

**SLOVAK UNIVERSITY OF AGRICULTURE IN NITRA**  
**FACULTY OF ECONOMICS AND MANAGEMENT**

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**EVALUATION OF THE CONCORDANCE OF THE CHOSEN**  
**STUDY PROGRAMMES AT THE SAU WITH THE EU**  
**LANGUAGE POLICY**

**2010**

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**FACULTY OF ECONOMICS AND MANAGEMENT**

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CHOSEN STUDY PROGRAMMES AT THE SAU WITH THE  
EU LANGUAGE POLICY**

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**Nitra, 2010**

**Andrej Cupák**

## **Declaration of Originality**

I, the undersigned Andrej Cupák, solemnly declare that the thesis “Evaluation of the Concordance of the Chosen Study Programmes at the SAU with the EU Language Policy“ is a result of my own independent research and was written solely by me using the literature and resources listed in Bibliography.

I am aware of legal consequences in case the data are not true and correct to the best of my knowledge.

Nitra, May 13, 2010

Andrej Cupák

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## **Abstrakt**

Predložená práca sa zaoberá problematiku jazykovej politiky Európskej únie. Práca pozostáva z viacerých častí a opisuje mnoho faktorov majúcich vplyv na zvolenú tému. V prvom rade musíme uviesť, že práca je rozdelená do dvoch hlavných častí. V prvej časti sa zaoberáme teoretickým prehľadom o danej problematike. Druhá časť je zameraná na teoretický výskum na odhalenie zhody jazykovej politiky EÚ a jazykovej politiky Slovenskej poľnohospodárskej univerzity. Ako sme už spomínali prvá časť je zameraná hlavne na teóriu. V prvom rade poskytujeme definície jazykovej politiky od rôznych autorov. V práci sa tiež môžete dočítať o inštitúciách majúcich vplyv na usmerňovanie jazykovej politiky. Ďalej uvádzame niektoré dôležité udalosti a momenty z histórie jazykovej politiky. Práca tiež informuje o celoživotnom vzdelávaní a štipendijných programoch ako Erasmus, Leonardo da Vinci atď. V praktickej časti práce sa zaoberáme ako SPU prijala a implementovala jazykovú politiku EÚ. V tejto časti uvádzame koordinátorov LLP-Erasmus programu a tiež opisujeme vybrané študijné programy na fakultách FEM a FEŠRR vyučované v anglickom jazyku. Ďalej sa zaoberáme úrovňou viacjazyčnosti študentov zvolených študijných odborov, keďže Európska únia považuje viacjazyčnosť za jeden z hlavných piliérov jazykovej politiky. V poslednom rade hodnotíme zhodu jazykovej politiky EÚ s jazykovou politikou SPU.

**Kľúčové slová:** jazyková politika, viacjazyčnosť, celoživotné vzdelávanie, Erasmus

## **Abstract**

The thesis focuses on the language policy of the European Union and its implementation at the Slovak Agricultural University in Nitra. The thesis consists of several parts and describes many attributes having an important impact on creating the language policy. The work is divided into two main parts. The first one is supposed to be a theoretical one. The second part is aimed at the practical research and evaluation of the concordance of the chosen Study Programs at the Slovak Agricultural University in Nitra with the European Union Language Policy. Firstly, the definition of language policy is presented. We are trying to make a confrontation of several definitions by different authors and then create our own definition. Secondly, the thesis characterizes and describes the role of institutions taking responsibility for creating the language policy. Then, there is a space to highlight the most important milestones in the development of the language policy. The thesis also discusses an important attribute of the language policy called Lifelong Education Programme. The attention is paid to funding programmes of the European Union as well. These programmes include Erasmus, Leonardo da Vinci and Socrates. In the second part of the work, we deal with the issue how the Slovak Agricultural University in Nitra has adopted the language policy of the European Union and we mainly focus on Erasmus Programme. Then, some study programmes taught in the English language are discussed. At least but not last, we are also interested in the fact if our university fulfills the condition of multilingualism being one of the cornerstones of the language policy. Finally, there is a space to evaluate the concordance of language policy of the European Union with our university's one.

**Key words: language policy, multilingualism, lifelong education, Erasmus**

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## List of Abbreviations and Symbols

EC	European Commission
ECML	European Centre for Modern Languages
EU	European Union
FAFR	Faculty of Agrobiological and Food resources
FBFS	Faculty of Biology and Food science
FE	Faculty of Engineering
FEM	Faculty of Economics and Management
FESRD	Faculty of European Studies and Regional Development
HLEF	Horticulture and Landscape Engineering Faculty
LLP	Lifelong Learning Programme
LPD	Language Policy Division
SAU	Slovak Agricultural University

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## Introduction

The European Union is a community that has been developing since 1945. 27 countries have joined the Union since that time and the number of candidate states will rise by the time. We can consider the Union as a common economic, political and social market with the free movement of labor, capital, people and so on.

After joining the European Union, inhabitants of a candidate country automatically become also inhabitants of the European Union. Getting the European citizenship seems to be pretty simple but on the other hand, it brings many threats as well. Indeed, forming the European citizenship is not a simple and short running process as it seems to be. After joining the European Union, the new citizens get a new European identity. This identity generally expresses some coincidence contained in the European diversity. The European identity is not something you are born with. As we have mentioned before, it is a long running process which is influenced by many political, economic, social and cultural factors. In the following lines, we are going to deal mostly with one very important cultural attribute called language and language policy.

Have you ever been thinking about the importance of languages? Honestly, how many languages do you speak? Since childhood we have been led to practice languages almost every day. This involves studying the mother tongue and foreign languages as well. Everybody knows that knowing at least one foreign language is a necessity today. When you are applying for a job, speaking one of the world languages is at least as vital as having some technical skills involved in a job. Because of these strong arguments, also the European Union and especially the European Commission have started to operate in issues of language learning and creating a very strong language policy. It is necessary to mention that strategy, which has been created and used in the issue of language policy, seems to be really good. The European Commission and its sub bodies use the language policy as a tool how to remain European citizens multilingual and competitive with the rest of the world in the field of linguistic skills. Now, the adoption of the EU's language policy is just up to the attitude of those participating in programmes supporting the language learning. According to the statistical researches, it is clear that the development in the field of languages at European universities should be still increasing and developing.

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Therefore, we want to bring you closer to the issue of language policy of the European Union. In the following pages, we want to deal with the language policy, its history and development. We will also write about the institutions taking responsibility for managing and supporting language learning in the European Union. Lifelong education is a very important part of language policy and therefore, we would like to devote enough space to describing its aims, mission and categories of study programs. Lastly, we will evaluate the concordance of language learning at the Slovak Agricultural University in Nitra with the requirements of the EU's language policy.

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# 1 Theoretical background

## 1.1 Language policy of the European Union

The European Union has a wide spectrum of activities. It has started to realize itself also in a field of creating and regulating the language policy. During the years, a lot of authors have dealt with the issue of the language policy. In the following few lines, we would like to make a basic overview of what language policy actually is.

Spolsky (2004, p. 6) points out that *“Both language and language policy exist in highly complex, interacting and dynamic contexts, the modification of any part of which may have correlated affects(and causes) on any other part. A host of non linguistic factors (political, demographic, social, religious, cultural, psychological, bureaucratic and so on) regularly account for any attempt by person or groups to intervene in the language practices and the beliefs of other persons or groups , and for the subsequent changes that do or do not occur.”*

Shohamy (2006, p. 4) describes the language policy as a tool how to perpetuate and impose language behaviors in consonance with the national, political, social and economic agendas. It supplies the wishes of groups in authority in order to promote the agendas and policies of defending collective identities, promoting globalization and support social and political orders.

On the other hand, the Danish author Phillipson (2003, p.1) claims that the most serious problem for the European Union is that it has so many languages. According to him, no one pays attention to what you say unless you speak English or German, because those are languages of power. Therefore, the Union shall create the policy that would respect cultural, religious and linguistic diversity.

For example, Klimentová (2009, p.58) thinks that *“The EU is a community where Europeans use different tools of thinking and communication in everyday life”*. According to her (2009, p.58), *“a particular language has a representative function within a particular community, but at the same time, several more languages fulfill the representative function that contributes to the unification of the EU as a communication society.”*

Lastly, we would like to introduce the most relevant and actual policy of the EU. The European Commission, the body which in fact creates and coordinates the language policy, describes it as a mix of many agendas, regulations and norms to ensure good



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functioning of it. In the documents published by the EU, the language policy focuses on the using of EUs official languages, as well as minority languages. Furthermore, the EU supports Europeans to remain multilingual by:

- Encouraging language education and promoting the language diversity,
- Promoting multilingualism in a economy and other fields of life,
- Creating social integration by improved knowledge of languages and increase intercultural relationships. (EC 2008a)

According to our opinion, the language policy could be defined as creation, implementation and protection of a language of a certain community or a group of people. Furthermore, many authors mention multilingualism as a cornerstone of the language policy. Therefore, the term multilingualism, encouraged by designing study programmes, establishing networks exchanging information and so on, definitely should not be missing in the definition of the language policy.

### **1.1.1 History of the language policy**

Each thing has got its own history. Language, as an important feature of a certain culture, has been developing for centuries. The EU realizes this fact and tries to protect and encourage the use of each one and it does not matter whether the language is formal or informal.

