"Enhancing language education in cross-border vocational education" - a project of the European Centre for Modern Languages of the Council of Europe http://www.ecml.at

This questionnaire is directed to teachers, teacher educators, students, researchers and agents in professional and vocational formation who live and/or work in a border region.

The promotion of language learning plays a specifically important role, especially in cross-border vocational education and training. So far, language learning only plays a marginal role in vocational education and training as the focus is often put on the training subjects. In border regions, in which different languages and cultures come into close contact, language learning and teaching are of special importance and can be seen as decisive factor for a successful cross-border labor market. However, practice and research show that specific concepts for language learning and teaching in vocational education contexts in border regions are still lacking. The project activities, pooling expertise from different border regions, attempt to close this gap (regardless of the current pandemic situation).

The aim of this survey is to help prepare a manual for teacher educators, teachers and their students including guidelines, training modules and a teacher portfolio.

We are interested in your experiences and needs regarding the following issues:
a. language(s) and culture(s), especially in border regions

b. language learning and teaching, especially in border regions
c. cross-border teacher education programmes
d. the planned manual

The survey should take about 20 minutes. If you believe a question is not applicable to your situation, you can omit it by simply scrolling down to the next question.

This questionnaire will be open until: 31 December 2021
For further information about the project please visit: www.ecml.at/crossbordervocationaleducation

Thank you in advance for your participation! Please start with the survey now by clicking on the **Start** button below.

1 About you

* 1.1 Which border region do you live/work in?

1.2 Which countries/regions form part of this border context?

* 1.3 I am a ...

- ○ teacher
- ○ language teacher
- ○ teacher educator
- ○ principal
- ○ student/trainee
- ○ academic researcher
- ○ policymaker
- ○ consultant
- ○ manager
- ○ civil servant
- ○ Other, please specify:

* 1.4 What type of institution best describes your working/learning environment?

- ○ preschool
- ○ primary school
- ○ lower secondary school
- ○ upper secondary school
- ○ vocational school
- ○ higher education
- ○ another institution (e.g. cultural institute, language centre, etc):
- ○ public administration
- ○ Other, please specify:

1.5 If you teach, how long have you been teaching altogether?

- ⭕ < 1 year
- ⭕ 1-4 years
- ⭕ 5-9 years
- ⭕ > 10 years

1.6 What languages do you use regularly and in what context? Please name all your languages including regional and family languages as well as dialects. (multiple answers possible)

	For private purposes, e.g. with friends, family	For professional/educational/learning purposes, e.g. at school or work	Elsewhere, please specify in the comment box below.
speaking			
writing			
listening			
reading			

1.6.1 For other purposes (elsewhere), please specify:

2 Languages in your (border) region

2.1 Please read each of the statements below. Some might apply to you and others might not. There are no right or wrong answers. Please indicate how far you agree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. Language proficiency in neighbouring languages improves the chances of finding work in my region.	○	○	○	○	○
b. When cooperating with neighbouring countries, it is important to know their language(s).	○	○	○	○	○
c. When cooperating with neighbouring countries, it is important to know about their culture(s).	○	○	○	○	○
d. In the region I live/work in, it is enough to know English and the official language of my country of residence.	○	○	○	○	○
e. Knowing languages is an asset for professional success.	○	○	○	○	○
f. For international business cooperation, it is enough to know English.	○	○	○	○	○
g. Learning a (foreign) language is too difficult.	○	○	○	○	○
h. Learning more than one (foreign) language is too difficult.	○	○	○	○	○
i. Regional languages and dialects are an asset for communication.	○	○	○	○	○

* 2.2 Which language(s) is/are most important for your professional/economic context?
Please rank them according to their importance (max three).

Drag your choices here to rank them

official language(s)

English

another shared language (lingua franca), please specify in the comment box below

official language(s) of your neighbouring country/countries

regional language(s)

regional language(s) of your neighbouring country/countries

family language(s)

another language, please specify

another language, please specify:

2.2.1 Another shared language (lingua franca): which one?

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2.3 If you are a (language) teacher, teacher educator, principal, student/trainee or academic researcher (according to you answer in question 1.3 "I am a …"): **Which language do you appreciate most?**

○ official language(s)

○ English

○ another shared language (lingua franca), please specify below

○ official language(s) of your neighbouring country/countries

○ regional language(s)

○ regional language(s) of your neighbouring country/countries

○ family language(s)

○ Other, please specify:

Another shared language (lingua franca), please specify:

2.3.1 Are there languages that you do not like? Please explain. ⑦

2.4 If you are a manager (according to you answer in question 1.3 "I am a ..."): **Which language is most appreciated by your employees/colleagues?**

○   official language(s)

○   English

○   another shared language (lingua franca), please specify below

○   official language(s) of your neighbouring country/countries

○   regional language(s)

○   regional language(s) of your neighbouring country/countries

○   family language(s)

○   Other, please specify:

Another shared language (lingua franca), please specify:

2.4.1 Are there languages that your employees do not like? Please explain. ⑦

2.5 If you are a policy maker or a consultant (according to you answer in question 1.3 "I am a ..."):
Which language is most appreciated by the people targeted in your work?

○ official language(s)

○ English

○ another shared language (lingua franca), please specify below

○ official language(s) of your neighbouring country/countries

○ regional language(s)

○ regional language(s) of your neighbouring country/countries

○ family language(s)

○ Other, please specify:

Another shared language (lingua franca), please specify:

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2.5.1 Are there languages that the people targeted in your work do not appreciate?
Please explain. ⑦

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2.6 If you are a teacher, teacher educator, principal, student/trainee or academic researcher (according to you answer in question 1.3 "I am a ...") : **Are the border region and cross-border cooperation between neighbouring countries part of your teaching programmes?**

○ Yes

○ No

2.6.1 Are you satisfied with the way your border region/cross-border cooperation is treated in the teaching programmes of your country?
(?)

○ Yes

○ No

2.6.2 Would you like to include these topics? (?)

○ Yes

○ No

2.7 If you are a manager (according to you answer in question 1.3 "I am a ..."): **Are the border region and cross-border cooperation between neighbouring countries part of your strategy?**

○ Yes

○ No

2.7.1 Are you satisfied with the way it functions? (?)

○ Yes

○ No

2.7.2 Would you like to establish such a cooperation? (?)

○ Yes

○ No

2.8 If you are a policy maker or a consultant (according to you answer in question 1.3 "I am a ..."):

Are the border region and cross-border cooperation between neighbouring countries part of your official/national/regional programmes or objectives?

○ Yes

○ No

2.8.1 Are you satisfied with the way it works? ⑦

○ Yes

○ No

2.8.2 Would you like to include these topics? ⑦

○ Yes

○ No

2.9 If you wish, add information on the language situation in your border region here.

3 Languages and cultures in your (border) region

3.1 What do you associate with your neighbouring country/countries? Please rank the following items from most important (number 1) to least important (number 10).

Drag your choices here to rank them

Work

Education

Leisure time

Food and gastronomy

Shopping

Transport and mobility

Habitat, living and housing

Culture

Family/Friends

Other, please specify:

Other, please specify:

3.2 To what degree have you experienced cultural differences between your home country and a neighbouring country?

	Very strong	Strong	About the same	Rather not	Not at all	N/A
Work	○	○	○	○	○	○
Education	○	○	○	○	○	○
Leisure time	○	○	○	○	○	○
Cultural activities	○	○	○	○	○	○
Food/gastronomy	○	○	○	○	○	○
Transport/mobility	○	○	○	○	○	○
Housing	○	○	○	○	○	○
Administration	○	○	○	○	○	○
Understanding of time/time management	○	○	○	○	○	○
Organisation	○	○	○	○	○	○
Family/Friends	○	○	○	○	○	○
Other - please specify in comment box below.	○	○	○	○	○	○

3.2.1 Other - please specify:

3.3 How often have you experienced differences between your home country and a neighbouring country?

	Very often	Often	Sometimes	Never
Work	○	○	○	○
Education	○	○	○	○
Leisure time	○	○	○	○
Cultural activities	○	○	○	○
Food/gastronomy	○	○	○	○
Transport/mobility	○	○	○	○
Housing	○	○	○	○
Administration	○	○	○	○
Understanding of time/time management	○	○	○	○
Organisation	○	○	○	○
Family/Friends	○	○	○	○
Other - please specify in comment box below.	○	○	○	○

3.3.1 Other - please specify: (optional)

3.4 Please explain in brief the cultural differences you experienced.

Please select the role that you chose in question 1.3 (I am a .....) to continue with the part of the survey that is relevant for you.

