for instance, up to 60 different languages are on offer). In nearly all of the Austrian *Länder*, English courses are the most subscribed, followed by DaF/DaZ (German as a foreign language / German as a second language); Spanish; Italian; and French; plus Hungarian, in Burgenland. Courses in Austrian Sign Language (ÖGS) are held in Styria and in Vienna; the provision of other minority languages varies from one region to another. At VHS institutions in Vienna and Lower Austria, about 200 persons are currently learning the Slovak language; the VHS college of Burgenland Roma provides language courses in Romani, at Oberwart, Eisenstadt and Oberpullendorf. Apart from general language courses, VHS also offer subject-specific and vocational language courses and others that prepare participants for examinations, to gain certificates such as ÖSD and TELC. Courses in German as a second language are gaining in importance, for migrants (among others), and in connection with measures such as *Integrationsvereinbarung* ('integration agreement'): in the working year 2003/04, about 1140 such courses with approx. 18.000 participants were held by VHS across Austria.

Since the competition for the 'European Label for innovative language projects' was first started, various VHS institutions have applied 11 times; the Label was awarded four times. (For more information on these projects, see www.oesz.at/esis). The Label was awarded for the following initiatives and schemes, which demonstrates the innovative potential to be found at VHS institutions:

- VÖV – Lehrgang „Lust auf Sprache“ – European Label, 1999
- VWV (Verband Wiener Volksbildung: Association of Viennese Adult Education Centres) – Ein Sprachenportfolio für Wien – European Label, 2002
- VHS der Burgenländischen Ungarn – Ungarisch Plus – European Label, 2003
- VHS Ottakring – Alfa-Zentrum für MigrantInnen – European Label, 2004

At *Berufsförderungsinstitut Österreich* (bfi), which is another of the large providers of adult

⁹⁰ Filla, Wilhelm (2003). Spracheninstitut Volkshochschule. Neue empirische Befunde. In: Die österreichische Volkshochschule 208/ Juni 2003. pp. 14-22.

⁹¹ VÖV (2005). Statistikbericht 2005 für das Arbeitsjahr 2003/2004. Wien: VÖV-Materialien 40. Cf. Table 29 in the Appendix, below.

education in Austria, 15% of teaching units attended were language courses (in 2005); 30 languages were on offer, including numerous rarely used languages and minority languages (apart from the major foreign languages). Alongside general language courses, language courses for special purposes are particularly much in demand, as are courses leading to internationally recognised certificates (ÖSD, Cambridge certificates, DELF). In 2001, *Berufsförderungsinstitute* developed the 'European Language Licence' (ELL), a qualification for foreign language skills which can at present be gained in 8 languages, on 4 different levels (up to Level A2 of CEFR).

Initial and in-service training and further education of adult education teachers

About 100.000 persons are actively engaged in adult education in Austria. They may be working full or part time; in a voluntary (unpaid) capacity; or as so-called 'new self-employed persons'; in an area that appears to be highly differentiated and complex, and difficult to describe. There is no unified system of initial training; training is mostly in-service – either at *Bundesinstitut für Erwachsenenbildung St. Wolfgang* (Federal Institute for Adult Education) in Strobl (Upper Austria), which acts as a platform and a switchboard or nodal point for innovative developments in foreign language learning for adults; or at former PÄDAKs (teacher training colleges); or again in further training offered by various adult education institutions. As examples of growing professionalisation, two schemes may be mentioned: *Weiterbildungsakademie*, a project launched by VÖV (*Verband Österreichischer Volkshochschulen*) in January, 2007;⁹² and the training offered by bfi Vienna (*Berufsförderungsinstitut Wien*) for future trainers in English as a foreign or second language, organised for a number of years in cooperation with the University of Cambridge and leading to CELTA, the Certificate in English Language Teaching to Adults.

6.3 Initiatives launched by companies and associations

Alongside the adult education institutions that are members of KEBÖ (cf. above), companies and associations also provide initial and in-service training in modern foreign languages. The following compilation of names and organisations, is meant to give a number of examples: it does not claim to be complete.⁹³

As stated in the section on the report submitted by *Institut für Bildungsforschung der Wirtschaft* (IBW, institute for educational research of the Austrian chamber of commerce)⁹⁴, 55% of Austrian **companies** offer initial or in-service MFL training. Looking at a more detailed breakdown, such training is provided by 85% of large companies, 78% of medium-sized companies, 55% of small companies, and 38% of very small businesses. A majority of companies (37%) offer general language courses, followed by vocational courses, or courses taking account of employees' special skills (29%). One-to-one training (11%) is a long way behind language courses: it is in third position only, due to costs encountered (among other reasons). 8% of companies also give their employees the opportunity to go on educational stays abroad, while e-learning is offered in no more than 5% of companies. In 66% of firms questioned, training costs are borne entirely by the company; in 31% of firms, costs are split between employers and employed. A majority of trainers are recruited from adult education; but private associations may also organise language training in firms, and in 5% of all cases, companies themselves provide language trainers of their own.

⁹² Cf. www.erwachsenenbildung.at/berufsfeld/berufsbild/berufsbild.php (1.9.06).

⁹³ The language institute of the Austrian army (*Sprachinstitut des österreichischen Bundesheeres*) in Vienna may be mentioned here: which, apart from translation, interpreting and terminology services, also proposes general as well as subject-specific MFL courses, for members of the armed forces; and 'German for special purposes' for foreign soldiers who are or will be undergoing military courses of training in Austria.

⁹⁴ Archan / Dornmayr (2006). Op.cit.

According to information given by *Slowakischer Schulverein*, about 200 persons are currently learning the Slovak language in firms or in private bodies, e. g. haulage firms, banks, Austrian Airlines, voluntary fire brigades, the police, customs officers, etc.

Initiatives launched by associations. Some few MFL providers have specialised in Early Language Learning, offering English language courses for children that take place at home, at a language school, or in kindergarten. Moreover, very many MFL providers offer so-called summer camps for children and teenagers where MFL are taught.

Apart from initiatives launched by, and for, kindergartens (as already mentioned in Chapter 4, above), a few more projects may be listed here (by way of example) that offer language courses for children and young people – though such a selection will always be subjective, to some extent:

- The *Slowakische Schulverein* (SOVA) in Vienna provides courses in Slovak as a mother tongue, and as a foreign language, to children (not only to adults); currently, about 50 children are taking part. Other associations representing autochthonous minorities also offer language courses for children and young people.
- The association *Österreichischer Gehörlosenbund* offers courses in Austrian Sign Language (ÖGS) to young people.⁹⁵
- The association *Projekt Integrationshaus* in Vienna enables pre-school children to have access to plurilingualism. This scheme was awarded the European Label for Innovative Language Projects, in 2003.
- Other interesting projects launched and offered by private MFL providers may be accessed at: www.oesz.at/esis.

Various associations propose **language courses for adults**. This list, too, can only give a series of examples, and does not claim to be complete:

- The Tyrol branch of *Kinderfreunde* has founded a club called *Cin Ali Lernklub*, whose main goal is to foster language learning in the parents or guardians of migrants' families concerned, particularly in women living in the country, not in cities (a prize-winner in 2004 of the European Label for Innovative Language Projects: see www.oesz.at/esis).
- The association *Wiener Taubstummten-Fürsorge Verband* (WITAF) in Vienna offers courses for adults in Austrian Sign Language (ÖGS).⁹⁶
- A number of different bodies representing ethnic minority groups offer courses in their own respective minority languages: for example, *Roma-Service* in Burgenland offers courses in Romani twice a week.
- The *Kroatisches Kultur- und Dokumentationszentrum* proposes e-learning Croatian language courses for adults (cf. Chapter 7, below).
- The *Jüdische Berufliche Bildungszentrum* (JBBZ, Jewish vocational training centre) in Vienna offers language teaching in German as a foreign or as a second language: though their area of emphasis is on German for vocational purposes, and German as

⁹⁵ www.oeglb.at (5.9.06).

⁹⁶ www.witaf.at (5.9.06).

a working language (a prize-winner in 2002 of the European Label for Innovative Language Projects: see www.oesz.at/esis).

- The members of an association called *Campus Austria* (www.campus-austria.at) have come together to provide courses in German as a foreign language which are in keeping with agreed quality standards.

To sum up: In Austria, modern foreign language training outside the formal educational system takes many different forms and embraces many different institutions. To come to terms with growing demand, the keeping of long-term records and networking of developments would be desirable, being important preconditions for well-thought-out planning and diversification, and for the establishing of systematic research in language training addressed to specific language users. Another worthy aim is the development of general standards for trainers' qualifications, in the entire range of adult education.

7. Measures and initiatives to create a language-friendly environment in Austria

Alongside content-oriented developments and innovations on the level of educational institutions, measures need also to be taken to foster language learning that will promote plurilingualism outside the educational sector, and which will raise awareness of linguistic diversity in the population at large.

In its Action Plan promoting language learning and linguistic diversity, the European Commission has called upon member states to promote "the creation of a language-friendly environment."⁹⁷

In Austria, as elsewhere, the **European Year of Languages 2001** (cf. Chapter 8) led to measures that raised awareness of languages in society. On the language policy level, the *Österreichische Sprachkomitee* (ÖSKO, the Austrian Language Committee) was established, which – as a strategic and operative body – gave (and gives) support to the entire process of implementation of educational policy goals. More than 300 organisations initiated about 500 activities: cooperations and networking resulted, most of which still exist today.⁹⁸ To name a few shining examples from the European Year of Languages: a 'language month' was held in the city of St. Pölten (Lower Austria) with various events (such as a language pavilion or language bandstand, on Rathausplatz; a 'street of many languages'; concerts...) – activities in which schools, associations, partner cities and the wider public joined and participated together. This very full programme was made possible above all by political decision-makers and their readiness to support these initiatives (not least financially). It is sincerely to be wished that in future similar actions and events might be held to mark the European Day of Languages.

In Austria as in other countries, the yearly **European Day of Languages** (ETS, *Europäischer Tag der Sprachen*) continues to promote the creation of language-friendly environments. It is (above all) schools, adult education institutions, associations, teacher training colleges and institutions, universities of applied science, and university departments for whom this action day gives an opportunity to highlight their language work and the language provisions offered

⁹⁷ European Commission: Promoting Language Learning and Linguistic Diversity. An action plan 2004-2006. Brussels: Commission of the European Communities, pp. 13-15. Accessible or downloadable at: http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_de.pdf (12.1.07).

⁹⁸ Cf. BMBWK / ÖSZ (2002). Lust auf Sprachen. Das Europäische Jahr der Sprachen 2001 in Österreich. Vienna, p. 19.

by them. In 2006, more than 100 activities and projects were registered to be taking place, at the Austrian EDL coordinating office. Since 2001, participation has grown by more than one third. Day-long information campaigns, *Sprachenfeste* (events celebrating languages and linguistic diversity), language ‘shadowing’ (looking over the shoulders of speakers of other languages), conferences and workshops all make a valuable contribution to raising awareness of, and sensitivity for, plurilingualism.⁹⁹ Here are few more examples which are just as attractive: at BHAK Weiz, an upper secondary commercial and business school in Weiz (Styria), pupils took on the role of teachers, offering sample language courses to municipal office workers and civil servants of their city. In 2006, the *Bundesgymnasium Lustenau* in Vorarlberg offered a three unit introduction to one of the foreign languages NOT taught at the school, to all classes in the upper secondary cycle, and in their regular teaching time: namely, Greek, Czech, Hungarian, Italian, Russian, and Turkish. Each year, adult education institutions hold language information days and offer free tests to establish (or demonstrate) potential participants’ appropriate language levels. More intensive networking efforts might draw in more of the *Länder* authorities, the cities and councils (alongside schools and adult education institutions) and motivate them to undertake activities, in the framework of the European Day of Languages.

Another action to promote and strengthen awareness of languages in Austria is the competition for the award of the European Label for Innovative Language Projects (*Europasiegel für innovative Sprachenprojekte*, ESIS). This competition was initiated by the European Commission in 1997: it is held in 30 countries (without being centrally organised), and is well established in Austria.¹⁰⁰ To a great part, it is European Label initiatives that contribute to motivating people to language learning. Some of the prize-winning projects concern less frequently learnt languages, minority languages and the languages of migrants – which are thereby brought into the limelight. By way of example, here are three prize-winning initiatives:

Intercultural pedagogy in the Land kindergartens of Lower Austria (Amt der Niederösterreichischen Landesregierung: Abteilung für Kindergärten und Schulen, cf. also Chapter 4, above). The department of kindergartens and schools at the Land government of Lower Austria reacted to the cultural and linguistic diversity in its kindergartens, by developing an innovative concept: 32 specially trained advisers – so-called ‘intercultural employees/co-workers’ whose mother tongue is not German – look after and advise the approximately 200 kindergartens in their charge. A special training has been created in Lower Austria for those advisors. Children’s first language is fostered: at the same time, multilingualism is present, so that German-speaking children, too, profit from these measures.¹⁰¹

E-learning/computer-aided plurilingualism: a project of the Croatian centre for culture and documentaion (Kroatisches Kultur- und Dokumentationszentrum), in Burgenland (cf. also Chapter 6). E-learning (computer) language courses for beginners were developed for Croatian, Hungarian and Romani. This is an important example of developing modern language materials in this way: it is a timely step in efforts to disseminate skills in those ‘minor’ languages. As regards Burgenland Roma, this is the first computer-aided language course ever.

⁹⁹ Cf. the EDL web site www.oesz.at/ets which lists all activities realised to date. For international EDL events, see the Council of Europe’s web site at www.coe.int/edl. - On the international level, EDL is coordinated jointly by the Council of Europe and by the European Centre for Modern Languages of the Council of Europe.

¹⁰⁰ See www.oesz.at/esis for detailed information on the European Label (ESIS) competition in Austria, and for information on all Austrian projects submitted since 1998 including prize-winning initiatives. European (ESIS) brochures may also be accessed or downloaded.

¹⁰¹ Similarly, in the Tyrol, children’s first language is fostered with the help of mother-tongue *Stützkräfte* (support teachers), and skills in German as their second language are increased step by step (*Amt der Tiroler Landesregierung: Abteilung Bildung*).

equalizent – Qualifikationszentrum für gehörlose und schwerhörige Personen (qualification centre for deaf and hearing-impaired persons), in Vienna. The centre of competence called equalizent offers a programme of qualification and further training (of several months' duration) to deaf or hearing-impaired persons of various different cultural origins, for them to qualify with the help of course provision in Austrian Sign Language, American Sign Language, German as a foreign language, standard variety German, English, computer studies, and personality development.

Moreover, equalizent also contributes to further developing Austrian Sign Language (ÖGS), through finding, adopting and recording new special gestures for many specialised terms.

Mobility measures that facilitate encounters with other languages and cultures are another important means to promote a language-friendly environment. It is **European Union programmes** that contribute above all, to that goal.¹⁰² Since 1995, the participation of Austrian organisations in these programmes has risen constantly. In 2005, the European Commission approved 26 LINGUA programmes in all, in seven of which Austria had a hand and cooperated as project partners. Alongside Lingua, foreign language acquisition is also promoted by project partnerships, in the area of adult education (GRUNDTVIG). In 2006, 94 learning partnerships were approved, in Austria. In the framework of LEONARDO DA VINCI (for vocational training), the European Commission gave financial support to 295 projects (in 2005), 13 of which were developed in Austria: out of these 13, three projects were language projects. – ERASMUS programmes, in the tertiary sector, were taken advantage of by 4.196 'regular' students studying at Austrian universities, in 2005/06 – a figure which may appear low in relation to the total of Austrian students; however, participation is good compared to overall European figures. The number of students going abroad under the aegis of ERASMUS depends on a number of factors – not least on the number of places that foreign universities can offer. Alongside EU programmes, a series of other programmes provide support for student mobility and language learning, in certain kinds or types of studies. For example, each year about 40 Austrian students may be trainees in German as a foreign language in a European country, or outside Europe, and can at the same time get to know the language and culture of their host country.

School partnerships and pupil exchange schemes receive substantial support from three authorities, for implementing exchanges and project weeks with foreign partner schools. These are: the Austrian Ministry for Education, the Arts and Culture; the Austrian national agency for lifelong learning; and the Interkulturelles Zentrum (IZ), which extends a helping hand mainly to find partner schools to organise exchanges with East and Southeastern European countries, as well as offering legal advice. Various different organisations regulate or coordinate these exchanges, including AFS (exchanges to facilitate intercultural learning); or AIFS, the American Institute for Foreign Study. A selected list of relevant bodies can be accessed at the BMUKK web site¹⁰³, including a provision in law that regulates duration and extent of these activities. No statistical data is available at present on how many young learners take part in exchanges offered by those particular organisations. The COMENIUS programme supports projects of all types of schools, including pre-school facilities. Among the 85 Austrian COMENIUS projects (i. e., projects that have Austrian schools as coordinating partners) and that received financial support from the European Commission in 2005, there were 9 language projects.¹⁰⁴

¹⁰² For the following, cf.; www.socrates.at, www.leonardodavinci.at; and: www.erasmus.at. At EU level, information may found at: http://ec.europa.eu/education/index_de.html (12.1.07).

¹⁰³ Cf. the following links: www.bmukk.gv.at/schulen/unterricht/is/schulbesuch_ausland.xml; www.lebenslanges-lernen.at; www.iz.or.at (11.12.07).

¹⁰⁴ Cf. Socrates National Agency Austria, ed. (2006). SOKRATES-Tätigkeitsbericht 2005. Vienna, p. 6.

It is not only pupils that make best use of experiences gained from their encounter with other languages and cultures: so do Austrian foreign language assistants and language lectors who work abroad, then return with a language competence that they often use in their lifetime careers, in Austria.¹⁰⁵ Each year, 230 young Austrian students work as foreign language assistants abroad, to gain teaching experience and to broaden their knowledge of language and country of their choice. However, not all Austrian foreign language assistants receive work contracts, as some countries (Italy, for example) remunerate the work done by means of grants. In terms of occupational regulations, these are rather unfavourable conditions for the students concerned as they get no social security benefits; such arrangements impede mobility. Foreign language assistants working in Austria do receive a work contract, by the education authorities. At present, 131 Austrian lectors are employed at universities (in Europe and worldwide), in 135 locations, to be facilitators and trainers in German language and introduce students to the cultural life of German-speaking countries.

Austrian primary and secondary teachers may take up offers compiled and sent out by the Austrian Ministry of Education, the Arts and Culture (BMUKK), and apply for a post at Austrian, German or European schools abroad. In this way, teachers in regular service have an opportunity to encounter other languages and cultures intensively. It will mainly be bilingual teaching projects and CLIL schemes that will profit from their much improved linguistic and cultural competences.

Additionally the ministry offers teachers in service to take up a visit to a school (of more than one week's duration, in one of several European countries) which is known as a *pädagogischer Aufenthalt*.

To sum up: To promote a language-friendly environment in as many social areas as possible, the active participation of many decision makers and organisations is needed. The following measures should receive special attention, in the next few years:¹⁰⁶

Broadening and expanding offers for autonomous, self-responsible language acquisition.

The suggestion that a new label, 'language-friendly community' be created, which would need developing a relevant catalogue of criteria.

There should be more offers for people with little language learning experience.

Promoting language variety in electronic and audiovisual media (the internet, TV, video/DVD).

To promote a language-friendly environment, greater participation on the part of *Land* governments, towns, communities and the media is to be aimed at. They should be invited to send representatives to *Österreichisches Sprachengremium* and to report on measures already taken – which would lead to a more complete picture of language education including activities outside the education sector.

¹⁰⁵ More detailed information on Austrian foreign language assistants and foreign language lectors abroad may be found at: www.oek.at, and on the home page of the Ministry of Education, at: www.bmukk.gv.at/schulen/lehr/index.xml (reference "Lehren und Lernen im Ausland") (14.03.07).

¹⁰⁶ Cf. BMBWK / ÖSZ (2004). Op.cit., p. 11.

PART II

**Multilingualism and diversification in language education:
implementing European measures and programmes in Austria**

PART II: Multilingualism and diversification in language education: implementing European measures and programmes in Austria

Over many years, Austria has shown great readiness and commitment in taking up topics and measures suggested by the Council of Europe, and has consistently supported all-European language work with national contributions of its own. In the last three decades, for instance, practically each of the innovative programmes of the Council of Europe has left its mark on the Austrian system of education, in one way or another (cf. Chapters 5 and 7, above). With just as much commitment, Austria brings its ideas and experience to bear on the language work of the European Union, which since the European Year of Languages has more and more been in the hands of the Commission of the European Communities.¹⁰⁷ This commitment on the European level also gives Austria the chance to put up for discussion, before a wide international forum, national experiences and issues – which has had a decisive influence, in Austria, on developments in educational policy. The Common European Framework of Reference for Languages may be mentioned, which was adopted on various levels of the educational system, e. g. in curriculum development; as a basis for developing national standards of education in the MFL classroom; and in extensive development and implementation work in the area of the European Language Portfolio (see Chapter 9.2, below). Those are concrete examples for the taking-up and the national implementation of European developments.

8. Austria's participation in initiatives launched by the Council of Europe and the European Union

In the course of international language policy work, Austria was one of the chief founding members of the European Centre for Modern Languages (ECML) in Graz (established in the framework of an Enlarged Partial Agreement of the Council of Europe), which has since grown from its original 8 members, to 33 member states (cf. also Chapter 3.2, above). ECML takes measures for the practical implementation of language policy recommendations of the Council of Europe, in the all-European context. Its programme of activities (which embraces several years) is developed jointly by its present 33 European members. Experts and multipliers as well as decision makers, from all member countries, take part in seminars, workshops and conferences.

The international dimension of ECML's work gives drive and momentum to quality assurance in the field of language learning, which has a direct effect on developments in member countries.

With the establishment of ECML in Austria, Graz has become a centre of language learning. Each year, ECML events attract more than 600 experts and multipliers to Austria: their expertise not only becomes part of this international institution, but Austria also makes use of their knowledge, e. g. through a greater number of invitations extended to experts to come and take part in events on the national or regional (Austrian) level.

Participation in ECML's programme of activities reflects a constant growth of interest in the most varied facets of language learning and of language diversification. Out of the seven

¹⁰⁷ Cf. here: *Amtsblatt der Europäischen Gemeinschaften*, Entschließung des Rates vom 14. Februar 2002 zur Förderung der Sprachenvielfalt und des Erwerbs von Sprachkenntnissen im Rahmen der Umsetzung der Ziele des Europäischen Jahres der Sprachen 2001. Ausgabe C 50/1 (23.2.2002). Council of Europe, Schlussfolgerungen des Vorsitzes. Europäischer Rat (März) 15. und 16. März 2001. Brussels: European Communities, 2001.

Austrian projects submitted¹⁰⁸, five were accepted for the second medium term programme of activities (2nd MTP); they deal mostly with multilingualism and diversification, e. g.:¹⁰⁹

- Brigitta Busch: Linguistic diversity and literacy in a global perspective: A comparative look at practice in countries of Europe and Africa.
- Evelyne Glaser: International Competence for Professional Mobility (ICOPROMO)
- Grete Kernegger: CHAGAL–Set Up: European curriculum guidelines for Access programmes into higher education for under-represented Adult Learners
- David Newby: From Profile to Portfolio: A Framework for Reflection in Language Teacher Education (FTE)

When 2nd MTP ends (in 2007), it will be important to evaluate the concrete results, and to disseminate them in Austria as effectively as possible.

From 1994 to 2003, Austria headed the Governing Board of the ECML, and thereby was one of the chief architects of ECML's programmes of activities.

When Austria joined the European Union in 1995, this was also the beginning of its common language policy history with the EU.

Apart from Austria's participation in educational programmes of the EU (see Chapter 7, above), this country's first concrete collaboration came in 1997, with the action 'European Label for Innovative Language Projects' (German acronym: ESIS). From its early beginnings, Austria had always supported this competition, which is now held annually, in 30 countries. In an international comparison, Austria finds itself in a leading position, with over 500 applications, and about 100 awards won.¹¹⁰

Apart from organising and holding the European Label competition, additional activities take place in Austria designed to support innovation in the long term. Measures include: a structure for networking, created on a research-based evaluation of competition results of the years 1998-2001¹¹¹, and designed to support initiating and realising innovative projects in the modern language sector. The network SPIN: *SprachenInnovationsNetzwerk*, initiated by the *Österreichisches Sprachen-Kompetenz-Zentrum* (ÖSZ), collects data about innovative language projects, evaluates them, and makes them accessible to a wider public. SPIN, the networking agency, gives support to innovative schemes in the process of initiation, realisation, and evaluation. The competition for the award called the European Label for innovative language projects, as well as the network SPIN are central instruments for the management of innovation, which enable site-specific regional initiatives to be included in planning for regional or national developments.

In the last 10 years, the **European Year of Languages (EYL) of 2001** – realised jointly by the Council of Europe and the European Union - was a highlight which greatly influenced language policy activities both on the European and the national level.

¹⁰⁸ Of course, ECML projects in principle have a multi-national structure. The projects listed here were initiated and chiefly coordinated by Austrian applicants, and with Austrian institutions as prominent partners.

¹⁰⁹ Cf. ECML: Programme of activities 2004-2005-2006-2007. [n.d.]