The development and progress of the language policy of the EU is relatively young. Even though, we consider it necessary to highlight the most important milestones in creating the language policy. We have picked up the following events which we find the most vital for determining the present language policy of the EU:

**1. White paper on education and training.** The European Union language policy dates as back as the year 1995, when the White Paper was established. The White Paper is described as part of processes created simultaneously to make an analysis and to promote the action in the field of education and training. According to the paper educational training language policies, which are fundamental for improving and developing employment and competitiveness, must be strengthen, especially training. The White paper also outlines main objectives of the agenda:

- Encouraging of gaining new knowledge,
- Bringing school and business sector closer together,

- 
- Combating exclusion,
  - Developing proficiency in Three European languages. (EC 2009b)

**2. The European year of languages 2001.** This event was organized by the European Union, namely by the European Commission, and 45 European countries took part at this meeting. There were introduced messages like:

- Europe is multilingual society and always will be likewise,
- Learning languages bring people closer and offers them possibilities to get a job, travel and so on,
- Everyone has got the right to learn languages and use whatever language he or she wants. (EC 2009c)

**3. Action Plan for Languages.** The Action Plan promoting Language Learning and Linguistic Diversity was first promoted at the end of 2001. Then, it was reformed and consulted several times at different conferences. Finally, it was adopted by the Commission on 27 July 2003. The Action Plan introduced almost 45 actions to be worked out in a period of time 2004 and 2006. The Action Plan tried to:

- Extend the benefits of studying languages to all citizens as a lifelong activity,
- Improve the quality of language teaching at all levels,
- Build a favorable environment in learning and speaking languages. (EC 2009d)

**4. Ministerial conference on multilingualism.** The conference, held on 15 February 2008 and organized by the European Commission, was the first event when ministers of education met together to discuss the opportunities related to all of the 23 official languages of the European Union.

The following messages were introduced there:

- Message of Support of multilingualism and linguistic diversity,
- Message that multilingualism is good for the economy and for Europe's competitiveness. (EC 2009e)

**5. Council conclusion of 12 May 2009 on a strategic framework for European cooperation in education and training.** The Council recalled how important it is to learn at least two foreign languages from an early age. The main role of the Commission is to promote language teaching, communication in two foreign languages,

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vocational education and training for adult learners. Furthermore, it tries to provide migrants with opportunities to learn the language of the host country. (EC 2009f)

### **1.1.2 Institutions responsible for the language policy of the European Union**

Each policy must be regulated by organizations through some legislatives or regulations. The same is valid for regulating the language policy of the European Union. Of course, there is a number of institutions and entities dealing with the question of language policy. But the most important ones are the European Commission, the Language Policy Division and the European Centre for Modern Languages. Therefore, we want to describe their mission in more depth.

#### **1.1.2.1 European Commission**

The European Commission encourages and promotes language learning at all levels of studying in order to empower European citizens to ensure full use of the opportunities made by the European Union. The European Commission is an entity that creates the policy and delivers results to citizens. Leonard Orban was a commissioner for the multilingualism since 2007 till 2010. The new commissioner for 2010-2014 is Androulla Vassiliou. (EC 2009g)

The mission of the Commission is to:

- Support lifelong learning and language learning,
- Promote multilingualism,
- Encourage linguistic diversity of EU countries,
- Improve language skills of Europeans for a healthy European economy and social cohesion. (EC 2009h)

#### **1.1.2.2 Language Policy Division, Strasbourg (LPD)**

The next entity responsible for language policy is called the Language Policy Division. The institution was set up in 1957 and it realizes intergovernmental co-operation language programmes. The responsibility of this institution is to design and implement initiatives for the development and analysis of language education policies and plurilinguism. The Division works mainly in developing tools and standards to help the member states of the EU work out transparent and coherent language policies. The aim of the Division is to cover and support all languages either mother tongue/first

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language of education or foreign, second minority languages and meet the needs of all states that have joined the European Cultural Convention. (Council of Europe, 2007 a)

#### 1.1.2.3 European Centre for Modern Languages (ECML)

The ECML, being the third very important entity in a question of language policy, was established by the Council of Europe in order to achieve the dream of a continent without dividing lines in 1994, but started to operate in 1995. Therefore, the Centre celebrated its 10th anniversary in 2005. This was an opportunity to look back at the past and reflect on the origins of the ECML and reexamine the mission it was entrusted with. (Council of Europe, 2007 b)

The Organization's strategic objectives are to help its member states implement effective language teaching policies by:

- Focusing on the practice of the learning and teaching of languages,
- Promoting dialogue and exchange among those active in the field ,
- Training multipliers,
- Supporting programme-related networks and research projects. (European Centre for Modern Languages, n. d.)

#### 1.1.3 Languages of the European Union

Europe is a continent of various languages and cultures. There are spoken hundreds of languages whether formal or informal among the Europeans. Therefore, it is necessary to determine what the official and non official languages of the EU are. The EU has got 23 official-working languages and the number will increase by enlarging the EU. The most widely used ones are English, German, French and Spanish. (EC, Europa, 2009 i)

There are two main aspects of languages being characterized as official and working ones:

- Documents may be sent to EU burros and be replied in any of these languages,
- EU regulations, norms and other documents are published in any of the official or working languages. (EC, Europa, 2009 j)

On the other hand, a lot of regional and minority languages, which do not have official recognition, exist in the EU. Those are called unofficial languages of the EU.

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The EU shows its positive approach towards regulating regional and minority languages. This approach is based on respecting cultural, religious and linguistic diversity. (EC 2008k)

#### 1.1.3.1 Esperanto- language of the future

When talking about the language policy, we should definitely mention the idea of the common European language called Esperanto. This idea was brought by the Polish scientist L.L. Zamenhof in 19<sup>th</sup> century. He was brought up in a society where different ethnic groups hated each other so he came up to the idea of common language that would enable communication and mutual understanding among people. This new, easy and flexible language would serve as a universal alternative language to support peace and international understanding. However, no country has officially adopted the language. The international language invented by Ludwik Zamenhof has kept fans in many countries around the world till today. Many of the famous literary Works have been translated to Esperanto. (poland.gov., 2008)

For example Janton P. (1993, p. 2) considers Esperanto as: *“An artificial or planned language among several hundred projects, studying it as an example of a consciously created linguistic system.”*

#### 1.1.4 Multilingualism and language learning

The European Union describes multilingualism as the most important part of its policy. Therefore, there is a space in this chapter to describe it in more detailed way. Furthermore, there is also necessity to discuss the issue of effective language learning.

##### 1.1.4.1 Monolingualism

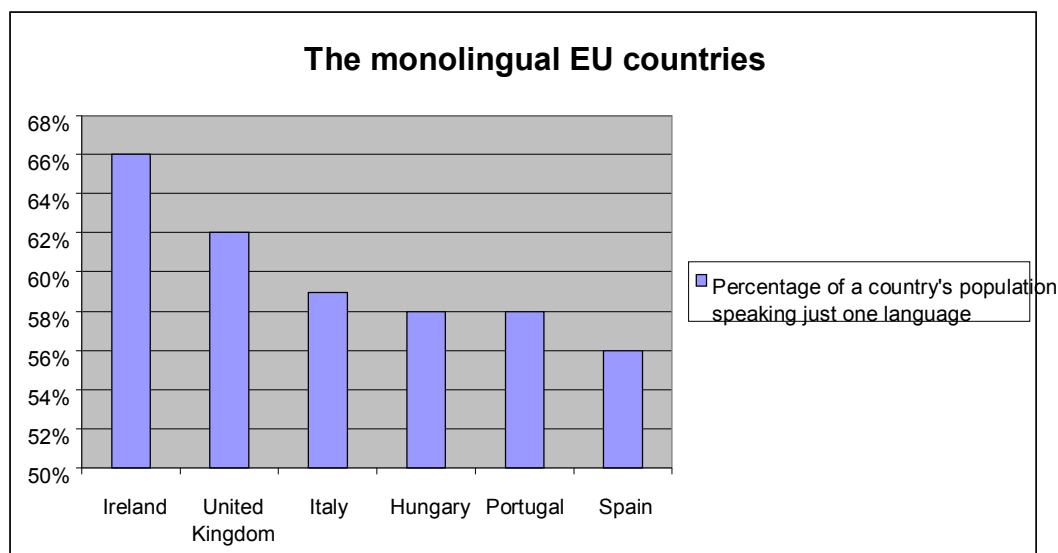
People can be monolingual or multilingual, just like countries. A monolingual is a person who is able to speak only one language. Of course, almost everyone, excluding very small children, knows at least a few words of a foreign language. But in this case they would not consider themselves to be multilingual.

As it is summarized in the book of Elliott (1983, p. 18) there probably is not a person who is strictly monolingual. She thinks that only that person is monolingual who

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uses predominantly 95 % of a single language in his/her daily life. The following graph(Graph 1 The monolingual EU countries) shows the monolingual EU countries

**Graph 1 The monolingual EU countries**



Source: Adapted from Eurobarometer survey, (EC 2008l)

In compliance with the Eurobarometer study (2006), Ireland is considered to be the most monolingual country with the percentage of 66% of population. It is followed by countries like UK, Italy, Hungary, Portugal and Spain. The main reason why the inhabitants of these countries are monolingual is that they speak very famous languages. Then they do not feel a necessity to learn a foreign language, since they can use their also in the other countries.

