

National Report of Latvia on Foreign Languages in Latvia

Prepared by Turība University, Latvia

Study year 2012/2013

The analysis of the documents concerning foreign languages in basic and general education (Noteikumi Nr. 1027, 2006; Ministru kabineta noteikumi Nr.715, 2008; LR Izglītības un zinātnes ministrijas rīkojums Nr.59 "Par vispārējās vidējās izglītības programmas apstiprināšanu", 2009; Pamatizglītības pirmā posma (1.–6. klase) programmas paraugs, 2009; Pamatizglītības otrā posma (7.–9.klase) programmas paraugs, 2009) shows that students master Language 1 (L1) competence from Grade 1-12.

In primary school students learn the Latvian language (mother tongue) six lessons per week. Starting from Grade 4 language and literature studies are separated and the number of lessons per week varies from 7 to 5 depending on the form. In secondary school language and literature used to be taught as one subject 5 lessons per week but since the study year 2009/2010 L1 studies have been separated again – 2 lessons are envisaged for learning grammar and 2 lessons – for literature. The same amount of lessons is envisaged in all types of general education institutions in Latvia: comprehensive general education; humanitarian and social general education; general education in the fields of mathematics, sciences and techniques; and vocationally oriented general education.

Students learn the first foreign language (L2) from Grade 3 to 12 and the programme envisages 3 lessons per week. However, it has to be said that in many schools there are extra lessons planned for L2 learning. Mostly this is parents' initiative. It is also popular to learn English already in the kindergarten, since the age of 4-5. Students start learning the second foreign language (L3) in Grade 6. In Grade 6 they have L3 twice a week and from Grade 7 to 12 – 3 times a week.

In fact, students master L1 and two foreign languages. In the context of Latvia, most often L2 is English and L3 is either Russian or German, in a few schools L3 is French. There are a few schools where other foreign language (a Scandinavian language or Spanish) is offered.

In minority schools students learn Latvian (the official language), from Grade 1 and the minority language (Russian, Ukrainian, Estonian, Lithuanian, Polish, Hebrew, English, etc.) is taught simultaneously. Besides in the first three grades students have more lessons for learning the minority language (their L1) than Latvian (their L2). They start learning the first foreign language (L3 in minority schools) in Grade 3 and they have two L3 lessons per week. From Grade 4 to 12 students in minority schools have L3 three times a week. These students do not have an opportunity to learn the second foreign language (L4 respectively).

However, it has to be emphasised that the situation in Latvian and minority schools in language learning is similar. Students from both types of schools have learnt three languages, including their mother tongue. Many speakers are bilingual (Latvian and Russian) and thus they have learnt only one foreign language. There is a slight improvement in this respect. Starting

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from 2009/2010 the schools providing humanitarian and social general education have L4 three times a week from form 10 to 12. **Table 1** reveals the situation in language learning in general education schools in 2010/2011 and 2011/2012. The trend can be observed that French and Spanish are becoming more popular languages, since the number of schools offering their acquisition has increased disregarding the fact that the number of general education schools in Latvia has decreased. German and Russian are losing their popularity.

According to the foreign language standards the secondary school leavers have to master L2 and L3 competence corresponding to B2-C1 level. The secondary school graduates' L3 competence should correspond to B1 language competence level which might be difficult to attain with the number of lessons envisaged in the curriculum. However, it is added that in some components communicative competence and socio-cultural competence may correspond to a different language competence level.

Table 1

Teaching of Foreign Languages in the General Education Institutions of Latvia

ZG11. TEACHING OF FOREIGN LANGUAGES IN THE GENERAL SCHOOLS (at the beginning of the school year)								
Languages	2010/2011				2011/2012			
	No of schools	Enrolment	Enrolment in grades 1-9	Enrolment in grades 10-12	No of schools	Enrolment	Enrolment in grades 1-9	Enrolment in grades 10-12
English	832	188 357	134 786	53 571	816	181701	133839	47862
Danish	1	42	0	42	1	41	0	41
French	61	4 286	1 509	2 777	62	4307	1479	2828
Estonian	1	181	165	16	1	164	164	0
Hebrew	2	206	163	43	2	246	197	49
Japanese	1	72	13	59	1	87	-	87
Russian	693	81 753	50 433	31 320	678	75294	47464	27830
Chinese	1	52	0	52	3	127	53	74
Lithuanian	-	-	-	-	3	221	0	221
Latin	3	221	0	221	1	364	324	40
Norwegian	2	93	0	93	2	90	0	90
Polish	-	-	-	-	1	50	50	0
Finnish	1	38	0	38	1	31	0	31
Spanish	5	190	1	189	6	259	0	259
German	361	27 193	10 834	16 359	355	25823	10661	15162
Swedish	5	186	0	186	4	203	0	203

Source: Central Statistical Bureau of Latvia: Culture, education, science and health statistics section. Matrix: IZ0110a.

