

## **External factors influencing the development of mother language skills outside of the language environment in modern Europe.**

This article deals with the language policy of the European states and other external factors influencing the development of mother language skills outside of the language environment. Modern Europe - is a multicultural and multilingual world where thousands of peoples from all over the world are neighboring with each other. And therefore today we can safely say that multilingualism is an important characteristic of the European states. Today the EU has 24 official languages and over 60 regional and minority languages, which are used by about 40 million people.

The official website of the European Union <http://europa.eu> specifies two main directions of the multilingualism policy ([http://europa.eu/pol/mult/index\\_en.htm](http://europa.eu/pol/mult/index_en.htm)):

1. Preservation of the rich diversity of European languages. The legal basis for the implementation of this direction is the European charter for regional or minority languages.

2. Promotion of language learning. One of the objectives of the multilingualism policy is formulated in the following way: every European speaks two languages in addition to a native language. Here on the EU website the best way to achieve this goal is given: introduction of foreign languages for children to be learned at a tender age, which has a beneficial effect on the capability of speaking foreign languages by children as well of speaking their mother tongue.

Analysis of the official EU documents demonstrates that the pan-European linguistic policy is aimed at maintaining bilingualism and multilingualism, in particular children's. This trend is reflected in the educational policy of each of the European countries - in programs and other official sources.

However, we are concerned with the real situation in Europe: which support is rendered to immigrants in the area of teaching native language to their children? Does a government set a goal - the development of bilingual (multilingual) citizen? Or all of these promising targets can only be seen on paper?

To answer these questions, we made some research and surveys in the countries participating in the project "Leo Effect. Learn from each other effectively". Below we present the results of these studies.

## **Situation in Norway.**

### *Legal documents governing the issue of studying and teaching a native language.*

#### *Theory and practice.*

Modern Norway is a multinational and multicultural society where dozens of languages, beliefs, and worldviews are clashing with each other. Welcoming more and more migrant workers and refugees, and having nurtured the third generation of Pakistani immigrants, Norway develops its own view on the problem of new immigrants' integration in the modern society. The question of integration and cultural diversity is a complex and profound question, but we are going to bring up only one part of it - the learning of a native language outside a language environment. We are, as not Norwegian parents, interested in the question: "Will my child be able to learn a native language in this country?" Doesn't the state create obstacles and impediments towards the realization of a national originality?

Today, the Norwegian society faces an important task: to teach Norwegian language to children of immigrant parents, to provide them with a high-quality Norwegian education, but at the same time not to infringe upon their national rights - the right to preserve their native language and culture. In other words, a modern Norwegian educator (teacher, school principal, etc.) shall perform a task which seems to be impossible - to help a little "alien" sit on two chairs: to become an equal member of the Norwegian society and not lose his/her national authenticity. The work of a Norwegian school on this issue is governed by a special legal instrument - the "Law on secondary and vocational education", namely §2-8<sup>1</sup>.

According to this document, every child who is coming to Norway, is entitled to have special, adjusted education to the Norwegian language and teaching of his/her mother tongue. This is a theory. In practice, however, according to many researchers (C. Bjelland, Øzerk, Schultz), a decision is made by a commune, namely a director of this or that school. Unfortunately, the reality is that not every school in Norway has resources to organize "special classes" for children of immigrants, and not every school at all has native speaker teachers of Hindi or Russian language, who can teach a mother language for a new student from Pakistan or Russia. It is a school management which determines Norwegian language skills of a pupil, and if a director has an opportunity to send a pupil to the special lessons at a nearby school or to offer two hours of assistant's help, he/she will do it. If not, a child immediately gets into an ordinary Norwegian class. In practice, it turns out that many schools in various parts of Norway are teaching children who do not know a word in Norwegian, but nevertheless they attend classes on nature, history, religion, or mathematics. Such a sudden exposure may have its advantages, but the fact remains –children receive no special training in Norwegian language or

---

<sup>1</sup> Lov om grunnskolen og den vidaregåande opplæringa (opplæringslova) (dated of 01.08.2014), §2-8 "Special language education for language minorities students" (Særskild språkopplæring for elevar frå språkleg minoritetar).

mother language. Thus, in this pedagogical model a native language is only a tool which is applied to master Norwegian. And the result of such education is “monolingualism” (Baker, 2006).

***Whose responsibility is studying of a native language?***

From all has been said it follows that the task of teaching a native language and native culture becomes a responsibility of parents. That is why today all sorts of private schools and organizations are so popular. For example, in Oslo there are international, French and German schools, giving secondary education in two languages, as well as many schools of additional education, including “School of the Quran” and weekend schools offering education in Russian, Polish or Chinese. Attendance of these schools requires financial expenses and additional efforts from a child.

However, the Norwegian government does not down grade the importance of learning a native language. An eloquent testimony of this is financing different projects focused on study of native languages (for example, “Russian native language as a foreign language”, Kirkenes, 2007-2010).

***Other external factors influencing the process of native language skills development.***

***The demand on the labor market.***

Why is it so important to teach two languages to a child: a native and Norwegian? Do children and their parents have the only one purpose: to preserve a national authenticity and connection with a homeland? Or they are driven by something else? Today for many parents it is not a secret that having a good command of two or more languages gives their children a lot of advantages compared to monolingual children. We know that bilingual children quickly learn new languages, achieve better success in mathematics, and they are more creative. They have a better ability to maintain concentration, switch attention, ignore distractions. Undoubtedly these advantages are worth all the work and efforts. However, there are other reasons that compel parents to invest their energy and money in native language training of their children. These are practical reasons, such as competitiveness in the labor market, advantages in choosing a profession and an opportunity to move up the career ladder in the future. In the above mentioned example with the project in Kirkenes, parents deliberately sent their children to Russian language courses, because knowledge in the Russian language gives them an opportunity to work in the field of trade, politics and tourism. A person who speaks both Norwegian and Russian as native languages is a valuable employee in the northern region, where the relationships with Russia are so important.