#### 1.1.4.2 Multilingualism

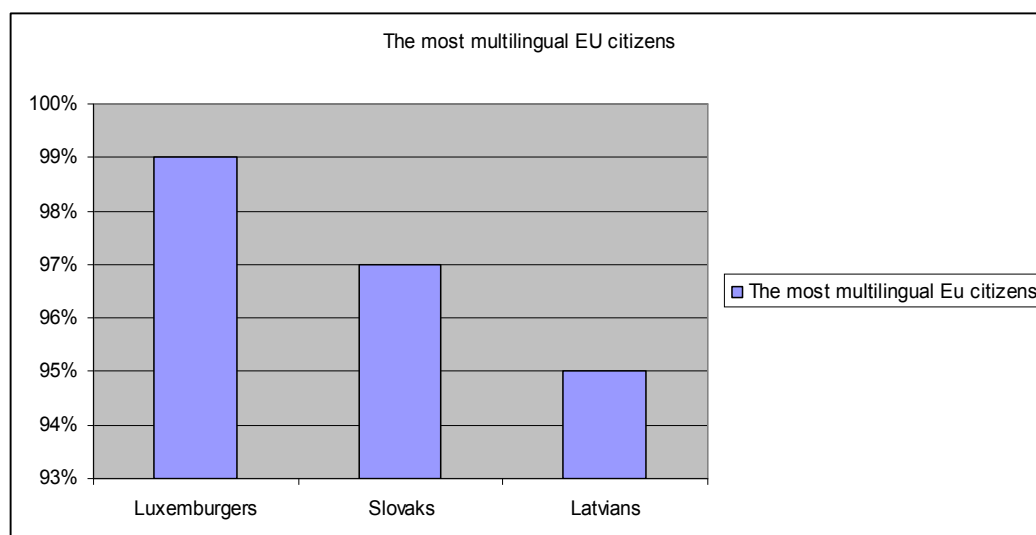
It should be obvious that the term multilingualism represents the ability of a person to speak two or more languages. This is a very simple and general definition, therefore a more specific one should be introduced. According to Tokuhama –Espinosa (2003, p. 215) the term multilingualism can be defined as” *a form of multiple foreign language learning and mastery*”.

The term multilingualism is presented as the most important attribute of the language policy. The EU shows a great effort and allocates lots of financial means to encourage Europeans to remain multilingual. Therefore, we would like to show results

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of the Eurobarometer survey which EU countries are the most multilingual (see Graph 2 The most multilingual EU citizens)

**Graph 2 The most multilingual EU citizens**



Source: Adapted from Eurobarometer survey, (EC 2008m)

In consonance with the Eurobarometer study (2006), results show that the Luxemburgers are the most multilingual with the 99% of population. They are followed by Slovaks, where 97% of its inhabitants are able to speak more than just their mother tongue. The third place belongs to the Latvians where almost 95 % of people demonstrate their multilingualism. We can see that inhabitants of the states, whose national languages are not so widely used, feel it important to know foreign languages. The other reason of multilingualism of people is that those lands are mixed up by many nationalities and minorities living in the common territory.

#### 1.1.4.3 Language learning

Languages are for everybody. It does not matter what age you are or what the reason for studying them is. They help to eliminate personal as well as national barriers. Furthermore, they enable Europeans to communicate with each other, to work together and to move between countries.

Learning a foreign language can be enjoyable and deeply rewarding experience. The main goal is to find an effective method how to learn it. The European Commission points out some ways how to learn languages:

- 
- Learn by yourself,
  - Watch TV,
  - Surf the internet,
  - Learn with a teacher,
  - Learn at work,
  - Find a partner (EC 2009n)

### 1.1.5 Lifelong Learning Programme

To study abroad is considered to be an effective way of language learning. Therefore, the European Commission has started to coordinate various educational and training initiatives called the Lifelong Learning Programme. The Programme has been running from 2006 till 2013 with the budget of 7 billion Euros mostly aimed at educational, vocational training and e-learning for students and teachers as well. (EC 2009o)

For example, Óhidy (2008, p. 18) summarizes Lifelong learning as “*a cognitive process that starts in early childhood and ends in late old age. It all includes formal or school education, non-formal learning and informal learning, such as learning in ones family, at ones workplace, or in the wider social environment*”.

#### 1.1.5.1 Subprogrammes of Lifelong Learning Programme

Lifelong Learning Programme consists of several subprogrammes, e.g.:

- **Comenius-** deals with needs for school and preschool education (kindergartens, primary schools, high schools). Its priority is to serve the students and teachers of the above mentioned kindergartens, primary schools and all types of high schools. It provides several possibilities for individuals, schools and other organizations to take part at different mobilities and create good relations by such partnerships. (Pačiauskas, 2008)
- **Erasmus-** The programme is a subprogramme of the LLP/Erasmus project of the European Union and its main aim is to encourage learning and science mostly at universities. Erasmus is financed by the European Commission as an executor of the language policy of the EU

Erasmus has a number of goals. The main ones are:

1. to ensure lifelong education,



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2. to encourage language learning,
  3. to encourage and improve cooperation between higher education institutions and enterprises,
  4. to spread innovation and new pedagogic practice and encourage cooperatin among universities in Europe. (Osusky, 2009, translated by the author)
- **Leonardo da Vinci-** The Leonardo da Vinci program is a European Commission funding programme focused on the teaching and training needs of those involved in vocational education and training (VET). In general, Leonardo da Vinci facilitates VET organizations to cooperate with European partners. It supports efforts of vocational education to become more attractive for young people. The programme is also aimed at increasing the competitiveness on the European labor market by helping European citizens to get new skills.(EC 2009p)

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## 2 Aims of the Thesis

The European Union is a community of many nations and cultures. Each of them has got some typical features. On the one hand, the EU tries to protect the European diversity. On the other hand, the EU also requests integration by joining the Union. To ensure good functioning of the Union, the European Union has to provide many activities, agendas and policies. Therefore, we want to discuss the issue of language policy in our work.

There exist many definitions of what the language policy actually is. We have to mention that this is a relatively young policy of the EU. In fact, the European Commission is the most important coordinator and executor of the policy. We can generally say that the language policy is creation, determination, implementation, usage and protection of language of a community. On the other hand, the language policy is also aimed at language diversity and multilingualism of Europeans. The European Commission encourages its inhabitants to remain multilingual by many projects and activities. The lifelong education, containing projects like Erasmus and Leonardo da Vinci, is the most interesting and attractive one.

Since the Slovak Republic is a member state of the European Union, it is supposed to fulfill the European policies. Therefore, the Slovak Agricultural University in Nitra has started to realize itself also in the field of the language policy. That is why we are going to analyze how the University fulfills and implements the language policy of the European Union.

The main aims of our work are:

1. to find out how the Slovak University of Agriculture in Nitra implements the issues of the language policy of the European Union;
2. to outline the development of LLP-Erasmus Programme and the interest of students in this program;
3. to find out if two chosen faculties (FEM and FESRD) offer a possibility to study in a foreign language;
4. to describe the language skills and the ability to speak two or more languages of students of two chosen faculties (FEM and FESRD).

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### 3 Materials and methods

We will analyze and evaluate how the Slovak Agricultural University in Nitra adopts and implements the language policy of the European Union. Firstly, we will collect and evaluate information about the implementation of the Erasmus program at the university.

Secondly, we will choose and describe some study programmes offered in the English language by two faculties - the Faculty of Economics and Management and the Faculty of European Studies and Regional Development. The Faculty of Economics and Management was established in 1959 and since that time it has grown up more than 15,000 graduates. The Faculty also provides some study programs in English, e.g. International Business with Agrarian Commodities. On the other hand, the Faculty of European Studies and Regional Development is a relatively young Faculty, but it also offers possibilities for its graduates to master their knowledge in the field of economy, sociology, law of the EU in order to remain competitive at the European labor market. The Faculty also provides their students with the possibility to study in the English language.

Finally, we will present the results of the questionnaire about language skills of the students of the above mentioned study programmes.

For the significant evaluation, we are going to use the following materials and methods:

1. study of literature and documents about the issue of the language policy (books about the issue of the language policy, official webpages of the European institutions responsible for creating and implementing of the language policy, documents of the Slovak Agricultural University in Nitra about the Erasmus program, etc.);
2. questionnaire designed for the students of two study programmes: International Business with Agrarian Commodities and European Development Programme about their abilities to speak foreign languages;
3. statistical methods for processing the information obtained by the questionnaire.