○ (language) teacher, teacher educator

○ Student, trainee

○ Principal, academic researcher, policymaker, consultant, manager, civil servant, other

4 Teaching in a border region

4.1 What subject(s) do you teach? (multiple answers possible)

☐ foreign language(s)

☐ language(s) of schooling

☐ regional language

☐ vocational subject(s)

☐ family/heritage language

☐ Other subjects, please specify:

4.2 Please, specify your language teaching environment: (multiple answers possible)

☐ regular language class/course

☐ bilingual education (teaching subjects in two languages – the official language and a foreign language)

☐ CLIL (Content and language integrated learning) (certain subjects, e.g. history or geography, are taught in a foreign language, not in the official language)

☐ plurilingual education (concepts that include the whole linguistic and cultural repertoire of the learners for learning and teaching multiple languages, e.g. Intercomprehension)

☐ Other, please specify:

4.3 What are the language expectations of your educational institution or employer? (multiple answers possible)

Students/trainees should:

- ☐ be able to communicate with others
- ☐ understand work instructions
- ☐ be able to cooperate and communicate with other workers on a professional level
- ☐ be able to participate in university (school) classes, seminars and lectures
- ☐ understand and be able to produce scientific texts
- ☐ learn more about the border region
- ☐ learn more about the neighboring country's language and culture
- ☐ develop democratic/European citizenship
- ☐ support mobility
- ☐ Other, please specify:

* 4.4 In your opinion, what are the three main objectives of language teaching? Please select and rank three objectives.

Drag your choices here to rank them

communication (oral communication)

grammar (language system)

vocabulary

writing

reading

correct pronunciation

professional language

to prepare for official examinations

to educate for openness to other languages and cultures

language learning strategies

plurilingual competences

intercultural competences

Other, please specify

Other, please specify

Other, please specify.

* 4.5 In your opinion, which language(s) is/are the most important for your learners and their professional career? Please rank them according to their importance (max three).

Drag your choices here to rank them

official language(s)

English

another shared language (lingua franca), please specify in the comment box below:

official language(s) of your neighbouring country/countries

regional language(s)

regional language(s) of your neighbouring country/countries

family language(s)

Other, please specify

Other, please specify:

4.5.1 Another shared language (lingua franca), please specify:

* 4.6 In your opinion, which language(s) is/are the most useful for your learners? Please rank them according to their importance (max three).

Drag your choices here to rank them

official language(s)

English

another shared language (lingua franca), please specify in the comment box below:

official language(s) of your neighbouring country/countries

regional language(s)

regional language(s) of your neighbouring country/countries

family language(s)

Other, please specify

Other, please specify:

4.6.1 Another shared language (lingua franca), please specify:

4.7 In your opinion, which language(s) is/are **most appreciated** by your learners? Please explain why. (multiple answers possible)

- [ ] official language(s)
- [ ] English
- [ ] another shared language (lingua franca), please specify in the comment box below:
- [ ] official language(s) of your neighbouring country/countries
- [ ] regional language(s)
- [ ] regional language(s) of your neighbouring country/countries
- [ ] family language(s)
- [ ] Other, please specify:

Official language(s) - why?

English - why?

Another shared language (lingua franca) - why?

Official language(s) of your neighbouring country/countries - why?

Regional language(s) - why?

Regional language(s) of your neighbouring country/countries - why?

Family language(s) - why?

4.8 In your opinion, are there languages your learners do not like? Please explain why. (multiple answers possible)

- [ ] official language(s)
- [ ] English
- [ ] another shared language (lingua franca), please specify in the comment box below:
- [ ] official language(s) of your neighbouring country/countries
- [ ] regional language(s)
- [ ] regional language(s) of your neighbouring country/countries
- [ ] family language(s)
- [ ] Other, please specify:

Official language(s) - why?

English - why?

Another shared language (lingua franca) - why?

Official language(s) of your neighbouring country/countries - why?

Regional language(s) - why?

Regional language(s) of your neighbouring country/countries - why?

Family language - why?

4.9 If you teach the language(s) that (some) learners do not like, what challenges do you and your learners experience?

4.10 In your opinion, what (other) languages would your learners like to learn? Please explain:

4.11 Is learning and /or teaching neighbouring languages integrated in your teaching programme?

○ Yes

○ No

4.12 If yes, which language(s)?

QuestionPro

4.13 If you wish, you are welcome to add information on the teaching situation in your border region (key words).

Please select "Go to Section 6" to continue with the next relevant question.

○ Go to section 6

5 Being a student/trainee in a border region

* 5.1 What are your three main objectives for learning (foreign) languages? Please rank.