Based on the results demonstrated during secondary school graduates' state examinations in foreign languages available to be taken in the country (Valsts pārbaudes darbi 2007./2008. m.g., 2009; Valsts pārbaudes darbi 2008./2009. m.g., 2009) a table revealing general tendencies has been composed (refer to **Table 2**). The results in foreign language competence levels showed a similar situation during the period of 2006-2008 but in 2009 there was observed a distinct improvement in the school graduates' German and French language competence. According to the Latvian National evaluation system till 2012, the language levels could be compared as follows: A (Latvian classification level) = C1 (European classification level), B = C1, C = B2, D = B1, E = A2, F = A1.

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Table 2

Secondary School Graduates' Language Competence Levels 2006 – 2009

Language/year	No of pupils taking exam	A1 in %	A2 in %	B1 in %	B2 in %	C1 in %	
						B level	A level
English / 2009	23652	4.79	18.04	28.10	26.71	18.01	4.35
English / 2008	23526	2.36	15.75	30.82	30.52	16.30	4.25
English / 2007	22575	4.64	12.32	33.23	29.97	16.37	3.47
English / 2006	23598	4.17	14.33	35.58	28.51	14.74	2.66
German / 2009	734	4.09	11.99	13.08	18.53	38.15	14.17
German / 2008	801	3.75	16.73	28.96	29.71	18.10	3.75
German / 2007	1474	2.4	16.78	31.08	29.85	16.56	3.34
German / 2006	2218	2.21	16.01	29.44	30.07	17.22	5.05
French / 2009	104	0.00	0.00	0.96	34.62	50.00	14.42
French / 2008	130	5.38	2.31	13.85	37.69	36.15	4.62
French / 2007	124	0.81	4.84	18.55	36.29	33.06	6.45
French / 2006	121	0.83	9.09	35.54	36.36	13.22	4.96
Russian / 2009	5674	2.73	15.53	23.46	29.20	25.78	3.30
Russian / 2008	4132	4.43	14.40	29.48	31.15	16.26	4.28
Russian / 2007	4399	4.25	13.50	31.35	30.73	15.59	4.57
Russian / 2006	4566	4.51	14.91	30.73	30.95	14.28	4.62

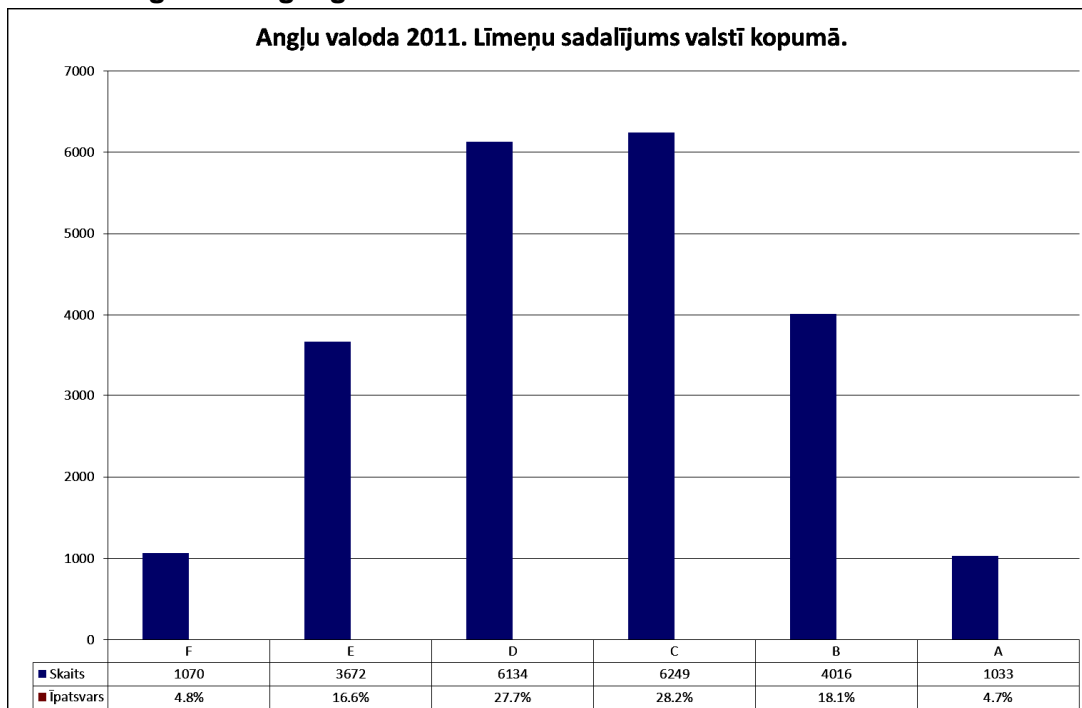
For years English has been the compulsory exam for all general education acquirers therefore the number of the pupils who had taken the state examination corresponds to the number of general school graduates in the respective year. German, French and Russian were optional exams. German is becoming less and less popular compared to other foreign languages and in 2009 the popularity of the Russian language has increased. However, it has decreased again in the last two years. The fewer pupils in German and French classes allow a teacher paying individual attention to each learner, as a result improving students' learning outcomes.

