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Language Education Policy Profile

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Introduction

In the circumstances of an almost unlimited spatial mobility and close mutual planetary connection, the contacts with foreign languages are a daily reality, which begins through the television screens almost at the same time as the acquisition of mother tongue for an increasing number of children. Therefore, people around the world are wanting to learn foreign languages and are attempting to achieve this knowledge in various ways; the recognition of the fact that the knowledge of foreign language is not only useful and necessary, but also one of the fundamental preconditions for cooperation in the processes of Europisation and global international interconnectivity is becoming increasingly more prevalent. These processes and all other forms of international cooperation and personal contacts cannot take place without and inter-linguistic and inter-cultural communication with the help of foreign languages.

A widely accepted cognition on the importance of foreign language knowledge and thus acquired international communication competence in direct contacts with the members of other linguistic communities, and on equally important possibilities for acquiring knowledge with the help of writing is releasing us from thinking about the useful functions of foreign languages. The usefulness and necessity of foreign languages have penetrated so deeply in the conscience of people that many sometimes undertake their learning and acquisition with a non-critical enthusiasm. This important position of the knowledge of foreign languages obliges all of us, who are dealing with teaching and the study of the possibilities of a more successful learning of foreign languages, to a continual reflection regarding the quality of teaching, improvements of the existing forms, the specialities of different foreign languages when linguistically paired with Slovene, the suitability of foreign textbooks for Slovene pupils and all other specialities of pragmatic circumstances in which the Slovene pupils are learning foreign languages and encounter and confront foreign cultures. The development of an effective ability of international communication in foreign languages is only enabled by a quality regulated instruction, which is purposely attempting to exceed the narrow patterns and restrictions of simple travel and shopping oriented communication approaches, with a consistent realization of higher goals of foreign language instruction such as a wholesome cognitive development of pupils, personal growth and the extension of experiences over the narrow border of one linguistic community. All these goals are distinctly predicted with our new instruction plans for foreign languages instruction, as well as in the execution recommendations.

The quality instruction of languages, directed at the wholesome cognitive development of pupils, firstly demands a deep conscience regarding the relation between mother tongue and foreign language. We are not talking about the relation of subordination, greater/lesser applicability and/or possibility of success, but about two completely different functions, which are at the same time closely connected. While the mother tongue is the language of original cognitive relation toward reality or the world, the language of primary socialization, intensive sentiments, dreams and daydreaming, and the language of original culture, particularly literary tradition; the foreign language has the function of widening the above with the creation of a set circle. Thus, the foreign languages open windows and doors into other cultures and the world of international community, and enable firsthand personal contacts with the speakers of different languages and the habitants of other cultures, and therefore contribute to the extensiveness of the inter-cultural experience. Nevertheless, the foreign languages cannot, and do not wish to, replace or even remove the

cognitive and emotional originality of mother tongue. On the contrary, the knowledge of a foreign language and the introspection into different linguistic systems can strengthen the conscience of the originality of mother tongue as the language with which we were born, through which we first saw and learned to name the world around us, and established the bonds with those closest to us. Therefore, the experts believe that the instruction of foreign language is generally in a parasitic relation with the mother tongue, since the pupils can transfer the cognitive basics of communication competences from one language to another. This can, of course, only be possible when, and if, the pupils comprehend and acquire the actual linguistic capabilities and do not learn only about the linguistic system. If the instruction of mother tongue is limited to descriptions of the linguistic system, the result is a reverse transfer of acquired communication competences through the instruction of foreign language to the understanding of mother tongue. Contemporary instruction of all foreign languages is distinctly communication directed to a systematic acquisition of all four linguistic competences.

Furthermore, the knowledge of foreign cultures is generally acquired in parallel with their original culture. It is possible and logical only if it is built on previous thorough knowledge of their culture. Therefore, the quality instruction of foreign language must always consider the inter-cultural extensiveness of the always-present connection between two languages and their belonging cultures. When introducing the phenomena of foreign culture, it continuously returns to the similar/parallel phenomena of domestic culture and thus, when meeting with a foreign culture, at the same time brings into consciousness the specialities of pupil's culture and his/her special identity. Consistent consideration of inter-cultural extensiveness of teaching does not enable just the pupil's cognitive development and personal growth, but also prevents unwanted cultural hybridization, which begins in preschool years for a large number of pupils with non-critical parents and in front of television screens. The pupil, who is introduced to a foreign culture in connection with own culture and who reads foreign literary texts in clear inter-textual connection to those in mother tongue, will not have any problems with the distinction between own and foreign culture. The pupil will be able to experience the foreign culture formations unburdened and in their entire diversity and without unwanted assimilation to their culture. While considering the pupil's culture when presenting foreign culture, this inter-cultural oriented instruction of foreign language also enables the centralization of the instruction on the pupil.

Inter-cultural orientation is also necessary for the development of actual linguistic communication competences in foreign language, since the mere knowledge of foreign linguistic system, vocabulary and grammatical and case rules is not sufficient for successful communication; the pupils also have to know the culturally conditioned outer-linguistic rules, which determine the acceptability and suitability of linguistic messages and enable their effectiveness. The recognition of these communication circumstances i.e. for stabilized linguistic establishment and maintenance of inter-personal relations in different social situations, also contributes to the development of pupil's wider linguistic conscience. Only with such knowledge can the pupil develop into a person who will be able to listen with understanding and respond appropriately to the circumstances in a foreign language and in a given intercultural situation; a person who will correctly understand the relation of foreign languages and mother tongue and will be, while maintaining respect for own cultural inheritance, open to the challenges of other cultures and understanding toward the speakers of other languages. As a home to numerous nations, Europe will be only able to

preserve the wealth of its linguistic and cultural diversity and will revive as a community of the members of these nations, if they will be able to develop respect toward other languages and cultures and not only toward their own.

Prof. Meta Grosman, PhD

SECTION 1 - General Information

1.   Ethnic Specifics

Ethnic specifics, have, from a historical perspective, encountered great changes in the past and, due to that particular reason, resulted in a great sensitivity toward the question of Slovene language and other languages in this region even before reaching independence in the year of 1991. On one hand, we are dealing with the so called linguistic diversity within the country, the role and position of languages used by the members of linguistic communities, the legislative regulations that give and assure the rights to the speakers of separate languages, while on the other hand, we are dealing with the presence of a consistent linguistic policy toward the exterior – readiness, will and effort of this environment to establish such an institutional framework for language learning, which will allow enough room for enabling multilingual competence on different levels and for different lifelong educational needs.

1.1.   Majority of the Population, Authotonous Minorities and Other Ethnic Communities

According to the 2002 census, the number of the Slovene part of the population amounts to 1.631.363. 6243 habitants declared Hungarian citizenship – thus they are citizens of Hungary, and 2258 declared themselves as members of the Italian national minority. Other ethnic communities, which do not have this status (only groups with more than 1000 declared Slovene citizens are taken into account), are: 38 964 Serbs, 35 642 Croats, 21 542 Bosniacs, 6 186 Albanians, 3 972 Macedonians, 3 246 Romanies etc.

Legal framework for realization of state policy in the field of management of the position of ethnic, religious and linguistic groups are:
- fundamental independence documents (Fundamental Constitutional Charter on Independence and Autonomy of the RS of June 25, 1991),
- which partially assume all responsibilities of this title already established in the framework of SFRJ,
- provisions of the Constitution of RS,
- provisions of ratified international documents and recommendations of international organizations and institutions,
- interior legislation of separate areas.

Thus, according to the Office for Nationalities of the Government of RS data, the field of management of special rights of Italian and Hungarian national communities in Slovenia is addressed by more than 30 laws and executive regulations. In the year of 1995, the government adopted the Program of Measures for Helping Romanies, supposedly resulting in a more consistent realization of the constitutional norm according to the 65th article of the Slovene constitution. Since 1999, the project: Romanies in the Processes of European Integration: Models of Romany Education – The Path to Improvement of their Situation and Possibilities for Employment, has been in process in the framework of the South Eastern Europe Stability Pact activities. Furthermore, with the Local Self-Regulation Law, the Romanies were assured the possibility to obtain a representative in the municipal council of the areas where they live in an autochthon fashion. Moreover, the field of ethnic

communities in the sense of respect of human rights, equality, coexistence and linguistic and cultural pluralism, is under the jurisdiction of several **governmental** (Office of Immigration and Refugees, Office of Nationalities, Office for the Slovene Language) and **parliamentary bodies** (Committee for National Communities with representatives of Italian and Hungarian national minorities, Board of Culture, Education, Youth, Science and Sports with the Workgroup for linguistic planning and linguistic policy). Executive jurisdiction is mainly in the hands of the Ministry of Culture, Ministry of Work, Family, and Social Affairs, and particularly Ministry of Education, Science and Sports of the RS with its executive and consultative bodies.

1.2. Languages and Cultures

In the draft of the National Culture Program for 2004 – 2007, regarding which the public discussion is continuing at this moment, the goals related to maintenance and development of Slovene language within the European Union are particularly exposed, "which presupposes a synchronic concern for its cultural, political and economic extensiveness". The realization of the goal is "dependent on the execution of active linguistic policy, which will connect all sources and all holders working in this field". In the continuation, we are discussing the stimulation of cultural diversities, pluralism of creation and cultural goods in the framework of the state and from the viewpoint of a common Slovene cultural area outside the borders of the Republic of Slovenia. Following are the categories from the field of public interest, which represent a platform for as wide realization of the set goals as possible.

As linguists, we understand the concern for the language and the wish for creating better conditions for activities of public interest in the field of culture, and mainly, as a motive for an increase in the cultural and inter-cultural conscience. In the continuation follows a definition of the public interest goals in the field of national communities, Romany community, other minority communities and immigrants. Indicated are: "publishing activity, activities of cultural institutions, the founders of which are central organizations of national communities, library activity, **preservation of community mother tongues,** activities in all areas of culture, cultural contacts with parent nation, international cooperation of minorities in the fields of culture, mutual cooperation of different minority communities in the fields of culture, education and supportive projects".

The above stated fields of activities, whose goal is also a "wider acquaintance of the Slovene population with the cultural specialities of minority ethnic communities and promotion stimulation of good practice cases in the field of minorities", are realized with the help of Ministry of Culture or the Association of Cultural Organizations, through which the financing of the associations and unions is performed – among others also those, which are established by the minority ethnic communities in Slovenia (i.e. Bosniac Cultural Association of Slovenia, Association of Croat Societies, Association of Serb Community, Arabian Club of Slovenia a.o.).

1.3. Ethnic Specifics in Education

Children from a quite diverse ethnic, cultural and linguistic descent are thus incorporated into the educational system of Slovenia. According to the data of the above-mentioned 2002 census[1], 26 ethnic communities were registered in the region of the Republic of

Slovenia. Out of the 1964036 residents of Slovenia, 83,06 percent of the questioned stated that their citizenship is Slovene, 16,94 percent of the questioned were of a different nationality, a smaller section among them were Italians (0,11%), Hungarians (0,32%) and Romanies (0,17%), a slightly larger percentage was reached by the following ethnic communities: Serbs 1,98%, Croats 1,81%, Bosniacs 1,10% (Definition of a Bosniac citizenship was introduced with the Constitution of the Federation of Bosnia and Herzegovina in the year of 1994). Naturally, the number of the members of other national communities is significantly higher in the regions where they live close together (i.e. Hungarians reach almost half of the population in the nationally mixed region of Prekmurje, while the number of Serb or Croat speaking residents reaches up to 25% in certain communities. Furthermore, 5 ethnically non-identified categories were also recorded (i.e. regional citizenship, undecided, Yugoslavians, etc.), whose members are scattered about Slovenia and do not reach a higher concentration in a common area. (Interesting is the large share in categories such as unknown and did not wish to answer, which amount to half the number of those who did not declare themselves as Slovenes). The members of these ethnic communities also have, according to the 61st article of the Constitutions of the Republic of Slovenia, the right to cultivate and express their culture and use their language and writing. Slovenia also financially supports such activities.

If we do not take into account the sporadic efforts to promote Slovene as the teaching language in Slovene schools also for pupils with a different mother tongue (Romanies, immigrants, scattered members of other ethnic communities), the education needs in nationally mixed areas of Slovenia are covered by two models; we will discuss those in the following chapters.

2.   Position and Type of Languages in Slovenia

2.1.   Terminological Definitions

There are both, similarities and differences in the learning process of mother tongue, and second and foreign language. If we determine the position of language based on criteria, *mother tongue* is defined as the language that we learn first, know best, use most, identify with it and are identified through it (Skutnabb-Kangas, 1981). *Second language* is the language, which appears in our wider or narrower living environment as the language of communication and the need for its use is direct. *A foreign language* is considered as a borrowed language, meaning a language in which the linguistic experience is a transferred experience, it is the language of a translation of the mental groundwork of our message. It is difficult to set a dividing line between the first and second language in some cases (i.e. nationally mixed families), furthermore, the position of second and foreign language is not always definable (different positions of English language in the world).

Stern (1983) defines mother tongue in the light of two criteria, namely according to the chronology of acquisition/learning of language and according to the level of language knowledge. Thus, mother tongue is a language, which has been acquired in early childhood (*first language*), in the family framework (*mother tongue*), in the environment of its descent and culture (*original language*). Mother tongue is also marked by the "intuitive", "perfect" or "flawless" knowledge of language. If we define the term *second language* with

the help of the above stated criteria, than it can mean that second language is each language, which has been acquired later than mother tongue.

Second language differs from foreign language also in social position. Foreign language is the language, which is usually not used in everyday life in the society where it is taught. The speakers mainly use it outside the country in which they learnt it. Of course, this does not hold true for foreign languages which become common communication languages such as (*lingua franca*) for a certain society or geographic region. A foreign language is a constituent part of the educational program, the contents of the curriculum of the level on which it is taught. Its goals are mainly long-term goals of general education, and its role is determined by the orientations of the educational system. In the majority of cases, the pupils do not have a lot of contact with this language outside the classroom. The possibilities for formation of communication situations and the need to use a foreign language have to be created (simulated) in the classroom.

Second language is a language, which is also used in real life communication situations in the environment in which it is taught. Its usage is not only limited to the classroom environment. Often, the teachers do not take this fact into account. Furthermore, it also happens that teachers, irregardless of the presence of two languages in school, the second and foreign language, rarely connect the contents of both languages. They do not have direct mutual expert contact, because the educational realizations, which are based on different levels of foreign and second language, are different (Wilkins 1990). It is clear that the pupil and the teachers have a much easier job, if the goal language has the role of a second language, since in this case, they have the availability of a "direct linguistic laboratory" (Brown 1994).

2.2. First Languages

2.2.1. *Slovene*

2.2.1.1. *Legal Framework*

In the Article 11 of the constitution of the Republic of Slovenia, Slovene is determined as the official language in Slovenia; Hungarian and Italian are also considered as official languages in the areas of Italian and Hungarian national communities. Slovenia signed (3.7.1997), ratified (4.10.2000) and enforced (1.1.2001) the European Charter for Regional and Minority Languages.

The basic knowledge of Slovene (comparable to the B1 level of the Council of Europe) is mandatory for the acquisition of Slovene citizenship through naturalization and has to be proven with a certificate of successful completion of exam. Exemption from exam is granted to those, who completed primary school or high school in Slovenia, who achieved higher or university level education after 25.6.1991 (after emancipation of Slovenia), and who are older than 60 years and have actually lived in Slovenia for 15 years. Furthermore, illiterate persons, who can verbally communicate in Slovene, which is proven with a certificate of successful completion of exam in basic verbal communication in Slovene, are also exempt from the written part of the exam. Exams and knowledge standards for Slovene as a second language are developed by the Centre for Slovene as a Second

Language of the Faculty of Arts of the University of Ljubljana (www.ff.uni-lj.si/center-slo).

Furthermore, the knowledge of Slovene is mandatory for certain professions, especially in the field of education, healthcare, law, and other public services. In the year of 2002, when adopting the Law on Healthcare Profession in the Republic of Slovenia for citizens of other European Union country members[1], the question arose of how to assure the knowledge and use of Slovene language by the doctors coming from the European Union, without violating the principles of non-discrimination of the requirements for performing of profession. The solution was found in the provision, which requires the use of Slovene language at work; the employer is responsible for setting the level of language knowledge and the method of verification of fulfilment of conditions, while the government is responsible for setting the standards on the level of necessary knowledge of Slovene language for orientation work positions.

In addition to the constitutional provisions, the mandatory use of Slovene is determined in detail also in several regional laws of the Republic of Slovenia.

Slovenia signed (3.7.1997), ratified (4.10.2000) and enforced (1.1.2001) the European Charter for Regional or Minority Languages.

2.2.1.2. Historical Framework:

Until the 20th century, the Slovene linguistic community existed in different multi-ethnic and multi-lingual state formations, predominantly in the Habsburg monarchy, Austrian empire or Austro-Hungary from 1867-1918. The designation and comprehension of a common language and the beginnings of the Slovene literary language date back to the 16th century, with the first literary corpus, the translation of the entire Bible, the Slovene language grammar (1584) and other works. The amount of public communication in Slovene began to increase in the end of the 18th century, and at the same time, the corpus of literary texts was also expanding; furthermore, the educational system was developing, partially also in Slovene. In the 19th century, this growth continued; in addition to the religious, practical, and linguistic works in Slovene, the corpus of quality literary texts was also developing; Slovene began to be taught in higher education. The first Slovene political national program, which demanded an administrative union of all Slovenes in the framework of the Austrian empire and full enforcement of Slovene as an official, educational and public language in the Slovene linguistic region, was created in 1848. The first demand of the program was not realized; however, the linguistic demands were slowly, but persistently, realized throughout the second half of the 19th century and in the first decade of the 20th century. After the First World War, the Slovene linguistic community was divided among several countries; a large part of the southeastern Slovene ethnic territory was under the Italian Kingdom, while on the northwest, a large part was under the Austrian Republic. From 1918, within the Kingdom of Serbs, Croats and Slovenes or from 1929, within the Yugoslavian Kingdom, the Slovene linguistic community was finally able to enforce Slovene as a public language in most areas of public life. Slovene University was established in Ljubljana in 1919, and the Academy of Sciences and Arts in 1938. In the post-war Yugoslavia, Slovene was formally assured equality with

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[1] Official Journal of the Republic of Slovenia, No. 86-4236/2002.

other languages. Equality was largely enforced in the territory of the Republic of Slovenia (with the exception of certain problematic communication areas i.e. army, media, customs, and some other all-state institutions); on the country level, the status of Slovene was neglected, namely until the dissolution of the federative state in 1991.

2.2.1.3. *Slovene Linguistic Educational Policy with Reference to Slovene as a First Language*

Slovene Language in Kindergartens, Primary and Secondary Education Slovene is a legally defined teaching language in the Slovene public school system.[2] System exceptions exist in the region of Italian and Hungarian national communities; however, other exceptions also exist, i.e. in the case of secondary education for the so-called international matura (general examination before leaving secondary school), where English is the teaching language in the two-year program (Bežigrad Grammar School in Ljubljana and 2nd Grammar School in Maribor). Furthermore, English is the teaching language in the international school, intended mainly for children of foreigners, who are temporarily residing in the Republic of Slovenia.

Within the legal, as well as curricular definitions, the teaching of Slovene is related to the development of fundamental communication, socialization, and cognitive abilities of the schooling population. An extensive curricular modernization of the Slovene educational system was performed in the nineties of the previous century (1994-1998); in the framework of this modernization, the Slovene language course was also thoroughly renovated, namely throughout the entire system. In addition to other educational and didactic novelties, the curricular modernization of the Slovene language course resulted in emphasized functional communication goals of teaching, while at the same time taking into account the new social extensiveness of the Slovene linguistic community and Slovene statehood. The initiators and performers of this modernization based its beginning largely on the findings of a research, which was supposed to indicate the low level of functional literacy among the residents of Slovenia.[3] Of course, the results of the modernization are not directly noticeable yet, but its authors, as well as the teachers, expect this modernization to fundamentally improve the Slovene language situation in relation to the communication abilities, as well as communication habits of the population.

The following question remains: how is the linguistic teaching going to avoid the traps of the normative or even puristic assessment of language, texts and communication, which is deeply rooted in the Slovene linguistic community, and not only in the educational system, but also in public use. Continuous professional education of teachers is crucial for successful realization of functional linguistic teaching. Official policy on education strongly supports continuous professional education of teachers, but the question remains whether the quality and variability of available contents is sufficient. Namely, many active generations of Slovene teachers have not acquired hardly any knowledge within their higher-education in those fields of linguistics, which are user oriented and communication process oriented, thus the fields of pragmatics, science of text, sociolinguistics, etc. Functional orientation of language teaching carries a new danger, namely standardized and

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[2] Law on Organization and Financing of Education (Article 3), Offical Journal of the Republic of Slovenia, No. 12-567/1996.
[3] Review of the definitions and measurements of literacy in the Slovene region and connection with the modernization of Slovene language teaching in schools of the Republic of Slovenia prim. Bešter Turk 2003.

stereotypical comprehension of communication and linguistic habits. If the Slovene education does not avoid all these traps, the goal of renovation will be endangered: Slovene speakers have to be qualified for effective public communication (written and verbal) in their language in a better and more massive fashion than previously. The overall further development of Slovene society, in economic as well as cultural and political sense, depends on the above. Of course, it is necessary to also perform other language-planning steps, especially in the field of language services for the community (meaning the development of language manuals, linguistic-technologic applications, etc.) in order to effectively fulfill the stated linguistic educational goals, which we are going to discuss later.

The sensitive question of the possibility of teaching non-language courses in foreign languages arises occasionally in professional, as well as wider Slovene public. According to some, this would have crucial effect on the development of better linguistic abilities in foreign languages of the Slovene speaking population, while others see it as a danger, since it would cause a decrease in the linguistic abilities of the population in school in the field of Slovene professional communication language. This topic is sensitive due to the historical memories of the Slovene linguistic community, which strove for so long to establish an entire educational system with Slovene as the teaching language from the first elementary schools (trivialke) with Slovene as an introductory teaching language since 1774, to first high-schools with complete Slovene teaching language, which emerged only in the beginning of the 20th century), and therefore, its value is not only functional and cognitive, but also strongly symbolic. The model of such linguistic bath has to assure and adjust the goals of the acquisition of Slovene as a first language on one hand, and the acquisition of foreign languages on the other hand; of course, the goals of the taught subject cannot be affected. At the moment, the necessary professional groundwork for the making of acceptable test model is being prepared through certain goal-research programs.

2.2.1.4. Teaching of Slovene and teaching in Slovene outside the Republic of Slovenia

Slovenia has legally committed to support teaching of Slovene and teaching in Slovene outside the Republic of Slovenia from the state budget, namely for its citizens, as well as Slovenes with a non-Slovene citizenship.[4] Even though the network offering Slovene as a first/mother tongue outside Slovenia is proportionally developed considering the previous needs and budgetary capabilities, it can be expected that the necessary infrastructure will have to be radically reinforced and adjusted to the new conditions in the near future. In particular, we can expect an increase of the needs for teaching in Slovene teaching language for the children of those Slovene speakers, who are going to temporarily operate in a business, administrative or political fashion in other countries of the European Union. This includes both language classes, as well as offering other instruction contents in Slovene. The republic of Slovenia does not have an exact plan in this field, nevertheless, the physical, as well as virtual infrastructure, will have to be improved (meaning additional assurance of the teaching crew and the possibilities of long-distance teaching and communication over the internet); of course, cooperation with other European Union

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[4] Law on organization and financing of education (Article 81), Offical Journal of the Republic of Slovenia, No. 12-567/1996. Such directive is also supported by other legal documents of the state of Slovenia, i.e. The Constitution of the Republic of Slovenia (Article 5), Resolution for Relations with Slovenes Around the World, Offical Journal of the Republic of Slovenia , No. 7-359/2002 (Introduction, 1st item 3rd chapter, extensive provisions of chapter 4. 1.) etc.

countries is necessary in this field and mutual cooperation has to be established for the teaching of mother tongue. Certain such test projects are already underway. On the other hand, in addition to the infrastructure, the linguistic consciousness of Slovene speakers, mainly in the sense of being aware of their rights (and the rights of their children) to education in their language, of acquaintance with the possibilities and the willingness to take advantage of these possibilities, has to be reinforced.[5]

2.2.1.5. *Relationship between Slovene Literary Language and Colloquial Forms of Slovene*

Slovene literary community is marked by a great dialectical diversity in a proportionally small geographic area. The awareness of the diversity in spoken Slovene and its consideration when forming standardized Slovene is traced already in the period of the creation of Slovene literary language in the 16th century. In the 17th and 18th century, the Slovene written language was greatly adjusted to provincial speech, in the 19th century, with the formation of the Slovene national movement, the Slovene language, in its connective role, was standardized in a unified fashion. The relation between the literary language and the colloquial variants in the Slovene area is dynamic even today. The role and form of standard written Slovene language are commonly established and stable; the acceptability threshold of certain linguistic components in written texts is becoming increasingly relative (depending on circumstances) and generally speaking more transitional; particularly some goal-oriented media are very open in this regard.