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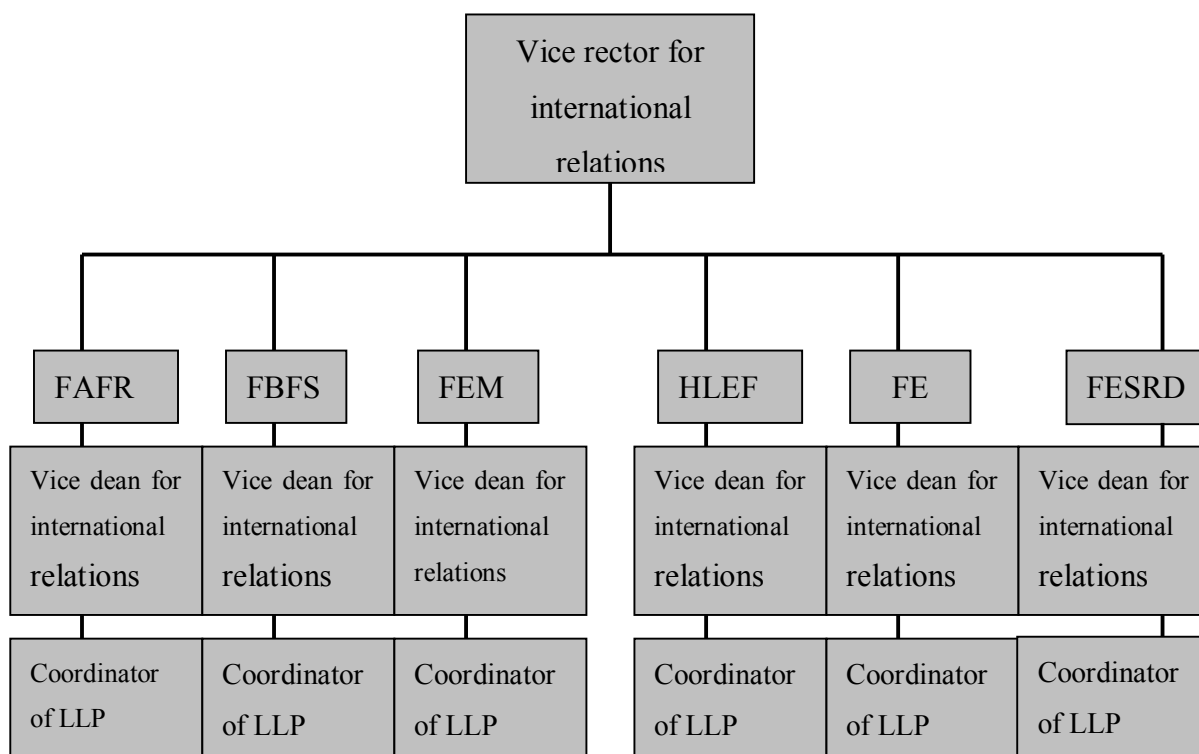
## **4 Results and Discussion**

### **4.1 Coordinators of LLP-Erasmus Programme at the Slovak Agricultural University**

As long as we are a member state of the EU, we should follow standards and requirements of the EU in promoting the language policy. Many universities across the country have got involved into the programs increasing the level of language education, mobilities of students, teachers and employees as well. Since there is a possibility to grant and support this kind of learning and teaching through EU study programmes, we can see an increasing demand from students' and teachers' side as well. In this part of the work, we would like to introduce you an office having a very important influence on coordinating of foreign relations related activities at the Slovak Agricultural University in Nitra. We would like to make you familiar with the work of Foreign Relations Office.

The Foreign Relations Office is a department that has got many roles mainly in coordinating foreign relations with other partner universities across the world. It is very important to keep step with the competition for the Slovak Agricultural University with the rest of the world. The main goal of the Foreign Relations Office is to build international dimension of education and science at the university. Foreign relations are based on a long-term cooperation but also on new ways of cooperation and projects. (UNIAG, 2010)

There are more coordinators of LLP program at the University besides the Foreign Relations Office. Therefore, we would like to make a brief overview of coordinators responsible for the policy. At the top of the hierarchy, there is a coordinator for institution of Slovak Agricultural University Prof. Ing. Magdaléna Lacko - Bartošová, PhD., a vice rector for International Relations. Other coordinators of LLP-Erasmus and international relations are stated in Picture 1.



**Picture 1 Simplified model of coordinators of LLP-Erasmus** (Source: own processing)

It is a simplified model of the coordinators for international relations and LLP-Erasmus program. There are six faculties at the Slovak Agricultural University. Each one has got a Vice Dean for International Relations and also a coordinator of LLP programme. Of course, there are more persons responsible for coordinating the policy, but those mentioned above are the most important ones.

In 2007, Slovak Agricultural University has joined the Lifelong Learning Programme. Since that time, Slovak Agricultural University has participated in the following LLP subprogrammes like:

- Erasmus Programme for Universities,
- Leonardo da Vinci Programme for Special Learning and Training,
- Gruntvig Programme for Education of Elder. (UNIAG 2010, translated by the author)

Now, we would like to deal with the implementation of the Erasmus programme at the SAU in more depth.

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## **4.2 Erasmus Programme at the Slovak Agricultural University**

In 2009, the Slovak Agricultural University in Nitra joined all activities of the Erasmus Programme. These activities include for instance mobilities of students of SAU in order to study abroad. Another activity is connected with mobilities of students to take internships. The next activity provides the teachers of SAU with the possibility to take training at foreign partner universities or other organizations.

In general, the Programme deals with the education and learning of those involved in higher education, special education and also special training independently on the length of studies or received degrees of education. The main aim of the Erasmus Programme is definitely the lifelong education. Besides this goal, Erasmus also fulfills the following objectives:

- Encouraging academic learning across Europe,
- Encouraging innovations in academic learning,
- Development of mobilities of students and teachers ,
- Improvement of cooperation between universities,
- Improvement of cooperation between universities and European firms,
- Improvement of innovative attitudes in learning.(UNIAG 2010, translated by the author)

The Erasmus Programme is the most important programme in the field of internationalization of the teaching process and joining the international cooperation with universities. We have to mention the fact that the Erasmus Programme is the highest donated one at the University. According to the statistics of LLP in Slovakia, the Slovak Agricultural University belongs to ten most active universities in terms of Erasmus Programme for the year 2008/2009. Moreover, SAU was the second one in the category of sent-out students. Then SAU was the 3<sup>rd</sup> one in the category of Erasmus language courses, the 5<sup>th</sup> one in the category of the number of mobilities for employees training, the 7<sup>th</sup> one in the category of the number of sent-out Erasmus students and the 9<sup>th</sup> one in the category of teachers Erasmus mobilities. Therefore, it is necessary to appreciate the work of all the involved people like the Foreign Relations Office, Vice Deans of individual faculties, coordinators of LLP programme, teachers and many others (UNIAG 2010, translated by the author)

As you might have read, there are several categories of studies within the Erasmus Programme. We will deal mainly with the mobilities of sent-out students, sent-

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out teachers and mobilities of foreign students at the Slovak Agricultural University in Nitra for 2009.

### **1. Mobilities of students of the Slovak Agricultural University for 2009**

In 2009, the Slovak Agricultural University in Nitra sent-out in total 100 students in order to study abroad by LLP-Erasmus Programme. The mobilities of students according to a country and faculty are stated in Table 1. Data are collected from the 2009.

**Table 1 Mobilities of students of the Slovak Agricultural Univeristy for 2009**

Country/faculty	FAFR	FBFS	FEM	FESRD	HLEF	FE	Countries total
Denmark			1	1			2
Czech republic	15	4	2	1	5		27
Finland			2	3			5
Netherlands			6	2	7		15
Ireland			4	1			5
Latvia				2			2
Germany			1	2			3
Poland			5	1			6
Portugal	3			2			5
Austria				1	1	1	3
Slovenia				2			2
Spain	1		2		5		8
Sweden					4		4
Italy			1	2	1	1	5
Belgium	1						2
Hungary	1						1
Lithuania				1			1
Romania				1			1
France	1				1		2
Turkey					1		1
Total	22	4	25	22	25	2	100

Source: UNIAG 2010, translated by the author

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According to the table, the Faculty of Economics and Management and the Horticulture and Landscape Engineering Faculty sent out the highest number of students in total of 25 students each in 2009. FESRD and FAFR sent out in total 22 students. FBFS sent out 4 students and FE only 2 students.

In consonance with statistics, the majority of students traveled to the Czech Republic (27 students). 15 students visited the Netherlands, 8 students went to Spain and Poland was visited by 6 students. The average grant was 300 € for the summer term 2008/2009. In the winter term 2009/2010, it was 323 € per month. Furthermore, each student received monthly 70 euros from the Ministry of Education in 2009. Average costs for living were between 300 and 600 euros per month depending on a country. Students stayed abroad together 152.25 months in the summer term of 2008/2009 with the average length of mobility per one student of 4. 6 months in the winter term 2009/2010, it was totally 323 months with the average of 5. 5 months per one student. (UNIAG 2010, translated by the author)

Generally, mobilities are considered to be very beneficial for students and teachers as well. They appreciate it from the professional and also personal point of view. Students have got possibilities to gain new knowledge, information and they can also experience studying abroad. Furthermore, after coming back from the mobility, they can even contribute to the system of teaching and learning at domestic universities.

In addition, mobilities greatly influence students' self-activity, they increase their self-assurance and encourage the development of social, communicative and linguistic abilities of students. Students feel more competitive and they are even more successful in finding new job opportunities on the labor market in Slovakia and abroad too.