¹¹⁰ Cf. here Jantscher, Elisabeth (2004). Innovationen im Sprachenlernen: Impulse zur Qualitätssicherung und Qualitätsentwicklung im Schulbereich. Graz: Österreichisches Sprachen-Kompetenz-Zentrum.

¹¹¹ De Cillia, Rudolf / Haller, Michaela / Kettemann, Bernhard (2005). Innovation im Fremdsprachenunterricht. Eine empirische Studie zum Europasiegel für innovative Sprachenprojekte. Frankfurt am Main u. a.: Peter Lang.

The lasting success of EYL 2001 in Austria¹¹² was due (on the one hand) to the widespread impact it achieved in this country: about 500 activities dealt with more than 70 languages, and more than 1,5 million people were reached directly (indeed, a much greater number via *Österreichischer Rundfunk*, the Austrian broadcasting corporation, as a media partner); on the other hand, there was the successful collaboration (never before achieved in the same way) of numerous partner organisations: the Ministry for Education in concert with numerous educational institutions, the world of business, the media, towns and communities, and others. To further pursue the same goals (as set by EYL), the European Day of Languages has been held on 26th September of each year since 2001: an action day that is advertised widely and intensively on the national level; contributors of projects receive support by means of advertising material and public relations activities. In all, over 300 activities to mark the European Day of Languages have been recorded in Austria (cf. Chapter 7, above).

On the national level, **Österreichisches Sprachenkomitee (ÖSKO)**, the Austrian Language Committee, was established in December, 2003 (cf. Chapter 3.2, above): this was another important step in institutionalising the collaboration (in the long term) between the most various organisations and fields, so as to give lasting support to language policy work.

As a steering group, ÖSKO is closely tied up with the entire process of implementation of goals decided jointly by the European education ministers, in Education and Training 2010. In this context, the recommendations of the Expert Group for Languages, and results of studies commissioned by the European Commission (among other things), are put on ÖSKO's agenda and are discussed. In October, 2005, Austria's Interim Report on progress made in implementing the EU programme of activities was communicated to the Commission, and in September, 2005, a conference on *Sprachen – eine Kernkompetenz in einem Europa von morgen. Die gemeinsame Umsetzung der europäischen Ziele bis 2010 in Österreich* ('Languages: a core competence in tomorrow's Europe. The joint implementation of European goals for 2010, in Austria') took place in Austria'. The report may be accessed or downloaded at www.oesz.at.

Synergies gained through activities of the Austrian Language Committee were first seen in connection with the implementation of the European Commission's Action Plan promoting language learning and linguistic diversity (2004-06). Implementation in Austria of this Action Plan was based on a national catalogue of priorities (itself based on the results of EYL), which was passed by partner organisations assembled in ÖSKO. National areas of emphasis in the framework of implementing the Action Plan in Austria were, among others:

Life-long Language Learning: adoption of CEFR and of the European Language Portfolio (ELP); optimizing the use of mobility programmes; an early start to language learning; promoting various forms of bilingual learning on the secondary level; creating institutional language policies at universities of applied sciences and at universities; creating improved opportunities for language learning in adult education and training. Improving the language classroom: close attention is to be paid to a holistic approach embracing mother tongue teaching, MFL and languages of migrants; measures to improve teacher training; measures to foster innovation management; use of CEFR and of ELP to document language skills in a transparent manner; matching the European Indicator of Language Competence with the development of Austrian educational standards.

Creating a language-friendly environment: fostering self-responsibility in creating and enlarging language skills; creating a brand or label to mark 'language-friendly communities'; creating special opportunities for language learners with no learning experience; more use of

¹¹² Cf. BMBWK / ÖSZ (2002). Op.cit.

foreign language electronic and audiovisual media in everyday contexts; advertising and PR for language learning; disseminating examples of good practice and innovations.

Areas of emphasis in the Action Plan also included the more efficient use of existing language resources (a great wealth of which is at the disposal of people with a background of migration, for example, and of members of minority groups); and support for the creation of multilingual competence, with special attention to regionally important languages, on all levels of the educational system. There are some shining examples of initiatives in this area which indicate a growing importance of a holistic view of language learning in Austria (cf. the examples of good practice in Chapter 4.4.1, above, and measures regarding the European Portfolio as outlined in Chapter 9, below).

In Austria, the former BMBWK (the relevant federal ministry), ÖSKO (the Austrian Language Committee), the national agencies SOCRATES and LEONARDO DA VINCI (transformed into one national agency of lifelong learning in 2007), and ÖSZ (*Österreichisches Sprachen-Kompetenz-Zentrum*) were involved in implementing this Action Plan. The Action Plan and Austria's priorities were widely advertised, and were the topic of a language policy conference held in September, 2005 (see above).

9. Austrian areas of emphasis regarding multilingualism and diversification in language education

To complement what was stated in Chapters 5 and 7, here are a number of projects and developments that are representative of ways in which the Austrian system of education has implemented or further developed European initiatives.

9.1 Implementing CEFR, the Common European Framework of Reference for Languages in Austria

At present, CEFR plays a central role in the debate about educational policy and subject-specific didactics, in Austria. Ever since its publication, CEFR has been much discussed in professional circles; regarding schools and the educational agenda, it has stimulated a return to communicative classroom teaching with specific learning goals, as well as coming to terms with questions of transparent testing and assessment. In 2004, the first foreign language curriculum to be entirely geared to CEFR was that of academic upper secondary schools (AHS), followed in 2006 by the MFL curriculum for general (lower stage) secondary schools. Providers of language courses and manufacturers of teaching materials already make reference (in their 'product descriptions') to the scales of competence which are part of CEFR: however, production of CEFR-based teaching materials is a little behind demand. The development of the Austrian versions of the European Language Portfolio and of national educational standards is also based on CEFR as an instrument. In schools, particularly in vocational schools, curriculum work is grounded in CEFR, which also receives close attention in in-service teacher training. Too often, however, CEFR is reduced to assessing language skills and achievements only, and is not sufficiently appreciated in its entirety.

9.2 The European Language Portfolio (ELP)

Austria participated in the pilot project of the Council of Europe to develop ELP, and was able to have a first Language Portfolio accredited as early as 2001 (Model 24.2001).

In Austria, this step precipitated a lively discussion and development activities regarding ELP, which resulted in various regional and national variants of this instrument.

The Austrian Ministry of Education (*Bundesministerium für Bildung, Wissenschaft und Kultur*) commissioned the development, piloting and evaluation of 'national' language portfolios for the primary school stage (ages 6 to 10); the lower secondary stage (ages 10 to 15) and the upper secondary stage/adult learners (aged 15+). Currently, the Austrian ELP for the lower secondary stage (Model no. 58.2004, ELP for middle schools, age range 10 to 14) is successfully being used at several schools across Austria. ELP for 'young adults' (ELP 15+) can be used both at schools offering a general education and at schools offering vocational education and training: this was accredited in 2007, as Model no. 88.2007. ELP for the primary school stage is at present (2008) undergoing its piloting stage.

All 'national' ELPs have been conceived with a powerful pedagogical component, i. e. they particularly support the process of language learning, learner autonomy, and personal reflection. A lot of development work has also been invested in initiating intercultural learning: since May, 2005, for instance, Italy, Slovenia and Austria have together been working on an intercultural module (with examples and materials from all three countries), to complement the European Language Portfolio for Secondary Stage II. Pupils in the regions of Friuli Venezia Giulia and Carinthia, and in Slovenia, are to learn to perceive with greater awareness things they have in common, as well as differences, mental reservations, and also prejudices in these border regions, and handle these openly. This *Crossborder Module* may be used together with any of the existing ELPs.¹¹³ Each type of 'national' European Language Portfolio is piloted and evaluated across Austria (or was). Evaluation results also serve to develop strategies of implementation, in Austria.

Within the framework of CERNET und EdQ¹¹⁴ (the EU-supported projects), the educational authority of the City of Vienna (*Stadtschulrat für Wien*), together with Hungary, the Czech Republic, and Slovakia as partner countries, have developed and piloted a collection of Language Portfolios for regional cross-border use, in an area including Vienna, Bratislava, Brno and Győr: they have produced the so-called *Europäisches Sprachenportfolio für die mitteleuropäische Region* (European Language Portfolio for the Centre Region). Apart from the ELP developed for schools at lower secondary stage by the *Europa Büro* of the educational authority of the city of Vienna, the *Pädagogisches Institut der Stadt Wien* developed a language portfolio for academic upper secondary schools offering a general education (age range 15 to 18), and *Pädagogisches Institut des Bundes* developed a Language Portfolio for the upper stage of vocational schools (age range 15 to 18): these are part of the same 'mid-European' concept. Those three language portfolios have been accredited by the Council of Europe, and are being used mainly in the Centre region. Preparations are under way for a primary school portfolio.¹¹⁵

Mention may also be made of the *Sprachen & Qualifikationsportfolio für MigrantInnen und Flüchtlinge* (Language and qualification portfolio for migrants and refugees)¹¹⁶ which (among other matters) contains a section on language competences; and of a language portfolio developed by Austrian *Volkshochschulen*, which is specially geared to the needs of the adult participants in *Volkshochschule* courses.¹¹⁷

As can be seen, Austria offers a rich, wide-ranging selection of various forms of ELPs, for the most diverse areas of use. However, it should be said also that the parallel development of several ELP models for (nearly) the same groups of addressees may also confuse interested teachers.

¹¹³ A project called 'CROMO', at ÖSZ (Österreichisches Sprachen-Kompetenz-Zentrum).

¹¹⁴ Cf. www.edq.eu.com (July, 2006).

¹¹⁵ Cf. www.edq.eu.com (12.1.07).

¹¹⁶ Verein Projekt Integrationshaus, ed. (2005). *Sprachen & Qualifikationsportfolio für MigrantInnen und Flüchtlinge*. Vienna.

¹¹⁷ Cf. www.ocg.at/elpa/files/elpa2_barth.pdf#search=%22Volkshochschule%20Portfolio%22 (September, 2006).

As some first evaluations have shown, the existing multilingualism in pilot classes really did win a new importance with the help of ELPs. It was those very youngsters who had already received teaching in two or more languages that paid special attention and showed particular motivation to work with ELP, as could be seen when the Language Portfolio was piloted at the bilingual secondary school (BG/BRG) for Slovenes, in Klagenfurt. A study of the reception stage¹¹⁸ regarding ELP 15+ (for young adults) has demonstrated that pupils' mother tongues cover quite a wide range of languages: pupils' attitudes towards many languages, however, are mixed – while there is relatively broad assent to the statement “It makes sense to have a basic knowledge of languages spoken in our neighbouring countries”, assent is much more tenuous to statements such as “I'd like to learn (or improve my knowledge of) minority languages”; “I'd like to learn (or improve my knowledge of) migrants' languages”. A survey analysed one year later indicated that those young people's attitudes had remained relatively constant. Taking many single data into account it may be supposed that ELP needs to be firmly embedded in pedagogical practice to be able to develop its full potential on all levels.

Using ELP in the language classroom leads to questions of practical teaching structure and design, and regarding skills assessment (see above, and Chapter 4.8) which sometimes put obstacles in teacher's way – obstacles that may be didactic, methodical, or even legalistic. First time users require intensive in-service training and accompanying measures, which have been arranged in parallel to the development phase, but which need intensifying.

As from 2007, implementation strategies for ELP used to date will therefore be widened and extended to a national concept of implementation for CEFR, ELP and the educational standards for MFL, which is to support the increased (optional) use of those instruments in the long term.

9.3 Curricula¹¹⁹

In manifold ways, Austrian curricula pay attention to the promotion of plurilingualism, the recognition and use of diverse ethnic minority languages (including the languages of Austrian minorities), and the enrichment that comes through intercultural contacts as well as through linguistic and cultural diversity. In the same way, supporting learners through differentiation and individualisation, and the inclusion of children with special needs (and the need for special measures of support), are well established parts of Austrian curricula.

In keeping with the recommendation of the Committee of Ministers of the Council of Europe addressed to the member states no. R (98) 6 (of March 17th, 1998) regarding the Common European Framework of Reference for Languages, these reference levels are used at secondary school stage to define language skills and achievements to be reached (cf. also Chapter 4.7, above).

9.4 Using a foreign language as a medium of instruction (Fremdsprache als Arbeitssprache: FsAA) / Content and Language Integrated Learning (CLIL)¹²⁰

Over 90% of this type of teaching is in English, it is estimated. Other languages (such as Italian, Spanish, Russian...) may suffer, due (on the one hand, and to a small extent) to their lack of materials for this sort of teaching; on the other hand, it is difficult to see why a subject such as Chemistry (say) should be taught in one of those foreign languages.

¹¹⁸ Cf. Lothaller, Harald (2005). Evaluierung der Pilotierung des ESP 15+. Projekt-Phase 1. “Kommentierter Tabellenband zur ersten SchülerInnen-Befragung”. Graz (unpublished).

¹¹⁹ Cf. also Chapter 4.7.

¹²⁰ Cf. also Chapter 5.2, above.

FsAA/CLIL concepts that go further¹²¹ – where CLIL might e. g. replace English as a school subject at upper secondary stage, hence make room for intensive short courses in other modern foreign languages – have not been implemented to date. Also, to achieve more language diversification, it would be desirable to make more effective use of the various functions of ‘classic’ MFL teaching and of CLIL, in the framework of language training at schools. For instance, ‘any language chosen from the >traditional< canon of modern foreign language teaching could be learnt with the effective use of the same language as a working language (supportive function) [...]’¹²²

In the framework of CLILiG (the EU project called Content and Language Learning in German), ways and means to use this approach for the teaching of German to migrants’ children are being investigated at present.

9.5 Making best use of working results of ECML and their dissemination

The fact that ECML is located in Graz offers special chances for innovation in the area of language learning, and for educational matters and policies in the whole of Austria. The following measures were taken, or are being taken, to disseminate the results of ECML’s work in Austria.¹²³

In 2001, a project aiming at dissemination and utilization of ECML work at Austrian universities¹²⁴, as commissioned by the Ministry of Education, was carried out by the University of Graz, in cooperation with Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ) and Verein EFSZ in Österreich (the Austrian association that supports the work of ECML).

Since 2001: setting up a networking structure and related ongoing nationwide activities for dissemination and networking, with over 30 multipliers from the areas of initial teacher training, in-service teacher training, and the school inspection authorities; a databank with experts’ names, information on all ECML workshops and Austrians involved in them; looking after Austrian workshop participants.

Since 2005, particular emphasis has been placed on: initiating dissemination events, on national and regional levels. In in-service seminars for multipliers (teachers, teacher trainers), results of ECML’s work are made available: in this way, European innovations find their way directly into the Austrian educational institutions and policy discussions. As regards content, the following are current areas of emphasis: introducing the European Language Portfolio of the Council of Europe, and the Common European Framework of Reference for Languages, on all levels of the Austrian system of education; language training concepts that reach across several languages; and opportunities for greater use of existing linguistic and cultural diversity.

At the end of ECML’s 2nd MTP (2007), concrete results will need to be evaluated and disseminated as effectively as possible, together with evaluation results.

To sum up: it may be stated that European programmes and projects have had Austria’s

¹²¹ Cf. Abuja, Gunther, ed. (1998). *Englisch als Arbeitssprache. Modelle, Erfahrungen und Lehrerbildung*. EAA-Berichte Reihe III, Nr.4. Graz: ZSE III, pp. 201-214.

¹²² Ibid. p. 208.

¹²³ As regards the dissemination of working results of ECML, tasks and functions are divided, in Austria, between ÖSZ (Österreichisches Sprachen-Kompetenz-Zentrum, the Austrian Centre for Language Competence), and an association called *Verein EFSZ in Österreich*: ÖSZ is the official national contact point for ECML, and in that role has set up a dissemination and networking structure in which it continues to be actively involved; whereas *Verein EFSZ in Österreich* supports increased use of ECML services on a regional level, particularly in the *Land* of Styria, and the city of Graz.

¹²⁴ For details, see: www.oesz.at/download/UNDISSbericht.pdf (12.1.07).

support in many different ways, and Austria has participated in developing many of them. Today – as in the past – it is not easy to achieve a wide-ranging influence and effect changes where reforms would be most urgently needed. This is true of the question of language choice, where awareness-raising in parents and in the public, as well as a more differentiated offering right from the moment a first MFL is provided, continue to be a challenge. This is also true of the role of the language portfolios that have stood their test in the school classroom, but which need more work invested in them to be effective in language provision for migrants (for example); perhaps also as an alternative to language testing. Also, the successful development of English as a medium of instruction (CLIL) needs to be exploited and used for other languages (foreign languages, minority languages, German as a second language).

PART III

National areas of emphasis and special issues

PART III: National areas of emphasis and special issues

In this Part, three areas of action will be emphasized which particularly need debate and advice:

Early language learning (Chapters 10 and 11): here there is a lot of potential for innovation, in further developing language learning and aiming at individual plurilingualism. Moreover, early language learning is currently at the centre of the educational and social policy debate.

The problem area of contact points or interfaces between the various educational stages and institutions (Chapter 12): multilingualism requires support of language learning along learners' entire educational paths, with providers of education or training forming a meaningful chain of support.

Initial and in-service training of teaching staff (Chapter 13), as a key to further developing language teaching.

Current conditions of language learning and language teaching in Austria – as described in Parts I and II – are the background against which the following issues were developed and formulated. Some aspects will therefore need to be picked up again; occasional repetitions cannot be avoided. The chapters and sub-chapters of the text that follows were authored by experts from across Austria, after intense debates, in a one-day workshop: their individual handwriting (as it were) is still visible. For reasons of authenticity, these chapters have not been revised for complete uniformity of structure or style.

10. Pre-school language education

The situation of (institutional) early language teaching and learning in Austria can only properly be judged against the background of institutional education and care provision offered across the country, for children aged 1 to 6.¹²⁵ Here, a few key data are to be given, and the appraisal of the OECD report 'Starting Strong' will be summed up. In a second part of this Chapter, issues for discussion will be written up.

10.1 Early Children's Education and Care (ECEC) in Austria

10.1.1 Care provided by crèches and kindergartens (and by after school care centres)

Austria possesses a relatively widely spread and well established system of kindergarten provision for children aged 3 to 6: regarding care provision for children aged 1 to 3 years, however, Austria has clearly fallen far behind other countries in Europe. In that lower age group, Austria's need to catch up refers to all areas, from the number of places offered (no more than 11% of children in that age range; cf. France with 29%, Denmark with 64%¹²⁶), to qualifications and in-service training of staff (quality assurance). In those areas (as in others), and given a framework of positive development in future, language learning and intercultural

¹²⁵ On this point, helpful information is given by the OECD report "Starting Strong", and by the Background Report for Austria quoted there, as well as the studies effected by the *Charlotte Bühler Institut* also quoted there. Cf. also Chapter 4.4.1, above.

¹²⁶ See here: Starting Strong. Early Childhood Education and Care Policy. Country Note for AUSTRIA. OECD Directorate for Education, 2 March 2006, S. 40. Download: www.oecd.org/dataoecd/14/57/36472878.pdf (12.1.07).

learning will be central aspects to consider. More or less the same applies to *Horte*, i. e. after school care centres.¹²⁷ For them, too, expansion and quality improvement will be needed, which will need to pay attention to plurilingual and intercultural education. However, this part of the Country Report Austria limits itself to the 3 to 6 year age range, hence to kindergarten matters.

Compared to crèches and after-school day centres, Austrian kindergartens reach considerably more children: on average, 65,5% of children aged 3 attend kindergarten, while the figure for 5 year olds is as high as 96%.¹²⁸ Regarding those figures, however, it should be noted that there are great differences between the several *Länder*. Offers need to be increased to enable more children to attend kindergarten earlier: however, there is no doubt that Austrian kindergarten education and care is able to make a significant contribution to plurilingualism and to life in a multicultural ('intercultural') society.

10.2 The legal framework; questions of administration

Legal provisions regarding kindergartens in Austria are not in one piece, but are characterised by their high degree of decentralisation: the legal framework is a matter for each Austrian *Land* to legislate upon. Hence, there are 9 different bodies of law, one per *Land*. For parents this may mean that if they move house from one *Land* to another, they have to expect to encounter a different framework and different administrative ways. On the federal level, competences are poorly developed (compared to other countries);¹²⁹ at the same time, two ministries were competent to deal with kindergarten matters until March, 2007: the *Bundesministerium für soziale Sicherheit und Generationen* (the Federal Ministry for Social Security and Generations, to look after framework conditions of kindergarten matters); and the *Bundesministerium für Bildung, Wissenschaft und Kultur* (the Federal Ministry of Education, Science and Culture, for initial training at institutions of kindergarten teacher training). The OECD country report recommends that agenda and competences be concentrated in one ministry, and to broaden competences. That would also lead to a considerable increase of staff on the ministerial (departmental) level.¹³⁰ – As from the school year 2004/05, a new curriculum came into force at schools and colleges of kindergarten pedagogy, for initial kindergarten teacher training. (The reference to the relevant law is: BGBl. II Nr. 327/2004, dated 12th August, 2004.)

10.3 Initial training, status, pay; children to staff ratio

The OECD country report (as cited) confirms that Austria has a long way to go, as regards initial training of young women who are prospective kindergarten teachers or pedagogues (*Kindergartenpädagoginnen*)¹³¹. The OECD report stresses that Austria is confronted with great challenges vis-a-vis initial and in-service training of kindergarten teachers, and gives the following reasons:

Research-based results over the last few years stress children's potential in the first few years of their lives: great importance is therefore attributed to learning provision, at that stage. This requires well-trained staff, however, which has opportunities for in-service

¹²⁷ See "Starting Strong", op.cit. p. 41f.

¹²⁸ Ibid. p. 41.

¹²⁹ Ibid. p. 61: "From what we have understood, the legal role assigned to the central ministries in Austria is minimal. In this administrative void at the Federal level [...]".

¹³⁰ Cf. ibid. p. 55.

¹³¹ In the German language, the female gender ending (-in / -innen) is used on purpose, as no more than 0,8% of staff are male (cf. ibid. p. 30, p.46). It may also be pointed out that in Austria, most people generally speak of "die Kindergärtnerin". In the opinion of many, that term implies a lower status: hence, the term "Kindergartenpädagogin" has been preferred in the last few years.

training (note that at this point, culture and language are the topics being discussed).

Through their many contacts with parents, it is above all kindergarten teachers who find themselves at the forefront of societal development, which is marked by quick social change and increasing social diversity.

The continued development of the European Union will bring more mobility. In this area, Austrian kindergarten teachers are at a disadvantage, as their (secondary) training does not correspond to the (tertiary) EU standard.¹³²

It should also be pointed out, however, that the OECD Country Report for Austria finds words of high praise for the quality of initial training (under current framework conditions), at training institutions for kindergarten pedagogics.¹³³

Kindergarten pedagogues' social status is also lower in Austria, compared to the status of primary school teachers, if pay is taken as a criteria: on average, they earn 20% less than primary school teachers, though their pedagogical tasks are very demanding, and most of them work a 40 hour week.¹³⁴

Maximum size of groups in kindergartens vary between 25 children (in most kindergartens) and 28; group size may be varied for special reasons or under special conditions. Here again there are great differences: in smaller communities, smaller groups can often be found; while in conurbations and built-up areas, larger groups prevail. In all, the ratio of kindergarten pedagogues to children is considered unsatisfactory, and more staff is thought to be necessary.¹³⁵

10.4 Quality assurance

10.4.1 An all-Austrian framework curriculum

At present, there is no national framework curriculum in Austria which would define the basic values of a kindergarten education, its educational philosophy, aims and content. That would create a binding common framework (which would still be open to specific regional situations), with content and methods to be written in by kindergarten teachers who would keep an eye on their respective groups of addressees.

Conditions for such a step appear to be favourable, however, as there is a great measure of agreement between the (socio-pedagogical and holistic) approaches and directions represented by the various training institutions.¹³⁶

¹³² Cf. *ibid.* p. 44.

¹³³ *Ibid.* p. 62: "[...] the excellent training they receive in music and practico-aesthetic skills ..." and p. 63: "[...] the formation given by the present training colleges, which, from our small experience of these institutes, seems excellent in many ways."

¹³⁴ *Ibid.* p. 45.

¹³⁵ *Ibid.* p. 36f.: "Of the kindergarten teachers, 69% lead a group jointly with a non-qualified helper; and 14% of the kindergarten teachers lead a group completely alone. Only 7% of kindergarten teachers lead a paired group with a comparably qualified colleague and only 3% of the kindergarten teachers are supported by a helper in addition to the paired group. In this study [Austrian Background Report to the OECD-study, 2004] an overall teacher-child ratio of 1:23 was calculated. Only groups that were led by two qualified teachers jointly (therefore only 10% of all Austrian kindergarten groups) show a favourable care ratio of 1:12. One third of teachers fear negative effects on the children because of an insufficient staff situation, and argue for increasing the staff and for the inclusion for trained teachers to support children with special needs. [...] In countries that take this issue seriously, ratios are generally around 10 children or less per trained staff member (in Sweden, the national average is 5.6 children per trained staff)."