The exam results show that most of the secondary school graduates have independent users' and proficient users' L2 competence (Lūka, 2008; Luka, 2009). This competence level (B1, B2, and C1) enables students reading texts in English and using English as a means for studying other courses/subjects. The same refers to Russian which is L1 or L2 for nearly half of Latvia's population, especially for the bilingual ones. The Russian language skills can also be used in mastering the content of other courses. Regarding other languages (German, French), this might be a challenge for most of the learners since these languages are less popular than English and Russian.

Figure 1, Figure 2, Figure 3, Figure 4 depict the results demonstrated by the students at centralised foreign language examinations in 2011. The results show that in general the students studying the French language attain a comparatively higher language competence level than learners of other languages since most of the students who have passed the French language examination have attained Level B2 and Level C1. Moreover, no one has demonstrated a very low French language competence level (refer to *Table 2*). Similarly, 61.68% of learners studying the Russian language have demonstrated a high level of the Russian language competence. *Figure 1* and *Figure 4* show that the learners' English language and German language competence have to be improved.

Figure 1

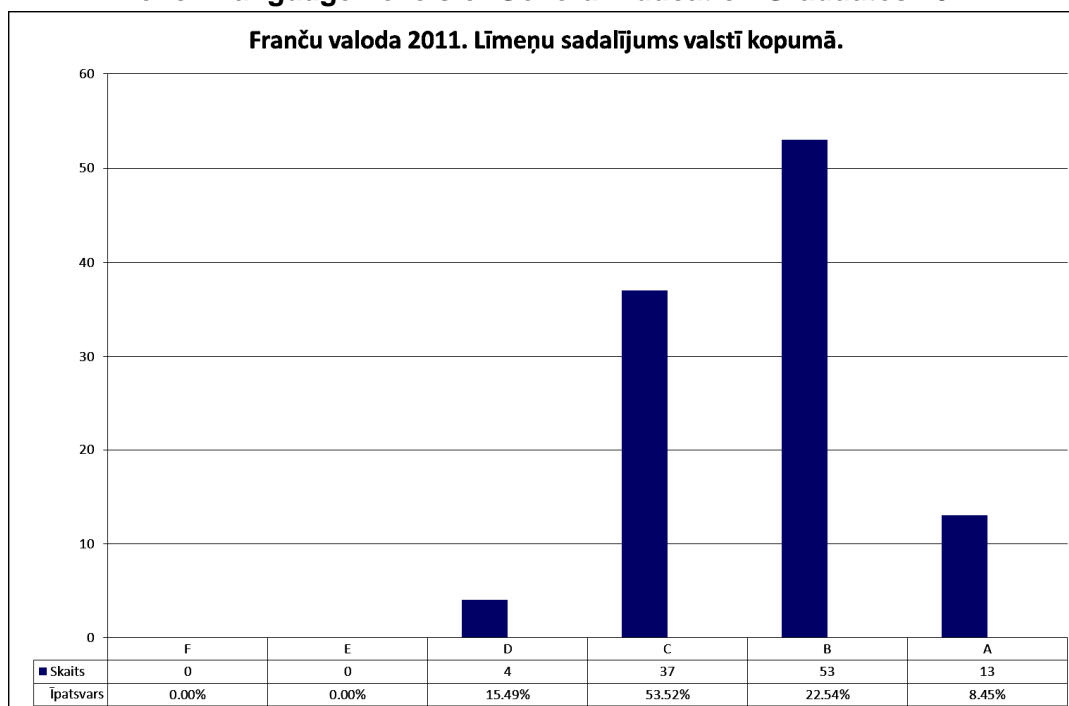
English Language Levels of General Education Graduates 2011



Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012a) // Available online: http://visc.gov.lv/eksameni/vispizgl/statistika/2011/dokumenti/ANG_limeni_1.png

Figure 2

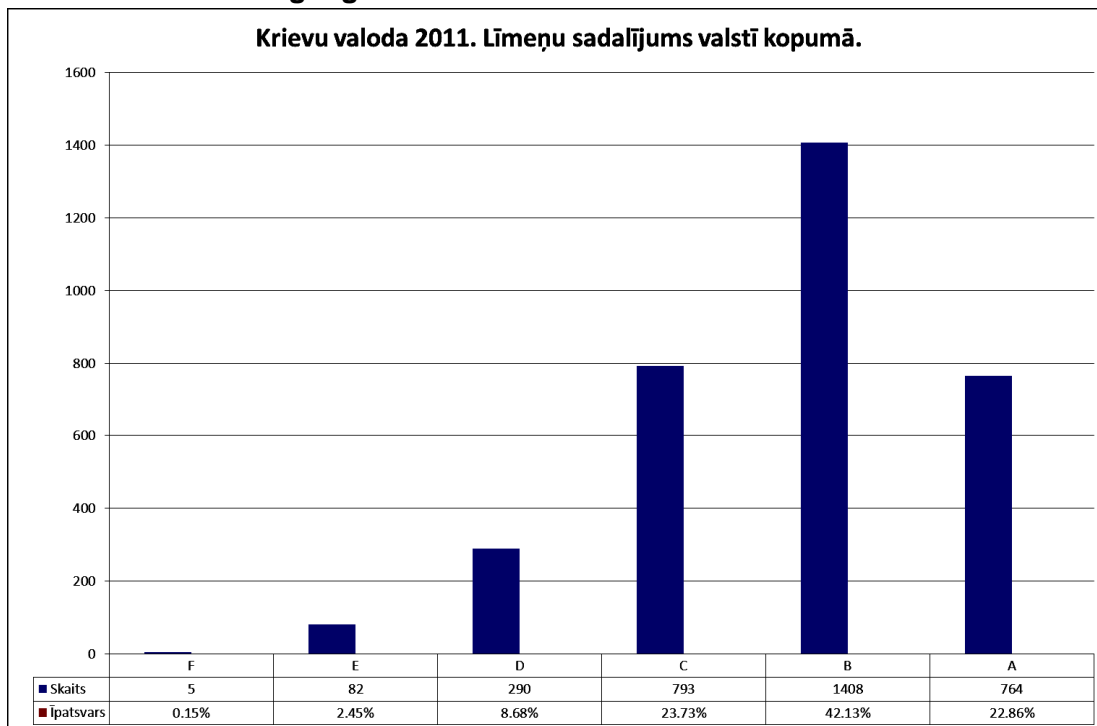
French Language Levels of General Education Graduates 2011



Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012b) // Available online: http://visc.gov.lv/eksameni/vispizgl/statistika/2011/dokumenti/FRA_limeni_1.png

