

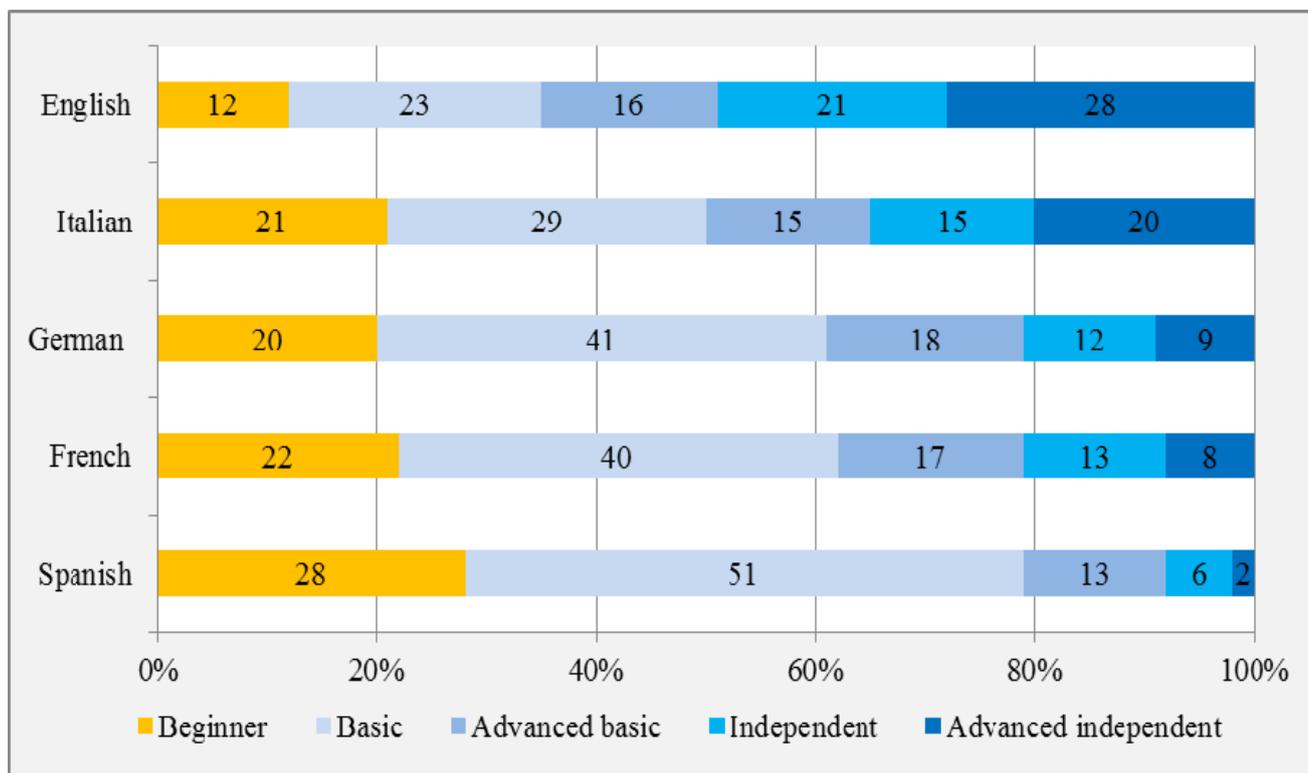
First European Survey on Language Competences (ESLC)

ESLC measured achievements according to the levels of the Common European Framework of Reference for Languages (CEFR). The CEFR consists of six levels A1 (lowest) to C2. In the ESLC, pupil achievement was assessed according to the four levels A1 to B2. In addition, pupils not achieving A1 are in pre-A1 stage. The terms below are adopted for the five levels.

Level	CEFR level	Definition
Advanced independent user	B2	An independent language user who can express herself clearly and effectively
Independent user	B1	An independent language user who can deal with straightforward, familiar matters
Advanced basic user	A2	A basic user who can use simple language to communicate on everyday topics
Basic user	A1	A basic user who can use very simple language, with support
Beginner	Pre-A1	A learner who has not achieved the level of competence described by A1

Global scores for pupils per language

The chart below shows the percentage of pupils per achievement level for each of the five test languages. The scores for each language are based on the average of the three skills assessed in the ESLC: reading, listening and writing.