Today many researchers have raised the issue of “commodification of the Russian language in the world”, which is devoted to the “popularity” of the Russian language in tourist countries. Over the past 10 years the flow of the Russian speaking tourists in different countries around the world has increased significantly, and as a consequence we often find advertisements, menus and announcements in Russian, Russian speaking salespeople and service personnel of hotels. According to the opinion of many researchers (Castells M., Landry R. and Richard YB, Shohamy E. and DurkGorter), communication with a client in his/her native language is of a great profit to a seller. In addition, it is a known fact that tourists from Russia on CIS countries spend more money on entertainment and

souvenirs, comparing to other tourists. That is why the Russian language is so valued in tourism and petty trade today, and today no one is surprised by Russian speaking salespeople in Turkey, India, Barcelona or Bulgaria. In this situation people who speak Russian as a native language along with a state language of a country, possesses special advantages. With a good education, he/she can count on good positions in various public and private structures. For example, at the university in Norway, located in a major northern city Tromsø, there is a so-called “Russian direction” - a program that offers a bachelor's degree or a master's degree. This program trains a professional who perfectly speaks Russian, being an expert in the history, culture and politics of Russia. After graduating from this program this specialist can work in international organizations, in the political and military spheres, companies cooperating with Russia and other Russian speaking countries.

However the analysis of the linguistic landscape <sup>2</sup>and the modern labor market in Norway proved that the Norwegian and English languages are still predominant. An exclusion is Kirkenes town, where Russian is widely represented, as well as ten northern communes where the Sami is an official language along with the Norwegian one. These communes are appreciating staff ready to provide services in the Sami language. Our analysis of vacancies generally in Norway showed that the main requirement for applicants is a good command of the Norwegian language. Also among the requirements to well-paid management positions is proficiency in English. And, as practice shows, in some spheres of work (IT industry, restaurant business) just English is enough. We didn't find job advertisements requiring knowledge in three or more languages (see Appendix 1).

Questioning the students of the Russian language and culture center in Oslo (<http://www.russisksenter.no>) showed that all children believe that Russian language skills can be useful to them in future, although the process of learning is not easy and requires some effort from them (see. Appendix 2).

### ***Conclusion:***

The issue of bilingualism and multilingualism is one of the most vital both in the scientific and educational circles in Norway. Nowadays in the country there is a “National centre for multicultural education” and the center “Multiling” at the University of Oslo. In addition scientific researchers of different higher educational institutions across the country do researches devoted to the process of learning a mother tongue in comparison with the Norwegian language, relations of multilingualism and possible verbal delays, teaching of the Norwegian language in a multilingual environment. More and more researchers tell about the benefits for a bilingual child. Many of them claim that a mother tongue is necessary to master the Norwegian language quickly, for a comfortable psychological state of a pupil and full development of his/her personality (Øzerk M.R, Sand T.). But in reality we see that good oral and written native speech depends only on the motivation of a child himself/herself and his/her parents' hard work. The task of a school is to bring up an integrated citizen of Norway, and the preservation of a language and culture is a private business of a family.

---

<sup>2</sup>The term “linguistic landscape” means names of streets, billboards, signs on shops, state institutions, announcements, presented in this or that town. (Landry and Bourhis, 1997, c.25)

### ***Situation in France.***

This section will provide an analysis of the language situation in France, made by the head of the “Centre de développement bilingue LOGOS” in Paris Irina Krivova in cooperation with the head of “Aliance Russe” in Nice Olga Solntseva. We will cite quotations from unpublished works of the authors.

#### ***France is a country of monolingualism***

According to the opinion of I. Krivova and O. Solntseva, “France is a country that is largely subordinated to the ideology of a single state language - French. Language policy of France is based on the monolingualism. First of all, it is stated in the Constitution of the French Republic: in 1992 the Article 2 was amended by the paragraph “French is the language of the Republic”. Historically, this is due to the fact that French was one of the instruments to unite the country and form the entire political structure of the state after the French Revolution of 1789. Today French is the dominant language in everyday life - virtually the entire population of the country speaks French, and this language completely dominates the political life, spheres of education and culture”.

In everyday life of modern France regional languages and languages of immigration are co-existing along with French. “The regional languages are taught in France since 1951 in primary and secondary schools as part of the general program of language teaching. But the social demand (choice of parents) for the most of them is so small (except for Breton, Corsican and Alsatian) that education, according to the opinion of many researchers, is not an effective means to preserve them. According to the data of 2003-2004 year in elementary school only 1.34% of pupils were studying a regional language (for comparison: 79.7% choose English). An exception is the Corsican language: on Corsica 92% of junior school pupils learn the language”.

#### ***Immigration languages.***

“About five years ago in France they began to talk not only about historical languages of France, but also about languages of immigration. There are two possibilities in the education system of France to learn immigration languages. The first one is a program which is practically invalid “Teaching of a native language and culture” (ELCO - Enseignement des langues et des cultures d'origine), the second one is learning a native language as a foreign one, if it is included in the official list of foreign languages taught in France. There is no third way”.