¹³⁶ *Ibid.* p. 49: "[...] the concept of social pedagogy, which pervades the Austrian approach to children in crèches, kindergartens and *Horte*, provides an admirably broad and integrative concept, that allows for both an educational and social approach to families and young children." *Ibid.* p. 64: "Yet [...] the conditions for adopting a national ECEC framework in Austria are very

10.4.2 Pedagogical philosophy

The Austrian system of kindergarten education is in the middle of a change as regards its basic attitude towards children. The OECD Report¹³⁷ notes critically that the strengths of children aged 3 to 6 are not sufficiently taken into account; that children are seen as future pupils or adults rather than as autonomous individuals; and are thought to be deficient, as intellectually or socially unfinished. On the other hand, the responsible Ministry has confirmed that in those very areas a change of thinking is under way, indeed, a change of paradigm.

10.4.3 Research

As kindergarten teacher training takes place in institutions of secondary (not tertiary) education, there is no established scholarly or university research: although, particularly in the framework of departments for educational research (*Erziehungswissenschaften*), sections for social pedagogy do exist at some universities that do valuable work. Furthermore, the scholarly work of *Charlotte Bühler Institut* may be pointed out. The OECD Country Report recommends that a national research infrastructure be supported in the field of Early Childhood Education and Care (ECEC).¹³⁸

10.5 Issues for discussion

10.5.1 An all-Austrian legal framework for kindergarten education

To promote an all-Austrian concept of early language learning and its support, and seeing how diverse are the current legal provisions in the nine Austrian *Länder*, an all-Austrian legal framework for kindergarten education would lead to more transparency and a more unified approach. The following questions would need to be considered:

Open questions:

- How can past and present positive developments and regional needs be accounted for, and find a place in an all-Austrian legal framework?
- Against the background of demographic developments, how can such a legal framework take account of the demand for plurilingual and intercultural education, in the framework of the objectives of the Council of Europe and of the European Union?
- What framework conditions should be spelled out (e. g. size of groups, costs, etc.)?
- What special incentive can such a legal framework give to less favoured groups (including migrants' children and children from ethnic minorities) for an improved plurilingual and intercultural education?

10.5.2 Awareness raising

Public opinion is still much influenced by a 'monolingual *habitus*' (Gogolin 1994¹³⁹). Bilingualism and plurilingualism often continue to be seen as hindering education and as making too great demands on children, less as offering an educational opportunity – though a change can be noticed here.

favourable. A shared pedagogical concept and approach can be seen across all the Länder and across the main service types [...]."

¹³⁷ Ibid. p. 13f.

¹³⁸ Ibid. p. 55.

¹³⁹ Ingrid Gogolin (1994). *Der monolinguale Habitus der multilingualen Schule*. Münster: Waxmann.

Open questions:

- How can the idea of plurilingual training and education be made better known to a wider public – so that a broader recognition will ensue of the meaningfulness and the uses of this educational opportunity?
- How can the expertise available in adult education be utilised in the field of kindergarten education, specially for work with parents, to lead to awareness raising?

10.5.3 Training

Due to the fact that kindergarten training is positioned in a secondary (not tertiary or university) institution, Austria has one of the lowest levels of training in Europe. Here, too, the absence of a common curricular framework is felt, which will increasingly see children as complex, competent young persons, take them seriously, and will describe age-specific objectives and methods for dealing with them.

Open questions:

- How can the training of kindergarten teachers in Austria be changed to a tertiary system in such a manner that plurilingual and intercultural training and education get their due, and find a position that reflects their importance?
- What common standards should be written into a nationwide Austrian framework curriculum regarding objectives and pedagogical implementation as well as quality criteria? Should this include e. g. the ratio of teachers to children; or the initial and in-service training of staff?
- In the framework of tertiary training, how can a diversity of languages be offered that reflects social conditions with some adequacy?
- How can tertiary training be designed that will be compatible with other European forms of training?
- How can people (migrants, more particularly) be offered better conditions of entry to the system of training, where their specific qualifications and experience are recognised?

10.5.4 Recognising and promoting linguistic diversity

There are a number of positive examples of kindergartens offering other languages in addition to German (cf. Chapters 4.4.1 and 7, above). Still, more offers are needed.

Open questions:

- How can the linguistic diversity present in our society be made visible; how can children experience it?
- How can acceptance of linguistic diversity be fostered, in kindergarten?
- How can children's first language be shown appreciation, and how can it be supported?
- How can the learning of neighbouring languages and/or of regional or minority languages be assured, and receive support?
- How can native speakers be included to a greater extent?
- Given a multilingual concept, how can the German language receive sufficient support?

10.5.5 In-service training: improving and assuring quality

Open questions:

- Firstly, how can an own curriculum for kindergarten teachers' in-service training be created that offers broad choices; secondly, and at the same time, how can meaningful and binding provisions be made in the field of plurilingual and intercultural training and education?
- Should initial training in the tertiary education sector become a reality, how can kindergarten teachers with secondary sector training be offered opportunities to upgrade their qualifications – thereby avoiding a lowering of their status?
- How can kindergarten teachers be assisted to be better able to deal with linguistically heterogeneous groups? This concerns not only German, but (in many cases) the minority languages themselves.

10.5.6 Working with parents

Kindergarten teachers work at a very sensitive societal crossroads or contact point: typically, they are the first representatives of an educational institution to come into contact with new target groups and need to focus these. Their work goes far beyond their pedagogic activity with children: they come in contact with parents, get to know their worries, needs and wishes, and are often called upon to give information about values in society, institutions, and administrative processes.

Open questions:

- How can kindergarten teachers be supported in their work with parents?
- How can insights, methods and experiences gained from adult education be fruitfully used for work at kindergartens?

10.5.7 Research and development

One consequence of training kindergarten teachers at secondary level (to date) in Austria has been that Austrian universities and research institutions (with a few exceptions) have occupied themselves little or not at all, with research referring to the kindergarten age group. The same is true, more or less, of the question of how 3 to 6 year olds relate to languages, or deal with various different languages.

Open questions:

- How can research in social, sociolinguistic, linguistic, pedagogic (and other) fields of enquiry regarding kindergarten be coordinated and supported?
- To create a research infrastructure in Austria, how can examples of good practice from the rest of the world be put to good use?

11. Early language learning at primary school

11.1 Main points

Over the last 30 years, the linguistic composition of Austrian primary schools has changed a lot, due to migration movements within Europe; there is a wide range of language potential in pupils beginning primary school. Therefore, demands are made that teaching staff should be multilingual, as well as demands for a diversity of languages to be offered through the provision of languages within the canon of school subjects. To date, there has been little awareness of the languages of migrants' families in the context of schooling (cf. Chapters 4.2 and 4.4.3, above): indeed, some language groups keep quiet about their language(s), to avoid possible discrimination.

However, there are some excellent examples of good practice (cf. Chapters 5.3 and 7, above); there is an urgent need to coordinate these high quality single initiatives on the national level. Up to the school year 2005/06, for example, a project called *Vorlaufgruppen* ('reception groups') was successfully realised in Vienna: here, the language competence of future primary pupils in German (the language of instruction) was assessed, at the time of their first school registration. If their command of the German language was thought to be insufficient, they were offered a free weekly 'games afternoon' where, in an informal atmosphere, linguistic communication could take place in the German language. These afternoons were taken by the children's future teachers: children and staff were able to get to know each other sooner, and the children could immerse themselves in the German language (which was new to many of them), with no pressure to 'achieve'; hence, they could investigate their new linguistic environment without 'educational stress'. The language shock, or culture shock (as frequently described in relevant literature) was allowed to happen early (if it happened at all), before school and its pressure for success had even begun.

Another example, from Burgenland, may be mentioned here: for many years, cross-border projects have been realised, with a focus on awareness and learning of the respective neighbouring language. Every morning, schoolchildren from Hungary cross the border to come to the community of Kittsee for instance, to attend the *Hauptschule* (general secondary school) situated there where they are taught bilingually (German-Hungarian) in most subjects.

11.2 Issues for discussion

11.2.1 Language awareness – cultural awareness of primary school teachers

A basic precondition for dealing adequately with plurilingualism is to raise awareness for it in primary school teachers. To establish an all-Austrian concept or model of early language learning therefore, all teachers concerned would have to acquire intercultural competence as well as a more differentiated knowledge of their own regarding language learning and the processes of language acquisition; they might have to alter received concepts and views concerning culture, society, and psychology; above all, they might have to think again about their own basic attitude towards a few less 'prestigious' languages.

For this purpose, modules would have to be developed in the new initial and in-service training curricula, on topics such as "Language Awareness", "Cultural Awareness",

awareness in dealing with plurilingualism, etc.; or else, available concepts (some of which have already been worked out)¹⁴⁰ would have to be implemented.

Open questions:

- How can one best come to terms with existing plurilingualism in primary schooling?
- What measures need to be taken to increase language awareness and the necessary sensitivity in teaching languages, particularly in primary school teachers?
- How can the quality of language teaching be assured, and how can it be improved, in the pre-school area, and in primary schooling?
- What measures would have to be taken to qualify primary school teachers particularly well in languages – in the knowledge that elementary language learning is the fundamental basis of later language development in learners?

11.2.2 Integrated language learning – methods and didactics

An integrated concept of language learning that includes all first and second languages 'brought to school' by pupils, offers a series of advantages, e. g. for the children's minds (it allows non-directive language acquisition); through the group process as such; through the more frequent realistic opportunities for communication; through teamwork within the group of teaching staff – which makes it possible for them to observe the language learning process in each individual child, to discuss and correct it.

An integrated concept of language acquisition necessarily poses questions and challenges regarding methods and didactics: some questions may be answered by various concepts of Reformed Pedagogy.¹⁴¹

In any case, frontal teaching is an obstacle to successful language learning, as active speaking is the central activity in an emotionally positive process of language acquisition.¹⁴²

An integrated, dynamic concept, with an awareness and close observation of children's various levels of language use and of the linguistic potential of children's groups, would (in our view) be a condition of a positive outcome, for any successful language classroom.

Open questions:

- Who could give support to initiate and implement such an integrated, dynamic concept of language acquisition across Austria?
- Are there examples of functioning and successfully integrated, dynamic concepts of language acquisition?

¹⁴⁰ Since 2003, a Master curriculum has been in place, on the subject of "Cultural Awareness in Europe" (SOKRATES-CDA-Project CANE, developed by well-known specialists from 13 universities and teacher training colleges). Over 3 years this was supported by money from the European Commission. For financial reasons, this Master curriculum (consisting of modules amounting to 120 EC) could not be offered to date. Cf. Furch, E. ed. (2003). C. A. N. E. – Cultural Awareness in Europe. Auseinandersetzung mit kultureller Diversität in Europa. – Lernen mit Pfiff. Cf. here also: www.pabw.at (reference: "Internationales, EU-Projekte" (12.1.07).

¹⁴¹ Models or concepts of Reformed Pedagogy can be found in: Celestin Freinet (Freinet pedagogics), Peter Petersen (Jena-Plan), Helen Parkhurst (Dalton-Plan) or Marion Bergk.

¹⁴² Cf. Buchholz, B. (2006). Facts & Figures im österreichischen Grundschulenglisch. Extract from "VolksschullehrerInnen sind FremdsprachenlehrerInnen", APS NÖ Landeslehrer, Nr. 2/2006 und 4/2006. p. 6 ff.

- What provision of initial and in-service training needs to be made, to result in specialists having a basic knowledge in linguistics, and in the field of methods and didactics of language acquisition?

11.2.3 Diversifying language provision in pre-school and primary school language learning: didactics for plurilingualism

For the European Union's formula 'M+2' (mother tongue plus 2 other languages) to be implemented on the practical level, parents would need to be informed effectively and would have to be persuaded and convinced of the benefits of openness towards linguistic diversity (plurilingualism).

Today, most primary schools offer English, and in secondary schools too, English is the dominant modern foreign language, in the canon of compulsory subjects (cf. Chapter 4.4.3, above). Quality (of English teaching in primary schools) varies a lot: it depends on regional and location-specific factors of how teaching is 'delivered'. An evaluation of how English is currently taught at primary schools, underlines the need for intensive initial and in-service training of primary school teachers.

The broad spectrum of languages which is feasible (according to the curriculum) should in fact be available in practical language learning: as regards the selection of languages, mother tongues present at schools should play a major role. In this way, minority languages (which these days are often little appreciated) would become more attractive and gain more prestige. At the same time, the motivation of mother tongue speakers of those languages would rise enormously, leading them to continue practicing and learning their language(s) to a high level, perhaps to school leaving standard (*Maturaniveau*), so as to be able to use them for various trades or professions.

A critical note will be in order here: language support courses (*Sprachförderkurse*) provided by a recent school law (*Schulrechtspaket II*, implemented as from the school year 2006/07), do not look towards children's actual multilingual skills at all, but aim exclusively at the learning of German as a second language.¹⁴³

It would be easy to offer a second language as an optional subject, in the primary school – as is basically the case for French – if there were qualified teachers for such a second language. How to continue language learning in secondary schools (lower cycle, with the restricted offer made there), would then be a problem that would need to be solved, though.

Open questions:

- What might an overall concept of language learning look like that focuses on plurilingualism (to school leaving exam standard, *Maturaniveau*)?
- What measures would have to be taken to implement such a concept?
- What would the criteria be for the choice and selection of languages provided, in the various school locations?
- How meaningful, how sensible is it to offer the mother tongues of children with a background of migration, as modern foreign languages?

¹⁴³ BMBWK: Schulrechtspaket II: Sprachförderkurse as per §§ 9 Abs. 4, 10 Abs. 5 und 14a SchOG, 2006.

- How can parents be won over to welcoming greater diversification of languages, particularly certain minority languages that have little prestige?
- How might course provision be successful that offers such linguistic diversity to students at the new (tertiary) colleges of education – not only English, as to date, and (rarely) French?

11.2.4 Improving quality in primary language teaching

To be able to support and advance ‘man as a linguistic being’ (*die Sprachlichkeit des Menschen*), the high quality of any language learning must not be lost sight of. In this area, awareness of the importance of, and the need for, giving support to all language resources of groups of pupils, is not always to be found in teachers of all kinds.¹⁴⁴

Primary school classrooms (which at present are full to capacity) create very unfavourable preconditions for pupils’ well-being, and their status as individuals – which, however, are important criteria for success in language learning.

As the example of mother tongue teachers in Austrian compulsory schooling has shown, language potential might be made much better use of – no limits to better qualifications. Rarely (or never) have these teachers had linguistic training or further qualifications; they do not receive any pedagogic or subject-related didactic training, either.¹⁴⁵

Without adequate training in language and pedagogy, however, the resources of ‘native speakers’ cannot be fully utilized. In the framework of initial teacher training (cf. Chapter 13), no adequate training is required in the subject of Mother Tongue Teaching, either.

On the other hand, a number of multilingual students at Teacher Training Colleges have received diplomas that enable them to teach: in our view, those young diploma holders should take precedence over others in gaining teaching posts.¹⁴⁶ For those persons, too, however, basic training in applied linguistics is still lacking.

Best use of available language resources in schools’ teaching staff has not been discussed in detail so far – if it was recognised as an issue, at all. However, a multicultural, multilingual awareness should be developed at schools generally. For this purpose, language specialists would need to be present at schools that will consider a diversity of languages to be the norm (following an integrative approach), and who would of course have received initial and in-service training. One needs to consider if one teacher at each school can be qualified as an ‘ombudsperson for languages’ who will act as a clearing-house for all relevant measures and monitor their implementation.

Another basic problem concerning the quality of any language teaching might be the teachers’ own language skills. Specialisation in a language or languages should therefore be part of the new curricula to be developed for tertiary colleges of education, for intending primary school teachers: this would not affect the principle of each primary school teacher teaching all subjects to his / her class.

¹⁴⁴ Cf. Furch, E. (2004). “Interkulturelles Lernen“ und “Deutsch für Schüler mit nichtdeutscher Muttersprache“. Bildungspolitischer Auftrag und pädagogische Realität. Eine empirische Untersuchung bei GrundschullehrerInnen in Wien. Vienna: dissertation. Privately printed.

¹⁴⁵ During the period 1989-91, training in subject-specific didactics was provided for mother tongue teachers then in service, by *Pädagogisches Institut der Stadt Wien* (directed by Manfred Pinterits): it was then stopped, supposedly for financial reasons.

¹⁴⁶ For example, young diploma holders who can offer 2 languages to native speaker standard, have waited to be employed for several years, in Vienna.

Another opportunity to raise the quality of classroom language teaching would be the greater use of ‘native speakers’ as foreign language assistants (about 15 teaching units per week). Their terms of service should be extended to include the compulsory school sector. Through the use of ‘native speakers’, the first foreign language learnt could become the everyday working language in the classroom: that would open the door to learning an optional second foreign language. The use of a modern foreign language as a working language (CLIL) would have to be implemented in initial teacher training already.

Over and above those measures, there is the question of making CLIL a precondition for a teaching qualification (for teachers using such models or concepts), which would need effective further education courses, or else CLIL would have to be part of teachers’ initial training.¹⁴⁷

Regular compulsory training would certainly raise the quality of teaching. Available financial support should be more prominently advertised, and geared to individual needs. A required period of several weeks in a relevant country for language learning purposes, or a semester of study abroad (with partial financial support), in the framework of Teaching Staff Mobility, really need to be discussed (cf. Chapter 13, below). The Bologna Process already takes such measures into consideration, by making academic degrees gained within the European Union comparable and mutually recognisable and valid, by 2010.

Further, subject-specific monitoring of trainees’ teaching practice would be needed during initial training already, perhaps by school inspectors, or perhaps through a separate language-specific inspectorate responsible for language teaching (as a ‘first stop’, and to give advice and assistance to teachers who are already in service). One problem is the fact that since about 2000, only very few newly qualified teachers (coming from teacher training colleges) have found first employment: that means that curricula used in initial training which have perhaps already been adapted to conditions, have no effect on practical teaching. Subject areas that have increasingly become part of initial training, and are taught there (such as *Interkulturelle Pädagogik*), cannot become operative therefore, and cannot effectively raise awareness in dealing with children with a background of migration, for example.

Open questions:

- How could primary school teachers now in service be made more sensitive to the diversity of languages to be found at their schools, and be motivated to accept relevant in-service training?
- Are there positive examples of, and appropriate measures leading to, appointing and qualifying language specialists at all schools (‘ombudspersons’)?
- What measures should be taken to furnish ‘native speakers’ (particularly mother tongue teachers, in Austria) with more linguistic knowledge?
- How could adequate training in applied linguistics and pedagogics be assured, for mother tongue teachers?
- Under what conditions could ongoing language training be made a requirement for language teachers?

¹⁴⁷ For example, cf. the “Dual Language Programme” further education course, as developed and implemented by *Europabüro des Stadtschulrats für Wien* and *Pädagogisches Institut der Stadt Wien*, which won the distinction ‘European Label for innovative language projects’ in 2006 (for more information, see: www.oesz.at/esis).

- How could a framework of conditions be created that would enable MFL assistants to be used in the compulsory school sector?
- How can ‘native speakers’ as foreign language assistants be guaranteed to be put on a par with Austrian school teachers, as regards their stipend?

12. In transition: contact points or interfaces

12.1 Contact points or interfaces

These terms denoting stages of change (first school entry as well as changing from one school to another, or to various other educational institutions that ‘build on’ earlier schooling) focus on different aspects of the same phenomenon: the term ‘interface’ appears to be particularly apt in denoting this issue. Children going to kindergarten, and later, school pupils are transferred from their well-known social environment (or family or school environment), to a new, different area of experience and learning. These moves take place from playful, investigative learning in the area of pre-school educational institutions (kindergartens, after-school day care centres and others) to a first learning experience of the basic skills that are assessed in a normative way, at stage I of primary schooling; from vivid teaching (that includes concrete thought and experience) at primary stage II, to more abstract, complex subjects and subject matters, including vocational aspects, at secondary stage, in *Allgemeinbildenden Höheren Schulen* (AHS: academic secondary schools), *Hauptschulen* (general secondary schools), *Polytechnische Schulen*, *Berufsschulen* (vocational schools), *Berufsbildende Mittlere und Höhere Schulen* (vocational middle and upper stage secondary schools).¹⁴⁸

Any kind of change and new direction of that sort will leave its mark on pupils, be it (for example) a pupil’s need for special social pedagogic support; or any kind of assessment or re-assessment to assign a pupil to a certain stream (or being re-directed and relegated to another stream, in *Hauptschulen* that use streaming); or when failing to be accepted into AHS (academic secondary schools); or when new directions (with decisive consequences for the future) are taken between lower and upper secondary stages. Each and any of these transitions may be a harmonious change of step, or one that interrupts the process of language acquisition in an abrupt manner.

12.1.1 The role of the Council of Europe and the national curricula

As regards continuity in the field of language learning, the Council of Europe has taken a clear stand: although the levels of competence in CEFR may resemble product-orientated segments of competence, the acquisition of language competences is a dynamic and continuous process¹⁴⁹ - as can be seen in the relevant objectives set by the Council of Europe, which are “transparency and coherence in language learning programmes”.¹⁵⁰ In the

¹⁴⁸ Cf. a survey of the Austrian system of education, at: www.bmbwk.gv.at/schulen/bw/uebersicht/Bildungswege4541.xml; and at: www.ibw.at/html/bildungssystem/bildsys.htm (in several languages) (12.1.07).

¹⁴⁹ Cf. The Common European Framework of Reference for Languages. CEFR, p. 16. (www.coe.int/lang) In: www.coe.int/t/dq4/linguistic/Source/Framework_EN.pdf (12.1.07).

¹⁵⁰ 20th Session – “Educational policies for democratic citizenship and social cohesion: challenges and strategies for Europe”, Cracow, Poland, 15-17 October 2000. www.coe.int/T/E/Cultural_Cooperation/education/Standing_Conferences/f.20thsessioncracow2000.asp#P311_32131 (16.11.2006).

same way, some Austrian curricula recommend that in further schooling, reference should be made to pupils' earlier level of knowledge, preceding experience, and their (earlier) world of ideas.¹⁵¹

The curriculum relevant to AHS stage I and AHS stage II (the more academic schools) formulates more precisely: in Year 5 of schooling, reference should be made not only to the usual forms of learning and curricular demands as practised in primary school, but requirements should not be raised too quickly; informal assessment (for the purpose of information only) is at first to serve the purpose of effective monitoring of individual learning progress, above all; assessing achievement should only begin after an adequate period of familiarisation and settling-in.¹⁵²

12.1.2 Evaluation results in the field of 'continuity of language learning'

A study commissioned by the former Austrian ministry of education (BMBWK)¹⁵³ has shown that large discrepancies in testing or assessment practice lead to difficulties of transition: discrepancies that are due to teachers' unfamiliarity with language acquisition approaches current in the 'lower' school from which pupils originate. Interfaces, contact points, fissures, caesurae (or whatever the points of change from one educational institution to another may be called) always represent a great pedagogic challenge: that can also be demonstrated from evaluation results regarding primary school English at the pilot stage (in the 1970s), and in more topical investigations. As early as 1995 it was seen that time invested in English teaching at primary school was worth it only 'if later schooling can strengthen language skills learnt earlier, and build on them'¹⁵⁴.

On the basis of data collected in Vienna and in Lower Austria, in the framework of her thesis, Buchholz¹⁵⁵ arrives at similar results: on the part of schools that take over from primary education (AHS or HS), the transition continues to represent a caesura (according to this study), as various degrees of previous knowledge (which differ from one child to another) are hardly reacted to in a differentiated way; on the part of primary school teachers, MFL teaching is regarded primarily as a classroom activity which is designed to be fun. However (still according to Buchholz' study), the 'integrated' approach to MFL learning adopted at primary schools achieved better results than the systematically structured teaching at the secondary schools, in the four skills of listening and understanding, reading and understanding, speaking, and writing.

As studies of the problem zone of contact points or interfaces have shown, a number of factors are possible indicators of a continuous, stress-free development of language skills and knowledge, on various different levels of education: awareness raising; cooperating and networking, in partnership; curricula and textbooks that 'build on' what went before, and are

¹⁵¹ Cf. Lehrplan der Hauptschule (HS curriculum). 2. Teil. Didaktische Grundsätze, p.1 (BGBl. II Nr. 134/2000).

¹⁵² Cf. Lehrplan für AHS (AHS curriculum). BGBl. II Nr. 133/2000.

¹⁵³ Cf. Gerngross, G./Puchta, H. (1994). Warum haben SchülerInnen der HS / des Polytechnischen Lehrgangs beim Übertritt in Berufsbildende Höhere Schulen Schwierigkeiten im Englischunterricht? In: Erziehung und Unterricht 9. Wien: Öbv. pp. 583-589.

¹⁵⁴ Cf. Gritsch, A. (1995). Das Kontinuitätsproblem an den Nahtstellen HS und AHS. In: Erziehung & Unterricht, 2/3. Wien: Öbv. Quoted according to: Kafka, H.: Das Problem der Weiterführung. In: Pädagogik der Gegenwart 311 (1977). Wien: Jugend & Volk, p. 216. For similar statements, see: Petri, G.; Zrzavy, A.: Untersuchungen zur Evaluation des Schulversuchs "Fremdsprachliche Vorschulung", Graz 1976 (Forschungsberichte des Zentrums für Schulentwicklung, Abteilung II: Evaluation und Schulforschung Nr. 8).

