

CIRCLE U. RESEARCH ON MULTILINGUALISM

STUDENTS HAVE A SAY: CIRCLE U. SURVEY ON MULTILINGUALISM AND LANGUAGE LEARNING IN HIGHER EDUCATION

31 08 2023



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EXPLANATORY NOTE

In the pilot phase of Circle U. (2020-2023), a Task Force on Multilingualism in the Think and Do Tank of the alliance has conducted research on the modern/foreign languages known and taught at the nine partner universities. The results of our research guide us to offer recommendations for the implementation of changes at Circle U. universities as our ultimate goal on the path of [shaping the future of higher education in a changing world](#).

The survey “[Students Have a Say: Circle U. Survey on Multilingualism and Language Learning in Higher Education](#)”, was conducted in the period November 2022 - February 2023, among students of the nine Circle U. universities in the seven languages of the Alliance. The first version of the questionnaire was presented by a research team at the University of Belgrade in March 2022 and was further developed thanks to the contribution of other colleagues in the Think and Do Tank of Circle U. The aim was to gain insight into students’ attitudes towards language learning and the opportunities provided within their education systems, their experience and aspirations related to learning languages, motivation for and obstacles to learning other languages, the ways in which they like to expand their linguistic knowledge and skills and the importance they attribute to multilingualism in terms of one’s general, professional and socio-cultural well-being.

This report presents detailed results of this research which relies on both qualitative and quantitative methods. One of the most important aims of this research is collecting students’ opinions and attitudes towards multilingualism. The discussion of the results is based on the comparative analysis of the answers, with a particular insight into the differences between students’ needs and the current state of affairs at universities.

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INTRODUCTION

THE STAKE OF MULTILINGUALISM IN CIRCLE U.

In the rapidly changing world, the colourful wealth of nations makes this planet a most dynamic place to live. Our perpetual need to learn and to grow, to explore and to know is our inherent driving force. But isn't it language that makes it happen? We are all but one, and the world is many. And in that plentitude of cultures to meet and explore, it is the multitude of languages that will open many a door.

We are thrust into this world as individuals, but we live with people. We are granted one native language at least, but we seek more. And we “struggle to reach beyond the confines of [y]our first language and into a new language, new culture, a new way of thinking, feeling and acting” (Brown, 2000: 1). Furthermore, as Auer and Wei estimate, “most of the human language users in the world speak more than one language, i.e. they are at least bilingual” and in that respect, “in quantitative terms, then, monolingualism may be the exception and multilingualism the norm” (Auer & Wei, 2007: 1). Similarly, House and Rehbein (2004: 2) consider that “multilingualism fulfils complex communicative functions, in which general linguistic qualities manifest themselves in specific forms, and in which individual and collective, static and dynamic, systematic and cultural aspects of different languages are united.”

Multilingualism, thus, finds its stronghold in various scientific areas that go beyond the sole study of linguistics. To begin with, sociocultural, educational, policy-related and pragmatic aspects of language use and acquisition need to be addressed as well. As complexity appears to be one of the most obvious properties of multilingualism, its study and research also require a complex approach.

For many researchers, according to Aronin and Hufeisen (2009: 106), the complexity approach (pertaining to complexity science) proves to be very effective in arriving at conclusions in various fields of study. “Its techniques, ideas and solutions can be productively transferred to multilingualism studies” as well, which can be corroborated by more recent findings published in *Applied Linguistics* from 2006, edited by Ellis and Larsen-Freeman (Aronin & Hufeisen, 2009: 106). Therefore, as recommended by House and Rehbein (2004: 1): “[...] the omnipresence of multilingual communication must be reflected in intensified research activities”.

The report that follows will, thus, rely on the complexity approach and address the issue of multilingualism from several different perspectives – educational and sociocultural in the first place. Additionally, in order to make this multilingual world a widely welcoming place for all individuals in general, and its academic citizens in particular, what we find crucial for Circle U. is a language policy. Seen as “a dynamic interplay between academic concerns, on the one hand, and political/bureaucratic interests, on the other”, language policy and planning help us face the constraints and engage with ‘real world’ language-related problems (Wee, 2011: 11). In that respect, academics of nine European universities have taken steps towards reaching that goal.

In the pilot phase of Circle U. (2020-2023), a Task Force on Multilingualism in the Think and Do Tank of the alliance has conducted research on the modern/foreign languages known and taught at the nine partner universities. The results of our research guide us to offer recommendations for the implementation of changes at Circle U. universities as our ultimate goal on the path of [shaping the future of higher education in a changing world](#).

To start with, let us first see what multilingualism means in such a complex context.

In terms of general language use, “In the EU, multilingualism is understood as ‘the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives,’” as stated in the recent Briefing of the European Parliamentary Research Service – *Multilingualism: The language of the European Union*: (EU, 2022: 2).

In terms of academic life, at its General Conference in 1999, UNESCO adopted the term *multilingual education* to mean the “use of at least three languages in education — the mother tongue, a regional or national language and an international one” (Tokuhamu-Espinosa, 2008: 91).

On the personal level, “a multilingual individual is anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (Wei, 2008: 4).

Therefore, the task force on multilingualism of the Think and Do Tank has identified that initiatives should take place at three complementary levels:

- 1 At the individual level, by organising micro-collaborations at different locations (live or online) and building networks between students, teachers and researchers involved in multilingualism;
- 2 At the local and institutional levels, by fostering innovation in language learning within the existing curricula, and creating opportunities to learn languages within and outside of the physical university context such as the development of blended or online learning initiatives;
- 3 More broadly, at the national and international levels, by advocating for stronger policies and funding to learn and use foreign languages at the partner universities

THE RESEARCH CONDUCTED IN THE PILOT PHASE (2020-2023)

In light of such initiatives, the research of the group on multilingualism in Circle U. consisted of two stages:

- *Stage 1* of Mapping Multilingualism, under the title “[How Languages and Cultures Travel](#)”, was conducted in the period February-May 2021, among academics and administrative university staff. The aim was to look into language opportunities offered to students of the Circle U. universities, the linguistic diversity on campuses, the international scope of universities and the place of languages in the university ecosystem. The results helped us recognise our common strengths and mutual differences, propose solutions and take steps in order to overcome the challenges and improve the status and position of our own (L1) as well as other (L2) languages within our Alliance (.
- *Stage 2* of Mapping Multilingualism, under the title “[Students Have a Say: Circle U. Survey on Multilingualism and Language Learning in Higher Education](#)”, was conducted in the period November 2022 - February 2023, among students of the nine Circle U. universities. The aim of this stage was to gain insight into students’ attitudes towards language learning and the opportunities provided within their education systems, their experience and aspirations related to learning languages, motivation for and obstacles to learning other languages, the ways in which they like to expand their linguistic knowledge and skills and the importance they attribute to multilingualism in terms of one’s general, professional and socio-cultural well-being.

This report presents detailed results of the second stage of research conducted across the nine universities of the Circle U. alliance. The survey instrument is a questionnaire that consists of 54 questions divided into 7 themed groups, which will serve as the basis for the analysis and discussion of the acquired results. In our research, we have relied on both qualitative (descriptive) and quantitative (numerical and statistical) methods. One of the most important aims of this research is needs analysis, i.e., collecting students’ opinions and attitudes towards multilingualism. The discussion of the results is based on the comparative analysis of the answers collected, with a particular insight into the differences between the student’s needs and the current state of affairs at universities. Most questions are followed by multiple-choice answers, whereby certain questions allow multiple markings. Some of the questions offer a Likert scale of responses. There is one, final, open-ended question and an option for students to enter their email address if they agree to participate in other Circle U. surveys.

In total, there were 1,882 students who responded to all of the questions in the survey. The answers of another 1,305 students who, sadly, did not fully complete the questionnaire were not taken into consideration for this analysis but were so in terms of lessons learned for our future surveys. Apart from an overview of answers to isolated (chronologically numerated) survey questions, this Report includes cross-referenced data (CRD) for gaining a better insight into the overall image of our student population and their linguistic experience.

As the preservation of our native languages (L1s) makes an equally important part of our research, we explore both the L1s of our students and the L2s they learned at school. Then we look at the L2s learned at the university level while investigating whether students continue to invest in the languages they know from school, as we aim at enabling multilingual practices with existing linguistic competencies.

STUDENTS HAVE A SAY

CIRCLE U. SURVEY ON MULTILINGUALISM AND LANGUAGE LEARNING IN HIGHER EDUCATION

SURVEY RESULTS

Demographic data

The first group of 7 questions yielded the following general data:

1. The research sample consists of 1,882 university students who fully completed the survey.
2. The population that comprised the research sample mainly consists of female students (71%), a lower percentage of male representatives (27%), and a small number (2%) of respondents who decided to stay inexplicit in terms of gender.
3. Regarding the age of the student population, the majority are 21-25-year-old students (46%), and 17-20-year-old students (31%), while fewer are 26-35 years old (18%) or older than 36 (5%).
4. The nine Circle U. universities are represented in this survey by the following numbers of students, with some of them currently studying at two universities for mobility reasons:

Serbia	868
Germany	298
Italy	173
Austria	160
France	91
Denmark	29
Russia	26
Belgium	21
China	20
United Kingdom	19
North-African or Middle East Country	9
Turkey	6
Spain	4
Norway	3

Japan	2
Other	313

Bearing in mind the uneven distribution of the participants from the nine universities and the aims of this report, the data will herefrom be presented as a unique Circle U. sample since, regardless of the university they come from, all the students make part of the Alliance. Attention to such distribution will, however, be drawn regarding certain cross-referenced data.

5. In terms of the level of studies, the population consists of:

- 69% undergraduate/Bachelor studies,
- 21% graduate/Master students,
- 8% postgraduate/PhD candidates, and
- 2% students in specialisation.

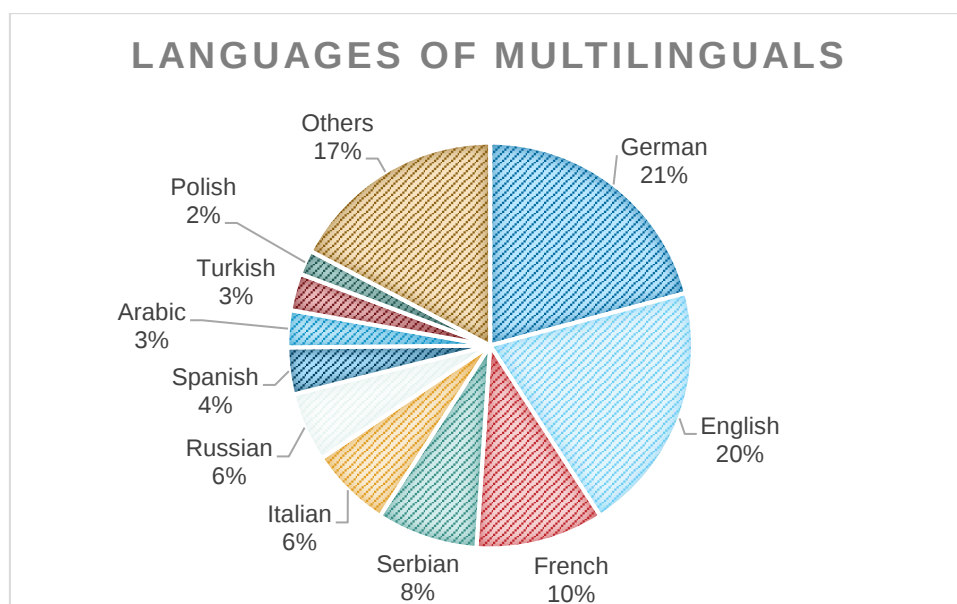
6. Among the 1,882 respondents, the speakers of the following native/first languages (L1) are represented, as shown in the figures below (whereby multiple answers were possible for respondents from bilingual/multilingual backgrounds):

Serbian – 909; German – 477; Italian – 160; English – 132; French – 120; Danish – 27; Norwegian – 5; Russian – 54; Spanish – 38; Arabic – 22; Turkish – 22; Mandarin – 17; Polish – 16; Portuguese – 14; Hungarian – 13; Ukranian – 10; while, Albanian, Armenian, Azerbaijani, Belarusian, Bosnian, Bulgarian, Cantonese, Catalan, Chinese, Creole, Croatian, Czech, Dutch, Estonian, Farsi, Finnish, Georgian, Greek, Hebrew, Hindi, Indonesian, Japanese, Kabyle, Korean, Kurdish, Lombard, Luxemburgish, Macedonian, Nepali, Ourdou, Persian, Romanian, Slovak, Slovenian, Swahili, Swedish, Filipino, Tamil, Thai, Uzbek and Vietnamese are represented by between 1 and 9 speakers.

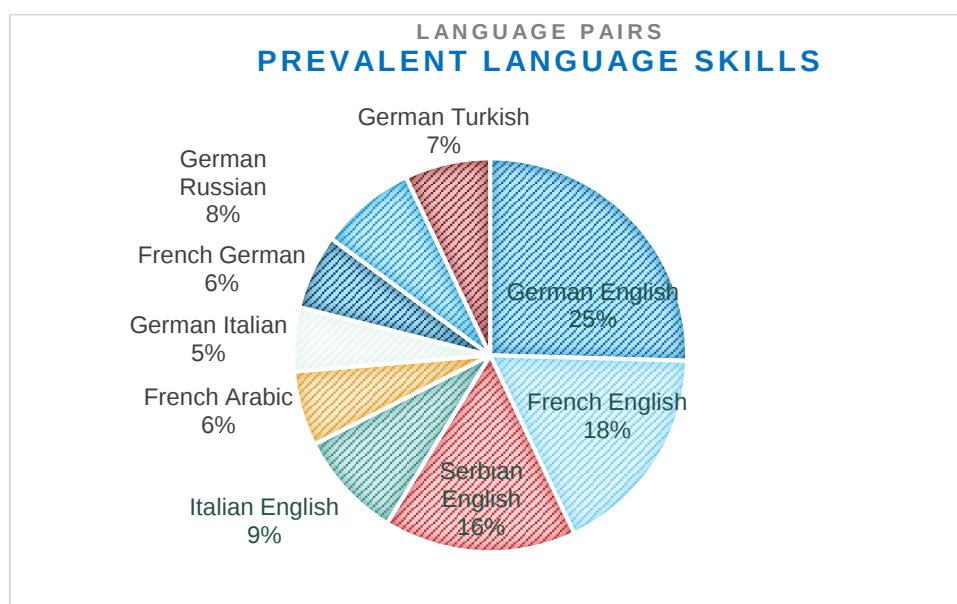
7. The respondents finished their pre-university education in the following countries of origin:

Serbia	868
Germany	298
Italy	173
Austria	160
France	91
Denmark	29
Russia	26
Belgium	21
China	20
United Kingdom	19
North African or Middle East Country	9
Turkey	6
Spain	4
Norway	3
Japan	2
Other	313

CRD. Bearing in mind the above definitions and the fact that most people worldwide learn languages other than their L1, an important aspect we wish to consider is that many students already are multilingual. In that respect, our data show that the most common languages among multilingual individuals are as follows (though it should be noted that the figures may not be fully representative due to the variations in response rates):



We also investigated the specific language combinations that have emerged among our respondents as particularly prevalent, and this is the image that resulted:



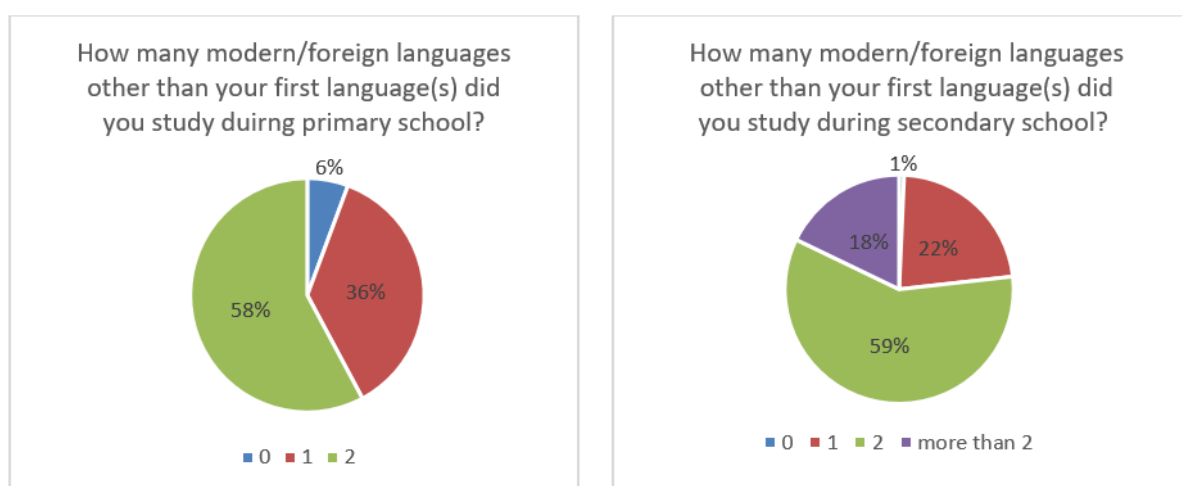
CRD. Although the starting demographic position does not indicate such a significant presence of English as a native language, it can be seen that a lot of individuals have reported strong English skills. However, the overall percentages of bi-and-more-linguals within the groups are still rather low, maybe lower than we would have expected, but also potentially dependent on the students' perception of bi/multi-lingualism in terms of language proficiency.

Previous experience with language learning

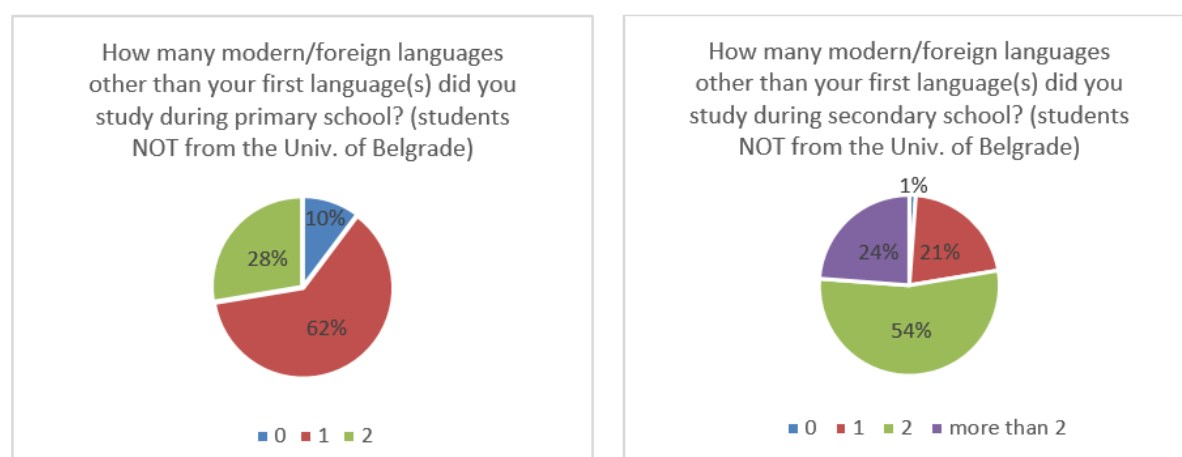
The second group of questions provides extensive data on students' linguistic background and current experience with language learning.

8. A significant indicator of the respondents' linguistic, cultural and academic background is the fact that most of the students (62%) have learnt or are still learning Ancient Greek, Latin or Old Church Slavonic.

9. & 10. During their primary education, the majority of the respondents (58%) learnt 2 modern/foreign languages, 36% learnt one modern/foreign language, while 6% of them learnt no other language besides their L1. During their high school education, most students (59%) learnt 2 modern/foreign languages, 22% learnt one modern/foreign language, 18% learnt more than 2 additional languages, while 1% learnt none.



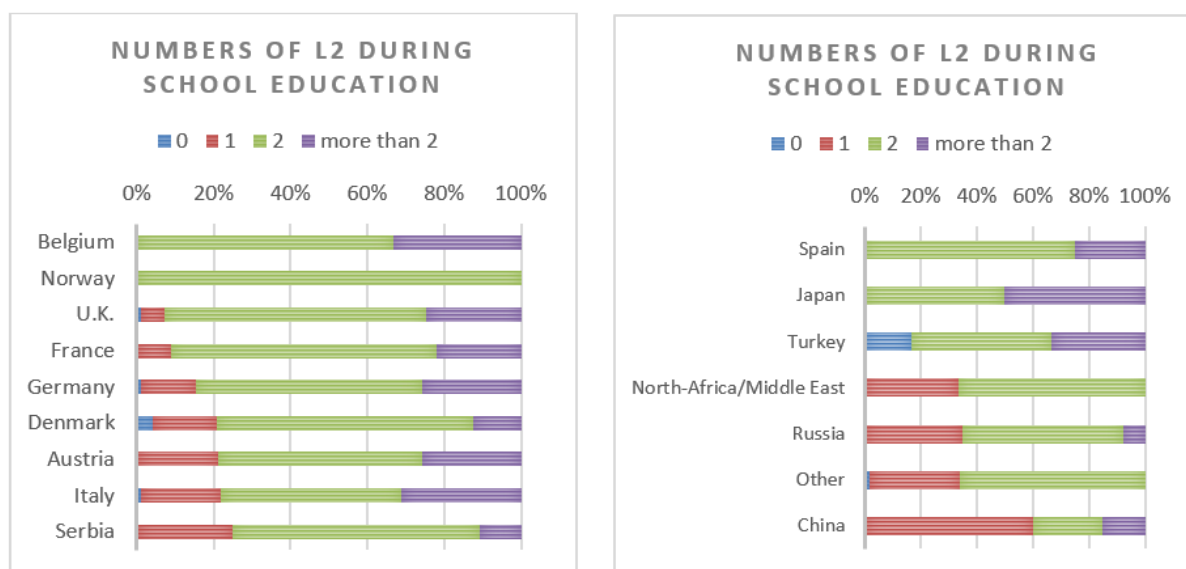
For research purposes, it is important to state that the image may vary when the sample is presented without the students from Serbia, who make up the majority of the population in the study, and who mostly had 2 foreign languages during their primary education (94%), with (65%) still having two foreign languages in high school, while 24% learned only one and 11% more than two languages. Without this group of respondents, the results look like this:



The reduced sample shows that, without the respondents from the University of Belgrade, only 28% of the students could learn 2 modern/foreign languages in primary schools, while 62% of them were offered only one foreign language. During their secondary education, the number of students who learnt 1 language (21%) or 2 languages (54%) is only slightly lower in comparison to the complete sample (81%), but the number of those who could learn more than 2 modern/foreign languages is a little higher (24%) in comparison to the

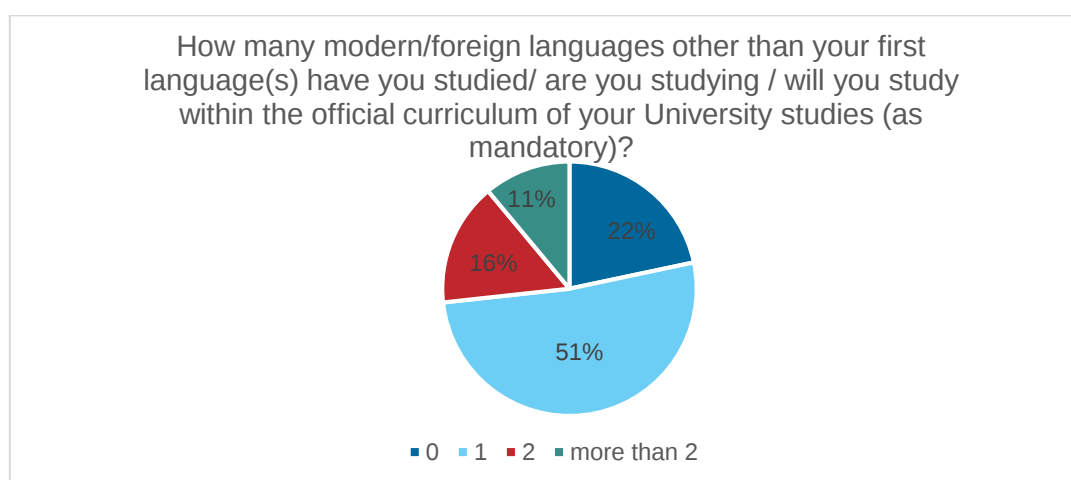
overall sample (18%) that includes students from Serbia. This indicates that Serbian students may be at an advantage having more compulsory language lessons during primary and (some) during secondary education, whereas students coming from other Circle U. member-universities have a wider offer of (more than 2) languages in high schools.

We believe that, by acknowledging and harnessing our students' existing multilingualism, we can create an enabling learning environment that supports their individual strengths and potentials. When sorted by countries, the breakdown of foreign languages learnt at school looks as follows:



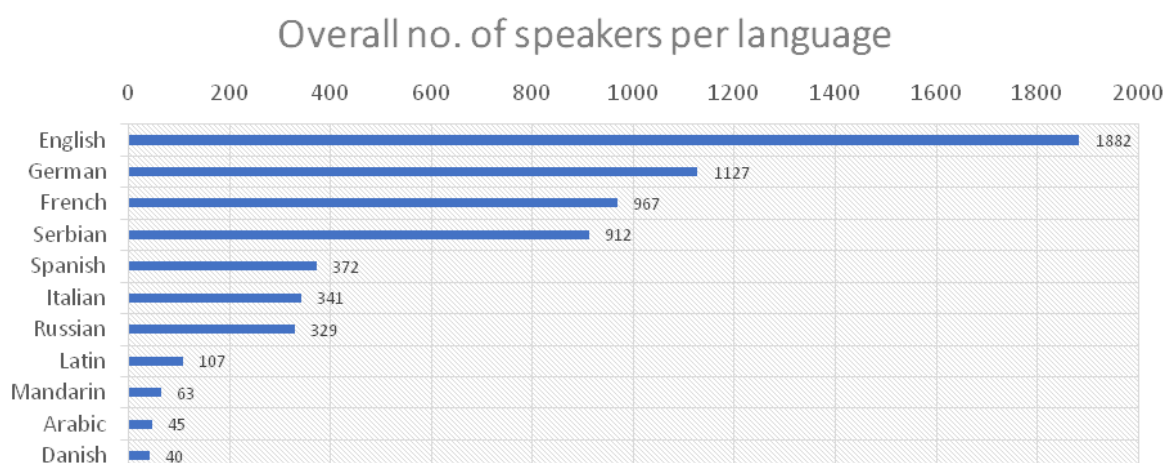
Without reference to the students' exact proficiency level in these languages (which was not examined in the study), and by taking into consideration only the number of languages our respondents from various countries (in and out of Circle U. community) learnt, including their L1s, we may say that most of them were bilingual, even trilingual, at the time of completing their schooling, with varying prevalence among those who learnt 1, 2 or more foreign languages.