“The program “Teaching of a native language and culture” was established in 1973 and the conditions for its implementation are fulfilled in accordance with the agreements that were signed by France with eight countries of emigration: Portugal (1973), Italy and Tunisia (1974), Spain and Morocco (1975) Yugoslavia (1977), Algeria (1982). In general, this program was never able to fit into the French educational system: the teaching of native languages is conducted after-school, teachers are

not included in the French system, but are selected and paid by a country of emigration; France has never given much attention to this program. Across the country no more than 200 classes were opened within this program, which is negligible”.

“A native language might have better luck if there is an opportunity to learn it as a foreign language. The list in 2004 was limited to the 9 languages.

This luck has a downside: children, who already have a good command of a native language (or at least a spoken level), being in classes where a language is taught as a foreign language, disturb the learning process (for example, the Russian language)”.

### *A few positive examples:*

“In France there are four “International Lyceums”, which in addition to the basic educational program teach immigrants in French: Lycée International de Saint-Germain-en-Laye (near Paris), Centre International de Valbonne (near Nice), Lycée International des Pontonniers (in Strasbourg), Cite internationale de Lyon (in Lyon). International lyceums have many departments - “sections” (for example, in the Lyceum near Paris there are 13 of them: American, British, Italian, German, Dutch, Spanish, Portuguese, Swedish, Norwegian, Danish, Japanese, Polish and Russian). Additional lessons are conducted in a language of the section on the history and literature of a foreign language country and amount 8 hours per week. In Nice at the International Centre in Valbonnethere are 5 sections: Anglo-American, German, Spanish, Italian and Russian (opened in 2008). In Strasbourg there are 6 sections: German, English, Spanish, Italian, Polish and Russian. In Lyon there are 7 sections: English, Spanish, German, Italian, Japanese, Polish, Portuguese. Lessons in the Russian language and literature in these departments are organized only in 3 classes of the upper secondary school, remarkably on a very good level, practically as “in Russia”.

In Nice, starting from September 2013 under the project of the national education of France “Cœur de ville internationale” 5 international sections were opened in junior and senior schools (Arabic, Italian, Portuguese, Russian, Chinese). Additionally, 3 hours of language classes, 3 hours of literature and 2 hours of history were introduced. The Russian language is taught in the junior school Ecole Ronchèse and in the secondary school Collège Vernier. It was assumed that in these schools a native language of immigrants would be taught, but still programs teaching a language as native are missing, and mostly the sections are enrolled with children who want to study a language as a foreign one. Directors of these schools, as it was revealed in a private conversation, do not understand or do not accept differences in teaching a language as a mother tongue and as a foreign language. Russian sections of these schools are not popular among Russian-speaking parents - no special programs, mixed classes, a bad reputation of educational institutions, poor location. It is obvious that the original purpose of these sections - preparation for the pupils to enter the International lyceum in Valbonne will not be achieved.

Private bilingual schools (mostly with English) and linguistic schools of additional education based on the association –both do not have a governmental support - are increasingly enjoying success”.

### ***Demand for speaking two and more languages in France***

Analysis of the linguistic landscape and the labor market, held in Paris and Nice, has shown that multilingualism in such a touristic country like France, is of a greater demand, than in Norway. Thus, in thirteen of the fifty job advertisements speaking three or more languages was required (see Annex 3, 5). In touristic areas Italian and Russian are represented along with French and English. Children, who study the Russian language in the additional education schools “Solnyshko” ([http://www.alliancerusse.fr/?page\\_id=14&](http://www.alliancerusse.fr/?page_id=14&)) and “AlyeParusa” (<http://alye-parussa.fr>) also indicate that the Russian language skills can be useful to them in future (see Annex 4,6).

### ***Conclusion:***

As we can see, in France the real situation does not reflect the official policy of the state. Thus, according to the opinion of I. Krivova and O. Solntseva, “in the public system of France there is no possibility to study a native language as a native one. The state does not support private institutions, the French education system is not effective. Minority languages have to fight to survive. And in order to preserve languages in a family, it is necessary to change public opinion”.

### ***Situation in Spain.***

The following is an analysis of the language situation in Spain, made by the “Center of the Russian language and culture named after A.S. Pushkin” in Barcelona ([http://www.centroruso.es/index\\_ru.html](http://www.centroruso.es/index_ru.html)).

“The Article 3 of the Spanish Constitution, adopted in 1978 after the overthrow of Franco dictatorship, says as follows:

1) Castilian (Spanish) is an official language of Spain. Spanish citizens are obliged to know it and are entitled to use it.

2) The other languages of Spain are considered to be official in the respective autonomous communities according to their legislation –these are Catalan, Basque, Galician, Valencian, Asturian, Andalusian and others.

Based on the foregoing, it is obvious that after the overthrow of Franco dictatorship the Spaniards officially live in a situation of bilingualism, legalized by the Constitution of the Kingdom of

Spain. Bilingualism is especially manifested in Catalonia and the Basque Country. And this is understandable, because these autonomies have been struggling for a long time for independence and secede from Spain. But if in the Basque Country the Basque language is spoken by only 25% of the population, in Catalonia this figure exceeds 90%. However this is a political aspect of the problem, and linguistically all the Catalans and Basques know Spanish very well, which does not prevent, but rather helps their children to study a native language. School programs in these autonomies have an equal amount of hours per week - Spanish and, for example, the Catalan. When new subjects are introduced, each pupil has the right to select a language to study them. In public schools pupils are also choosing an additional foreign language (English, French or German)".