¹⁵⁵ Cf. Buchholz, B.: Die Nahtstelle zwischen Primar- und Sekundarschulen in Englisch. In: Erziehung & Unterricht. Öbv&hpt. Wien. Mai/Juni 2005.

process oriented; legal provisions that support linguistic diversity; information which is transparent; dissemination.¹⁵⁶

12.2 Issues for discussion

12.2.1 A multiethnic und plurilingual Austria

Increasing ties with present EU member countries and with the new members nationalised migrants' existing right to have their family members join them; and migration that is to some extent economically motivated, will keep migratory movement into Austria on a high level: plurilingualism due to migration will continue to be a central characteristic of Austrian schools.

Open questions:

- Regarding educational institutions that are pre-school establishments or schools, how can children and pupils whose mother tongue is not German continue to develop their mother tongue(s) in a continuous way, while at the same time learning German as the language of their country of choice, with no interruptions?
- What steps would have to be taken on the part of public institutions providing initial or in-service training, to provide best possible language learning support in plurilingual teaching and learning environments? Such institutions would be: institutions for the training of kindergarten teachers; universities; tertiary colleges of education; *Pädagogische Institute*; colleges or universities of applied science offering training in social studies and the caring professions.

12.2.2 Information deficits at contact points or interfaces

Studies mentioned above, and data derived from experience, point to a great information gap or deficit regarding previous linguistic knowledge in pre-school children, as well as in 'new' pupils at various stages of schooling. This lack of knowledge is due to the fact that the duty to inform is not imposed in a legally binding way; and neither does in-service training lead to networking between the various relevant institutions. In many cases, those circumstances lead to a mistaken (estimated) appraisal of children's previous knowledge; to giving the fault to others and making them responsible; later, language input is often started anew, or demands on pupils' achievement may be too high due to abrupt changes of methods paradigms. At the present time, curricula of only HS and AHS (general and academic secondary schools) specifically recommend that new pupils' previously acquired language skills and knowledge should be taken into account, according to the principle of continuity¹⁵⁷.

Open questions:

- How can existing linguistic diversity receive educational attention as early as pre-school education?
- How would a common national curriculum have to be conceived – one that embraces all educational stages or levels – to lay the basis and increase awareness of pupils'

¹⁵⁶ Cf. Council of Europe/Council de l'Europe (1995). Language learning for European citizenship. Report on Workshop 8B. Council for Cultural Co-operation. Velm.

¹⁵⁷ Cf. Lehrplan der Hauptschule. 2. Teil. Didaktische Grundsätze, S.1 (BGBl. II Nr. 134/2000) & Lehrplan für AHS. BGBl. II Nr. 133/2000).

previous knowledge, in those pupils that have newly entered or changed educational institutions?

- Would it be presumptuous to require the language teachers concerned to undergo in-service training in the field of ‘continuity of the process of language acquisition’, thereby contributing to a better awareness of the problem?
- How can other stakeholders such as parents or guardians (in particular, among others) be included in an exchange of experience?

12.2.3 Different previous skills and knowledge: a real challenge

On nearly all levels of education, teachers are confronted with various different language conditions: e. g., in migrants whose mother tongue is not German, who (some of them) have great deficits in their own first language; with multilingual persons; with children who have a good knowledge of their mother tongue, yet no knowledge of the national language of their country of residence; with pupils who have two modern foreign languages, at very diverse levels of competence, etc. The Austrian models of the European Language Portfolio (for lower and upper secondary stages, cf. Chapter 9.2)¹⁵⁸, are well suited to documenting pupils’ language biographies and levels of language skills and competence, as well as further monitoring pupils’ language learning and cultural experiences. Unfortunately, Language Portfolios are not at the disposal of all children or pupils.

Open questions:

- How can later language teaching be designed to be continuous with what went before, ‘building on’ the most variously different previous levels of knowledge?
- Does it make sense to inform teachers at continuing/secondary schools about their new charges’ previous language skills even before these pupils actually start school at those continuing institutions?
- How can European Language Portfolios be made available and put at the disposal of all children/pupils?
- What practical hints and advice should be laid down in curricula regarding the well differentiated further development of the various linguistic skills?

12.2.4 Training

In Austria, unlike most countries in the European Union, would-be members of the teaching professions receive initial training at various different types of institutions, with great variations regarding duration of study, different areas of emphasis in methods/didactics and in scholarly (subject) courses of study; and leading to different diplomas or academic degrees.

This affects future kindergarten teachers, would-be teachers at academic secondary schools, primary and general secondary schools, technical and vocational schools (cf. Chapters 4.5 and 13). Not infrequently, this leads to mutual resentment, or even to doubts about the quality of a particular pedagogic service. Without question, those different initial and in-service training paths (that are independent one from the other) may also lead to various

¹⁵⁸ ELP for 6 to 10 year olds is currently in the piloting stage, as of winter semester, 2007/08.

different pedagogic measures taken, and may be the reason for a break in continuity, at those contact points of school change (or interfaces).

Open questions:

- How can modules offered by the various training institutions regarding scholarly subjects, didactics or methods, be coordinated with each other and take account of the continuous development of learners' language competences (those of children or school pupils)?
- How far can 'bridge-building' between the various different educational institutions be initiated by *Pädagogische Institute* (which structurally are now part of the tertiary colleges of education)?
- What ways and means are there to establish if the training of language teachers and of kindergarten teachers is commensurate with quality standards, for the relevant level of education?
- How can reliability on the part of teachers be checked and established, in language teaching (e. g.: do they keep to their lesson plan; to they respect didactic principles)?
- How can it be reliably ascertained what type of language teaching will lead to better quality language competence: 'embedded' language teaching ['embedded' in original German text], or systematically structured teaching, or CLIL?

12.2.5 Assuring continuity of language teaching

Levels of previous knowledge and skills may differ widely in pupils, particularly as regards the number of languages – which may be due to the various different provisions of languages at the preceding educational institution (kindergarten, primary school, general secondary school, academic lower secondary school). In consequence, the various languages should be continued on the new, 'higher' level of education. This is not often the case, due to financial reasons; or due to an insufficient number of participants (fewer than 8); and due to the dearth of qualified teaching staff – particularly at primary and general secondary schools (a dearth caused by those teachers' initial training curriculum). However, continued language learning makes sense, and is feasible, as is shown by examples of good practice from the Burgenland (regarding Hungarian and Croatian, the autochthonous groups' languages). Continuing bilingual types of schools on secondary levels I and II is also a problem.

Open questions:

- How can we make sure that schools 'taking over' from others will be informed about language provision at previous schools?
- How should the (future) tertiary colleges of education react to the great diversity of languages at primary schools, general secondary, and polytechnical schools?
- Seeing that the new plurilingualism can be found in all educational institutions, how can more qualified staff be provided and used (particularly also more foreign language assistants)?
- How can parents and pupils be persuaded and convinced of the importance of language skills and their continued development?
- How can bilingual forms of primary schooling be sure to find adequate continuation at secondary levels I and II?

12.2.6 Textbooks

Austrian school textbooks are evaluated regarding their compatibility with curricula, through certification or licensing procedures (by a *Begutachtungskommission*, an assessment commission at BMUKK, the Ministry of Education): those textbooks should therefore accompany language acquisition in a continuous way, and their aims should be transparent for all concerned. Most teachers put their trust in textbooks as well as in hints (in the teachers manual) about methods to use, including the area of pupils' changes of school or new entries – which is all about continuation of language teaching, and where the curriculum requires that pupils' previous skills and knowledge should be taken into account.

Open questions:

- How can textbook authors pay attention to pupils' previous skills and knowledge in such ways that teachers will become aware of these, and will take advantage of this (textbook) assistance in adequately developing further language processes?
- What changes are needed in textbooks and their accompanying commentaries, to adapt learning goals to CEFR scales (A1 to C2)?
- What new criteria for textbook evaluation (and for the relevant commission) result from possible changes of paradigm; recommendations of the Council of Europe; the Common European Framework of Reference for Languages; the educational standards; and taking account of contact points or interfaces?

13. Initial and in-service training of teaching staff

In the first part of this Chapter a few basic thoughts are articulated which are valid for initial and in-service training at all relevant institutions. In what follows, topics that concern all types of schools are dealt with, and points for discussion are singled out; at the end of this Chapter, strengths and weaknesses of initial and in-service training are pointed out, and again, specific questions are formulated for discussion.¹⁵⁹

13.1 Basic considerations

The aim of EU language policy – to support plurilingualism in individuals and multilingualism in society – needs a clear definition of terms, if it is to be realised through relevant initial and in-service training for teaching staff:

1) In initial training to students aiming for a teaching diploma, it is particularly difficult to direct such training to exactly fit contexts that these future teachers will find themselves in: those situations cannot easily be known beforehand; there are (for example) great differences between kindergarten and primary, and general secondary schools; between academic secondary schools that impart a general education, and vocational secondary schools. Initial training leading to a teaching diploma, therefore, needs – to a large extent – to be 'education', not 'training' geared towards a specific schoolteaching situation: education as a first consideration leading to a qualification that is relatively independent of context, and that

¹⁵⁹ At this point, sincere thanks are due to Mag. Barbara Mehlmauer-Larcher (Institut für Anglistik, Universität Wien) for her valuable support: this part has gained a lot from discussions with her, from her critical questions and important input.

embraces subject-related elements, subject-specific didactics, and pedagogy.¹⁶⁰ In the early stages, ‘training’ will be an important element – that is beyond doubt: however, the emphasis should gradually shift considerably towards ‘education’, in the course of studies.

2) Languages that can be studied as modern foreign languages for schoolteaching purposes (no matter what specific language may be in question), are commonly thought of as languages spoken by ‘native speaker’ communities in certain nation states (in the U. S., France, Italy, Spain, Russia, etc.): they are taught together with ‘life and institutions’ of such countries, with the (teaching and learning) aim of facilitating learners’ communication with those various ‘native speakers’; and also, to prepare intending teachers to teach pupils to do the same. In Europe – which is growing together to form one big entity – and in a globalised world, that concept is not adequate.

It would be desirable to take account of the role that each of those various languages plays in that wider context, and above all to develop a concept for a didactics of multilingualism: which would (in due course) allow a more differentiated treatment of single languages and of the special position of English as a global language.

3) ‘Language competence’ needs to be differentiated according to contexts and to learners’ needs, into receptive and productive skills, and above all, into relevant partial competences such as the reading of scholarly or scientific articles in one’s own professional field of interest; speaking in everyday situations; etc.

4) Putting the emphasis on the didactics of plurilingualism would also mean more differentiated answers to issues that allow of no simple solutions: such as the question what ‘being competent in a particular language’ means, and what ‘teaching a language’ really means, in a given context. In an overall, inclusive concept of languages, the concept of language presents itself differently than is currently the case with the dominant idea of many single languages. This fact, and its implications, must be taken account of, if we wish to enable teachers to receive professional initial or in-service training in these directions.

5) In principle, it needs to be recognised in this debate that language teaching has two aims: for one, inculcating an attitude, an awareness of languages, being sensitive to language in general; the other is the greatest possible competence in a single language. In an overall concept of language education in Austria, both aims need to have the place they deserve, in the formation of language teachers.

13.2 Issues for discussion

13.2.1 Questions relevant across schools

1) Linguistically and culturally heterogeneous groups are present across schools, and across post-secondary and tertiary types of training: these groups open up the opportunity to recognise and utilize the potential of linguistic diversity. The foundations of multilingual competence are laid in primary school (or earlier). It is important to take account of this circumstance, and to integrate the frequent presence of linguistic diversity in existing classrooms. The focus is on multilingualism (linguistic and cultural education), as Austrian society is a multilingual one. For this purpose, ‘native speakers’ (including migrants) can be qualified to teach. Neighbouring languages, too, have a special place: they should get more attention (cf. Chapters 1.3; 4; 10 and 11).

Teacher training should view learners more as persons in their own right, and pay less attention to dividing them up into students of single school subjects. Language awareness

¹⁶⁰ Cf. Seidlhofer, Barbara (2005). ‘SprachenlehrerInnen brauchen Bildung, nicht nur Training’ In: Sprachen – eine Kernkompetenz in einem Europa von morgen. Graz: ÖSZ, pp. 23-28.

and plurilingualism need to be fostered from very early childhood. A required module of didactics of plurilingualism must be part of teacher training, to strengthen multilingualism, social cohesion, and intercultural issues. As a matter of course, all courses of teacher training should include basic training for teachers to prepare them for children with a migratory background. Therefore, all future language teachers should also be offered a compulsory module in ‘German as a second language’.

Open questions:

- How can a general concept of language and culture awareness be integrated in basic training?
- What might a concept of multilingual didactics look like, for all types and courses of initial training, which would be supported by all relevant training institutions?

2) Would-be teachers in the compulsory schooling sector (primary and lower general secondary schools) will be trained at the newly founded tertiary colleges of education; would-be teachers for academic secondary and vocational upper secondary schools are (and will be) trained at universities.

All types of training use the successful model of ‘four columns’, i. e. four strands, consisting of pedagogics, the scholarly subject (or subjects) chosen, subject-specific didactics, and practical teaching. Overall, however, this does not result in a unified picture.

Moreover, one needs to consider that languages as subject areas at training institutions have a special position, in that they have their own highly developed subject-specific didactics (*Fachdidaktik*), a research discipline that includes applied linguistics, research in language teaching, and research in language learning.

Open questions:

- What should the relation be of the four ‘strands’ or ‘columns’ amongst themselves, to prepare future teachers for their profession in the best possible way?
- What conditions need to be fulfilled (staff, and other resources) in order to make subject-specific didactics a scholarly subject on a par with other subjects, at the relevant institutions of teacher training?
- How can the development of new study curricula (to be valid from the academic year 2007/08, in all probability) be used to further strengthen connections between those four strands?

3) In connection with the bachelor degree, it is necessary to discuss a minimal level of competence for language teachers (specific to each language that may be taught as a school subject), based on the Common European Framework of Reference for Languages. Moreover, the kind of evidence showing that a given required level has been reached must be clarified.

Students at all institutions should moreover be advised to keep a European Language Portfolio as an instrument for self-assessment and reflection, and take responsibility for their own language learning in this way. In due course, they will later be qualified to use the European Language Portfolio in the classroom, with their pupils.

Open questions:

- What existing examples of portfolios for intending language teachers are there that might be used as examples or models?

- How could such a portfolio be integrated into teacher training?

4) To foster language competence as well as cultural understanding, a required language stay abroad is to be aimed for. To that purpose, existing opportunities for student mobility (including language assistantships) should be used more, and to better effect. In this context, it will be mandatory on the European level to solve and regulate the question of recognition of study attainment, practical teaching etc., in foreign countries.

Open questions:

- How far have first steps been initiated across Europe, to recognize study attainment achieved abroad, and practical teaching (traineeships) done abroad, for teaching activity in Austria?
- On the national (Austrian) level, how can a required language-related stay abroad be assured, both organisationally, financially, and in all social fairness?

5) To make sure all teachers act professionally, it will also be important to lay down comparable basic competences for language teachers. Important work has already been done in this field, e. g. in the 'European Profile for Language Teacher Education'¹⁶¹, a study commissioned by the European Commission.

For self-evaluation, there is the result of a project undertaken by ECML: 'From Profile to Portfolio: A Framework for Reflection in Language Teacher Education'¹⁶². In November, 2006, a nation-wide seminar was held at ECML, on how to implement this students' portfolio at teacher training institutions, in Austria ('European Portfolio for Student Teachers of Languages').

As there is no guarantee that all young graduates (after gaining a teaching diploma) will find employment in the school sector, basic competences required need to address qualifications that go beyond specific institutions, thereby making a contribution to job mobility.

Open questions:

- Would it make sense to take into account the needs of future employers (particularly of school authorities), in defining and listing agreed core competences and key qualifications to make these compatible on the national (Austrian) level?
- How can core competences and key qualifications be defined to allow and facilitate job mobility (e. g. beyond the school sector); and how to make sure they are not geared to the needs of a single employer (e. g. the school authorities)?
- How can self-assessment on the job as an instrument of quality assurance be required by the school inspectorate, or the school (or institutions of further training)?

6) Training in practical teaching takes place at universities (to a small extent while students are in training; mostly after students have completed their studies); and at tertiary colleges of education (throughout courses of study, while students are in training: this is very successful).

Both institutions demand a thorough professionalisation of trainee teachers' mentors.

¹⁶¹ Information on this study can be accessed at: http://europa.eu.int/comm/education/policies/lang/key/studies_en.html (12.1.07).

¹⁶² Information on this Project 'From Profile to Portfolio...' is available at: www.ecml.at/mtp2/FTE (12.1.07); cf. also Chapter 9.5.

Mentors need to be trained in close collaboration with institutions of training, to make sure training aims coincide with those in practical teaching, and that students (trainee teachers) can experience these as a homogenous whole. Mentors should be required to become familiar with the concept of the 'Continuous Professional Development Portfolio', to be able to monitor students' individual professionalisation.

An open question:

- For the purpose of assuring professionalisation of mentors, what might modules look like that go beyond specific institutions, and how could they be developed together?

7) Training concepts / organisation of training: currently, collaboration between universities and teacher training institutions (former PÄDAKs and PIs) is insufficiently institutionalised; 'informally', however, many scholarly members of universities have contributed considerable scientific input at events held by PÄDAKs or by PIs, and members of the different institutions do collaborate with each other. Rules and regulations about permeability, too, are insufficient: young diploma holders coming from PÄDAKs who wish to study the same main subject(s) at a university have a legal title to having their previous studies recognised as fulfilling requirements of the first *Studienabschnitt* (section I of university studies), with a maximum of 30% additional study requirements; the other way round, however, there is no legal provision for recognition procedure. Statutes of both institutions foresee close cooperation in future, which however needs concretization. The mutual recognition of certain modules of training would appear feasible, for instance. In principle, however, a joint 'university' training for all teachers (including kindergarten teachers) should be aimed at; the meaning of 'university' training needs yet to be defined.

The founding of tertiary colleges of education (in the present form) has given away a real chance to streamline the training of all teachers and have one common training structure. A common foundation training for all language teachers would be a real option, with areas of emphasis (as modules) regarding future fields of work (kindergarten, primary school, general secondary, academic lower and upper secondary, and vocational upper secondary schools): that might also represent a contribution to more job mobility of young graduates or diploma holders, and would take more account of ups and downs in the demand for teaching staff, in various areas of education.

Coordination of the various levels of higher education and training (bachelor, master and doctoral degrees) has not yet begun.

An open question:

- How could a common (initial) foundation training for all language teachers be realised?

8) In-service training and further education. Initial foundation training can only offer basic training, and must be seen in connection with required in-service training of a certain extent and over a certain length of time. Schools where young teachers are employed should take responsibility for in-service training, together with the school inspectorate and school authorities. For this purpose, plans for in-service training need to be developed for the entire teaching staff, as well as individual schedules of in-service training. There are already a number of interesting suggestions in this area¹⁶³.

¹⁶³ Gassner, Otmar (2006). "Continuous Professional Development of Austrian Teachers – the way forward?" In: English Language Teaching News number 54, Spring 2006, pp. 18-23.

For more, voluntary in-service training and further education, incentives need to be created, e. g. awards, scholarships, sabbaticals, pay rises {translator's note: those last four terms appear in English, in the original}. The question of making in-service training a requirement for all teachers needs to be looked into. In further education, postgraduate courses leading to degrees (e. g. the master degree) should be offered, which are to be recognised as additional qualifications.

It is important to aim for permeability in the area of in-service training and further education. Topics that are of interest to teachers of several types of schools need to be offered across types of schools. In future, this will be more easily possible, as the institution responsible for in-service training and further education for teachers across schools will be part of the new tertiary colleges of education. It is to be hoped that this centralised institution will make better use of the universities' enormous potential for training and education, and will complement the work of tertiary colleges of education. One must also take into account that universities and tertiary colleges of education have to put human resources at the disposal of in-service training and further education.

Open questions:

- How can collaboration be improved, between all institutions active in in-service training and further education, so as to effect possible synergies and make optimal use of resources?
- What is necessary to ensure basic professional training?
- How much professionalisation can be 'outsourced' and deferred to in-service training and further education (which would in part be obligatory)?
- What are some of the experiences made with obligatory in-service training, and how can this experience be used in Austria?
- How can newly introduced pedagogic innovations laid down in legal provisions (e. g. new curricula, educational standards) be reliably communicated to all teachers, through relevant in-service training?

9) Since 2005, Austrian Sign Language has been a recognised minority language: yet there is no training institution to date for intending teachers of sign language. Sign language figures neither as a language of instruction nor as a subject, in any of the curricula, training schemes, or practical teaching.

In keeping with the primary curriculum, primary schools may offer all Austrian neighbouring languages as modern foreign languages, alongside English and French. Further, primary, general secondary and level I academic secondary schools offer mother tongue teaching in migrants' languages. For most of those languages, no training exists at institutions of teacher training.

At general secondary schools (*Hauptschulen*), the teaching of English, French, Italian, Russian, Spanish, Czech, Slovene, Bosnian/Croatian/Serbian, Hungarian, Croatian, Turkish, Slovak, and Polish is possible, as provided by the draft curriculum. Usually, colleges of education's basic training for the teaching diploma offers English only.

At academic secondary schools (AHS), the same languages are offered, except Turkish, according to the curriculum. However, there is at present no university course of studies leading to the teaching diploma in Polish and in the Slovak language.

An open question:

- How can university or training college courses of studies leading to the teaching diploma reliably be offered in the shortest possible time, in all the languages listed in the curriculum, as well as in Austrian Sign Language?

10) Institutional isolation: teacher training and education is dispersed over several institutions, in Austria (cf. Chapter 4.5, above). While preparing this report, many participants in the key workshop held in October, 2006 (as mentioned in the Authors' Preface to this Country Report) who came from various different training institutions expressed their regret about knowing far too little about each other's work. This was (and is) felt to be particularly unfortunate by those teacher trainers who train future language teachers to work with the same age groups, with identical curricula.

An open question:

- What measures can be taken against such institutional isolation?

13.2.2 Specific questions relating to individual stages of training

Kindergarten teachers

1) In most European countries, staff in early learning and care facilities as well as pre-school and kindergarten teachers have an academic degree, or some post-secondary training. In Austria, the legal framework for a tertiary college of education has just been created, without including the training of kindergarten teachers. Caring for, and teaching, very young children, is again put in the hands of pedagogues for whom the completion of a stage II vocational school is a sufficient qualification. Austria's level of training is therefore one of the lowest in Europe.¹⁶⁴ 'Starting Strong', the OECD Report, sees a great need to catch up (on the part of Austria), in the training of kindergarten teachers¹⁶⁵ (cf. chapter 10.3).

Children's special language awareness must already be awakened in kindergarten. Multilingualism – which can be found in most kindergartens – needs to be seen and made use of as an opportunity; innovative concepts to utilise multilingual skills need to be developed. The Project entitled *Interkulturelle Pädagogik in Niederösterreichs Landeskinderergärten* (cf. Part I, Chapter 7) may be seen as a particularly successful example.

To date, in-service training and further education of kindergarten teachers has been a matter for the individual Austrian *Länder* to decide, and great regional differences exist in this area.

Open questions (cf. also Chapter 10):

- What should be done to ensure kindergarten teachers receive training to high professional standards, to enable them (among other things) to deal adequately with linguistic diversity, in kindergartens?
- What can be done to effectively disseminate successful initiatives that aim to utilise multilingual skills and to qualify kindergarten teachers, across Austria?
- What should be done to ensure adequate, to some extent required, in-service training and further education, across Austria?

¹⁶⁴ Cf. here the OECD Report 'Starting Strong', op.cit., p. 44.

¹⁶⁵ Ibid. pp. 30 and 46.

Primary school teachers

In children's lives, their first encounter with other languages (in the context of a school or another institution) is of great importance: hence, it should be as positive an experience as possible. To achieve this, great professionalism is necessary, both language-wise, and in the field of methods and didactics.

As has been discussed elsewhere (cf. Chapter 11), linguistic potential in school classrooms has changed greatly in the last few years. To date, languages of children with a migratory background have not been paid sufficient attention in the classroom (cf. Chapters 4.2 and 4.4.3). It is necessary to prepare intending primary school teachers for real life multilingual groups of pupils, in the best possible way. To this end, primary school teachers need to have intercultural competences, detailed and well differentiated linguistic knowledge of language acquisition processes and language learning, as well as apposite knowledge of methods and didactics.

Furthermore, attention needs to be paid to the fact that persons who may do mother tongue teaching of children with a migratory background, will receive adequate linguistic and subject-specific didactical training. As regards the learning of a single language, English is the dominant language at present, which – according to the curriculum – is to be taught in an integrated way, together with other subjects. This approach requires a measure of foreign language competence which needs ongoing support and monitoring through suitably attractive provision of in-service teacher training.

Further, reflection is needed on how best to realise a concept of plurilingualism together with the teaching of a single modern foreign language, in primary school. At the primary stage I (years 1 and 2 of compulsory schooling), the implementation of a language awareness concept appears quite feasible. At primary stage II (years 3 and 4), MFL teaching of one language should be predominant.