On the other hand, there are some problems connected with mobilities, e.g.:

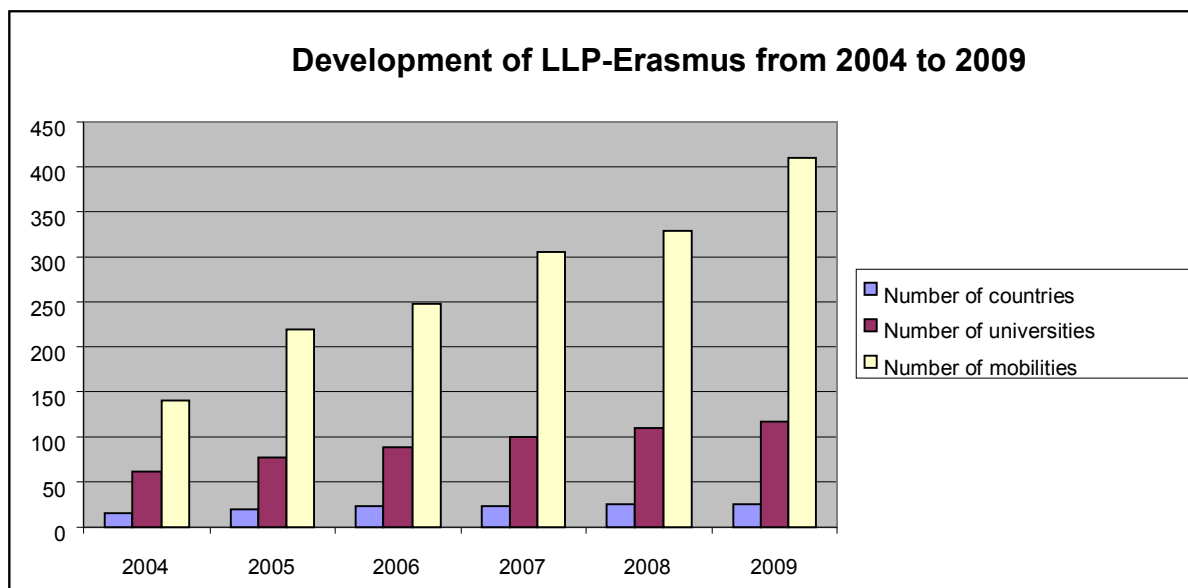
- Lack of students language knowledge,
- Partner university does not provide the teaching of a chosen subject in a chosen language, problems with changing the subjects after coming from a foreign partner university,
- Late sending of a list of exams which our students took at foreign universities,
- Different values of exam evaluation,
- Different credit system and problems with accepting the exams.(UNIAG 2010, translated by the author)



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The following graph ( Graph 3 Development of LLP-Erasmus from 2004 to 2009) illustrates the development of LLP-Erasmus at the SAU from 2004 to 2009.

**Graph 3 Development of LLP-Erasmus from 2004 to 2009**



Source: own processing

The graph above illustrates the development of students' mobilities in different years during the period 2004-2009. It is obvious that the number of mobilities had an increasing trend. For example students were not as interested in joining the mobilities in 2004 as in the following years. The biggest interest was marked in 2009. The possible factors influencing the low/high number of mobilities are probably:

- Lack of advertising by coordinators,
- Low/high grants and funds,
- Low/high interest in programme from students' side,
- Lack of language knowledge.( UNIAG 2010, translated by the author)

On the other hand, the Slovak Agricultural University offers the possibility of mobility for teachers as well. Now, we would like to write about mobilities of teachers and other employees of the University.

## **2. Mobilities of employees of the Slovak Agricultural University**

This kind of activity has been provided by Erasmus Programme since 2007/2008. It is used by teachers and also technical and administrative employees who

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want to develop their professional skills and want to confront their knowledge and skills with other European colleagues. There are many advantages of such a mobility, but the most important ones are:

- Making new contacts and relations,
- Gaining new professional skills,
- Improving language skills.( UNIAG 2010, translated by the author)

### **3. Mobilities of foreign students at the Slovak Agricultural University in Nitra for 2009**

Since SAU participates in the LLP-Erasmus Programme, it also hosts foreign students coming to study in Nitra. We would like to make a short overview of students according to countries they came from and faculties they went to. The data are presented by Table 2 and they were collected for the year 2009.

**Table 2 Mobilities of foreign students at the Slovak Agricultural University**

Coutry/faculty	FAFR	FBFS	FEM	FESRD	HLEF	FE	Countries together
Czech republic			1		2		3
France	1	2					3
Greece		2					2
Latvia		1	1				2
Germany	1						1
Poland	2		1		3	2	8
Portugal		1					1
Romania		2					2
Spain			2		5		7
Sweden					1		1
Italy	1						1
Turkey	10	7			3		20
Total	15	15	5	0	14	2	51

Source: UNIAG 2010, translated by the author

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In 2009, 51 students from the EU and Turkey studied at the SAU. The biggest number of students came from Turkey, Poland, and Spain. There were also students from Greece, Sweden or Italy. FAFR, FBFS and HLEF belonged to the most attractive faculties of the University for the foreign students. (UNIAG 2010, translated by the author)

Teaching of foreign students was provided by 76 teachers from all faculties of SAU. It is necessary to widen the spectrum of subjects taught in English and increase the attractiveness of studies at our university for foreign students. It would be beneficial to teach also Slovak students who cannot participate in Erasmus in the English language and this increase the integration between domestic and foreign students.

Of course, there are some problems connected with studying of foreign students at the Slovak university of Agriculture in Nitra. We would like to mention only some of them:

- Not all subjects for Erasmus students are taught in English,
- Lower knowledge of English of foreign Erasmus students,
- Low integration of foreign and domestic students,
- Low quality of accommodation,
- Indisciplined behaviour of students at dormitories. ( UNIAG 2010, translated by the author)

But on the other hand, studying at the University brings many advantages; we would like to mention some of them:

- Intercultural cooperation,
- Improvement of language skills of teachers and students,
- Internationalization of learning at SAU. (UNIAG 2010, translated by the author)

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### **4.3 Evaluation of chosen study programmes in the English language**

Since Slovak Agricultural University offers the possibility to study some programmes fully or partially in English, we would like to describe them. We have chosen two Faculties of our University. We would like to make you familiar with interesting programmes of the Faculty of Economics and Management and the Faculty of European Studies and Regional Development. We are going to describe them in more depth in the following lines.

#### **4.3.1 Programmes of the Faculty of Economics and Management**

First of all, the faculty belongs to the most popular faculties of our university. Since 1959, it has prepared almost 15 000 graduates. Teaching of subjects is provided by really experienced teachers who teach economic, managerial and many more subjects. But in the time of globalization and internalization, we cannot forget also about the studies in a foreign language which would keep us competitive enough with the rest of Europe. Therefore, we are going to describe some study programmes taught in English:

**1. MBA programme.** The programme is designed for the graduates of masters or bachelor studies that are able to speak English fluently and are interested in the field of Agrarian Business and Commerce. The main goal of the programme is to offer high quality managerial education provided by domestic or foreign teachers. The Programme is suitable for everybody who is interested in this branch of study. Benefits of the programme are as follows:

- MBA degree in the field of Agribusiness and Commerce,
- Practical experience,
- Usage of professional English.( FEM, n.d. a, translated by the author)

**2.V4 international studies.** This programme has been realized since 2008. In general, the programme is used for those being good at English and wanting to gain new international experience at four different universities in Hungary, Poland, the Czech Republic and Slovakia. The programme lasts four terms, each one at different university. The study is supported by the Erasmus Programme. The international study is a big challenge for students, since it offers many advantages:

- Getting international experiences,

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- Teaching of subject provided by international team of teachers,
  - Usage of professional English language,
  - Gaining financial supports.( FEM, n.d. b, translated by the author)

**3. International Business with Agrarian Commodities** The programme has been provided also in the English language since 2007/2008. Generally, the programme offers mastering of basic economic, managerial and accounting skills. Furthermore, the aim of the programme is also mastering the English for Specific Purposes. Graduates of the programme have to obtain a language certificate (level C1) till the end of their bachelor studies. Graduates of the programme are able to find good job opportunities after graduation in all fields of economy but mainly in international companies. (Bielik et al 2009, p. 30, translated by the author)

#### **4.3.2 Programmes of the Faculty of European Studies and Regional Development**

The Faculty is the youngest one, since it was established in 2004. The Faculty tries to grow up skilled graduates that would be competitive on the European labor market. We would like to pick up some current programs in the English language:

**1. European Development Programs in Agriculture.** The study program is designed for those interested in the external and internal relations of the EU. The programme deals with many policies of the EU like agriculture, economy, business, law, sociology and projects of the Union. The program is partially taught in English. Students of the programme are supposed to obtain C1 language certificate till the end of their bachelor studies. (FEŠRR, n.d. a, translated by the author)

**2. Atlantis-Double Degree Program in Rural Development and Agricultural Economics.** The syndicate of six universities involving also the SAU offers the possibility to take studies and obtain a double international degree in the field of Rural Development and Agricultural Economics. Students must choose at least two universities from the EU and one from the USA which are members of the syndicate. English is the learning language, but there is a possibility to take some subject also in Spanish, German and French. This study is designed for students of the second degree of studies. (FEŠRR, n.d. b, translated by the author)

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**3. International Master of Science in Rural Development.** Students can participate in this program during their second degree of studies. The programme is organized by the syndicate of 6 European and 7 non-European countries. During the studies, students of the program gain theoretical knowledge and practical skills in the field of rural and regional development and agricultural economics. Teaching is provided in English at all universities of the syndicate. There is also possibility to take some subjects in German, French, and Dutch and so on. After graduating a student is given a degree in the study program International Master of Science in Rural Development.