In recent years the Russian language is becoming more and more popular in the touristic sphere. Russian as a foreign language in Spain is learned at the state universities of Madrid, Barcelona and Granada, the state institutes of foreign languages and in private language schools and centers.

Labor market analysis of modern Spain showed that from 50 vacancy announcements 35 required knowledge in two languages (see Annex 7). Children studying Russian in the "Center of the Russian language and culture named after A.S.Pushkin" also indicated that the Russian language skills can be useful to them in future (see Appendix 8).

### ***Conclusion:***

Being bilingual in Spain is a norm. Bilingualism of this country is a historically constituted reality and an influx of new immigrants makes the language palette of the country more diverse.

### ***Situation in the Netherlands.***

According to the research of the "Pushkin school" representatives in Leiden (<http://www.poesjkinschool.nl/ru/>) the language situation in the Kingdom of the Netherlands is as follows: "About 90% of the population speaks at least two languages - Dutch and English, 75% knows two extra languages (German and French), and 35% - speaks more than three languages thanks to the system of education and immigration".

### **Multilingualism in the education system of the Netherlands.**

"In the primary education system the main language is Dutch, English is a compulsory subject as a second language, moreover, many schools provide the opportunity to learn German, French and Spanish. Along with the Dutch primary schools in the country there are British, American, German, French, Spanish, Turkish, Polish and other national schools offering education in national languages, as well as there are international schools (International Baccalaureate, Schools) offering learning in English.

In secondary schools two languages are compulsory - Dutch and English, German and French are offered along with them, in gymnasiums Latin and Greek are added. During final exams, students have the opportunity to pass exams on knowledge in a native language together with the Dutch language.

In higher educational institutions, in addition to the listed languages, Spanish, Russian, Italian, Arabic and Turkish can be chosen optionally. 5% of teaching in higher education is carried out in English, and about 5% in two languages, English and Dutch. There is a tendency of transition of teaching and learning into English to facilitate the recognition of diplomas at the international level.

All Dutch universities opened international faculties offering a wide range of disciplines to study. Students of over 100 nationalities are studying at the universities. The main language of teaching is English.

In the Netherlands dozens of organizations link their activities with the promotion and development of language teaching. For example, in *Levende Talen* (Living languages) 13 languages are represented, this organization was established in 1911 and has over 3,500 members”.

Analysis of the labor market in the Kingdom of the Netherlands, represented by the “Pushkin School” in Leiden reflects the situation described above. It showed that speaking two or more languages in the country is a required skill to receive a well-paid job (see Appendix 9). Communication in the country is conducted in two languages - Dutch and English, but in the cafes and shops the other languages may be heard, in particular - Russian. Almost all the students of the “Pushkin School” are interested in learning the Russian language and believe that knowledge in the language can be useful to them in future (see Appendix 10).

***Conclusion:***

In the Netherlands the status of English is incredibly high. The language situation in this country is the best illustration of the EU main goal – to bring up an educated citizen of Europe, speaking several languages.

***Conclusion. Multilingualism policy in Europe. Theory and reality.***

Analysis of the language policy and the real situation in Norway, France, Spain and the Netherlands has shown that multilingual education of a European citizen is mainly a task of a family. State educational institutions do not provide sufficient support in the issue of mother-tongue education. However, fortunately, the practice shows that the number of additional education schools students (which are the “Solnyshko”, “Alyeparusa”, “Center of the Russian language and culture in Oslo”, “Center of the Russian language and culture named after A.S. Pushkin”, “Pushkin school”) is growing every year. Moreover, new schools are being opened, that indicates the demand for the services of such institutions and desire of parents to preserve and forward a native language to future generations. All this suggests that preservation and promotion of native languages study is not a problem of the state, but rather of the immigrants themselves. At the moment they seem like coping with it.

*Margarita Olnova*

*Teacher of the “Center of the Russian language and culture in Oslo”*

**An analysis of “external factors” that influence learning of the second language in the European countries.**

**“Center of the Russian language and culture in Oslo”**

Dear colleagues, to accomplish the tasks set within the project “Leo Effect. Learn from each other effectively”, we need to analyze the experience of all participating countries.

Please fill in the questionnaire based on the situation in Your country.

**Questionnaire for the school**

<p><b>1. Write down what languages are used in everyday communication in Your country: in shops, transport, cafes.</b> Norwegian, English</p>
<p><b>2. What languages are used to provide information for tourists? What languages are used by employees of the service sphere: waiters, hotel employees, sellers of tourist shops and so on?</b> Norwegian, English</p>
<p><b>3. In which languages educational programs in higher education institution are available in your country?</b> Norwegian, English</p>
<p><b>4. Select the most well paid professions in Your country.</b> Lawyer, dentist, engineer, company managers</p>
<p><b>5. Do children pass exams on knowledge in foreign languages when graduating from a school? What languages?</b> English and the second language (at option) (French, Spanish, German), or native language (37 languages)</p>
<p><b>6. Please, find and analyze 50 job advertisements (in a newspaper or on the Internet). Select the ad with the salary offer above the minimum, and answer the following questions:</b></p> <ul style="list-style-type: none"> <li>- How many advertisements require a candidate to speak <b>two</b> languages? 40</li> <li>- How many advertisements require a candidate to speak <b>three and more</b> languages? 0</li> <li>- How many advertisements <b>do not</b> require a candidate to speak any foreign languages? 10</li> </ul>
<p><b>7. Is it possible to find print press in Your country in foreign languages? Which languages? Is it easy to buy?</b> Sold only in special kiosks. In English, German, French, Arabic, Spanish.</p>
<p><b>8. Are there any public (free) schools and kindergartens that offer education in foreign languages?</b> No</p>

Appendix 2.