The image of publicly spoken Slovene language is much more diverse, displaying the characteristics of regional variants of Slovene or regional speech. With the opening of the Slovene radio and television media space to private and commercial bidders in the last one and a half decade of the previous century, the tendency towards the regional flavour of the Slovene language in the public media increased; nevertheless, no verified empirical data exist in this matter. Linguistic regionalization is strengthened by otherwise positive (and in some areas even too slow) process of decentralization of Slovene public life, even in the field of mandatory and higher education, state institutions, etc.

Linguistic regionalization is a two-way process: on one hand, it strengthens the local linguistic, and consequently, social cohesiveness, maybe even also increases local acceptability of the media in a symbolic sense and also the sense of contents, probably particularly for the section of residents which does not have high receptive capabilities in Slovene literary language due to lower education. On the other hand, the strengthening of linguistic regionalism resulted in some unwanted consequences in the Slovene public. Already, certain groups of speakers have problems when verbally communicating with speakers from other regions, particularly in official and public speaking positions, due to the fact they do not know how to adjust their speech. This does not mean they would not understand the message or that they would not be understood; it is more regarding the possibility for partial and hidden social discrimination of such unadjusted speakers. This

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[5] Certain experiences and data namely state the thought that all Slovenes do not easily opt for this possibility. The statistics of mother tongue teaching in Austria for the year 2001/2002 (Waldrauch and Manolakos 2002) i.e. states that additional teaching of Slovene in primary school was attended by 10 students in total, namely only in Vienna. Thus, we can conclude that this does not include the entire population obliged to attend school of Slovene speaking parents in Austria and Vienna (which does not include the representatives of the Austrian Slovene linguistic community living in Vienna.

can indirectly result in a decreased possibility of interior educational and professional mobility of speakers of Slovene or even in an impediment of interior migrations. In such a way, the process of further regionalization of publicly spoken Slovene could paradoxically even impede the process of decentralization and regionalization of the Slovene state. In addition to everything already stated, the linguistic regionalization also impedes effective teaching and enforcement of Slovene as a second/foreign language in verbal communication. Of course, it is very difficult to prepare foreign speakers for all – in their point of view – deviations from the acquired norm of the Slovene literary language, which are waiting for them in the reality of Slovene communication; Slovene speakers, however, do not know how to or cannot adjust to them and speak with them in a more literary fashion.

The curriculum of Slovene language course encourages the awareness of Slovene linguistic diversity as a value to the students; it does not comprehend the literary language as a replacement for their colloquial language and also offers space for an actual presentation and recognition of different speech among the students. Slovene linguistic diversity is presented more or less as a continuum in the curriculum, where each linguistic type has its place and its role. However, on the other hand, the experiences of certain teachers state that i.e. their educational speech in standard Slovene is not accepted in school as a natural language choice or even evokes ridicule, since many teachers consistently use regional speech when teaching and the students are thus not used to the literary speech.

Thus, regional languages in Slovenia have to find an appropriate balanced relation toward the literary language without spreading on account of its role; further establishment of balance is the task of linguistic planning of literary language, as well as wider Slovene linguistic policy. Distinct encouragement of regionalism or even praise of the value of local dialects and speech can also have negative effects on the Slovene linguistic community. High level of sensitivity of these processes is connected with negative historic experiences of the Slovene community. Namely, the regionalization of Slovene language was often politically encouraged in the past, which in turn had the effect of an argument against the legal and official enforcement of Slovene in the public, saying that Slovene language is not standardized enough. Direct assimilatory pressures on the Slovene community i.e. Austrian Koroška or Hungarian Porabje were often connected with intentional encouragement of the local cultural and linguistic identity. In short, the relation between the regional and national in the Slovene language space can be marked as follows: the regional cannot be discriminated against, but it should also not be idealized.

2.2.1.6. Slovene Language and Higher Education

A large section of the Slovene professional public comprehends the Slovene language in higher education and scientific communication as a crucial condition for full functionality of the Slovene language and for further development of its high status or prestige. On the other hand, due to increasing mobility of students and professors, and the method of science organization, it is becoming increasingly more difficult to insist on Slovene being the only public language in these fields in the Republic of Slovenia. This is a potential source of conflicts, due the fact that two extreme viewpoints are formed (some speak exclusively in favour of Slovene, while others believe that English should start replacing it to a large extent). The task of linguistic policy is to form a sensible linguistic environment for the satisfaction of all communication needs, even though they might contradict each

other at first sight. The medium level knowledge of Slovene (equivalent to the B2 European level) was for a while also a condition for the enrolment to the University of Ljubljana, namely for those students who did not complete high school in the Republic of Slovenia; since the year of 2003, this is a condition for the enrolment to the second (sophomore) year of the university study program. Such a provision is in compliance with the Article IV.7 of the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region of 1997, which was ratified by the National Assembly of the Republic of Slovenia in the year of 1999.

Slovene is legally defined as mandatory teaching language in Slovene higher education.[6] Study programs of foreign languages, sections of study programs where foreign teachers are involved with their execution, and those study programs, which are at the same time conducted also in Slovene, can be performed in a foreign language. An annex to the law of the year 1999 determines that the citizens of the EU member countries have the right to higher education under the same conditions as the citizens of the Republic of Slovenia. The National program of higher education of the Republic of Slovenia of the year 2002, possibly also due to the above stated reason, assumes that higher education institutions will have to, in order to assure equal cooperation in the field of student exchange of the EU programs, more often opt for performing study programs, or their sections, also in a foreign language. At the same time, the National program is setting the study of languages as one of the priority areas in the development of higher education. Also in this field, it will be necessary to find a flexible and effective system solution, which will not deprive Slovene of its status and will strengthen it in its entirety, while, on the other hand, it will also ensure an undisturbed flow of knowledge, international cooperation and satisfactory abilities of students, professors and researchers in foreign languages.

Slovene language is offered as a subject only in certain humanistic and social sciences university programs in the Slovene higher education (the study of Slovene language and literature, class teaching, comparative literature, translation and interpretation, general and comparative linguistics, journalism, partially theology etc.). For a long time, the Slovene linguistic professionals have been pointing out the urgency of teaching Slovene literary language as a professional language also within other study orientations, as an important ingredient of linguistic planning; however, predominantly without any effect. In part, this is also due to the fact that there is no consensus on the concrete goal of such a course and how to achieve this goal.

2.2.1.7.   *Slovene Language and Teacher Education*

The knowledge of Slovene literary language is mandatory for all professional workers in kindergartens and schools.[7] Education in Slovene literary language as a language of educational communication is guaranteed for all interns in the profession of education; testing of Slovene literary language knowledge is a mandatory ingredient of the professional exam of professional workers in the field of education. For professional workers in kindergartens and schools with Italian teaching language, and bilingual kindergartens and schools, a section of the exam is performed in compliance with the regulations managing the special rights of the Italian and Hungarian national community in

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[6] Law on Higher Education (Article 8), Offical Journal of the Republic of Slovenia, No. 67-2465/1993.
[7] Law on Organization and Financing of Education (Article 92), Offical Journal of the Republic of Slovenia, No. 12-567/1996.

the field of education. Professional workers in kindergartens and schools with Italian teaching language, and bilingual kindergartens and schools have to decide in their application, whether they are going to take the professional exam in Slovene language or in the language of the national community.

Within the framework of the Assistants for Foreign Language Teaching project, the foreign assistants, who are involved with teaching of foreign languages in certain Slovene schools, are offered a minimal few-hour course of Slovene, which is too little in order to acquire satisfactory communication ability in Slovene language.[8]

2.2.1.8. *Sources of Information Regarding Slovene Literary Language and Linguistic Self-Help*

Slovene linguistic community is comparatively poorly equipped with quality linguistic manuals. This includes the field of monolingual manuals of Slovene, as well as the field of bilingual and multilingual dictionaries. [9] The preparation of monolingual manuals is mainly the domain of scientific-research institutions, mainly the research centre of the Slovene Academy of Arts and Sciences in Ljubljana, the publisher of the Slovene Literary Language Dictionary (five books 1970-1991, single-book in 1994, edition on floppy disks 1997, on cd-rom 1998) and Slovene Orthography (last edition in 2001, on cd-rom in 2003). The Great Foreign Word Dictionary was commercially published in the year 2002; only commercial publishing houses are publishing bilingual dictionaries; in the last decade, several were published in electronic format.

Such situation does not seem to be anything special at first sight. However, a critical overview displays the fact that the material of the academic monolingual manuals of Slovene is not firmly grounded in the contemporary Slovene linguistic reality, and the manuals are not designed for everyday use of a wide circle of users (irregardless of the comparatively high number of copies printed and high sales, which are not directly connected with the actual use of the manuals, but are stimulated through skilful marketing campaigns, which are based on the historic belief of Slovene language as the fundamental national value); in addition, the rate of creating and publishing of these manuals is extremely slow. The curriculum of the Slovene language course anticipates the introduction and usage of Slovene linguistic manuals, which is a good investment in the future and demands further strengthening; nevertheless, the manuals, in their unadjusted format, demand a lot of didactic and methodic treatment in order to achieve the appropriate purpose. The usage of the existing manuals can even be misleading without considerable education of the users, because they can interpret the data incorrectly in different ways.

On the other hand, the bilingual dictionaries are left exclusively to commercial publishing houses. This would not be anything special, if the Slovene market would not be somewhat too small for exclusively commercial lexicographical activity (with quality and effectiveness), while on the other hand – also due to linguistic unawareness – it is also dependent upon the very short-term investment cycle and small capital investment, which the owners of the capital are willing to assign to the lexicographical activity. In addition, the funds for publication and formation of bilingual dictionaries for Slovene, coupled with English and German, are not difficult to find; however, there is a problem for different

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[8] http://www.mszs.si/container264/ECOS/projekt1-asistenti.pdf
[9] Detailed information and perspective solutions in Krek 2003a in 2003b.

other languages due to very small commercial effect of those, and thus the corpus of bilingual dictionaries is diminishing instead of increasing in the context of the European guidelines for the assurance of multilingual speakers. The possibility of budgetary co-financing in the framework of state subsidies in the field of publishing of lexicographical activity is not appropriate, due to the fact that this activity is long-term and demands gradual financing and demanding infrastructure.

Appropriate infrastructure has to be available to the members of the Slovene linguistic community and the community of speakers/users of Slovene as a second/foreign language, if they are to actively care for their linguistic ability even after the period of systematic acquisition of language. It is the duty of professionals and state policies to create an appropriate model for financing the making of useful linguistic works in Slovenia, which is going to enable quality work on one hand, while it will demand timely and verifiable quality results on the other hand. Certain drafts of such model are already taking shape, but mainly in the field of monolingual linguistic manuals, the competition and appliability orientation are not actually possible.

The second field of servicing the Slovene linguistic community are linguistic technologies, which have been quickly developing in Slovenia in the last decade and are also firmly intertwined with the international currents. The consideration of the linguistic-technological applications when planning the linguistic abilities, during planned acquisition of language and everyday communication, is an issue which has just begun to register in the language-planning and language-educational thinking, but it will definitely fundamentally change the linguistic habits and the possibilities of inter-linguistic communication.[10]

2.2.2. *Italian*

Italian is the teaching and learning language in Slovene schools with Italian language of instruction. The teaching of Italian language as a mother tongue is thus a part of the broadest framework of language and literature instructions. Language teaching includes all verbal and non-verbal dialects, and concerns all subjects. The connection of different types, contents, and learning situations, to which these are connected, represents a basis that has to be taken into account in all phases of the educational process. Particularly, mother tongue, as the fundamental means of forming, expressing and expanding the empirical and cultural horizons, is standing out as the area that is addressed by the work of all teachers.

By learning the Italian language, the pupils become aware of its effects and its purpose, they are using it, they are learning and discussing literary texts, and their intellectual-mental maturity increases. Furthermore, the level of their cultural conscience is increased through their findings about themselves and the world, which are formed through this process. This cultural conscience is inseparably connected with the behavioural contents and acquisition of ethical and aesthetic values, since those play a key role in the growth and maturing process of young people. The development of expression competence in the framework of newly projected systematic discussion of morphological and syntax level of Italian and its vocabulary, and with the introduction to analysis of literary pieces or preparation for it, does not mean merely learning and acquisition of language as a

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[10] Prim. Stabej 2003, Vintar 2003, Hirci 2003, Pisanski 2003.

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[10] Prim. Stabej 2003, Vintar 2003, Hirci 2003, Pisanski 2003.

communication device, but also development of an appropriate general cultural knowledge through extensive reading of classical pieces (translations and fragments) and contemporary authors.

With the knowledge of Slovene as the second language (similarities and differences in relation to Italian), the pupil is able to value Italian as a standard language, a modern and functional language open to creativity. The teaching of Italian is intensively based on cultural reality of the parent region and state. The knowledge of several languages (mother tongue, Slovene as the second language, English as the foreign language) is an important and highly necessary tool, which enables the pupil to access a variety of information sources and labour market; the language thus importantly influences the formation of individual's personality and his/her lifetime learning.

Through learning and detailed knowledge of Italian culture and language, the pupils strengthen their perception of the role of Italian in their personal and social life:

- they are aware of the fact that their mother tongue (Italian) is the most natural socialization medium for them, since it enables simple and effective communication due to the spontaneity of its usage;
- they are aware that their mother tongue is the fundamental element of their personal and national identity and that, together with literature (fundamental ingredient of Italian civilization and cultural tradition), it also forms, supports and strengthens their self-awareness;
- Italian is wilfully accepted as the language of the Italian national community in Slovenia and in the neighbouring Croatia, and as the language of its parent i.e. Italian nation. They are expanding their knowledge of the contribution of Italian or Italian civilization to the European culture and the world in general;
- they are conscious of the speciality, the position and the meaning of the historical presence of Italian language in the territory of their community; furthermore, they are conscious of their relation toward the state language.

2.2.3. *Hungarian*

The concept of the development of Hungarian as a first (and of course also second) language cannot be treated separately from the entire concept of language education and linguistic organization of instructions in bilingual educational institutions, as stated in SECTION 2/ Chapter 1 which also displays the principles and goals of the teaching of Hungarian language as a first and second language.

The position of Hungarian as a first language in nationally mixed region in the North-East Slovenia is managed by the Slovene legislation, which ensures that the schooling youth are given the possibility of schooling in their mother-tongue and of learning the language of the environment, meaning the language of the majority, the Slovene language. In the framework of the curricular renovation in the second half of the nineties, the curriculum, same as for all other languages, was prepared by the subject curricular committee, and confirmed by the Professional Council of General Education of the Republic of Slovenia. A workgroup for education of nationalities, which includes a consultant for Hungarian language (who operates in Lendava), several external consultants, a consultant from Hungary (two days per week) and the chairman of the Hungarian Language department of

the Faculty of Education in Maribor, operates in the framework of the Institute of Education of the Republic of Slovenia. In such a way, firm connections are created between the curricular needs of Slovene education in this field, the Hungarian language as the first language in the nationally mixed region, and the connection of this language with the native country.

The textbooks for Hungarian language are imported from Hungary; however, they have to contain the Resolution of the Professional Council of General Education of the Republic of Slovenia stating that they are compliant with the valid curriculum. State examination centre is responsible for the external examination of the knowledge of mother-tongue at the end of the 8-year or 9-year school, as well as for matura and professional matura. Examination material is prepared by the specially appointed examination commissions.

### 2.2.4.	*Sign Language*

2.2.4.1. *Legal Basis*

The Resolution on Sign Languages is the international document, which acknowledges the sign language as the fundamental right of deaf persons. It was adopted by the European Parliament in 1987 with an appeal to all members of the European Union to officially acknowledge the sign language as the mother-tongue of deaf persons. In accordance with the Constitution of the Republic of Slovenia, the National Assembly unanimously adopted the Act on the Use of Slovene Sign Language during its meeting on November 29th of 2002.

The Act regulates the right of deaf persons to information and the assurance of their equal rights to be included in the living and working environment. It defines the techniques and possibilities of such inclusion, the procedures of the enforcement of rights and protection of these rights in more detail. The local centre for social work, which issues, based on the audiogram, a special provision to a deaf person, is responsible for the acknowledgement of the rights stated in the Act. Based on this provision, a deaf person has the right to the help of a sign language interpreter in the extent of 30 hours per year, in case this person has pupil or student status, then, due to additional needs in connection with education, the person can require more hours; however, not more than 100 hours per year. In the regions with Italian or Hungarian national communities, a deaf person can enforce the interpretation of Italian or Hungarian spoken language to Italian or Hungarian sign language, and the interpretation of Italian or Hungarian sign language to Italian or Hungarian language for hearing persons. The work of a sign language interpreter, to the above-mentioned extent, is paid by the deaf person using a voucher issued by the centre for social work on the basis of the acquired rights. The Association of Interpreters of Slovene Sign Language is responsible for the communication between the users of interpretations, the sponsors, and the performers, interpreters, themselves. In addition, a registry of interpreters exists at the Ministry of Work, Family and Social Affairs, thus a list of qualified interpreters of Slovene sign language (28 interpreters are currently registered in the region of Slovenia), which enables deaf persons to be better informed; furthermore, it enables the availability of interpretation in all Slovene regions.

The following are subordinate regulations of the Act: a) Resolution on the Establishment and the Nomination of the **Council for Slovene Sign Language** (Official Journal of the

Republic of Slovenia, No. 30/2003) and b) Regulations on the Certificate and the **Voucher** for the Enforcement of the Right to an Interpreter of Slovene Sign Language (Official Journal of the Republic of Slovenia, No. 67/2003).

The Council of Slovene Sign Language is designated by the Government of the Republic of Slovenia, while its members are nominated by: each University (one member, a professional in the field of linguistics or special pedagogics), Association of Interpreters of Slovene Sign Language (2 members), 4 members are from the Association of Deaf and Hard-of-Hearing Persons of Slovenia, one member is nominated by each, the Ministry of Education, Ministry of Health, Ministry of Justice, Ministry of Work, Family and Social Affairs, one member is nominated by the Office for the Slovene Language, one member by the educational institutes for deaf persons, and one member by the Social Chamber of Slovenia.

2.2.4.2. *Linguistic Norm*

In the Act on the Use of Slovene Sign Language, sign language is defined as a visual-sign language system with a specified placement, position, direction, movement of hands and fingers, and facial mimics. For the users of this language – meaning the deaf persons or hard-of-hearing persons – this is their natural language. In Slovenia, we have two forms of sign language (Globačnik, www.mszs.si/...): a) Slovene sign language for deaf persons or spoken language of deaf persons and b) sign supported Slovene language (Sign supported Speech or Signing exact Slovene), meaning the literal translation of assembled sayings of Slovene language with the use of the vocabulary of Slovene sign language, which is used in public situations (television, public events, legal procedures etc.). Two judicially sworn judicial interpreters of the sign language are operating in Slovenia. In judicial situation, the interpretation has to be adjusted to the general education level of a deaf person. Three analyses comparing the Slovene literary language with the Slovene sign language were performed in Slovenia. Two dictionaries with 1600 words each are available. According to Globačnik, the viewpoints of the deaf population have to be considered in the discussion of which language should be developed in the framework of linguistic policy. For them, the basis for standardization is the Slovene sign language as their natural language, while the sign supported Slovene language is a communication means used only in certain language situations. Since 1995/96, the Institute for Deaf and Hard-of-Hearing Persons of Ljubljana is implementing a trial project of bilingual teaching, meaning teaching in two independent language systems: Slovene literary language and Slovene sign language.

Since each natural language is standardized, the sign language also consists of several standards, based on the viewpoint of the language they are determining. The result of language standardization is a standardized language; however the norm has to be regarded as an adjustable communication instrument. This question is particularly important in the field of teaching the mother-tongue and foreign language in schools. The elements for teaching of speech and listening to persons who lost their hearing are taken from the experiences of the teaching of foreign language (mainly French) to children. A worldly recognized verbotonal method of Peter Guberina was created based on these experiences.

2.2.4.3. Education of Children and Adolescents

Three specialized institutions for education of children and adolescents up to the age of 18 are operating in Slovenia: Institute for Deaf and Hard-of-Hearing Persons in Ljubljana (kindergarten, primary school, and secondary school), Centre for Hearing and Speech in Maribor (kindergarten in primary school), and a similar centre in Portorož.. In addition to the mother-tongue (Slovene language, also Italian language in Portorož), all three institutions are also performing, in accordance with the curriculum, the teaching of a foreign language. They are using adjusted teaching material in order to achieve at least minimal standards of the regular program and can be accepted to the secondary school. In the Ljubljana Institute, the form of total communication is prevalent, while in both other institutions, the emphasis is on the above-mentioned verbotonal method. More and more hard-of-hearing persons are using hearing aid, which enables better integration to all forms of regular further education. The teachers of regular programs, whose departments also include pupils who are hard-of-hearing, are invited to attend special instruction in the field of working with such pupils.

2.2.4.4. Training of Sign Language Interpreters

The first generation of interpreters completed their education in 1985. Later on, the program was improved and it now consists of 240 hours. Citizens with a minimum of secondary school education, with a successfully completed exam of sign language signals (ons), and with appropriate psycho-physical capabilities are eligible to participate in the program. The interpreter education program is professionally verified by the Association of Interpreters of Slovenia, Social Chamber of Slovenia, and Ministry of Education, Science, and Sport. The exam consists of the interpretation from Slovene sign language to a written form of Slovene language, interpretation from spoken Slovene language to Slovene sign language and role playing, which checks the ingenuity of interpreter in different situations.

*2.2.5. **Romani language**[11]*

2.2.5.1. Legal Bases

The Romany community is mentioned in Article 65 of the Constitution of the Republic of Slovenia, which states: "The position and the special rights of the Romany community, which resides in Slovenia, are regulated by the law."

In 1995, the government of the Republic of Slovenia adopted a special governmental program containing provisions regarding the help for the Romany ethnic community; this program is still present. It was directed mainly toward the regulation of the residence conditions of Romanies, the survival of Romanies by accepting social aid, the assurance of the possibility for education, and also the development of culture, information, preservation of their identity, and political participation of Romanies on a local level. The activities are lead and directed by the Office for Nationalities, which is responsible for the entire sphere of national minorities, other ethnicities, immigrants, and refugees. 21 Romany associations are established in 19 communities in Slovenia; these associations are connected under the

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[11] Krek, Janez: Strategija vzgoje in izobraževanja Romov v Republiki Sloveniji, 4. osnutek, del. gradivo, 24.9.03

main organization The Association of Romanies of Slovenia[12]. The leaderships of the Romany associations on a local level are dealing with communities, while the representatives of the Association of Romanies are dealing with state agencies. The political participation of Romanies is regulated by the adoption of the changes to the Law on Local Self-Government (Official Journal, No. 51/2002), the Law on Local Elections, and the Law on the Record of the Right to Vote (Official Journal, No. 52/2002). The Commission of the Government of the Republic of Slovenia for the Protection of the Romany Ethnic Community is operating within the government of the Republic of Slovenia; this commission is composed of the representatives of state agencies, communities with a larger number of Romanies, and the representatives of the Association of Romanies of Slovenia.

The education of Romanies is determined by the following laws (Krek, 2003):
-               Law on Organization and Financing of Education
-               Law on Kindergartens
-               Law on Primary School and
-               Law on Adult Education

In all of the stated laws, individual articles are exposing the participation of the Romany population on different levels of education, and the specifics of their incorporation.

The Professional Council for General Education of the Republic of Slovenia adopted the *Guidelines for the adjustment of the primary school program to Romany children* in 1993, and in 2000, based on the new legislation on education of 1996 and the curricular renovation (key section was completed by 1999), the *Guidelines for the implementation of the 9-year primary school program for Romany pupils.*

On the international level, the documents of the European Union (the Resolution on the Schooling of the Children of Romanies and Nomads, June 1989) and of the Council of Europe (the Recommendation on the Education of Romany Children in Europe, February 2000 and the Recommendation on the Education for Democratic Citizenship, October 2002) are also important in the field of education.

2.2.5.2. *Description of education conditions* [13]

According to the data of the centres for social work and the data of the schools in the regions with Romany residents, we can assume that there are between 7000 and 12000 Romanies living in our country (Žagar 2002, 25); according to the estimates of the EU, there are between 6500 and 10000 Romanies (EU Support for Romany communities 2002, 4), while according to the official data of the last census of 2002, there are 3246 or 0,2% Romanies (see table 1:Residents who defined their national affiliation to be Romany,...), dispersed in many Slovene communities. The sociologic researches show that the social status of the majority of Romany residents is much lower than the social condition of the majority citizens; all this is closely connected with the low level of education, professional perspectives, and the employment possibilities of the adults. A particular problem presents the education of Romany children of those Romanies, which do not have a settled legal status in the country, since their parents are avoiding any contact with the institutions.