The syndicate is created by the following European universities:

- University of Ghent
- Agrocampus Quest
- Humboldt university of Berlin
- Wageningen university
- University of Pisa
- Slovak University of Agriculture(FEŠRR, n.d. c, translated by the author)

#### **4.4 Other centres and departments responsible for implementing of the language policy**

In this chapter we will introduce and describe two departments also taking responsibility for executing and coordinating the language policy at our university. We would like to introduce the Centre of Lifelong Education at the Faculty of Economics and Management and Department of Professional Language Education. We will describe them in more depth in the following lines.

##### **4.4.1 Centre of Lifelong Education at the Faculty of Economics and Management**

This institution responsible for the language policy of the FEM was set up to provide educational, informative and consultant services. Its primary aim is to bring up well prepared graduates of the Faculty. The mission of this institution is to organize and navigate life-long education at the Faculty. Activities of CLE are based on principles of partnership with other universities.

Centre of Lifelong Education has a number of goals:

- Development of education,

- 
- Development and building of student's personalities,
  - Education aimed at fully social and economic function,
  - Creation of the effective conditions for providing roles including the permanent revival by the tools of reeducation, remobilization and retraining,
  - Creation of a flexible system that can react to the changing social and economic environment.( FEM, n.d. c, translated by the author)

#### **4.4.2 Department of Professional Language Education**

This department was established in 1952. History shows that in the past it ensured teaching mainly Russian, French and German. Teaching was provided by internal and external teachers. In 1989, English became the most popular language and since that time the most of the students have been choosing English. Other languages taught by the teachers of the Department are Russian, German, Spanish and French.

The Department obtained accreditation for executing the national language exams in 1995. Exams were replaced by UNICert B2 and C1 exams in 2006. Language programs UNICert were figured out mainly for students of the Faculty of Economics and Management and the Faculty of European Studies and Regional Development. But also students from other faculties can take those language exams.

It is very important to mention that the Department has a wide spectrum of activities besides teaching students of the University. Employees of the Department have created a lot of study materials and many special language dictionaries. The Department provides also courses for employees of the University. The members of the Department find it very important to keep step with modern technologies, therefore they prepared the project called "Using of multimedia technologies in language learning". Subjects taught in foreign languages will be based also on e-learning. This is an important fact, because according to the European Union e-learning is one of the most effective tools of learning languages. (FEM, n.d. d, translated by the author)

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## **4.5 Multilingualism of students at the Slovak Agricultural University in Nitra**

As you might have read in the theoretical part of the work, the term multilingualism refers to the ability to speak more foreign languages apart from a mother tongue. In this part of the work, our intention is to find out the ability of students of the SAU to speak more languages. We have aimed our research mostly at two study programmes with the highest donation of subjects taught in foreign languages. Those programmes are “International Business with Agrarian Commodities”(Slovak and English version) at the Faculty of Economics and Management and “European Development Programmes” at the Faculty of European Studies and Regional Development.

To make statistically relevant research and analysis, we questioned about 67 students of the above mentioned faculties. We tried to compose different questions to get answers and process them. Quantitative attributes allowed us to arrange them in tables, graphs and charts. On the other hand, we used only verbal description of qualitative attributes received from the questionnaire.

When composing the questions, we chose the following spheres of interest:

1. First of all, we tried to find out whether the respondent is a man or a woman.
2. Secondly, we tried to get information about the name of the faculty the students study at and the name of their study programme.
3. Thirdly, we wanted to know if a respondent comes from a monolingual family (speaking only one language).
4. Then we were interested in their knowledge of foreign languages apart from a mother tongue as a consequence of coming from a nationally mixed family.
5. We also used a table to find out which languages the students had learnt. We were also interested in the level of mastering the foreign language.
6. We also aimed at language certificates the students had obtained.
7. Then we wanted to know how many subjects students had taken in a foreign language during their studies.
8. We asked respondents if they had ever taken the possibility to study abroad by Erasmus, etc.



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9. At last but not least, we asked which method of studying a foreign language they found the most effective one.
  10. Finally, we asked whether the respondents find it important to know foreign languages for their future career.

Now we would like to describe each of the prepared questions and show the results of a research about the ability of respondents to speak more foreign languages.

#### **4.5.1 Description of respondents**

In this part, we were interested in information about respondents- the first and the second question of questionnaire. We tried to find out their sex and get information about the name of the faculty they study at and the name of their study programme. According to the results of the questionnaire, 23 respondents are men and 43 are women. 27 respondents attend the second class at the Faculty of European Studies and Regional Development, 23 of them attend the first class at the Faculty of European Studies and Regional Development and 17 students attend the second class at the Faculty of Economics and Management. Students attend study programmes “International Business with Agrarian Commodities” at the FEM and “European Development Programmes” at the FESRD.

#### **4.5.2 Monolingual versus nationally mixed family**

Our intention was to find out whether respondents come from a monolingual (using only one language at home) or a nationally mixed family (using more languages in daily communication). If a respondent comes from a nationally mixed family, we let him/her choose the language he/she can speak apart from Slovak.

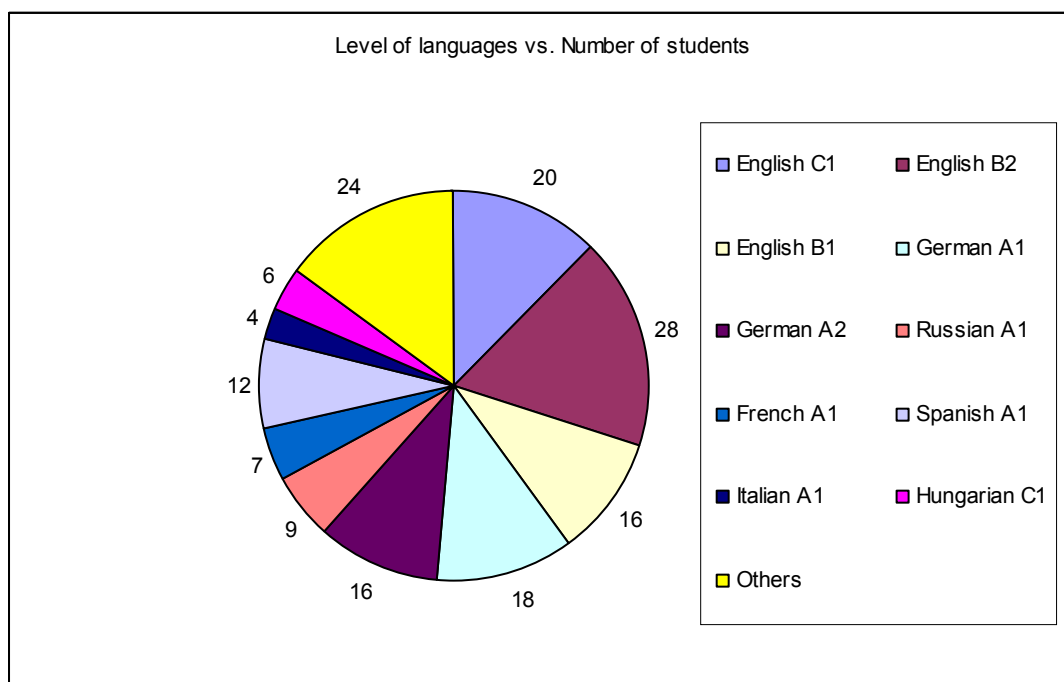
In concordance with the results, 43 respondents live in a monolingual family. On the other hand, 23 respondents claim that they use more languages in daily communication. They are able to speak Hungarian, German, Russian and Polish apart from Slovak. We wanted to show that living in a nationally mixed family can influence the ability to speak more foreign languages.

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### 4.5.3 Students and languages

This part of the questionnaire is the most significant one, since it clearly shows the capability of students to speak different foreign languages at different levels-A1, A2, B1, B2 and C1 according to the European Framework of Reference for Languages (see results in Appendix A). We questioned around 67 students. The results show that students seem to be multilingual, but mostly at A1 and A2 levels (see Graph 4)

**Graph 4 Language levels vs. Number of students**



Source: Data processed from the questionnaire survey (See also Appendix A)

All 67 respondents are able to speak English, since we have aimed our research at the English programs. 20 respondents speak English at C1 level, 28 at B2 and 16 at B1 level. 3 respondents claim that they speak English at other level than the above stated ones. According to the results, German is spoken at two levels: A1 and A2 with the number of respondents of 18 and 16. Then it is followed by Russian (9), Spanish (12), French (7) and Italian (4), each of them at level A1. Then there are 24 other languages, but we do not take them into consideration because of irrelevant number of students who can speak the languages.

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#### **4.5.4 Certificates of foreign languages**

According to results, only few respondents have language certificates. They usually have B1 certificates from the English language. We have to mention that our respondents are the first and second year students. The students of the chosen study programmes (International Business with Agrarian Commodities and European Development Programs) have to obtain a language certificate “C1” till the end of their Bachelor study. Therefore, this fact should be taken into consideration.