11. At the university level, in the sphere of learning languages for general (every day) purposes, the figures are quite different, with the prevalence of only one modern/foreign language having been or being learnt by 51% of students. On the other hand, as many as 22% of respondents have no modern/foreign language at all. Only 16% of students still have 2 foreign languages as part of their regular curriculum, and just 11% are given the opportunity to learn more than 2 modern/foreign languages.



12. In order of prevalence, the predominant modern/foreign languages (L2s) that students learnt during their pre-university education (multiple answers were possible) are English (1,814), French (847), German (652), Spanish (333), Russian (273), Serbian (189), Italian (181), Mandarin (39), Japanese (24), Arabic (23), Danish and Norwegian (13), and other languages (192).

Including the respondents' native languages and Latin, the most learnt languages in schools were:



Although L2 traditionally signifies any language other than one's first (native) language, for the purposes of studies like these, it is important to differentiate between the contexts in which such languages are learnt and the purposes for which they are used. Learning a 'foreign language' (FL) typically takes place in countries where it is not used in everyday communication, and it usually serves educational and/or professional purposes, being used relatively rarely and on specific occasions. Learning a new language as a 'second language' (SL) most commonly happens within a community where it is used in daily communication for a variety of purposes, with the learners being quite regularly exposed to and immersed in the new language, as in the case of immigrants.

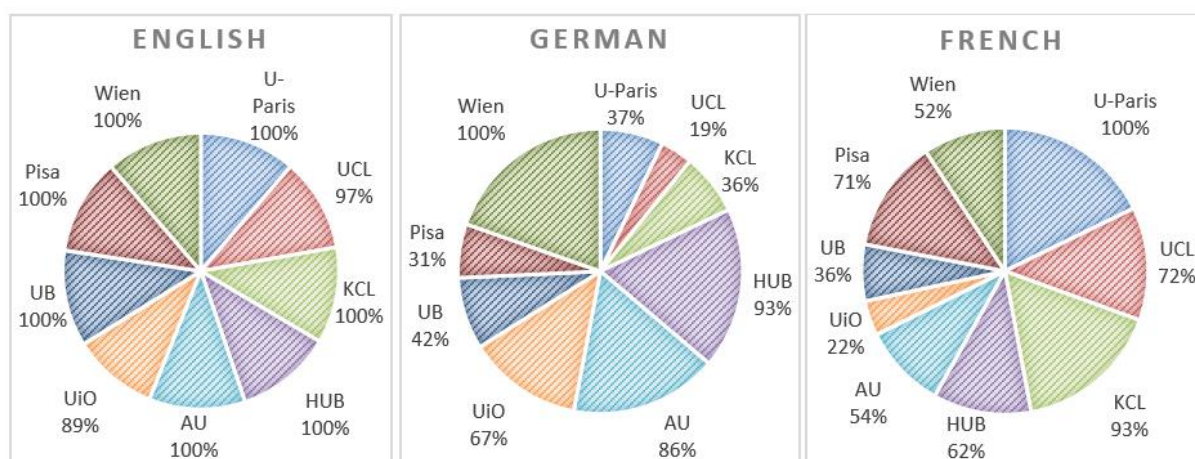
Our respondents come from different social and educational backgrounds, some of them most probably having learnt their L2s as *foreign*, some as their *second* languages. We wanted to see what wealth of languages they bring. With both their native (L1s) and second/foreign languages (L2s) included, this is what we found:

Language	Speakers	Language	Speakers	Language	Speakers
English	1882	Croatian	8	Afrikaans	1
German	1127	Albanian	6	Berber	1
French	967	Bosnian	6	Cantonese	1
Serbian	912	Slovak	6	Catalan	1
Spanish	372	Finnish	5	Créole	1
Italian	341	Persian (Farsi)	5	Dialect	1
Russian	329	Belarusian	4	Filipino/Tagalog	1
Latin	107	Hebrew	4	German Sign Lang.	1

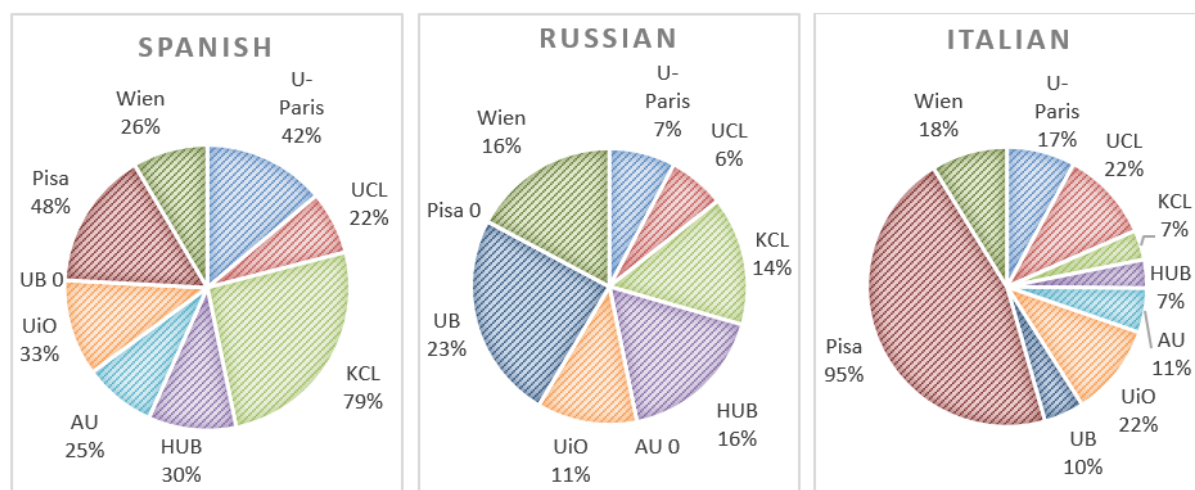
Mandarin	63	Hindi	4	Kabyle	1
Arabic	45	Urdu	4	Kurdish	1
Danish	40	Vietnamese	4	Kurdish Kurmanci	1
Japanese	27	Indonesian	3	Lituanian	1
Turkish	25	Old Greek	3	Lombardo Orientale	1
Hungarian	22	Slovenian	3	Nepali	1
Polish	20	Armenian	2	Occitan	1
Portuguese	20	Azerbaijani	2	Swabian	1
Norwegian	18	Burgenland Croatian	2	Swahili	1
Dutch	17	Estonian	2	Swiss German	1
Romanian	13	Georgian	2	Tagalog/Filipino	1
Ukrainian	13	Icelandic	2	Tamoul	1
Swedish	11	Luxemburgisch	2	Teochew	1
Greek	10	Macedonian	2	Wenzhou	1
Korean	10	Thai	2		
Bulgarian	9	Uzbek	2		
Czech	9				

Additional important questions for the researchers are: Which languages do many students at the different universities know? In which languages can they converse?

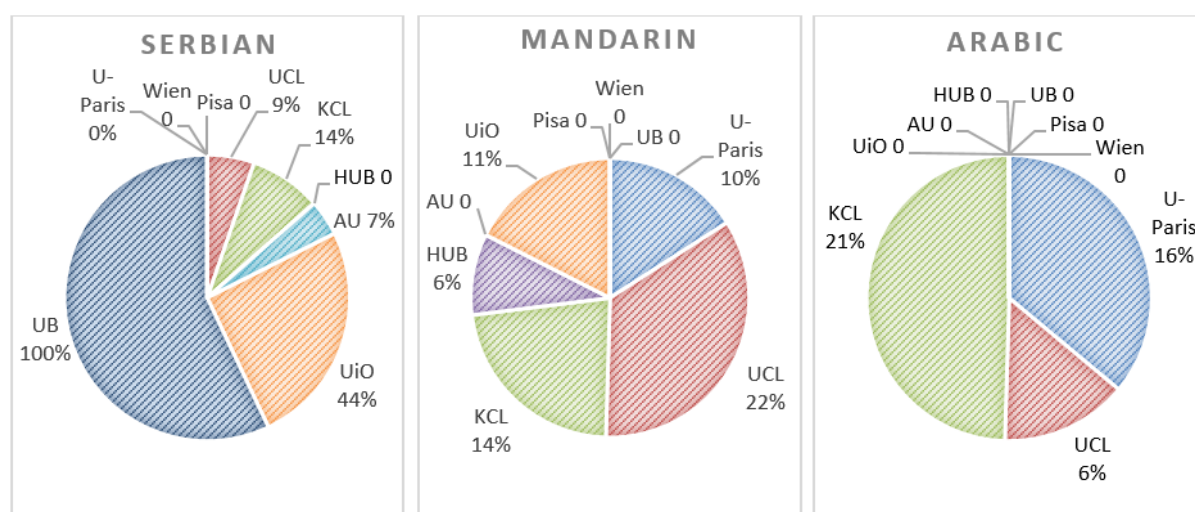
CRD. Based on the responses, we find relatively evenly distributed languages, first and foremost English, which practically every student knows. In the graphs below, the data show the percentage of students at the respective universities who speak the presented languages either as L1 or as L2 – regardless of the level. The circle represents the total number of speakers in all of the Circle U. universities. These figures correspond to those in the Table above, from 1,882 for English to 45 for Arabic.



This rather even distribution also holds for other languages, more or less widely spoken at most of the universities:



Other languages are also quite frequently spoken at some universities but with less even distribution.



We can conclude that there are no less than 9 potential languages for university-wide communication that students already know at least partially when they enter the university. Among these, 5 languages – English, German, French, Italian and Serbian – are also the languages of Circle U. It would, thus, be wise to enhance

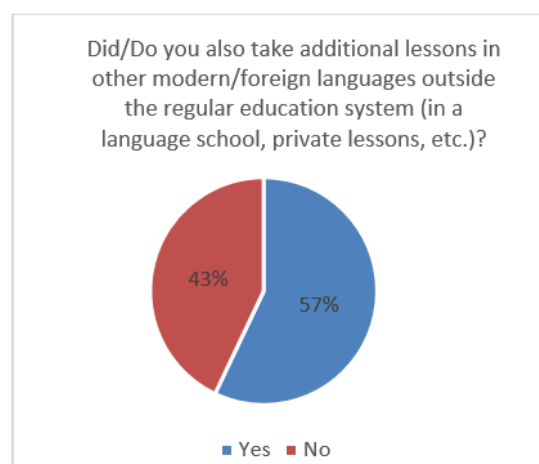
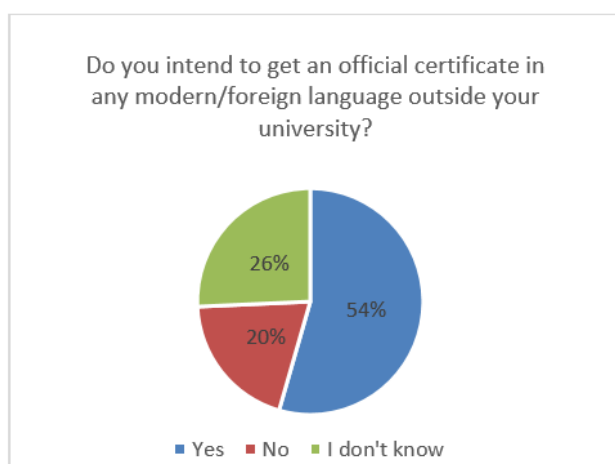
the teaching of the languages that are widely spoken at all of the universities, integrate them into the curriculum and promote them as languages of active communication.

Languages are not only active resources. They also represent important starting points for the development of receptive competencies. For example, the widespread use of English and German can be used for understanding the other Germanic languages. Likewise, the widespread knowledge of Spanish, French and Italian lends itself to mutual intercomprehension. The knowledge of Russian can be considered for an approach to Serbian. In that respect, the earlier proposed micro-collaborations seem a favourable ground for developing skills in new L2s, whereby we find the concept of receptive multilingualism an important facet of learning.

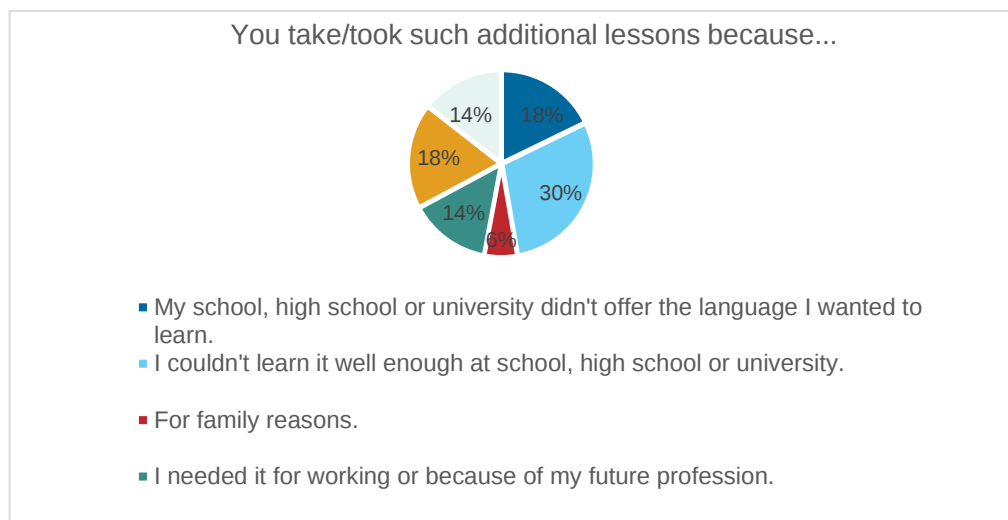
13. It is equally important to know how well students can use the languages they have learnt. With that in mind, certification represents an important aspect of language mastery today. A proof of language proficiency is often required for mobility between universities. Asked whether their universities provide preparation for international certificates in foreign languages, most students (53%) did not know the answer to this question, 32% gave a positive answer, while 15% denied this. Among those who answered positively, the responses came from the following universities:

The students whose universities offer preparation for certificates are from	frequency	percentage
Humboldt-Universität zu Berlin	166	27.40%
Univerzitet u Beogradu	136	22.44%
Universität Wien	133	21.94%
Università di Pisa	109	17.99%
Université Paris Cité	15	2.48%
Aarhus Universitet	15	2.48%
Université catholique de Louvain	14	2.31%
King's College London	4	0.66%
Universitetet i Oslo	4	0.66%
Other	29	4.78%
Total	606	100%

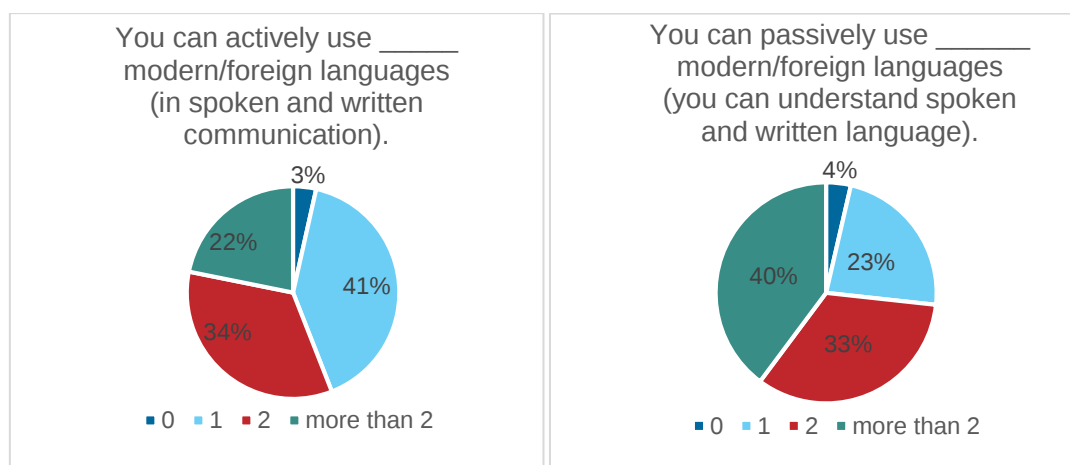
14.&15. Interestingly, 54% of the responses show that students are planning to get such a certificate out of their university, which indicates that Circle U. academic staff might take this into consideration, and think towards providing such opportunities to their students, at least for the mobility purposes within Erasmus+ exchange programmes. Such student aspirations are corroborated by the fact that most of them (57%) have already taken up additional language courses outside the regular education system.



16. The main reasons for them to take additional courses are: students' greater expectations than what the education system had to offer; their need for an international language certificate; professional or family needs, or other reasons, as shown in the graph below.



17. & 18. With reference to the respondents' ability to use other modern/foreign languages, 41% say they can use 1 additional language actively, 34% can use 2 foreign languages actively, 22% - more than 2 languages, and only 3% do not consider themselves active users of another language. When it comes to their passive use of other languages, the situation is partly different, since 40% say they can use more than 2 modern/foreign languages passively, 33% can use 2 other languages passively, 23% just one, and 4% no other language, not even passively. Such figures indicate a need for more support to be given to what we have identified as receptive multilingualism.



19. The languages currently being learnt by these students within their regular university curriculum, as obligatory or optional-obligatory subjects (multiple answers were possible), with the predominance of English (812), French (141), German (138) and Spanish (101) again, are as shown in the table below:

Language	University Learners	Language	University Learners	Language	University Learners
English	812	Polish	9	Arkadian	1
None	676	Greek	8	Bahasa Indonesia	1
French	141	Persian (Farsi)	8	Bambara	1

German	138	Dutch	6	Belarusian	1
Spanish	101	Finnish	5	Bulgarian	1
Russian	91	Icelandic	5	Coptic	1
Italian	62	Romanian	5	Esperanto	1
Serbian	60	Ukrainian	5	Estonian	1
Norwegian	33	Catalan	4	Euskara	1
Japanese	30	Czech	4	Gallese	1
Mandarin	22	German lang.	Sign 4	Hausa	1
Arabic	19	Hindi	4	Irish	1
Swedish	18	Hebrew	3	Middle Egyptian	1
Latin	16	Slovene	3	Syrian	1
Portuguese	16	Croatian	2	Telugu	1
Turkish	13	Hungarian	2	Thai	1
Danish	10	Swahili	2	Vietnamese	1
Korean	10	Urdu	2	Welsh	1
Old Greek	10	Austrian lang.	Sign 2	Yiddish	1

While the diversity of languages is vast, it must be noted that there is a serious disproportion between English and all other languages. Additionally, bearing in mind the total number of 1,882 respondents, the fact that more than a third of them (676 students) are currently not learning any modern/foreign language as part of the curriculum at their universities does not indicate a language policy supportive of the EU's recommendations on multilingualism, despite the potential explanation that not every year of study necessarily includes a foreign language. In relation to the total number of respondents, each student learns only 1.3 other languages, which is a serious setback compared to their experience prior to university enrolment, and an obstacle to their further multilingual development within the education system.

20. & 21. Contrary to these indicators, among other languages, they have learnt or are still learning at university, the languages these students would like to see offered within their official curriculum are (in order of students' preference, with multiple languages possible): Spanish, French, German, Italian, English, Russian, Japanese, Arabic, Turkish, Norwegian, Mandarin, Portuguese, Swedish, Danish, Serbian, and others (mostly Korean and Greek). On the opposite side of these 2,777 respondents who wish to gain new knowledge and skills in additional languages, stand 501 students who do not feel such a need.

Additionally, the students would like to have the same languages offered as optional or facultative (extra-curricular) courses. This time, their preferences are listed in the following order: French, Spanish, Italian, Russian, German, Arabic, Mandarin and Japanese, Turkish, Norwegian, Swedish, English, Portuguese, Danish, Serbian, and others (mostly Korean, Dutch and Greek). Again, the figures speak multiple times in favour of those who do wish to expand their language knowledge and ability (4,264 wishes expressed) in comparison to those who do not (218).

Languages students would like to learn as compulsory	No. of students
French	336
English	268
German	333
Danish	42
Norwegian	95
Serbian	30
Russian	202
Spanish	399
Italian	291
Swedish	78
Mandarin	90
Japanese	147
Portuguese	84
Arabic	122
Turkish	104
None	501
Other	156

Languages students would like to learn as optional	No. of students
French	485
English	175
German	329
Danish	102
Norwegian	191
Serbian	52
Russian	342
Spanish	575
Italian	481
Swedish	186
Mandarin	219
Japanese	219
Portuguese	170
Arabic	285
Turkish	207
None	218
Other	246

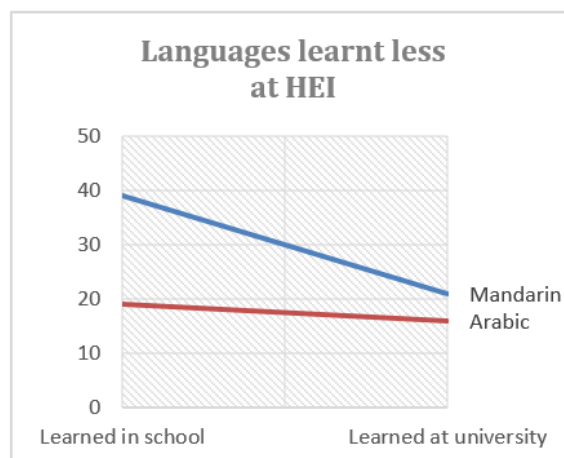
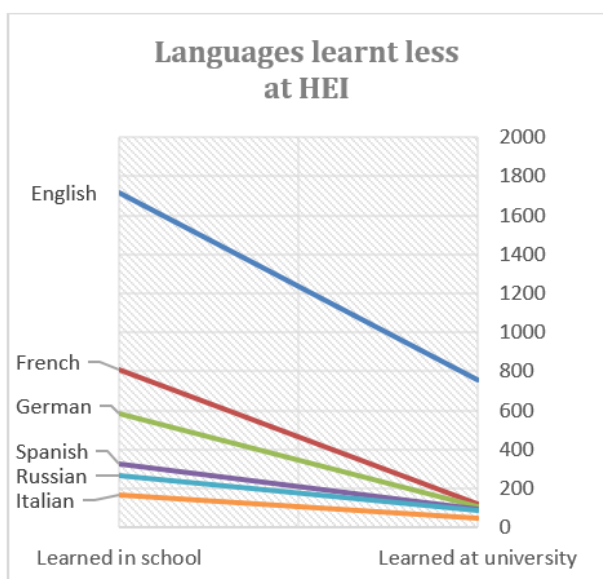
Bearing in mind the students' former language education, their multilingual capacities and wishes expressed by the vast majority, it would be recommendable to acknowledge the FL education offered at the pre-university level and build on it. Besides that, it would be advisable to introduce language courses to the study programmes where none exist. It is equally important, as stated before, to take into consideration students' needs and expand the language offer for those who wish to learn more additional languages within the university system. Based on the students' added comments, native languages, too, deserve more attention.

In answer to the final open-ended question, the students have drawn attention to the following as the main obstacles to their further language development:

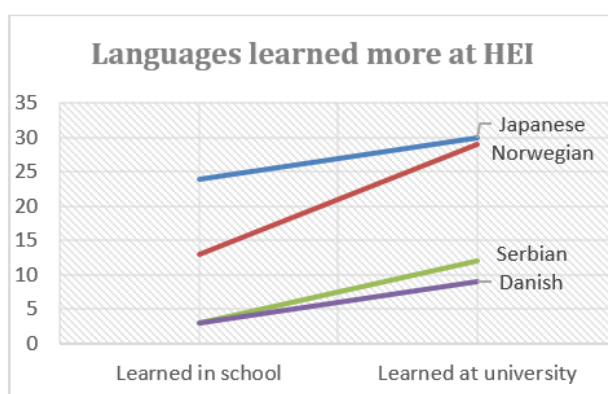
1. The price of the offered courses at some universities.
2. Few places in the language courses at some universities.
3. Poor level, offer and/or quality of courses at some universities.
4. Timetable clashes and lack of time due to curricular overload.
5. Cultural issues – the position of the national languages.
6. Lack of information on the available courses.
7. Lack of continuity in language learning.

If all these circumstances were improved, many more students would probably be better motivated to take up new languages and continue along the once set path of multilingualism.

CRD. Comparing the modern/foreign languages (L2s) which students learnt at school and the languages they continue to learn during their studies, we can see that engagement with the most common languages decreases drastically in some cases:



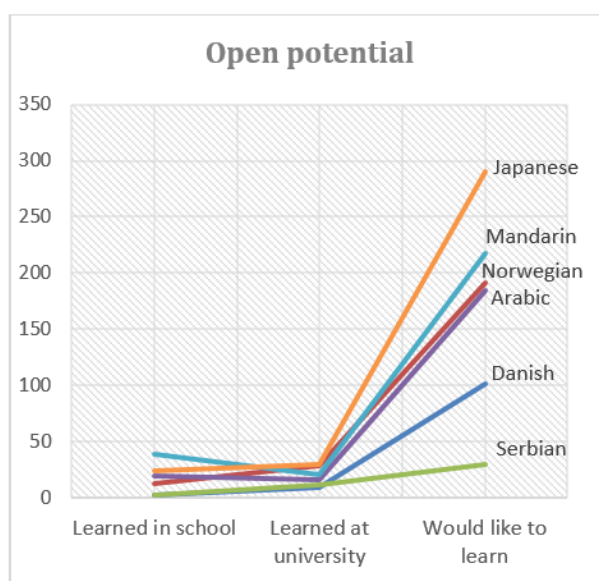
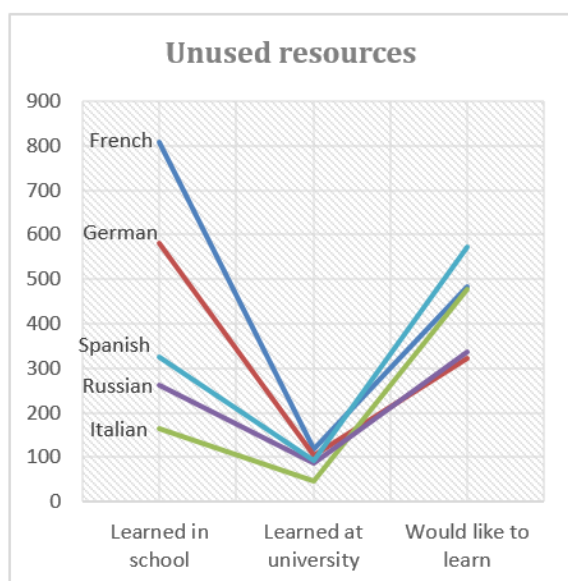
However, this does not apply to the less widely spoken languages of Circle U. or Japanese, which is directly queried in the survey, as some new modern/foreign languages are introduced at university that were not offered in lower education levels.