**Questionnaire for children over 7 years studying the Russian language.  
Totally the questionnaire was filled in by 25 pupils of the “Center of the Russian language and culture in Oslo”**

<b>Part 1</b>			
1. At home I speak the following language (languages): Russian– 8 Norwegian- 17			
2. I am a boy / girl ( <u>underline as appropriate</u> ) 10- 15			
3. I live in the country (Norway): 2 years – 2pupils More than 2 years – 23 pupils			
<b>Part 2. Questions:</b>		<b>Yes</b>	<b>No</b>
1) I would like to speak Russian fluently.		25	0
2) I always was interested in the Russian language.		8	17
3) I think that the Russian language can be useful to me in my future profession		23	2
4) I believe that in future I will be able of reading books and articles in Russian if I only wish to.		25	0
5) I have a very bad command of Russian.		0	25
6) Learning the Russian language is easy for me.		25	0
7) Mother and father consider Russian to be an <u>important subject</u> .		25	0
8) Mother and father think that Russian is to be learned not only at school.		25	0
9) I am trying to learn the Russian language <u>as much as possible</u> .		10	15
10) When I grow up, I can use the Russian language.		23	2
11) When I grow up, provided that I know the Russian language well, I will <u>earn a lot of money</u> .		17	8
12) Learning the Russian language helps me understand people from all over the world.		20	5
13) If you know the Russian language, then you can look for <u>more information on almost any topic</u> .		10	15
14) My friends think that <u>Russian is cool</u> .		20	5
15) My friends think that learning Russian is cramming.		5	20
16) I try to speak Russian as much as I can		20	5
17) I do my Russian homework by halves.		0	25

Appendix 3.

**An analysis of “external factors” that influence learning of the second language in European countries.**

**“AlyeParusa”, Paris, France**

Dear colleagues, to accomplish the tasks set within the project “Leo Effect. Learn from each other effectively”, we need to analyze the experience of all participating countries.

Please fill in the questionnaire based on the situation in Your country.

**Questionnaire for the school**

1. Write down what languages are used in everyday communication in Your country: in shops, transport, cafes. <i>French, English – much more rarely</i>
2. What languages are used to provide information for tourists? What languages are used by employees of the service sphere: waiters, hotel employees, sellers of tourist shops and so on? <i>French, English – more rarely, Russian - sometimes.</i>
3. In which languages educational programs in higher education institution are available in your country? <i>Mainly in French</i>
4. Select the most well paid professions in Your country. <i>Companymanagers, doctors, pleaders</i>
5. Do children pass exams on knowledge in foreign languages when graduating from a school? What languages? <i>English + another foreign language (German, Spanish, Italian, Chinese, etc.)</i>
6. Please, find and analyze 50 job advertisements (in a newspaper or on the Internet). Select the ad with the salary offer above the minimum, and answer the following questions:  - How many advertisements require a candidate to speak <b>two</b> languages? <b>36</b>  - How many advertisements require a candidate to speak <b>three and more</b> languages? <b>10</b> - How many advertisements <b>do not</b> require a candidate to speak any foreign languages? <b>- 0</b>
7. Is it possible to find print press in Your country in foreign languages? Which languages? Is it easy to buy? <i>Yes, in many languages. It can be bought in kiosks in the center of Paris, on stations, in the airport.</i>
8. Are there any public (free) schools and kindergartens that offer education in foreign languages? <i>No</i>

**Questionnaire for children over 7 years studying the Russian language.**  
**Totally the questionnaire was filled in by 20 pupils of the school “AlyeParusa” of the**  
**association “Center of bilingual education Logos”**

<b>Part 1</b>			
<p>1. At home I speak the following language (languages):            Russian - 6            French - 2            Russian and French - 12</p> <p>2. I am a boy / girl (underline as appropriate) 6 - 14</p> <p>3. I live in the country (France):            6 years – 2 pupils            9 years – 4 pupils            10 years – 8 pupils            12 years – 2 pupils            13 years – 4 pupils</p>			
<b>Part 2. Questions:</b>		<b>Yes</b>	<b>No</b>
1) I would like to speak Russian fluently.	<b>20</b>	<b>0</b>	
2) I always was interested in the Russian language.	<b>16</b>	<b>4</b>	
3) I think that the Russian language can be useful to me in my future profession	<b>20</b>	<b>0</b>	
4) I believe that in future I will be able of reading books and articles in Russian if I only wish to.	<b>20</b>	<b>0</b>	
5) I have a very bad command of Russian.	<b>0</b>	<b>20</b>	
6) Learning the Russian language is easy for me.	<b>16</b>	<b>4</b>	
7) Mother and father consider Russian to be an <u>important subject</u> .	<b>18</b>	<b>2</b>	
8) Mother and father think that Russian is to be learned not only at school.	<b>12</b>	<b>8</b>	
9) I am trying to learn the Russian language <u>as much as possible</u> .	<b>18</b>	<b>2</b>	
10) When I grow up, I can use the Russian language.	<b>20</b>	<b>0</b>	
11) When I grow up, provided that I know the Russian language well, I will <u>earn a lot of money</u> .	<b>18</b>	<b>2</b>	
12) Learning the Russian language helps me understand people from all over the world.	<b>10</b>	<b>10</b>	
13) If you know the Russian language, then you can look for <u>more information on almost any topic</u> .	<b>12</b>	<b>6</b>	
14) My friends think that <u>Russian is cool</u> .	<b>8</b>	<b>12</b>	
15) My friends think that learning Russian is cramming.	<b>6</b>	<b>12</b>	
16) I try to speak Russian as much as I can	<b>18</b>	<b>2</b>	
17) I do my Russian homework by halves.	<b>0</b>	<b>20</b>	

**An analysis of “external factors” that influence learning of the second language in European countries. “Solnyshko”, Nice, France**

Dear colleagues, to accomplish the tasks set within the project “Leo Effect. Learn from each other effectively”, we need to analyze the experience of all participating countries. Please fill in the questionnaire based on the situation in Your country.