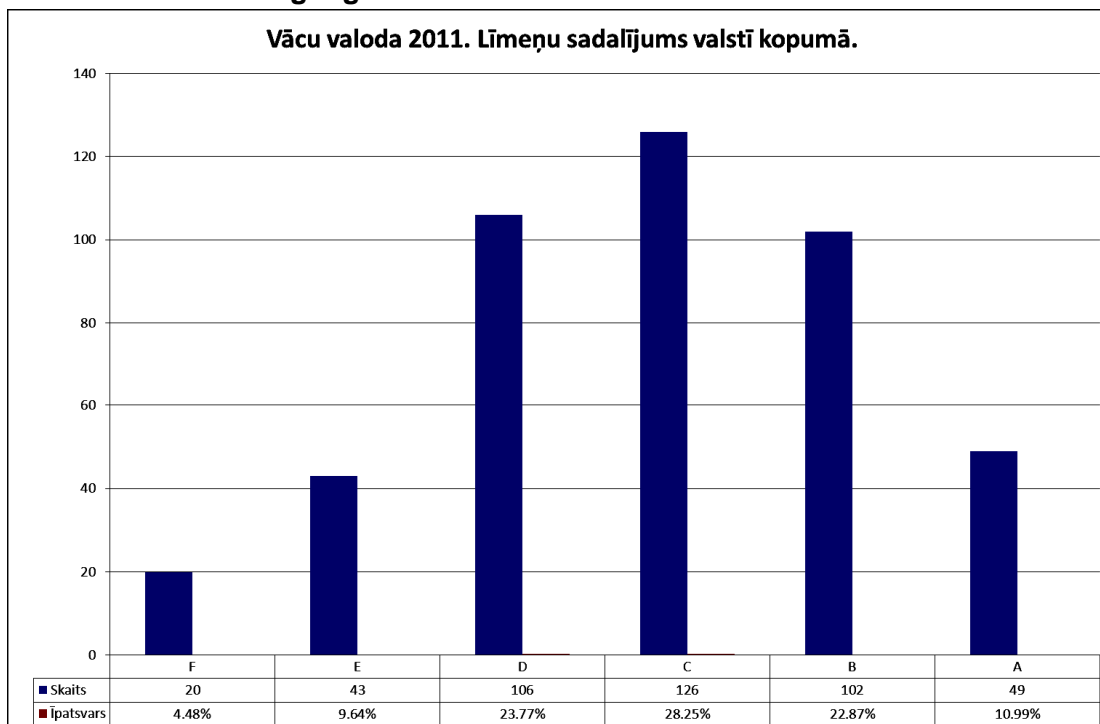
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Figure 3

Russian Language Levels of General Education Graduates 2011


Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012c) // Available online: http://visc.gov.lv/eksameni/vispizgl/statistika/2011/dokumenti/KRV_limeni_1.png

Figure 4

German Language Levels of General Education Graduates 2011


Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012d) // Available online: http://visc.gov.lv/eksameni/vispizgl/statistika/2011/dokumenti/VAC_limeni_1.png

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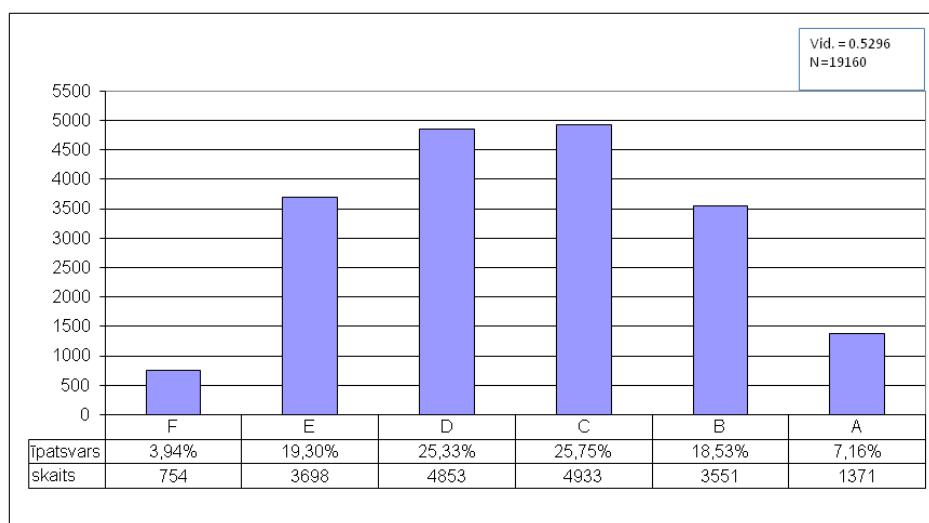
Comparing the exam results of 2011 and 2012, it is evident that the situation in foreign language competence is changing.

As to the English language competence, the situation is quite similar. There is observed a slight increase in secondary school graduates' English language competence by 2.89% in level C1 which is optimistic. However, there is also an increase in A2 competence level by 2.7% (refer to *Figure 5*).