If we compare these figures with the students' statements on the languages they would like to learn optionally at university (as languages they used to learn before), it is interesting to notice that English is learnt less at university than at school and that the demand for it is much lower. We may conclude that, with English being widely offered and learnt, the need for this language is already generally met, which provides more space for additional modern/foreign languages.

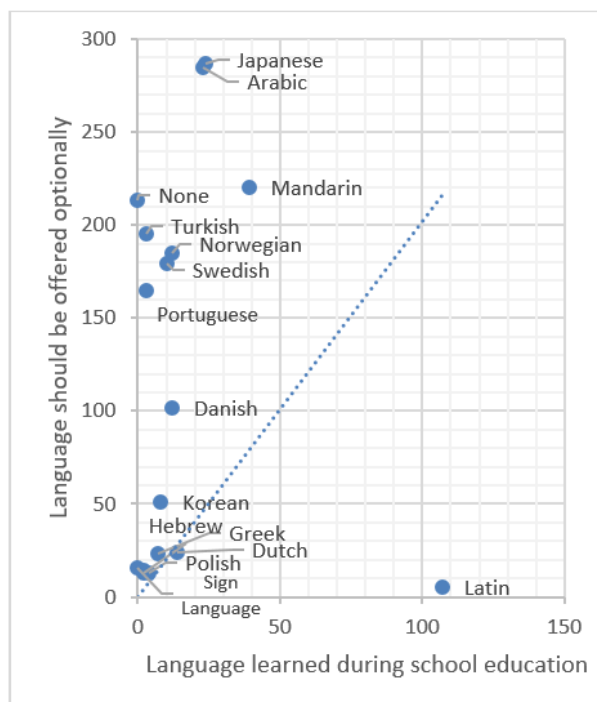
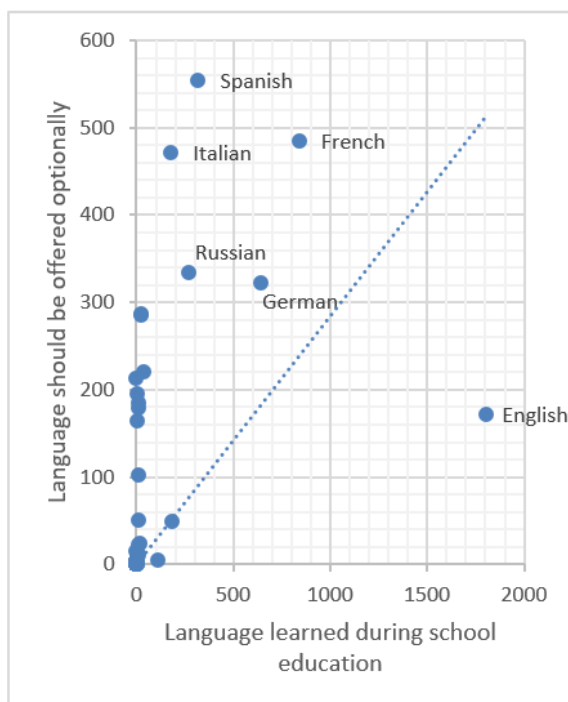
On the other hand, students' final comments clearly reflect their need for more quality courses and higher language proficiency for business communication, because of which it is important to work on improving their English language skills for both general and specific purposes in terms of its pragmatic use. One of the ways to achieve that may be to organise more study courses with English used as a medium of instruction (EMI), whereby professional contents would be taught by English language (and/or other L2) experts, providing further reinforcement for students' language and content mastery.

The situation with the university offer and students' demand is completely different with regard to some other languages frequently learnt in Europe, with the desire for optional languages being far greater than the actual offer. With the other languages, however, we see a potential for greater expansion. A way to achieve that goal might be, as pointed out before, relying on knowledge of other languages pertaining to the same language families.



The overall picture also shows that English is one of the languages that a smaller number of students would like to have as an optional offer compared to previous school. In contrast, more students would like to take up some other widely spoken languages, first and foremost Spanish.

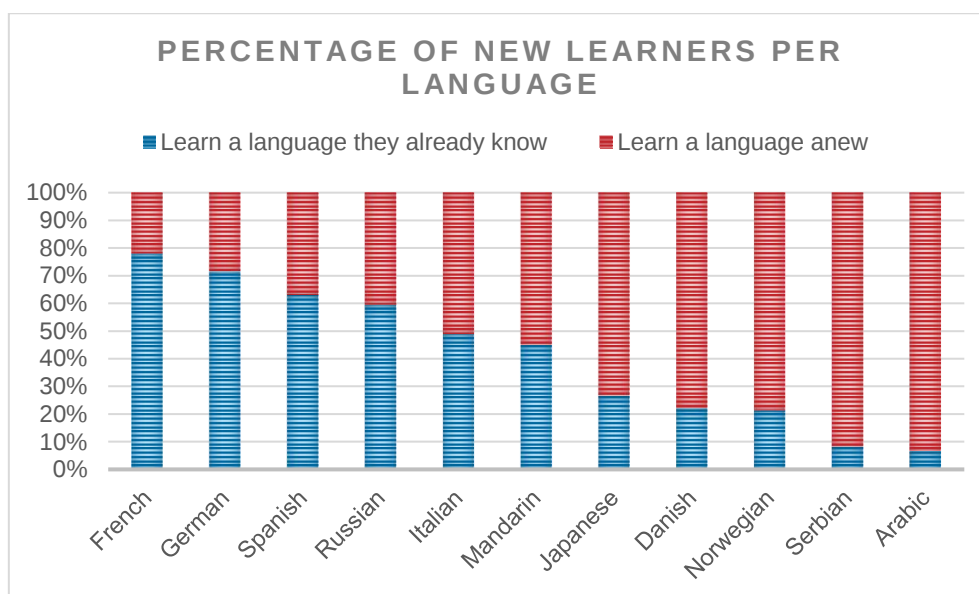
Another look on the less studied languages tells us that Latin is less likely to be wanted by university students. In contrast, they want to learn Japanese, Arabic, Mandarin, Turkish, Norwegian, Swedish, Portuguese and Danish far more. The same is true for some other languages, albeit to a lesser extent.



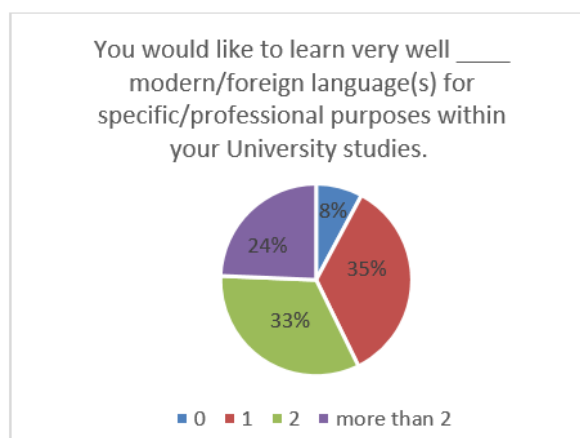
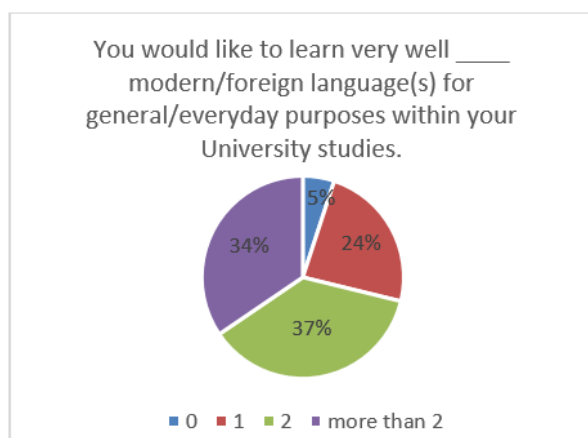
Based on these responses regarding the need for learning optional languages for general purposes, other than English, we may conclude that further education in the presented languages should clearly be developed, as students' interest levels are very high. Also, the necessary prior knowledge exists, and, regardless of the exact degree of proficiency (which could be the subject of a different study), it means that a solid level of language competence could be expected if learning were continued at university.

Students have a strong interest in learning the languages that are less widely taught. If necessary, capacities and offers for their learning should be expanded.

Looking at the proportion of students who are new to a language, we can see that the languages that are most frequently taught in Europe attract speakers with previous knowledge more strongly, while others are more frequently demanded by newcomers to the language.



22. & 23. Having seen the quality of the language offer and demand, let us check our students' needs in terms of quantitative data. Since languages are an essential asset in both our personal and professional lives, the students were asked how many foreign language(s) for general/everyday purposes and for specific/professional purposes they would like to master within their university studies. In this respect, too, they showed a high level of interest in expanding their linguistic abilities.

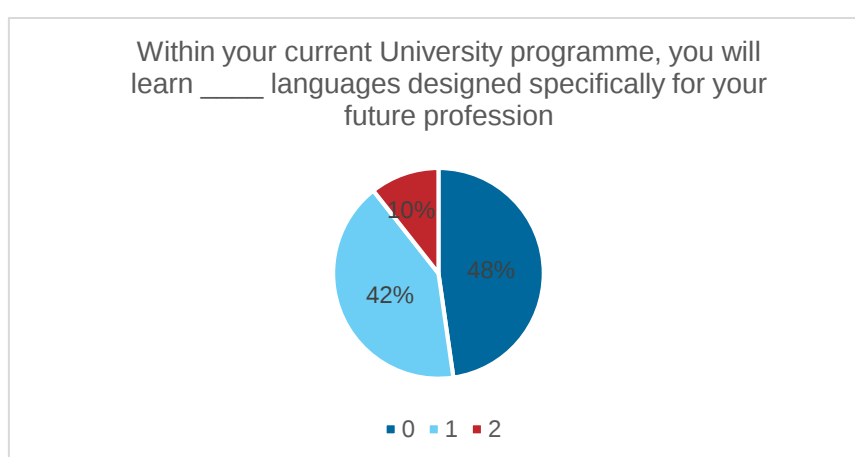


As can be seen in the above graphs, 71% students would like to learn two (37%) or more than two (34%) foreign languages for general/everyday purposes, while 24% are satisfied with one language and 5% with none. These figures clearly show students' high interest in developing multilingualism during their formal education, especially after the basics gained during previous schooling.

With reference to languages for specific/professional purposes (LSP), 57% students are in favour of learning two (33%) or more than two languages (24%), while 35% think that one language is enough and 8% show no interest in languages related to their future career. It is interesting to notice that a quarter of our respondents – still students, recognise the importance of mastering multiple foreign languages for specific purposes in the modern world of globalisation, while an additional third of them believe that two LSPs will be necessary for their future work*.

*Due to considerable differences in the organisation of study at the nine Circle U. universities, it was very hard to comprise a list of all the study programmes that the students attend; therefore, that question was left out of the questionnaire. Still, it is clear that the sample consists of students from multiple areas of study, which is evident through some of their answers to the final, open-ended question.

24. As a serious contrast to the students' needs stands the result which shows that only 10% of the respondents really learn two foreign languages for specific purposes during their studies, while the vast majority learn either one language for specific purposes (42%) or, sadly, no LSP at all (48%).



CRD. With that in mind, we have conducted a comparative analysis of questions Q23 and Q24, applying crosstabulation in order to identify the correlation between our students' needs and the reality:

You would like to learn very well ____ modern/foreign language(s) for specific/professional purposes within your University studies. * Within your current University programme, you will learn ____ languages designed specifically for your future profession (e.g., Serbian for engineering, Danish for business, etc.). Crosstabulation

Count

		Within your current University programme, you will learn ____ languages designed specifically for your future profession (e.g., Serbian for engineering, Danish for business, etc.).			Total
		0	1	2	
You would like to learn very well ____ modern/foreign language(s) for specific/professional purposes within your University studies.	0	119	26	3	148
	1	323	309	17	649
	2	248	268	98	614
	more than 2	173	150	74	397
Total		863	753	192	1808

As the Q23-Q24 crosstabulation shows, a lot of students who have zero (0) languages for specific purposes included in their curriculum would like to learn at least one LSP (323 respondents), and even more students (421) would gladly learn 2 languages (248 respondents) or more than two languages (173 respondents) related to their future professions.

Among those who have 1 language for specific purposes included in their curriculum, there are more students (418) who would rather have two or more languages for specific purposes than those who are satisfied with the one language that they already have on offer (309).

Students who have 2 foreign languages for specific purposes at their universities are much fewer, but again, most of them (172) support the idea of having two or more than two foreign languages that will help them become better professionals.

In total, more than a thousand students in the overall population feel the need for higher academic qualifications in foreign languages related to their future careers.

The question that imposes itself is: Are we preparing them well for their future in the changing world or should we change something in our approach as well?

25. To corroborate their attitudes regarding the above-given findings, the students have expressed the following wishes in terms of additional languages for specific purposes they would like to learn or improve while still studying (multiple answers were possible):

Other languages for specific purposes that students would like to learn or improve during their study					
Language	No. of students	Language	No. of students	Language	No. of students
French	551	Japanese	176	Portuguese	102
Spanish	521	Arabic	157	Danish	68
English	500	Mandarin	155	Serbian	44
German	484	Swedish	131	Other	164
Italian	375	Norwegian	129	None	219
Russian	288	Turkish	117		

As can be seen, almost 4,000 wishes (precisely: 3,962) were expressed for additional languages for specific purposes at these students' universities. Only 219 feel no need for any additional languages for specific purposes than the ones they already have.

Learning modern/foreign languages at university is of the utmost importance as it provides students with opportunities to master the highly specific languages of their future professions. A great many workplaces across the world are unimaginable without international communication and cooperation. Pre-university education prepares students for such communication in general, but it is at the university level that students need to master all the essential skills pertaining to their future careers, including languages for specific purposes, on which their jobs will heavily rely on.

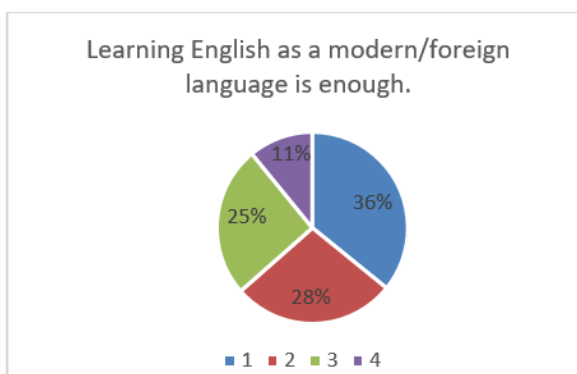
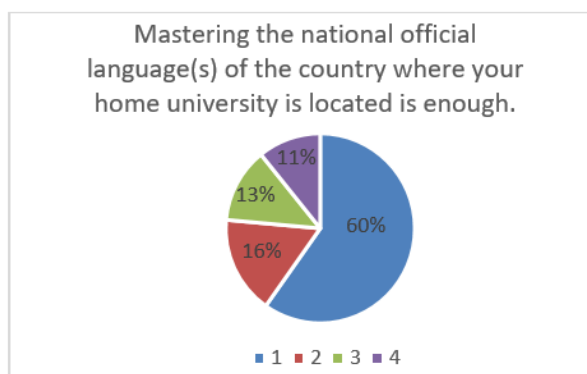
Based on the data received in the second part of the survey, universities would do well to: a) make an inquiry into students' needs and existing language proficiencies across departments and/or disciplines as a basis for developing language support offers; b) consider providing space for languages and including at least one, or more, contextualised language courses for general and/or specific purposes as part of the university curricula for the study in question; c) achieve better integration of languages and language-based support into the existing curriculum and use synergies through Circle U, especially for previously learnt languages.

Opinions about language learning

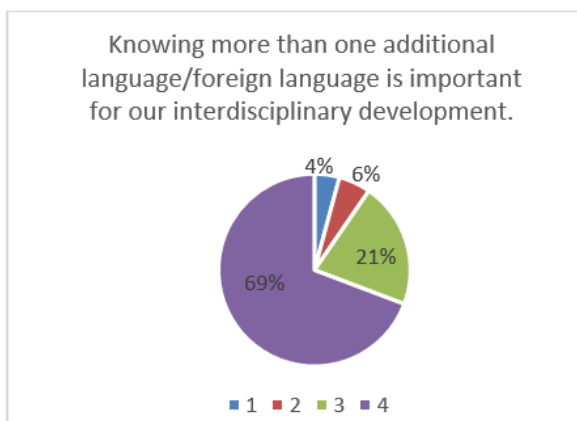
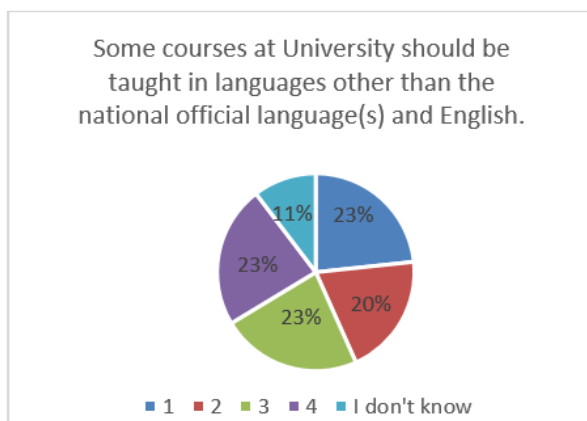
This group of questions offers an insight into students' opinions about the importance of language learning for one's general education, and their cultural and professional well-being.

In its first part, this group of questions offers a Likert scale of responses, with the values given being: (1 = disagree, 2 = undecided, 3 = agree, 4 = strongly agree, plus 'I do not know')

26. & 27. According to the survey, fewer students believe that it is good for them to know only the national language of their university (24%), or that English only is sufficient as a modern/foreign language (36%), while most of them disagree with that or remain undecided.



28. & 29. While 46% of students support the idea of having some courses at their universities taught in languages other than the official national language(s) or English, 23% of students disagree with that, while 31% stay undecided or do not know what to think. Despite these figures, most of them (69%+21%) fully agree that knowing multiple languages would be beneficial for their progress in interdisciplinary areas.

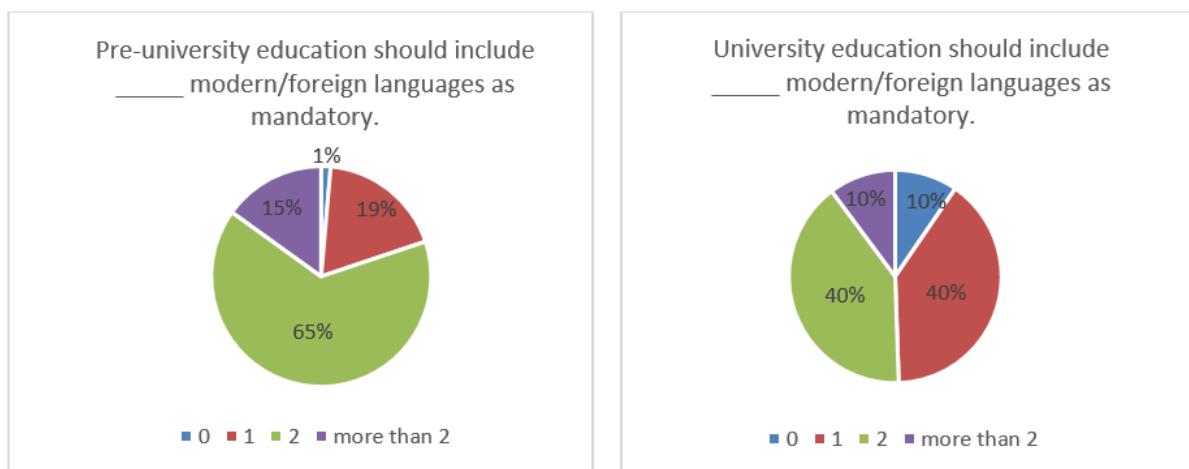


The following group of questions checks how many languages students believe should be included in the different levels of their education. This group of responses is based on a numerical scale ranging from 0 to more than 2.

30. & 31. A particularly important insight is gained from students' opinions about the number of modern/foreign languages they would like to learn during their formal education. As many as 80% of students agree (65%) or strongly agree (15%) that two or more modern/foreign languages should be taught as mandatory at the pre-university level of education, unlike the mere 1% of those who do not agree with that, or 19% of those who are undecided.

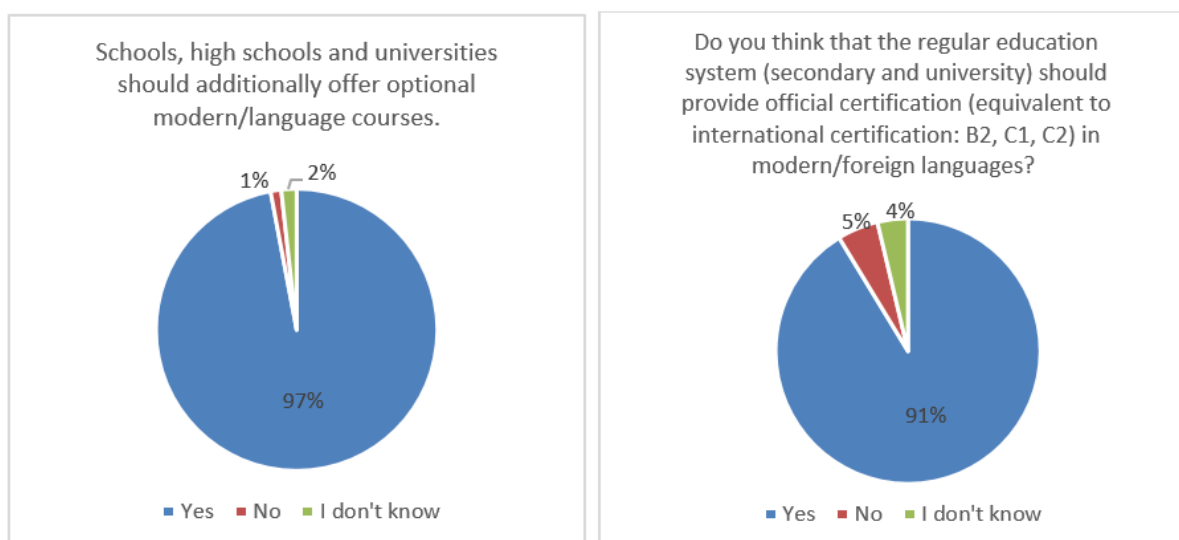
At the university level of studies, the ratio is 50/50 between those who agree or strongly agree with this idea, and those who disagree (10%) or remain undecided (40%). Based on the experience gained in the teaching practice, it may well be assumed that students fear the idea that more languages in the curriculum might

mean more workload for them, rather than a reform in the university curriculum which they could benefit from, which is a conclusion worth considering in further stages of the project.



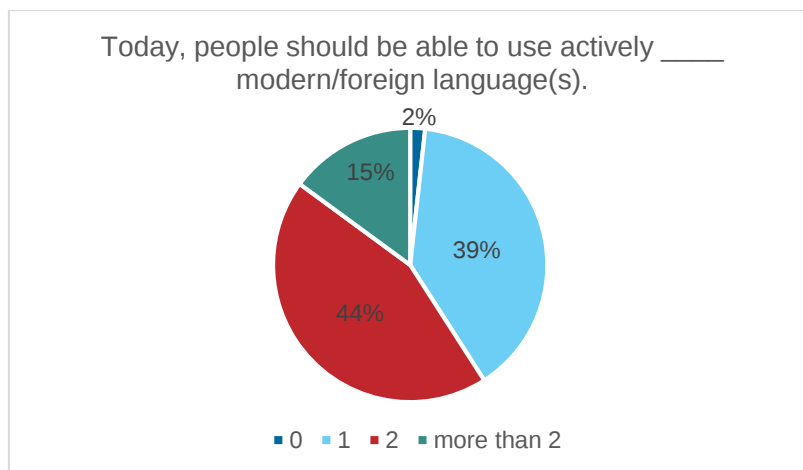
On the other hand, it is important to point out that these two questions (Q30 & Q31) refer to languages for general purposes, while the previous segment of our research (Q22 & Q23) revealed that students strongly support the idea of having more than one language for specific purposes during their academic studies.

32. & 33. Almost all students (97%) agree that schools and universities should offer them additional languages through optional courses. Similarly, a vast majority (91%) would like to be able to get an official certificate from their schools and universities, which would reflect the level of their language mastery.