**Questionnaire for the school**

<p>1. Write down what languages are used in everyday communication in Your country: in shops, transport, cafes. <i>French, English – much more rarely</i></p>
<p>2. What languages are used to provide information for tourists? What languages are used by employees of the service sphere: waiters, hotel employees, sellers of tourist shops and so on? <i>In our region (Maritime Alps) French, English, Italian are used more frequently; Russian – more rarely.</i></p>
<p>3. In which languages educational programs in higher education institution are available in your country? <i>Mainly in French, more rarely in English</i></p>
<p>4. Select the most well paid professions in Your country. <i>Company managers, doctors, pleaders</i></p>
<p>5. Do children pass exams on knowledge in foreign languages when graduating from a school? What languages? <i>English + another foreign language (German, Spanish, Italian, etc.)</i></p>
<p>6. Please, find and analyze 50 job advertisements (in a newspaper or on the Internet). Select the ad with the salary offer above the minimum, and answer the following questions: - How many advertisements require a candidate to speak <b>two</b> languages? <b>37</b> - How many advertisements require a candidate to speak <b>three and more</b> languages? <b>13</b> - How many advertisements <b>do not</b> require a candidate to speak any foreign languages? <b>- 0</b></p>
<p>7. Is it possible to find print press in Your country in foreign languages? Which languages? Is it easy to buy? <i>Yes, in many languages. It can be bought in some shops, or one can buy a subscription on the Internet.</i></p>
<p>8. Are there any public (free) schools and kindergartens that offer education in foreign languages? <i>Yes</i></p>

**Questionnaire for children over 7 years studying the Russian language.  
Totally the questionnaire was filled in by 38 students of the school “Solnyshko”  
of the “Russian Alliance” association**

<b>Part 1</b>			
<p>1. At home I speak the following language (languages):  <i>Russian – 33</i>  <i>French - 12</i>  <i>Italian – 1</i>  <i>English – 3</i></p> <p>2. I am a boy / girl (<u>underline as appropriate</u>) 16-22</p> <p>3. I live in the country (France):  <i>1 year – 2pupils</i>  <i>2 years – 5 pupils</i>  <i>3 years – 3 pupils</i>  <i>4 years – 4 pupils</i>  <i>5 years – 5 pupils</i>  <i>6 years – 3 pupils</i>  <i>7 years – 4 pupils</i>  <i>8 years – 3 pupils</i>  <i>9 years – 5 pupils</i>  <i>10 years – 3 pupils</i>  <i>13 years – 1pupil</i></p>			
<b>Part 2. Questions:</b>		<b>Yes</b>	<b>No</b>
1) I would like to speak Russian fluently.	<b>38</b>	–	
2) I always was interested in the Russian language.	<b>30</b>	<b>8</b>	
3) I think that the Russian language can be useful to me in my future profession	<b>35</b>	<b>3</b>	
4) I believe that in future I will be able of reading books and articles in Russian if I only wish to.	<b>36</b>	<b>2</b>	
5) I have a very bad command of Russian.	<b>4</b>	<b>34</b>	
6) Learning the Russian language is easy for me.	<b>30</b>	<b>8</b>	
7) Mother and father consider Russian to be an <u>important subject</u> .	<b>37</b>	<b>1</b>	
8) Mother and father think that Russian is to be learned not only at school.	<b>33</b>	<b>5</b>	
9) I am trying to learn the Russian language <u>as much as possible</u> .	<b>28</b>	<b>10</b>	
10) When I grow up, I can use the Russian language.	<b>36</b>	<b>2</b>	
11) When I grow up, provided that I know the Russian language well, I will <u>earn a lot of money</u> .	<b>20</b>	<b>18</b>	
12) Learning the Russian language helps me understand people from all over the world.	<b>6</b>	<b>32</b>	
13) If you know the Russian language, then you can look for <u>more information on almost any topic</u> .	<b>32</b>	<b>6</b>	
14) My friends think that <u>Russian is cool</u> .	<b>29</b>	<b>9</b>	
15) My friends think that learning Russian is <u>cramming</u> .	<b>19</b>	<b>19</b>	
16) I try to speak Russian as much as I can	<b>32</b>	<b>6</b>	
17) I do my Russian homework by halves.	<b>7</b>	<b>31</b>	

Appendix 7.

**An analysis of “external factors” that influence learning of the second language in European countries.**

**“Center of the Russian language and culture named after A.S. Pushkin” (Barcelona, Spain)**

Dear colleagues, to accomplish the tasks set within the project “Leo Effect. Learn from each other effectively”, we need to analyze the experience of all participating countries.

Please fill in the questionnaire based on the situation in Your country.