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[12] Government Information Bureau /http://evropa.gov.si/evropomocnik/question/809-168/
[13] Krek, Janez, 4th draft of the Work Material, Sept. 2003: p. 5

In the analysis of the current condition and the measures in the field of education, Janez Krek[14] states certain characteristics, which are also concerned with the linguistic education:

– Regardless of the substantial state subsidies, only a small percentage of Romany children are enrolled in kindergartens. Generally, they are integrated in the regular groups, since their number is only exceptionally higher than the number needed for the establishment of a homogenous Romany department (5). On average, there are eight such departments in Slovenia each year.

– Therefore, the children who acquired some Slovene language in kindergarten and are at least somewhat socialized, as well as the children who can only communicate in their first language, are enrolling in primary school. 1349 Romany children attended school in 2002/2003, a large percentage of this number (9,3%) attended primary school with adjusted program, which is definitely the consequence of the lacking previous knowledge, absence from the preparation for school and mainly the lack of Slovene language knowledge. Special normatives and standards for the formation of departments are applied to the departments with Romany children (a Romany department can be formed if there are 16 Romany pupils – this happens very rarely; the department can only have 21 pupils, if there are at least 3 Romany children in the class, etc.) Even though the Ministry of Education, Science and Sport additionally finances the execution of instructions in smaller groups, thus giving learning aid to these students, the problems remain, since the Romany language and culture are, according to this concept, a family issue. In the *Guidelines* after the curricular renovation of 2000, the installation of the Romany and Slovene language in the curriculum is defined as a key problem; however, the decisions are not explicit enough to result in a greater change of the existing concept. The *Guidelines* »set the prevalent language and culture in the position of a norm; in relation to this norm, the Romany language and culture seem to be marginal.«[15] Of course, the problem is not the lack of legal regulations, but their realization in practice.

2.2.5.3.   *Strategy for the Education of Roma in the Republic of Slovenia* [16]

The author of the work material derives from the legal acts (regarding the primary school education of Romanies), from the International Convention on the Protection of National Minorities (ratified by the Parliament in February of 1998), which established, in Article 5, that national minorities have the right to preservation and development of the »fundamental elements of their culture and identity«[17], and from the problems displayed by the existing solutions.

The author emphasizes the fact that the state has to, in the case of a Romany minority, ensure the education, which will stimulate the preservation and respect of the Romany language and culture. This can only be achieved through the principle of multi-culturalism,

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[14] ibd.: 10
[15] Krek, Jenez, ibd. 15
[16] Krek, Janez, Strategy of Education of Romanies in the Republic of Slovenia, fourth draft (Sept. 24, 2003)
[17] Krek, Janez, ibd. 18

and as much as possible, intra-culturalism[18]. Undoubtedly, this will be a great step forward, which will be dependent on a number of factors:

- cooperation with the parents and the efforts for, as massive as possible, enrolment of Romany children to pre-school programs
- openness of the curriculum for Romany language and culture (Romany language as a facultative subject starting in the 1st grade)
- success of the standardization of Romany language (preparation of dictionaries, grammar, selection of texts and curriculum for the forms of Romany language used in Slovenia)
- possibilities for the introduction of Romany assistant (or coordinator), particularly in kindergartens and primary school
- awareness of the majority environment for mutual gain with the introduction of the new practice
- teacher training.

For all future work, we have to be aware that Romany children, as an ethnic group, are not pupils with special needs, which sometimes appears due to the problems with their adjustment to the linguistic and social norms of the majority population, but can, with appropriate measures, achieve the same educational standards as the rest of the pupils[19].

2.3.   Second Languages

2.3.1.   Slovene Language Policy in the field of Slovene as the Second Language

With the Law on Foreigners, the Republic of Slovenia has obliged to, within the framework of assuring the conditions for inclusion of foreigners, who have received the residence permit in the Republic of Slovenia, into the cultural, economic, and social life of the Republic of Slovenia, organize classes of Slovene language for foreigners. [20] This commitment has not been fulfilled. The right to budgetary financing of Slovene language classes in the Republic of Slovenia – mainly in the form of scholarships – is currently given only to persons with Slovene background. All others have to pay in order to learn Slovene.

Furthermore, with the Law on Asylum, the Republic of Slovenia has obliged to assure the conditions for incorporation of refugees into the cultural, economic and social life of the Republic of Slovenia; within this framework, it is supposed to organize Slovene language classes for refugees.[21] The government has not yet fulfilled this commitment either. However, a dialogue has been established between The Office for Refugees of the Republic of Slovenia and the Centre for Slovene Language as a Second/Foreign Language. The government was supposed to pay a certain amount of hours for a Slovene language course for those, who have already attained asylum status (the suggested amount was from 200 to 300 hours); furthermore, their exam of Slovene as a second language would also be paid. Of course, those who attain asylum status represent only a small portion of the entire immigrant population, which would, in order to achieve satisfactory social integration, need to be able to communicate in Slovene, but they cannot attain this ability only by

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[18] Krek,J.,ibd.23
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[20] Law on Foreigners, Official Journal of the Republic of Slovenia, No. 61-2912/1999, last change in the year 2002, Official Journal of the Republic of Slovenia, No. 96-1/2002, Article 8.
[21] Law on Asylum, Official Journal of the Republic of Slovenia , No. 61-2911/1999, Article 19.

acquisition from the environment. The government should also offer financial support for learning Slovene language to these immigrants, maybe in the form of co-financing of a certain number of hours, in the same way as it has been arranged in several European countries.

In a narrower sense, the field of Slovene language teaching for foreigners is a special professional discipline of Slovene linguistics, which has been recently dynamically developing in the scientific, as well as application sense (prim. Ferbežar 1996/97, 1999, 2003, Ferbežar and Stabej 2002, Pirih 2001, 2003, Zemljarič Miklavčič 1998, 1999, 2000, 2002)**.**

With its demographic dynamics and political situation, Slovenia can expect to experience even more intense migration processes. The immigration flows will certainly increase, partly as a kind of first step before entering other member countries of the European Union, which are traditionally more attractive immigration targets, but partly also with Slovenia as the final target, since it is economically relatively successful and politically stable country. On the other hand, due to political and administrative framework of the European Union, a much greater number of Slovene citizens and members of the Slovene linguistic community will permanently or periodically live outside the Slovene linguistic community. Both, the immigration as well the emigration processes (even now both are very diverse) are of course connected with language and language planning, and also with legal order and organization of appropriate educational frameworks. In regards to this, it would probably be best, if an active (of course at the same time well considered and professionally grounded) policy would be formed as soon as possible; this policy would not only observe the events, but it would also act in a directive fashion and would be prepared for certain things in advance. The existing legal, financial, and organizational frameworks on the state level are not quite appropriate anymore.

The field of Slovene as a second/foreign language, which is institutionally developed mainly in the Centre for Slovene as a Second/Foreign Language in the Department of Slovene Linguistics of the Faculty of Arts of the University of Ljubljana (Bešter and Kržišnik 1999), has been successfully adapting to the changing conditions for a long time, and has been mainly operating as a pointer of the more general Slovene policy in this field with sometimes more and other times less success.

At the beginning, the goal audience of teaching Slovene as a foreign language were, on one hand, the descendants of Slovene origin around the world (which assured either preservation or reconstruction of their Slovene), and on the other hand, those who were interested in Slovene language and literature (and other specific Slovene linguistic contents) in a professional or educational fashion. The third target group, meaning the people who learn the language in order to effectively communicate using this language and not due to symbolic or professional reasons was left on the side due to the fact there were not many people who would be interested in something like that.

Faster development of the professional field of Slovene as a Second/Foreign language began only with the increase of the third target group. Due to the speciality of the target audience, the teaching of Slovene as a second language could not be a simple adaptation of the teaching and research of Slovene as a first language, but had to be based on other, more effective, foundations, which were actually directly connected with the needs of the target

group: to attain as effective communication ability in Slovene language as possible in the shortest time and the cheapest way possible.

Another movement was taking place together with the demand for effective teaching; from comparatively monolith notion on the meaning of language knowledge (the traditional idea of this notion was, in its origin, a source of frustrations for foreigners, since it equated the knowledge of language with the ability of an ideal born speaker, which is not possible even for speakers of first language, let alone the speakers of second/foreign language), a different notion regarding the functionally and content division of the linguistic ability began to form in the Slovene linguistics. The goals began to functionally differ also in the field of teaching. The realization that it is necessary, for the specific communication needs of the audience, to find appropriate ways for the acquisition of specific communication abilities was becoming increasingly more enforced. This resulted in a new development of organizational forms of offering Slovene as a second/foreign language, new methodic and didactic reflections and on the other hand, also new research and development projects.

In relation with these reflections and the demand for effectiveness of teaching Slovene as a second/foreign language, began the development of another very demanding and sensitive professional field: the field of testing language knowledge. In the Slovene region this developed (in contrast to some other, mainly Western-European linguistic areas) from a kind of restrictive reflex, based on the same presumptions as both of the above-mentioned equations. It is a matter of legal stipulation, stating that the mastery of Slovene language is necessary for the acquisition of Slovene citizenship through naturalization. With the changes in Slovene legislation, the legal provision in this field has been supplemented; nevertheless, since 1991, it has been built into the Slovene legal system. This provision is, of course, connected with general public ideas on the mutually interconnected way of the existence of nation, state, and public, and even more directly with the legal provision on Slovene as the official language of the Republic of Slovenia (Stabej 2000). The restrictive provision encouraged the professional development of this field; first, it encountered considerable disagreements within the profession; however, through thorough activity on the theoretic and appliable level, a special professional field with its normatives and international place has been developed. Due to the testing needs, as well as increased demand for effective teaching of Slovene for communication needs of different types, began the development of a more detailed standardization process of Slovene language knowledge, which is based on functional foundations (Schlamberger 2002, Ferbežar 2002).

Professional development in the field of Slovene as a second/foreign language can be evaluated as quite successful in both, domestic as well as international framework. In addition to the firsthand professional results, another merit can be added to this field: with its combination of appliable orientation and theoretic curiosity, it had a refreshing effect on the Slovene linguistic field in many ways, particularly with its distinct functional view on communication, which exceeds the lapurlartistic description methods, as well as apriori normative view on language. Of course, this field is only beginning to develop; it is limited mainly by financial and human resources; nevertheless, through proper planning it will be possible to overcome both of these obstacles. The most demanding problem at the moment is professional education of teachers and other workers in this field (authors of exams, exam holders, course and education planners etc.), since there are no other institutionalized forms of education, with the exception of some forms of permanent professional study courses organized by the Centre for Slovene as a Second/Foreign Language. However, the

process of adoption has begun for a special undergraduate module in the framework of credit study and a specialized postgraduate study with these contents at the Faculty of Arts of the University of Ljubljana, which is mainly prepared by the Department for Slovene Literary Language and Stylistics in cooperation with the experts from the Centre and other sections of the Slovene Linguistics Department.

Much more problematic than the development of professional field are two other issues in connection with Slovene as a second/foreign language. The first issue is the preparedness of the state to give even more support to the positive language planning efforts in this field through constructive linguistic policy. This has a twofold meaning on the level of direct measures: a) to adopt and/or enforce appropriate legal standards in this field and b) to assure financial resources for quality development. A quick evaluation displays that the legal standards are not that inadequate, but there are a lot of problems with their enforcement. State institutions have only recently began to express great interest in the execution of the lawfully assured rights of foreigners to receive help with their integration, which also includes courses of Slovene language. Furthermore, the state scholarship policy for Slovene language learning continues to exclusively support only the category of Slovene descendants and those foreigners, who use Slovene for study purposes or for scientific study of Slovene. However, through close cooperation between the professionals and state institutions (and with the growth of concrete needs) this will soon begin to alter.

A much more difficult task will be to change the relationship of the public towards learning and knowledge of Slovene as a second/foreign language. Many Slovenes, irregardless of their conviction, education, principles, and other characteristics, still find it strange, if not unnecessary, for foreigners to learn Slovene and to attempt communication with us in Slovene language. Many Slovene speakers are convinced that Slovene is such a difficult language that foreigners can never learn it. All this often puts Slovenes in a very strange aspect, since foreigners are not used to such relationship towards one's own language and do not understand it. If the members of the Slovene linguistic community wish for Slovene language to live on as a language and if we wish to still have it as a first language in which we feel at home both in a communication and symbolic fashion, than we will have to open the doors to our language widely also for foreigners.

2.3.2.   *Italian as the Second Language*

Italian is the **second language** for the pupils of the ethnically mixed area of Slovene Istra. The presence of Italian language speakers, members of the minority ethnic community in their living environment, enables the pupils a firsthand usage of the language outside of school. Furthermore, Italian language is also used in the media (minority and Italian across the border); furthermore, the openness of the borders between Italy and Slovenia, in addition to the contact of two cultures, also enables direct encounters of people speaking two languages during their everyday chores. It is greatly used in the framework of specific business activities, in contents of the spare time of youth (movies, television, music), and also in the cultural affairs of minority population. In school, the pupils are introduced to the Italian language in sequence, namely after mother tongue; they are learning it starting with the first period of elementary school and to matura (baccalaureate) as a compulsory second language. Thus, we are talking about early learning of a second language and its extensive teaching.

Italian in Slovene Istra has an educational role in the life and education of an individual. Direct contact of two cultures in the living environment creates his/her cultural identity. Due to the fact that pupils are exposed to the language, the possibility and the need for its usage enable them to learn it in their living environment. The processes of becoming conscious of language structures and vocabulary acquisition, and their direct usage in communication situations, stimulate inter-linguistic influences. The transfer of linguistic knowledge has a positive influence on the formation of conscience regarding language as a system; furthermore, inter-linguistic interferences, which often mark the mother tongue of the pupils, also emerge. The target second language is defined by the high-level criteria of linguistic and communication competence (mastery of language on the level of a native speaker).

2.3.3. *Hungarian as the language of the environment/as a second language*

The development of the communication ability in Hungarian language as a second language is built into the design of the bilingual educational institutions, kindergarten, primary school, secondary and vocational schools. Hungarian as a second language is incorporated into the curriculum of bilingual schools together with Slovene as a second language. As a professional novelty, we should emphasize the efforts to establish parallel and comparative formation of curricula for both mother-tongues, Slovene and Hungarian, and for both second languages, Slovene and Hungarian in such a way as to ensure that the timing of the thematic units is in accordance. Such work is due to the fact that a lot of children in bilingual schools are coming from mixed marriages and are fluent in both languages on the level of a first language. Due to this fact, the language teaching is organized in such a way as to enable these pupils to attend the lessons of both languages on a higher level (mother-tongue level). In addition, the pupils who, with time, master the second language (either Slovene or Hungarian) to the level of a first language can opt for studying in the first language program. Such, sliding, organization of first and second language teaching in bilingual schools in the nationally mixed region of Prekmurje is based on the noted typological dichotomy regarding the balanced and dominant bilingualism.

The textbooks prepared by the Institute for Hungarian Language in Budapest, in cooperation with the Institute of Education of the Republic of Slovenia and the teachers of DOŠ (bilingual primary school), are used for the teaching of Hungarian language as a second language.

3. The structure of the education system in Slovenia (2001/02)

3.1. Introduction

Education is high priority in Slovenia, not only in the opinion of our ministry but in the opinion of the government and wider public as well. The present decade characterises reforms. The reforms were sweeping and fundamental, as they had to be given political, economic and social changes which accompanied the move to independence in 1991.

We drafted the White Paper on Education (» White Paper on Education in the Republic of Slovenia«, 1996) which served as the basis for preparation and adoption of new legislation (six acts regulating the organisation and funding of education, pre-school education,

elementary schools, *gymnasia*, vocational education and training and adult education were adopted in 1996). The curricula and assessment systems were also to be changed radically (1995-2000). From 1999 onwards we are trying to improve the effectiveness and transparency of the system.

3.2.   The categories of the education system in Slovenia are:

1.   Pre-school education
2.   Basic education (single structure of primary and lower secondary education)
3.   Upper secondary education (+ post-secondary non-tertiary inclusively)
4.   Post-secondary vocational education and
5.   Higher education (graduate and post-graduate studies)

3.2.1.   Pre-school Education

The system starts with pre-school education which is not compulsory except for the one year school preparation before starting school. Pre-school education is carried out by kindergartens for children between the ages of two and six inclusively and by childminder families as well.

It covers five years, from 1 to 6 years of age. It is divided into two cycles, the first cycle lasts from 1 to 3 years of age and the second from 3 to 6 years of age.

Between the ages of 6 and 7 all pre-school children have to attend a compulsory one-year pre-school classes before entering elementary school. This preparatory programme for entering elementary school will be in force until the introduction of the new compulsory education system in the forthcoming school year.

3.2.2.   Compulsory Education

Compulsory basic education (which combines primary and the lower secondary level of education) lasts for 8 years and is divided into the first 4-year class stage and the next 4-year subject stage. It is carried out by elementary schools for pupils between the ages 7 and 14 inclusively.

The general objectives of elementary schools are:
-   to provide pupils with basic knowledge
-   preparation for further schooling, professional and private life
-   understanding of the basic laws of nature, society and man
-   development of their linguistic culture and curiosity
-   development of a need for ongoing education, good relationships, interests and abilities and
-   forms habits.

Successful completion of the 8-years of elementary school enables pupils to proceed to an education in a choice of secondary school. Pupils who successfully complete at least 6 classes in the 8 years of elementary schooling, thus fulfilling the basic legal compulsory education requirement, can continue their education at a lower vocational school.

Music education runs parallel to compulsory education.

Compulsory Education Reform

Some fundamental organisational changes have been prepared according to the new legislation. Namely, basic (compulsory) education will be extended from 8 to 9 years. The 9-year compulsory education will consist of three 3-year cycles. The former one-year pre-school classes will be integrated together with the former 8-year elementary school into a single 9-year system of compulsory education. The school entering age will be lowered to 6. An optional tenth year will be introduced. While the existing school system has been free from streaming, tracking or any other forms of ability grouping, the new one brings ability groups in the maths, foreign language and mother tongue in last two grades.

The new elementary school curricula have already been prepared and adopted. It will be implemented gradually from 1999/2000 to 2003/2004..

The novelties of the new curriculum

- more emphasis on learning and process orientation, and focuses less on the content and more on developing cognitive and social skills.
- it includes new features such as, descriptive assessment at the first cycle,
- earlier foreign language teaching,
- a wider opportunities of subjects,
- flexible diversification in the last years of school,
- non-obligatory external assessment (two or three subjects respectively) after the first and second cycle (feed-back information for pupils and teachers),
- a combination of teachers' assessment and the results of external assessment at the completion of 9-year school.

Quite a few issues have been widely debated among school policy makers, experts and teachers, parents and wider public for several years, like :
- How to assure flexibility and partial differentiation, which will bring more choice to pupils and parents, but would not undermine equal opportunities in subsequent education?
- How to develop the assessment instruments which will enable teachers to check their teaching results?
- What kind of a profile of the FL teacher should be allowed to teach FL younger children?

3.2.3. *Upper- secondary General Education*

Upper secondary education follows the 8-year compulsory general education. It is provided by *gymnasia,* and vocationally oriented schools. Programmes, which last from 2 to 4 years are designed for pupils between 15 and 19 of age.

Changes in the structure were introduced already at the beginning of the decade. Namely, *Gymnasium* (we adopted the term from Germans), which has a long tradition in Slovenia (it had been existed since the 16th century) had been abolished with the career-oriented reform during the eighties and re-established in 1989.

- The reintroduction of *gymnasia* at the beginning of this decade changed the former uniform structure of the upper secondary education to a binary system again (general education leads to university type of studies mostly and technical education leads to professional type of higher education or to labour market).
- The general goal of *gymnasia* is a transfer of knowledge needed for the continuation of studies in higher education.

Curricula that have been renewed twice up to the present, include four years and compulsory subjects, optional subjects and preparation periods for the ***matura examination***.

Student must pass the *matura* examination at the end of the final year. The *matura* is based on examinations which are set externally and marked partly externally and partly internally. *Matura* started in all general secondary schools in 1995.

3.2.4. *Vocational Education and Training*

The reintroduction of *gymnasia* and the new legislation caused the new structural changes of vocational education . Vocationally oriented schools for students from 15 to 19 years of age offer a variety of content and levels of difficulty and provide various kinds of vocational and technical programmes lasting from 2 to 5 years and. In principle, they all end with a final examination. In order to enter vocational school, pupils must complete 8 years of elementary school successfully. All vocational programmes lead to a labour market, but 4-year programmes lead to a technical qualification, which enables access to professionally oriented higher education studies.

The structure of vocational education includes:

- **Technical programmes** (4 years) leading to a qualification of a technician
- **Vocational/technical programmes** (3 + 2 years); students complete 3-year vocational school and take another 2 years to acquire technical qualification
- **Vocational programmes** of a medium length (3 years) leading to vocational qualification (programmes are designed in a school form or as a dual system)
- **Short vocational programmes** (2 years) leading to vocational qualification; these programmes are opened also for pupils who have not successfully completed 8-year elementary school
- Programmes of vocational training are very short (few days) are designed for unemployed workers mainly
- In 1997 and 1998, new types of education between secondary and tertiary level were formed as post-secondary non-tertiary courses (up to 1 year):
- short *matura* courses are such post-secondary non-tertiary general courses that were introduced for those students who have completed technical courses and decided to enter the university; they have to obtain general education by completing these *matura* courses and pass *matura* examination
- short vocational courses were designed for graduates and school leavers from *gymnasia*; those students who have not passed the *matura* and those who have decided to change the vocation can obtain vocational education by completing these vocational courses and enter labour market

- master craftsmen, foremen and managerial staff preparatory courses and exams are meant for those who have completed a 3-year vocational school and attained a minimum of 3-year work experience; those who will pass the master craftsmen exam will be allowed to enrol in post-secondary vocational college by passing bridging exams from general education subjects.

The network of post-secondary vocational colleges was established anew in 1995. Courses last 2 years and end with a *diploma exam.* Students receive a diploma bearing the name of vocational qualification, which enables them to start work in specific occupations. From 1998-99, transition of these graduates to the 2nd year of the professional studies is possible.

3.2.5.   *Higher Education*

Higher education in Slovenia follows a binary model:
- academically oriented university studies and
- professional studies.

Universities and free-standing faculties established as private institutions offer both types of programmes, while professional higher education institutions provide only the professional programmes.

University sector

The basic admission requirement for a university study programme is a *Matura* exam.
The study is organised at two levels:
- at the graduate level students get a diploma and the first degree title after 4 – 6 years of study
- upon completion of the post-graduate level study, the academic degree is awarded: either academic title of a *magister* (Master) after 2 years of study and *doktor* (Doctorate) after 4 years of study.

In principle, graduates from the higher professional type of programme can transfer into the third or fourth year of university study if the higher education institution approves such a transfer. With effect from the 1998/99 academic year, graduates from the professionally-oriented course for social workers have been allowed direct entry into the *magister* (university-type) degree course, on completion of which they may embark on a doctoral programme too.

Secondary school graduates who will pass a *vocational matura* examination as a type of *final examination* differing from the current *matura,* will be given a possibility to gain access to university studies if they pass an additional exam in one subject. So far, secondary school graduates without a *matura* examination have been admitted to professional colleges only.

Adult education is provided by the so-called *Ljudska univerza* (folk high schools, peoples' universities), educational centres and study centres, schools and higher education institutions, as well as companies, administrative bodies, organisations and associations. Programmes of adult education include school and out-of-school education, formal, organised independent learning and self- directed learning.

3.2.6. *Education of children with special needs*

Education of children with special needs is provided either as mainstream education with additional professional assistance, by special classes offering modified curricula in mainstream kindergartens and schools, or by special schools and institutions for the education and training of children with severe disabilities. The new law has entered the parliamentary proceedings. Changes are made towards more integrated forms of education of these children.

SECTION 2 - Diversification of language education and plurilingualism

1.   Ethnic Specifics of Education in Slovenia

The educational system of Slovenia includes children with a rather diverse ethnic, cultural, and language origin. According to the 2002 Census[22], which registered 26 ethnic communities in the region of the Republic of Slovenia, out of the 1964036 residents of Slovenia, 83,06 percent of the questioned stated that their citizenship is Slovene, 16,94 percent of the questioned were of a different nationality, a smaller section among them were Italians (0,11%), Hungarians (0,32%) and Romanies (0,17%), a slightly larger percentage was reached by the following ethnic communities: Serbs 1,98%, Croats 1,81%, Bosniacs 1,10% (Definition of a Bosniac citizenship was introduced with the Constitution of the Federation of Bosnia and Herzegovina in the year of 1994). Naturally, the number of the members of other national communities is significantly higher in the regions where they live close together (i.e. Hungarians reach almost half of the population in the nationally mixed region of Prekmurje, while the number of Serb or Croat speaking residents reaches up to 25% in certain communities). Furthermore, 5 ethnically non-identified categories were also recorded (i.e. regional citizenship, undecided, Yugoslavians, etc.), whose members are scattered about Slovenia and do not reach a higher concentration in a common area. (Interesting is the large share in categories such as *unknown* and *did not wish to answer*, which amount to half the number of those who did not declare themselves as Slovenes). The members of these ethnic communities also have, according to the 61st article of the Constitutions of the Republic of Slovenia, the right to cultivate and express their culture and use their language and writing. Slovenia also financially supports such activities.