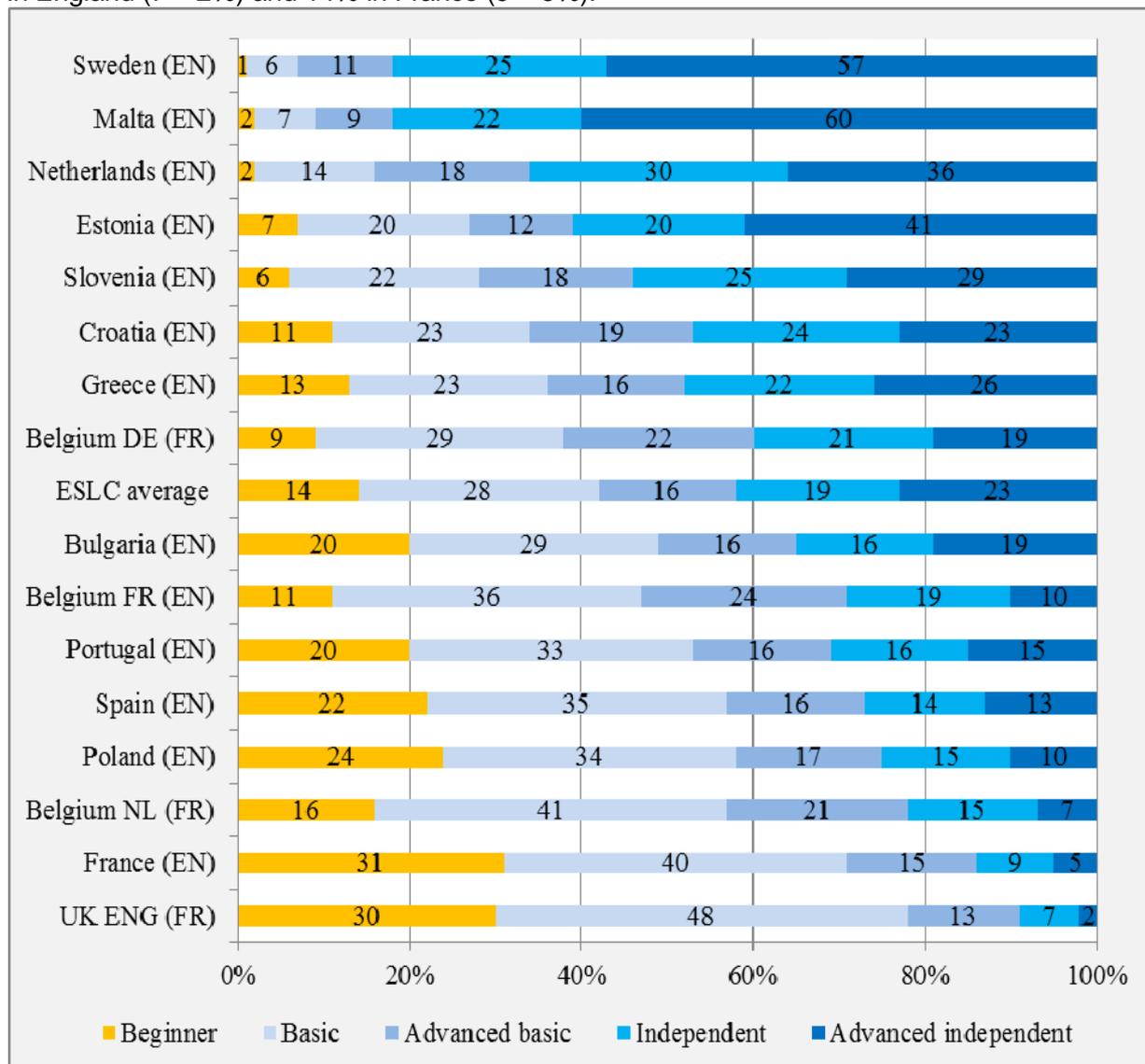
Overall, pupils tested in English as either their first or second foreign language achieved the best results in the language tests, with 49% achieving the two independent user levels. Achievement in the four other languages is significantly lower. Accordingly, the share of pupils in beginner (12%) and basic user (23%) levels are also lowest for pupils tested in English.