In the long term, it would be desirable to develop an inclusive, overall concept of languages and languages learning. Perspectives of continued language learning at secondary stage need to be sketched and kept in mind (cf. Chapter 12).

Open questions:

- What might a module for multilingual didactics look like that includes all first and second languages 'brought to school' by pupils in classroom teaching?
- What measures need to be taken to train primary school teachers to become the best possible languages trainers/teachers?
- What provision of in-service training is needed to support the language competence of primary teachers currently in service?
- What should a module contain that is addressed to persons imparting mother-tongue teaching?
- How can foundation training include some modules aiming at a certain subject-related specialisation?

General secondary teachers and their training at tertiary colleges of education

At the new tertiary colleges of education, English will again in most cases be the only language offered as a full course of study leading to a teaching diploma, in basic initial training (except in Carinthia and Burgenland), though a wide range of languages is listed in the draft curriculum (English, French, Italian, Russian, Spanish, Czech, Slovene,

Bosnian/Croatian/Serbian, Hungarian, Croatian, Turkish, Slovak, and Polish).¹⁶⁶ It is strongly advised to create possibilities (at least in the area of further education) for candidates to acquire competences in the teaching of other languages, too, as additional qualifications (e. g. migrants' languages, neighbouring languages). The tertiary colleges of education and their curricula should allow such specialisation; in making appointments to posts, additional qualifications must be taken into account.

Here again close collaboration with the universities suggests itself, as these have the required competences.

At academic secondary schools (lower stage), 'native speaker' MFL assistants can be engaged to teach, who will be paid for by the Ministry of Education (BMUKK); at general secondary schools (*Hauptschulen*, also at lower secondary stage) this possibility does not exist.

Open questions:

- Within the framework of post-secondary or tertiary teacher training, how can a diversity of languages be provided that (more or less fairly) reflects conditions in Austrian society?
- What can be done to achieve parity of treatment for the use of 'native speaker' teaching assistants, in different types of schools?

Teachers at academic secondary (AHS) and vocational secondary schools (BHS)

Young graduates' teaching performance at academic secondary (AHS) and vocational secondary schools (BHS) is assessed at the end of their year of teaching practice (traineeship) by the head of school and/or by their mentors (who are often much older than they are). This condition of dependence is problematic, in that many young teachers cannot completely realise their 'potential for innovation'.

The detailed monitoring and mentoring activities that accompany students' training at tertiary colleges of education, are not feasible at universities, at the present time, due to high numbers of students, and/or a lack of resources.

Open questions:

- How can initial professional training – which courses of study aim at – be reliably brought to bear on teaching practice (traineeship)?
- What effective measures should be taken in support of monitoring and mentoring activities during traineeship?
- What measure may be taken to make the role and activity of mentors more attractive?
- At the university of Vienna, a project has been launched to establish Centres for Subject-Specific Didactics, which aim (above all) at giving didactics a more scholarly/scientific foundation. At the time of writing, such *Fachdidaktische Zentren* exist for the language subjects of English and German, as well as for the subjects of history and mathematics (among others); more are being planned.¹⁶⁷

¹⁶⁶ Draft curriculum for *Hauptschulen*, June, 2006.

¹⁶⁷ Regarding courses of study leading to a teaching diploma and their place at universities, see e. g. the following: *Entwicklungsplan der Universität Wien*, April, 2006, p. 22&ff., which may be accessed at: http://public.univie.ac.at/fileadmin/user_upload/public/pdf/Entwicklungsplan-2006.pdf (12.1.07).

An open question:

- Can centres for subject-specific didactics be lastingly established within that institution; can they be extended to other languages, and be provided with sufficient resources?

13.2.3 Language teachers in adult education, at tertiary colleges of education and universities

For language teachers in adult education and at tertiary colleges, there are no fixed training profiles to date; therefore, no standardised opportunities for training exist. To ensure high language competence, 'native speakers' are mostly employed; training in methods and didactics takes place on the job (if at all), depending on the requirements of each educational institution. In the field of adult education, incipient standardisation can be seen: of requirements set for new entrants, and of initial training by way of international teaching certificates. For instance, *Berufsförderungsinstitut Wien* as well as *Volkshochschulen* offer courses to trainers or teachers that are geared to an international curriculum, and to established standards developed by EUROLTA (cf. Chapter 6.2).

At Austrian universities, language centres are establishing in-service training opportunities for language staff.

To date, however, there is no overall clear definition of core competences and key qualifications, either in the field of language skills, or in the area of methods and didactics.

Open questions:

- What experience is there regarding initial training profiles for language trainers or teachers, in adult education or at tertiary colleges of education?
- Does being a 'native speaker' represent sufficient competence for language tuition in the tertiary sector of education? What additional linguistic competences should be in evidence?
- What key competences in methods and didactics should be a precondition for language teaching in the tertiary sector of education, and what others should be acquired in-service?
- What admission procedures and preconditions will guarantee high quality training at tertiary colleges of education?

APPENDICES

Addendum. The Teaching of German as a Mother Tongue

This appendix is about the teaching of German as a Mother Tongue (*Deutsch als Muttersprache*): it is organised around chapter headings as used in the main part of this Country Report. Information given below is supplementary to this Report, and numbers refer to the relevant chapters in the main part of this Report, e. g. 4.1.1a refers to Chapter 4.1.1.

All internet sites and addresses stated in this Appendix were used in the period 24th September to 5th October, 2007.

Chapter 4.1.1a Teaching German as a Mother Tongue (GMT)¹⁶⁸

The importance of GMT teaching in Austria's system of education; lesson plans for different educational stages and Years

In the canon of subjects taught at Austrian schools, the subject of German is of central importance (cf. Ch. 4. 1. 1 in the main part of this Country Report). Competences learnt in the subject of German – such as textual and writing competences, as well as oral skills – create essential preconditions for all other subjects. The dual role of 'German', as a language of instruction as well as a school subject, can be gleaned from the number of hours it is taught, in the various types of schools and on many different levels. German is an integrated, optional subject as early as pre-school stage teaching (offered in pre-school classes or groups as well as in kindergarten). Such German teaching goes beyond pre-school measures designed to improve children's language acquisition (cf. Ch. 4. 4. 1): it is designated as *Sprache und Sprechen, Vorbereitung auf Lesen und Schreiben* ('Language and speaking, in preparation of reading and writing'), with 3,5 periods per week. (By comparison, Early Learning in Mathematics has 1,5 periods; *Sachbegegnung* – getting to know the natural world – has 1,5 to 2 periods.) – At the primary stage of schooling, too, German has the greatest number of periods of any school subject: it has 7/7/7/7¹⁶⁹ weekly periods at primary schools, while at (non-specific) special schools it has 5/5/5/6/6¹⁷⁰ periods per week; for comparison, the relevant number of lessons in mathematics, at primary schools, is 4/4/4/4, while *Sachunterricht* has 3/3/3/3.¹⁷¹ Those figures indicating a certain number of designated lessons, however, are part of approximate guidelines – which are meant to prevent subject matter being taught in strict separation from other subjects; only at the upper stage of primary schooling will teaching take its bearings increasingly from defined areas of learning and school subjects.

At lower stage secondary schools, the number of weekly lessons in German declines: German has 5/4/4/4 periods per week at general secondary schools (HS); while at academic secondary schools (AHS-U), it has 4/4/4/4 periods per week – which gives German the same number of periods as mathematics, at either type of school. The same is true (as regards the number of lessons per week) of the subject of German at non-specific special schools, upper stage (ASO: 5/5/5), and at pre-vocational secondary schools (PTS: 3)¹⁷²; the same number of

¹⁶⁸ Cf. the regulations and legal provisions stated in the main part of this Report, Ch. 4.1.1.

¹⁶⁹ Cf. these and other lesson plans in Table 11, in the Appendix.

¹⁷⁰ www.cisonline.at/fileadmin/kategorien/ASO_Lp2.pdf.

¹⁷¹ BGBl. II Nr. 368/2005, November, 2005.

¹⁷² BGBl. II Nr. 236/1997.

periods per week is taught also in the subjects of Mathematics; and of a Modern Foreign Language (MFL), at pre-vocational secondary schools (PTS).

At the upper secondary stage of schooling, the number of weekly lessons in the subject of German declines still further: at upper stage academic secondary schools, German has 3/3/3/3 weekly periods¹⁷³; at vocational secondary schools, German has between 2 and 4 weekly periods. Regarding the teaching of German at upper secondary schools for kindergarten pedagogy (BAKIP), see Ch. 4.5.1, in the main part of this Country Report; regarding special schools for the deaf, see Ch. 4.3.1. At both academic and vocational secondary schools, German is one of the obligatory subjects in the written school leaving examination (*Matura*), with the exception of upper secondary schools for technology and trades (HTL), where an MFL may be chosen instead of the subject of German (cf. Ch. 4.1.1 in the main part of this Country Report).

Important developments in the last few years

In recent years, many and various social changes have taken place in Austria – changes that schools are particularly aware of through the presence of heterogeneous, plurilingual classes, and a different media culture: hence, the teaching and learning of language and literature, in the subject of German, are undergoing a change, from the monolingual self-image of former days, to a type of schoolteaching that takes its bearings from linguistic diversity. Given those developments, curricula are faced with new demands and challenges, meaning a re-orientation towards plurilingualism and the media.

At vocational schools, this has led to new school subjects and definitions: at non-technical vocational schools, the curriculum introduced in 2003 initiated Communication and Presentation as a compulsory subject, while curtailing the teaching of German at the same time. It is presentation techniques (more than other skills, perhaps) that make contributions to other subjects; at academic secondary schools, too, presentation skills are gaining importance. At vocational schools in Vienna, a pilot scheme was introduced in 2005/06: teaching Media Training as a subject in which pupils are not assessed, with the aim of promoting pupils' reading skills and communicative competence. At upper stage secondary commercial and business schools (HAK), a change in the method of teaching basic content has taken place: the new curriculum (of 2004) asks pupils to submit a Culture Portfolio (*Kulturportfolio*) instead of the traditional Literature Folder – to take account of a wider definition of the concept of culture. At upper stage secondary commercial and business schools (HAK), it is planned to re-name the subject of German at the oral school leaving examination, Culture ('Kultur'), as from the school year 2008/09. In the new series of curricula for technical schools, the compulsory subject of German was extended to include Communication. Additionally, the voluntary subject of German as a Second Language was introduced. As from the school year 2007/08, classes of over 30 pupils in first forms or years of vocational middle and secondary schools have to be divided, in the subject of German: that is another new feature.

Regarding the development of educational standards, cf. Ch. 5.4.a in this Appendix (below).

¹⁷³ Upper secondary academic school (with particular emphasis on the natural sciences, ORG): 4/3/3/3; at ORG's entry/transition stage: 6 hrs per week of German; small variations can be found at academic secondary schools with particular emphasis on the natural sciences, lower and upper stages (RG and ORG), with special consideration for training in musical and artistic subject areas; and at a type of technical secondary school which has a boarding school attached (Werkschulheim).

Integrated teaching of German

The open structure of the new ‘generation’ of curricula is meant to motivate all stakeholders generally to teaching subjects across the curriculum, and to cooperative teaching and learning. At primary school, subject-matter to be taught, and a (formally defined) school subject, are not regarded in isolation, anyway; moreover, additional curricular sections on ‘German for pupils with a mother tongue other than German’ correspond to the learning aims and methods stated in the general curriculum for German.¹⁷⁴ In the new series of curricula, references to integrated and cross-curricular teaching at secondary schools (lower and upper stages) will be found in the general educational aims (at general and academic schools), and in the didactic principles (at vocational schools): these are designed to be bridge-heads for all school subjects. Chapters on school and lesson planning at academic secondary schools, too, devote an own section to relating each subject to other subjects, to teaching ‘across the curriculum’; they call upon teachers to make concerted efforts to connect subjects in an integrated way.¹⁷⁵ Curricula for tourism should facilitate pupils’ efforts in learning different languages: they explicitly demand that language teaching should integrate language structures, idioms, and vocabulary, to facilitate more language learning, or the learning of other languages.¹⁷⁶ Those general educational aims are reflected in the German curricula of academic secondary schools: at the lower secondary stage, the relevant text speaks of the manifold tasks of language, in various different contexts of action.¹⁷⁷ At the upper secondary stage, educational and teaching aims are defined as linking the subject of German with other subjects, to firmly establish and extend linguistic means of communication, and to introduce pupils to methods of scholarly or scientific work.¹⁷⁸ What is said about CLIL concepts that go beyond language learning in the main part of this Country Report, Ch. 9.4, is also relevant to the subject of German, over and above the connection with children having a migratory background.

The subject of German is taught to all children together – children with or without German as their mother tongue

The high percentage of pupils with a migratory background (cf. Ch. 4.1.2 in the main part of this Report) means heterogeneous, plurilingual classes: this state of affairs has (in part) led to differentiating between offering German as a second language (*Deutsch als Zweitsprache*, DaZ) and German as a mother tongue (*Deutsch als Muttersprache*, DaM) – while the subject of German had traditionally been conceived as ‘mother tongue’. In the early nineties, intercultural learning was made a main educational aim; it was (and is) a teaching principle across the curriculum, with a binding relevance for all subjects at academic and vocational secondary schools. In the ‘generation’ of recent curricula (post-2000), basic principles such as intercultural learning and plurilingualism, can be found in the General Section of those

¹⁷⁴ Cf. the curricular regulations for German as a Second Language (*Deutsch als Zweitsprache*, DaZ). Subject curricula for the teaching of German as a mother tongue: on the overarching principle of Intercultural Learning. See: Informationsblätter des Referats für interkulturelles Lernen 6/2007, BMUKK 2007, www.bmukk.gv.at/schulen/unterricht/Interkulturelles_Lernen1593.xml#toc3-id3.

¹⁷⁵ Cf. BGBl. II Nr. 283/2003, Schul- und Unterrichtsordnung.

¹⁷⁶ Cf. BGBl II 320/2006, Didaktische Grundsätze.

¹⁷⁷ Example. Curriculum in the subject of German, lower secondary stage, didactic principles: The manifold tasks and possibilities peculiar to language (language as a basis for relationships; as carrying factual information and meaning, in many different areas of life; as a means of being creative) suggest that the teaching of German should explore meaningful areas of activity. The challenge is, therefore, to work across subjects and to provide learning opportunities by way of topics that are meaningful and important for the individual and for society, and that pay regard to pupils’ needs. Language norms and writing and spelling conventions are to be taken account of, and should be treated in all manner of different uses, in apposite ways.

¹⁷⁸ BGBl. II Nr. 277/2004, the part dealing with German.

curricula.¹⁷⁹ Wherever the general educational aims of German (subject) curricula speak of language, however, they refer exclusively to the German language; though mention may be made that the learning and life experiences of pupils with German as a foreign or second language, and their experience of and with their own mother tongue(s), should be taken into account in second language acquisition, as far as possible.¹⁸⁰ Special additional sections of subject curricula (for primary schools) and didactic tips and suggestions (at lower secondary stage) for German as a second language, are not geared to an integrated concept of learning languages that might be conducive to plurilingualism, either.

To what extent these teaching principles are translated into practice, or whether the monolingual *habitus* will perpetuate itself in the teaching of German, is an open question. The curriculum does allow for guidance and support courses in German language to be integrated into classroom teaching at all stages and in all years, and in all types of schools (cf. Ch. 4.2.1, in the main part of this Report): however, in practical schoolteaching, differentiation within an integrated German subject course takes place up to the beginning of the lower secondary stage of schooling, mostly, no further.¹⁸¹

Subject curricula for German as taught at vocational schools already contain intercultural and plurilingual references, in their statements on general educational aims. Subject curricula for Modern Foreign Languages, too, refer to the intercultural dimension, which is to take its bearings from the target culture.

When implementing intercultural and plurilingual principles, it is initial teacher training (above all) that needs to be addressed: here, courses on plurilingualism in the classroom do exist, some of which are now compulsory.¹⁸²

It is planned to establish a working group, to deal with a project of the Council of Europe called 'Languages of Schooling: towards a framework of reference for Europe'.¹⁸³ This scheme aims at developing a common frame of reference that will connect language for special purposes and language for instruction – two areas that have hitherto been looked at in isolation – and to view these as part of a plurilingual concept. This means, among other things, that all school subjects need to be involved in language teaching and language development.

4.5.1.a Initial teacher training

As from the autumn of 2007, curricula of all tertiary colleges of education (Pädagogische Hochschulen, PH) are on a modular basis: some of these modules go across subject areas and course areas.¹⁸⁴ Another new feature is the quantitative breakdown of courses into ECTS credits and weekly course periods per semester – which renders direct comparison

¹⁷⁹ VS: General Educational Aim (Allgemeines Bildungsziel), HS/AHS: General Didactic Principles (Allgemeine Didaktische Grundsätze).

¹⁸⁰ Cf. BGBl. II Nr. 133/2000, Subject Curriculum for German (Fachlehrplan Deutsch), General Educational Aim.

¹⁸¹ At the lower secondary stage, special didactic principles obtain for German as a Second Language, by way of guidelines for mainstream teaching. At academic secondary schools (upper stage, AHS-O), those guidelines may be used as such for German teaching; however, they should mainly be applied to language training, for support and guidance. Cf.: Unterrichtsprinzip "Interkulturelles Lernen". Informationsblätter des Referats für interkulturelles Lernen 6/2007, BMUKK 2007.

¹⁸² E. g. a degree course in German leading to full teaching qualification, at Klagenfurt University: courses in plurilingualism are a required part of the curriculum.

¹⁸³ www.coe.int/lang: "This project deals with the language(s) of instruction in school which is most often the national or official language(s) and also the mother tongue of the majority of students; in a number of contexts this language is of course their second language where they have a different mother tongue. Within the wider concept of plurilingualism and respect for linguistic diversity, the project will also address the needs of these learners with regard to competence in the national/official language."

Quoted from: www.coe.int/t/dg4/linguistic/Schoollang_EN.asp.

¹⁸⁴ §§ 40 to 43 of Hochschulgesetz 2005, BGBl. I Nr. 30/2006.

with earlier training at PÄDAK (post-secondary teacher training colleges) difficult. As opposed to university training and courses of study for prospective teachers of German, initial training at the (former) post-secondary teacher training colleges consisted of subject-related, pedagogical, and practical teaching components, in equal parts. The new PH (tertiary colleges of education) started work in the autumn of 2007: nothing can yet be said about the concrete work done there, nor about the future presence (or otherwise) of issues of plurilingualism and cultural diversity in their teacher training curricula.

At Austrian universities, a closer, better relationship between theory and practice is to be instigated through new developments in the degree course and teacher training curriculum in the subject of German, in subject-related didactics among other things. In the framework of a project called IMST²¹⁸⁵, a concept has been developed for long-term guidance and support, in the school subjects of mathematics and natural sciences, plus in the subject of German (German being a PISA subject): this system of support foresees the establishment of national (Austrian) centres of subject-related didactics. Such a centre opened its doors recently, at Klagenfurt: its main aim is to raise the status of subject-related didactics in initial and in-service teacher training, and in research. In the next few years, impulses for teacher training and education are expected to result, at all institutional providers of teacher training.¹⁸⁶ Further, a Centre for German Didactics (*Fachdidaktisches Zentrum Deutsch*) was launched in November, 2006, at the University of Vienna, which is to be an interface between scholarship in the subject of German, pedagogics, and schoolteaching practice, to be built up (in due course) into a practice and user orientated unit for research and teaching. It is worth mentioning a scheme in which this Centre cooperates with four Viennese schools – which allows students to do research-led practical teaching, while providing stronger ‘bonding’ of teachers vis-a-vis university institutions.¹⁸⁷ Subject-related didactics as part of a course of studies leading to an academic degree and full teaching qualifications, within the apposite line of studies at Vienna University, has received a massive increase as regards didactic and pedagogical initial training. Regulations now in force in Austria stipulate that the proportion of subject-related didactics be 25% (of a student’s entire degree course). 165 weekly periods of schoolteaching practice means a tripling of requirements, relative to the earlier (old) university curriculum.¹⁸⁸ Some university courses dealing with German as a second language have been made compulsory: that, too, is evidence of a better framework of conditions for a more practice orientated initial training of teachers of German at Austrian universities. At present, however, it is an open question whether – and how far – issues of plurilingualism and cultural diversity can be firmly established in all courses of study leading to full teaching qualification.

4.5.2.a In-service training of teachers

In-service measures of training for teachers of German concern the implementation (above all) of new curricula and standards, and such content and aims of the subject of German that are no longer identical with those set out in earlier courses of initial training and study. Content-wise, guidelines of what these in-service measures of training should be, are given by the apposite ministry (BMUKK), or the apposite *Land* authorities (LSR or SSR Wien); as from the autumn of 2007, it is for PH (*Pädagogische Hochschulen*, the new tertiary colleges of education) to organise and hold such training units or sessions. At PH Wien, for example, the offering for the winter semester 2007/08, apart from seminars in subject-related didactics and scholarly topics, includes areas of emphasis such as Measures of Reading Support and

¹⁸⁵ IMST² stands for: Innovations in Mathematics, Science and Technology Teaching; Fonds für Unterrichts- und Schulentwicklung. See: www.imst.uni-klu.ac.at.

¹⁸⁶ For more information, see: www.uni-klu.ac.at/ide/html/aecc.html.

¹⁸⁷ For more information, see: www.univie.ac.at/germanistik od. <http://public.univie.ac.at/index.php?id=13894>.

¹⁸⁸ Ibid.

Guidance, Media and Media Studies, Communicative Competence, Intercultural Learning (including DaZ, German as a second language), Plurilingualism and *Language Awareness* [English term in original], as well as German for special purposes for youngsters with a migratory background in academic secondary schools. Seminars, on educational standards and for self-evaluation, are also included in the programme. Among areas of emphasis regarding vocational middle and upper secondary schools (BMHS), work on ‘nodal points’ or points of transition in the subject of German deserves special mention.¹⁸⁹ Tertiary colleges of education (PH) also organize in-service training events for single schools (*schulinterne Lehrer-Fortbildung*, SCHILF), or for groups of schools (*schulübergreifende Lehrer-Fortbildung*, SCHÜLF) that respond to needs and wishes that such schools may have. With seminars offered across Austria, teachers at academic secondary schools (AHS) can find in-service training opportunities, which are organized and held through tertiary colleges of education (PH), too.¹⁹⁰ That is also true of vocational middle and upper secondary schools (BMHS).

Over and above those offers, universities, too, offer in-service training and further education opportunities, in a number of areas and disciplines. The Faculty for Interdisciplinary Research and In-Service Training (*Fakultät für interdisziplinäre Forschung und Fortbildung*) at the University of Klagenfurt (www.uni-klu.ac.at/uniklu/org/oe.jsp?orgkey=34) proposes a six semester (part time, non degree) course on pedagogics and subject-related didactics in art history (*Pädagogik und Fachdidaktik ArtHist*), which focuses on interdisciplinary approaches to art and culture in schoolteaching, addressed to teachers of German, among others, from lower secondary stage upwards (www.uni-klu.ac.at/ulg/arthist). Only time will tell what role the *Fachdidaktikzentren* (the Centres for Subject-Related Didactics mentioned in the main part of this Report, Ch. 4.5.1) will play in the area of in-service training for teachers of German, on the national as well as the university level. In the past, cooperation existed between university-organized in-service training and *Pädagogische Institute*, in the shape of courses at the (former) post-secondary teacher training colleges (PA), or of series of seminars. Here, reference may be made to *AG Germanistik Wien*, a working group that organized and held such courses (e. g. *DaZ/DaF an AHS*, an *Akademie* course in German as a second language/German as a foreign language, at academic secondary schools), at *Pädagogisches Institut*, Vienna.¹⁹¹ Those courses are being continued at PH, the new tertiary colleges of education.

4.6.a Points of transition / ‘interfaces’

Knowledge of German at school entry (cf. Ch. 4.1.2 in the main part of this Report)

Due to its two-fold role, as a school subject and as a language of instruction, German has a particular importance, not least as regards points of transition between stages of schooling. Measures to ascertain language skills in children at school entry were described in Ch. 4.2.1, in the main part of this Report.¹⁹² Any need for special support that may result when pupils are first enrolled at a primary school, will more frequently be found in children with a migratory background, though by no means exclusively so. For children with a German-language background who are found to be cognitively or emotionally retarded, school attendance is obligatory; a decision is taken whether to send such children into pre-school, or into first year of (regular) primary schooling.¹⁹³

¹⁸⁹ www.phwien.ac.at/index.html.

¹⁹⁰ www.bmukk.gv.at/schulen/lehr/lfb/lehrerfortbildung_uebersicht.xml.

¹⁹¹ www.pi-wien.at/a2/arge/ag_d.html.

¹⁹² At the time of writing (autumn, 2007), the procedure used to assess current language skills in a child is being revised.

¹⁹³ Cf. www.sprachbaum.at.