If we do not take into account the sporadic efforts, with different methodic approaches, to promote Slovene as the teaching language in Slovene schools also for the pupils with a different mother tongue (Romanies, immigrants, scattered members of other ethnic communities), the educational needs in nationally mixed areas of Slovenia are covered by two models.

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[22] Data from the Statistical Office of the Republic of Slovenia, 2002 Census of Population, Households, and Dwellings.

Picture 1: *Ethnic Specifics and Language Organization of Teaching in Slovenia*

Region	Nationality of pupils	Teaching language	Language courses (based on the method)	Adjustments of subject areas
Slovenia	**Slovenes** Romanies[23] Children with Slovene as a second language[24]	Slovene	Slovene as L1 Foreign languages (I, II, ...)	National curriculum
Nationally mixed region of Slovene Istra	**Italians** Slovenes Children with Slovene as a second language	Italian	Italian as L1 Slovene as L2 Foreign languages (I, II, ...)	Expanded contents from Italy History and culture
	Slovenes Children with Slovene as a second language	Slovene	Slovene as L1 Italian as L2 Foreign languages (I, II ,...)	
Nationally mixed region of Prekmurje	**Hungarians** ----------------- **Slovenes** Romanies Children with Slovene as a second language	Slovene and Hungarian	Hungarian as L1 Slovene as L2 Foreign Languages (I, II, ...) ---------------------- Slovene as L1 Hungarian as L2 Foreign Languages (I, II, ...)	Expanded contents from Hungary History and culture

1.1. Legal Framework for Education in Schools of Nationally Mixed Regions

Education in the regions where the members of Slovene nation and the members of Italian or Hungarian national community are living together, these regions are defined as nationally mixed, is considered to be a constituent part of the educational system of the Republic of Slovenia. Educational work in kindergartens or schools in nationally mixed regions is performed according to the Constitution[25], the laws[26] and regulations regarding the field of preschool education, primary school education, lower and mid-level vocational education, secondary professional and technical education, and secondary general

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[23] In the recent years, the Romany language has been used in some places in order to help the Romany children acquire the knowledge of the teaching language (Slovene). The Romany language is introduced as a communication means between the teachers and the children starting in kindergarten; in addition, individual help is offered in school, in order to overcome the language deficiency in Slovene teaching language. Furthermore, increasingly greater self-organization is characteristic for Romanies in Prekmurje; among other things, they are organizing language courses, collecting linguistic material, etc. (Nećak Lük 1999).

[24] These are mainly the children of immigrants from the former Yugoslavia and also other children with Slovene as a second language. Some schools in the Ljubljana region are offering (in addition to the additional teaching) help with improving the communication ability in the teaching (Slovene) language with adjusted methods in the framework of language teaching.

[25] Constitution of the Republic of Slovenia, Official Journal of the Republic of Slovenia, no. 33/91, articles: 5, 11, 64.

[26] Law on Organization and Financing of Education.. Articles: 2, 3, 44, 69, 81, 84, 92, 121,122, 137…….,

Law on Kindergartens, …. Articles: 5, 6, (7. Romanies), 14, 29, 54,

Law on Primary School….. , Articles 2, 6,7, 16, 28, 64, ….

Law on Grammar School…, Articles 2, 8,

Law on Vocational and Professional Education…., Articles 2, 8,

Law on Adult Education… , Article 7.

education, and according to the law managing the special rights of the Italian and Hungarian national community in the field of education[27].

The Constitution and legislation are derived from the supposition that special rights, collective as well as individual, have to be assured to the members of minority national communities as a compensation for the deprivation or loss suffered by the minority in the field of language and culture due to the movement of state border, and thus levelling the original inequality between communities. Due to this fact, the Slovene legislation is supplementing the »negative« protection, which prevents the violation of minority equality (discrimination, etc.), with a concept of »positive« protection in the form of special rights. As a signatory of the Convention of the Council of Europe regarding the protection of national minorities, Slovenia thus accepts the principle set in Article 4, stating that the provisions, which are the consequence of the consideration of specific circumstances in which the minority members are living, cannot be treated as a discrimination of the national majority members.

1.2.   Educational Models in Nationally Mixed Regions:

1.   In the nationally mixed region of *Slovene Istra*, the schools operate with **Slovene** and **Italian** teaching language. It is mandatory for the pupils of the schools with Slovene teaching language to learn Italian language (It.L2), and for the pupils of the schools with Italian teaching language to learn Slovene language (Slov. L2).

2.   A bilingual model is used in the nationally mixed region of *Prekmurje*: bilingual schools are attended by all pupils of the nationally mixed region: Slovenes, Hungarians, Romanies, and others. Departments are **mixed.** There are **two** teaching languages: **Slovene and Hungarian.** These two languages are used interchangeably in the framework of the lesson units. This is a so-called concurrent method of bilingual teaching. Both languages are also offered as courses, either as L1 (Slov.L1 and Hung.L2) or as L2 (Slov.L2 and Hung.L2).

1.2.1.   *The Philosophy of Educational Models in Nationally Mixed Regions*

While the educational model of the nationally mixed region of Slovene Istra can be marked as socially firmly supported preservation model (Baker & Jones 1998)[28] with an enrichment component (the model offers the possibility of the acquisition of Italian language and learning about the Italian history and culture also to the pupils of the majority community), the model of bilingual education of Prekmurje region, with Slovene and Hungarian population, belongs among the *two-way* models of the preservation of two languages and cultures. To be more specific, we are dealing with a model of an *equivalent* preservation of two languages (Mackey 1972). The teaching in two languages is attended by the pupils of the minority, as well as majority groups (and also others); and two mother

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[27] Law on Special Rights of Italian and Hungarian National Communities in the field of Education of the year 2001. Official Journal of the Republic of Slovenia, 35.

[28] The professionals estimate that it is possible to find typological varieties among the educational models, which stimulate the development of bilingual abilities of the minority communities, while at the same time supporting the mother tongue of the pupils, and such models, which develop bilingual abilities only to a limited extent, either on the account of the loss of first language or the lack of the development of second language. The first typological group is called strong and the second weak forms of bilingual education.

tongues are used in joint departments. Both languages have the same status for all courses, which is accomplished with the transition from one language to another in a defined time sequence. Both languages are equal means of communication during classes, outside of classes, and for all written and oral school activities. The program is expanded with the contents concerning Hungarian history and culture.

The organization of classes, where an approximately equal ratio of the pupils from minority and majority population has been established in the department, is evaluated as a special form of a two-way linguistic bath (Snow 1987, Lindholm 1987). This arrangement is recommended particularly in the cases, where the status and the position of the minority language are very weak in the wider environment outside of school. These particular reasons – the vanishing of the departments with Hungarian teaching language, because the parents with Hungarian nationality have, due to the low instrumental value of Hungarian language (the lack of opportunities for the use of Hungarian language in public speaking situations, Slovene teaching language in secondary education, closed border, etc.), enrolled their children to Slovene departments – have lead to the establishment of a bilingual school model in the nationally mixed region of Prekmurje at the end of the fifties.

In such a way, the school environment simulates the equal ratio of both languages by involving the children with both mother tongues and assuring equal use of both languages in the school environment, both in class and outside. The program performs two functions: it works as a preservation program for the children of minority, whose language has a weaker status, and, at the same time, as a linguistic bath, since the second language (the language of a wider community, which the children need in order to be equally incorporated in the life anywhere in Slovenia) is also a teaching language. The children of majority experience this program as a program of linguistic bath, where the communication in the second language does not involve only teacher and pupils, but is expanded also to the relations with the pupils of minority; at the very least, receptive knowledge of this language results in integrative advantages.

In the case of Prekmurje, the social goal of such a model is aimed at national equality, and the linguistic goal is to prepare equal opportunities for the use of both languages in all speaking situations, thus in all areas of life and work. Therefore, this model is built with a purpose to offer the pupils an opportunity to develop communication abilities in two languages in the environment, which is attempting to abolish the restrictions regarding the opportunities for the use of both languages (Slovene and Hungarian) in public speaking situations (Mougeon, Beniak 1996). The opportunities for the use of both languages, Slovene and Hungarian, are supported by the system of institutional bilinguility, meaning bilingual operation in public services. On one hand, this demand requires bilinguility of employees, and on the other hand, it supports the teaching of both languages in school and outside. In such a way, the bilingual educational model is an inseparable component and a condition for bilingual operation on the institutional level. The monolingual teaching model (in Slovene or Italian language), which includes mandatory learning of the second language (Italian or Slovene), in Slovene Istra is also orientated towards achieving this goal.

In Slovene circumstances, such bilingual educational model (as well as a slightly different model in the region of Italian national community) is designed as groundwork for the realization of an equal position of Hungarian national community, its culture and language. Namely, the fundamental role of bilingual education is to enable equal incorporation of the

pupils into further education through quality educational work, and thus ensure equal opportunities for an undisturbed development of social structure of the national community, while at the same time preserving and developing its culture and language. The principle that the mother tongues of the pupils are equal as subjects of instruction, as well as teaching languages, signifies a scheme for the development of bilinguility on a wider social level, the so-called two-way (functional) bilinguility. Bilingual education is supposed to fulfill this task also by enabling the children of both national communities to achieve optimal development of communication abilities in first language (mother-tongue), and to ensure appropriate communication ability also in the second language (language of the environment) for their further communication and mainly educational needs.

1.2.2. *Adaptations of School Programs in Nationally Mixed Regions*

Education in nationally mixed regions creates the groundwork for an equal development of Italian and Hungarian communities and the Slovene nation. In accordance with this purpose, the organization and programs of working in kindergartens and schools in these regions are appropriately adjusted. The adjustments include the following areas:
- Educational goals
- Curriculum
- Teaching plans, knowledge catalogues, and exam catalogues
- Terms of enrolment

In addition to the goals, which are determined with the regulations in the field of education, the educational programs for the members of Italian and Hungarian nationalities also include the goals, which contribute to the quality of life in nationally mixed regions. The goals, which correspond to the principles of the international community and to the universal and regional documents on minority rights, are particularly emphasized. They are orientated towards the preservation and development of linguistic and cultural identity of the members of Italian and Hungarian national community, the acceleration of intercultural communication and integration, and the establishment of understanding and coexistence between the members of the Slovene nation and Italian or Hungarian national community.

These goals are:
- Preservation and development of Italian and Hungarian language and culture of the Italian and Hungarian national community,
- Development of linguistic abilities in first language (mother tongue) and second language,
- Development of conscience regarding the functions of Slovene and Italian or Hungarian language as the official languages in the nationally mixed region, and the development of communication patterns in the linguistically mixed environment,
- Development of the knowledge of historical, cultural, and natural inheritance of the Italian and Hungarian national community and their mother-nations,
- Development of conscience regarding the affiliation to Italian or Hungarian national community and development of own cultural tradition,
- Development of conscience regarding state affiliation and national identity,
- Development of conscience regarding the connection between the Italian or Hungarian national community and their mother-nations,
- Education for mutual respect and consideration of national and cultural diversity, for creative coexistence of people with different ethnic backgrounds and languages, and

for the development of ability for living in nationally mixed regions and in a wider Slovene space,
- Introduction to the situation of the national communities in the neighbouring countries and the establishment of bonds with the members and the institutions of these communities.

The above stated goals are realized in two organizational varieties by the educational institutions in nationally mixed regions in Slovenia. The differences are based on the fact that the international agreements[29] have to be taken into account when organizing education for the Italian national community, while the search for an appropriate model in Prekmurje is not dependent upon these international agreements. At the same time, we should note that Slovenia has, even though the international agreement does not demand it, supplemented the educational model in nationally mixed region of the coastal communities in Slovene Istra in the spirit of the above-described social and linguistic goals. In accordance with the goal of education for coexistence in educational institutions, Italian language is a mandatory subject of instruction also in schools with Slovene teaching language; in addition, the pupils in these schools are also introduced to Italian history and culture to a much wider extent than elsewhere in Slovenia.
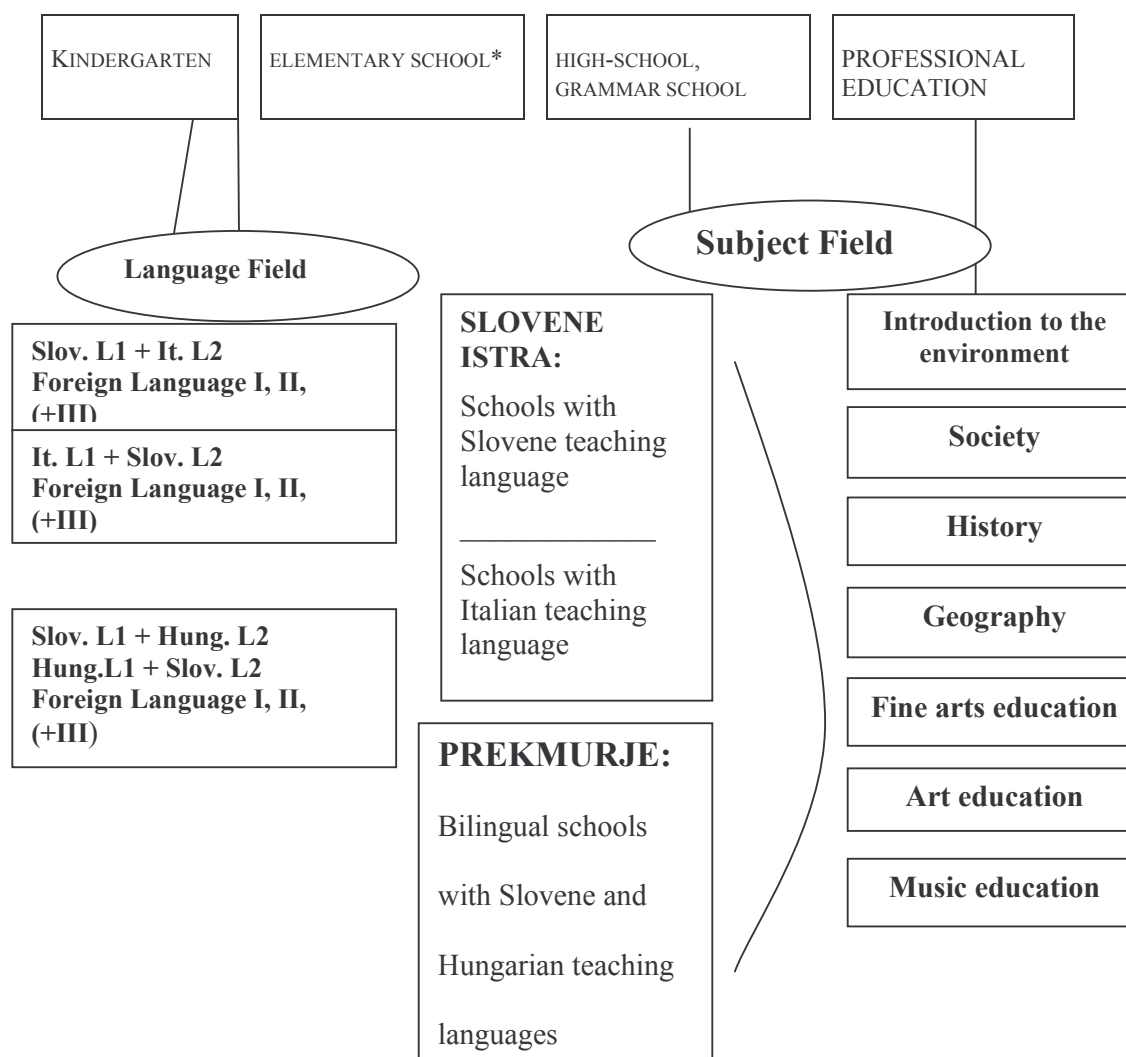
Introduction to a second language is already performed in kindergarten. The program of elementary school, general high-school, professional high-school and vocational school in nationally mixed regions contains a number of adjustments in the linguistic (1) as well as subject (2) field:

1) *Language Teaching* - first language (mother tongue of the pupils) and second language (language of the environment) – are subjects of instruction in all classes of all levels. Curriculum therefore contains an additional quota of hours for Slovene as a second language in schools with Italian teaching language, and Italian as a second language in schools with Slovene teaching language, or Hungarian as a first language and Slovene and Hungarian as a second language (language of the environment).

2) *For the subjects in the field of humanistics, social sciences and arts* – in the school with Slovene teaching language and in the school with Italian teaching language and in bilingual school with Slovene and Hungarian teaching languages, in accordance with the goals of education for coexistence, the program of history, geography and artistic (educational) subjects is expanded to include the contents of Italian or Hungarian history and culture.

Irregardless of the adjusted curriculum, the schools in nationally mixed regions have to enforce the prescribed goals of the curriculum, particularly the linguistic goals, in such a way that the pupils can continue their schooling (high-school or college) either in Slovenia, Italy, or Hungary.

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[29] Special statute, annex to the London memorandum of 1954, which demands reciprocal arrangement also in the field of education for Slovene and Italian national community in the region of the former Free Territory of Trieste.

Picture 2: **Curriculum Adjustments in Educational Institutions in Nationally Mixed Regions of Slovenia**

KINDERGARTEN   ELEMENTARY SCHOOL*   HIGH-SCHOOL, GRAMMAR SCHOOL   PROFESSIONAL EDUCATION

Language Field

Subject Field

Slov. L1 + It. L2
Foreign Language I, II,
(+III)

It. L1 + Slov. L2
Foreign Language I, II,
(+III)

Slov. L1 + Hung. L2
Hung.L1 + Slov. L2
Foreign Language I, II,
(+III)

SLOVENE ISTRA:

Schools with Slovene teaching language

_____

Schools with Italian teaching language

PREKMURJE:

Bilingual schools

with Slovene and

Hungarian teaching

languages

Introduction to the environment

Society

History

Geography

Fine arts education

Art education

Music education

*Elementary school programs for the children with special needs and for adults who have not completed elementary school are also adjusted.

1.2.3. Elective subjects

In bilingual elementary school and high-school, the pupils can choose two elective subjects:
- One from the social science-humanistics group
- One from the natural science-technical group.

Therefore, at least one elective subject belongs to each of the groups. According to the curriculum proposal, elective subjects are assigned one hour per week, with the exception of a foreign language, which is assigned two hours. Elective subjects are held for either one, two, or three-years. The pupil can change the elective subject each year. Therefore, the same group can contain pupils from different classes of the last three years. The teaching of

two or three-year elective subject can be, exceptionally, performed also in a combined format.

Special standards are used for elective subjects in bilingual schools. Each school, even a school with one department, has to form at least 4 groups for performing elective subject instructions. The group for elective subject instruction is formed, if at least 15 pupils are enrolled. This border does not hold true for small schools and branch schools.

When forming the elective subjects offer in bilingual elementary schools, it is necessary to dedicate attention also to those elective subjects, which include national contents:
- literary club, school journalism, theatre club,
- history of art, artistic planning,
- music, dance activities,
- information literacy etc.
- Hungarian history (proposal for additional elective subject)

These elective subjects can be taught either only in Hungarian language or only in Slovene language.

From the viewpoint of cultural and linguistic pluralism in nationally mixed regions of Slovenia, the legal requirement, which points out the role of national minority as a subject in the decision-making process regarding the issues that are crucial for its existence and development, is particularly important: »Before adopting or assigning the programs from Article 5 of this law[30], the authoritative professional council has to, in compliance with Article 7 of the law, acquire the opinion of the appropriate agency of Italian or Hungarian autonomous national community in the Republic of Slovenia. The authoritative professional council cannot adopt or assign an educational program without the consensus of the council members, representatives of the Italian or Hungarian national community.«[31]

1.3.   Characteristic Methods of Bilingual Teaching in Prekmurje

1.3.1.   *Kindergarten.*

The education for living in a culturally and linguistically mixed environment begins in kindergarten. Communication ability of children at the beginning of kindergarten is already extremely diverse in the field of first language (mother tongue); the difference is even greater in regards to the knowledge of the second language. Among the children who have, more or less equally, mastered both languages, and those who can only communicate in their mother tongue, is a wide array of different levels of mastery of Slovene and Hungarian language.

Children in kindergarten can spontaneously acquire the vocabulary of a second language through the contact with the peers who have a different mother tongue. Prior to the introduction of a 9-year elementary school, directed development of communication ability in a second language began in the two-year mandatory and free of charge preparation for

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[30] Meaning the adjusted programs.
[31] Law on Special Rights of Italian and Hungarian nationality …, Article 7.

school. Starting with the 9-year elementary school, the Curriculum for kindergartens[32] has been prepared, which determines the role of kindergartens in nationally mixed regions, with particular consideration of the Romany children and the children whose mother tongue is not Slovene language. The adjustments have been prepared in the field of *language,* where, in addition to the development of mother tongue, the attention is also pointed at the development of communication ability in a second language whether Slovene, Italian, or Hungarian. Furthermore, the characteristics of the population structure in nationally mixed regions are built into the curriculum also in other areas of kindergarten activities, such as art and society.

Two teachers are employed in each department of the bilingual kindergarten, which is based on one person - one language principle. Both teachers are bilingual and are using their dominant language, generally mother tongue, when communicating with children.

1.3.2.   Elementary School

After kindergarten, all children of school age in the nationally mixed region are enrolled in a bilingual elementary school. The national affiliation is taken into account as one of the normalization criteria when forming the departments in elementary school. The departments are thus nationally mixed; nevertheless, the portion of pupils with regard to nationality varies in particular schools, depending on the national structure of the areas where the pupils are coming from. An ideal, equal portion of pupils with Slovene and Hungarian nationality, which was achieved in the majority of bilingual schools at the time of their establishment, can only be found today in a small number of departments. This is one of the variables, which would demand certain modification of the linguistic organization of teaching in particular schools; this modification is attempted together with the introduction of the 9-year elementary school system. This particular component – the autonomy of schools in the field of linguistic organization of teaching is strongly emphasized in the Guidelines.[33]

Slovene and Hungarian languages are subjects of instruction, as well as teaching languages. The pupils thus acquire the second language also through the content of all other non-linguistic subjects.

- Languages as subjects of instruction. In addition to achieving general education goals, bilingual teaching is supposed to help with »student education for active communication in both languages (functional bilinguility)«. In order to achieve this goal, an important change was achieved with the introduction of differential, adjusted to the communication ability of the pupils, teaching of Slovene and Hungarian language as a mother tongue or second language. The change was introduced based on the findings of an action research (innovation), which emphasized the consideration of psycho-linguistic factors or correlations between mother tongue and second language in the process of the development of bilinguility in certain age periods (Nečak Lük 1995).

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[32] Pre-school education in kindergartens – Curriculum for kindergartens, MŠZŠ, Bureau of Education of the Republic of Slovenia, Ljubljana 1999.
[33] Instructions for the execution of the 9-year elementary school program in I., II., and III. Educational period of the bilingual elementary school, Professional Council of Education of the Republic of Slovenia, Ljubljana 200

- *Teaching Language.* Bilingual teaching is following the parallel model of linguistic organization of teaching. The fundamental priority of the parallel approach is the fact that it enables the understanding of teacher's messages: irregardless of the level of knowledge of the second language (non-mother-tongue), this approach ensures access to given contents of instruction to all pupils, even those with a weaker L2 knowledge.

The observations have proven that the teacher can realize the parallel method in at least four possible ways, with *coincidental switch, simultaneous translation, introduction-overview* approach, and with *goal switch.* In a bilingual elementary (and secondary) school in nationally mixed region of Prekmurje, the variant of goal and planned exchange of teaching languages, so-called *goal switch,* has been chosen.

The characteristic of this approach is that every language is given an equal time portion, and that the teacher consciously chooses the switch from one language to another. Such a switch happens in the framework of the hour of instruction at a carefully chosen event and episode with a precisely appointed goal. The movement (switch) from one language to another and back is conscious and planned. The switch is regular and rational. The creator of this variant (Jacobson 1990) states that this gives value and encouragement to each of the languages and stimulates the acquisition of the teaching material, which is given, verified, and processed (treated) in two languages. The use of two languages, which is introduced in such a way, is supposed to contribute to a deeper understanding of the treated contents of instruction.

The time portion of both languages in the case of goal switch method is generally 50:50. Nevertheless, the parallel goal switch can be performed also with a different time arrangement, i.e. 75:25 either in favour of the language of the minority or majority; of course, with regards to the characteristics or interaction of variables of entrance, process, and context in particular environments. At any rate, the purpose, mode, and method of the use of both languages are in the forefront.