**Questionnaire for the school**

<p>1. Write down what languages are used in everyday communication in Your country: in shops, transport, cafes. <i>Spanish, Catalan.</i></p>
<p>2. What languages are used to provide information for tourists? What languages are used by employees of the service sphere: waiters, hotel employees, sellers of tourist shops and so on? <i>In Catalonia - the Mecca of tourism, the most commonly used languages are Spanish, English, German, French, Italian, recent years - Russian.</i></p>
<p>3. In which languages educational programs in higher education institution are available in your country? <i>Mainly in Spanish, Catalan, English.</i></p>
<p>4. Select the most well paid professions in Your country. <i>Bankers, company managers, doctors, lawyers, notaries and bullfighters.</i></p>
<p>5. Do children pass exams on knowledge in foreign languages when graduating from a school? What languages? <i>English + another foreign language (German, French, Italian, etc.).</i></p>
<p>6. Please, find and analyze 50 job advertisements (in a newspaper or on the Internet). Select the ad with the salary offer above the minimum, and answer the following questions:</p> <ul style="list-style-type: none"><li>- How many advertisements require a candidate to speak <b>two</b> languages? <b>35</b></li><li>- How many advertisements require a candidate to speak <b>three and more</b> languages? <b>8</b></li><li>- How many advertisements <b>do not</b> require a candidate to speak any foreign languages? <b>- 0</b></li></ul>
<p>7. Is it possible to find print press in Your country in foreign languages? Which languages? Is it easy to buy? <i>Yes, in many languages. The press can be purchased at newsstands.</i></p>
<p>8. Are there any public (free) schools and kindergartens that offer education in foreign languages? <i>Yes, there are.</i></p>

**Questionnaire for children over 7 years studying the Russian language.**

**Totally the questionnaire was filled in by 18 pupils of the Russian language school named after A.S. Pushkin in Barcelona.**

<b>Part1</b>			
<p>1. At home I speak the following language (languages):</p> <p style="padding-left: 40px;">Russian – 10</p> <p style="padding-left: 40px;">Spanish - 5</p> <p style="padding-left: 40px;">Catalan – 3</p> <p style="padding-left: 40px;">English – 1</p> <p>2. I am a boy / girl (<u>underline as appropriate</u>) 8- 10</p> <p>3. I live in the country (Spain):</p> <p style="padding-left: 40px;">1 year – 2 pupils</p> <p style="padding-left: 40px;">2 years – 1 pupil</p> <p style="padding-left: 40px;">3 years – 2 pupils</p> <p style="padding-left: 40px;">4 years – 3 pupils</p> <p style="padding-left: 40px;">5 years – 2 pupils</p> <p style="padding-left: 40px;">6 years – 2pupils</p> <p style="padding-left: 40px;">7 years – 4pupils</p> <p style="padding-left: 40px;">8 years – 2 pupils</p>			
<b>Part 2. Questions:</b>		<b>Yes</b>	<b>No</b>
1) I would like to speak Russian fluently.	<b>18</b>	–	
2) I always was interested in the Russian language.	<b>12</b>	<b>6</b>	
3) I think that the Russian language can be useful to me in my future profession	<b>10</b>	<b>8</b>	
4) I believe that in future I will be able of reading books and articles in Russian if I only wish to.	<b>14</b>	<b>4</b>	
5) I have a very bad command of Russian.	<b>4</b>	<b>14</b>	
6) Learning the Russian language is easy for me.	<b>15</b>	<b>3</b>	
7) Mother and father consider Russian to be an <u>important subject</u> .	<b>17</b>	<b>1</b>	
8) Mother and father think that Russian is to be learned not only at school.	<b>15</b>	<b>3</b>	
9) I am trying to learn the Russian language <u>as much as possible</u> .	<b>10</b>	<b>8</b>	
10) When I grow up, I can use the Russian language.	<b>16</b>	<b>2</b>	
11) When I grow up, provided that I know the Russian language well, I will <u>earn a lot of money</u> .	<b>9</b>	<b>9</b>	

<i>12) Learning the Russian language helps me understand people from all over the world.</i>	<b>4</b>	<b>14</b>
<i>13) If you know the Russian language, then you can look for <u>more</u> information on almost any topic.</i>	<b>12</b>	<b>6</b>
<i>14) My friends think that <u>Russian</u> is cool.</i>	<b>14</b>	<b>4</b>
<i>15) My friends think that learning Russian is cramming.</i>	<b>9</b>	<b>9</b>
<i>16) I try to speak Russian as much as I can</i>	<b>12</b>	<b>6</b>
<i>17) I do my Russian homework by halves.</i>	<b>5</b>	<b>13</b>

**An analysis of “external factors” that influence learning of the second language in European countries.**

**“Pushkin school” (Leiden, The Netherlands)**

Dear colleagues, to accomplish the tasks set within the project “Leo Effect. Learn from each other effectively”, we need to analyze the experience of all participating countries.

Please fill in the questionnaire based on the situation in Your country.