The role of a pupil's mark in German for the transition to academic secondary school (AHS)

A pupil's mark in German, in the winter semester school report, together with his/her mark in the subject of mathematics, decides whether he/she can enter an academic secondary school (lower stage: AHS-U) with no entrance examination; or whether a pupil will go to general secondary school (HS). For immediate entry to the former type of school, a pupil's report must not contain a C (*Befriedigend*) in those two subjects. When places are limited, and more successful pupils are given preferential treatment by some schools, these regulations become a hotly contested issue, as regards the permeability of the Austrian school system. Furthermore, the fact that children with a different first language (with German as a second language) are under-represented at academic secondary schools (AHS), might have something to do with these regulations.¹⁹⁴

At general secondary schools in Austria (HS), a pupil needs to have successfully completed German in stream A, given the fact that German is a subject with achievement-based streaming; or if in stream B, he/she needs to have achieved a 'B', to be able to change from such a school to an academic secondary school, upper level (AHS-O), or to a vocational secondary school (BHS). To enter a less specialised vocational school (*Fachschule*), pupils need to have successfully completed their (general secondary) schooling in stream B of a general secondary school. If not, they need to sit an entrance exam, at either type of school.

For commercial secondary schools, a survey is being developed at present to assess pupils' German skills at the point of school entry, in collaboration with ÖSD: that assessment is to facilitate specific guidance and supportive measures to help pupils get over any language deficits, and to make changing schools easier. 'Diagnostic' procedures are also being used at technical and non-technical vocational schools, to deal with the problematics of 'nodal points' or interfaces.

4.7.a Curricula

In the school subject of German, currently valid curricula for secondary schooling (lower level) have been in force, with no interruptions, since 2000; for academic secondary schools (upper level), as from the school year 2007/08. They represent the end point of a development in which decisively stated details of content and subject-matter have receded into the background.

As per their curriculum in the subject called *Deutsch, Lesen, Schreiben* ('German, Reading, Writing'), primary schools are charged, in their educational and schoolteaching roles, to promote children's readiness, and to support and develop their skills in oral and written communication, in using language and focusing on the subject of language, while being mindful of their individual learning abilities. The point is to broaden children's individual language skills to reach and include standard (German) language, and to firmly establish that; to encourage reading, promote creative uses of language, and to gain a few basic insights into the functions and structure of languages. The subject of German is also called upon to inculcate working and learning techniques, to enable pupils to gain educational insights and make acquisitions themselves.¹⁹⁵

Curricula in German for general secondary schools (HS) and lower level academic secondary

¹⁹⁴ Cf. the statistical survey in: Informationsblätter des Referats für Interkulturelles Lernen Nr. 2/2007: SchülerInnen mit anderen Erstsprachen als Deutsch – Statistische Übersicht: Schuljahre 1998/99 bis 2005/06, at www.bmukk.gv.at/schulen/unterricht/Interkulturelles_Lernen1593.xml#toc3-id3 (pdf, 2 MB).

¹⁹⁵ BGBl. Nr. 134/1963 in der Fassung BGBl. II Nr. 107/2007.

schools (AHS-U) are the same, except for guidelines regarding streaming, and the regulations regarding support teaching, in the general part of the curriculum.¹⁹⁶ Learning with the help of language, and about language, is to further and promote pupils' communicative skills and ability to act. Skills need to be developed in communicating experiences and exchanging thoughts, in dealing with relationships, and in standing up for one's own interests. Over and above those areas, the educational aims of German include working on factual issues and on information; forms of expression in texts and in the media, and their effects; and dealing creatively with language and its means of expression. The core area of the subject-matter of German embraces language as a basis for relationships; as carrying factual information and meaning; as a means of being creative; and for language study and correct spelling. The extended area of the subject of German is defined by the educational aims and didactic principles of the subject curriculum, which contains explanations about the numerous tasks of languages, and about skills such as speaking, reading, writing and language study.¹⁹⁷ At the upper stage of academic secondary schools (AHS-O), those educational aims are broadened to include the ability to reflect, and having aesthetic competence; plus: forms of presentation in various media; literature in the German language, in the context of world literature; and the ability to understand literary-aesthetic messages cognitively, and take them in emotionally. Didactic principles are clearly divided into language competences, literary and media education, and thinking about language (*Sprachreflexion*). All those different tasks, in different areas, need to be seen against the backdrop of young people finding themselves; of their personal development.¹⁹⁸ Principles such as intercultural learning, plurilingualism, and streaming, however, are hardly addressed in the German curriculum, which in those respects relies on the general curriculum to function as a bridge.

Basic principles in German curricula for vocational secondary schools (upper level non-technical, technical and commercial schools) will be found to be comparable.¹⁹⁹ Different framework conditions in the various types of schools, such as a school's environment, educational aim and lesson plan, influence the teaching of German. As opposed to general and academic secondary schools (*allgemein bildende Schulen*) with their brief for a general education, the teaching of German in vocational schooling includes vocational and job-specific aspects, leading to less teaching of literature, for example, in favour of specialised texts and presentation techniques (among other features). On the one hand, vocational schools see their brief – in the subject of German – as providing a subject of wide educational relevance, with elements of cultural and art history: on the other hand, they teach competences with strong vocational, job-related relevance, such as types of communication specific to certain lines of work or careers; presentation techniques that will not be found (or very rarely) in the curriculum of academic secondary schools. In the framework of school autonomy, areas of emphasis set by some schools may lead to changes in the curriculum. At non-technical vocational schools, for instance, Presentation Techniques has become a subject in its own right, leading to a reduction of teaching hours in the lesson plan for German. – BAKIP, the upper secondary school for kindergarten pedagogy, is a special case: for its German curriculum, see Ch. 4.5.1, in the main part of this Country Report.

4.8.a Assessment

Written tests (*Schularbeiten*) in German are clearly geared to text production; further, active contributions to class work, and (more and more often) portfolios, are drawn upon, for teachers to

¹⁹⁶ It is possible to compare curricula, at: www.gemeinsamlernen.at.

¹⁹⁷ BGBl. II Nr. 283/2003 and BGBl. II Nr. 133/2000, with German as a compulsory subject (Pflichtgegenstand Deutsch) in either case.

¹⁹⁸ BGBl. II Nr. 277/2004, Pflichtgegenstand Deutsch.

¹⁹⁹ All curricula can be consulted at: www.berufsschulen.at

arrive at an assessment of a pupil's achievement. In actual schoolteaching, the assessment of written work is given too much prominence, now and then; however, there is a tendency to move away from analysing grammar mistakes, towards a type of assessment that uses transparent criteria, analogous to the Common European Framework of Reference for Languages (CEFR).

There is no basis in law for the assessment of children with a partial learning or achievement deficit. As regards dyslexia and the entire body of questions to do with dyslexia and assessment, the following guidelines are in force, which also give references to ministerial circulars and regulations: ER II: 127 (Zl.240.120/0018-kanz2/2002).

So-called language inversion (*Sprachumkehr*) is a special type of assessment that may be applied to pupils with 'insufficient knowledge of the language of instruction', in the subject of German. Pupils whose mother tongue is not German may request that for them, German be deemed a Modern Foreign Language (MFL), for the purpose of assessment in German, under the condition that an examination is possible in the pupil's mother tongue, and that an Austrian syllabus or curriculum exists for the relevant language. This regulation cannot, however, be applied to the (Austrian) secondary school leaving examination (*Reifeprüfung* or *Matura*). See: SchUG § 18 Abs. 9+12.²⁰⁰

5.4.a Educational standards

Given the results of the second PISA Study of 2003²⁰¹, and for other reasons, there was a perceived need to develop educational standards in the subject of German.²⁰² These are being developed for years 4, 8 and 12 – the points of transition of a pupil's educational career, in other words – and are being trialled at present. In 2007, tests in the subject of German are planned to take place in years 4 and 8, in the area of reading competence. Educational standards are being developed for vocational schools, too. The models of competence on which educational standards are based, generally result from national curricula and the standards set by them.

6.2.a Adult education

It is estimated that in Austria, between 300.000 and 450.000 adults have problems reading, understanding and writing everyday texts.²⁰³ The number of functionally illiterate persons may well be substantially higher, and amount to 10 to 20% of the Austrian population aged over 15. These are people who have difficulty, in their jobs or personal everyday lives, with standard German and basic mathematical operations.²⁰⁴ It should be stressed in this context that when speaking of functional illiteracy, people's skills are viewed in relation to the demands made by our information society and its technological developments.²⁰⁵ No exact

²⁰⁰ See the information on assessment contained in: Informationsblätter zum Schulrecht Teil 3: Leistungsfeststellung und Leistungsbeurteilung. Stand: Juli 2007 → www.bmukk.gv.at/medienpool/5822/schulrecht_info_3.pdf.

²⁰¹ 'Results of the second PISA study (PISA 2003) published late in 2004 showed that Austria had done worse in all three domains – Reading, Mathematics and the Natural Sciences – than in the the first survey (PISA 2000) three years earlier.' Cf. www.bmukk.gv.at/schulen/unterricht/se/pisa.xml.

²⁰² Cf. www.bmukk.gv.at/medienpool/12093/bildungsstandards_folder.pdf and www.gemeinsamlernen.at.

²⁰³ Cf. Doberer Bey, Antje / Rath, Otto: Ein verborgenes Problem. Alphabetisierung, Basisbildung, Literarität. In: Sprachenpolitik in Österreich. Hrsg. v. Busch, Brigitta / de Cillia, Rudolf. Frankfurt/Main 2003, pp.166-179. The authors cite figures from Literacy in the Information Age, the OECD Report (Paris 2000).

²⁰⁴ Cf. Rath, Otto (2007): Netzwerk Basisbildung und Alphabetisierung in Österreich: Hintergründe, Bestandsaufnahme, Perspektiven. (MAGAZIN erwachsenenbildung.at. nr. 1) pp. 1-2. (ISSN 1993-6818).

This account cites two OECD surveys that claim there are between 670.000 and 1,34 million functionally illiterate people in Austria. Those figures also result from projections of figures given in the PISA studies of 2000 and 2003.

²⁰⁵ Quoted from: Antje Doberer Bey, Otto Rath (2003): op.cit., p. 168.

figures have been established in Austria to date: however, one cannot but assume a great need for training, in this area of basic skills.

Apart from single initiatives, it was only in 1989 that the (then) *Bundesministerium für Unterricht und Kunst* (Austrian Federal Ministry of Education and Art) reacted to this issue, and gave support to *Basisbildung*, a first pilot project. The concept developed by *Verband Wiener Volksbildung* was implemented and developed further by *Volkshochschule* (Adult Education Centre, VHS) Floridsdorf. As regards the continued (and continuing) building up of apposite structures, six other institutions may be mentioned: VHS Floridsdorf, Vienna (www.vhs21.ac.at), Verein ISOP Innovative Sozial Projekte (www.isop.at) in Graz, VHS Linz (www.vhs.linz.at), Verein abcSalzburg (www.abc.salzburg.at), Büro für Basisbildung, Lower Austria (www.basisbildung.at); and VHS Kärnten (www.vhsktn.at) that have for a number of years been holding courses at workplaces, among other venues. Meanwhile, courses in basic skills are also being offered by a number of VHS in the Tyrol, in Vorarlberg and in Burgenland. Apart from VHS and private providers, *bfi* (*Berufsförderungsinstitute*) have increased courses offering certificates in basic skills, on the lower secondary level, to persons who have missed out on this part of education. In the framework of vocational courses, too, such as initial training of skilled workers, basic competences and ‘soft skills’ are often inculcated – to allow people to catch up on deficits in basic educational skills without declaring these as such. There is no clear dividing-line between those opportunities, and vocational initial and in-service training; it is integrated concepts in particular that are much in demand (at vocational schools, for example). Since 2005, intensified activities in this field – for networking, quality assurance and developing educational offerings concerning basic educational skills – have contributed to a national Austrian network called ‘In Movement’: *In.Bewegung* – Basisbildung und Alphabetisierung (www.alphabetisierung.at, Alfa telephone 0810 200812), which is supported by the European Social Fund, and by BMUKK, the present Austrian Federal Ministry of Education, Culture and Art.²⁰⁶

On another level of adult education in German as a Mother Tongue, there are projects that promote creative work with and through language, and/or that support individual personal development. Presentation techniques and writing workshops may be mentioned here as examples, which can be booked and attended at VHS (Adult Education Centres), or through a great number of private providers.

Open questions

Concerning Modern Foreign Languages and MFL teaching, *Österreichisches Sprachenkomitee* acts as a nationwide network, while *Österreichisches Sprachen-Kompetenz-Zentrum* (the Austrian Centre for Language Competence, ÖSZ) exists as an agency that evaluates experiences and stimulates innovation: however, there is no comparable institutional body for German (the German language, and German as a school subject, as taught at schools and other educational institutions in Austria), neither on the scholarly/scientific level (comparable perhaps to the *Institut für deutsche Sprache in Mannheim*, Germany), nor in the area of practical teaching. There may be a danger, therefore, that important experiences be lost; it may be more difficult to launch a dialogue between scholarship and practical schoolteaching; or to implement and evaluate innovations. Language policy developments and thoughts or suggestions therefore lack an important mouthpiece. How can such a structure be created? That seems worth thinking about. The

²⁰⁶ Partnerships exist with the following organisations: VHS Linz, VHS 21 Floridsdorf, Bildungs- & Heimatwerk Niederösterreich, ISOP, Steirische Volkswirtschaftliche Gesellschaft, abc-Salzburg, Kärntner Volkshochschulen, ÖGB Landesorganisation Oberösterreich, NOWA, LLL GmbH, Die Förderagentur. In the medium term, all Austrian Bundesländer are to be included in activities.

presence and cooperation of representatives of *Deutsch als Muttersprache* (DaM, German as a Mother Tongue) on ÖSKO (the Austrian Language Committee) might be a first step in this direction.

Abbreviations

AHS	Allgemein bildende höhere Schule / academic secondary school
AHS-O	Oberstufe der allgemein bildenden höheren Schule / academic secondary school, upper stage
AHS-U	Unterstufe der allgemein bildenden höheren Schule / academic secondary school, lower stage
APS	Allgemein bildende Pflichtschule / school in the compulsory schooling sector
ASO	Allgemeine Sonderschule / (non-specific) special school
AUA	Austrian Airlines
BAKIP	Bildungsanstalt für Kindergartenpädagogik / upper secondary school for kindergarten pedagogy
BASOP	Bildungsanstalt für Sozialpädagogik / upper secondary school for social pedagogy
BEC	Business English Certificate (Cambridge)
BG	Bundesgymnasium / (federal) academic secondary school
BGBI.	Bundesgesetzblatt / federal law gazette
BHAK	Bundeshandelsakademie/ (federal) upper secondary commercial and business school
BHS	Berufsbildende höhere Schule / vocational secondary school
B/K/S	Bosnisch/Kroatisch/Serbisch – Bosnian/Croatian/Serbian
BMBWK	Bundesministerium für Bildung, Wissenschaft und Kultur / Federal Ministry for Education, Science and Culture
BMHS	Berufsbildende mittlere und höhere Schule / vocational middle and upper secondary school
BMS	Berufsbildende mittlere Schule / vocational middle school
BMUKK	Bundesministerium für Unterricht, Kunst und Kultur / Federal Ministry for Education, the Arts and Culture
BMWF	Bundesministerium für Wissenschaft und Kultur / Federal Ministry for Science and Research
BORG	Bundesoberstufenrealgymnasium / (federal) academic upper secondary school
BPA	Berufspädagogische Akademie / post-secondary college for vocational teacher training

BPS	Berufsbildende Pflichtschule / pre-vocational school in the compulsory schooling sector
BRG	Bundesrealgymnasium / (federal) academic secondary school
B-VG	Bundesverfassungsgesetz – BGBl. Nr. 1/1930, geändert durch BGBl. I Nr. 68/2000 und BGBl. I Nr. 81/2005/ federal constitutional law
CAE	Certificate in Advanced English (Cambridge)
CLIL	Content and Language Integrated Learning
DaF	Deutsch als Fremdsprache / German as a foreign language
DALF	Diplôme Approfondi de Langue Française (Centre International des Etudes Pédagogiques (C.I.E.P.))
DaM/GMT	Deutsch als Muttersprache / German as a Mother Tongue
DELE	Diplomas de Español como Lengua Extranjera (Instituto Cervantes)
DELFB	Diplôme d'Etudes en Langue Française (Centre International des Etudes Pédagogiques (C.I.E.P.))
EB	Erwachsenenbildung / adult education
EAA	Englisch als Arbeitssprache / English as a medium of instruction
ECML	European Centre for Modern Languages
ECTS	European Credit Transfer System
EFSZ	Europäisches Fremdsprachenzentrum / European Centre for Modern Languages
EHS	European High School
EMS	Europäische Mittelschule / European Middle School
ESIS	Europasiegel für innovative Sprachenprojekte / European Label for innovative language projects (EL)
ESP	Europäisches Sprachenportfolio / European Language Portfolio (ELP)
EJS	Europäisches Jahr der Sprachen / European Year of Languages (EYL)
ETS	Europäischer Tag der Sprachen / European Day of Languages (EDL)
EU	Europäische Union / European Union
FCE	First Certificate in English (Cambridge)
FH	Fachhochschule/ university of applied sciences
FL	Landwirtschaftliche Fachschule / secondary school for agriculture

FM	Fachschule für Mode und Bekleidungstechnik / secondary school for fashion and garments
FsAA	Fremdsprache als Arbeitssprache / foreign language as a medium of instruction (CLIL)
FT	Technische oder gewerbliche Fachschule / secondary school for technical occupations and trades
FW	Fachschule für wirtschaftliche Berufe / secondary school for commerce and trade
G	Gymnasium / academic secondary school with an emphasis on arts subjects
GERS	Gemeinsamer Europäischer Referenzrahmen für Sprachen / Common European Framework of Reference for Languages (CEFR)
GEWI	Geisteswissenschaftliche Fakultät / arts (humanities) faculty
HAK	Handelsakademie / upper secondary commercial and business school
HAS	Handelsschule / commercial school
HLF	Höhere land- und forstwirtschaftliche Schule / upper secondary school for agriculture and forestry
HLT	Höhere Lehranstalt für Tourismus / upper secondary school for tourism
HLW	Höhere Lehranstalt für wirtschaftliche Berufe / upper secondary school for some trades and some commercial occupations
HS	Hauptschule/ general secondary school
HTL	Höhere technische oder gewerbliche Lehranstalt / upper secondary school for technology and trades
IBW	Institut für Bildungsforschung der Wirtschaft / Institute for Educational Research of the Austrian Chamber of Commerce
IELTS	International English Language Testing System (British Council)
ILEC	International Legal English Certificate
IMST	Innovation in Mathematics, Science and Technology Teaching
ISCED	International Standard Classification of Education, UNESCO
JBBZ	Jüdisches Berufliches Bildungszentrum / Jewish vocational centre of education
KEBÖ	Konferenz der Erwachsenenbildung Österreichs / conference of adult education in Austria
LSR	Landesschulrat / regional board of education ('Land' education authority)
Mag.	Magister / Magistra

MFL	Modern foreign languages
MTP	Medium Term Programme
ORG	Oberstufenrealgymnasium / upper secondary academic school
ÖGS	Österreichische Gebärdensprache / Austrian Sign Language
ÖSD	Österreichisches Sprachdiplom Deutsch / Austrian language diploma in German
ÖSKO	Österreichisches Sprachenkomitee / Austrian Language Committee
ÖSZ	Österreichisches Sprachen-Kompetenz-Zentrum / Austrian Centre for Language Competence
ÖWB	Österreichisches Wörterbuch / Austrian Dictionary
PÄDAK	Pädagogische Akademie / post-secondary teacher training college
POPREG	bevölkerungsstatistisches Datenbanksystem von Statistik Austria / population statistics in <i>Statistik Austria's</i> databank system
PH	Pädagogische Hochschule / tertiary college of education
PI	Pädagogisches Institut / 'pedagogical institute'
PTS	Polytechnische Schule / pre-vocational secondary school
RG	Realgymnasium / academic secondary school (with particular emphasis on the natural sciences)
SCHILF	Schulinterne Fortbildung / in-service training for single schools
SchOG	Schulorganisationsgesetz, BGBl. 242/1962, zuletzt geändert durch BGBl. I Nr. 20/2006 / main Austrian body of law concerning school organisation, with latest amendment
SCHÜLF	Schulübergreifende Fortbildung / in-service training for groups of schools
SchUG	Schulunterrichtsgesetz, BGBl. Nr. 472/1986, zuletzt geändert durch BGBl. I Nr. 20/2006/main Austrian body of law concerning school teaching, with latest amendment
SOVA	Slovenský Školský Spolok (Slowakischer Schulverein) / Slovak school association
SSR	Stadtschulrat für Wien / City of Vienna education authorities
TELC	The European Language Certificates
TOEFL	Test of English as a Foreign Language
VERBAL	Verband für Angewandte Linguistik, Österreich / Association for applied linguistics, Austria

VfGH	Verfassungsgerichtshof / Austrian constitutional court
VHS	Volkshochschulen / Adult Education Centres
VÖV	Verband Österreichischer Volkshochschulen / Association of Austrian Adult Education Centres
VWV	Verband Wiener Volksbildung/ Association of Viennese Adult Education Centres
VS	Volksschule / primary school
WIFI	Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreich / Training centre of the Austrian Chamber of Commerce
WITAF	Wiener Taubstumm-Fürsorge-Verband / Association for the welfare of deaf-mutes, Vienna

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Karl-Franzens-Universität Graz: www.uni-graz.at

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Projekt EdQ – Education Quality: www.edq.eu.com

Rechnungshof: www.rechnungshof.gv.at

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MinR Mag. Regina Rosc – BMUKK
Dr. Gerald Salzmänn – Institut für Bildung und Beratung in Kärnten
Univ.Prof. Dr. Herbert Schendl – Vorsitzender der Steuerungsgruppe Lehramt der Universität Wien
Mag. Dr. Franz Schimek – Europa Büro, Stadtschulrat für Wien
Mag. Michaela Schneider – Berufsförderungsinstitut Österreich
Mag. Franz Schober – Amt der Steiermärkischen Landesregierung
Dipl. Päd. Stuart Simpson, D.A. – Europa-Büro Stadtschulrat für Wien
Mag. Ewelina Sobczak – Erhebung vorschulisches Sprachenlernen im Schuljahr 2005/2006
Mag. Christine Spiess – Amt der Wiener Landesregierung
Mag. Ferdinand Stefan – PH Kärnten
Dr. Renate Steger – Amt der Niederösterreichischen Landesregierung
Gerlinde Strasser – Amt der Oberösterreichischen Landesregierung
Dr. Michael Sturm – bfi Österreich
Margot Thoma – Amt der Vorarlberger Landesregierung
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Mag. Ingrid Weger – BMUKK
Univ.Prof. Dr. Wilfried Wieden – Universität Salzburg
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Mag. Sonja Winklbauer – Sprachenzentrum der Universität Wien
MinR Dr. Wilhelm Wolf – BMUKK
Univ.-Prof. Dr. Werner Wintersteiner – Universität Klagenfurt
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Member organisations in the Austrian Language Committee (ÖSKO) (as of January, 2008)

Berufsförderungsinstitut Österreich
Bundeskammer für Arbeiter und Angestellte
Bundeskanzleramt
Bundesministerium für Unterricht, Kunst und Kultur
Bundesministerium für Wissenschaft und Forschung
Bundesverband der Elternvereinigungen an höheren und mittleren Schulen Österreichs
Center für berufsbezogene Sprachen (CEBS)
Industriellenvereinigung
Institut für Bildungsforschung der Wirtschaft
Europäisches Fremdsprachenzentrum des Europarates
Fachhochschulkonferenz
Landesschulrat für Burgenland
Landesschulrat für Steiermark
Nationalagentur Lebenslanges Lernen
Österreichischer Gehörlosenbund
Österreichischer Gewerkschaftsbund
Österreichischer Verband der Elternvereine an öffentlichen Pflichtschulen
Pädagogische Hochschulen
Sprachenzentrum der Universität Graz (Treffpunkt Sprachen)
Sprachenzentrum der Universität Wien
Stadtschulrat für Wien
Universitäten – Österreichische Rektorenkonferenz
Universität Salzburg
Universität Innsbruck
Universität Wien
Verband der Elternvereine an den höheren und mittleren Schulen Wiens
Verband Österreichischer Volkshochschulen
WIFI – Wirtschaftsförderungsinstitut
Wirtschaftskammer Österreich
Wirtschaftsuniversität Wien

Statistical tables

Please note: figures and details given here were correct as of December, 2006.