Country results

The figures below show how pupils achieved in the first and second foreign language in each of the participating countries. The 'ESLC average' refers to the average across all 16 participating education systems. The pupil achievement scores are based on the average of the three skills assessed in the ESLC: reading, listening and writing. The tested foreign language (EN - English, FR - French, DE - German, IT - Italian or ES - Spanish) is indicated in brackets. For example, English was tested as the first foreign language in Sweden. The education systems are put in order according to their performance. A higher performance is defined as having relatively more pupils at independent user levels ('advanced independent user' + 'independent user'), and fewer at the 'beginner' and 'basic user' levels.

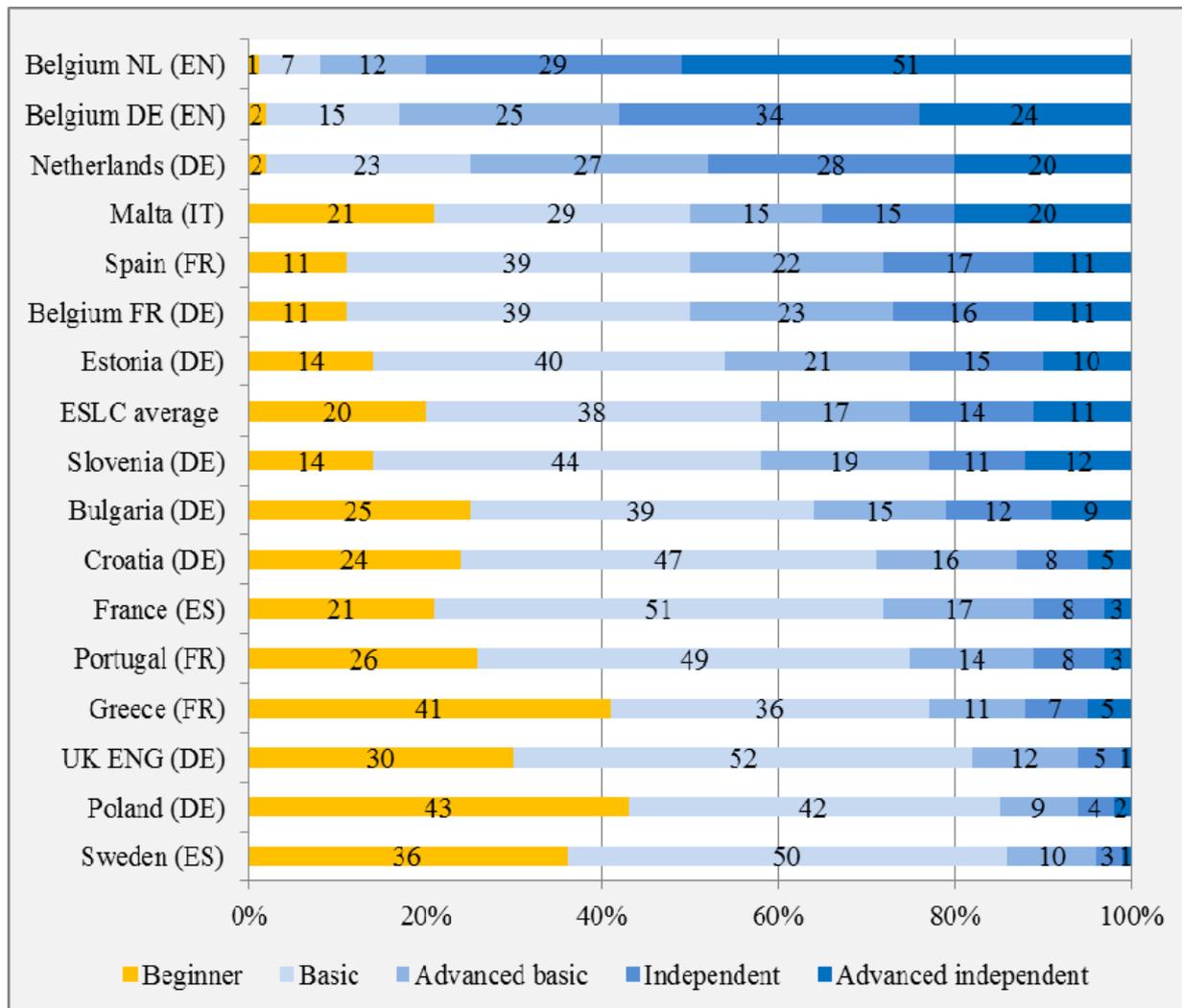
1st foreign language: Percentage of pupils per achievement level by country