#### **4.5.5 Subjects in foreign languages**

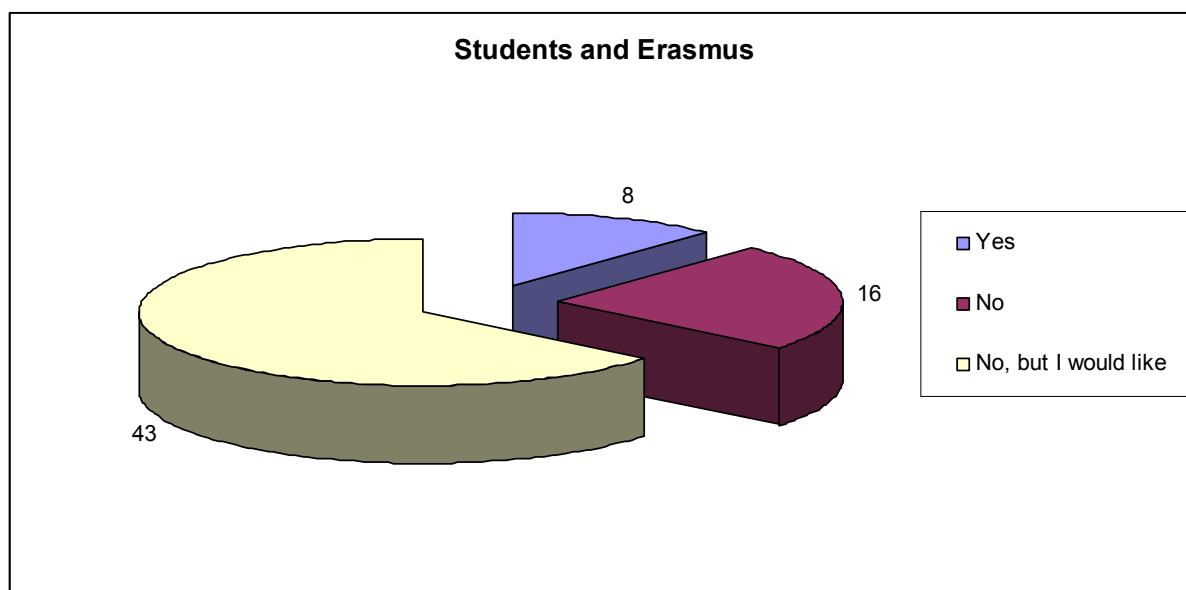
In this part of the questionnaire we wanted to find out how many subjects the students had taken in foreign languages during their studies. Since we questioned students from three different study programs, three kinds of answers occurred. The respondents from the specialization “International Business with Agrarian Commodities” (English version) stated that they learnt all subjects in English. Respondents from the Faculty of European Studies and Regional Development have their programme mainly in Slovak, but a few students of the first year attend some subjects in the English language.

#### **4.5.6 Erasmus and respondents**

Since the LLP programme is one of the cornerstones of the language policy and the Slovak Agricultural University also participates in this program, we wanted to find out the attitude of respondents towards the possibility to study abroad by the LLP funding programmes. We were mostly interested in Erasmus programme, since it is the highest donated one. The results are presented by Graph 5.

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**Graph 5 Students and Erasmus Programme**



Source: own processing

The graph clearly illustrates how many students have used Erasmus as a possibility to study abroad. Only 8 students claim that they have studied abroad by Erasmus. 16 respondents say that they have not used this possibility. The majority of respondents- 43 students claim that they have never been abroad by the programme but they will definitely try it in the future. Here we should remind once again that respondents are only in the first and second year of studying, therefore only 8 of them have used the Erasmus.

#### **4.5.7 Effective methods of language learning**

We have tried to find out which method of studying foreign languages is the most effective for the respondents. The majority of respondents find “learning by studying abroad” and “learning by visiting a foreign country (summer job, vacation)” the most effective methods of studying. Then they are followed by “learning by yourselves”. Respondents think that methods like “learning in school” and “learning from media” are the least effective methods of language learning.

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#### **4.5.8 The importance of knowing a language**

We have asked respondents if they think that speaking foreign languages is beneficial for their future. All respondents find it important to study foreign languages. They think that it is also important to know a language when applying for a job. Respondents would like to use their language skills in multinational companies. They also find it important to know a language when traveling and communicating with foreigners.

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## Conclusions

It is obvious that these days it is necessary to speak at least two languages when somebody wants to get a well paid job. Students or other people can achieve this requirement only by studying hard. But what makes the learning of languages more attractive? There is a possibility to go studying abroad. Nowadays, universities in Slovakia provide their students with the opportunity to study abroad through the programme of Lifelong Education which includes several subprogrammes, e.g. Erasmus, Socrates, Leonardo da Vinci and so on. The Slovak Agricultural University in Nitra also participates in the already mentioned LLP program. In addition, Erasmus is the most widely used LLP subprogram at the University.

In our bachelor thesis, we tried to bring you closer to the issue of the language policy of the European Union. In the first part of the work, it was necessary to describe the theoretical background of the current issue. First of all, we tried to make you familiar with the different definitions of the language policy. Secondly, we described official, working and unofficial languages of the European Union. Then, we tried to pick up and highlight some important events connected with the history of the language policy. Later, we introduced the most important institutions responsible for creating and coordinating of the language policy. Then, we discussed the issue of monolingualism and multilingualism and demonstrated the ability of Europeans to speak foreign languages. Finally, there was a space to introduce funding program of Lifelong Education and subprogrammes like Erasmus, Leonardo da Vinci, etc.

In the second, practical part, we tried to find out how the Slovak Agricultural University implemented the language policy and we mainly focused on LLP-Erasmus programme. In this part we were interested in the fact how students of our university use the possibility to go studying abroad. We analyzed the mobility of students and teachers within the chosen period of time. Later, we tried to find out whether our students are able to speak more languages. We prepared a questionnaire, offered it to respondents and processed the results. The results were illustrated by graphs, tables as well as by verbal description.

To sum it up, we think that joining the Lifelong Education agenda is a very beneficial step to go forward in the field of education at our university. Moreover, demand for studying is increasing nowadays. According to the materials we were given,

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there was no student complaining about the mobility. And what is more, each of the students experienced the most wonderful times of their lives when studying abroad. This is at least one very strong argument to participate in such study programmes. We think that Slovak Agricultural University in Nitra fulfills the requirement of the European Union in terms of the language policy since it participates in LLP programme. Moreover, there is also a possibility to study at study programmes like V4, Atlantis, European Development Programmes and International Business with Agrarian Commodities which are taught in the English Language. Finally, our research showed that respondents were able to speak more languages. Therefore, we would like to express our opinion that there is really the concordance between the language policy of the European Union and the language policy of the Slovak Agricultural University in Nitra. The results of our survey can be used by the coordinators of LLP – Erasmus Programme to encourage the students of individual faculties of the SAU to participate in the exchange study programmes. We would also advise to offer more compulsory subjects in foreign languages to motivate students to develop their ability to speak to be able to compete on the European labor market.

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## Resumé

Európska únia pozostáva z mnohých krajín, národností a kultúr. Práve EÚ si stanovila za cieľ podporovať kultúrnu rozmanitosť spoločenstiev v rámci únie. Jedným z dôležitých atribútov kultúrnej rozmanitosti je jazyková rôznorodosť. Z toho dôvodu EÚ vytvorila agendu, ktorá podporuje jazykovú politiku a podporuje Európanov, aby sa snažili hovoriť viacerými jazykmi, nezáleží na tom či svetovými alebo menej používanými. V práci sa preto zaoberáme opisom jazykovej politiky Európskej Únie a tiež vecami súvisiacimi s danou problematikou. Tiež treba podotknúť, že práca obsahuje aj výskumnú činnosť, kde hodnotíme ako sa Slovenská poľnohospodárska univerzita zapája do činnosti súvisiacej s danou jazykovou politikou. Ako sme už spomenuli, práca pozostáva z praktickej a teoretickej časti.

Teoretická časť práce je zameraná na prehľad definícií jazykovej politiky od rôznych autorov. Tu by sme mohli zhrnúť, že jazyková politika je vlastne vytváranie, implementácia, ochrana a používanie jazyka určitej skupiny ľudí. Navyše Európska únia zdôrazňuje vo svojej agende schopnosť ľudí rozprávať viacerými jazykmi.

V teoretickej časti sa taktiež venujeme histórii jazykovej politiky, kde sme uviedli niektoré dôležité momenty a zmluvy, ktoré dopomohli k vytvoreniu jazykovej politiky. Ďalej opisujeme inštitúcie, ktoré majú významný vplyv na vytváranie a korigovanie jazykovej politiky v rámci EÚ. Existuje mnoho inštitúcií, ktoré prispievajú k tvorbe politiky, ale opisujeme len tri najdôležitejšie. Tu sa zameriavame hlavne na Európsku komisiu, Divíziu jazykovej politiky a Európske centrum pre moderné jazyky. Jednotlivé inštitúcie v podstate spolupracujú na projektoch a vyznačujú sa spoločnými záujmami v rámci koordinovania jazykovej politiky. Všetky tri inštitúcie si vytýčili za cieľ podporovať viacjazyčnosť, celoživotné vzdelávanie a podporovať jazykovú rôznorodosť v rámci EÚ.