Since the bilingual model in Prekmurje involves pupils who are natural-born speakers of Slovene or Hungarian languages in common departments, the original plan, at the introduction of bilingual teaching in 1959, anticipated equal portion of children with each mother tongue in the department. According to the assumption that only a small portion of children who start school – despite of the bilingual work in kindergarten and two-year bilingual preparation for school – is equally bilingual – a bilingual methodology has been chosen, which is based on equal arrangement of both languages in all subjects on the class level and movement towards a larger portion of Slovene language as the teaching language in the course-based level (see Picture 3). Both mother tongues are teaching languages for all subjects on the class level and course-based level also in the 9-year elementary school. In the first three years, two teachers in the classroom are responsible for equal time arrangement of both languages; both are bilingual and are using their dominant language. Thus, the approach one person – one language, which the children know from kindergarten, is continued. In accordance with the autonomy principle, the time portion of each teaching language in regards to the ratio of natural born speakers of each language in the department, is set in the second and third quarter of school. Generally, larger portion of instructions is performed in Slovene language (between 70 and 80 percent), the teacher uses Hungarian language in a smaller time portion (between 30 and 20 percent), special attention is given to the Hungarian terminology, which the pupils acquire on the verbal and

written level, the ratio between Slovene and Hungarian language (see Picture 3). It is necessary to emphasize the fact that the parallel approach has to equally develop all four linguistic skills. Stimulation of literacy only in one language, and verbal communication in the other language would lead to the so-called *lopsided* bilinguility (Jacobson1990).

Picture 3:   Portion of Slovene and Hungarian language in bilingual instructions of the eight-year elementary school
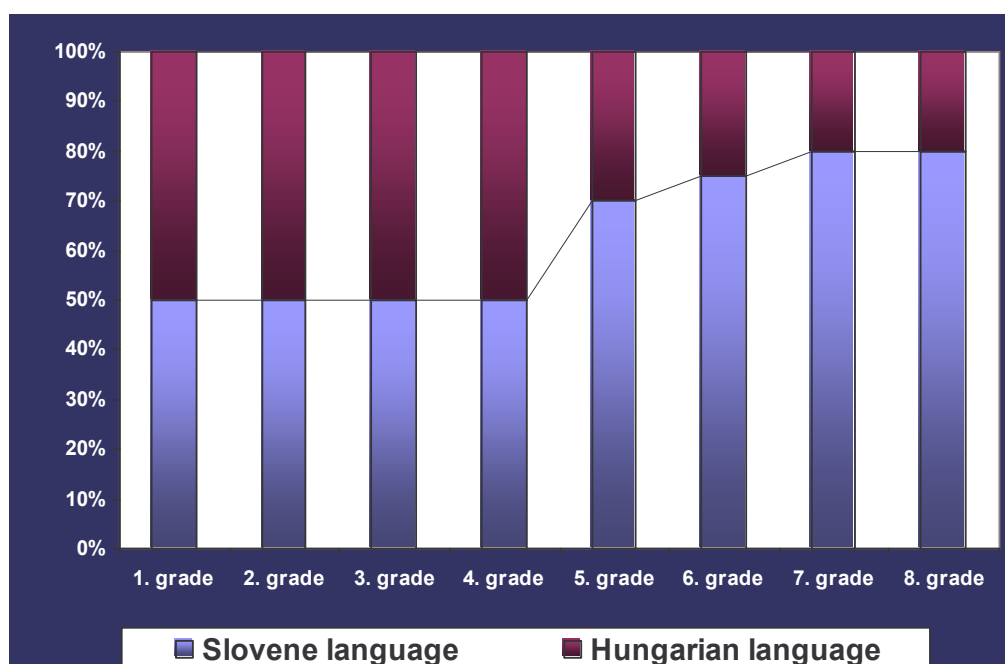
The goal switch method is also appropriate due to the constant increase in the number of children coming from ethnically mixed families in the nationally mixed region of Prekmurje. By linking a language to a person in kindergarten, and in the first triennium of elementary school, the program simulates the most optimal method of communication with children of mixed families (Ronjat/Rammont), and thus also directs the parents towards a well-considered choice of communication language within the family and wider bilingual environment. Through the development of individual bilinguility (multilingualism), the school educates for communication and living in a bilingual community (multilingualism). At the same time, the school thus cooperates with the formation of the identity of children.

The goal parallel approach is quite demanding and complex in regards to the »management«, arrangement, and organization of two languages in the framework of a lesson. The teacher has to plan a strategic use of two languages in the classroom, he/she has to consciously think of the usage of both languages, have control over the linguistic activity in the classroom and respond to it; mainly he/she has to stimulate the cognitive effort of pupils with linguistically challenging and diverse lessons.

Regardless of the fact that we could talk of some sort of intuitive variant of the parallel model, which was primarily developed through the cooperation of teachers with a consultant of long standing for bilingual education and occasional professionals, a surprising congruity is found when confronting the bilingual teaching model in Prekmurje

with the contemporary theories on bilingual instruction organization models. However, regardless of this fact, there is no apology for the lack of research and educational interest for the development of bilingual instructions in higher-education institutions, which have actually been established also with the purpose to support the development of bilingual instructions. The teachers in the schools of nationally mixed regions are supposed to acquire the bilingual communication skills already during their higher education. In addition, the novelties of the bilingual teaching methodology and the methodology of the teaching of mother tongue, second and foreign language should be simultaneously included in the educational programs of teachers who work in a bilingual environment. Furthermore, it would worthwhile to also offer basic knowledge in the field of psycholinguistics, sociolinguistics, neurolinguistics, and social psychology with emphasis on the contents of individual and social bilinguility and cultural pluralism.

Four completely bilingual elementary schools with six branches are operating in the nationally mixed region, the number of departments is between 65 and 67 (the normatives for department structure are lower than elsewhere in Slovenia), the number of teachers is approximately 190, and the number of pupils is between 800 and 900 (projection from the 2000/2001 school year).

1.3.3.   *High-School and Secondary Vocational Education*

Linguistic organization of teaching on this level follows the model of higher elementary school classes. Likewise, the curriculum on this level requires additional contents in the field of history and culture of the Hungarian national community and its mother-nation. In addition to the bilingual grammar school with Slovene and Hungarian teaching language, the pupils of the bilingual high-school in Lendava can attend the four-year economic-commercial technician program, three-year program for sellers, and four-year mechanical engineering program. The following high-school programs are offered at the high-school with Italian teaching language in Izola: four-year economic-commercial technician program, three and two-year entrepreneurship program, three-year program for sellers, and three-year mechanical engineering program. Furthermore, professional vocational programs are also adjusted in both nationally mixed regions.

Due to the limited number of high-school programs in both nationally mixed regions, high-school education outside of these regions also provides continuity in the field of nationality language teaching:

"Pupils and apprentices who finish elementary school in the nationality language or bilingual elementary school and enrol to the vocational schools, secondary technical schools or secondary vocational schools, or grammar schools outside of the nationally mixed region, have to be offered the nationality language lessons as a facultative course by the above-mentioned schools themselves or in cooperation with other schools. The teaching of nationality language is organized if chosen by at least 5 pupils or apprentices, and is free of charge. The group of pupils or apprentices can also be formed from the pupils or apprentices who are obtaining education at different educational programs in different schools in the same location."[34]

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[34] Article 9 Law on Special Rights of Italian and Hungarian National Communities in the field of Education of the year 2001. Official Journal of the Republic of Slovenia, 35.

1.3.4. Higher Education

High-school graduates from nationally mixed regions can continue their education on higher or university level either in Slovenia, Italy, or Hungary. In Slovenia, it is possible to continue the study of Hungarian language, literature and culture on the university level at the Department for Hungarian Language at the Faculty of Education in Maribor, which primarily deals with the education of the educational workers. A lectureship of Hungarian language is offered at the Faculty of Arts of the University of Ljubljana. Italian language with literature is offered as a course at the Faculty of Education in Koper and at the Department for Roman Languages of the Faculty of Arts of the University of Ljubljana.

1.3.5. Textbooks in a Bilingual School

Based on the Bilingual Elementary School Program of Living and Working, bilingual textbooks and workbooks are used on the class level of the 8-year elementary school, while Slovene textbooks are used on the course-based level. Summaries in Hungarian language have been prepared for some courses of the course-based level, but they did not assure a good foundation for quality acquisition of Hungarian teaching language.

During the introduction of the 9-year elementary school and the renovation of the bilingual elementary school, the necessity for the assurance of quality textbook material for bilingual schools on the course-based level has been exposed. At this time, a proposal has been made for the state to provide alternative textbooks from Hungary, not for the teaching of Hungarian as J1 and J2, but also for other courses. Today, bilingual textbooks, Slovene textbooks, and textbooks in Hungarian language from Hungary are used from the 1st to the 6th grade of the bilingual elementary school. Professional Council of Education of the Republic of Slovenia grants the concordance regarding the use of the proposed textbooks.

1.3.6. Problems and Standpoints

The bilingual model, which operates in Prekmurje, is appropriate particularly for the environments that enable mixed national structure of departments, meaning the environments where the social climate and social-political decisions support the common education of children with different nationality (and linguistic) affiliation in common departments, and with the consideration and respect of their cultural and linguistic characteristics.

The concept of institutional bilinguility and bilingual education has been opposed by some residents of the nationally mixed region of Prekmurje; and the Constitutional Court of the Republic of Slovenia has twice judged on the compliance of this model with the constitution. For example, in the year of 1996, on the initiative of three Lendava residents, the Constitutional court judged on the constitutionality of Article 3 of the Law on Organization and Financing of Education. The third paragraph of Article 3 of the Law on Organization and Financing of Education manages the manner of the realization of the autochthon Hungarian national community rights to education in their own language, and is, at the same time, a provision for the coexistence of both nations, which reside in the nationally mixed region. The initiators made an assertion that, due to this provision for the protection of national community, the rights of the members of the majority Slovene nation are violated, and thus signify a discrimination of the members of the majority nation. The

Constitutional court decided in 1998 that Article 3 of the Law on Organization and Financing of Education is not in discordance with the Constitution.

Due to the sensitive nature of education in mixed environments, it is necessary to, even more than in linguistically homogenous environments, continuously educate the teachers, provide constant verification of the effects of education, and modernization of educational procedures. Likewise, the research of social-psychological implications of the coexistence of two national communities is also of crucial importance for the preventative work in the field of linguistic contact, where, together with cooperation and coexistence, the potential possibility of conflict is also present.

Since the introduction of bilingual education, the Republic of Slovenia has supported both types of research. The Institute for National Questions performed one of the latest such researches in Lendava. The Management of Intra-Ethnical Relations Project in Lendava (Nećak Lük 2000) represents, among other things, also the views of the actors in regards to the bilingual education, its positive and negative points:

- The surveyed note the good points of bilingual education in the fact that the pupils of different backgrounds are together, they are not separated based on national affiliation. They state that, in such a way, the school educates for tolerance and coexistence.
- Most of the surveyed are of the opinion that the current bilingual school model is, despite of the demanding professional and political criteria, still most appropriate in regards to the characteristics of the nationally mixed environment. Nevertheless, most of the critique warnings are given in regards to the problem of constant modernization of educational work and the introduction of contemporary and effective forms and methods of work.

2. Foreign Languages in the Education System in Slovenia

2.1. General data

Over the last decade, the Slovene education system has undergone a thorough and all-encompassing reform. It has become a well-developed education system which consists of a comprehensive organisational structure and financing, with a number of teachers and other professional staff involved. It is regulated by system acts and executive regulation and financed from the state budget, with a small share contributed from municipal budgets.

The basic document, the White Paper on Education in the Republic of Slovenia (1995), established not only a policy framework but also the overall philosophy, values and principles forming the basis for the changes. These were:
- accessibility and transparency of the public education system,
- legal neutrality,
- choice at all levels,
- democracy, autonomy and equal opportunities, and
- quality of learning to take precedence over the accumulation of facts.

Education in Slovenia is a process which starts with many children going to kindergarten and continues with all of them entering compulsory basic education (called primary in Slovenia but including lower secondary as well – ages 6 to 16). (Upper)secondary education (ages 15-19) is optional but in reality involves 98% of the generation. Many of the secondary school students go on to and complete their education at the university. Some also acquire additional education at music schools. Many adults who start working immediately after compulsory education or secondary school decide to enrol into higher education programmes later in their lives. A number of adults decide to learn special skills after retirement through courses provided by adult education organisations (music, painting, foreign languages, etc.)

2.1.1. *Some statistical data from 2001/2002:*

- Number of primary schools: 814
- Number of pupils in primary schools: 179.507
- Number of pupils per teacher: 12
- Number of secondary schools: 147
- Number of students in secondary schools: 103.526
- Number of further and higher education establishments: 69
- Number of students at both universities: 62.878
- Number of further and higher education graduates (in 2000): 10.472
- Number of students enrolled for postgraduate study: 4.000

SOURCE: Statistical Office of the RS, Ministry of Education, Science and Sport RS

Education in Slovenia can be divided into the following levels and sections:
- Pre-school education (age 1-6)
- Basic education (compulsory education → primary and lower secondary, age 6-16)
- Secondary education (upper-secondary, age 15-19)
- Post-secondary vocational education (age 19-23)
- Higher education (age19-25)
- Post-graduate study (age 23-27)
- Adult education
- Education of children with special needs
- Music and dance education

2.1.2. *Competences and responsibilities for the development and implementation of the education system in Slovenia*

The following bodies are responsible for the development and implementation of the educational system in Slovenia:
- Ministry for Education, Science, and Sports of the Republic of Slovenia,
- local communities (municipalities),
- Councils of Experts, appointed by the Government of the Republic of Slovenia, which are established to provide consulting as well as decision-making in the field of education,
- professional institutions, providing research, development, advisory and consulting services in the field of education, such as the National Education

Institute, Centre for Vocational Education, Adult Education Centre, State Examination Centre.

2.1.3.   The aims, goals and objectives of education

The aims, goals and objectives of education are defined in the **legislation** and in the educational programmes for individual levels. They are set very high and are comparable to those in the developed countries of Europe and the world.

Pre-university educational programmes, approved by a council of experts and confirmed by the Minister, are mostly carried out in public schools but they can be run in private schools as well if their standard is comparable to the valid public programmes.

The university and independent high education institutes have an autonomous position and can adopt their own programs in accordance with legislation and also set criteria for tenure.

The reform of the pre-school to secondary school curricula took place in 1998 and is in the process of a step-by-step implementation. Primary schools are gradually adopting the new nine-year programme, with children entering primary school at the age of 6 years (as opposed to 7 in the old eight-year programme).

Lower vocational education can be acquired within two-year programmes, secondary vocational education takes three years, secondary technical education four years. Education in vocational secondary schools is carried out in collaboration with employers to make students gain vocational qualifications and work experience.

At the end of general secondary programmes (the so-called *gimnazija* programmes), which last four years, students are required to pass the *matura* examination, which is a matriculation exam, prepared and executed by the State Examination Centre.

After completing secondary education, students can continue their schooling at colleges and at the university and acquire higher education (graduate, post-graduate, specialisations).

The system is also very well regulated for the education of pupils with special requirements (programmes for the blind and visually impaired, the deaf, etc.). As a result, pre-school and primary education can be adjusted to meet their needs.

Life-long learning is also increasing. Adults can acquire education through specialised education programmes for adults or regular programmes for the young. Educational organisations can adjust time schedules, the duration of programmes as well as assessment procedures to the needs and requirements of the adults. There is a well-developed network of adult education centres in Slovenia, both public and private.

3. Towards plurilingualism in Slovenia

3.1. Historical background of foreign language teaching and learning in Slovenia

The Slovene national border was roughly established in the 15th century. Only since then has the history of the Slovene nation been limited to the history of the present-day Slovene territory, demarcated by the Slovene-Romance, Slovene-Germanic and Slovene-Hungarian national borders. From the beginning of the 16th century, the partition of Slovene territory across three states – Austria, the Venetian Republic and the Hungarian state – was firmly established for several centuries. In the area of approximately 24.000 km^2 within the borders, the rural population was almost entirely Slovene. Slovene children of the period did not have the opportunity of education in their own language. In primary and secondary schools, teaching was conducted in the "state language", mostly German or Latin, as well as Italian. Slovene was used as a language of instruction during the Reformation in the 16th century, but disappeared again during the Counter-Reformation (with the exception of Protestant areas).

By the beginning of the 19th century, most of the remaining schools were taught in German or were bilingual schools in German and Latin. Right up until the 20th century, Slovene only had the status of an optional language and even then to a very limited extent. The importance of the mother tongue was greatly enhanced with the arrival of Napoleon and the French. In Slovene areas of the Illyrian provinces, Slovene was established as the provincial and teaching language in both primary and secondary schools. In Slovene secondary schools (gymnasiums and lyceums), foreign languages were also taught: French, Italian and Latin. Classes at the university were in French, German, and Latin. When the French left, German and Latin regained their position as the dominant languages of instruction.

It was only with the end of absolutism in Austria and the creation of the Austro-Hungarian monarchy in the middle of the 19th century that there was sufficient local autonomy to enable the rise of national consciousness and demands by nationalities. At that time, albeit with difficulty, Slovene pushed its way into schools. It was first introduced in 8-year compulsory schools, as the founders and financiers were free to determine the language of instruction in these schools. These schools therefore taught in different languages: Slovene, Italian, German and Hungarian. Slovene was introduced in secondary schools later. The first Slovene gymnasium did not appear until 1905.

Even then, however, Slovene language did not acquire equal status in schools. German was a compulsory subject in years 3 and 4 in all non-German primary schools. Slovene was likewise a compulsory subject in non-Slovene primary schools, although quality was not assured in the same manner. There were also German-Slovene primary schools providing classes in Slovene in the first two years only. On the Slovene-Italian national border, schools were in Italian and Slovene. Secondary schools (gymnasiums, urban schools, lyceums, teacher training colleges) were mostly German, Italian or mixed foreign-Slovene. Slovene as an optional teaching subject was also taught at non-Slovene secondary schools.

A persistent national struggle in the Austro-Hungarian monarchy, together with problems and events in the Balkans, led to the formation of the *South Slav question*. The movement for an independent state of Slovenes, Croats and Serbs gained in strength, realising its goal

in 1918. Unification with Montenegro in 1929 led to the creation of the Kingdom of Yugoslavia. The school system in Slovenia during this period had a seal of *Yugoslavism.* The "state language" was Yugoslav (Serbo-Croatian-Slovene) and was a compulsory subject in all Slovene schools. The minority departments in German and Hungarian were also retained. In secondary schools, German was taught as a foreign language.

The occupation in 1941 led to German, Italian and Hungarian assimilation. The school system in the liberated territories operated in Slovene. The schedule of subjects for partisan secondary schools in Slovene included Russian, Serbo-Croatian and Latin.

Modern history started after 1945. The 1958 general school reforms introduced compulsory 8-year primary school and 4-year gymnasium while closing classical gymnasiums. The schedule of subjects for primary schools included Serbo-Croatian (as one of the state languages) and a foreign language as compulsory subjects. Pupils could choose between English, German, French and Russian.

3.1.1.   *The main reforms after 1945*

In 1946, immediately after the war, the former pre-school education institutions, predominantly day-care in nature, were replaced with so-called Homes of Play and Work (DID - *Domovi Igre in Dela*) in which pre-school and school children could enrol. New forms of childcare, particularly separate forms for pre-school and school children, appeared in the 1960s. Although the 1979 educational programme had detailed contents, it did not include the area of language education. In 1981, the educational programme to prepare children for primary school was adopted; attendance was compulsory for all children one year before they started school. In the mid-1980s and early 1990s, some nursery schools gradually began to organise optional language classes for those children whose parents were interested in such education. Since 1993, pre-school education in nursery schools has been a constituent part of the educational system and, therefore, the responsibility of the Ministry of Education and Sport. The National Curriculum for nursery schools was adopted in 1999, with phased introduction starting in 1999/2000 school year. It also includes a separate definition of the area of language activities.

Immediately after WWII, seven-year compulsory education was established by law. After completing four-year primary school, pupils could continue their education in the upper cycle of basic school or in lower secondary general schools (*nižja gimnazija*). This level also included compulsory study of one foreign language. Eight-year elementary school *(osnovna šola)* was introduced between 1950 and 1953. The 1958 school reforms established eight-year primary school as the only form of compulsory primary school education and abolished lower secondary general schools. The structure of basic education was not changed significantly from then until the early 1980s. Compulsory foreign language classes were included in the schedule of subjects for years 5 to 8.

Under a later primary school law (1982), primary schools began to organise so-called interest activities and, separately or as part of such activities, optional foreign language classes in lower years.

The most recent legislation (1996) introduced nine-year compulsory primary school. The new curriculum, which began to be implemented in primary schools in 1999/2000 school

year, established the first foreign language as a compulsory subject which must be studied from year 4 at age 9 and a second foreign language as a compulsory optional subject in the last three years of primary school.

The upper secondary education level after the Second World War went through four periods. In the first period (1945–1958), secondary school built on 4-year primary schools. The general educational programme consisted of three-year lower gymnasium and five-year upper gymnasium. When eight-year primary school was reintroduced in 1950, the lower and upper gymnasiums became four-year schools. Professional schools, which had been established for all sectors of the economy, were developing rapidly.

The 1958 reforms designed four-year general schools *gimnazije*, which educated pupils who had completed compulsory uniform eight-year primary school. The official schedules of subjects for gymnasiums and four-year professional schools from the period (1975) show that two foreign languages were compulsory in gymnasiums and teacher training gymnasiums, where classical departments had one or two additional classical languages; one foreign language was compulsory in all four-year professional schools, although some (for example maritime studies) had a second foreign language as a compulsory subject or as a compulsory optional subject.

In the third period, the 1981 reforms established the concept of career-oriented education, abolishing gymnasiums as preparation for study at university. It introduced four-year programmes, with uniform contents for the first two years, providing education for both work and further education at university at the same time. The standards regarding the extent of foreign-language teaching were maintained and extended to some shorter three-year vocational programmes (for example, administrator). A special programme for social sciences and languages included three foreign languages in the compulsory part of the schedule of subjects.

Each series of reforms expanded the scope and range of foreign language programmes on offer. Programmes began to change in 1987. In 1989, the *matura* (baccalaureate) was also introduced as a special form of completion of general education leading to further study at university. In this period, certain other four-year professional programmes also introduced a second foreign language. In 1990, the programme of *gimnazija* (gymnasium) was reintroduced, intended primarily as preparation for further education at university.

Programmes were fundamentally overhauled in 1991. Some programmes were redesigned or designed from scratch. All four-year programmes, including gymnasium, gave pupils the opportunity to end their education in two ways: a final examination as an internal examination of the school, leading to both labour market and further education in a professionally oriented streamline, or *matura* as an external state examination in five subjects offering general access to university programmes (1994-1995). A foreign language became one of three compulsory *matura* subjects (in addition to the mother tongue and mathematics), while students could also choose languages from among two optional subjects: English, German, French, Italian, Spanish and Russian.

In 1996, new educational legislation was adopted and is now in force.

3.1.2.   *Changes in the methodological approaches proposed by the programmes*

3.1.2.1.   *Changes in the selection of a foreign language*

-   1981 Italian became an optional subject in lower years of primary schools at the primary level (early stage)
-   1985 French became an optional subject in lower years of primary schools at the primary level (early stage).

3.1.2.2.   *Changes in teaching methods*

1982/83 Changes in communication approach and impact of the documents of the Council of Europe (The Threshold Level and others) The communicative approach developed the students' language competence (four skills, partial competence in vocational education, European dimension of language learning and teaching - bilingual teaching, independent learning, teaching FL as a means of instruction, educational links and exchanges), it further affected the testing and assessment methods and influenced initial and in-service teacher training

3.1.2.3.   *Changes in the use of textbooks*

1985 first foreign books were offered free of charge by education authorities. Only local authors' textbooks were used until 1985; the first textbooks written by foreign authors were offered by foreign publishers in 1985; at first as a pilot project in a limited number of schools in foreign-language classrooms, later expanded to all schools

3.2.   Opening doors to the Council of Europe

1991 Changes were introduced on the recommendation of the Council of Europe. New syllabuses were prepared, taking account of the basic language policy documents of the Council of Europe, i.e. the **Common European Framework of Reference for Language Learning**, teaching and assessment (description of objectives and methods for language learning and teaching, materials production, language testing and assessment).

3.3.   Other landmarks

-   1996 Three alternative textbook packages offered in elementary schools (one locally produced and two by foreign publisher), teachers free to choose.
-   Locally produced textbooks in contrast with foreign ones placed much more emphasis on the intercultural aspects of teaching and learning English, and this resulted in a more intercultural and socio-cultural oriented methodology.
-   1994/95 The engagement of foreign-language teaching assistants in elementary schools and secondary schools and some institutions of higher education.
-   As two teachers (Slovene teacher and FL assistant) are involved in classroom management, this resulted in the so-called co-teaching (team teaching) way of working in the classroom.
-   Changes in the use of information and communications technology in teaching:
-   Changes in the use of information and communications technology in teaching: 1985 – first computer (Spectrum and Commodore) and video technology introduced. It affected learner autonomy, independent learning, learning to learn

movement and above all motivation. It enabled the teacher to stream students in the FL classroom.