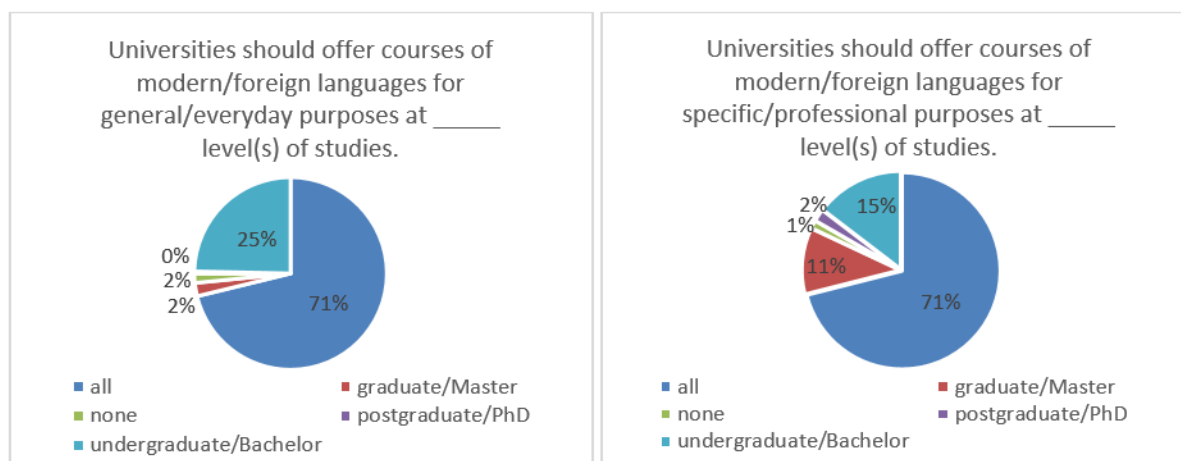
As there are examples of such practices at certain universities among Circle U. members, which have succeeded in standardising such exams for the purposes of student and staff exchange within Erasmus+ and other mobility programmes, it is highly recommendable that the above results and students' needs be taken into consideration and certain steps be made towards the realisation of such an idea.

34. In our students' opinion, modern people should be able to use more than just one modern/foreign language actively. This is thought by 59% of the respondents. There are also those (39%) who believe that knowing just one modern/foreign language is enough, and even those (mere 2%) who do not think that knowing other languages matters.



The last two questions in this part of the study focus on the level of studies at which students find the learning of languages for general or specific purposes most appropriate.

35. & 36. Asked at what level of studies universities should offer courses of modern/foreign languages for general/every day or specific/professional purposes, the students have responded as shown below:



As seen above, 71% of respondents agree that modern/foreign languages for both general and specific purposes should be taught at all levels of studies. A smaller number of them think that languages for general purposes (25%) and languages for specific purposes (15%) should be taught only within undergraduate/Bachelor studies. The number of those who think that modern/foreign languages in both formats should be taught only at the graduate/Master and postgraduate/PhD level of studies is very small. Once again, this confirms students' previously expressed need for a better offer of modern/foreign languages for both general and specific purposes at their universities.

The crosstabulation of questions Q31 and Q35, as well as questions Q31 and Q36 below, confirms the above findings that students largely need foreign languages for both general and specific purposes during their entire academic education. The only noticeable difference can be found in a partly greater need for languages for general purposes at the undergraduate/Bachelor level of study while languages for specific purposes are somewhat more associated with graduate/Master study. In both cases, however, over 1,200 students feel the need for additional languages at all levels of university study.

University education should include ____ modern/foreign languages as mandatory. * Universities should offer courses of modern/foreign languages for general/everyday purposes at ____ level(s) of studies.
Q31 and Q35 Crosstabulation

Count

		Universities should offer courses of modern/foreign languages for general/everyday purposes at ____ level(s) of studies.					Total
		all	graduate/ Master	none	postgrad./ PhD	undergrad./ Bachelor	
University education should include ____ modern/foreign languages as mandatory.	0	119	2	13	1	45	180
	1	504	18	13	1	215	751
	2	555	19	3	4	178	759
	more than 2	162	3	0	1	26	192
Total		1340	42	29	7	464	1882

University education should include ____ modern/foreign languages as mandatory. * Universities should offer courses of modern/foreign languages for specific/professional purposes at ____ level(s) of studies.
Q31 and Q36 Crosstabulation

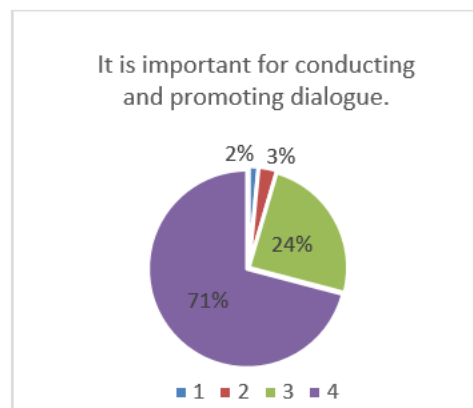
Count

		Universities should offer courses of modern/foreign languages for specific/professional purposes at ____ level(s) of studies.					Total
		all	graduate/ Master	none	postgrad./ PhD	undergrad./ Bachelor	
University education should include ____ modern/foreign languages as mandatory.	0	124	16	11	2	27	180
	1	502	89	9	22	129	751
	2	559	82	1	13	104	759
	more than 2	152	19	4	2	15	192
Total		1337	206	25	39	275	1882

Attitudes towards the value of knowing foreign languages

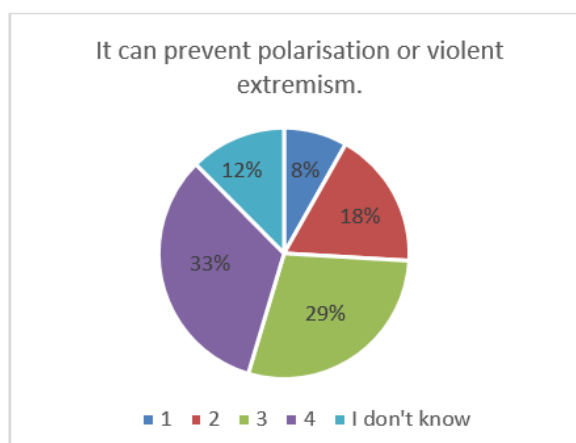
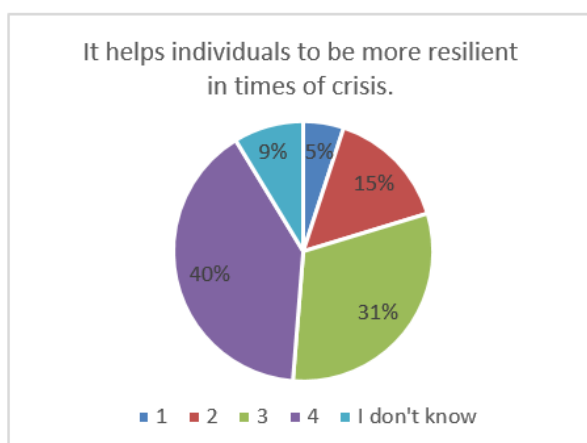
The fourth group of questions focuses on the importance of knowing additional languages in terms of one's socio-cultural, personal and professional well-being. It is based on the same Likert scale of responses as above: (1 = disagree, 2 = undecided, 3 = agree, 4 = strongly agree, plus 'I do not know').

37. & 38. The importance of knowing other languages for avoiding misunderstandings and for promoting dialogue prompted students to answer in an almost identical way:



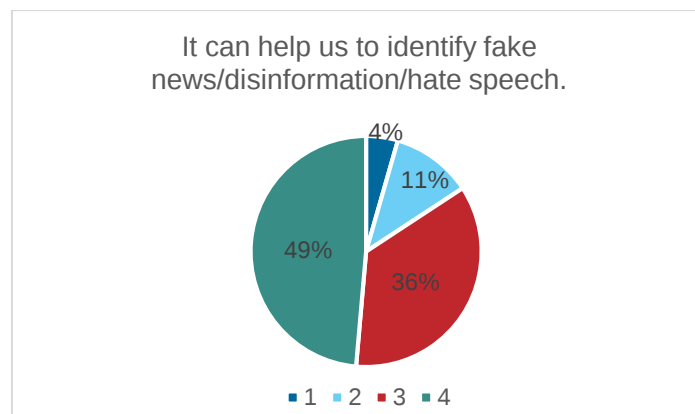
Most students believe that knowing other languages can help us avoid misunderstandings in the social, cultural, religious, professional and political spheres of life (71%+23%) and that it is equally important for conducting and promoting dialogue among people (71%+24%). Few respondents disagree with that or are undecided.

39. & 40. Thinking about how influential languages are when it comes to enduring pressures and preventing polarisation, students are not as determined.



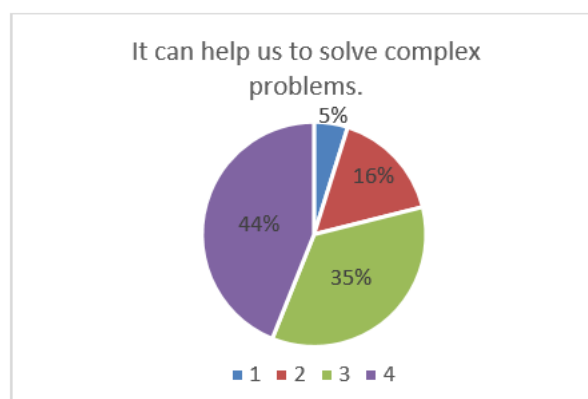
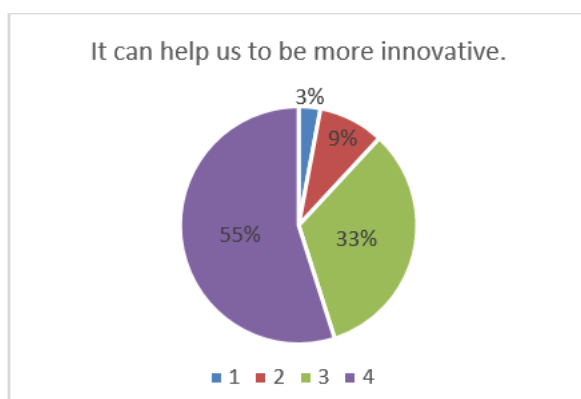
Despite that, most respondents (71%) think that knowing languages can help us be more resilient in times of crisis, though a small number of them (5%) disagree, while some are undecided or do not know what to think (24%). However, quite a lot of students agree or strongly agree (62%) that knowledge of other languages can prevent polarisation and violent extremism among people. The remaining students, either do not believe in that (8%) or find it hard to form an opinion (30%) about this.

41. On the other hand, 85% of them agree or strongly agree that knowing modern/foreign languages can help us to identify fake news, disinformation and hate speech.

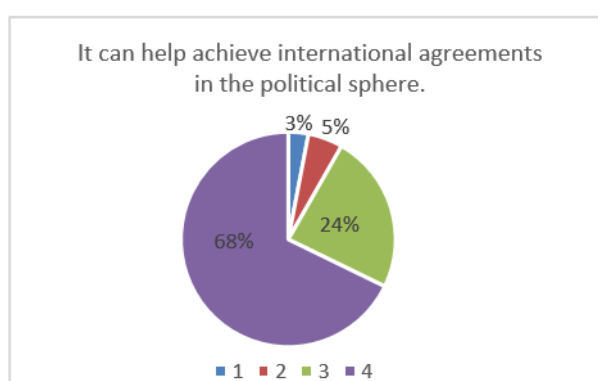
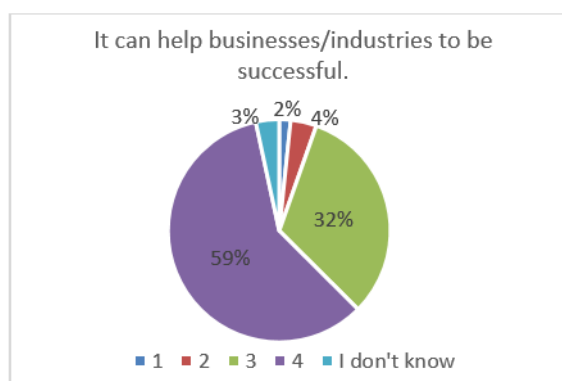


The other 15% do not agree (4%) or are undecided (11%).

42. & 43. Being innovative with the help of modern/foreign languages is quite possible in the opinion of most (88%) of the respondents, as well as being good at solving problems (79%). A small number of students (3-5%) would not agree with this, and a bit more (9-16%) are undecided.



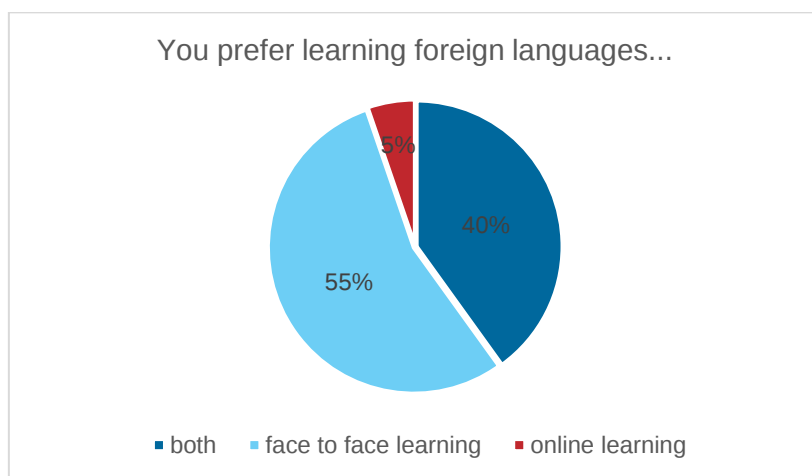
44. & 45. In line with their previously expressed opinion about learning languages for specific purposes, students are quite sure (91%) that knowing languages can both help businesses and industries to be successful and support achieving international agreements in the political sphere (92%). Those who do not share that opinion or do not have one are in the minority.



As the answers to this group of questions have shown, students are quite aware of and highly value the impact that languages have on our personal, social and professional lives, and our well-being in general.

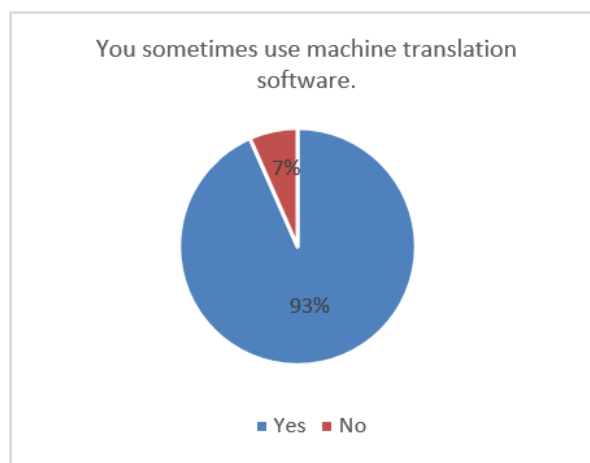
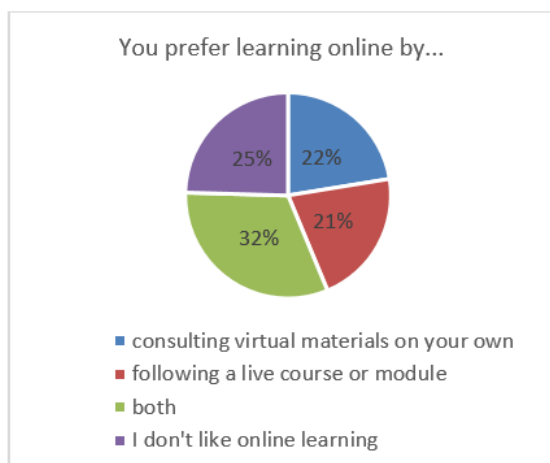
The way students have learnt or learn foreign languages

The fifth group of questions reveals how our respondents prefer to learn languages. The outbreak of the pandemic has made us all embrace new ways of learning, and this is how students feel about learning languages after the experience gained:



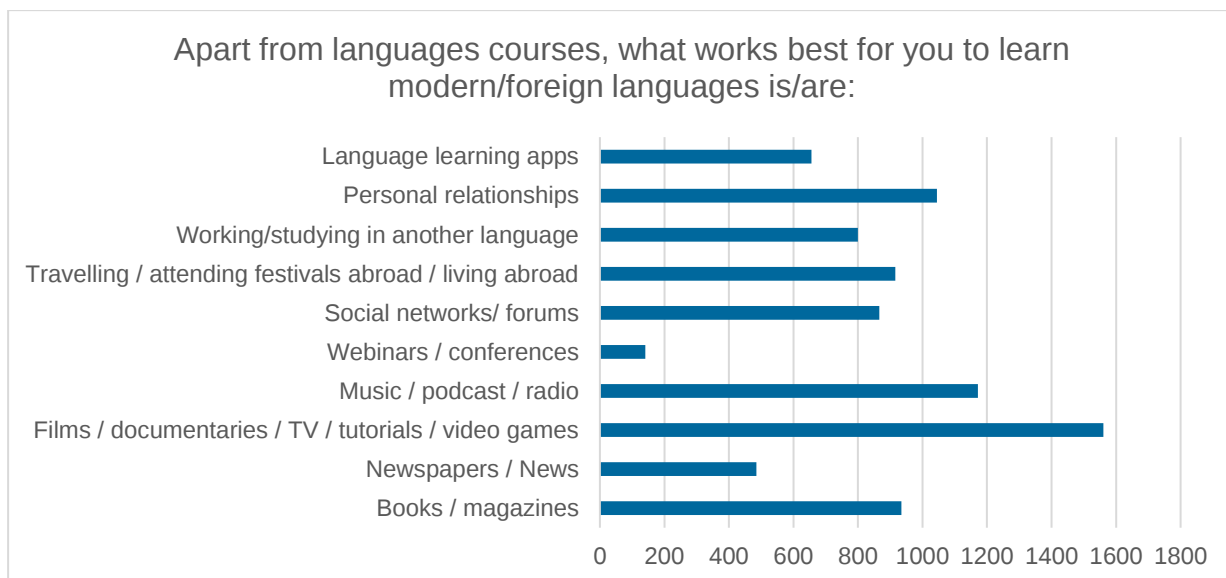
46. Obviously, a majority (55%) still favours face-to-face learning. A mere 5% rather support online work, while a large group of respondents (40%) see the benefits of both ways of language learning. This is an important conclusion, bearing in mind the recommendations that the WP6 Multilingualism Task Force is planning to offer and the solutions already tried out within the Alliance.

47. & 48. We also wanted to see whether the students like synchronous or asynchronous ways of online learning, and discovered a rather even distribution of their preferences, as well as a high level of reliance on electronic software in language learning, as shown by the following two graphs:



As the graphs show, our respondents prefer the following approaches to learning online: consulting virtual materials on their own (22%), following a live course or module (21%), or both these ways of learning (32%). Among the respondents, 25% do not like learning online at all. Despite that, most students (93%) find the use of machine translation software helpful.

49. The next graph shows what ways of learning, apart from language courses, the respondents favour most when it comes to learning modern/foreign languages. Among the 10 listed options, they were instructed to choose 3 ways of learning that are the most helpful for them.



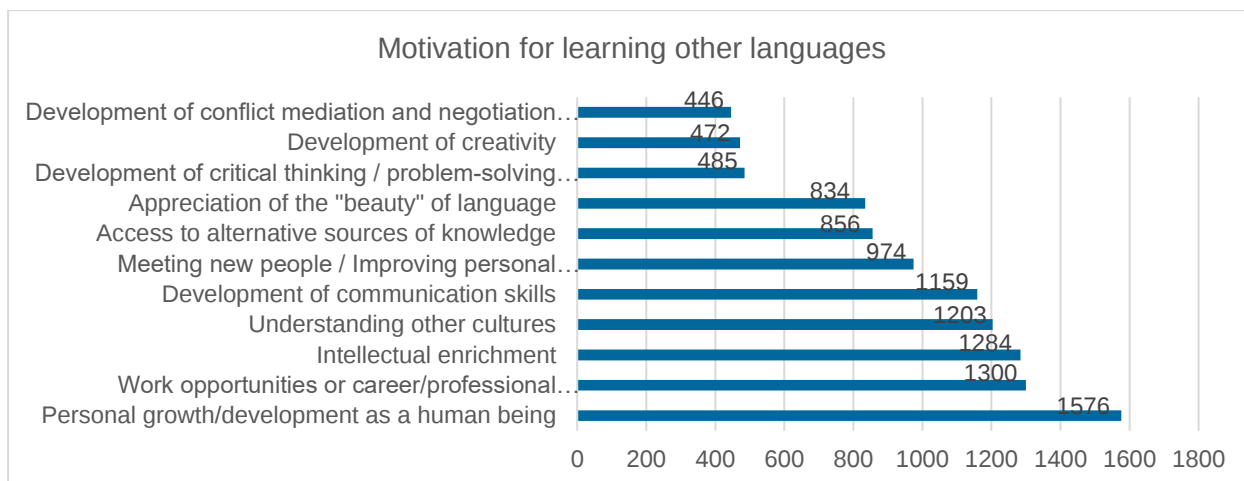
The responses to this question prove that, apart from language courses, students find video (1,561) and audio (1,172) contents the most helpful for language learning. These are followed by the experience gained in personal contact with others (1,045). The next helpful language resource for them is seen in books and magazines (935). Travel, life and events in foreign countries are the next solution that would work best for the respondents (916). Behind these are social networks and forums (866). Interestingly, working and studying abroad in another language takes only the 7th position in the students' choice (800). At the back of the list for our respondents are language learning applications (656) and news or newspapers (485). Not surprisingly, bearing in mind their age and work experience, what our respondents value the least are webinars and conferences (141). It may be logically concluded that, while answering this question, the students rather relied on the experience they have already had with these ways of learning than the mere assumption of what might work best for them in general, in which case the order of their choices might have been different.

Seen cascaded in figures, the list of the respondents' choices looks like this:

The most effective ways of learning	No. of students
Films / documentaries / TV / tutorials / video games	1561
Music / podcast / radio	1172
Personal relationships	1045
Books / magazines	935
Travelling / attending festivals abroad / living abroad	916
Social networks/ forums	866
Working/studying in another language	800
Language learning apps	656
Newspapers / News	485
Webinars / conferences	141

Motivation to learn other languages

50. The sixth study segment dealt with students' motivation for learning other languages. Once again, they were asked to choose 3 among the 10 listed options, as the most important reasons or needs for learning languages. The next graph shows wherefrom they mostly derive this kind of motivation:

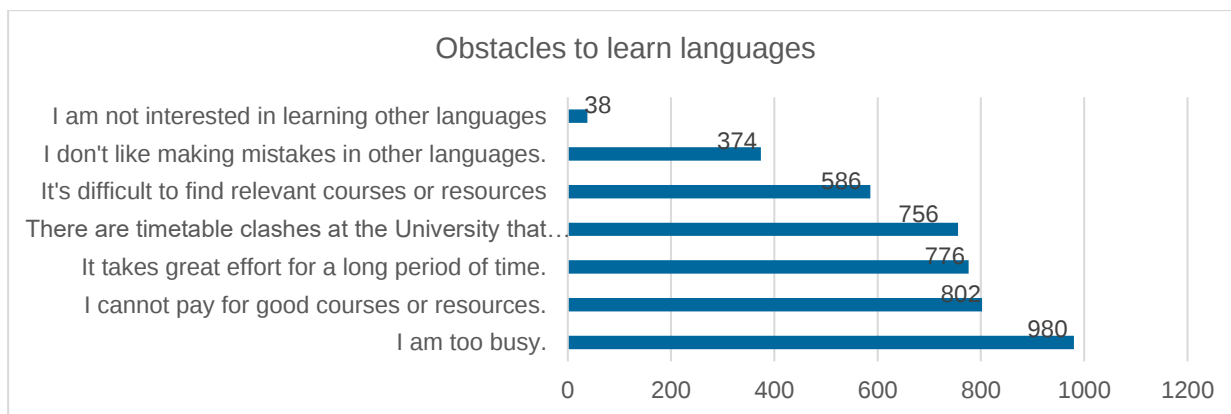


What these young people value the most is their personal growth and development as human beings, since 1,576 of them chose this as their first option. Work opportunities and professional development hold the second position, with 1,300 responses. Their next most important choices are intellectual enrichment (1,284) and understanding other cultures (1,203). These are followed by the development of communication skills (1,159), while the sixth position belongs to the need for meeting new people and improving personal relationships (974). Closely sharing the next two places are access to alternative sources of knowledge (856) and appreciation of the beauty of language (834). The least motivating factors for learning languages, among the offered ones, can be seen in the development of critical thinking (485), creativity (472), and conflict mediation and negotiation skills (446).

Motivation for learning other languages	No. of students
Personal growth/development as a human being	1576
Work opportunities or career/professional development	1300
Intellectual enrichment	1284
Understanding other cultures	1203
Development of communication skills	1159
Meeting new people / Improving personal relationships	974
Access to alternative sources of knowledge	856
Appreciation of the "beauty" of language	834
Development of critical thinking / problem-solving capacities	485
Development of creativity	472
Development of conflict mediation and negotiation skills	446

Obstacles to learning other languages

51. This part of the study aims to discover the major obstacles that the respondents find when it comes to learning other languages. This time, their choice was based on 3 among 7 offered options, and the results can be seen in the graph and table below.



The main obstacle to the respondents' language learning is the fact that they are too busy (980 students). The next one is not being able to afford good courses or resources (802 of them). The effort and time that language learning requires is the next most important reason (for 776 of them), while almost as many students (756) have a problem with timetable clashes at their universities, which prevent them from taking up language courses. For some of them (586) it is difficult to find relevant courses or resources, while some (374) feel discouraged by potential mistakes they could make in language use. Only a small number of respondents (38 of them) state that they are not interested in learning other languages. The table below shows these figures in percentages as well.

Obstacles to learn languages	frequency	percent
I am too busy.	980	52.1%
I cannot pay for good courses or resources.	802	42.6%
It takes great effort for a long period of time.	776	41.2%
There are timetable clashes at the University that do not allow me to study languages courses.	756	40.2%
It's difficult to find relevant courses or resources	586	31.1%
I don't like making mistakes in other languages.	374	19.9%
I am not interested in learning other languages	38	2%

Participation in other Circle U. surveys

The last segment of our survey invited the respondents to state whether they would agree to participate in similar surveys organised by Circle U. researchers.

52. & 53. The positive answer was given by 925 respondents, while 957 were not willing to do so or restrained from answering this question.

Finally, 796 email addresses were entered by those who replied with a 'Yes' to the previous question. Following the GDPR of the EU's data protection law, these addresses are known only to the researchers responsible for further studies and will not be publicly disclosed in any printed document.

54. The very last one was an open-ended question, where students had an opportunity to enter their comments related to the survey. There were 164 comments entered, which are grouped in several different categories according to the similarity of statements.