The figures show that for the overall ESLC average in the 1st foreign language 42% of tested pupils achieved the independent user levels (independent 19% + advanced independent 23%). In addition, the figures demonstrate the wide range of ability across countries. The proportion of pupils achieving the independent user levels varies from 82% in Malta (22 + 60%) and Sweden (57 + 25%) to only 9% in England (7 + 2%) and 14% in France (9 + 5%).



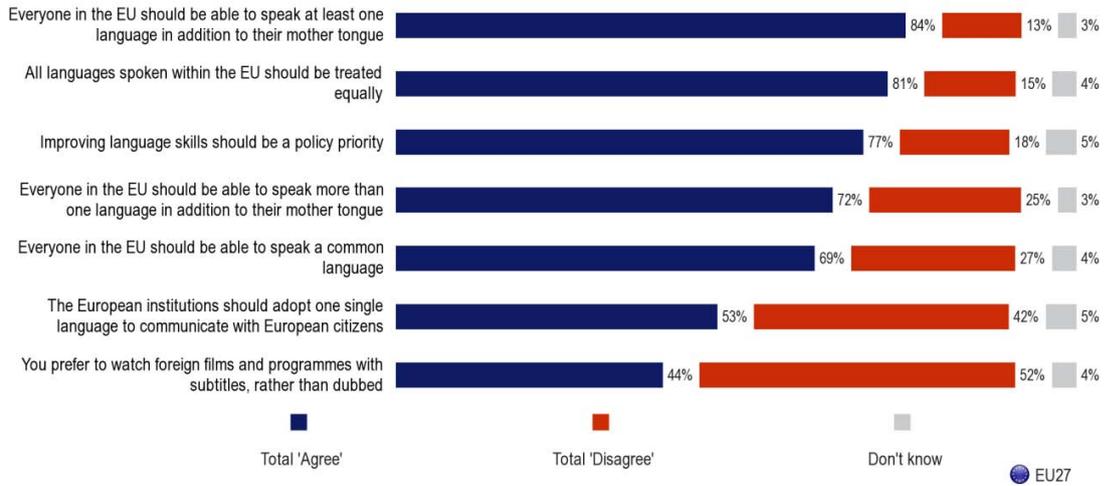
2nd foreign language: Percentage of pupils per achievement level by country

The figures show that for the overall ESLC average in the 2nd foreign language 25% of tested pupils achieved the independent user levels (independent 14% + advanced independent 11%). As for the 1st foreign language, the figures here also show the wide range of ability across countries. The shares of tested pupils reaching the independent user levels range from 80 % in the Flemish Community of Belgium (29 + 51%) to 4% in Sweden (3 + 1%). It should be noted that English was tested as the 2nd foreign language in the Flemish Community.