- 1991 – use of British computer learning programs (Higgins); computer assisted language programmes improved motivation and affected learner autonomy in the FL classroom.
- 1995/96 – CD – Italian Project, Computer literacy project 1998/99– Internet (IARD Milan)

3.4.   Pilot projects

Innovations in the area of foreign languages are tested before they are introduced in Slovenia. At the suggestion of schools, professional institutions, higher education institutions and research organisations, as well as the Professional Council for General Education, a minister chooses a school for experimental introduction of an innovation. The National Education Institute monitors the implementation of pilot projects. There are many forms for the planned introduction of early foreign language teaching. Some projects monitoring practice on the national level have been completed, although practice is continued through the mechanism of optional classes. The following projects had the greatest impact on language teaching practice:

- **The Early Foreign Language Teaching in Nursery Schools Project** started in 1998. The first phase covered a survey of the situation in nursery schools; it was found that one-third of nursery schools had already organised foreign language teaching, mostly of English, followed by German, Italian and French. In most cases, classes were organised for one hour once a week, or even half an hour to an hour twice a week. Classes were mostly attended by children from different departments. They were taught by specialist foreign language teachers, also pre-school teachers and probationary or beginning teachers.
- The project **"Foreign Language at Primary Level"** (1990/91 to 1996) covered 20 percent of the primary schools which had introduced teaching of a first foreign language (English and German) in years 3 and 4 (some of them introduced either English or German, while others offered pupils a choice of both languages). The practice of early foreign language teaching in primary schools is also continued in schools not included in the project.
- The project **"French Classes in Primary Schools"** (1995/96) started in a smaller number of primary schools, but was later extended to other schools as well. A syllabus has been prepared for French as the first foreign language within the new 9-year primary school.
- The conclusion that the introduction of one more foreign language was urgently required in the optional part of the programme for primary schools led to the project **"Second Foreign Language in Primary Schools"** (1998/99). New syllabuses have already been prepared.
- The project **"Bilingual Models in Primary Schools"** is also underway as part of renewal and establishment of adapted school system models in bilingual areas.
- The project **"Teaching of Non-Language Subjects in a Foreign Language"** operated in primary schools from year 5, with geography classes provided in English (1996/97 - the beginning, initial phase).
- There have also been several attempts to introduce classes in a foreign language for **non-language subjects** (geography and history) in some secondary schools or *gimnazije*.

- Slovenia was involved in a pilot project of the Council of Europe **"European Language Portfolio"**, lasting from 1998 until 2000 and is now in the phase of wider implementation. Two evaluations (in 2002 and in June 2003) were carried out and the European Language Portfolio as an internationally comparable tool for evaluation and self-evaluation of learning achievements of pupils, students and adult participants in language education, proved extremely successful and popular in Slovenia.

4.   Languages in Pre-university Education

4.1.   Introduction

The situation of teaching and learning foreign languages in Slovenia is similar to the situation in many other European countries. Based on current professional knowledge and in view of the needs of the multilingual and multicultural nature of European society, we are fully conscious of the fact that the language teaching and learning requirements have to provide enough opportunities for teachers and learners to improve and expand their language proficiency. Within the project of revising the whole national curriculum (the 1996 educational reform) a firmer status of the foreign language learning throughout the whole vertical system of compulsory education has been ensured, based on European concepts of plurilinguality and diversification. The current situation in language learning and teaching is described below.

4.2.   Range and choice of languages, Starting age, length of study, hours per week

4.2.1.   Basic Education

In primary schools, one foreign language is compulsory. English or German may be studied, with English chosen in 85 % of cases and a share of 15 % for German. We are striving to broaden the choice of languages to be learnt as the 1st FL and include at least French if not others too. In bilingual areas, Slovene, Italian and Hungarian are also taught as second languages.

We are currently in a transition period, with the old 8-year primary school curriculum (*ages 7-14*) being gradually replaced by the new 9-year curriculum (*ages 6-14*). Within the 8-year curriculum, only one foreign language is taught whereas in the 9-year curriculum two foreign languages are taught: the 1st FL is compulsory, the 2nd one elective (German, English, French, Italian, Spanish, Croatian, Latin).

It is obligatory for all pupils in Slovenia to start with the first foreign language in the 5th year of the 8-year primary school, when pupils are 10 or 11 years old, or in the 4th year of the new 9-year primary school, when they are 9 years old. Teaching foreign languages to children that young still remains at an experimental stage in our country. Its implementation in the regular school system will be carried out progressively, adjusted to overall changes within the national school curriculum.

LANGUAGE / STARTING AGE	LENGTH OF STUDY	HOURS PER WEEK	TOTAL HOURS
OLD: 1st FL: age 11	4 yrs (4th – 8th grade)	3/3/3/3	420

LANGUAGE / STARTING AGE	LENGTH OF STUDY	HOURS PER WEEK	TOTAL HOURS
NEW: 1st FL: age 9	6 yrs (4th – 9th grade)	2/3/4/4/3/3	655
NEW: 2nd FL: age 12	3 yrs (7th – 9th grade)	2/2/2	210

### 4.2.2.	(Upper) secondary education

In secondary schools *(ages 15-18/19)*, from one to three or even four foreign languages are taught.

-	The *first foreign language*, English or German, is compulsory. It is taught <u>at an advanced level (intermediate)</u>, built on the foreknowledge gained in the primary school (as 1st FL).

-	A *second foreign language* (German, English, French, Italian, Spanish, Russian) is studied in some four-year programmes; it is compulsory in general education programmes (the so-called *gimnazija*, gymnasium, liceo) and some technical programmes while only one foreign language, if any, is taught in vocational schools.

The second foreign language may be taught <u>at two levels</u>, <u>the beginner and the advanced (pre-intermediate) one</u>, the latter being a continuation of what has been learnt at the primary school within the elective 2nd FL syllabus.

-	(a compulsory option). It may be any of the above, or Latin. In the classical In addition, the *gimnazija* programme offers a *third foreign language* as an elective subject gymnasium (*klasična gimnazija*, liceo classico), Latin is an additional compulsory foreign language to be taught at the beginner or advanced level, with classical Greek as either the 2nd FL or the 3rd FL and an option of a *fourth foreign language*.

The following presents an overview of language instruction in secondary schools in Slovenia:

LANGUAGE / STARTING AGE	LENGTH OF STUDY	HOURS PER WEEK	TOTAL HOURS
1st FL: age 15	3-4 yrs	3/3/3/3	420
		4/4/2	350
	(variations)	2/2/2	210
		3/3/3	315
		4/3/4	385
2nd FL: age 15	4 yrs	3/3/3/3	420
3rd FL: age 16/17	2-3 yrs	3/3	210
	(variations)	3/3/3	315
		3/3/6	420

4.2.3. Curricula & syllabi

The National Curriculum prescribes the scope of individual subjects, their goals and content. One of the main goals of the 1996 reform was to make a step forward from the content-based curricula to the goal and process-oriented syllabi at both the primary and the secondary school level.

As far as foreign language teaching is concerned, the two essential new aims have been:
- a focus on process rather than product and
- a focus on linguistic strategies rather than content.

The teaching and use of language for specific purposes (LSP) [English for specific purposes (ESP)] appears in vocationally-oriented secondary education. Language teachers at those schools are additionally trained on how to tackle LSP/ESP: how to involve students fully in both the content and the language topics, how to teach the students skills rather than highly specialised vocabulary, and how to give them tools for learning, for acquiring new knowledge or dealing with knowledge already acquired.

4.2.4. Examinations and qualifications

4.2.4.1. Basic education

In the 8-year primary school curriculum, no national examination is required in FL at the end of primary (compulsory) education. Pupils are expected to pass the beginner and, possibly, the pre-intermediate level and be able to continue at intermediate or pre-intermediate level in secondary schools. The evaluation of results at the end of primary school (age 14-15) is the responsibility of the teacher.

With the new 9-year primary school, however, two new approaches to foreign language teaching & learning are being introduced:
a) level-differentiated instruction (internal, flexible & partially external) and
b) external assessment.

Level-differentiated instruction is based on recognition of the fact that not all children can be expected to learn at the same rate, acquire the same standard of skills and knowledge or reach the same goals.

External assessment in FL is done as a free option at the end of the second cycle and as a compulsory option at the end of the third cycle to assess the level of achievement of 1st FL goals and to ensure the same level of knowledge for all the pupils, particularly at the school leaving stage.

4.2.4.2. (Upper) Secondary Education

A newly-designed, external final school leaving examination, *matura,* was introduced in 1995. The examination replaces internal final examinations in general secondary schools and is the only route to university study (entrance or matriculation exam).

Matura consists of five subjects. Three subjects are compulsory: mother tongue, mathematics, and a foreign language (1st or 2nd FL).[35] In addition, there are two optional subjects required in *Matura*. There are also two levels in mathematics and foreign languages: the basic and the higher level.

Aims and objectives of the *matura*
-    to assess the level of achievement of educational goals in secondary education (more reliable results are ensured through testing done at a national level and by external examiners),
-    to ensure the same level of knowledge for all the school leavers,
-    to ensure international comparability of the level of achieved knowledge,
-    to give students and teachers a shared goal in the task of pursuing the necessary knowledge,
-    to ensure a successful start of university studies.

In support of these goals,
-    special subject catalogues have been published for students and teachers as guidelines for the teaching process and self-study,
-    assessment criteria have been developed for the Writing Paper and Oral Exam at basic and higher level.

4.2.5.   Main course materials for teaching and learning FL

The national curriculum prescribes the scope of individual subjects as well as their goals and content.

The **required coursebooks** are designed to promote student activity and co-operation, to reduce stress, to focus on the students' own needs and creative abilities, and to encourage personal involvement and creativity. Alternative textbook packages are used in both primary and secondary schools, some locally produced and some by foreign publishers, with the choice made by the teacher.

Supplementary materials
Every school year, an updated list of supplementary materials for teaching and learning FL is sent to schools to enable teachers and students to purchase and use these materials in classes or in extra-curricular activities. Teachers use these materials in two ways :
-    as a resource to refresh their own knowledge and to gain an insight into new FL teaching approaches and
-    as materials to be used alongside or in addition to text-books.

Supplementary materials are mostly used to promote motivation and to enhance learners' capacity to learn, taking more responsibility for their own learning.

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[35] For most of the candidates the mother tongue is Slovene, but there are Italian and Hungarian speaking minorities who choose their own national language as the first subject of the examination.

4.3.   Teacher training

4.3.1.   *Pre-service teacher training*

Pre-service foreign language teacher training is provided by the Faculty of Arts, University of Ljubljana, and the Faculty of Education, University of Maribor. The students can follow the so-called "pedagogical" or "non-pedagogical " routes, the former of which is taken by those who would like to qualify as teachers of a foreign language. The programme is divided into three major parts :
-         curricular studies (i.e. subject studies),
-         general studies (i.e. philosophy, sociology, etc.),
-         pedagogical studies (i.e. educational studies).

The university study of languages, through which the foreign language teachers were obtaining their qualifications, was organized at the University of Ljubljana since its establishment in 1919, after the end of the First World War. Namely, as the first Slovene university, the University of Ljubljana immediately introduced the possibility of studying in the Department of Slavic Languages, Department of Germanic Studies, Department of Romanic Studies, among the first offered programs, which were called »seminars« at that time. In order to assure formally educated personnel at the inauguration of the first University in Slovenia, the first Slovene candidates for professors in these departments were sent to study at the universities in Graz, Vienna, and Prague during the time of the Austro-Hungarian monarchy. At the inauguration of the university, these professors were joined by other Slovene professors who were teaching at different foreign universities until that time, and wished to help with the introduction of a university study in Slovene at a national university. Before 1919, Slovenes were obtaining university level education mainly at Austrian and Czech universities.

In such a way, the Faculty of Arts, which formed the centre of the new university, was able to immediately open a strong Department of Slavic Languages and enrolled 245 students to all programs already during the first year. Other linguistic departments offered studies of French and Italian at the Department of Romanic Studies, German and English at the Department of Germanic Studies, and occasionally some other languages, such as Danish, Dutch, and Swedish. The Department of Slavic Languages offered studies of Russian and other Slavic languages. The university occasionally also employed foreign lectors for these foreign languages – speakers of different foreign languages. For example, in such as way the Department of Germanic Studies obtained its first British lector, Ms. Fanny C. Copeland already in the year of 1921. With the new demand for foreign language teachers after 1945, all linguistic departments of the Faculty of Arts began to develop very quickly. The introduction of a two-level study program in 1960, which enabled a first-level degree already after the first two years of studies and second-level degree after four years of studies, demanded new appointments and a renovated organization of study program. Almost simultaneously, the Faculty of Arts obtained a new building in 1969, which enabled the development of new fields of studies, the introduction of research activities, and larger departmental libraries. The increasing number of students also had a strong influence on the development of individual departments or study programs of individual languages. This also started causing an increasing differentiation in the field of the organization of the study program of individual languages based on the special demands for foreign language teachers and other work positions, particularly for different translators. We should mention

that, already in the first years after the war, there were no limitations on the study of individual foreign languages, such as German and English, in Slovenia; therefore, there was no need to establish different quick and auxiliary university programs for retraining of the teachers of other foreign languages to the teachers of English in the last decade.

With the growth of the demand for good qualified teachers of English and German, the Ministry of Education established other higher-education programs for the study of these two languages. Already in 1951, it was possible to enrol English language together with another subject at the College of Education of that time, and when it became the Faculty of Education in 1964, it was possible to study English and German together or in connection with other subjects or programs for a two-year degree, which qualified the teachers to teach at a primary school. This program was closed in 1987, due to the transition to a four-year study program, while the module for the study of English for teaching on an early level was re-introduced in 1998 (PIAOŠ?). With the establishment of the University of Maribor, a four-year study program of English and German was also introduced in 1986 at the Academy of Education or later the Faculty of Education. This faculty also introduced the university study program of Hungarian language.

The original pattern of the study of foreign languages was formed in the sixties at the Faculty of Arts with the establishment of a ratio where two thirds of weekly hours of the program were dedicated to language and one hour to literature. The hours dedicated to language included lectures on the linguistic system, practical linguistic work (i.e. lector exercises) and historic grammar, while the study of literature was divided into the general sets of lectures and sets of lectures for particular periods and authors. Starting in the second (sophomore) year, all students of the linguistic departments also had to attend the general/common educational courses and special didactics of individual languages, which educated them in the field of foreign language teaching. The latter requirement was abolished in the study programs of the Faculty of Arts in 1988, due to the explicit demand (of several years) of the students; a non-educational orientation program and degree was introduced in addition to the educational orientation of the studies. According to the law, the candidates holding a degree without the educational component are not allowed to teach foreign languages; however, if they wish to become foreign language teachers, they can add the entire educational module even after obtaining a degree in the field of language and literature. The educational module is required for all graduates of the study programs of the Faculty of Education in Maribor.

At the Faculty of Arts, it is currently possible to obtain a foreign language degree in the following languages: English, French, Italian, German, Russian, Serbian and Croatian language (before Serbo-Croatian), Spanish, and in the recent years also Chinese and Japanese. At the Faculty of Education in Maribor, it is possible to graduate in German as a single-major or double-major program, and in English and Hungarian. Furthermore, on this level it is also possible to obtain a degree in Latin and Ancient Greek at the Faculty of Arts. The Faculty of Arts has been striving for the introduction of an undergraduate study program of other Slavic languages; the programs for Czech and Polish have been proposed; however, the Faculty did not receive the needed resources for the implementation of these programs, even though they have been approved. Due to this reason, these two languages are still taught on the lectureship level, together with other lectureship level languages. These languages are: Slovak, Romanian, Dutch, Swedish, Hungarian, Arabic, Catalan, and Valonese; the Faculty has national experts and/or foreign lectors for these languages. Also,

the program of Slovene language as a foreign language is performed for foreigners. In addition to the undergraduate study program, a program on a graduate level (masters and PhD) is also organized for all of the above-mentioned languages with a degree program.

Due to the differences in the demand for the teachers and due to the increased demand for the teachers of English, increasingly greater differences began occurring among the programs for individual foreign languages, since the financing of university programs, which is based on the curriculum, the number of enrolled students, and the number of completed degrees, enables a larger number of university personnel in the departments with a higher enrolment rate and different study programs. This enables a larger number of specialized experts, a more wholesome development of the field with regard to the international development and national needs, and the development of a larger number of special elective courses within the required program. While the programs for certain languages followed the development of the field in the field of a given language by increasing the quality and difficulty level within the existing and established courses, the programs for other languages – i.e. English and German –introduced new possibilities of study and numerous new courses, which offer greater options to the students in regard to the special interests, and are educating the graduates for special jobs such as different forms of translation, lexicographic work for bilingual dictionaries, etc. In the school year of 1987/88, the department of Germanic studies at the Faculty of Arts in Ljubljana thus introduced the option of translation oriented study for the students of the 3rd and 4th year, first for the English language and then also for German. The departments of German studies and English-American studies at the Faculty of Education in Maribor introduced an option of a similar translation orientation in the school year of 2002/03.

Due to the increasing demand for the professors of English and German, the dual major degree was not needed anymore for the graduates of these two languages, whether on different levels of the primary A subject and the secondary B subject, which generally resulted in two or more years of undergraduate status before obtaining a degree, and in addition to the study connection of two languages, it also enabled the connection of individual languages with certain other programs of the Faculty of Arts and/or University of Ljubljana. Thus, the Department of Germanic Studies introduced single major study programs and degrees in the field of English and German, which enabled better quality and wider knowledge at the end of the studies in addition to the larger number of hours of one language per student. With this widening of the program, the department was thus enabled to develop new subjects in accordance with the international development currents in the subject field. This lead to further differentiation of the study programs and to the division of the Department of Germanic Languages and Literature into two independent departments in 1998; the following current departments were thus created: Department of English and American Studies and the Department of Germanic Studies with Dutch and Scandinavian Studies. The latter also has special lectureships for Swedish and Dutch.

4.3.2.   *Teacher training for the primary: English, German, and Italian language teaching in the second triennium of primary school*

In the framework of the curricular reform, a great need for appropriately educated foreign languages teachers in the second triennium of primary school was indicated. The solutions were found in the following two directions:

1. **with additional education of foreign language teachers**

a/ with additional education of foreign language teachers, which started with systematic education (in service teacher training) of approximately 70 teachers who were involved in the FOREIGN LANGUAGES IN THE PRIMARY CLASSES - project in the years from 1990 to 1996;

b/ with an increased offer of additional education of teachers in the field of these subjects for a wider circle of foreign language teachers (in 1994, already approximately 60% of primary school, which did not cooperate in this project, were offering extra-curricular forms of foreign language teaching on the class-based level).

2. **with newly established programs** for education of teachers of class-based instructions in the field of English, German, and Italian language teaching in the second triennium of primary school.

Ad 1/ Programs of continuous professional education, offered and partially financed by MŠZŠ.

Ad 2/ Study program, offered and financed by MŠZŠ, and performed by the Faculty of Education in Ljubljana (English language), Department for class-based instructions in Koper (Italian language), and the Faculty of Education in Maribor (English and German language), with the help of qualified higher-education teachers of both universities.

The programs are performed in the following ways:

- as an elective subject (above-standard) program within the **regular study program** of the class-based instructions,

- as a part-time study program for the teachers, who **graduated** in a university program in the field of class-based instructions, and who graduated in a college program in the field of class-based instructions.

The course list includes lectureship exercises of foreign language, contemporary language, phonetics and phonology, literature and children literature (total of 525 hours), and didactics of early foreign language teaching and non-verbal means of expression (total of 135 hours). The practical work at schools lasts 10 days.

4.3.3. *In-service teacher training*

In-service teacher training is provided by both individual schools and various educational institutions, most popular among them being the National Education Institute and the universities. The National Education Institute is still the main driving force in the in-service training for FL teachers.

In order to adapt the programme of continuing professional development to the needs of English teachers (and the teaching force in general), an Education Centre was established within the National Education Institute. It has become a forum for co-ordinating programme content and organising the implementation of an all-round system of in-service teacher training.

The foreign language advisers at the National Education Institute cooperate successfully with representatives of foreign agencies, such as The British Council, USIS, Goethe Institute, French embassy , OSF etc. We have also been involved in most of the Council of

Europe initiatives in modern language learning and in projects at the national level. Implementation and dissemination are to be carried out within national foreign language teaching & learning policy and the activities of the Ministry of Education, Science and Sport. Most of the in-service teacher training is organised with the help and financial support of the above-mentioned institutions.

According to the new school law, teachers are obliged to participate in different forms of in-service teacher training (i.e. general didactics, specific methodology) for at least 40 hours a year. A new style of work has been implemented, namely the so called *study groups*, where small teams of FL teachers meet and work together, using a variety of methods and structures, for their own professional growth. The groups meet regularly (3 times a year) for guided discussion of their own teaching, as it relates to current developments in education. The objective is to facilitate reflection about practice, helping teachers to become more thoughtful decision-makers. The groups focus on professional issues which are important to them educationally and might be related to a given subject matter (evaluation and assessment, syllabus design, textbook selection, preparation of materials etc.).

4.4.   Faculty of Arts for translating and interpreting

Faculty of Arts for translating, established in 1997. The initial selection of foreign languages, established in 1997. The initial selection of foreign languages With the financial help from the TEMPUS project for the introduction of new university study programs, the translation oriented program of the Department for Germanic Studies, developed into a new department of the Faculty of Arts for translating, established in 1997. The initial selection of foreign languages widened, and thus the Department for Translation enables the study of translation and interpretation for the following languages: English, German, French, and Italian in different possible connections; it is expected for the selection of languages to additionally widen. In the last two years, a postgraduate specialization was also developed in the department with foreign experts.

All foreign languages with degree programs also enable the continuation of studies on the postgraduate level, on master as well as doctoral level of study. On the level of a master study program, the majority of departments offer different orientations for different linguistic fields and literary specializations, contrasting studies with historical grammar are particularly important in both of these fields. Among these, the program in the field of special didactics is particularly interesting for postgraduate students, and an increasing number of postgraduate students are enrolling to this program. Furthermore, this program has important research significance, due to the fact that in the field of foreign languages the resources for highly necessary researches of the special problem of individual foreign language pairs with Slovene language are notoriously lacking; this program at least enables certain highly necessary findings regarding the specialities of the teaching of foreign languages in Slovenia. Therefore, the master theses and doctoral researches in the field of didactics have important applied value. Systematic organized research work in the field of foreign language teaching would undoubtedly contribute to the higher quality of foreign language teaching. Research work would be particularly important in the field of the introduction of new curricula and programs for testing the possible changes of teaching.

Individual linguistic departments of the Faculty of Arts are not only concerned with the undergraduate and postgraduate study education of foreign language teachers, but they also regularly fulfill their legally assigned duty to attend to their continuous professional education. Thus, the majority of the linguistic departments of the Faculty of Arts, we well as the departments of both Faculties of Education, cooperate to offer continuous professional education programs for the foreign language teachers, which can begin immediately after the completion of studies with the acquisition of a degree and qualification for teaching. The continuous professional education programs are concerned with adding to the professional knowledge and educational abilities of the teachers with the use of the new findings in the field. At the same time, they also provide professional support with the introduction of new learning, which are needed due to the changes in the curricula, the new texts for the matura exams, the expansion of the teaching of the first foreign language on the early level, the introduction of action research when teaching, and the widening of theoretic bases and starting points. These programs are attended by the majority of the foreign language teachers; certain individuals among them decide to attend these programs each year on their own initiative, without the support of their schools. Namely, numerous headmasters do not understand the meaning of continuous widening of professional knowledge in the field of foreign languages. Separate programs for the teachers of English in secondary and primary schools titled "Novelties in the field for the teachers of English" are attended every year by 200 and more teachers; this program has been continuously offered for the last fifteen years. Furthermore, the Faculty of Arts also performs yearly programs of continuous professional education for the teachers of German, French, Italian, and Spanish. Surveys of the needs and wishes of teachers regarding continuous education are performed each time together with these programs; thus, the programs can be oriented based on their wishes and suggestions.

5.   Language Learning in the Undergraduate University Sector

Already sixty years ago, the individual faculties and study orientations introduced foreign languages, generally English and German, as mandatory secondary subjects. Thus, for example the Faculty of Mechanical Engineering of the **University of Ljubljana** introduced organized instructions of English and German for the students of certain orientations already at that time, the advancement to the next year was conditioned by a completed exam of one or the other language. In a similar fashion, certain departments of the Faculty of Arts determined certain languages to be mandatory, since they were needed for the study of certain orientations due to the study material; often, Latin was also mandatory. The Faculty of Arts also enabled free facultative instructions of individual foreign languages, which were changing based on the interests of the candidates and the availability of the lectors. In the recent years, the teaching of Japanese is organized in such a way; also, based on the wishes and availability, such cooperation is possible in the field of lectureship instructions of those foreign languages (total of 10), which are organized on the level of lectureships (example above).