Chapter 1:

Table 1: Population in Austria's Länder: Census (C) figures of 1991 and 2001 and POPREG²⁰⁸ 1.1.2006²⁰⁹ with figures and percentages for foreigners

L	Population C 1991		Population C 2001					Population POPREG 1.1.2006				
	Total		Total		Austrian nationals	Foreigners		Total		Austrian nationals	Foreigners	
	absolute	%	absolute	%	absolute	absolute	%	absolute	%	absolute	absolut	%
Ö	7.795.786	100,0	8.032.926	100,0	7.322.000	710.926	8,9	8.265.925	100,0	7.451.860	814.065	9,8
B	270.880	3,5	277.569	3,5	265.005	12.564	4,5	279.317	3,4	266.652	12.665	4,5
K	547.798	7,0	559.404	7,0	527.333	32.071	5,7	560.300	6,8	525.474	34.826	6,2
NÖ	1.473.813	18,9	1.545.804	19,2	1.451.770	94.034	6,1	1.581.422	19,1	1.479.474	101.948	6,4
OÖ	1.333.480	17,1	1.376.797	17,1	1.277.180	99.617	7,2	1.402.050	17,0	1.297.522	104.528	7,5
S	482.365	6,2	515.327	6,4	454.807	60.520	11,7	528.351	6,4	463.336	65.015	12,3
St	1.184.720	15,2	1.183.303	14,7	1.129.791	53.5132	4,5	1.202.087	14,5	1.133.801	68.286	5,7
T	631.410	8,1	673.504	8,4	609.860	63.644	9,4	697.435	8,4	626.224	71.211	10,2
V	331.472	4,3	351.095	4,4	304.395	46.700	13,3	363.526	4,4	317.124	46.402	12,8
W	1.539.848	19,8	1.550.123	19,3	1.301.859	248.264	16,0	1.651.437	20,0	1.342.253	309.184	18,7

B: Burgenland; K: Kärnten; NÖ: Niederösterreich; OÖ: Oberösterreich; S: Salzburg;
St: Steiermark; T: Tirol; V: Vorarlberg; W: Wien

²⁰⁸ POPREG = Bevölkerungsstatistisches Datenbanksystem der STATISTIK AUSTRIA.

²⁰⁹ Source: www.statistik.at – 11.7.2006 – Volkszählung 2001 und POPREG 1.1.2006.

Table 1a: Austria's population in the various Länder: Census (C) figures of 1991 and 2001 and POPREG²¹⁰ 1.1.2006²¹¹

Länder	Population C 1991		Population C 2001		Population 1.1.2006	
	absolute	%	absolute	%	absolute	%
Austria	7.795.786	100,0	8.032.926	100,0	8.265.925	100,0
Burgenland	270.880	3,5	277.569	3,5	279.317	3,4
Kärnten	547.798	7,0	559.404	7,0	560.300	6,8
Niederösterreich	1.473.813	18,9	1.545.804	19,2	1.581.422	19,1
Oberösterreich	1.333.480	17,1	1.376.797	17,1	1.402.050	17,0
Salzburg	482.365	6,2	515.327	6,4	528.351	6,4
Steiermark	1.184.720	15,2	1.183.303	14,7	1.202.087	14,5
Tirol	631.410	8,1	673.504	8,4	697.435	8,4
Vorarlberg	331.472	4,3	351.095	4,4	363.526	4,4
Wien	1.539.848	19,8	1.550.123	19,3	1.651.437	20,0

Table 1b: Austria's population in the various Länder: Census 2001 and POPREG 1.1.2006 with figures and percentages for foreigners²¹²

L	Population C 2001					Population POPREG 1.1.2006				
	Total		Austrians	Foreigners		Total		Austrians	Foreigners	
	absolut	%	absolut	absolut	%	absolut	%	absolut	absolut	%
A	8.032.926	100,0	7.322.000	710.926	8,9	8.265.925	100,0	7.451.860	814.065	9,8
B	277.569	3,5	265.005	12.564	4,5	279.317	3,4	266.652	12.665	4,5
K	559.404	7,0	527.333	32.071	5,7	560.300	6,8	525.474	34.826	6,2
NÖ	1.545.804	19,2	1.451.770	94.034	6,1	1.581.422	19,1	1.479.474	101.948	6,4
OÖ	1.376.797	17,1	1.277.180	99.617	7,2	1.402.050	17,0	1.297.522	104.528	7,5
S	515.327	6,4	454.807	60.520	11,7	528.351	6,4	463.336	65.015	12,3
St	1.183.303	14,7	1.129.791	53.5132	4,5	1.202.087	14,5	1.133.801	68.286	5,7
T	673.504	8,4	609.860	63.644	9,4	697.435	8,4	626.224	71.211	10,2
V	351.095	4,4	304.395	46.700	13,3	363.526	4,4	317.124	46.402	12,8
W	1.550.123	19,3	1.301.859	248.264	16,0	1.651.437	20,0	1.342.253	309.184	18,7

B: Burgenland; K: Kärnten; NÖ: Niederösterreich; OÖ: Oberösterreich; S: Salzburg; St: Steiermark; T: Tirol; V: Vorarlberg; W: Wien

²¹⁰ POPREG = Bevölkerungsstatistisches Datenbanksystem der STATISTIK AUSTRIA

²¹¹ Source: www.statistik.at – 11.7.2006 – Volkszählung 2001 und POPREG 1.1.2006

²¹² Source: www.statistik.at – 11.7.2006 – Census 2001 und POPREG 1.1.2006

Table 2: Austrian population's country of birth and their nationality, Census 2001:²¹³

Nationality	Country of birth		
	Austria	Abroad	Together
Austria	6.913.512	408.488	7.322.000
Abroad	116.015	594.911	710.926
Total	7.029.527	1.003.399	8.032.926

Table 3: Selected nationalities of foreigners living in Austria, Census 2001²¹⁴

Nationality	Numbers	%
<i>Foreigners total</i>	710.926	100,0
<i>Citizens ex-Yugoslavia</i>	322.261	45,3
<i>including:</i>		
<i>Serbia and Montenegro</i>	132.975	18,7
<i>Bosnia and Herzegovina</i>	108.047	15,2
<i>Croatia</i>	60.650	8,5
<i>Macedonia</i>	13.696	1,9
<i>Slovenia</i>	6.893	1,0
<i>Turkey</i>	127.226	17,9
<i>EU-states 2001</i>	106.290	15,0
<i>including:</i>		
<i>Germany</i>	72.218	10,2
<i>Poland</i>	21.841	3,1
<i>Romania</i>	17.470	2,5
<i>Hungary</i>	12.729	1,8
<i>Slovakia</i>	7.739	1,1
<i>Czech Republic</i>	7.313	1,0

²¹³ www.statistik.at – 11.7.2006 – Census 2001

²¹⁴ www.statistik.at – 11.7.2006 – Census 2001

Table 4: Population resident in Austria: religious denominations²¹⁵

	Population	
	absolute	%
Austria: total	8.032.926	100,0
Roman Catholic	5.915.421	73,6
Without religious belief	963.263	12,0
Protestant	376.150	4,7
Islamic	338.988	4,2
Orthodox	179.472	2,2
No religion stated	160.662	2,0
Other Christian communities	69.227	0,9
Other non-Christian communities	19.750	0,2
Israelites	8.140	0,1
Greek Catholics	1.853	0,02

Table 5a: Resident population's informal language use and their nationality, C 2001²¹⁶

Language used informally	Total		Austrians		Foreigners	
	absolute	%	absolute	%	absolute	%
Total	8.032.926	100,0	7.322.000	100,0	710.926	100,0
German	7.115.780	88,6	6.991.388	95,5	124.392	17,5
German and other languages	693.057	8,6	301.454	4,1	391.603	55,1
Other languages only	224.089	2,8	29.158	0,4	194.931	27,4

²¹⁵ www.statistik.at – 11.7.2006 – Census 2001

²¹⁶ www.statistik.at – 11.7.2006 – Census 2001

Table 5b: Resident population's informal language use and their nationality, C 2001²¹⁷

Language used informally	Total		Austrians		Foreigners	
	absolute	%	absolute	%	absolute	%
German	7.115.780	88,6	6.991.388	95,5	124.392	17,5
Languages of ethnic groups officially recognised in Austria:						
Total:	119.667	1,5	82.504	1,1	37.163	5,2
Burgenland Croatian	19.412	0,2	19.374	0,3	38	0,005
Romani ²¹⁸	6.273	0,08	4.348	0,06	1.925	0,3
Slovakian	10.234	0,1	3.343	0,05	6.891	1,0
Slovene	24.855	0,3	17.953	0,2	6.902	1,0
Czech	17.742	0,2	11.035	0,2	6.707	1,0
Hungarian	40.583	0,5	25.884	0,4	14.699	2,1
"Windisch" ²¹⁹	568	0,01	567	0,01	1	--
Languages of ex-Yugoslavia and of Turkey:						
Total:	534.207	6,7	133.364	1,8	400.843	56,4
Bosnian	34.857	0,4	3.306	0,05	31.551	4,4
Croatian	131.307	1,6	25.820	0,4	105.487	14,8
Macedonian	5.145	0,06	1.127	0,02	4.018	0,6
Serbian	177.320	2,2	41.944	0,6	135.376	19,0
Turkish	183.445	2,3	60.028	0,8	123.417	17,4
Kurdish	2.133	0,03	1.139	0,02	994	0,1
English, French, Italian - total:	79.514	1,0	43.469	0,6	36.045	5,1
English	58.582	0,7	33.427	0,5	25.155	3,5
French	10.190	0,1	4.977	0,07	5.213	0,7
Italian	10.742	0,1	5.065	0,07	5.677	0,8
Other European languages	116.892	1,5	38.660	0,5	78.232	11,0
African languages	19.408	0,2	10.020	0,1	9.388	1,3
Asian languages	47.420	0,6	22.576	0,3	24.844	3,5
Other languages	38	0,0005	19	0,0003	19	0,003

²¹⁷ www.statistik.at – 11.7.2006 – Census 2001

²¹⁸ In international usage, the term "Romani" is preferred; at the 2001 Census, "Romanes" was used.

²¹⁹ "Windisch" is a term with a political slant, for 'Slovenian'.

Table 6: Languages of ethnic minorities used informally by Austrian nationals, in Austrian *Länder*, Census 2001²²⁰

L	Total	German	Burgenland Croatian	Croatian	Romani	Slovakian	Slovene	Czech	Hungarian	"Windisch"
A	7.322.000	6.991.388	19.374	25.820	4.348	3.343	17.953	11.035	25.884	567
B	265.005	240.228	16.245	996	263	108	70	189	4.704	-
K	527.333	508.543	25	906	67	71	12.554	192	313	555
N	1.451.770	1.414.446	424	2.425	1.000	849	436	2.467	4.790	1
O	1.277.180	1.247.403	35	3.748	903	217	255	1.284	2.344	1
S	454.807	443.268	33	1.154	98	85	207	360	551	1
<i>S t</i>	1.129.791	1.112.569	67	1.839	611	147	2.192	356	1.652	3
T	609.860	595.040	65	994	97	44	181	224	469	-
V	304.395	290.695	24	1.196	41	47	646	185	375	2
W	1.301.859	1.139.196	2.456	12.562	1.268	1.775	1.412	5.778	10.686	4

B: Burgenland; K: Kärnten; N: Niederösterreich; O: Oberösterreich; S: Salzburg; ST: Steiermark; T: Tirol; V: Vorarlberg; W: Wien

Table 7: Autochthonous minorities: results of censuses²²¹

	Carinthian Slovenes	Burgenland Croatsians	Burgenland Hungarians	Viennese Czech	Viennese Slovaks	Roma
1910	66.463	43.633	26.225	98.461		
1923	34.650	41.761	9.606	47.555		
1934	24.857	40.151	8.353	28.403		
1939	43.179	36.482*	8.319*	52.275		
1951	42.095	34.427	7.669	3.438		
1981	16.552	18.648	4.025	4.106		
1991	13.962	19.109	4.937	6.429		
2001	12.554	17.241	4.704	5.778	1.775	4.348
Changes 1991:2001	(- 10,1%)	(- 9,8%)	(- 4,7%)	(- 10,1%)		

* = 'Niederdonau' and Styria

Slovakian und Romani were officially recognised as ethnic minority languages in 1992 and in 1993, respectively: officially, speakers were therefore first recorded at the 2001 Census.

²²⁰ www.statistik.at – 11.7.2006 – Census 2001

²²¹ Cited after: de Cillia/ Wodak (2006). *Ist Österreich ein deutsches Land?* Innsbruck: Studienverlag, p. 45, and Statistik Austria, *Census 2001 – Hauptteil I*. Please note that this data is problematic, as the various enquiries did not by any means use consistent and clear criteria to assign people to ethnic groups.

Chapter 2:

Table 8: Pupils and school sites, and types of schools: school year 2004/05

<i>Compulsory schooling</i>	<i>VS</i>	<i>ASO</i>	<i>HS</i>	<i>AHS-U</i>	<i>PTS</i>
<i>Pupils</i>	364.900	13.301	269.418	116.283	21.769
<i>Sites</i>	3.324	385	1.170	266	294

<i>Continuing schools</i>	<i>AHS-O</i>	<i>ORG</i>	<i>BPS</i>	<i>BMS</i>	<i>BHS</i>	<i>BAKIP/BASOP</i>
<i>Pupils</i>	54.243	22.500	124.983	54.735	132.060	8.889
<i>Sites</i>	256	89	175	436	296	35
<i>Total pupils</i>	76.743		320.667			
<i>- of which in year 12 ('Matura' classes)</i>	16.113				21.322	1.367

Table 9: Universities, universities of applied sciences (FH), theological educational institutions, private universities and courses, students (total) in the academic year 2004/05

<i>Tertiary sector</i>	<i>Students</i>		<i>Of whom:</i>		<i>Of whom:</i>	
	<i>'regular'</i>	<i>total</i>	<i>Austrians</i>	<i>%</i>	<i>Foreigners</i>	<i>%</i>
<i>Universities</i>	195.763	211.518	172.008	81%	39.510	19%
<i>FHs</i>		23.394	22.145	95%	1.249	5%
<i>Theological institutions</i>		121	78	64%	43	36%
<i>Private universities</i>		1.336	919	69%	417	31%
<i>Courses</i>		2.033	1.695	83%	338	17%
<i>Total</i>		238.402	196.845	83%	41.557	17%

Table 10: Students registered for courses of study at universities (Uni) and universities of applied science (FH) in the academic year 2004/05; academic degrees awarded in the academic year 2003/04 {Note: DE here stands for Diploma of Education}

	Number of students	Registered for	Students' nationality		Degrees awarded	
			Austrian	Foreign	Austrians	Foreigners
	<i>total</i>					
Uni	269.297	Bachelor	27.365	6.553	1.280	174
		Diploma without DE	174.619	31.270	14.330	1.857
		Diploma with DE	9.859	694		
		Master	2.142	569	198	39
		Doktorate	12.940	3.230	1.229	423
FH	23.394	Bachelor	2.614	224	77	2
		Master	68	1	--	--
		Diploma	19.463	1.024	2.789	93

Chapter 3:

No tables

Chapter 4:

Table 11: The school subject of German in the general and vocational systems of education: terminology, number of lessons, curricula (without curricular regulations concerning school autonomy)

	Type of school	Terms used	Number of lessons	Curriculum
APS:	VS	Deutsch, Lesen, Schreiben	7/7/7/7	BGBl. II Nr. 283/2003
	HS	Deutsch	5/4/4/4	BGBl. II Nr. 134/2000 idF BGBl. II Nr. 283/2003
	PTS	Deutsch	3	BGBl. II, Nr. 236/1997 idF BGBl. II Nr. 283/2003
AHS:	AHS-U	Deutsch	4/4/4/4	BGBl. II Nr. 133/2000 idF BGBl. II Nr. 283/2003
	AHS-O	Deutsch	3/3/3/3	BGBl. II Nr. 277/2004; seit BGBl. II Nr. 283/2003
BPS:		„Deutsch und Kommunikation“	various	Various decrees
BMS:	HAS	Deutsch	4/3/4	BGBl. II Nr. 315/2003
	FW	Deutsch	3/2/2	BGBl. II Nr. 316/2003
	FT	Deutsch	3/2/2 or 3/2/2/2	Provisional curriculum, non-binding recommendations

BHS:	HAK	Deutsch	3/3/3/2/3	BGBI. II Nr. 291/2004
	HLW	Deutsch	3/2/2/2/3	BGBI. II Nr. 316/2003
	HTL	Deutsch	2/2/2/2/2	BGBI. Nr. 302/1997 and BGBI. Nr. 382/1998 idF BGBI. II Nr. 283/2003
	HLF	Deutsch	2/2/2/2/2 or 3/2/2/2/2	BGBI. II Nr. 331/2004
	BAKIP	Deutsch incl. elocution training, children's literature and literature for young people	4/3/3/3/2	BGBI. II Nr. 327/2004

Table 12: Carinthia: number of pupils registered for bilingual schooling in areas where the 'Minderheitenschulgesetz' (educational law concerning minorities) obtains, in the school year 2004/05:

	Number of pupils in bilingual schooling	Percentage of all pupils (in those areas)
Primary school	1.921	53,76%
Secondary level I	884	24,74%
Secondary level II	768	21,50%
Total	3573	

These pupils can be found at the following types of schools:

Table 12a: Distribution of pupils registered for bilingual schooling at various types of schools, in the school year 2004/05:

Carinthia total: 3573				
BG/BRG für Slowenen, upper stage:164	Other AHS-upper stage:106	Bilingual BHAK: 139	HLA St. Peter: 140	Other BHS: 219
	HS: 337	BG/BRG für Slowenen, lower level: 378	Other AHS-lower level: 169	
		VS: 1921		

Table 13: Pupils in Burgenland with Croatian as their mother tongue, at various types of schools, in the school year 2004/05

<i>Croatian as mother tongue</i>	<i>VS</i>	<i>HS</i>	<i>AHS</i>	<i>BMHS</i>	<i>Total</i>
<i>Number of pupils</i>	285	53	139	15	492
<i>Sites</i>	42	13	4	3	

Table 14: Pupils in Burgenland with Croatian as a foreign language, at various types of schools, in the school year 2004/05

<i>Croatian as a MFL</i>	<i>VS</i>	<i>HS</i>	<i>AHS</i>	<i>BMHS</i>	<i>Total</i>
<i>Number of pupils</i>	1142	216	225	108	1691
<i>Sites</i>	42	13	5	3	

Table 15: Pupils in Burgenland with Hungarian as their mother tongue, at various types of schools, in the school year 2004/05

<i>Hungarian as mother tongue</i>	<i>VS</i>	<i>HS</i>	<i>AHS</i>	<i>BMHS</i>	<i>Total</i>
<i>Number of pupils</i>	283	133	122	122	660
<i>Sites</i>	64	22	2	4	

Table 16: Pupils in Burgenland with Hungarian as a foreign language, at various types of schools, in the school year 2004/05

<i>Hungarian as an MFL</i>	<i>VS</i>	<i>HS</i>	<i>AHS</i>	<i>BMHS</i>	<i>Total</i>
<i>Number of pupils</i>	1134	533	162	233	2062
<i>Sites</i>	64	22	7	4	

Table 17: MFL teaching at Austrian kindergartens

<i>Länder</i>	MFLs	Multilingual kindergartens	Kindergartens with an MFL as a language of instruction	Intercultural activities
Wien	English (integrated; taught in all kindergartens across Vienna) Other MFLs: B/K/S, French, Italian, Japanese, Kurdish, Spanish, Hungarian, Czech and Turkish	A few multilingual kindergartens, with Arabic, English, French, Croatian, in combination with German	A few such kindergartens: English or French spoken	
Niederösterreich	English, Czech, Slovakian	5 kindergartens with an English language programme 101 kindergartens that offer Czech or Slovakian About 75 kindergartens with 'intercultural facilitators'		15 'intercultural facilitators'
Oberösterreich	English in some kindergartens; Turkish in some few kindergartens	One bilingual kindergarten: English-German		
Salzburg	English in some few kindergartens		One kindergarten with English	
Tirol	Most kindergartens offer English (a project called "Englisch im Kindergarten"); 3 kindergartens offer Italian			'Sprachstartgruppen' (ELL groups)
Vorarlberg	English, but also Spanish, Italian and Turkish			
Burgenland	English	29 Croatian-German council kindergartens, 10 Hungarian-German council kindergartens and 2 Hungarian-German independent kindergartens		
Steiermark	No data available	-	-	-
Kärnten		13 Slovenian-German children's groups		

Table 18: General schooling: MFLs as compulsory subjects, with or without assessment; CEFR levels, succession of languages; as from school year 2006/07

School type/ year		Units	CEFR levels at school leaving exam					Languages offered												
Primary school			Dia	Mon	Sch	H	L	E	Fr	I	R	Sp	Kr	U	Sn	T	Sk	P	B/K/S	Tü
VS	level I	32 units per year, integrated	-																	
	level II	1/1 oder integrativ	-																	
Secondary level I																				
HS ²²²	1.LF 4.LJ	4/4/3/3	A2	A2	A2+	A2+	A2+													
AHS-RG	1.LF 4.LJ	4/4/3/3	A2	A2	A2+	A2+	A2+													
AHS-G	1.LF 4.LJ	4/4/4/3	A2	A2	A2+	A2+	A2+													
AHS-G	2.LF 2.LJ	-/-/4/3	A1	A2	A2	A2	A2													
Secondary level II – AHS																				
RG	1.LF 8.LJ	3/3/3/3	B2	B2	B2	B2	B2													
RG	2.LF 4.LJ	3/3/3/3	B1	B1	B1+	B1	B2													
G	1.LF 8.LJ	3/3/3/3	B2	B2	B2	B2	B2													
G	2.LF 6.LJ	3/3/3/3	B1	B1+	B1+	B1+	B2													
G	2.LF 4.LJ	3/3/3/3	B1	B1	B1+	B1	B2													
OR G	1.LF 8.LJ	3/3/3/3	B2	B2	B2	B2	B2													
OR G	2.LF 4.LJ	4/3/3/3	B1	B1	B1+	B1	B2													

VS = Volksschule level I (years 1 and 2) level II (years 3 and 4)	Dia = spoken interaction	E = English	Sk = Slovakian
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²²² Planned for 2006: will probably be operative as from 2007/08.

LF = MFL	Mon = spoken production	Fr = French	Sn = Slovene
LJ = year of study	Sch = writing	I = Italian	Sp = Spanisch
G = Gymnasium	H = listening	Kr = Croatian	T = Czech
RG = Realgymnasium	L = reading	P = Polish	Tü = Turkish
ORG = Oberstufenrealgymnasium	B/K/S = Bosnian / Croatian / Serbian	R = Russian	U = Hungarian
e. g. B1+ = B1 and a few additional skills from B2			

Table 19: MFLs as compulsory subjects in vocational schooling – curricula, lesson plans, CEFR-levels, choice of languages

<i>Type of school</i>	<i>Curriculum</i>	<i>Number of lessons</i>	<i>Terms used</i>	<i>CEFR</i>	<i>Language choices</i>
BPS					
<i>Always 1 MFL</i>		<i>1 weekly lesson per year</i>	<i>Berufsbezogene FS (vocational MFL)</i>	<i>No data</i>	<i>Open to choice</i>
<i>Some courses have a 2nd MFL</i>					
BMS					
<i>HAS – 1 MFL is obligatory</i>	<i>2003</i>	<i>3/3/3</i>	<i>English einschließlich Wirtschaftssprache (incl. commercial English)</i>	<i>B1</i>	<i>English</i>
<i>FW</i>	<i>2003</i>				
<i>Always 1 MFL</i>		<i>3/3/3</i>	<i>English</i>	<i>B1</i>	<i>English</i>
<i>Training emphasis 'second MFL'</i>		<i>Min. 6 weekly lessons</i>	<i>Zweite lebende Fremdsprache (a second MFL)</i>	<i>A1+</i>	<i>Open to choice</i>
<i>FT</i>	<i>1998²²³</i>	<i>2/2/-/- (2/2/1/-; 2/2/2/1; 2/2/2/2)</i>	<i>English</i>	<i>n. d.</i>	<i>English</i>
BHS					
<i>HAK</i>	<i>2004</i>				
<i>1st MFL</i>		<i>2/3/3/3/3</i>	<i>English einschließlich Wirtschaftssprache (incl. commercial English)</i>	<i>B2+</i>	<i>English</i>

²²³ Provisional curriculum, see: de Cillia/Haller/Kettemann.

2nd MFL		3/2/3/3/3	Zweite lebende Fremdsprache (a second MFL)	B1+	Open to choice
HLW	2003				
1st MFL		3/3/3/3/3	English	B2+	English
2nd MFL		3/3/3/2/3	Zweite lebende Fremdsprache (a second MFL)	B1+	Open to choice
HTL	1998				
Always 1 MFL		2/2/2/2/3	English	n. d.	English ²²⁴
MFL subject area		Analogous to 1st MFL	One other MFL	n. d.	Open to choice
HLF	2004				
1st MFL		2/2/2/2/2	MFL	B2	Open to choice
2nd MFL or		-/-2/2/2 (-/-2/2/-)	2nd MFL	A2	Open to choice
A seminar "Englisch"			A seminar "Englisch"	B2+	English
BAKIP	2004	3/3/2/2/2	MLF/ ethnic minority language	B2+	Any MFL or minority language ²²⁵

²²⁴ Under school autonomy regulations, a language other than English can be chosen as an MFL.

²²⁵ English, if no other choice is made.

Table 20: Number of pupils being taught 'major' or 'minor' MFLs in year 4, in the Austrian Länder, including percentages relative to the total number of pupils in the *Länder*.