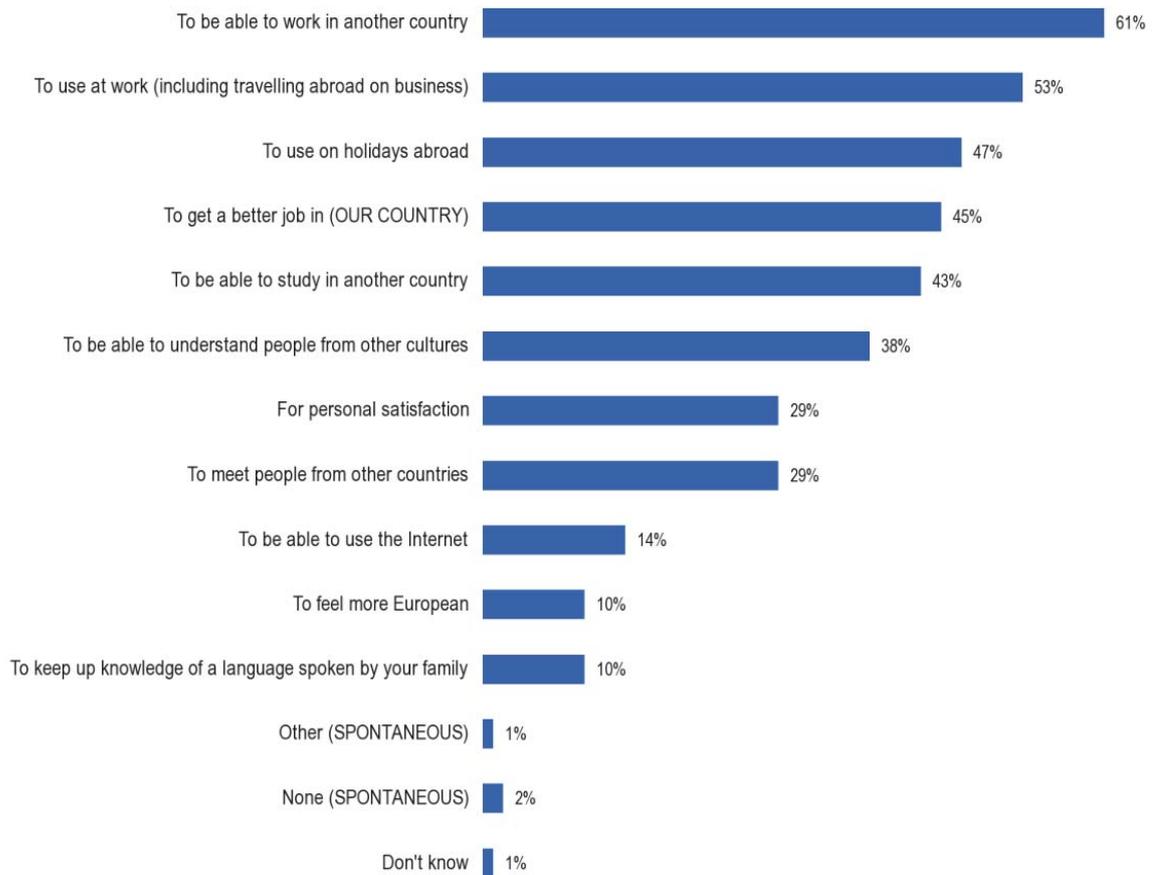


Special Eurobarometer 386 "Europeans and their Languages"

QE7. Please tell me to what extent you agree or disagree with each the following statements.



QE2. In your opinion, what are the main advantages of learning a new language?



● EU27

D48T2 - Languages that you speak well enough in order to be able to have a conversation - TOTAL

	At least 1	At least 2	At least 3	None
EU27	54%	25%	10%	46%
Sex				
Male	55%	25%	10%	45%
Female	53%	25%	10%	47%
Age				
15-24	74%	37%	12%	26%
25-39	64%	31%	12%	36%
40-54	55%	25%	10%	45%
55 +	38%	17%	7%	62%
Education (End of)				
15-	22%	6%	2%	78%
16-19	48%	20%	7%	52%
20+	76%	42%	17%	24%
Still studying	86%	45%	16%	14%