In the beginning of the eighties, due to the increasing demand for the knowledge of foreign languages, the deans of the majority of the faculties in the framework of the University of Ljubljana, opted for a more systematic introduction of the teaching of foreign languages as mandatory or non-mandatory additional subjects of the study program. There was no particular legal basis for this decision or decree issued by the Ministry; however, the

Ministry ratified the new work positions for the appointed lectors and assigned the needed financial resources to the faculties. The implementation of this decree was left to the individual faculties or study program orientations (Djurić 1993: 61[36]); therefore, individual faculties opted for different implementations of this decree. Foreign language as a mandatory subject was assigned different number of hours: 30, 45, 60, or 90, or was not even introduced. Concrete decisions and implementations did not follow the special needs of the students or those of the study orientation, but often displayed the understanding of the meaning of foreign language knowledge of the momentary dean or faculty council, and the number of hours, which could be separated for foreign languages. The majority of faculties opted for the teaching of English, or English and German, only few faculties such as the Faculty of Economics and the Faculty of Social Sciences implemented a wider selection of languages, meaning, in addition to English and German, also French, Italian, and Russian. The majority of the faculties employed qualified foreign language teachers for the foreign language instructions, only exceptionally – i.e. Faculty of Law – was the predominantly professional terminology taught by law professors. The content development was transitioning from the general language toward the language of the field, with regard to the needs of individual study orientations and additional education of lectors. Thus, in the framework of the Faculty of Mechanical Engineering, for example, additional attention goes to English regarding aircrafts due to the needs of the pilots and enginemen.

In 1991 – ten years after the efforts to achieve greater presence of foreign languages – the research work of Melita Djurić (1993) displayed the following results:

At the Faculty of Arts, the study programs of philosophy, history, history of art, ethnology, comparative literature, musicology had from 120 to 240 hours of German or English, while librarianship had 300 hours.

Faculty of Maritime Studies and Transport assigned 150 hours to foreign language.

The following faculties assigned 120 hours to foreign language: Faculty of Sociology, Political Science, and Journalism (now the Faculty of Social Sciences) and the Academy of Music.

The Faculty of Economics and the Faculty of Mechanical Engineering assigned 90 hours to foreign language.

The following faculties assigned 60 hours to foreign language: Faculty of Law, Faculty of Natural Science and Engineering, Faculty of Civil Engineering and Geodesy, University College of Public Administration, and College of Police and Security Studies.

The following faculties had 45 hours of foreign language: Faculty of Computer and Information Science, Academy of Fine Arts, Faculty of Education in Ljubljana, School of Social Work, and University College of Healthcare. Differences in the programs of college

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[36] Djurić, Melita, 1993: Motivation for foreign language teaching on certain non-linguistic colleges and universities. (Unpublished master thesis) List of the lectures of the University of Ljubljana for the school year of 2002/03.

and university level existed in certain faculties. English, or English and German are prevalent in all programs as the elective foreign languages.

Several study orientations, within particular faculties, did not introduce foreign language instructions; such examples at the Faculty of Arts are departments for psychology, education, geography, etc. Also, some of the larger faculties did not introduce a foreign language, i.e. Faculty of Medicine of the University of Ljubljana; however, the entrance exams for this faculty had a very strong foreign language constituent. Thus, the existing foreign language knowledge of English, German, or Italian, which the candidates acquired in secondary school, had a crucial influence on the entire accumulation of points for the admission to the medicine study program. The Academy of Theatre, Radio, Movies, and Television also did not introduce a foreign language.

The condition at the **University of Maribor** in 1991 was the following: Faculty of Business and Economics had from 60 to 150 hours of foreign language instructions in different programs, namely English, German, and Russian.

The Faculty of Law assigned 90 hours to foreign language instructions.

The Faculty of Organizational Sciences in Kranj, the Faculty of Mechanical Engineering, and the Faculty of Civil Engineering offered either 60 or 75 hours of foreign language instructions.

The Faculty of Education and the Faculty of Mechanical Engineering in higher-education program offered 45 hours of foreign language instructions. All of the stated programs included English and German.

(The above-mentioned data are a simplified replica of the condition, which was reported by Melita Djurić, in the framework of her master thesis, according to the List of the instructions for the school year of 1990/91 for the University of Ljubljana, and according to the 90/91 Catalogue of the University of Maribor for the University of Maribor.)

Regardless of the fact, whether an individual faculty or program enables organized study of foreign language, all faculties demand the knowledge of one or two foreign languages as a condition for the admission to the programs of postgraduate studies. The candidates generally prove the high level of foreign language knowledge or the knowledge of two foreign languages with the use of a special foreign language exam, performed at the Faculty of Arts for the University of Ljubljana. Similar knowledge and the proof of foreign language knowledge are also needed when the candidates apply for habilitation for the first time.

In the school year of 2002/03, the organization of foreign languages for non-philological programs of both universities remains the same as far as general features; however, the number of hours assigned to foreign languages is changing partially at individual faculty orientations according to the needs and/or wishes for the expansion of other subjects and limitations of the prescribed quota of hours per student. In this regard, the occasional decrees are changing the individual quotas of hours, while the fundamental relationship toward the foreign languages is remaining the same. At the same time, the faculties can anticipate a higher level of foreign language knowledge, particularly English and German,

due to the introduction of matura, which includes a foreign language in its mandatory section.

The University of Primorska: Languages at non-philological faculties (2002/2003)

The new **Faculty of Humanistic Sciences in Koper** is introducing a novelty with the implementation of English in the study program of Slovene language. The Slovene language study program at the Faculty of Arts of the University of Ljubljana does provide lectureship exercises in one other Slavic, thus foreign, language.

As foreign languages the Faculty of Humanistic Studies in Koper offers: English language 1 (studium generale) 75 hours, English language 2 (geography of contact spaces) 75 hours, English language 2 (cultural studies and anthropology) 75 hour, Italian language (basic level) 90 hours, Italian language (advanced level) 90 hours, French language (elective subject) 90 hours, Greek language and culture in humanistics, 75 hours, Slovene language (language for special purposes: human sciences) 75 hour.

Note: The subjects of Italian (advanced group, professional language; elective subject, 3rd year) and Italian (beginner group, general and professional language; elective subject, 3rd year) are also offered; however, they were not performed in the school year of 2002/2003 due to the fact that the 3rd year was not enrolled yet.

The Faculty of Management of Koper offers
- business language I, II (English, German, Italian): 90 hours
- elective subject (German, Italian): 90 hours

Note:
Among the offered elective subjects are also the preparations for the exams BEC 2, CILS and English – beginner level, which were not performed in the school year of 2002/2003 due to the low number of applications.

University College of Health Care in Izola offers Professional English (60 hrs).

The Faculty of Education of Koper:

Language courses (Italian, English): 45 hours
Training program for foreign language teaching in Primary (Italian): 750 hours

Turistica - of Tourism, Portorož:

Language for special purposes (English, German, Italian): 90 hours
Third foreign language (Italian, German, Spanish): 30 hours

The new **Faculty of Humanistic Sciences in Koper** is introducing a novelty with the implementation of English in the study program of Slovene language. The Slovene language study program at the Faculty of Arts of the University of Ljubljana does provide lectureship exercises in one other Slavic, thus foreign, language.

6.   Adult Language Education

6.1.   Publicly Recognised Language Programs:

Adult language education in Slovenia began for a wider circle of people in the period after the Second World War. In the year of 1959, increasingly larger city municipalities established the so-called Workers universities, which were primarily meant for organization of social-political education, achieving of formal education (elementary school and secondary school programs) and shortly thereafter also for language education. During the first twenty years, language teaching was performed without established common language programs for the whole country, each worker university organized language courses based on momentary needs and demand. Methods and textbooks used for teaching were those, which were approved for schoolchildren. In the beginning of the eighties, workgroups of teachers and education organizers began to operate in the framework of the Worker University Union of Slovenia, and prepared common programs for the teaching of English, German, Italian, French, and Hungarian, which were, at that time and still today (with the exception of Hungarian), the most common languages taught in Slovenia. *Programs for advanced studies of English, German, Italian, French, and Hungarian languages* represent the first efforts of establishing uniformity of knowledge standards for certain levels for different education performers. These were the only publicly acknowledged adult educational programs for the above-mentioned languages in Slovenia. Meaning that the organizations, which were enrolled in the register of the Ministry of Education and Sport for the implementation of these programs, followed the programs and issued, after successful completion of the program, publicly acknowledged language knowledge certificates to the attendees. In addition, many different adult language programs, which were not publicly acknowledged, were also offered (i.e. for certain professions, branches, language functions and for different needs). All organizations, which were enrolled in the register for implementation of this program, were teaching on the basis of these programs until the year of 1999. Eighty of these organizations exist today, since after the year 1984, numerous private foreign language schools joined the Workers Universities (which were renamed to Institutes for Adult Education in the nineties). Certain ingredients of the old programs were antiquated shortly after their creation due to the quick development of this field in the world. The performers and users of the programs were pointing out this fact and called for a renovation of the programs. In the nineties, the majority of schools did not use the old programs anymore; however, in accordance with their own knowledge of the field, they created and followed internal programs or curricula. Oftentimes, the teachers were not acquainted with the programs, which they were supposed to use for teaching, and were simply following the selected textbook (Klemenčič 1997).

In the framework of curricular renovation of adult education programs, the renovation of language programs began in 1998. Based on the analysis of existing publicly acknowledged adult educational programs for foreign languages, and based on the survey of the performers of these programs (see Klemenčič 1997), the Program Curricular Commission for Public Programs for Adult Education of Article 7 of the Law on Adult Education, which operated at the Regional Curricular Commission for Adult Education, decided to renovate the programs for English, German, French, and Italian. Based on the national and international documents, and guidelines and directives of the Council of Europe, workgroups, which involved the experts from the Faculty of Arts, from the Institutes for Adult Education, and private language schools, prepared new or renovated educational

programs for English, German, French, and Italian. Due to the smaller number of attendees and the limited implementation in the bilingual region of Eastern Slovenia, the renovation of the program for Hungarian will begin in the school year of 2003/2004.

On the 14th of April of 1999, the Professional Council for Adult Education adopted four adult educational programs in the field of foreign languages:

- English for adults,
- German for adults,
- French for adults,
- Italian for adults.

Several novelties introduced in the new programs are particularly worth mentioning, because they represent a big step forward in the field of assuring the quality of teaching and comparability of achieved knowledge standards:

- The most important novelty is external knowledge examination on two levels – basic and higher – after 300 and 500 hours of teaching
- The program content chapter contains precisely defined subjects, particularly for basic and higher level, and text types for all four linguistic abilities.
- Communication functions for basic and higher level are also added.
- The chapter of didactic-methodic instructions is modernized and expanded. It addresses several important subjects of contemporary foreign language teaching (i.e. pronunciation, grammar, vocabulary, auditory comprehension, verbal ability, reading comprehension, written expression, correction of mistakes and motivation) and dedicates special attention to the characteristics of an adult in the educational process.
- Furthermore, the structure and evaluation of the exam are also changed (all four abilities are examined in five exam sheets, the written section of the exam lasts from 135 to 145 minutes on the basic level and 175 minutes on the higher level; the oral section of the exam lasts up to 20 minutes, the candidate has 15 minutes available in order to prepare for the oral exam).
- Measures for evaluation of separate parts of the exam are precisely established (particularly in the field of written and oral expression) and attempt to reduce subjectivity of evaluation.
- Knowledge standards are precisely determined and are divided into two levels.
- Exam catalogue, which is intended for the performers and attendees, is also added; it summarizes the elements from the catalogue of knowledge, but mainly, it explains the structure and evaluation of the exam.
- The programs are also placed based on the international standards (*Common European Framework of Reference 2001)*, namely the exam on the basic level to the A2 level and the exam on the higher level to the B2 level.

The table below shows the data regarding the number of publicly acknowledged programs, hours, and attendees in the year 2000/2001:

	number of language programs	total number of hours	enrolled attendees	successfully completed programs TOTAL	Male/ female
publ. acknow. prog.	1 780	124 203	13 743	13 040	5 371 7 669
English	901	65 637	7 029	6 695	2 636 4 059
French	88	5 833	629	594	235 359
Italian	227	14 673	1 908	1 832	671 1161
Hungarian	3	270	24	19	7 12
German	561	37 790	4 153	3 900	1822 2078

Source: Unpublished data from the Statistical Office of the Republic of Slovenia for 2000/2001

It is evident from the statistical data, that English for Adults is the most often performed program with the highest number of hours and attendees, it is followed by German, Italian, French, and Hungarian. The total number of hours (124.203) and attendees (13.743) in all publicly acknowledged programs in one school year is a piece of data, which shows the urgency of program renovation and explains why the supplementation and expansion of programs and examination systems is needed.

The State Examination Centre began implementing external knowledge examinations with a test exam date in April of 2001 and a first exam date in June of 2001. Until now, 765 candidates took the exams during nine exam dates. The table displays the number of candidates based on individual languages and levels.

English Basic Level	English Higher Level	German Basic Level	German Higher Level	Italian Basic Level	Italian Higher Level	French Basic Level	French Higher Level
69	390	34	192	16	54	1	9

Source: State Examination Centre

External knowledge examination in the field of adult education in Slovenia is a novelty and without a doubt a big step toward assuring the quality of education itself (as a return effect of examination) and comparability of achieved knowledge standards for all participants in the educational process. This, in particular, is the reason, which conditions the plans for further development of external knowledge examination system in the field of foreign languages for adults. Most important is the renovation of the program for Hungarian and formation of the program for Croatian (neighbourhood languages). Furthermore, the development of programs for Spanish and Russian, which have, according to the statistical data (see table of programs, which are not publicly acknowledged), the largest number of attendees among the remaining languages, is also highly necessary. Programs and knowledge examination system on the academic level (C1 according to *Common European Framework of Reference)* would also be needed for the above-mentioned languages. The fact that only a perfect knowledge examination system will enable the people to acquire publicly acknowledged certificates for formally and informally acquired knowledge and

thus prove their knowledge in a formal fashion, dictates our development plans. Furthermore, we have to strive for the recognition of publicly acknowledged certificates in the countries of the European Union, which will enable and facilitate the mobility of citizens. The Ministry of Education, Science and Sport also devotes funds for co-financing of the implementation of adult language education programs. Based on the public notice, funds for implementation of publicly acknowledged programs are given each year to organizations, which are enrolled in the register.

6.2. Programs, which are not publicly recognised

Educational organizations, which deal with adult language education (according to the latest data of the Statistical Office of the Republic of Slovenia, there are already 99 of such organizations) and not only organizations, which are enrolled in the register of the Ministry of Education, Science and Sport, offer a number of other language education programs. This includes programs for all other languages, and programs, which do not include only general language, but are specialized – adjusted to individual goal groups (people from different professions, and business and non-business branches), different needs (i.e. preparations for exams, courses for strengthening of subject knowledge) and different language functions (i.e. courses intended only for conversation).

The table below displays statistical data available regarding these programs:

	number of language programs	total number of hours	enrolled attendees	successfully completed TOTAL	male / female
NOT publ. acknowl.	2 455	172 038	18 934	15 813	6 853 8 960
English	1 245	80 702	9 121	7 898	3381 4517
Arabic	5	225	52	38	11 27
French	158	31 917	1 858	898	484 414
Italian	202	11 598	1 521	1 246	573 673
Chinese	2	100	9	4	No data
Latin	5	88	47	41	No data
German	614	35 892	4 766	4 205	1740 2465
Portuguese	8	244	57	57	31 26
Russian	56	2 449	266	253	146 107
Spanish	151	8 477	1 171	1 108	472 636
Swedish	1	54	1	1	
Multilingual courses	1	32	11	11	No data
Other languages	7	260	54	53	25 28

Source: Unpublished data from the Statistical Office of the Republic of Slovenia for 2000/2001

Out of 2455 language programs, which are not publicly acknowledged, 2261 programs are general and 212 are specialized.

It is evident from the data that, for all languages also offered in publicly acknowledged programs (with the exception of Italian), there are more attendees and a larger number of performed hours in programs, which are not publicly acknowledged. The largest number of attendees is obtaining education through general language programs, which are not publicly acknowledged. This displays the fact that language schools are adjusting to the needs of the attendees and are adjusting their educational programs according to the demand.

It is worth emphasizing that, in the case of informal language education, a large number of adults acquired the knowledge of cognate Slavic languages (languages of the former SFRY) in the past through a partially formal and mainly informal method, which will be very important in the future. In addition, many adults acquire and enrich their knowledge of different languages through their work. This knowledge cannot be formally proven; therefore, the creation of the European Language Portfolio for Adults, which has been well accepted already during the trial period by the adults and the teachers who are teaching adults, is an important achievement. Particularly welcome are the records on informally acquired language knowledge and linguistic experiences, which can be registered by the language portfolio users, who can thus effectively inform their employers regarding these experiences.

6.3. Programs for Increasing the Level of Literacy and Development of Reading Culture

Slovenian Institute for Adult Education performs three programs, which are intended for increasing of the level of literacy and development of reading culture of adults. It is important to note that the programs are performed in local environments and are thus available to a wider circle of people.

The Slovenian Institute for Adult Education developed (in 2002) two programs for increasing the level of literacy of adults. These programs were based on their experiences and the evaluation of the »Programmes for Enhanced Life Efficiency – UŽU« (1994) program, whose goal was also the improvement of literacy. Furthermore, the findings of an international research on the literacy of adults in Slovenia, which display a lack of literacy of a large number of adult citizens, were also taken into consideration.

Individual programs are intended for different goal groups and are based on their educational needs. They are performed based on the principle of project work, which incorporates four fields included in the programs (basic skills, social skills, lifetime learning and active citizenship). The contents of individual projects are selected from the everyday life of individuals, and include the acquisition of skills needed by the attendees at their workplace, in their family and society.

Programs are performed by specially qualified teachers with the help of volunteers. The work is performed in small groups with two teachers and one volunteer. Both programs are publicly acknowledged.

a) Bridge to Education

Bridge to Education« program is intended for less educated adults who wish to continue their education on the high school level or are already obtaining their education. The goal

of this program is that the individuals would, by revising basic knowledge and skills, be better prepared in order to more easily master the new teaching material. The program is performed in 100 to 120 hours in the period of three months.

b)   Reading and Writing Together

Reading and Writing Together« program is intended for less educated parents of children in lower grades of elementary school, who wish to help with literacy and learning, but do not know how. Ultimately, the motivation of the majority of these parents is the improvement of literacy for personal needs. The goal of the program is for the parents to acquire the knowledge and skills corresponding to their needs in order to be able to help their children with literacy in everyday life. The program is performed in the framework of 50 hours, while 25 hours consist of guided individual attendee work. This program is different in the fact that both parents and children participate in the program together.

c)   Reading Clubs

In reading clubs, the attendees read the books of national authors together with the mentor; they discuss these books and share the findings with the local environment in an appropriate fashion. In the school year of 2002/2003, approximately 200 attendees in 20 groups participated in these clubs. The clubs last from one to three months and have, according to organizers, long-term effects on the reading habits of the attendees. (Source: Slovenian Institute for Adult Education)

Plans for the Future:

In addition to the already mentioned plans for the development of new and the renovation of old programs, supplementation of the external knowledge examination system and expansion of the use of European language portfolio for adults, it is necessary to mention the meaning of the assurance of funds for adult language education. The knowledge of languages is simply too important to allow the dependency of learning and teaching on the momentary economic interests of the candidates and employers. Both, in the school systems, as well as in the case of adults, planned funds investments and careful planning of education are crucial. The awareness of the fact that we will need certain experienced experts, who will know certain languages, in many areas in the future, would have to lead to planned learning acceleration of these languages in adult education. At the same time, we cannot forget the promotion of awareness *regarding the meaning of language learning, which, in addition to direct financing and co-financing of programs, conditions and accelerates the inclusion of the adults in education.*

Furthermore, we have to be aware of the fact that the teaching of adults demands different knowledge and skills than the teaching of children and adolescents. It is a fact that, during their undergraduate education, the teachers cannot prepare for all teaching situations (Skela 2001), which they are going to encounter in their profession (different programs and textbooks, general English and professional English, teaching of children, adolescents, and adults); therefore, we have to view the continuous professional education as a right and a duty of each teacher (Trim 1994: 27). In the »*White Book on Education in the Republic of Slovenia«,* the authors of the chapter on adult education also find that one of the reasons for the problems in adult education is the lack and poor qualifications of human resources in

the field of adult education (Krek 1995: 305). Programs for continuous professional education of teachers only exceptionally include the contents dealing with the specialities of adult teaching. In the future, it would be therefore necessary to assure more quality, diverse and regionally dispersed education for teachers who are teaching adults. The development of this field is naturally inevitably conditioned with planned research work, the findings of which can be systematically transferred to everyday practice. The assurance of funds for the execution of research work, formation of theory and later transferring of findings into practice in the form of undergraduate and postgraduate education, and continuous professional education of teachers is necessary for extensive solution of these problems. Thus, we can assure long-term quality teaching of languages on all levels and for attendees of all ages and professions.

6.4.   Third Age University

The Third Age University of Slovenia[37] is a voluntary educational movement, meant for 50+, mostly retired people, but also for elderly workers out of work. It has been established to provide access to culture and education for the elderly and to contribute to changing the social and economic position of the elderly. The Third Age University encompasses 27 »universities« in bigger and smaller cities all over Slovenia. Each Slovenian university organises study circles, lectures, and some of them also summer universities, educational camps, study trips, etc. The Third Age University has different goals to accomplish, be educational or social.

The activities comprise 31 different fields, among them foreign languages (French courses:8, Italian: 17, Spanish: 6, English: 56, German: 28 courses, Chinese: 2). In the year 2001/2002 **3756 students** took part in the programme.

7.   European Dimension of Learning and Teaching Languages in Slovenia

7.1.   Council of Europe Language policy: Cooperation in the Field of Language Learning and Teaching

Slovenia has been involved in the Council of Europe language learning and teaching programmes since 1993 when we acceded to the European Cultural Convention, which was of great importance for our small country, especially in the field of education.

The promotion of democratic citizenship in Europe and support for the rich linguistic and cultural heritage of Europe are two key ideas pursued by the Council of Europe.

The fundamental objectives of the language teaching policies developed by the Council of Europe in the last twenty years are more than relevant. Their philosophy, which is very simple, is to facilitate free movement of persons and ideas in Europe and encourage closer co-operation between member states providing everyone with access to language facilities. The acquisition of real linguistic proficiency is not only a fundamental right of each citizen

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[37] www.univerzazatretjeobd-drustvo.si

in our democracies but it is also a real necessity as monolingualism has no real place in European society, if it ever did at all.

Great importance is being paid of diversifying and intensifying language learning in order to promote plurilingualism in a pan-European context

There is a strong awareness of the growing need to equip all Europeans for the challenges of intensified international mobility and closer co-operation, to promote mutual understanding and tolerance and to respect identities and cultural diversity through more effective international communication.

7.1.1.   The European Year of Languages 2001

It is in this context the **European Year of Languages 2001** (EYL) was organised by the Council of Europe. Slovenia participated very actively. Besides above mentioned aims there was a strong wish to maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely used, considered that the needs of a multilingual and multicultural Europe can be met only by appreciably developing Europeans' ability to communicate with one another across linguistic and cultural boundaries and that this requires a sustained, lifelong effort which must be encouraged, put on an organised footing and financed at all levels of education by the competent bodies.

We should all be aware of the dangers that might result from marginalisation of those who lack the skills necessary to communicate in an interactive Europe.

The EYL was the occasion to celebrate the linguistic diversity of Europe and to raise awareness of the role of language learning in helping to promote mutual understanding and tolerance, and respect for identities and cultural diversity.

For our country the EYL 2001 provided the opportunity to:
-        present and disseminate the work of the Council of Europe in the field of modern languages on a large scale and in particular to launch
-        the»European Language Portfolio« and the »Common European Framework of Reference«- documents on language policies in education.

7.1.2.   Co-operation with the Language Policy Division of the Council of Europe concerning the European Language Portfolio

The Common European Framework of Reference and the European Language Portfolio are the results of transitional projects of the Council of Europe in the field of teaching and learning foreign languages. Among the basic aims of these programmes, in addition to the creation of new strategies for the establishment of inter-culturalism, the active and independent teaching of languages and self-assessment of learning achievements is greatly stressed. The language portfolio is intended to be a transparent and internationally comparable means of assessment, which, despite similar basic structures, will correspond, to the particularities of individual European educational systems. This will enable the mobility of individuals, and at the same time will encourage the effective learning of languages throughout life.

The pilot project European Language Portfolio (1998-2000) was guided by a group of experts of the Council of Europe. Individual countries got involved in it on the basis of advances already made in reforming the educational system. The Council of Europe is endeavouring to unite different elements of the reform process in individual countries in the form of common solutions and the introduction of the European dimension in as many different environments as possible. Thirteen countries entered the pilot project: England, Ireland, France, Germany, The Netherlands, Finland, Switzerland, Slovenia, Italy, Hungary, the Czech Republic, Slovakia, Russia, with the aim of studying individual prototype portfolios in order to achieve greater political and professional consensus for the introduction of this means of self-assessment in language lessons.