SUMMARY OF THE STUDENTS' COMMENTS

Students added 164 comments in the available space at the end of the survey. Since they could complete the survey in any of the Circle U. languages, they added their comments accordingly, of which: 64 in Serbian, 45 in German, 26 in English, 12 in French, 11 in Italian, and 3 in Danish and Norwegian respectively.

Their responses were categorised into three groups of comments:

- 1 general overview related to the survey quality;
- 2 suggestions on the methodology and organisation of language learning; and
- 3 suggestion on institutional policies.

1. In the first category, the students mostly expressed either their approval and compliments for the research conducted and gratitude for their opinions being asked for (39 comments) or complaints and disapproval regarding some aspects of the survey itself or the organisation of language courses at their university. The complaints mainly referred to:

- certain unclear (parts of) questions or phrases used (e.g. 'first/second language', etc.) (10);
- the earlier mentioned problems related to the organisation of language courses at some of the universities (high prices, limited number of places, level and quality of the courses, timetable clashes, lack of focus on national languages, lack of information and lack of continuity) (8).
- the four-point instead of a five-point Likert scale used in a number of questions (6);
- translation into some languages, which made certain questions confusing in different ways (6);
- the length/form of the survey (5);
- cultural issues (languages being grouped at some points as North African/ Middle Eastern instead of offering extended lists or providing space for writing) (3).

2. In the second category, the students suggested the ways language courses could be organised. Some of them are:

- free courses of many languages from the beginner to professional level – including internship;
- Birkenbihl-method to be incorporated into the school system more;
- providing and creating resources (from native speakers in the target languages) in a language learning app based on a model like "LingQ" or cataloguing (of vocabulary by level - frequency, known/unknown, or by topic) of the already freely available resources (newspaper articles, books, videos, podcasts online);
- considering the requirements of the Z generation/new trends;
- creating international tandem projects, joint learning and active skills improvement, intercultural contacts and networking;
- considering additional effective ways to learn languages other than curricular courses focused on grammar;
- learning languages in the context of language families.

3. In the third category, the students suggested changes in the policies within their universities:

- other foreign languages (apart from English) being offered in schools and universities;
- free optional courses being introduced at the University/ or at affordable prices;
- certification being provided after completing language courses at the university;
- extracurricular/optional courses being organised with extracurricular ECTS points recognised, or recognition of credits towards "General Electives" as part of the curriculum;
- developing distance learning courses;
- introducing (more) courses of languages for professional purposes at the university – including research cooperation, guest lecturers;
- introducing courses of 'dead languages' in some study programmes;

- including language courses for people with disabilities (deaf and blind) or different sign languages;
- developing courses of languages of minorities;
- providing more opportunities to learn less popular (“non-fashionable”) languages.

Other representative comments are based on the above-mentioned problems and suggestions, e.g.:

Many comments emphasise the importance of learning foreign languages, but some also share fear for their national language: “It’s nice to know other languages, I myself want to learn at least two, but not at the cost of making it a priority over my mother tongue.”

“Speaking foreign languages is a skill that carries much greater life value than math/biology or any other subject through primary or secondary education.”

“Learning foreign languages of different structures to encourage rethinking.

“Open-minded society with a heart close to foreign cultures and in love with learning more from people with different nationalities!”

“The more languages you speak and the more cultures and especially people you come into contact with, the richer you become.”

CONCLUSIONS

People have always had a strong need to develop both as individuals and as communities and societies. Languages are those that make it happen and help us to connect cultures and explore the world. In an attempt to contribute to shaping the future of higher education in the changing multilingual world, we asked those whose future it is to share their opinions with us as a guideline for our further steps. Students of 9 European universities (Aarhus Universitet, Humboldt-Universität zu Berlin, King’s College London, Универзитет у Београду / Univerzitet u Beogradu, Universitetet i Oslo, Université catholique de Louvain, Université Paris Cité, Universität Wien and Università di Pisa) joined us in this mission by participating in a survey and this is what we have found:

The general demographic data show that among the 1,882 students of the nine Circle U. universities who fully responded to the survey most are 21-25 or 17-20 year-old undergraduates. Given that most of the respondents, predominantly female, come from Serbia, Germany, Italy, France, Denmark and other countries, the most represented native/first languages (L1) among this population, in terms of previous education, are: Serbian, German, Italian, French and English, followed to a lesser degree by Danish, Russian, Spanish, Arabic, Turkish, Mandarin, Polish, Portuguese, Hungarian and Ukrainian, and 42 other languages being learnt by our respondents (57 native languages in total).

Respondents' previous and current experience with language learning reveals certain discrepancies, especially between different levels of education, between the current language offer and students' needs and between English and other languages.

Most students (62%) state they have learnt or are learning Ancient Greek, Latin or Old Church Slavonic.

The number of modern/foreign languages students learnt in pre-university education varies depending on the country, particularly in primary education, when 62% of the respondents from 8 universities learnt only one foreign language (without the figures provided by UB students, who had 2 mandatory foreign languages).

The situation in secondary education is much more comparable, as 2 modern/foreign languages were learnt by 59% of respondents of the entire population (54% without the UB representatives). The predominant languages in pre-university education are: English, French, German, Spanish, Russian, Italian, etc. As the

figures below will show, the offer of languages at this level of schooling is better than in university education, although it could be levelled up.

At the university level, on the other hand, only 16% of the respondents learn 2 languages. Most others, 51%, learn one modern/foreign language, and as many as 22% have no modern/foreign language included in their university study at all. The languages that are learnt at this level are, once again, mainly English, French, German, Spanish, Russian and Italian.

Most students (53%) do not know if their university provides preparation for international language exams and certificates at CEFR level, but are planning to undergo that experience anyway (54%) and support the idea of having it organised at their university. Students' expectations are greater than what the education system has to offer in that respect.

Most students (56%) can use 2 or more modern/foreign languages actively, while another 41% can use 1 language actively. Additionally, most students (73%) can use 2 or more modern/foreign languages passively, while 23% can use 1 additional language passively. This encourages us to acknowledge receptive multilingualism as an asset in education systems.

There is a serious disproportion between English and all other languages learnt in education systems, which suggests the need for putting more emphasis on other widely spoken modern/foreign languages.

More than a third of the university students (676 = 36%) are currently not learning any modern/foreign language as part of the curriculum, which is not a good indicator in the language mapping within the Alliance, while 71% of students state they would like to learn two or more than two modern/foreign languages *for general purposes*. Similarly, while only 10% of the respondents learn two foreign languages for specific purposes during their studies, and as many as 48% learn none, 57% of students would like to learn two or more than two languages *for specific purposes*.

Students have expressed a strong wish to see their university curricula enriched with other languages for general purposes, which they used to learn in schools, in particular: Spanish, French, Italian, Russian and German. There were 2,777 wishes expressed for compulsory and 4,264 for optional language courses. While English remains in their list of needs both as a compulsory and an optional course, Japanese also joins it in both categories, followed by Arabic, Turkish, Mandarin, Norwegian, Swedish, Portuguese and Danish, especially as optional courses.

The need for optional languages is, obviously, far greater than the actual offer. With the other languages, however, we see a potential for greater expansion. A way to achieve that goal might be relying on knowledge of other languages pertaining to the same language families.

Also, as it is often included in school and university curricula, English is less required as an optional language compared to other languages. In contrast, more students would like to take up other above-mentioned widely spoken languages, first and foremost Spanish.

With reference to their future careers, more than a thousand students in the overall population feel the need for higher academic qualifications in foreign languages for specific purposes and have, thus, expressed almost 4,000 wishes for additional languages for specific purposes. Among these, the prevalent languages are: French (551), Spanish (521), English (500), German (484), Italian (375), and Russian (288). These are followed by Japanese, Arabic, Mandarin, Swedish, Norwegian, Turkish, Portuguese, Danish, Serbian and other languages.

In terms of students' opinions about language learning, they do not find only the national language of their university or English to be sufficient. Almost half (46%) support the idea of having other courses taught in additional (L2) languages and are aware (90%) that multilingualism is beneficial for their progress in interdisciplinary areas.

As many as 80% of students agree that two or more modern/foreign languages should be taught as mandatory at the pre-university level of education.

Almost all students (97%) agree that schools and universities should offer them additional languages through optional courses.

A vast majority (91%) would like to be able to get an official certificate from their schools and universities, which would reflect the level of their language mastery.

Most students (59%) believe that modern people should be able to use more than just one foreign language actively.

71% of respondents agree that modern/foreign languages for both general and specific purposes should be taught at all levels of studies, from undergraduate/Bachelor to postgraduate/PhD.

Students' attitudes towards the value of knowing foreign languages for social life are as important. Most of them believe that knowing other languages can help us avoid misunderstandings in the social, cultural, religious, professional and political spheres of life (94%), in promoting dialogue (95%), be more resilient in times of crisis (71%), and in preventing polarisation and violent extremism (62%).

85% of them agree that knowing modern/foreign languages can help us to identify fake news, disinformation and hate speech, or to be innovative (88%), or good at solving problems (79%).

Students (91%) believe that knowing languages can help businesses and industries to be successful and can support achieving international political agreements (92%).

Obviously, the students highly value the impact that languages have on our personal, social and professional lives, and our well-being in general.

The way students have learnt or learn foreign languages shows that most of them (55%) favour face-to-face learning, while (40%) see the benefits of both face-to-face and online language learning.

They prefer learning online by consulting virtual materials on their own (22%), following a live course or module (21%), or both (32%), while 25% do not like learning online at all. Also, most students (93%) find the use of machine translation software helpful.

Students find video (1,561) and audio (1,172) content the most helpful for language learning. Then follow personal contacts, books and magazines, travel and events in foreign countries. After these are social networks and forums and only then working and studying abroad. Language learning applications, news or newspapers and webinars and conferences are at the back of their list of preferences.

Motivation to learn other languages is an essential factor. What motivates young people most to learn other languages is, in the given order, their need for: personal growth and development as human beings; work opportunities and professional development; intellectual enrichment; understanding other cultures; development of communication skills; meeting new people and improving personal relationships; access to alternative sources of knowledge; appreciation of the beauty of language, and the development of critical thinking, creativity, and conflict mediation and negotiation skills.

The main obstacles to learning other languages are recognised by students in: being too busy; not being able to afford courses or resources; the effort and time that language learning requires; problems with timetable clashes at universities; difficulty in finding relevant courses or resources; feeling discouraged by potential mistakes, or not being interested in learning other languages.

Participation of students in other Circle U. surveys was another possibility offered in the survey. Almost 800 students provided an email address, and they may be contacted in the Alliance's further research.

Based on the survey results and these conclusions, the members of the Multilingualism task force of the Think and Do Tank have proposed certain recommendations for further work on the improvement of language policies at the nine universities of the Circle U. alliance.

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ANNEXES

Survey « How Languages and Cultures Travel »

In April 2021 a survey was sent to Circle U. partners by the Multilingualism Taskforce. The 30 questions are divided into 3 separate sections – the first one sets the scene by asking universities to provide some general information regarding their communities. The second one focuses on formal programmes students may register for and the third one gathers information on informal ways in which linguistic and cultural competency is fostered informally. Below we can read an analysis of the data along with three areas/sets of questions/recommendations where we can decide to act to bring about positive changes in the short-medium and long term.¹

Unsurprisingly we learn that English is accepted as a secondary language of tuition alongside national/regional languages which can facilitate mobility to a certain extent but even within this form of bilingualism, there are limitations as to the number of programmes/courses available which would indicate that for students to be able to fully benefit from the richness of each institution being able to comprehend the main language of tuition in the host university is key.

This monolingualism/bilingualism belies a cultural richness in all the institutions since the Circle U. student body is formed of anywhere between 100 to 200 nationalities and for the most part these students are physically present on campus (not only registered on online programmes. The staff may not be as diverse as the study body but where we have information we were able to gather that some institutions are home to staff from up to 125 different nationalities. The percentages of students who are registered as being international are also significant and although the majority of universities may have up to 10% of their students coming from abroad others may welcome up to 50% of their student body from abroad (with higher percentages in postgraduate programmes than in undergraduate programmes). Strikingly all institutions reported that only up to 10% of their student body is made up of students participating in exchanges even though we all offer this opportunity.

When we pull resources together our institutions offer language courses in over 50 different languages and cultures which as we would expect indicates we have a high level of expertise in this area.²

- 1) *One first set of interlinked questions that arises is (a) how can we support students to be more mobile and take part in exchanges and also (b) how can we make the most of the amazing intercultural riches of our universities provided by a diverse student and staff population. Also (c) to what extent can shared online courses support exchanges (virtual and physical)? The data also tells us that opportunities for working abroad and international internships are not as widespread as study exchanges – (d) what can we learn from one another in this area so that more opportunities for internships become available throughout the partner institutions?*³ *From the staff week organised by Aarhus (31/05/2021 - 04/06/2021), the presentations of the various partners made it clear that another possible area for development would be summer schools – all partners have these (some are very extensive) and it would be good to explore this more by collecting data on the summer schools in particular. This could also be an area where even in the short term we could see a real impact on mobility for undergraduates and postgraduates as well as staff.*

¹ In this point in time the areas chosen focus on opportunities for students – a secondary report will include recommendations vis a vis opportunities for staff.

² It is noticeable however that there are languages and therefore regions of the world which are not as well represented (African and Indian continents in particular outside of Humboldt-Universität zu Berlin).

³ We may wish as a next step to survey our students to ascertain how mobility (short and long term) may be best supported from their point of view by collecting information from those who participate in exchanges and those who have opted not to do so at different stages of study).

Circle U. already offers students the opportunity to major in nearly 50+ languages with English, French, German and Spanish being the most commonly available as well as Latin and Ancient Greek. Interestingly there aren't significant differences between what is available as a major or as a minor for undergraduate students. We can also note that if we look at the languages that are offered as electives (not just major or minor) there are more opportunities in non-European languages (with Arabic, Japanese and Mandarin in particular being more widely available as electives) which leads us to another set of interlinked questions/possibilities.

- 2) *What could a Circle U. minor in languages encompass so as to harness the richness of linguistic/cultural variety across it so that together we are able to provide a wider variety of minors to our students (through actual mobility as well as online programmes)? This would clearly be a more mid to long-term project but one which could potentially be completed within the next 2-3 years. A starting point might be where we offer languages for specific purposes for example another point might be to look at expanding popular electives into minors (Asian languages and cultures for example). Could minors offer opportunities for students to combine an interest in say democracy, sustainability, migration, and the environment with language and cultural studies within a truly interdisciplinary set of minors with components offered by the various partners?*
- 3) *If we focus on our doctoral candidates there is also a clear distinction between our institutions regarding the opportunity to complete the PhD studies in different languages so this is another area where we could potentially agree to work together on to send a clear message regarding the relevance and positive status of multilingualism by ensuring that all institutions allow PhDs to be to completed in several languages.*

The survey also points to a number of schemes for informal and peer-to-peer opportunities to develop cultural competency a common language resources virtual hub might be a long-term goal to bring together, support and render them more visible and accessible to all. A workstream could be set up to explore the viability of such a project for Circle U.

How Languages and Cultures Travel

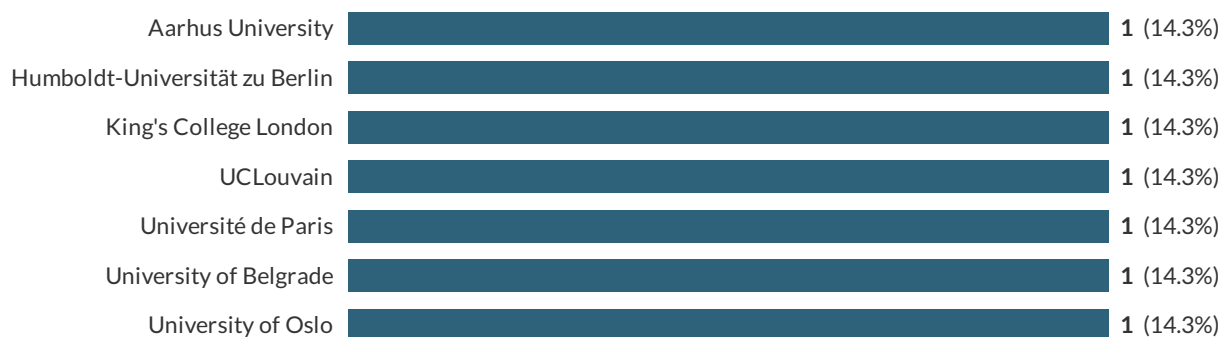
Showing 7 of 7 responses

Showing **all** responses

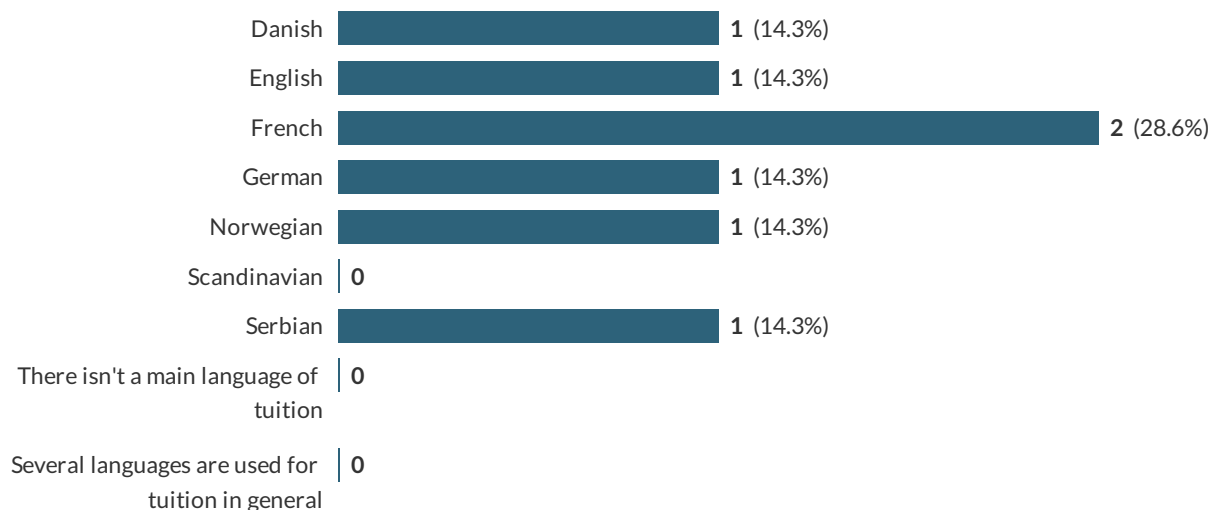
Showing **all** questions

Response rate: 35%

1 Choose the university you are currently affiliated to from the list below:



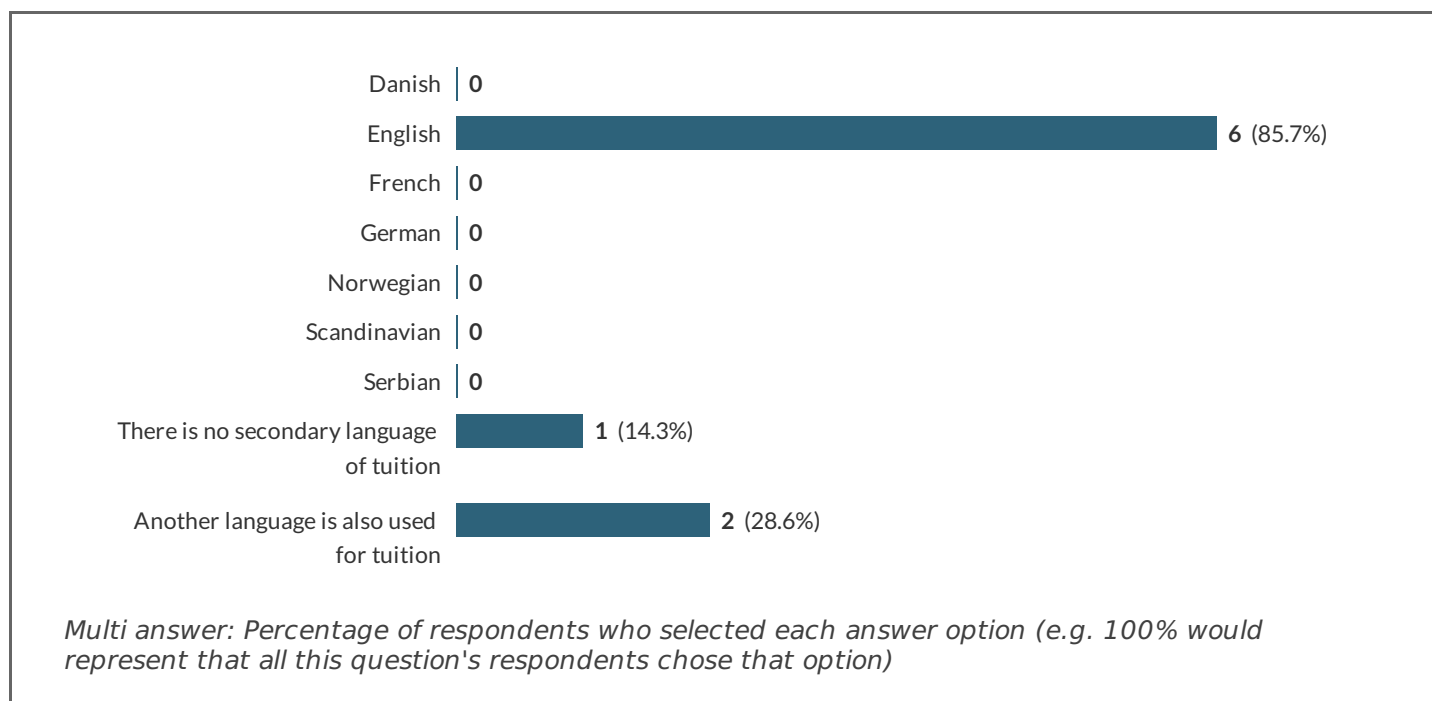
2 Indicate which is the main language of tuition in your university, If only one language is the main language of tuition.



2.a Please add any relevant information regarding the use of language(s) of tuition in your university:

Showing all 5 responses	
Some faculties offer complete studies in English or French.	733668-733659-75941797
Norwegian, Swedish and Danish (Scandinavian languages) are considered equal for teaching purposes - both spoken and written.	733668-733659-76619153
It used to be the case that a majority of courses had to be taught in French for a degree to be legally awarded, but the legislation now allows exceptions. Still, the understanding of many academics (in the S&H sector in particular) is that tuition should be completely, or for the most part, in French	733668-733659-76738974
language courses are taught mainly in the target language otherwise all courses are taught in English	733668-733659-77505230
Bachelor programmes mostly in German, except for subjects with an explicit language/culture focus (e.g. Anglistik, Romanistik, Slavistik, African & Asian Regional Studies etc.). German main language of instruction here, too. International degrees more common at Masters level and in PhD Programmes.(WD)	733668-733659-79004335

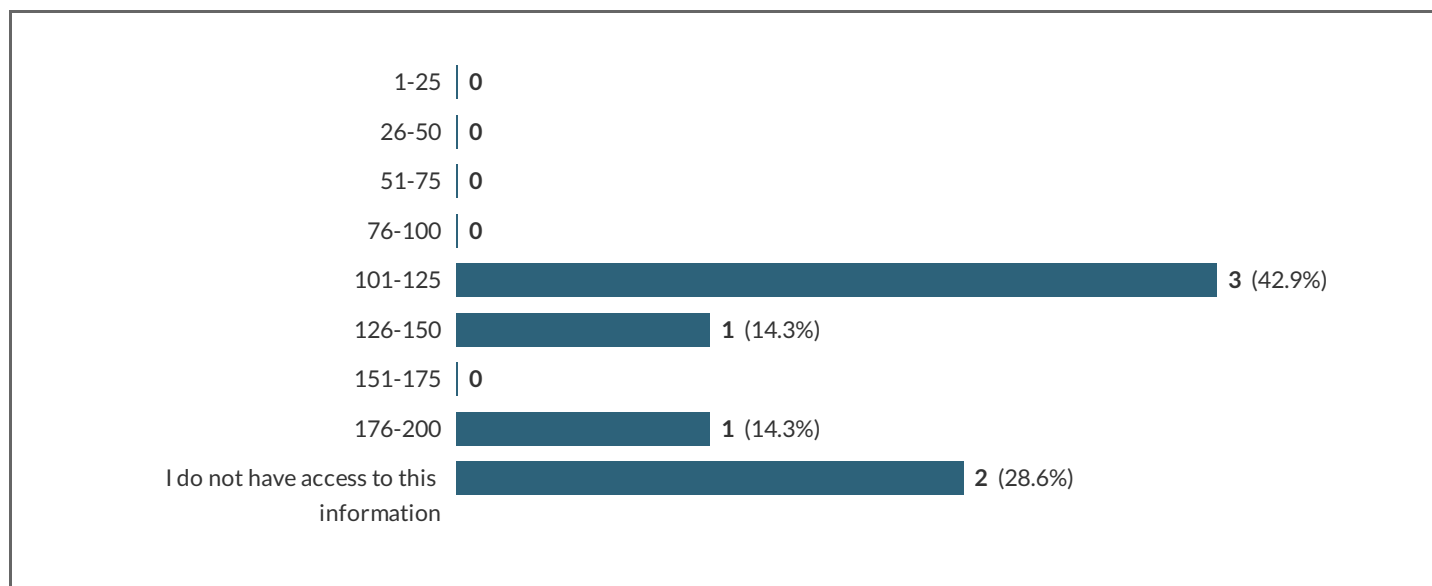
3 Indicate which, if any, is used as a secondary language of tuition in your university.