**Questionnaire for the school**

<p><b>1. Write down what languages are used in everyday communication in Your country: in shops, transport, cafes.</b> Dutch, English (in the cafes and shops they can communicate in German, Russian, French, Italian, Arabic).</p>
<p><b>2. What languages are used to provide information for tourists? What languages are used by employees of the service sphere: waiters, hotel employees, sellers of tourist shops and so on?</b> In Dutch, English.</p>
<p><b>3. In which languages educational programs in higher education institution are available in your country?</b> In Dutch, English.</p>
<p><b>4. Select the most well paid professions in Your country.</b></p> <ol style="list-style-type: none"> <li>1. Bankers.</li> <li>2. Company managers.</li> <li>3. Professional sportsmen (football players).</li> <li>4. Engineers (gas, oil sphere).</li> <li>5. Surgeons.</li> <li>6. Notaries.</li> <li>7. Medical specialists.</li> <li>8. Pilots.</li> <li>9. Pleaders.</li> <li>10. Dentists.</li> </ol>
<p><b>5. Do children pass exams on knowledge in foreign languages when graduating from a school? What languages?</b> <u>At gymnasium:</u> Dutch, English, German, French, Latin, Greek. <u>Additionally in various schools:</u> language of choice, including Russian.</p>
<p><b>6. Please, find and analyze 50 job advertisements (in a newspaper or on the Internet). Select the ad with the salary offer above the minimum, and answer the following questions:</b></p> <ul style="list-style-type: none"> <li>- How many advertisements require a candidate to speak <b>two</b> languages? <b>90%</b></li> <li>- How many advertisements require a candidate to speak <b>three and more</b> languages? <b>15%</b></li> <li>- How many advertisements <b>do not</b> require a candidate to speak any foreign languages? <b>0</b></li> </ul>
<p><b>7. Is it possible to find print press in Your country in foreign languages? Which languages? Is it easy to buy?</b> In English, German, French, Italian, Russian, Arabic, Turkish, Moroccan, Chinese, Spanish, Japanese, Polish, Serbian. For sale at kiosks.</p>
<p><b>8. Are there any public (free) schools and kindergartens that offer education in foreign languages?</b> No.</p>

**Questionnaire for children over 7 years studying the Russian language.  
Totally the questionnaire was filled in by 46 pupils of the Pushkin school of the Russian language  
and arts”, Leiden, Kingdom of the Netherlands.**

<b>Part 1</b>			
<p>1. At home I speak the following language (languages):  <i>Russian – 42</i>  <i>Ukrainian - 1</i>  <i>Dutch - 19</i>  <i>English -5</i></p> <p>2. I am a boy / girl (<u>underline as appropriate</u>) 22 - 24</p> <p>3. I live in the country (Netherlands):  <i>1 year – 1 pupil</i>  <i>2 years – 2 pupils</i>  <i>3 years –3 pupils</i>  <i>4 years – 3 pupils</i>  <i>5 years – 4 pupils</i>  <i>6 years – 8 pupils</i>  <i>7 years – 5 pupils</i>  <i>8 years – 8 pupils</i>  <i>9 years - 4 pupils</i>  <i>11 years - 3 pupils</i>  <i>12 years - 1 pupil</i>  <i>13 years - 3 pupils</i>  <i>14 years - 1 pupil</i></p>			
<b>Part 2. Questions:</b>		<b>Yes</b>	<b>No</b>
1) I would like to speak Russian fluently.	<b>43</b>	<b>2</b>	
2) I always was interested in the Russian language.	<b>35</b>	<b>11</b>	
3) I think that the Russian language can be useful to me in my future profession	<b>39</b>	<b>2</b>	
4) I believe that in future I will be able of reading books and articles in Russian if I only wish to.	<b>45</b>	<b>1</b>	
5) I have a very bad command of Russian.	<b>1</b>	<b>45</b>	
6) Learning the Russian language is easy for me.	<b>32</b>	<b>14</b>	
7) Mother and father consider Russian to be an <u>important subject</u> .	<b>41</b>	<b>3</b>	
8) Mother and father think that Russian is to be learned not only at school.	<b>39</b>	<b>2</b>	
9) I am trying to learn the Russian language <u>as much as possible</u> .	<b>24</b>	<b>24</b>	
10) When I grow up, I can use the Russian language.	<b>41</b>	<b>2</b>	
11) When I grow up, provided that I know the Russian language well, I will <u>earn a lot of money</u> .	<b>28</b>	<b>11</b>	
12) Learning the Russian language helps me understand people from all over the world.	<b>31</b>	<b>16</b>	
13) If you know the Russian language, then you can look for <u>more information on almost any topic</u> .	<b>33</b>	<b>13</b>	
14) My friends think that <u>Russian is cool</u> .	<b>28</b>	<b>18</b>	
15) My friends think that learning Russian is cramming.	<b>16</b>	<b>30</b>	
16) I try to speak Russian as much as I can	<b>39</b>	<b>6</b>	
17) I do my Russian homework by halves.	<b>8</b>	<b>39</b>	

***The article used the following sources:***

1. Baker, Colin. 2006. Foundations of Bilingual Education and Bilingualism, 4th ed. Multilingual Matters, Clevedon/Tonawanda/Ontario.
2. Castells, Manuel (2000), The information age: economy, society and culture. Oxford, U.K.: Blackwell.
3. Landry, Rodrigue and Richard Y. Bourhis (1997), Linguistic landscape and ethnolinguistic vitality: An empirical study. Journal of language and social psychology 16(1): 23-49.
4. Sand, T. (red.) (2008). Flerkulturellvirkelighetiskoleogsamfunn, 2. utg. Oslo: CappelenAkademiskForlag.
5. Shohamy, Elana and Durk Gorter, eds. (2009), Linguistic landscape: Expanding the scenery. New York: Routledge
6. Sollid H. 2000. Språkvalgpågrensa: FlerspråkligutdanningiKirkenes: UniversitetetiTromsø
7. Øzerk, M.R.: "Rådgivningtilminoritetsspråklige foreldre fra et multikulturelt perspektiv" i *Skolepsykologen*, nr 5, (2005).