Slovenia was among the last to be included in the project. In the two years of monitoring the effects of the project, it was possible to extract enough data to resolve certain dilemmas, aims, and verify the purpose and use of the portfolio. Slovenia developed four different prototypes (portfolio junior, primary portfolio, portfolio for student and adult portfolio). Testing the portfolio of languages on a sample of the school population and adults in Slovenia was completely in accord with efforts of the curricular reform, which started in 1997.

Testing the portfolio of languages on a sample of the school population, training teachers and now using it in the phase of wider implementation (2000 individuals are now using this instrument), provides Slovenia with the opportunity to evaluate its experience and its knowledge in internationally comparable procedures. The co-operation of Slovene professionals in a group of experts of the Council of Europe at the same time enables a comparison of foreign with their own effectiveness in testing innovations prior to their adoption in the school system.

7.1.3. *Assistants in foreign language teaching*

Foreign assistants and programme teachers participate in foreign language teaching in primary and secondary schools in Slovenia, as well as in certain non-philological faculties. A project has been underway quite successfully for 9 years (since 1994), when the first English-language foreign assistants came to Slovenia. One year later, they were joined by French-language assistants. The project is funded by the Ministry of Education, Science and Sport, which publishes a tender for foreign-language teaching assistants each February or March.

The Ministry of Education, Science and Sport, in conjunction with cooperating foreign institutions and other experts (teachers, National Education Institute advisers), prepares the organisation and content of the introductory seminar for foreign-language assistants at the beginning of each school year. The induction seminar usually lasts 2-3 days.

The Ministry implements the project in cooperation with the British Council (Ljubljana office), (Central Bureau for Educational Visits and Exchanges, London), the Bureau for Language Cooperation at the French Embassy, and other foreign embassies.

The role of foreign assistants in foreign-language teaching is two-fold: they help teachers responsible for teaching methodology and conduct of classes with preparations, and they directly motivate pupils to use a foreign language.

Assistants participate in the preparation of tests for final examinations and *matura* (baccalaureate), in study groups, in classes where topics with a broader socio-cultural and intercultural dimension are discussed, in extra-curricular activities relating to foreign-language teaching (school newspapers, theatre, clubs....), in teaching non-language subjects in English, and others.

A so-called baseline study, the main goal of which was to assess the current situation, and which was supposed to form the basis for maximising the effectiveness of future project planning, was carried out as part of this project in cooperation with the British Council in Ljubljana and the Ministry of Education.

Given that the assistants are mostly young people, their contact with pupils is direct, unburdened and relaxed. Young people are very satisfied, and often tend to spend time with the assistants outside the classroom, which undoubtedly makes a substantial contribution to their ability to communicate in a foreign language and, at the same time, expands their horizons as to life in a foreign country. This is also one of the goals of international efforts under the aegis of the Council of Europe and the European Union - to be open to a wider European space, and to be able to communicate in a multilingual and multicultural Europe.

7.1.4. *Recommendations concerning the European Dimension of Language Learning and Teaching*

The last medium term language programme of the COE «Languages, Identities and Democratic Citizenship in Europe» focused more intensively on language policy issues (policy reflection and analysis). More analytical approach was adopted, what is actually happening and why, which means that the present valuable pragmatic instrumental dimension should be complemented by a stronger analytical component within CDCC's language activities. Slovenia entered the initiative of the Council of Europe "Language Education Policy Profiles" in April 2003 within which we will reflect upon our own education policy.

The role-played by the European Commission (SOCRATES-LINGUA, COMENIUS), UNESCO, NGO's and other organisation in the field of language learning and teaching will still be very valuable but the Council of Europe should try and fulfil its role as a catalyst for new ideas and a forum of dialogue, reflection and analysis, taking into account national language policy contexts.

The acquisition of real linguistic proficiency is not only a fundamental right of each citizen in our democracies but it is also a real necessity as monolingualism has no real place in European society, if it ever did at all.

The promotion of democratic citizenship in Europe and support for the rich linguistic and cultural heritage of Europe are two key ideas pursued by the Council of Europe.

7.2. Overview of the Situation concerning the Impact of Programme Activities of the ECML

Slovenia was among the first eight countries that joined the Enlarged Partial Agreement on the European Centre for Modern Languages in Graz and participated very actively in

almost all events from the very beginning. The programme activities of the Centre were greatly enriched and improved by access of 25 more countries later on, (33 members in 2003) their expertise and experience in the field of implementing key issues in language education and bringing together experts in the field of language teaching and learning.

According to Slovenian participants' reports most of these events have been invaluable sources in terms of practical implementation of different aspects of language learning and teaching, in terms of developing appropriate language policies and instruments and last but not least in terms of promotion of multilingualism and multiculturalism and language diversification. The objectives of the workshops were mostly achieved by providing the opportunity to exchange information, experience and ideas in the field of good practice, acquiring new methods in the area of language learning and teaching and creating links for networking. Specific follow -up projects within multilateral and bilateral resources have been established. The feedback of our participants was highly positive, and the new knowledge gained at the workshops evaluated as highly beneficial. The priority areas in the field of language learning and teaching discussed and the recommendations, which resulted from the workshops, were carefully taken into account.

There were some particularly relevant events for Slovenia in the context of our curricular reform in the field of language learning teaching. All participant, who took part in the events, to our national authorities, sent the workshop reports and the outcomes of the workshops were disseminated widely (participants organised seminars for study groups, reported at language conferences, published articles in different educationally oriented newspapers, school magazines, newsletters, professional periodicals).

Since 1996 onwards Slovenia was in the process s of reforming its education system, from pre-school to higher education. The programmes of foreign languages at the primary level are subject to revision, which concerns the conceptual bases, the objectives, the contents, the evaluation of competences, didactics. These were all the key issues where Graz workshops fit in. The dissemination of good practice was one of the main objectives of the workshops although we were not so successful in creating networks of experts and follow-up activities. Some participants have become involved as multipliers on different forms of in-service teacher training activities. The co-operation with the Language Policy Division of the Council of Europe in Strasbourg, was quite well reflected in the workshop topics although it should be more activities and workshops, at least this was the opinion of the Slovenian linguistic expertise, connected with the European Language Portfolio and CEF.

Above all the ECML seminars have provided numerous invaluable opportunities for intercultural meetings and the multiplier effect has been very good. The influence of the extensive work of the ECML since 1994 until now was very obvious and it was reflected in different ways within Slovenian linguistic policy.

7.3.   Other initiatives that should be taken into consideration in the field of languages by the Council of Europe

-        The need for further expertise and dissemination (sending experts associated with the work of the CDCC Modern Languages Projects to national or regional seminars) should be one of primary concerns in this field also in future (to train teachers and evaluate teacher training programmes and elaborate further on

materials for early language teaching, examinations at different stages, further developing criteria for assessment and certification and launching of the European Language Portfolio)
- Partial competences will be vital in vocationally based secondary school programmes, which had also undergone the curricular reform. Special priority will be given to non-specialist language learning (learning languages for specific purposes) in higher education.
- Important should also be the co-operation with ECML (Graz), European Commission (LINGUA), National cultural institutes and Non-Governmental organisations, all of them having a clearly defined role.
- Taking into account the European dimension of language learning and teaching, the national priorities should be paramount.

SECTION 3 – Issues for Discussion

1.   Areas of activities recommended in Slovenian language policy documents concerning the European dimension of language education

- We should further focus on evaluation and dissemination of ELP and CEF (European Language Portfolio and Common European Framework of Reference) with particular reference to the policy implications

- A planning policy instrument, Common European Framework of Reference and User Guides should be translated and adapted to the needs of policy- makers

- Greater language diversification in the curriculum should be widely promoted and the recommendations of the European Year of Languages 2001 should be taken into account

- A personal document, »European Language Portfolio«, should be widely diffused among citizens onwards

- The European Day of Languages and the permanent awareness raising of the importance of language learning for multilingualism and multiculturalism should be promoted and celebrated
- Curricular reform should further build on earlier and current initiatives to promote more diversified language learning (language use and language teaching/ learning) and promote further development of plurilingualism and pluriculturalism

- The need for further expertise and dissemination of the main documents will be our main concern in the field of teaching and learning languages also in future

- Political and technical aspects/concepts of language policy development for all languages should be taken into account (L1, L2, FL, regional, minority, languages of

immigrants). This was one of the strong recommendations from the Innsbruck conference in 2000

-    Round table discussions between national representatives in the field of language policy making and teams of experts from the Council of Europe should be stimulated

-    Co-operation with ECML (GRAZ) should be stressed as one of the most important ones in the phase of implementation and dissemination of language policy issues.

2.   Frequently Asked Questions

-    How to achieve a better coordination between the pre-school language learning and the primary-school curriculum?

-    The problem of language diversification with very young children.

-    How to raise the plurilingual / pluricultural awareness of parents, school directors, teachers?

Annexe 1: Foreign language learning in Slovenia: Statistical Data

PRESCHOOL EDUCATION

1. Additional activities carried out by preschool institution (foreign languages), school year 2002/2003

	Total		Children attending preschool institutions		Children not attending preschool institutions	
	No. of activities	No. of children	No. of activities	No. of children	No. of activities	No. of children
Total	421	4636	414	4609	7	27
ACTIVITIES OF 30 HOURS AND MORE						
FOREIGN LANGUAGES	275	3658	269	3646	6	12
ACTIVITIES OF LESS THAN 30 HOURS						
FOREIGN LANGUAGES	146	978	145	963	1	15

BASIC SCHOOLS

2. Pupils learning foreign languages within the framework of the time-table, end of school year 2000/01

	Total
Basic schools	
Total	115355
English	96709
German	13410
French	63
Slovenian as language of environment	289
Italian as language of environment	4884
Basic schools with adapted programme	
Total	65
English	64
German	1

3. Pupils attending optional classes, end of school year 2000/01

	Total
Basic schools	
Total	27835
English	13542
Italian	1589
French	325
Latin	644
Hungarian	77
German	11396
Russian	137
Other	125
Basic schools with adapted programme	
Total	250
English	128
Italian	36
German	86

SECONDARY SCHOOLS

4.   Pupils and adults learning foreign languages in secondary education programmes, 2000/2001

Foreign language	Foreign language as a compulsory subject		Foreign language as an elective		Foreign language as a non-compulsory subject
	1st foreign language	2nd foreign language	3rd foreign language	Other languages	
Youth					
Total	91739	54601	6788	2510	820
English	74493	8374	445	905	487
German	16860	37561	1369	976	25
French	0	1921	549	0	97
Italian	0	3296	1961	199	69
Spanish	0	300	187	20	92
Hungarian	0	0	0	0	2
Russian	0	31	0	0	33
Old Greek	0	0	0	0	0
Latin	0	0	1793	0	10
Slovenian as language of environment	66	0	35	25	0
Hungarian as language of environment	0	0	47	272	5
Italian as language of environment	320	3118	402	113	0
Adults					
Total	20066	10590	44	67	9
English	13159	3103	16	29	0
German	4958	5533	0	38	9
French	103	339	3	0	0
Italian	1844	1602	25	0	0
Spanish	0	8	0	0	0
Hungarian	0	0	0	0	0
Russian	2	1	0	0	0
Old Greek	0	0	0	0	0
Latin	0	4	0	0	0
Slovenian as language of environment	0	0	0	0	0
Hungarian as language of environment	0	0	0	0	0
Italian as language of environment	0	0	0	0	0
Total					
Total	111805	65191	6832	2577	829
English	87652	11477	461	934	487
German	21818	43094	1369	1014	34

French	103	2260	552	0	97
Italian	1844	4898	1986	199	69
Spanish	0	308	187	20	92
Hungarian	0	0	0	0	2
Russian	2	32	0	0	33
Old Greek	0	0	0	0	0
Latin	0	4	1793	0	10
Slovenian as language of environment	66	0	35	25	0
Hungarian as language of environment	0	0	47	272	5
Italian as language of environment	320	3118	402	113	0

FURTHER EDUCATION

5. Language programmes, realised hours and participants, 2000/2001

Educational programmes	No. of language programmes	Total no. of realised hours	Participants		
			enrolled	who successfully completed the programme	
				Total	Women
TOTAL	**4417**	**306349**	**34621**	**30013**	**17216**
Publicly valid programmes	**1866**	**130414**	**14567**	**13816**	**8075**
English	901	65637	7029	6695	4059
French	88	5833	629	594	359
Italian	227	14673	1908	1832	1161
Hungarian	3	270	24	19	12
German	561	37790	4153	3900	2078
Slovenian for Serbo/Croatian speaking persons	40	3152	391	371	197
Slovenian for foreigners	46	3059	433	405	209
Non-publicly valid programmes	**2551**	**175935**	**20054**	**16197**	**9141**
English	1245	80702	9121	7898	4517
Arabic	5	225	52	38	27
French	158	31917	1858	898	414
Italian	202	11598	1521	1246	673
Chinese	2	100	9	4	
Latin	5	88	47	41	87
German	614	35892	4766	4205	2465
Portuguese	8	244	57	57	26
Russian	56	2449	266	253	107
Slovenian for Serbo/Croatian speaking persons	11	550	75	67	30
Slovenian for foreigners	33	2397	125	110	52
Spanish	151	8477	1171	1108	636
Swedish	1	54	1	1	
Multi-language courses	1	32	11	11	
Other	7	260	54	53	28

|					
Mother tongue	52	950	920	207	99
General programmes	2339	136452	16976	14389	7945
English	1133	69569	7543	6647	3691
Arabic	5	225	52	38	27
French	136	7253	969	853	400
Italian	188	10988	1385	1128	586
Chinese	2	100	9	4	
Latin	1	64	6		
German	585	34508	4535	3999	2360
Portuguese	8	244	57	57	26
Russian	53	2365	237	236	93
Slovenian for Serbo/Croatian speaking persons	7	200	42	40	30
Slovenian for foreigners	24	1778	110	107	49
Spanish	142	7928	1131	1068	598
Swedish	1	54	1	1	
Other	7	260	54	53	28
Mother tongue	47	916	845	158	57
Specialised programmes	212	39483	3078	1808	1166
English	112	11133	1578	1251	826
French	22	24664	889	45	14
Italian	14	610	136	118	87
Latin	4	24	41	41	37
German	29	1384	231	206	105
Russian	3	84	29	17	14
Slovenian for Serbo/Croatian speaking persons	4	350	33	27	0
Slovenian for foreigners	9	619	15	3	3
Spanish	9	549	40	40	38
Multi-language courses	1	32	11	11	
Mother tongue	5	34	75	49	42
INSTITUTES FOR ADULT EDUCATION					
Total	**1117**	**71497**	**10129**	**9633**	**6382**
Publicly valid programmes	**603**	**45754**	**5279**	**4962**	**3104**
English	314	23196	2697	2561	1617
French	25	1655	144	127	79
Italian	76	5419	624	585	383
Hungarian	3	270	24	19	12
German	142	11863	1241	1166	723
Slovenian for Serbo/Croatian speaking persons	17	1572	217	200	129
Slovenian for foreigners	26	1779	332	304	161
Non-publicly valid programmes	**514**	**25743**	**4850**	**4671**	**3258**
English	228	11655	2332	2263	1503
Arabic	4	180	46	32	21
French	12	666	75	70	45
Italian	30	2099	291	270	189
German	181	8860	1778	1735	1283
Russian	4	118	33	21	16
Slovenian for Serbo/Croatian speaking persons	7	200	42	40	30
Slovenian for foreigners	18	618	97	94	50
Spanish	16	1201	107	98	80

Other	1	74	14	13	8
Mother tongue	13	72	35	35	33
General programmes	471	24119	4490	4347	3124
English	215	11227	2232	2168	1500
Arabic	4	180	46	32	21
French	10	526	59	57	36
Italian	18	1589	172	167	111
German	171	8475	1685	1642	1256
Russian	1	34	4	4	2
Slovenian for Serbo/Croatian speaking persons	7	200	42	40	30
Slovenian for foreigners	15	541	94	91	47
Spanish	16	1201	107	98	80
Other	1	74	14	13	8
Mother tongue	13	72	35	35	33
Specialised programmes	43	1624	360	324	204
English	13	428	100	95	73
French	2	140	16	13	9
Italian	12	510	119	103	78
German	10	385	93	93	27
Russian	3	84	29	17	14
Slovenian for foreigners	3	77	3	3	3
OTHER SPECIALISED ORGANISATIONS					
Total	**2713**	**168962**	**18548**	**17632**	**9273**
Publicly valid programmes	**1123**	**72852**	**8486**	**8118**	**4589**
English	483	34016	3752	3612	2154
French	60	3908	467	449	280
Italian	140	8601	1212	1182	743
German	397	23467	2780	2603	1296
Slovenian for Serbo/Croatian speaking persons	23	1580	174	171	68
Slovenian for foreigners	20	1280	101	101	48
Non-publicly valid programmes	**1590**	**96110**	**10062**	**9514**	**4684**
English	774	50495	4661	4535	2310
Arabic	1	45	6	6	6
French	118	6223	738	726	317
Italian	142	7661	916	896	421
Chinese	1	36	4	4	
Latin	4	24	41	41	37
German	342	21239	2165	2092	963
Portuguese	8	244	57	57	26
Russian	25	1116	105	104	42
Slovenian for Serbo/Croatian speaking persons	4	350	33	27	0
Slovenian for foreigners	9	1237	16	16	2
Spanish	126	6772	933	910	489
Swedish	1	54	1	1	
Other	5	170	19	19	10
Mother tongue	30	444	367	80	61
General programmes	1489	87636	8656	8158	3812
English	711	43841	3554	3466	1620
Arabic	1	45	6	6	6
French	115	6111	712	700	316

Italian	141	7621	910	890	420
Chinese	1	36	4	4	
German	328	20512	2061	1994	900
Portuguese	8	244	57	57	26
Russian	25	1116	105	104	42
Slovenian for foreigners	9	1237	16	16	2
Spanish	117	6223	893	870	451
Swedish	1	54	1	1	
Other	5	170	19	19	10
Mother tongue	27	426	318	31	19
Specialised programmes	**101**	**8474**	**1406**	**1356**	**872**
English	63	6654	1107	1069	690
French	3	112	26	26	1
Italian	1	40	6	6	1
Latin	4	24	41	41	37
German	14	727	104	98	63
Slovenian for foreigners	4	350	33	27	0
Spanish	9	549	40	40	38
Mother tongue	3	18	49	49	42
UNITS AT SCHOOLS					
Total	**35**	**1220**	**688**	**682**	**402**
Publicly valid programmes	**10**	**483**	**74**	**69**	**55**
English	4	180	24	24	21
Italian	4	213	34	29	23
German	2	90	16	16	11
Non-publicly valid programmes	**25**	**737**	**614**	**613**	**347**
English	7	207	243	243	132
French	3	104	96	96	48
Italian	2	80	11	10	9
German	8	184	147	147	77
Spanish	3	114	85	85	65
Multi-language courses	1	32	11	11	6
Other	1	16	21	21	10
General programmes	24	705	603	602	341
English	7	207	243	243	132
French	3	104	96	96	48
Italian	2	80	11	10	9
German	8	184	147	147	77
Spanish	3	114	85	85	65
Other	1	16	21	21	10
Specialised programmes	**1**	**32**	**11**	**11**	**6**
Multi-language courses	1	32	11	11	6
UNITS AT COMPANIES ETC.					
Total	**401**	**55206**	**3029**	**1698**	**897**
Publicly valid programmes	**130**	**11325**	**728**	**667**	**327**
English	100	8245	556	498	267
French	3	270	18	18	
Italian	7	440	38	36	12
German	20	2370	116	115	48
Non-publicly valid programmes	**271**	**43881**	**2301**	**1031**	**570**
English	171	14279	1058	708	444
French	17	24412	847	6	4

Italian	2	120	26	26	14
German	42	3049	183	142	57
Russian	27	1215	128	128	49
Slovenian for foreigners	6	542	12		
Spanish	1	84	8	8	2
Mother tongue	5	180	39	13	2
General programmes	212	15010	1076	983	542
English	140	10530	738	668	420
Italian	2	120	26	26	14
German	39	2897	163	140	55
Russian	27	1215	128	128	49
Spanish	1	84	8	8	2
Mother tongue	3	164	13	13	2
Specialised programmes	59	28871	1225	48	30
English	31	3749	320	40	24
French	17	24412	847	6	4
German	3	152	20	2	2
Slovenian for foreigners	6	542	12		
Mother tongue	2	16	26		
OTHER					
Total	**151**	**9464**	**2227**	**368**	**262**
Non-publicly valid programmes	**151**	**9464**	**2227**	**368**	**262**
English	65	4066	827	149	128
French	8	512	102		
Italian	26	1638	277	44	40
Chinese	1	64	5		
Latin	1	64	6		
German	41	2560	493	89	85
Spanish	5	306	38	7	6
Mother tongue	4	254	479	79	3
General programmes	143	8982	2151	299	202
English	60	3764	776	102	89
French	8	512	102		
Italian	25	1578	266	35	32
Chinese	1	64	5		
Latin	1	64	6		
German	39	2440	479	76	72
Spanish	5	306	38	7	6
Mother tongue	4	254	479	79	3
Specialised programmes	8	482	76	69	60
English	5	302	51	47	39
Italian	1	60	11	9	8
German	2	120	14	13	13

Appendix 2:   The structure of the educational system in Slovenia

The structure of the education system in Slovenia
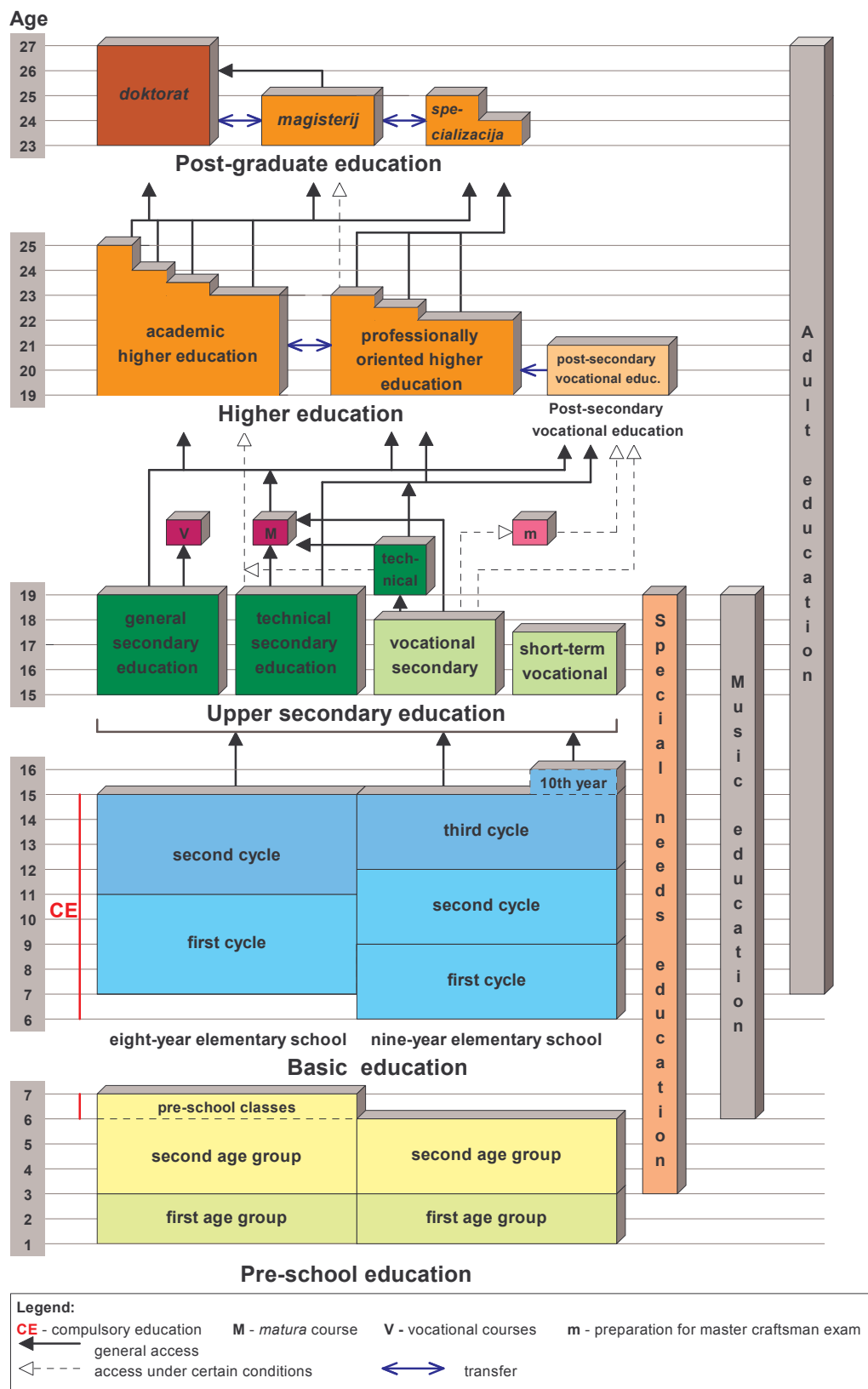
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