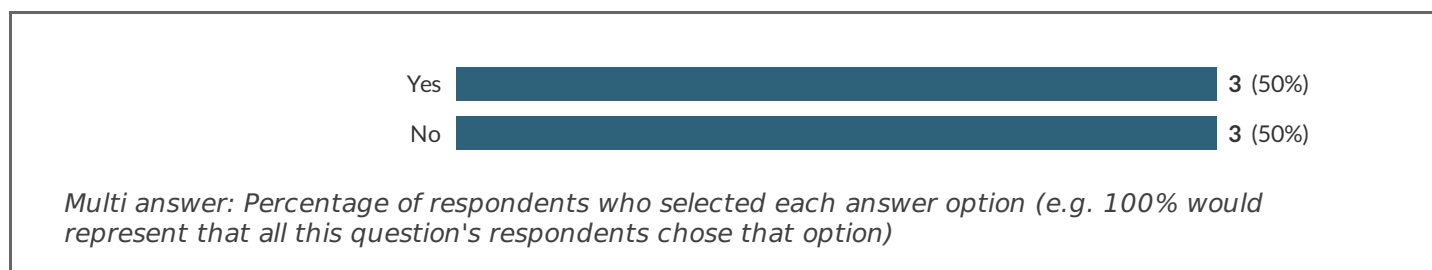
3.a Please add any relevant information regarding recognised secondary language(s) of tuition:

Showing first 5 of 6 responses	
Certain modules are conducted in English in parallel with the students' basic studies in their native language, Serbian. Romanian, as the language of the prevailing national minority is used as the language of tuition in one branch of the University.	733668-733659-75941797
In foreign language programmes, the target language is also (partly) used as language of tuition.	733668-733659-76209386
Some courses are offered in English. Others may adapt to non-Norwegian speaking students, for example, Erasmus students. Some instructors may not (yet) be competent in Norwegian and offer courses in English (unless the courses are in a language subject).	733668-733659-76619153
I am not sure English qualifies as a recognised secondary language of tuition. Since there are programmes other than in foreign languages which are completely taught in English (see section two of the questionnaire below), I have nonetheless ticked English as a secondary language here.	733668-733659-76738974
Courses / programmes taught in English mainly at Master's level	733668-733659-77451958

4 How many nationalities make up your student body?



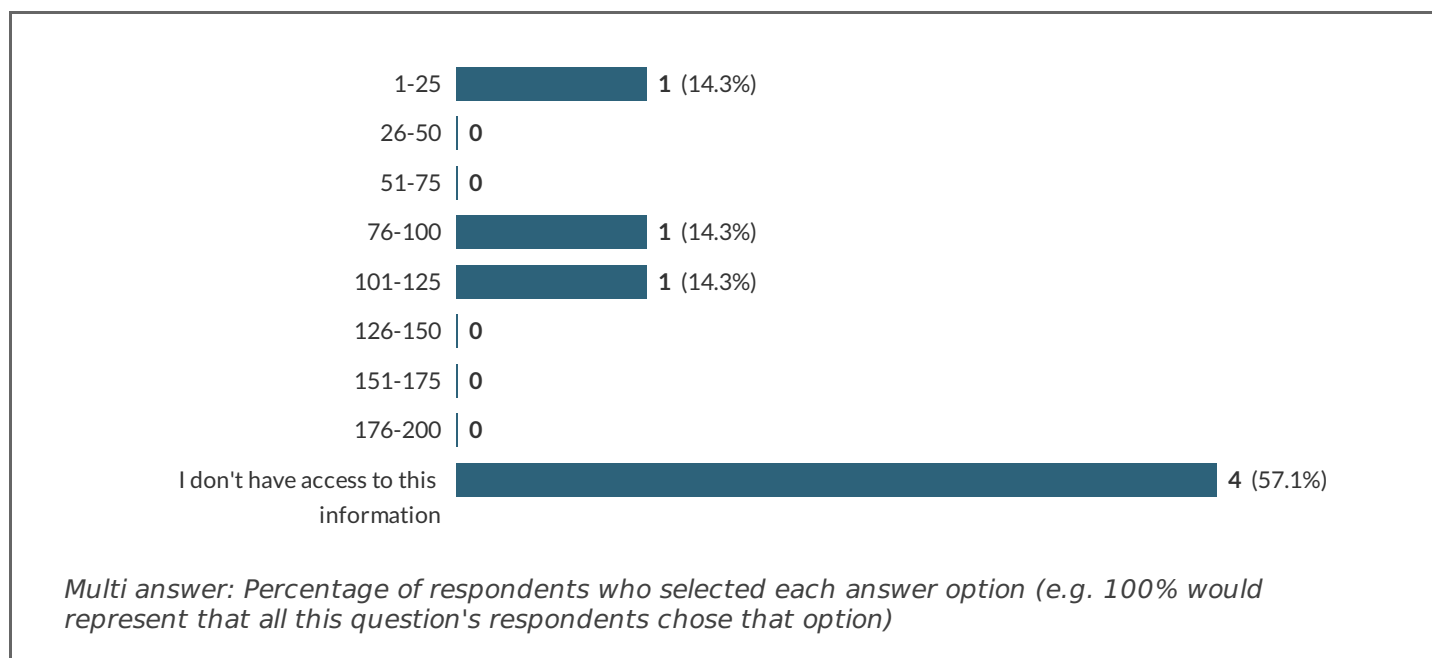
4.a Do your answers above include students who are registered on programmes that are normally entirely delivered online (students are not expected to be present on campus)?



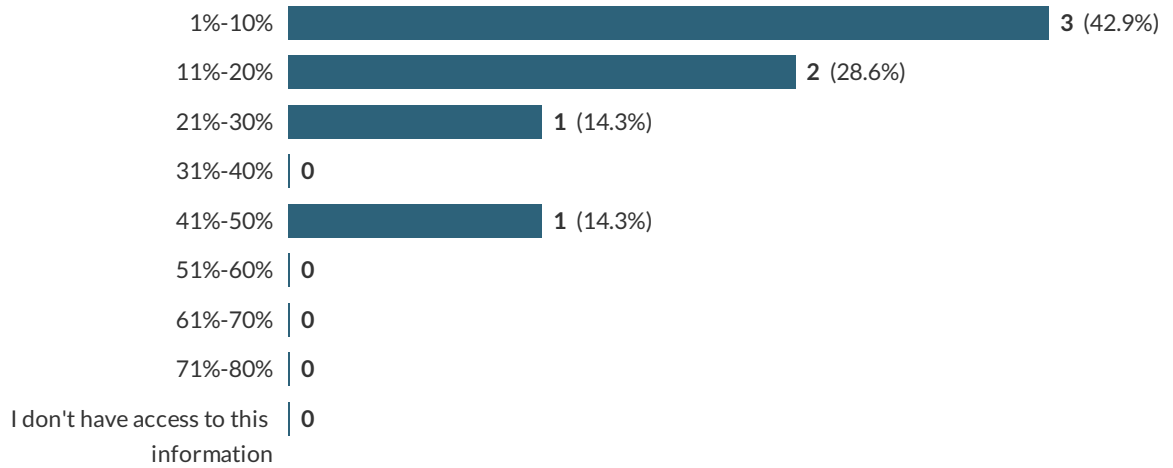
- 4.b If you answered 'Yes' above please indicate what percentage of your student body is enrolled on online only programmes:

Showing all 5 responses	
The percentage is 0.48%. Lectures are organized as distance learning, but students must be physically present in the exams.	733668-733659-75941797
n/a NB UiO attracts students and researchers from all over the world. As of 2015, 15 percent of the student population is from foreign countries. 22 percent of the academic staff and 31 percent of the PhD candidates are from abroad.(relevant for Q5.)	733668-733659-76619153
Comment: we do not have entirely online programmes, to the best of my knowledge	733668-733659-76738974
10.6%	733668-733659-77505230
HU Berlin has no regular „online only“ offers outside of COVID. Our only distance learning programmes include F2F block teaching.	733668-733659-79004335

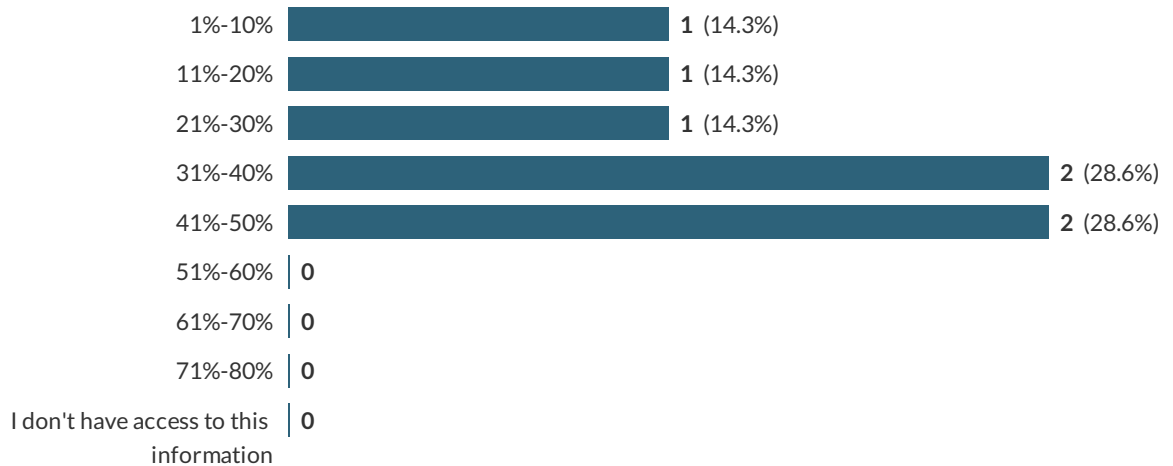
- 5 How many nationalities make up your entire staff body (including academics, professional services, etc).



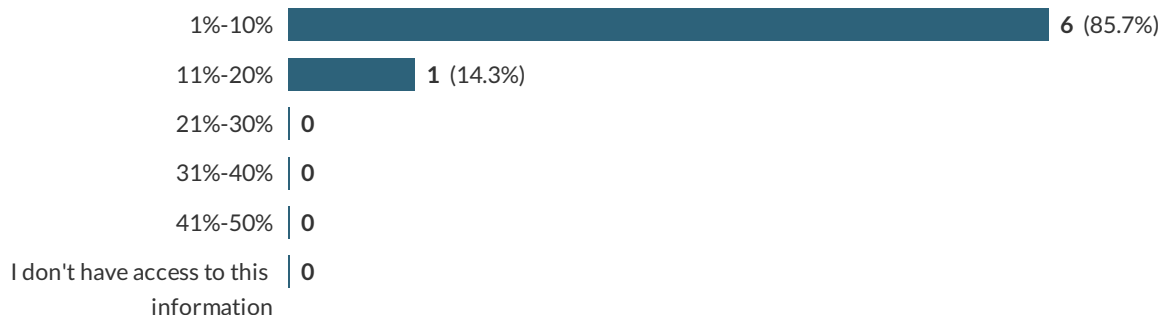
- 6 What percentage of your Undergraduate student body is international (domiciled in another country prior to coming to study for a full programme at your university)? Please do not include exchange students in this answer who are only at your university for a short period of time. Do include online students.



7 What percentage of your Postgraduate student body is international (domiciled in another country prior to coming to study for a full programme at your university)? Please do not include exchange students in this answer. Do include online students.

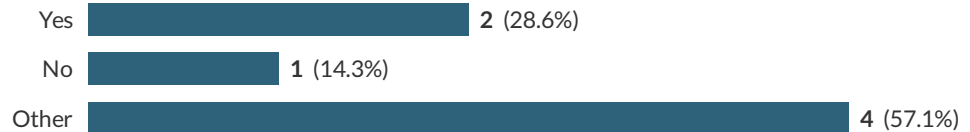


8 What percentage of your overall student body is made up of incoming exchange students?



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

- 9 Are academic members of staff required to speak the national/main language(s) of tuition to be appointed?



- 9.a If you chose 'Other' above please explain here:

Showing all 5 responses	
Yes, except for foreign lecturers in the area of philology and native speakers appointed in programmes conducted in a foreign language.	733668-733659-75941797
They are expected to learn the national language (Danish) within two years after appointment.	733668-733659-76209386
International full-time staff are required to pass a national Norwegian test within two years, and to be able to teach in Norwegian within three years.	733668-733659-76619153
Non-native speakers of French are expected to be able to teach in French before they can be (permanently) appointed. French-native speakers are expected to be able to teach in English before they can be (permanently) appointed.	733668-733659-77451958
Generally yes, though that depends on the nature of the appointment (pure research or research/teaching; visiting/temporary/permanent).	733668-733659-79004335

- 10 Are languages mainly taught in a specific department/centre/institute/Faculty or are they dispersed throughout the university?

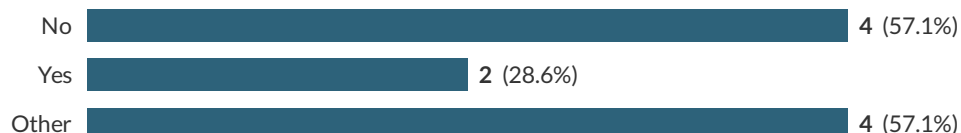


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

10.a If you chose 'Other' above please explain here:

Showing all 5 responses	
Languages are primarily taught at the Faculty of Philology. However, all other faculties also offer courses in foreign languages for general and/or specific purposes.	733668-733659-75941797
Languages are only taught in foreign language programmes and these are all centralised at the Faculty of Arts.	733668-733659-76209386
Université de Paris was recently created from the merger of two universities: one had a centralised system, the other a dispersed one. We are currently in a transition and a Language Policy task force is working at the university level to move to the next phase of unifying the delivery of language courses for the entire university.	733668-733659-76738974
Mainly Centralised but the language depts and the language centre are not one unit and and the English language centre is also a separate. unit and of course Classics is a different department and so on.	733668-733659-77505230
HU has a central Language Centre for students/staff who want to acquire/develop another language as part of their studies (elective credits/staff development). Other FL courses are offered by/in FL-based subjects (mostly in the Faculty of Languages & Literature, in Regional Studies and the Professional School of Education (Language Acquisition in pupils/Training for German as a second language). (WD)	733668-733659-79004335

11 Are students in general required to demonstrate knowledge of more than the national language(s) to be allowed to enrol as a student in your university?

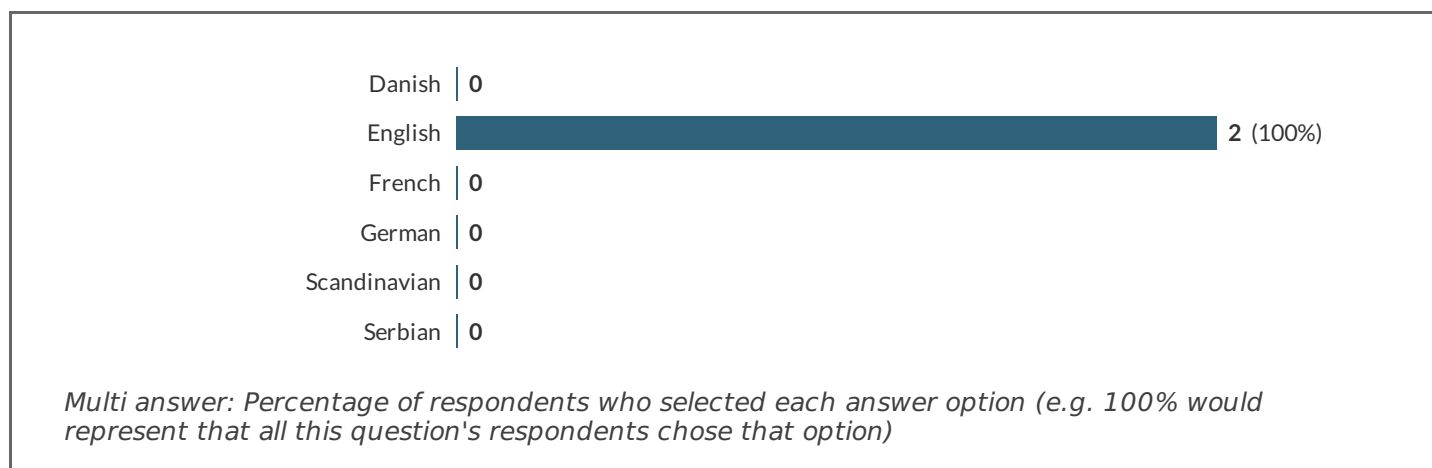


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

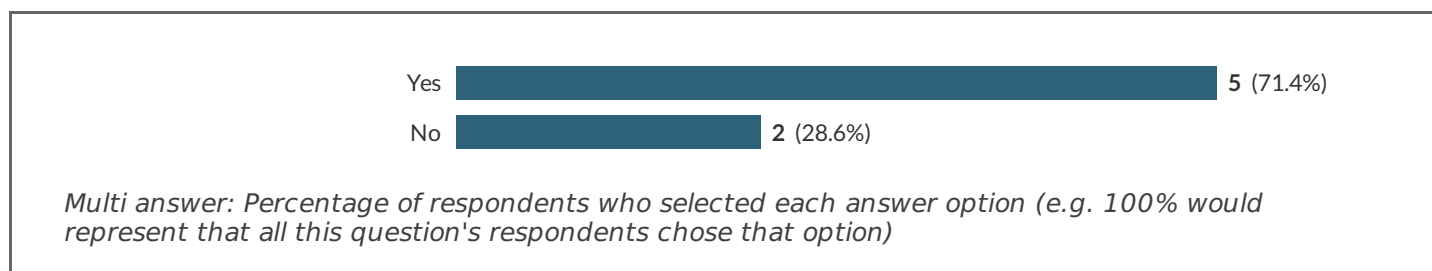
11.a If you chose 'Other' above please add relevant information here:

Showing first 5 of 6 responses	
Only if they apply for programmes of study conducted in foreign languages.	733668-733659-75941797
For some foreign language programmes (.eg. French, German and Spanish) some previous knowledge of these languages is required.	733668-733659-76209386
Knowledge of English, however, is assumed as many textbooks are in English.	733668-733659-76619153
French public universities are entirely non selective, as long as the applicant has passed the Baccalauréat (or equivalent)	733668-733659-76738974
No formal certification is required, but language (English) courses have pre-requisites (mainly B1). A few programmes (linguistics, multilingual communication) where certification is required to be allowed to enrol.	733668-733659-77451958

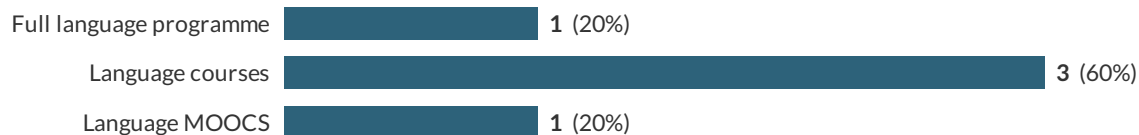
11.b If you answered 'Yes' and there is a specific requirement regarding which other language(s) students must have to be able to enroll in your university please choose which one:



12 Do you normally offer language programmes/courses online (not just during the pandemic)?



12.a If you chose 'Yes' please indicate what you usually offer online?



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

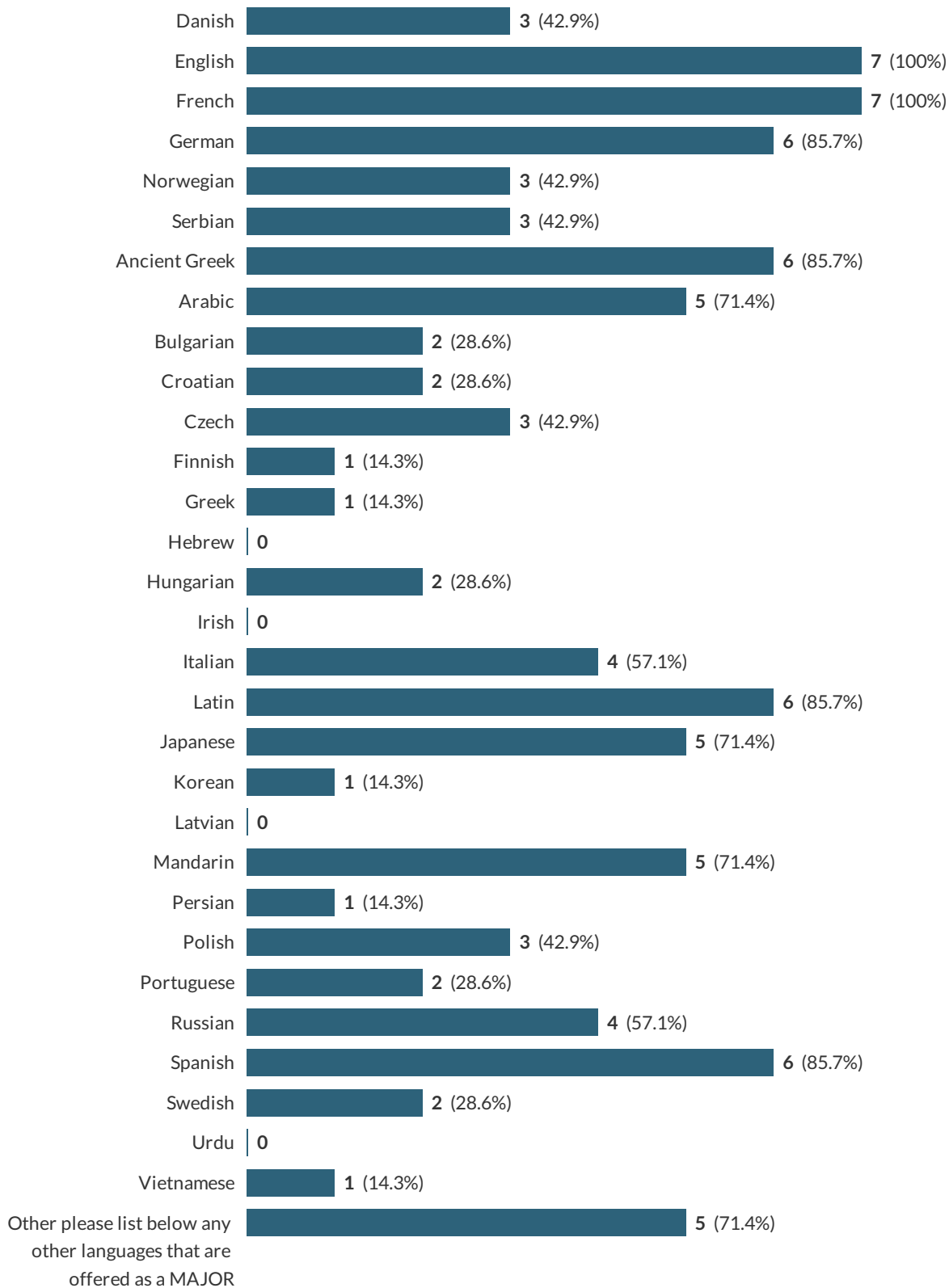
12.b Has the pandemic impacted on your university's decision to offer online courses/programmes in the near future? Please add any relevant information here:

Showing all 5 responses	
In the light of internationalisation and based on the current experience, we may opt for certain online courses in the near future.	733668-733659-75941797
In the future, some courses from Summer University will be online.	733668-733659-76209386
Yes, the majority of courses are moved from in-person to online, mainly through Zoom. Prior to that, 2 MOOCs in introductory Norwegian.	733668-733659-76619153
It has accelerated existing plans but has not changed them.	733668-733659-77505230
Too early to say. Online language courses are only offered in programmes for adult learners (vocational training).	733668-733659-77451958

13 Thank you for completing this first section of the survey. If there is anything else you would like to add related to the questions above please do so here:

Showing all 3 responses	
Related to question 12, we offer entire online courses of Serbian for foreign students aspiring to enrol in the University of Belgrade.	733668-733659-75941797
28% of Ph.D. students are international.	733668-733659-76209386
Regarding question 5: French public institutions in general do not keep statistics on people's nationalities or ethnicities. My guess is that the range of nationalities for students is 76-100, particularly when including PhD students. I have no idea as far as staff is concerned	733668-733659-76738974

14 Does your university offer either a Bachelor of Arts, Bachelor of Laws or Bachelor of Sciences where students can major in at least one language and culture? If so please choose all languages and cultures available as a MAJOR.