V rámci jazykovej politiky sa tiež zaoberáme otázkou oficiálnych a neoficiálnych jazykov. V súčasnosti ma EÚ 23 oficiálnych jazykov. Treba podotknúť, že každý z oficiálnych jazykov je aj pracovným jazykom. Medzi najčastejšie používané oficiálne jazyky patria angličtina, nemčina, francúzština a španielčina. Na druhej strane existuje mnoho jazykov, ktoré nemajú oficiálne uznanie. Tieto jazyky sú menšinové a regionálne jazyky a EÚ si vytýčila za cieľ podporovať používanie aj takýchto menšinových jazykov. Keď sa zaoberáme jazykmi Európskej únie, nemali by sme



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zabudnúť aj na jeden špecifický jazyk nazývaný Esperanto. Tento umelý jazyk bol vytvorený v 19. storočí poľským vedcom Zamenhofom. Esperanto malo spájať rozličné kultúrne skupiny ľudí a malo eliminovať diskrimináciu a netoleranciu vo svete. Treba podotknúť, že jazyk nebol deklarovaný ako oficiálny, ale ja napriek tomu mnoho svetových kníh bolo preložených do Esperanta a jazyk má mnoho fanúšikov aj dnes.

V teoretickej časti sa taktiež podrobnejšie zaoberáme otázkou viacjazyčnosti, keďže EÚ tomu pripisuje veľkú váhu. Tu uvádzame, že človek je viacjazyčný, keď dokáže komunikovať vo dvoch alebo viacerých cudzích jazykoch. Opakom je človek, ktorý rozpráva len jedným, materinským jazykom. V tejto časti práce uvádzame, ktoré krajiny preukazujú najväčšiu viacjazyčnosť v rámci EÚ. Na popredných priečkach sa podľa prieskumov umiestnili obyvatelia Luxemburska, Slovenska a Lotyšska. Hlavným dôvodom, prečo tomu tak je, je že štátne jazyky týchto krajín nie sú veľmi používané v rámci Európy. Preto obyvatelia týchto krajín cítia potrebu jazykovo sa vzdelávať. Druhým faktorom je vysoká národnostná zmiešanosť v týchto krajinách. Naopak krajiny ako Írsko, Veľká Británia, Taliansko, Španielsko sa vyznačujú nízkou viacjazyčnosťou. Ich jazyky sú silné a celosvetovo používané, takže obyvatelia necítia potrebu učiť sa iné cudzie jazyky, keďže sa dohovoria v podstate na celom svete.

V teoretickej časti tiež uvádzame, ako sa Európska komisia stavia k jazykovému vzdelávaniu. Tu uvádzame niektoré efektívne metódy jazykového vzdelávania ako: samo štúdium, pozeranie cudzojazyčných filmov, štúdium v škole a štúdium v práci. Ďalej v tejto časti práce opisujeme aj celoživotné vzdelávanie a existenciu štipendijných programov ako Erasmus, Leonardo da Vinci a Comenius.

V druhej, praktickej časti našej práce sa zaoberáme hodnotením zhody jazykovej politiky Slovenskej poľnohospodárskej univerzity v Nitre s jazykovou politikou Európskej únie. Inými slovami, snažíme sa zistiť ako SPU naplňa jazykový program Európskej Komisie. Zamerali sme sa hlavne na otázku viacjazyčnosti študentov a celoživotného vzdelávania - konkrétne LLP-Erasmus programom a ohodnotením vybraných študijných odborov.

V práci sa zaoberáme a opisujeme poslaním Kancelárie zahraničných vzťahov, ktorá v podstate koordinuje otázku celoživotného vzdelávania na škole. V rámci tejto časti práce tiež opisujeme LLP-Erasmus program na SPU. Tu sa zameriavame na mobility študentov vyslaných na ostatné partnerské univerzity, mobility učiteľov v zahraničí a mobility zahraničných študentov na SPU v roku 2009.

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Neskôr predstavujeme koordinátorov zodpovedných za medzinárodné vzťahy a LLP-Erasmus program. Tu treba spomenúť, že za koordinovanie medzinárodných vzťahov na SPU zodpovedá prorektor. Každá fakulta je potom zastúpená jedným koordinátorom pre LLP-Erasmus program a tiež prodekanom pre zahraničné vzťahy.

V rámci fakúlt sa zameriavame na Fakultu ekonomiky a manažmentu a Fakultu európskych štúdií a regionálneho rozvoja. Zameriavame sa na a opisujeme vybrané študijné programy uskutočňované v anglickom jazyku. Medzi vybrané programy patria napríklad Medzinárodné podnikanie s agrárnymi komoditami, V4 štúdium, MBA program, Atlantis program, Európske rozvojové programy atď. Pri týchto programoch hodnotíme ich možnosti pre študentov a tiež jazykové požiadavky.

V ďalšej časti práce tiež predstavujeme dve oddelenia na univerzite, menovite na FEM, ktoré v podstate nesú veľkú zodpovednosť za uskutočňovanie jazykovej politiky. V prvom rade sa jedná o Centrum celoživotného vzdelávania. Centrum si za hlavné ciele vytyčuje podporu vzdelávania na škole, podporu formovania osobnosti študentov, podporu partnerstiev medzi univerzitami atď. Ďalším oddelením, ktoré tu opisujeme je Katedra odborného jazykového vzdelávania. Myslíme si, že práve katedra zohráva veľmi dôležitú úlohu v otázke viacjazyčnosti, keďže práve ona zabezpečuje výučbu cudzích jazykov. Katedra okrem klasickej výučby poskytuje aj elektronickú výučbu-tzv. e-learning. Je dôležité vyzdvihnúť tento fakt, keďže aj Európska únia tomu prikladá vysokú efektívnosť vo vzdelávaní. Katedra ma široké spektrum aktivít, ale medzi tie hlavne by sme mohli vyzdvihnúť rozvoj ľudského faktora vo vzdelávaní a vyučovaní, využívanie najmodernejších techník v procese výučby a zabezpečenie materiálov pre výučbu.

V záverečnej časti sa zameriavame na otázku viacjazyčnosti študentov SPU, konkrétne dvoch zvolených programov “Medzinárodné podnikanie s agrárnymi komoditami“ a “Európske rozvojové programy“. Na základe dotazníka poskytnutého respondentom zisťujeme viaceré skutočnosti. Snažíme sa zistiť, aký vplyv má národnostne zmiešaná rodina na viacjazyčnosť. Zisťujeme tiež akými jazykmi sa dohovoria respondenti. Zaoberáme sa tiež otázkou, či sa respondenti zúčastnili Erasmus programu, koľko predmetov absolvovali v cudzom jazyku a tiež či považujú štúdium cudzích jazykov za dôležité pre svoju budúcnosť.

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## Appendices

### Appendix A

Languages	Language levels /Number of students(NoS)				
	A1/NoS	A2/NoS	B1/NoS	B2/NoS	C1/NoS
English	-	2	16	28	20
German	18	16	6	2	-
Russian	9	7	1	-	-
French	7	2	-	-	-
Spanish	12	2	-	-	-
Italian	4		-	-	-
Hungarian	-	1	-	-	6
Croatian	-	-	-	1	-

Source: Data processed from the questionnaire survey

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## **Appendix B Questionnaire on multilingualism (the ability to speak more languages)**

This Questionnaire is about the issue of multilingualism. Please, fill this form out as good as possible. It will help me to make relevant analysis about just mentioned multilingualism and generally about language skills of the students of Slovak University of Agriculture in Nitra.

1. Are you:
  - a. a man
  - b. a woman?
2. Please, write down the name of the faculty you study at, the class you attend and the name of your study program.  
.....  
.....
3. Do you come from a monolingual family (speaking or using only one language)?
  - a. Yes
  - b. No
4. If you come from a nationally mixed family, please choose the language/s you are able to speak apart from Slovak.
  - a. English
  - b. German
  - c. Hungarian
  - d. Polish
  - e. Ukraine
  - f. Others, please state.....

- 
5. Please, fill the table out in order to know the level of the languages you can speak.

Languages you can speak	Level of languages				
	A1	A2	B1	B2	C1
English					
German					
Russian					
French					
Spanish					
Italian					
Others, Specify ..... .....					

6. Please, write down the name/s of foreign language certificates you have obtained (specify the language and the level A1, A2, B1, B2, C1).

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7. Please, choose how many subjects you have taken in a foreign language during your studies and specify the language.

- a. 1
- b. 2
- c. 3
- d. 4
- e. More



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Language:

- .....
8. Have you ever taken the possibility to go studying abroad? (Erasmus, etc.)
- a. Yes
  - b. No
  - c. No, but I would like to
9. Please label by (1-5) the most effective methods of language learning. (1 is the best and five is the least.)
- a. Learning in school
  - b. Learning from Media (TV, radio, the internet...)
  - c. Learning by yourselves
  - d. Learning by studying abroad
  - e. Learning by visiting a foreign country: (summer job, vacation...)
10. Do you think that knowing foreign languages is beneficial for your future?
- a. Yes
  - b. No

If, your answer is yes, please explain why it is important for you.

.....

.....

.....

Thank you for filling the questionnaire out

Research made by Andrej Cupak