Drag your choices here to rank them

studies/training

work

obtain additional professional competences

legalisation of stay

experience language and culture

family relations

broaden the circle of friends and acquaintances

get a language certificate

personal pleasure

Other, please specify:

Other, please specify:

* 5.2 In your opinion, which language skills do you need to develop the most? You can choose up to three answers.

☐ Speaking

☐ Pronunciation

☐ Listening

☐ Writing

☐ Reading comprehension

☐ Grammatical accuracy

☐ Communication skills

☐ Intercultural competences

☐ Language learning strategies

☐ Professional language skills

☐ Language skills needed for a participation in the digital world

☐ I don't know.

☐ Other, please specify:

5.3 What language expectations does your educational institution or employer have? (multiple answers possible)

They want me to:

- [ ] be able to communicate with others
- [ ] understand work instructions
- [ ] be able to cooperate with other workers on a professional level
- [ ] use professional language
- [ ] be able to participate in university (school) classes, seminars and lectures
- [ ] understand and be able to produce scientific texts
- [ ] learn more about the border region
- [ ] learn more about the neighbouring language(s) and culture(s)
- [ ] improve overall education
- [ ] improve cultural knowledge
- [ ] Other, please specify:

5.4 In addition to the list of expectations in question 5.3, what do you consider important for language learning in a cross-border setting?

5.5 If you wish, you are welcome to add further information on the language-learning situation in your border region (key words).

QuestionPro

6 Cross-border vocational education and training programmes

6.1 Do cross-border vocational education and/or training programmes exist in your region?

○ Yes

○ No

○ I do not know.

6.1.1 If yes, please provide further details (e.g. title, URL, explanation).

6.2 Have you already been part of any cross-border vocational education and/or training programme?

○ Yes

○ No

6.2.1 If yes, please provide further details (e.g. title, URL, explanation).

QuestionPro

6.3 Do you think it is useful to have cross-border vocational education?

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

6.4 According to your knowledge and experience, is the language learning support provided in the cross-border vocational education and training programmes you know sufficient?

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

* 6.5 What are the three most important benefits of cross-border education and training? Please rank them (most important item first). You can also add aspects by using the category 'other'.

Drag your choices here to rank them

Intercultural competence

Language skills

Skilled bi-/multilingual workers

Bi-/multilingual customer service

Increase career opportunities

Internship/Exchange experience

Democratic citizenship

European awareness

Cross-border mobility

Other, please specify:

Other, please specify:

* 6.6 What are the three most important challenges of cross-border education and training? Please rank them (most challenging aspect first). You can also add aspects by using the category 'other'.

Drag your choices here to rank them

Intercultural competence

Language skills

Organisational and administrative differences

Financing

Cross-border mobility

Lack of institutional/political support

Finding cooperation partners across borders

Lack of motivation of students

Other, please specify

Other, please specify:

6.7 If you wish, you are welcome to add further information on cross-border formation programmes in your border region (key words).

7 The planned manual for enhancing language education in cross-border vocational training

In the previous question, you already ranked some of the benefits and challenges of cross-border education and training. Our aim is to create a manual for teacher educators, teachers and their students focusing on enhancing language education in cross-border vocational training. In order to do so, we would appreciate more information about your experiences and needs.

P QuestionPro

7.1 Which input/topics do you consider important for the teaching manual focusing on language education in cross-border vocational education? (multiple answers possible)

- [ ] Language learning and teaching strategies

- [ ] Intercultural competence

- [ ] Specific content for language learning in vocational education

- [ ] Information about border regions and cross-border labour markets (political, historical, socioeconomic, linguistic, etc)

- [ ] Ideas on how to teach professional language

- [ ] Guidelines and instructions for teachers

- [ ] Sample lessons

- [ ] Theoretical principles about language learning and teaching

- [ ] Theoretical principles about plurilingual language learning and teaching

- [ ] Theoretical principles about digital language learning and teaching

- [ ] Information on tandem programmes

- [ ] Socio-pragmatic aspects of communication in the multilingual and multicultural workplace

- [ ] Role of self-assessment

- [ ] Peer learning

- [ ] Portfolio approach

- [ ] Autonomous learning

- [ ] Information on cross-border mobility

- [ ] Information on internship/exchange possibilities

- [ ] This question is not relevant for me.

- [ ] Other, please specify:

7.2 If you wish, you are welcome to add further ideas or suggestions for the planned manual.

8 What the future might hold

8.1 If you wish to be contacted in the context of this project in the future, please provide your name and e-mail address below.

First Name

Last Name

E-mail address

For further information about the project please visit: www.ecml.at/crossbordervocationaleducation

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