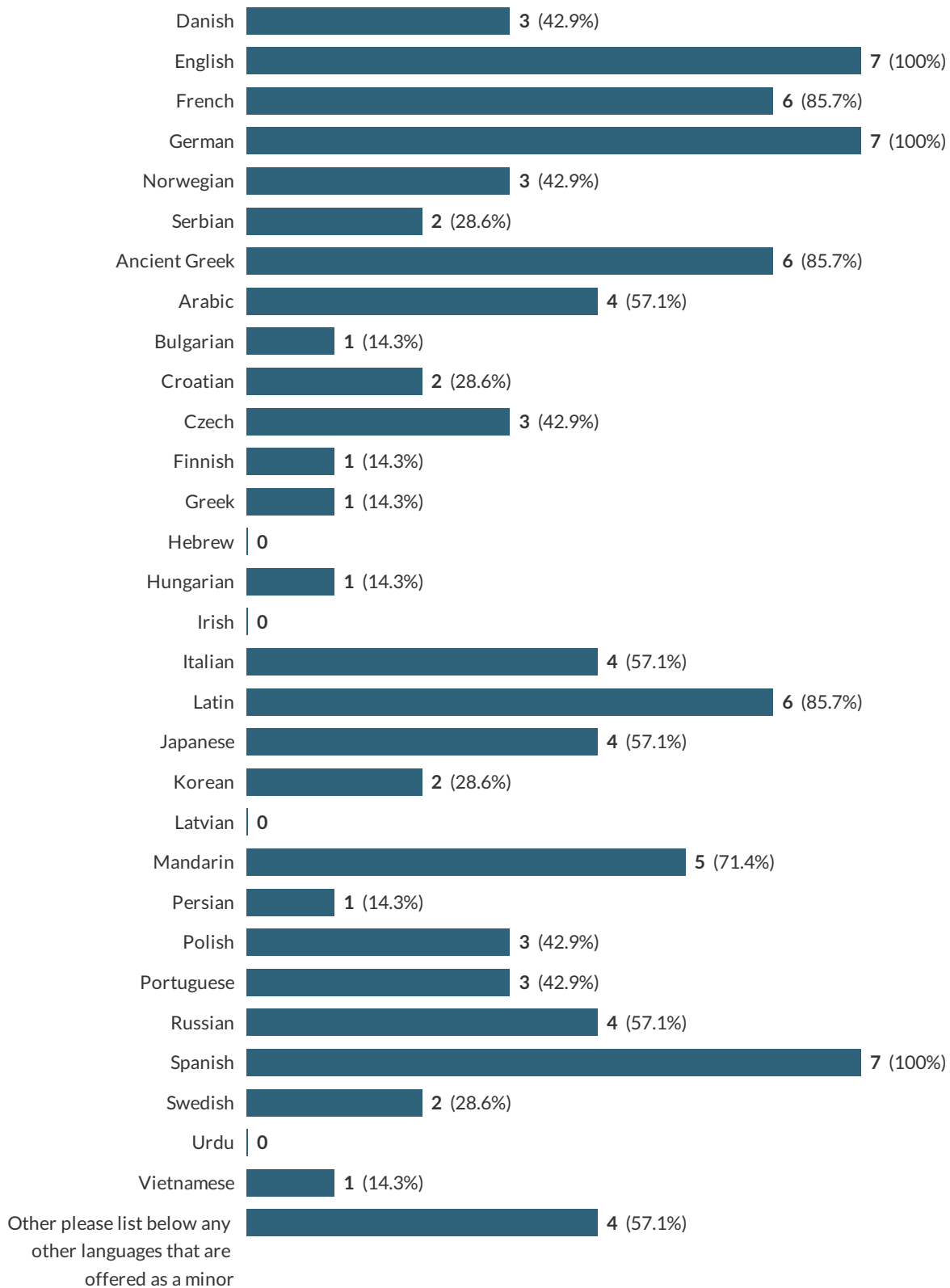


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

- 14.a If you also included 'Other' in your answer above please list here the other languages offered as majors in your university:

Showing all 5 responses	
Albanian, Ukrainian, Romanian, Dutch.	733668-733659-75941797
Hindi	733668-733659-76209386
Hindi, Turkish Also note: offering in Bosnian/Croatian/Serbian And NB "Norwegian" is checked off, but the degree also encompasses Nordic languages such as Danish, Swedish and Icelandic.	733668-733659-76619153
Dutch	733668-733659-77451958
HU Berlin offers Slav Languages (Polish, Czech/Slovak, Bosnian/Croatian/Montengrin/Serb, Russian) and Scandinavian Languages (Danish, Norwegian & Swedish) as a Major (Finish & Islandic only available as specialisms in the Single-Subject BA Scandinavian Languages & Culture). Within these, it is possible to focus on, say, Serb or Norwegian. HU Berlin also offers African and Asian languages (Hausa, Nord-Sotho, Kiswahili, Bambara, Chinese, Japanese, Bahasa Indonesia, Thai, Vietnamesisch, Khmer, Myanmar, Tagalog (Filipino), Hindi, Telugu, Urdu, Arabic, Dari-Persian, Mongolian, Tadschikian, Tibetan, Uzbekian, Paschto, Kasachian, Uighurian) as part of its African/Asian Area Studies programmes.	733668-733659-79004335

- 14.b Does your university offer either a Bachelor of Arts, Bachelor of Laws or Bachelor of Sciences where students can minor in at least one language and culture? If so please choose all languages and cultures available as a MINOR.

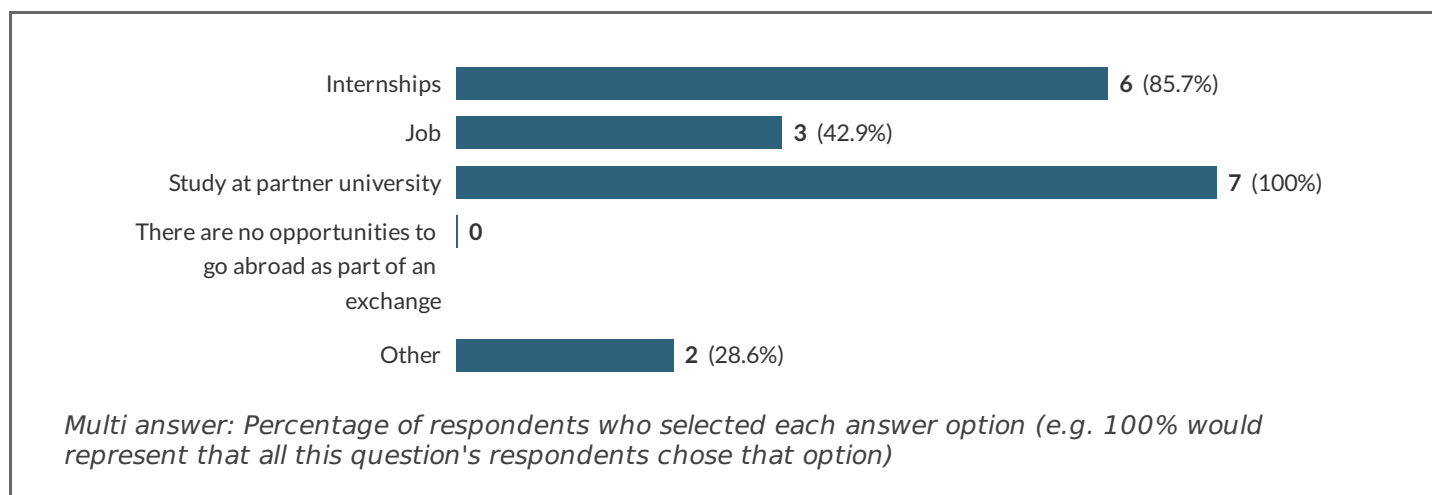


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

- 14.b.i If you also included 'Other' in your answer above, please list here the other languages offered as minors in your university:

Showing all 4 responses	
Macedonian, Slovakian, Slovenian, Old-Slavic, Albanian, Belarusian, Catalan, Ottoman Turkish, Ukrainian, Romani, Romanian, Sign language, Dutch.	733668-733659-75941797
There is no 'minor' as such but a so-called 40-group 'support subject'. Hindi, Turkish Also note: offering in Bosnian/Croatian/Serbian And NB "Norwegian" is checked off, but the degree also encompasses Nordic languages such as Danish, Swedish and Icelandic.	733668-733659-76619153
Dutch	733668-733659-77451958
Difficult to answer. African and Asian Languages (as most other) are not offered „as minors“ (e.g. 40-60 ECTS language acquisition), but as part of a minor in, say, literature & culture of „x“. Offer of tuition in smaller languages is also subject to demand, e.g. https://www.hu-berlin.de/en/studies/counselling/course-catalogue/programme-descriptions/asiafr?set_language=en (WD)	733668-733659-79004335

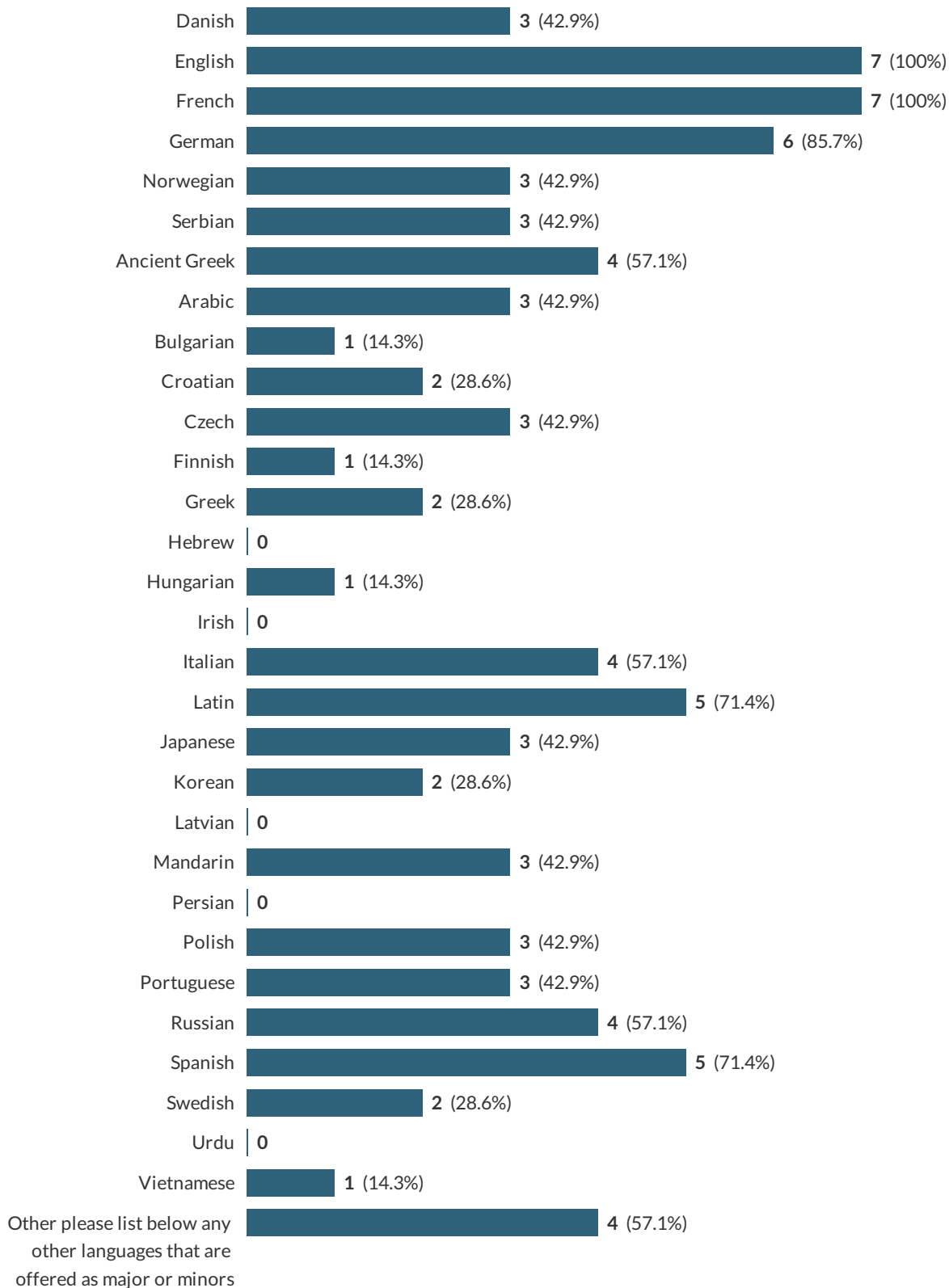
- 15 Do undergraduate students in your university have opportunities to participate in exchange programmes and take up internships, jobs, study with partner universities abroad?



- 15.a If you chose 'Other', please give details here:

Showing all 2 responses	
There is a grey area between internships (unpaid) and internships with payment, which can perhaps be considered "jobs".	733668-733659-76209386
We make good & wide use of ERASMUS and have exchange arrangements with most of our non-European partners. All programmes allow mobility, but few have built-in mobilities (mostly Lang/Lit & Area Studies); some subject combinations in combined degrees make mobility difficult due to phasing of compulsory modules at HU (WD).	733668-733659-79004335

-
- 16 Does your university offer a MASTERS in at least one language and culture? If so please choose all languages available.

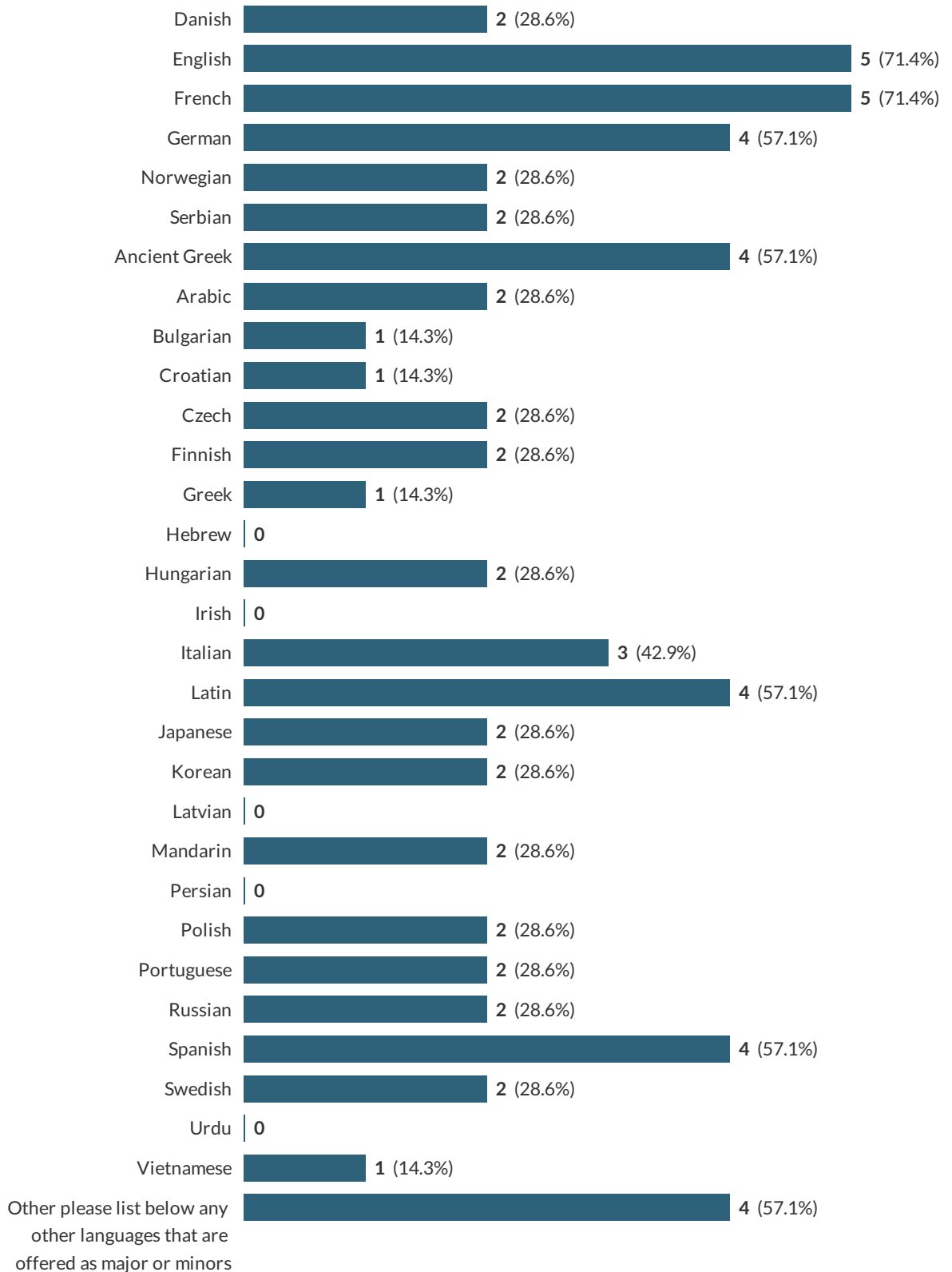


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

- 16.a If you also included 'Other' in your answer above please list here the other languages offered at MASTERS level:

Showing all 5 responses	
Macedonian, Slovakian, Slovenian, Old-Slavic, Albanian, Belarusian, Catalan, Ottoman Turkish, Ukrainian, Romani, Romanian, Sign language, Dutch.	733668-733659-75941797
Some of the selected languages are taught in Area Studies programmes rather than language programmes (e.g. Russian, Portuguese, etc.). Latin and Ancient Greek are part of the Classical Philology programme.	733668-733659-76209386
NB "Norwegian" is checked off, but the degree also encompasses Nordic languages such as Danish, Swedish and Icelandic. Also note: offering in Bosnian/Croatian/Serbian And Spanish/Portuguese	733668-733659-76619153
Dutch	733668-733659-77451958
Not quite sure what the „in“ refers to here - interpreted this as Masters degree in „Language“ as subject. Tuition in many of these is still mostly in German (WD)	733668-733659-79004335

- 17 Does your university offer PhD programmes in at least one language and culture? If so please choose all languages available.

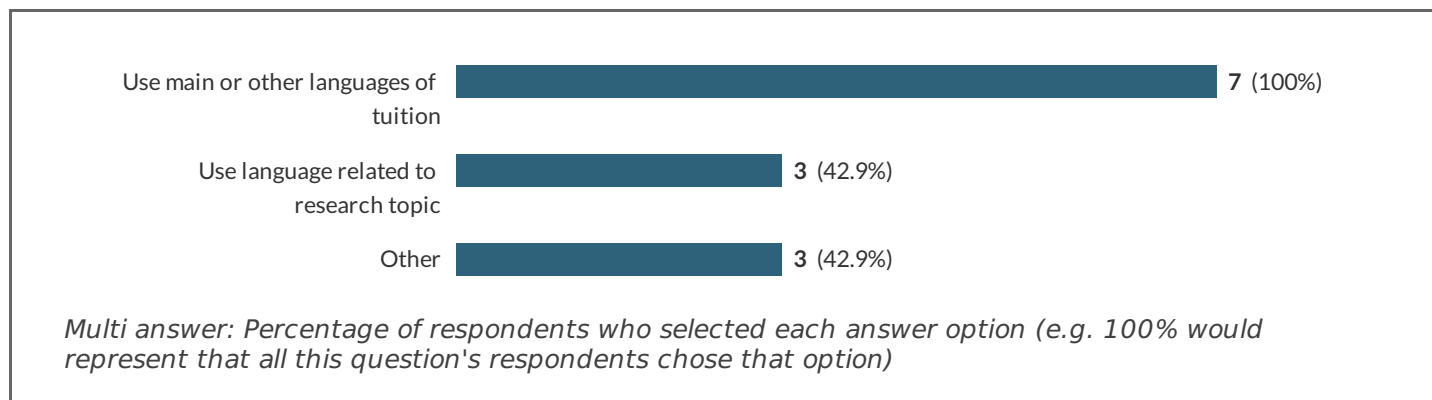


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

- 17.a If you also included 'Other' in your answer above, please list here the other languages offered at DOCTORAL level:

Showing first 5 of 6 responses	
Macedonian, Slovakian, Slovenian, Old-Slavic, Albanian, Belarusian, Catalan, Ottoman Turkish, Ukrainian, Romani, Romanian, Sign language, Dutch.	733668-733659-75941797
Ph.D. students can have Ph.D. projects related to a foreign language or culture, but there are not specific Ph.D. programmes for foreign languages (Ph.D. students working with foreign languages are normally enrolled in the Language, Linguistics and Cognition Ph.D. programme or in the Art, Literature and Cultural Studies programme).	733668-733659-76209386
"Language-related PhD programs" are offered by the Faculty of Humanities. The relevant language depends on the specific PhD position's requirements. PhDs are on fellowships.	733668-733659-76619153
It is possible for students to study other languages/cultures/societies at doctoral level but the language would not be the primary focus of the PhD.	733668-733659-77505230
Dutch	733668-733659-77451958

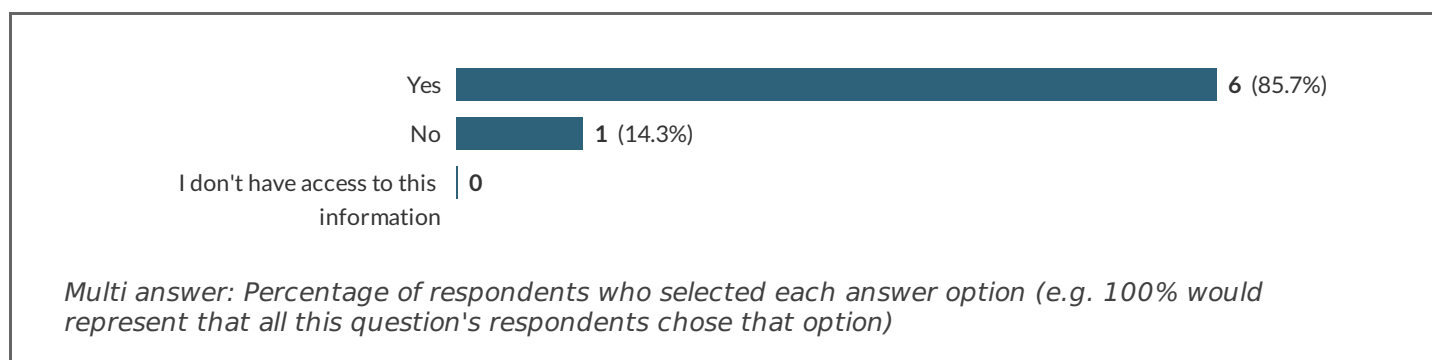
- 18 If a student registered at your university submits a PhD dissertation, what options do they have regarding the language the thesis is written in?



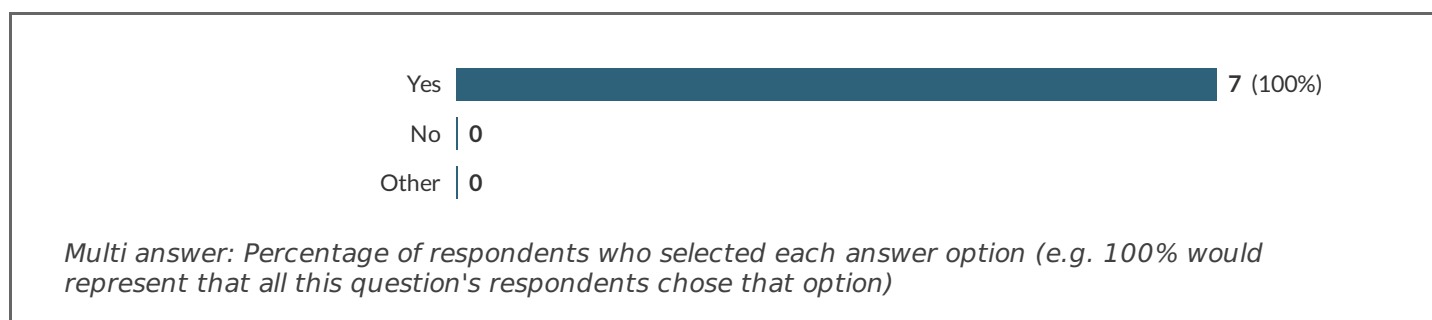
- 18.a If you chose 'Other' above, please explain including if there is a system of dispensation for students to be allowed to write in a specific language:

Showing all 3 responses	
Ph.D. dissertations can be written in Danish or in English. Through dispensation they can be written in a language related to research topic.	733668-733659-76209386
PhD's in English can be accepted, irrespective of the research topic (particularly in SET). Authorisation is granted by the relevant PhD Programme ("École doctorale").	733668-733659-76738974
The default language all theses and examinations is German (BA, MA, PhD) except for subjects where submissions in FL are required. Our general regulatory framework allows students to apply for submission in another language (where this makes sense and a local supervisor/examiner is available). Some cumulative PhD programmes require peer-assessed publications in international (English language) journals. (WD)	733668-733659-79004335

- 19 Do doctoral candidates have formal opportunities to study a language related to their area of research at your university?



- 20 Does your university offer specific programmes (other than language programmes) taught in a specific language such as for example International Law taught in English in a non-anglophone country?