Year 4										
Land										Totals
School year 2004/05	B	K	N	O	S	ST	T	V	W	
English	2.849	6.692	18.007	17.016	6.206	13.133	8.270	4.501	15.045	91.718
%	98,3%	99,1%	98,2%	99,2%	98,7%	98,3 %	98,7%	98,1%	98,4%	98,61%
French	43	27	1.051	163	71	125	35	54	70	1.639
%	1,49%	0,40%	5,73%	0,95%	1,13%	0,93%	0,42%	1,17%	0,46%	1,76%
Italian		997	23	15	39	60	98	87	18	1.338
%		14,7%	0,13%	0,09%	0,63%	0,45%	1,17%	1,90%	0,12%	1,44%
Russian			19	28	30				99	176
%			0,10%	0,16%	0,47%				0,65%	0,19%
Spanish			79				3	15		97
%			0,43%				0,03%	0,33%		0,10%
Croatian	375	38	18	34	14		8	1		488
%	12,9%	0,57%	0,10%	0,20%	0,23%		0,09%	0,02%		0,52%
Slovakian		11	126						4	140
%		0,16%	0,69%						0,03%	0,15%
Slovene		716								716
%		10,6%								0,77%
Czech			257						21	278
%			1,40%						0,14%	0,30%
Hungarian	168		27							195
%	5,80%		0,15%							0,21%
Other MFLs	1	29	51	83	25	4	8	17	13	231
%	0,03%	0,43%	0,28%	0,48%	0,40%	0,03%	0,10%	0,37%	0,09%	0,25%
Total no. of pupils (=100%)	2.897	6.750	18.334	17.152	6.287	13.348	8.372	4.588	15.284	93.012

B: Burgenland; K: Kärnten; N: Niederösterreich; O: Oberösterreich; S: Salzburg; ST: Steiermark; T: Tirol; V: Vorarlberg; W: Wien

Table 21: Number of pupils being taught MFLs, divided into selected years and types of schools

Type of school	Special schools		VS	HS	AHS		Vocational compulsory schooling	BHS	BMS
	Primary stage	Year 8	Primary stage	Year 8	Year 8	Year 10	Year 10	Year 10	Year 10
2004/05	Primary stage	Year 8	Primary stage	Year 8	Year 8	Year 10	Year 10	Year 10	Year 10
English	1.190	1.374	346.589	68.999	25.303	17.391	41.643	21.522	10.136
%	26,36%	63,12%	97,66%	99,76%	99,78%	98,95%	98,06%	97,86%	97,38%
French	3		3.892	2.574	5.247	9.927	4.111	6.524	351
%	0,06%		1,10%	3,72%	20,69%	56,48%	9,68%	29,67%	3,37%
Italian			3.482	2.415	856	4.151	142	3.975	414
%			0,98%	3,49%	3,37%	23,62%	0,34%	18,08%	3,98%
Russian			32	2	297	397		136	2
%			0,01%	0,00%	1,17%	2,26%		0,62%	0,02%
Spanish			223	34	1.003	2.852		1.001	6
%			0,06%	0,05%	3,96%	16,23%		4,55%	0,06%
Croatian			1.761	86	72	38		20	10
%			0,50%	0,12%	0,28%	0,22%		0,09%	0,10%
Slovakian			561	37	2	2	20		
%			0,16%	0,05%	0,01%	0,01%	0,05%		
Slovene	4	2	2.739	54		28		132	3
%	0,08%	0,10%	0,77%	0,08%		0,16%		0,60%	0,03%
Czech			1.094	119	25		25	139	28
%			0,31%	0,17%	0,10%		0,06%	0,63%	0,27%
Hungarian			985	81	117	29		60	41
%			0,28%	0,12%	0,46%	0,17%		0,27%	0,39%
Other MFL	1		948	301	23	45		50	24
%	0,02%		0,27%	0,44%	0,09%	0,26%		0,23%	0,23%
Total no. of pupils (=100%)	4.515	2.176	354.910	69.163	25.358	17.575	42.467	21.992	10.408

Table 22: Absolute and relative totals of Austrian pupils receiving tuition in the 'minor' MFLs on secondary level II, divided into types of schools (2004/05)

School types	Languages	Year	
		10	12
AHS: academic secondary school	Other MFLs	14	19
	%	0,08%	0,12%
	Arabic	1	
	%	0,01%	
	Chinese	5	
	%	0,03%	
	Japanese	25	16
	%	0,14%	0,10%
	Croatian	38	41
%	0,22%	0,25%	
Slovakian	2		
%	0,01%		
Slovene	28	6	
%	0,16%	0,04%	
Czech		4	
%		0,03%	
Hungarian	29	43	
%	0,17%	0,25%	
	All pupils (=100%)	17.575	16.766
BHS: vocational upper secondary schools for commerce & trade	Slovene		2
	%		0,05%
	All pupils (=100%)	374	4.501
BHS: vocational upper secondary commercial schools	Chinese	13	3
	%	0,13%	0,04%
	Finnish	31	
	%	0,32%	
	Japanese in %	4	12
	%	0,04%	0,15%
	Croatian	20	11
%	0,21%	0,13%	
Slovene	36	71	
%	0,37%	0,88%	
Czech	89	79	
%	0,91%	0,97%	
Hungarian	52	52	
%	0,53%	0,64%	
	All pupils (=100%)	9.841	8.103

BHS: vocational upper secondary schools for technology and trades	Chinese %	1 0,01%	
	Slovene %	96 0,87%	39 0,38%
	Czech %	26 0,23%	27 0,26%
	All pupils (=100%)	11.082	10.344
BMS: vocational middle schools for trades, technology and crafts	Slovene %	3 0,12%	
	Czech %	27 0,99%	
	All pupils (=100%)	2.720	1.701
BMS: vocational middle commercial schools	Chinese %	24 0,58%	
	Czech %	1 0,03%	
	All pupils (=100%)	4.125	81

MS: vocational middle schools for forestry	Croatian %	10 0,36%	
	Hungarian %	41 1,46%	
	All pupils (=100%)	2.800	414
Upper secondary schools for teacher training and social pedagogy	Croatian %	2 0,13%	5 0,32%
	Slovene %	2 0,13%	5 0,32%
	Czech %	3 0,18%	3 0,18%
	Hungarian %	3 0,19%	
	All pupils (=100%)	1.686	1.690
Other general schools	Slovene %	10 0,71%	
	All pupils (=100%)	1.376	122
Other schools	Chinese %	3 0,03%	
	Croatian %		6 0,26%
	Slovene %	26 0,24%	19 0,81%
	All pupils (=100%)	11.033	2.354
Pre-vocational school in the compulsory schooling sector	Slovakian %	20 0,05%	20 0,05%
	Czech %	25 0,06%	25 0,06%
	All pupils (=100%)	42.467	40.568
BHS: vocational upper secondary schools for agriculture and forestry	Czech %	24 3,46%	24 3,67%
	Hungarian %	8 1,15%	8 1,22%
	All pupils (=100%)	695	654

Table 23: Survey of MFL-related courses at the former teacher training colleges (PÄDAKs) offered in the Winter Semester 2006/07:

PÄDAKs	Courses	Sem.	U/w	ECTS
Stiftung PÄDAK Burgenland	French for VS (primary school teaching)	4	7	
	French for HS (secondary school teaching)	4	12	
	English as a working language	2		
	Croatian	6	24	30
	Hungarian	4		30
PÄDAK des Bundes in Ktn	Italian for HS	5	24	30
	Italian for VS	3	12	
	Italian as a working language	4	12	15
	English for HS and PTS	6	36	53
	English as a working language	3	12	12
	Bilingual teaching at VS with German and Slovene as languages of instruction	6	30	39
	Slovene for HS (according to minority language regulations) and MFL Slovene at HS	4	24	33
PÄDAK des Bundes in NÖ	English as a working language in practical life / for practical teaching purposes	2	8	8
PÄDAK der Diözese St. Pölten	French for HS/PTS	6	24	30
	English as a working language	2	6	10
	English for the Diploma of Education at ASO	4	8	8
	French for VS	4	9	14
	German as a foreign language	1	12	10
PÄDAK des Bundes in OÖ	German as a foreign language	2	12	
	English als a working language	2	12	
	English Proficiency for International Qualification {sic, in English}	2	8	
	Austrian Sign Language	4	12	
PÄDAK der Diözese Linz	---			
PÄDAK des Bundes in Sbg	English for HS	6	40	
PÄDAK des Bundes in Stmk	English as a working language	3	12	
	French at VS and HS	3	18	
	Intercultural pedagogy	2	12	
	Italian at HS	3	18	

	<i>English for HS</i>	6		
<i>PÄDAK der Diözese Graz-Seckau</i>	<i>Interreligious and intercultural learning</i>	2	13	16
	<i>French for HS</i>	5	18	
	<i>English as a working language</i>	3	12	15
<i>PÄDAK des Bundes in Tirol</i>	<i>French for VS</i>	4	9	8
	<i>French for HS</i>	4	24	30
	<i>Italian for VS</i>	4	9	8
	<i>Italian for HS</i>	4	24	30
<i>PÄDAK der Diözese Innsbruck</i>	<i>Italian for HS</i>	4	24	30
	<i>French for HS</i>	4	24	30
	<i>Italian for VS</i>	4	9	12
	<i>French for VS</i>	4	9	12
<i>PÄDAK des Bundes in V</i>	---			
<i>PÄDAK des Bundes in Wien</i>	<i>German as a foreign and as a second language</i>	2	12	10
	<i>Austrian Sign Language: basic course</i>	2	12	10
	<i>Intercultural education</i>	2	12	10
<i>PÄDAK der Erzdiözese Wien</i>	<i>French for VS</i>		7	10

Sem. = number of semesters *U/w* = total units per week *ECTS* = European Credit Transfer System

Table 24: University degree courses of philological studies in modern foreign languages (Studies leading to Bachelor and Master degrees, und Diploma studies), without studies leading to a Diploma of Education:²²⁶

<i>University courses of study</i>	<i>Uni Wien</i>	<i>Uni Graz</i>	<i>Uni Innsbruck</i>	<i>Uni Salzburg</i>	<i>Uni Klagenfurt</i>
<i>DIPLOMA STUDIES</i>					
<i>Egyptology</i>	X				
<i>African Studies</i>	X				
Anglistik und Amerikanistik	X	X	X	X	X
<i>Arabic Studies</i>	X				
Deutsche Philologie	X	X	X		X
<i>French</i>	X	X	X	X	
<i>Italian</i>	X	X	X	X	
<i>Portuguese</i>	X			X	
<i>Romanian</i>	X				
<i>Spanish</i>	X	X	X	X	
<i>Bosnian/Croatian/Serbian</i>	X	X			X
<i>Bulgarian</i>	X				
<i>Polish</i>	X				
<i>Russian</i>	X	X		X	X
<i>Slovakian</i>	X				
<i>Slovene</i>	X	X			X
<i>Czech</i>	X				
<i>Ukrainian</i>	X				
Indologie	X				
Nederlandistik	X				
Skandinavistik	X				
Turkologie	X				
<i>BACHELOR and MASTER STUDIES</i>					
<i>BA Anglistik und Amerikanistik</i>					X
<i>MA Anglistik und Amerikanistik</i>					X

²²⁶ Data from universities' homepages – 1.8. bis 15.8.2006.

<i>BA German</i>		X		X	X
<i>MA German</i>		X		X	X
<i>BA French</i>		X			X
<i>MA French</i>		X			X
<i>BA Italian</i>		X			X
<i>MA Italian</i>		X			X
<i>BA Spanish</i>		X			X
<i>MA Spanish</i>		X			X
<i>BA Bosnian/Croatian/Serbian</i>			X		X
<i>MA Bosnian/Croatian/Serbian</i>			X		X
<i>BA Russian</i>			X		X
<i>MA Russian</i>			X		X
<i>BA Slovene</i>					X
<i>MA Slovene</i>					X
<i>BA Finnish Studies</i>	X				
<i>BA Hungarian Studies</i>	X				
<i>MA Finnish-Ugrian Linguistics</i>	X				
<i>MA Hungarian Literaturwissenschaft</i>	X				
<i>BA Japanese Studies</i>	X				
<i>MA Japanese Studies</i>	X				
<i>BA Judaistik</i>	X				
<i>MA Judaistik</i>	X				
<i>BA Sinology</i>	X				
<i>MA Sinology</i>	X				

Table 25: Courses of study leading to a Diploma of Education²²⁷

<i>Subjects of study</i>	<i>Uni Wien</i>	<i>Uni Graz</i>	<i>Uni Innsbruck</i>	<i>Uni Salzburg</i>	<i>Uni Klagenfurt</i>
<i>B/K/S</i>	X	X			
<i>German</i>	X	X	X	X	X
<i>English</i>	X	X	X	X	X
<i>French</i>	X	X	X	X	X
<i>Italian</i>	X	X	X	X	X
<i>Russian</i>	X	X	X	X	
<i>Slovene</i>	X	X			X
<i>Spanish</i>	X	X	X	X	
<i>Czech</i>	X				
<i>Hungarian</i>	X				

²²⁷ Full professional teaching qualification for academic secondary schools (and a precondition for exercising that profession), consists in a completed degree course leading to a Diploma of Education: which usually means combining two subjects of study. After completion of studies, traineeship and a course for trainee teachers must be undertaken and successfully completed at the apposite departments of 'Pädagogische Institute'.

Table 26: Languages studied at Departments for Interpreting and Translation Studies

<i>Languages</i>	<i>Uni Wien</i>	<i>Uni Graz</i>	<i>Uni Innsbruck</i>
<i>Albanian</i>		X	
<i>Arabic</i>		X	
<i>B/K/S</i>	X	X	
<i>Chinese</i>	X		
<i>German</i>	X	X	X
<i>English</i>	X	X	X
<i>French</i>	X	X	X
<i>Italian</i>	X	X	X
<i>Japanese</i>	X		
<i>Polish</i>	X		
<i>Portuguese</i>	X		
<i>Austrian Sign Language</i>		X	
<i>Romanian</i>	X		
<i>Russian</i>	X	X	X
<i>Slovene</i>		X	
<i>Spanish</i>	X	X	X
<i>Czech</i>	X		
<i>Turkish</i>		X	
<i>Hungarian</i>	X	X	

Table 27: Language-related university courses

University	Training for future DaF teachers	For the acquisition of German
<i>Graz</i>	<i>German as a foreign language, 2 semesters</i>	<i>Vorstudienlehrgang (pre-studies course) für foreign students (Universität Graz)</i>
<i>Wien</i>		<i>German courses for foreign students (Innovationszentrum Wien) Vorstudienlehrgang of Viennese universities for international students</i>
<i>Innsbruck</i>		<i>Innsbrucker Hochschulkurse Deutsch (IHD) – also for foreign students (Internationales Sprachzentrum)</i>
<i>Salzburg</i>		<i>Courses in German as a foreign language, including for foreign students (Universität Salzburg: 2 semesters; or Sprachenzentrum der Universität Salzburg)</i>
<i>Klagenfurt</i>		<i>German as a foreign or second language for students interested in language whose mother tongue is not German (Universität Klagenfurt)</i>

Table 28: Language teaching at foreign language centres of the universities of Graz, Wien, Innsbruck and Salzburg

At the university of...	Graz (academic year 2005/06)	Wien (academic year 2005/06)	Innsbruck (academic year 2005/06)	Salzburg (academic year 2005/06)
Name	treffpunkt sprachen – Sprachenzentrum der Universität Graz	Sprachenzentrum der Universität Wien (SZ) Deutschkurse der Uni Wien (D)	Internationales Sprachzentrum der Leopold-Franzens-Universität Innsbruck – ISI	Sprachenzentrum der Universität Salzburg
Homepage	www.uni-graz.at/treffpunktsprachen/	www.univie.ac.at/sprachenzentrum (SZ) www.univie.ac.at/WIHOK (D)	www.uibk.ac.at/isi	www.sprachenzentrum.com
Information given by:	Dr. Isabel Landsiedler (director) – Email dated 11.8.06	Mag. Sonja Winklbauer (director) – Email dated 29.8.06	Dr. Katrin Mayr (assistant director) – Email dated 16.8.06	Dr. Christian Ollivier (director) – Email dated 18.8.06
Organisation	A university institution, in the responsibility of the Vizerektorin für Internationale Beziehungen und Frauenförderung; treffpunkt sprachen is part of all university measures taken; staff are classed as (part time) assistant lecturers and receive comparable stipends.	Innovationszentrum der Universität Wien (= 100% subsidiary of Vienna University) has 2 large departments (among others): the German courses of the University of Vienna (D) and Sprachenzentrum (SZ)	Service centre of Leopold-Franzens-Universität Innsbruck	SZ is an office of 'Rektorat' and is in the direct responsibility of 'Vizerektorat für internationale Beziehungen und Kommunikation'
Courses:				
Languages	Chinese, German as a Foreign Language, English, French, Italian, Croatian, Dutch, Russian, Swedish, Slovene, Spanish, Hungarian	D: German as a Foreign Language, German as a Second Language SZ: Albanian, Arabic, Chinese, English, Finnish, French, Hindi, Italian, Japanese, Croatian, Dutch, Austrian Sign Language, Polish, Portuguese, Romanian, Russian, Swedish, Slovakian, Spanish, Czech, Turkish, Hungarian	Ancient Greek, Arabic, Chinese, German as a Foreign Language, English, French, Hindi, Italian, Iwrit (Hebrew), Japanese, Latin, present-day Greek, Norwegian, Austrian Sign Language, Portuguese, Romani, Russian, Swedish, Spanish, Czech, Turkish, Hungarian	Arabic, German as a Foreign Language, English, French, Italian, Japanese, Korean, Portuguese, Russian, Swedish, Spanish, Turkish
Levels	Chinese, Croatian, Dutch, Russian, Swedish, Hungarian: A1, Slovene: A1 – A2, French, Italian, Spanish: A1 – B2, English: A2 – B2+, DaF: A1 – C1	D: A1 – C2 SZ: Albanian, Finnish, Hindi, Dutch, Portuguese, Romanian: A1; Japanese, Polish, Czech, Hungarian: A1 – A2; Arabic, Swedish, Slovakian: A1 – B1; Chinese, French, Italian, Russian: A1 – B2, Croatian: A1 – B2+, Spanish: A1 – C1, English: A1 – C2; Austrian Sign Language: 6 levels	German as a Foreign Language, English: A1 – C1, Spanish: A1 – B1+, Italian: A1 – B1, Portuguese: A1, French: A1 – A2; plus courses for students of romance languages; other courses are not graded as to levels	English, German as a Foreign Language, Italian, French, Spanish: A1 – B2+; Arabic, Japanese, Korean, Portuguese, Swedish, Turkish: A1; Russian: A1-A2+
Fees	2 course units per week: students (45 EUR), university staff (35 EUR, as part of staff support scheme, no more than 4 courses per semester)	D: 680 EUR per semester, 15 course units per week SZ: 3 course units/week. Different rates: recipients of scholarships (120 EUR), other students (220 EUR), university staff (220 EUR), others (290 EUR)	E. g. courses offering 2 weekly units: different rates: students (30 EUR); university staff; external participants (120 EUR)	E. g. courses offering 2 weekly units: different rates: students (28 EUR); non-academic employees (37 EUR); academic staff (61 EUR); external participants (184 EUR)

Numbers of courses that take place	91% of capacity	D: all SZ: at beginners level, only Hindi did not take place; upper level courses in 'minor' languages do not always materialise	171 courses total, in the WS 4 were cancelled (1 English, 1 French, 2 Spanish), in the SS 14 were cancelled (1 ÖGS, 1 present-day Greek, 1 English, 4 DaF, 2 Italian, 1 Japanese, 2 Spanish, 1 Romani, 1 Czech)	All courses took place, except Japanese IV
Recognition at university	Students receive certificates showing ECTS points, which are recognised as fulfilling requirements in category 'optional subjects'	D: a positive course certificate, level "Fortgeschrittene 3" (from WS 2006: "Mittelstufe 3") replaces 'Ergänzungsprüfung' in German at Uni Wien, TU Wien und BOKU SZ: not yet recognised	May in part be recognised in bracket 'courses of choice'	At SZ students receive a university certificate and may have this recognised as fulfilling requirements in category 'optional subjects'
Certificates	Preparatory courses for ÖSD, examination centre for ÖSD, preparatory courses for IELTS, holding TOEFL tests	D: preparatory course for ÖSD, examination centre for ÖSD SZ: examination centre for TELC, preparatory course for IELTS, preparatory course for ILEC, WS 06/07	Opportunity to acquire certificates (e. g. DELE, ÖSD)	An opportunity to acquire certificates
Trends	Upgrading general language competences in English; an interest in subject-specific language skills (for special purposes); a tendency in students towards learning a second or third language; demand has grown for neighbouring languages as well as for Chinese, Russian, Japanese; Spanish has been going strong for years; a tendency for intensive language seminars	D: perhaps, a stronger trend towards more intensive courses SZ: the 'dominant' language is English, followed by Austrian Sign Language; demand for French has risen (however: Institut Français provides no language courses any more!)	Greater demand for courses at beginners level, for: Arabic, Chinese, German as a Foreign Language, French, ÖGS, Hindi, Italian, Japanese, Norwegian, Russian, Swedish, Spanish Greater demand for courses at slightly more advanced level, for: Arabic, Chinese, DaF, French, Japanese, Swedish, Spanish	Spanish is much in demand; Arabic is well established and meets strong demand; Japanese/Chinese meets interests of beginners, but not of more advanced students.
Participants:				
Numbers	Ca. 2400	D: 5717 SZ: 2005: 3031, SS 2006: 1233, Juli 06: 596	3512	Ca. 1100 participants per academic year
Profile	Students and university staff	D: ca. 50% are students SZ (SS 2006): 54% students; university employees and staff: 6,7% scholarly staff, 1,3% general employees; others (from outside university): 22,7% employees, 7% self-employed, 2,6% civil servants	Students, university employees, external participants	75% students, 10% university staff or employees, 15% external participants

<i>Reasons for attendance</i>	<i>To improve one's chances in the labour market; to take part in a foreign study exchange programme; to have one's certificate recognised at university</i>	<i>D: 25% - obtaining a certificate, 30% - desire for social contacts, 30% - improving one's language competence. SZ: personal interest 64%, career interests 23%, both 13%. In detail (in decreasing order of importance): course times, reputation of course provider, type of course, number of participants, trainer, venue, course content, course fee, opportunity to take standardised examinations</i>	<i>Latin/Ancient Greek, German as a Foreign Language: preconditions for studies; Spanish, Italian, French: exchange schemes; Spanish: a general trend; Italian: Italy is a neighbouring country; Russian, Turkish: the new openness of Eastern Europe; Arabic: interest in Arabic countries; Chinese/Japanese: the global economy; Austrian Sign Language: teaching, and the caring occupations</i>	<i>Additional qualification; for communicative competence; courses are optional subjects</i>
<i>Teaching staff:</i>				
<i>Qualifications</i>	<i>First-rate command of the language to be taught; university course of study; teaching experience</i>	<i>Most have completed a philological course of studies, training in MFL didactics</i>	<i>Degree course in the language to be taught; or relevant training and practical experience, respectively</i>	<i>Degree course, first rate competence in the language taught, teaching experience (at a university or in adult education), training in subject-specific didactics</i>
<i>Further training</i>	<i>Provision of 3 to 5 further training sessions /opportunities per academic year, plus opportunities for exchanging experiences</i>	<i>In-house: 4 further training sessions/opportunities per year across languages, one area of emphasis per year; additional provisions for individual languages</i>	<i>In-house: at least 1x per semester</i>	<i>In-house: at least 1x per semester (mostly 15 units); trainers may participate in courses provided by other language centres; one regular 1 week course on the subject of 'internet didactics' for MFL teachers, in the framework of an EU project</i>
<i>Other remarks</i>	<i>European Label for innovative language projects, 2002</i>	<i>European Label for innovative language projects, 2004</i>		

Chapter 5:

No tables

Chapter 6:

Table 29: Languages chosen in VHS courses (Volkshochschulen) in Austria, in the various Austrian *Länder*, in the working year 2003/04: number of courses provided in each *Land* (no data available for Carinthia and Salzburg). The three languages that had the most courses in each Land are marked in different shades of grey.

	<i>Burgenland</i>	<i>Niederösterreich</i>	<i>Oberösterreich</i>	<i>Steiermark</i>	<i>Tirol</i>	<i>Vorarlberg</i>	<i>Wien</i>
<i>German (DaF)</i>	27	196	453	85	106	175	991
<i>English</i>	94	807	468	654	192	253	1489
<i>French</i>	2	169	86	100	31	49	396
<i>Italian</i>	18	356	325	347	232	214	621
<i>Spanish</i>	10	222	156	174	82	103	447
<i>Other</i>			180		35	68	
<i>Hungarian</i>	56	63		24			37
<i>Croatian</i>	12	<i>n. d.</i>		39			45
<i>Other</i>	9						
<i>Czech</i>		103		1			59
<i>Slovakian</i>		17					11
<i>Modern Greek</i>		38		35			85
<i>Other</i>		84					
<i>Slovene</i>				19			10
<i>Austrian Sign</i>				10			16
<i>Russian</i>				23			41
<i>Portuguese</i>				8			1
<i>Turkish</i>				3			32
<i>Polish</i>							12
<i>Other</i>							1195
<i>Arabic</i>				8			
<i>Chinese</i>				4			
<i>Finnish</i>				2			
<i>Hebrew</i>				2			
<i>Japanese</i>				8			
<i>Latin</i>				9			
<i>Persian</i>				20			
<i>Romanian</i>				2			
<i>Swedish</i>				8			
<i>Total</i>	228	2055	1668	1587	678	862	5488