- 20.a If you answered 'Other' please explain:

Showing all 2 responses	
For example we offer French Law and part of the programme is taught in France, etc.	733668-733659-77505230
HU Berlin's Law Faculty offers several Joint Masters degrees on comparative (German) law in English (WD)	733668-733659-79004335

20.b If you answered 'Yes' please list the programmes that are currently taught in another language or indicate an estimated percentage of programmes taught in another language:

Showing first 5 of 7 responses	
University of Belgrade offers or has offered 63 accredited study programmes in a foreign language (62 in English and 1 in French), which makes 15.29% of the total of 412 study programmes at the University. In 2021/22, the offer of the FL study programmes is in the following scientific areas: Architecture and Urbanism, Electrical and Computer Engineering, Petroleum Engineering, Metalurgical Engineering, Materials Engineering, Environmental Engineering, Biochemical Engineering and Biotechnology, Chemical Engineering, Chemistry, International Business and Management, International Master in Quantitative Finance, International Master in Business Informatics, International Master in Applied Economics, International Master in Taxation, Master in European Integration, Master in Public Procurement Management, Interdisciplinary Joint Master's Programme in Southeastern European Studies, Medicine, Dentistry, Pharmacy, Cosmetology, Pharmaceutical care, Pharmaceutical management and marketing, Pharmaceutical Sciences, European Politics and Crises Management.	733668-733659-75941797
There are 200 programmes in all, and 58 of them are taught in English (29%).	733668-733659-76209386
50% of all courses are taught in English.	733668-733659-76619153
- Paris Physics Master (2-year programme in English): 1st year common to all students, 2nd year in different fields: Physics of Nucleus, Particles, Astrophysics and Cosmology ; Nanotechnology & Quantum Devices; Physics of Complex Systems. - BSc in Chemistry (in French & German) - MSc Frontiers in Chemistry (2-year programme in English) - MSc in Life Sciences, Interdisciplinary Approaches to Teaching & Research (2-year programme in English) - MSc in Bioinformatics, In Silico Drug Design (2-year programme, 50% in English) - MSc in Biomedical Engineering (2-year programme in English) - MA in Linguistics, with two tracks: Theoretical & Experimental Linguistics;	733668-733659-76738974

Phonetics & Phonology (2-year programme, English friendly = can be taught in English if the audience prefers, and most required reading is in English) - MA in Film Studies (2-year programme taught both in French and English) - Master Erasmus Mundus EPOG+ (Economic Policies for the Global Transition) in English - BA in History (taught in French and German) - Master Erasmus Mundus NANOMED (Nanomedicine for Drug Delivery), in English - MSc in Earth & Planet Science (2-year programme taught partially in English) - University Degree (non national degree) in Anglo-American Business Law - University Degrees in French as a Foreign Language - University Degree in Interpreting & Language Mediation - University Degree in Transcultural Mediation	
under 1% only a few programmes have elements that are taught in another language	733668-733659-77505230

- 21** Does the university offer courses in languages for specific purposes such as French for Business or German for Engineering, etc.? If so please list which areas offer languages for specific purposes:

Showing first 5 of 7 responses	
All faculties within University of Belgrade offer language(s) for specific purposes. However, the choice of foreign languages for specific purposes is very restricted at most faculties. Mostly English is the only language available.	733668-733659-75941797
No. Only students who follow a programme in Business communication (e.g. International Business Communication in Spanish) have courses in language for specific purposes.	733668-733659-76209386
For instance, KIN2510 - Introduction to Business Chinese	733668-733659-76619153
- The Department of Applied Languages has a full programme (BA+MA) in Languages for Business. Two foreign languages required: English + second foreign language (German, Spanish, Japanese, Mandarin) - University Degree (non national degree) in English for Medicine - University degree in English for Business Communication - LSP courses can also be tailor-made via PERL, our online Language Resource Centre.	733668-733659-76738974
Yes - Management, Law	733668-733659-77505230

22 Are programmes in Linguistics offered and if so at what level?

No | 0

Yes  7 (100%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

22.a If you answered 'Yes', please indicate at what level programmes in Linguistics are available:

Undergraduate level  7 (100%)

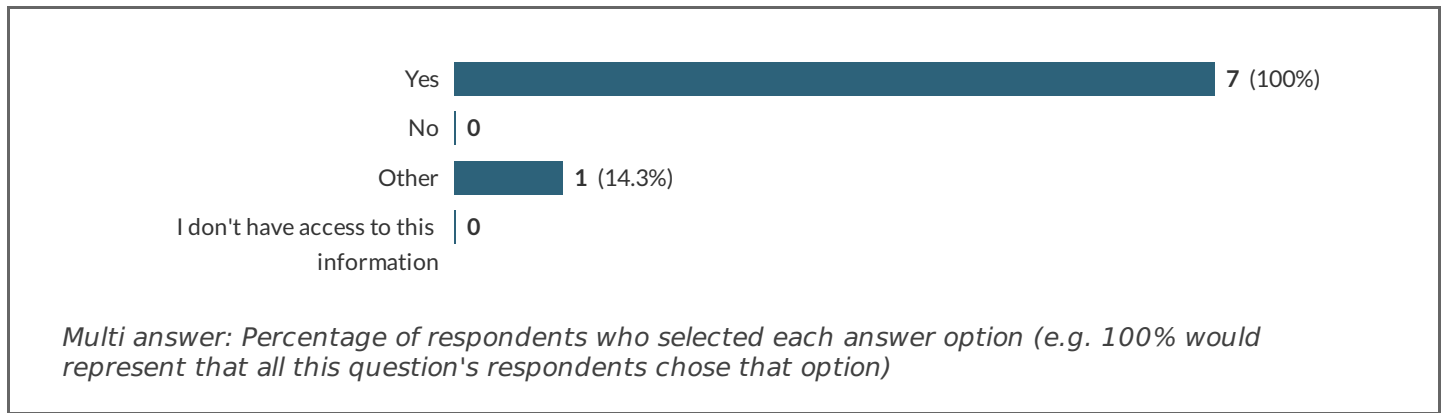
Postgraduate level  7 (100%)

I don't have access to that information | 0

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

22.b Is linguistics imbedded in certain degrees with specific modules in linguistics available for

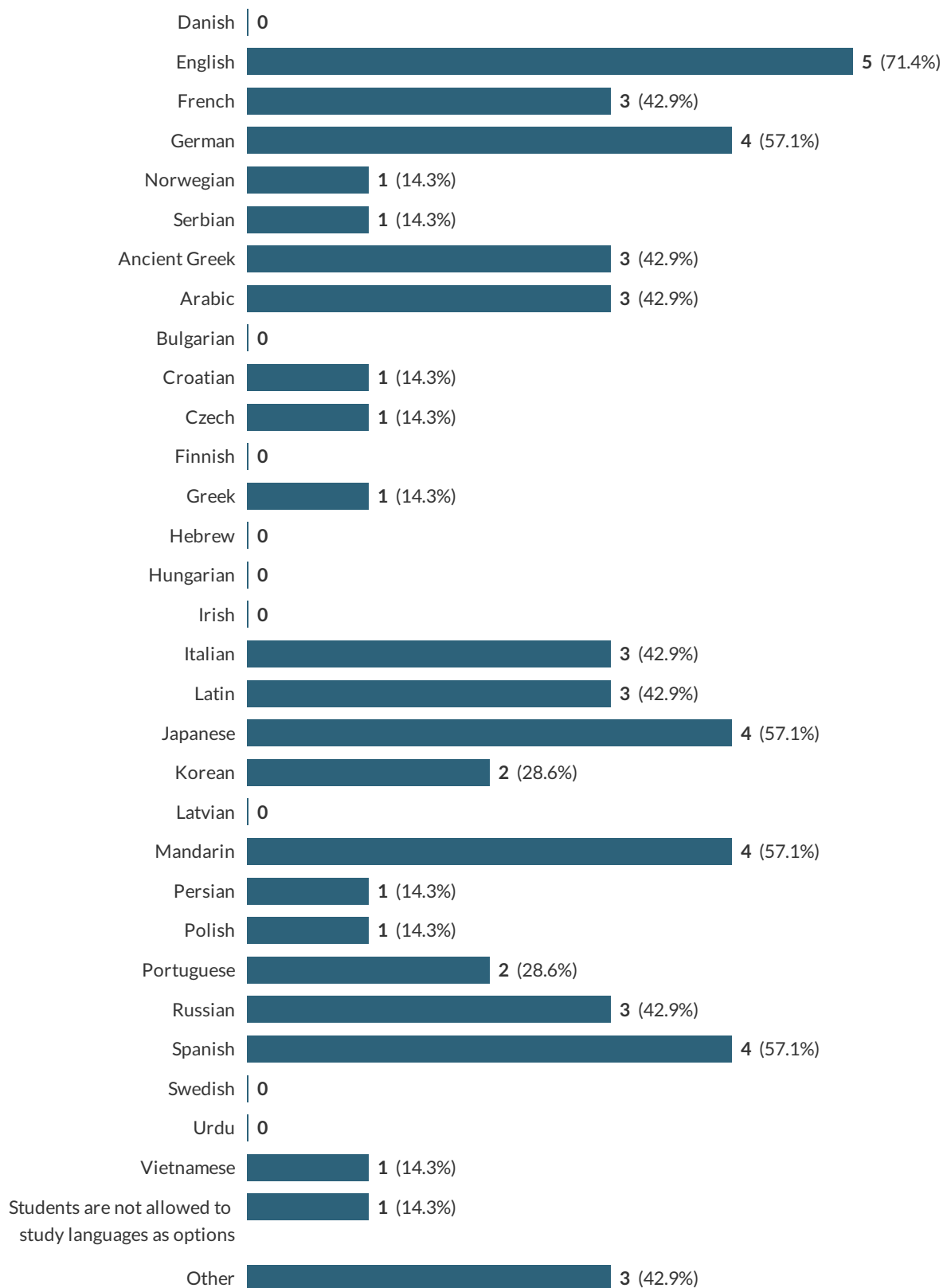
students to choose?



22.b.i If you chose 'Other' please indicate relevant information here:

Showing all 2 responses	
There can be subjects on linguistics in the language programmes and elements in linguistics in other programmes (e.g. Anthropology).	733668-733659-76209386
FL Linguistics is part of all FL offers, not optional - how would that be? (German) Linguistics is available as a major and single subject BA and is frequently picked by unassuming exchange students who expect a mix of language classes & handy hints on German syntax & grammar (as in the FL degrees).	733668-733659-79004335

23 Indicate the languages that students may study as optional modules for credit within their UG or PG programmes.

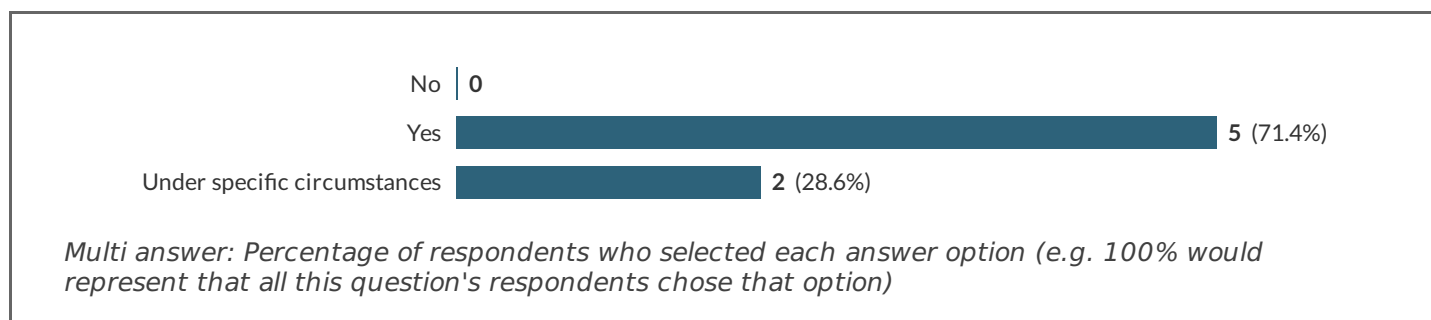


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

23.a If you chose 'Other' above please indicate which other languages are available for students to study as part of their degrees:

Showing all 4 responses	
Only one faculty (Teacher Education Faculty) within the University offers an English Language Module.	733668-733659-75941797
In theory, all of the languages offered at UiO. Including "other": Hindi, Turkish	733668-733659-76619153
Dutch, Turkish, Belgian French Sign Language	733668-733659-77451958
Students are entitled to choose up to 20% of their degree freely (as electives). They can receive credit for FL classes from the Language Center or a partner institution in this context. (WD)	733668-733659-79004335

24 Are staff able to register for language courses if they wish to learn a language for research/personal purposes?



24.a Please add any other relevant information:

Showing first 5 of 7 responses	
The teaching and administrative staff can apply for courses of English within the special Centre for Lifelong Learning. Otherwise, no.	733668-733659-75941797
They can follow courses in English.	733668-733659-76209386
In principle, yes, but needs to be cleared.	733668-733659-76619153
To be noted: U de Paris hosts a Confucius Institute, and we are paired with Wuhan University. It offers courses in Mandarin accessible to all	733668-733659-76738974
These are not free but depts may choose to pay so staff can take them for free. Groups of staff may also have language courses organised for them in a bespoke manner because of the needs of their posts.	733668-733659-77505230

24.a.i If you answered 'Yes' above, are the courses free to staff or must they pay a fee to access them?



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

24.b Do staff who do not speak the national/main language of tuition have access to language courses in that/those languages?



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

24.b.i Please add any other relevant information here:

Showing all 4 responses	
Within the Centre for Serbian as a foreign language.	733668-733659-75941797
To my knowledge there is no specific French courses/tracks for non French speaking staff.	733668-733659-76738974
To be noted: permanent jobs in a French university are accessible only via national exams for civil servants, which are open to French citizens only.	
Members of staff must speak English to be employed.	733668-733659-77505230
Concerns mainly researchers (working in English) who need to learn French	733668-733659-77451958

25 Are members of the wider community allowed to register for language courses (evening courses, continuing education)? If 'Yes', please indicate if they are free or if they are fee-paying.



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

25.a If you answered 'Yes' above please specify

Free to members of the public | 0

Fee to be paid by members of the public 5 (100%)

26 Do students and staff have access to a language resource centre for self-study purposes?

Yes 4 (66.7%)
No 2 (33.3%)
Other 1 (16.7%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

26.a If you chose 'Other' above, please add any relevant information here:

Showing all 2 responses

Students of languages have access to the libraries within their departments.	733668-733659-75941797
Access to online language resources (Moodle), "Espace L" (L for Languages) as a "hub" for informal language learning.	733668-733659-77451958

27 Do students and staff have access to a university virtual language resources hub?

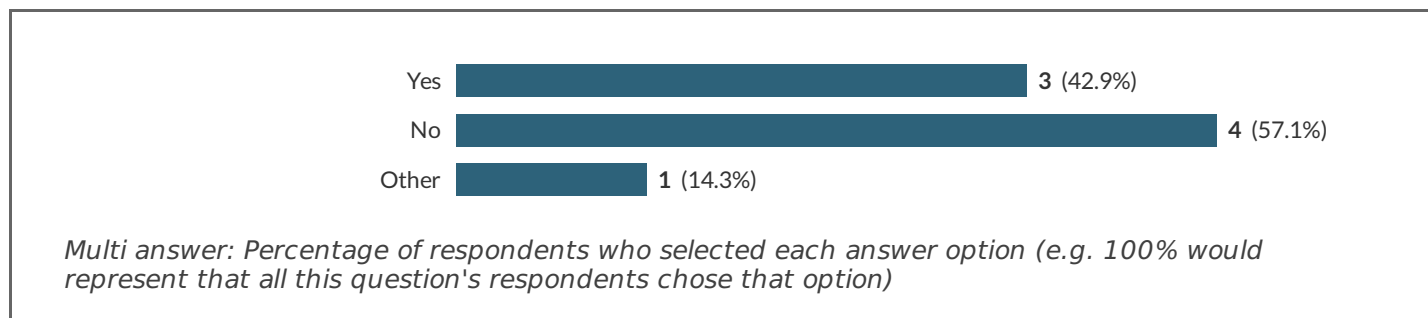
Yes 4 (57.1%)
No 3 (42.9%)
Other 2 (28.6%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

27.a If you chose 'Other' please add relevant information here:

Showing all 2 responses	
The library contains a comprehensive section for language-related material.	733668-733659-76619153
One should be available from 2022	733668-733659-77505230

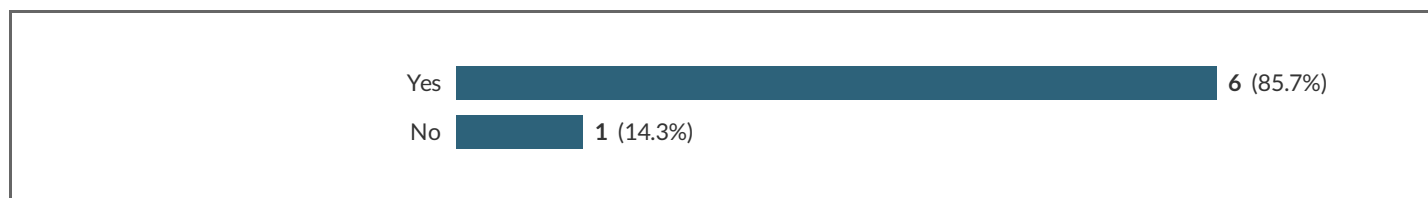
28 Are there official language tandems organised for either students or staff?



28.a If you chose 'Other' please add relevant information here:

Showing all 2 responses	
Unfortunately, the answer is no. It would be a wonderful idea to implement.	733668-733659-75941797
There are no official tandems, but the Student House has an informal Swap Language café and some of the foreign language programs can also have informal tandems.	733668-733659-76209386

29 Do the students have organised groups/clubs/societies/that are focused on specific nationalities/cultures?



30 We have reached the end of the survey please add any information you would like to be taken into consideration which was not covered in the questions above:

Showing all 4 responses	
Related to question 29 above, at the Faculty of Philology, we have various annual events in Francophonie, The International Slavic Centre and Russian Centre, and The Confucius Institute, which organise various events related to the respective languages and cultures.	733668-733659-75941797
Regarding question 25 : Evening classes for the general public is organised in a specific entity within the university called "Université du Temps Libre"—this is available in all French universities.	733668-733659-76738974
the survey captures information now but it might be interesting to seek to see if there are trends that indicate growth or attrition.	733668-733659-77505230
No access to the number of nationalities among UCLouvain staff, but 27% are international (two thirds within EU, one third outside EU)	733668-733659-77451958

ANNEXES

Survey « Students Have a Say: Circle U. Survey on Multilingualism and Language Learning in Higher Education », English version

Circle U. Survey on Multilingualism – Learning languages in higher education

Dear Students,

The Circle U. Think and Do Tank is a team of experts from 9 European universities who invite you to contribute to shaping the future of higher education by expressing your opinions on learning foreign languages.

The results of the survey will help us to influence public policy across Europe and improve language courses at our universities (Univerzitet u Beogradu / Универзитет у Београду, Universitetet i Oslo, Université catholique de Louvain, Aarhus Universitet, Universität Wien, Università di Pisa, Humboldt-Universität zu Berlin, King's College London and Université Paris Cité).

This survey was created by a research team at the University of Belgrade and has been further developed thanks to the contribution of other partners in the Alliance Circle U. If you have any questions concerning this survey or want to be informed of the results, you can write to ana-elvira.garcia-lopez@u-paris.fr

Please notice that when we are using the phrases « foreign languages » and « other modern languages », we mean the same.

This survey will take around 10 minutes.

There are 56 questions in this survey.

Your home university

Mark the appropriate answer or answers (where applicable).

*

Are you a student? *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No

Gender *

Choose one of the following answers
Please choose **only one** of the following:

- Women
- Men
- Other

Age *

Choose one of the following answers
Please choose **only one** of the following:

- 17-20
- 21-25
- 26-35
- 36-99

Field of studies

Choose one of the following answers
Please choose **only one** of the following:

- Humanities, Social Sciences, Arts, Interdisciplinarity studies
- Natural Sciences (Biology, Chemistry, Physics, Earth Sciences, Space Sciences)
- Formal Sciences (Computer Sciences, Mathematics, Logic)
- Professions and applied sciences (Medicine, Agriculture, Architecture and design, Law, Education, Engineering and Technology, Journalism, Social work, Public administration, Sports)

You are a student of _____. (*Multiple answers are possible*) *

Check all that apply
Please choose **all** that apply:

- Université Paris Cité
- Université catholique de Louvain
- King's College London
- Humboldt-Universität zu Berlin
- Aarhus Universitet
- Universitetet i Oslo
- Univerzitet u Beogradu
- Università di Pisa
- Universität Wien
- Other:

You are currently at the _____ level of studies. *

Choose one of the following answers
Please choose **only one** of the following:

- undergraduate/Bachelor
- graduate/Master
- postgraduate/PhD
- Other (specialisation)

Your first language(s) is/are _____. (*Multiple answers are possible*) *

Check all that apply
Please choose **all** that apply:

- French
- English
- German
- Danish
- Norwegian
- Serbian
- Italian
- Russian
- Spanish
- Arabic
- Mandarin
- Japanese
- Turkish
- Other:

In which country(ies) did you finish your pre-university education? *

Check all that apply
Please choose **all** that apply:

- France
- United Kingdom
- Germany
- Denmark
- Norway
- Serbia
- Italy
- Russia
- Spain
- North-African or Middle East country
- China
- Japan
- Turkey
- Other:

Your background in learning other languages

Mark the appropriate answer or answers (where applicable).

Have you learnt/are you learning either Ancient Greek and/or Latin and/or Old Church Slavonic? *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No

How many modern/foreign languages other than your first language(s) did you study during primary school? *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

How many modern/foreign languages other than your first language(s) did you study during secondary school? *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

How many modern/foreign languages other than your first language(s) have you studied/ are you studying / will you study within the official curriculum of your University studies (as mandatory)? *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

Which other modern/foreign language/s have you learnt within the regular education system (primary, secondary) so far? (*Multiple answers are possible*) *

Check all that apply
Please choose **all** that apply:

- French
- English
- German
- Danish
- Norwegian
- Italian
- Serbian
- Russian
- Spanish
- Arabic
- Mandarin
- Japanese
- Other:

Does your university provide preparatory courses for getting international certification in other modern/foreign languages? *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No
- I don't know

Do you intend to get an official certificate in any modern/foreign language outside your university? *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No

Did/Do you also take additional lessons in other modern/foreign languages outside the regular education system (in a language school, private lessons, etc.)? *

Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No

You take/took such additional lessons because... *(Multiple answers are possible)* *

Check all that apply
Please choose **all** that apply:

- My school, high school or university didn't offer the language I wanted to learn.
- I couldn't learn it well enough at school, high school or university.
- For family reasons.
- I needed it for working or because of my future profession.
- I needed to prepare for getting an international certificate.
- Other:

You can actively use _____ modern/foreign languages (in spoken and written communication). *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

You can passively use _____ modern/foreign languages (you can understand spoken and written language). *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

You are currently learning the following language(s) within the regular university curriculum (as obligatory or optional obligatory). *(Multiple answers are possible)* *

Check all that apply
Please choose **all** that apply:

- French
- English
- German
- Danish
- Norwegian
- Serbian
- Russian
- Spanish
- Italian
- Swedish
- Mandarin
- Japanese
- Portuguese
- Arabic
- Turkish
- None
- Other:

Among other language(s) you are already learning /have learnt at University, you would like to learn within the regular university curriculum _____. (*Multiple answers are possible*). *

Check all that apply
Please choose **all** that apply:

- French
- English
- German
- Danish
- Norwegian
- Serbian
- Russian
- Spanish
- Italian
- Swedish
- Mandarin
- Japanese
- Portuguese
- Arabic
- Turkish
- None
- Other:

You would also like to learn the following languages as optional/extracurricular within the University system: (*Multiple answers are possible*) *

Check all that apply
Please choose **all** that apply:

- French
- English
- German
- Danish
- Norwegian
- Serbian
- Russian
- Spanish
- Italian
- Swedish
- Mandarin
- Japanese
- Portuguese
- Arabic
- Turkish
- Non
- Other:

You would like to learn very well _____ modern/foreign language(s) for general/everyday purposes within your University studies. *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

You would like to learn very well _____ modern/foreign language(s) for specific/professional purposes within your University studies. *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

Within your current University programme, you will learn _____ languages designed specifically for your future

profession (e.g., Serbian for engineering, Danish for business, etc.). *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

Apart from the language(s) you already know, you would like to learn or improve in the following language/s for specific/professional purposes: (*Multiple answers are possible*) *

Check all that apply
Please choose **all** that apply:

- French
- English
- German
- Danish
- Norwegian
- Serbian
- Spanish
- Italian
- Mandarin
- Japanese
- Portuguese
- Arabic
- Russian
- Swedish
- Turkish
- None
- Other:

Your opinion about language learning

Mark the appropriate answer or answers (where applicable).

(1 = disagree, 2 = undecided, 3 = agree, 4 = strongly agree) (I do not know)

Mastering the national official language(s) of the country where your home university is located is enough. *

Choose one of the following answers

Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

Learning English as a modern/foreign language is enough. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

Some courses at University should be taught in languages other than the national official language(s) and English. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

Knowing more than one additional language/foreign language is important for our interdisciplinary development. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

Pre-university education should include _____ modern/foreign languages as mandatory. *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

University education should include _____ modern/foreign languages as mandatory. *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

Schools, high schools and universities should additionally offer optional modern/language courses. *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No

Do you think that the regular education system (secondary and university) should provide official certification (equivalent to international certification: B2, C1, C2) in modern/foreign languages? *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No

Today, people should be able to use actively _____ modern/foreign language(s). *

Choose one of the following answers
Please choose **only one** of the following:

- 0
- 1
- 2
- more than 2

Universities should offer courses of modern/foreign languages for general/everyday purposes at _____ level(s) of studies. *

Choose one of the following answers
Please choose **only one** of the following:

- undergraduate/Bachelor
- graduate/Master
- postgraduate/PhD
- all
- none

Universities should offer courses of modern/foreign languages for specific/professional purposes at _____ level(s) of studies. *

Choose one of the following answers
Please choose **only one** of the following:

- undergraduate/Bachelor
- graduate/Master
- postgraduate/PhD
- all
- none

Your attitude towards the value of knowing foreign languages

Choose one answer below each statement:

(1 = disagree, 2 = undecided, 3= agree, 4 = strongly agree) (I don't know)

Knowing other languages can help us avoid misunderstandings in the social, cultural, religious, professional and political spheres. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

It is important for conducting and promoting dialogue. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

It helps individuals to be more resilient in times of crisis. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

It can prevent polarisation or violent extremism. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

It can help us to identify fake news/disinformation/hate speech. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

It can help us to be more innovative. *

Choose one of the following answers
Please choose **only one** of the following:

- 1

- 2
- 3
- 4
- I don't know

It can help us to solve complex problems. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

It can help businesses/industries to achieve success. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- Agree
- 4
- I don't know

It can help achieve international agreements in the political sphere. *

Choose one of the following answers
Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- I don't know

The way you have learnt/learn foreign languages

Mark the appropriate answer or answers (where applicable).

You prefer learning foreign languages... *

Choose one of the following answers
Please choose **only one** of the following:

- face to learning

- online learning
- both

You prefer learning online by... *

Choose one of the following answers
Please choose **only one** of the following:

- following a live course or module
- consulting virtual materials on your own
- both
- I don't like online learning

You sometimes use machine translation software. *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No

Apart from languages courses, what works best for you to learn modern/foreign languages is/are: *(Choose up to three options below)* *

Check all that apply
Please choose **all** that apply:

- Books / magazines
- Newspapers / News websites
- Films / documentaries / TV / tutorials / video games
- Music / podcast / radio
- Webinars / conferences
- Social networks/ forums
- Travelling / attending festivals abroad / living abroad
- Working/studying
- Personal relationships
- Language learning apps

Your motivation to learn other languages

Choose up to five options below:

Your motivation to learn other languages: *(Choose up to five options below)* *

Check all that apply
Please choose **all** that apply:

- Work opportunities or career/professional development
- Personal growth/development as a human being
- Access to alternative sources of knowledge
- Understanding other cultures
- Intellectual enrichment
- Appreciation of the "beauty" of language
- Meeting new people / Improving personal relationships
- Development of critical thinking / problem-solving capacities
- Development of creativity
- Development of conflict mediation and negotiation skills
- Development of communication skills

The main obstacles you have found/find in learning other languages

Choose up to three options below:

The main obstacles you have found/find in learning other languages: *(Choose up to three options below) **

Check all that apply
Please choose **all** that apply:

- There are timetable clashes at the University that do not allow me to study languages courses.
- I am too busy.
- I cannot pay for good courses or ressources.
- It's difficult to find relevant courses or ressources
- I don't like making mistakes in other languages.
- It takes great effort for a long period of time.
- I am not interested in learning other languages

Your participation in other Circle U. surveys

Would you agree to participate in similar surveys organised by Circle U. researchers in the future? *

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No

If your previous answer was "Yes", please provide your e-mail address, so that we can contact you. *(Your e-mail address will*

not be used for other purposes and will not be shared with third parties other than Circle U. universities).

Please write your answer here:

If you have any comments concerning this survey, please use this space:

Please write your answer here:

Thank you very much for your participation in this survey.

Share the questionnaire with your friends! Your opinion counts!

Multilingualism Task Force, Circle U. Think and Do Tank

Submit your survey.

Thank you for completing this survey.