Figure 5

English Language Levels of General Education Graduates 2012

Angļu valoda



Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012e) Available online: http://visc.gov.lv/vispizglitiba/eksameni/statistika/2012/dokumenti/anglu_limeni_1.png

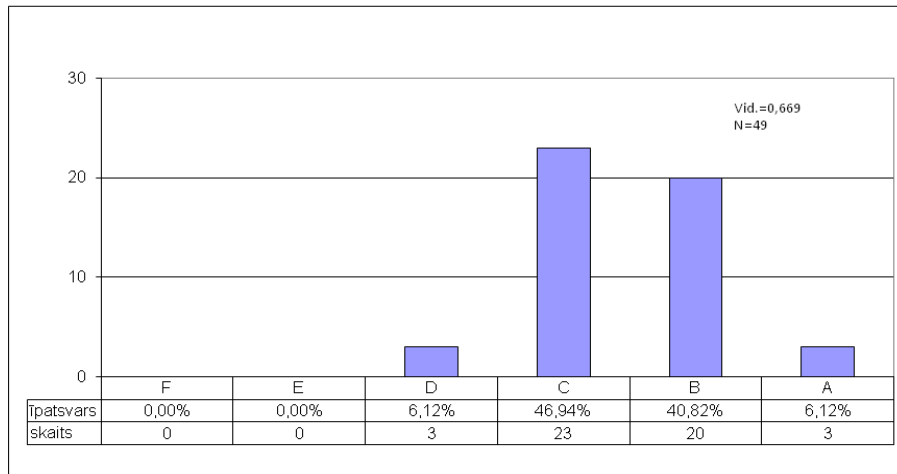
In general, students' French language competence has increased (refer to *Figure 6*). However, this might be also explained by the number of secondary school graduates who have taken the French language examination. In 2011 there were 107 students who took French centralized exam, but in 2012 – only 49 students, which is 45.79% compared to the previous study year. Actually, this has marked a new tendency in language learning in Latvia. French is losing its popularity. Spanish is gradually replacing both French and German. It is especially evident in higher education institutions where more and more universities offer Spanish language courses.

Regarding the Russian language competence, there is the most radical change compared to other foreign languages taught at secondary schools in Latvia. Compared to 2011, in 2012 there was a decrease in level C1 competence by 13.93% and an increase in level A2 competence by 2.66% (refer to *Figure 7*). So the results have got worse.

Figure 6

French Language Levels of General Education Graduates 2012

Franču valoda

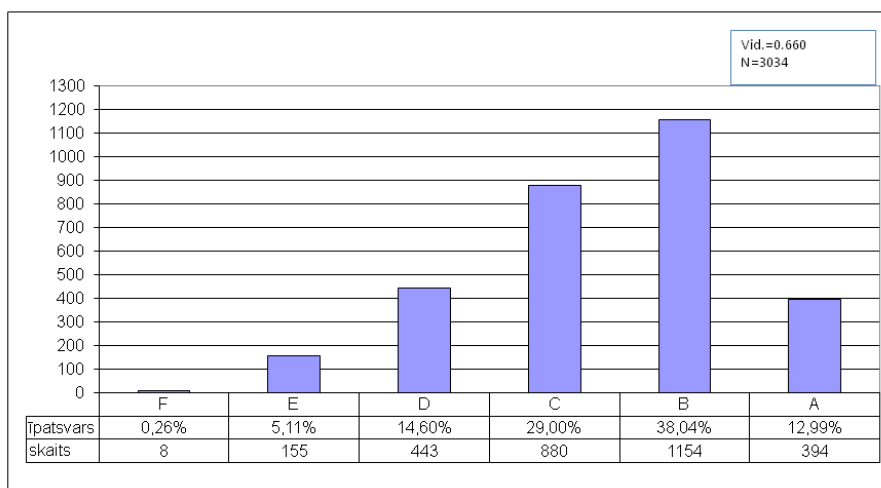


Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012f) Available online: http://visc.gov.lv/vispizglitiba/eksameni/statistika/2012/dokumenti/francu_limeni_1.png

Figure 7

Russian Language Levels of General Education Graduates 2012

Krievu valoda



Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012g) Available online: http://visc.gov.lv/vispizglitiba/eksameni/statistika/2012/dokumenti/krievu_limeni_1.png

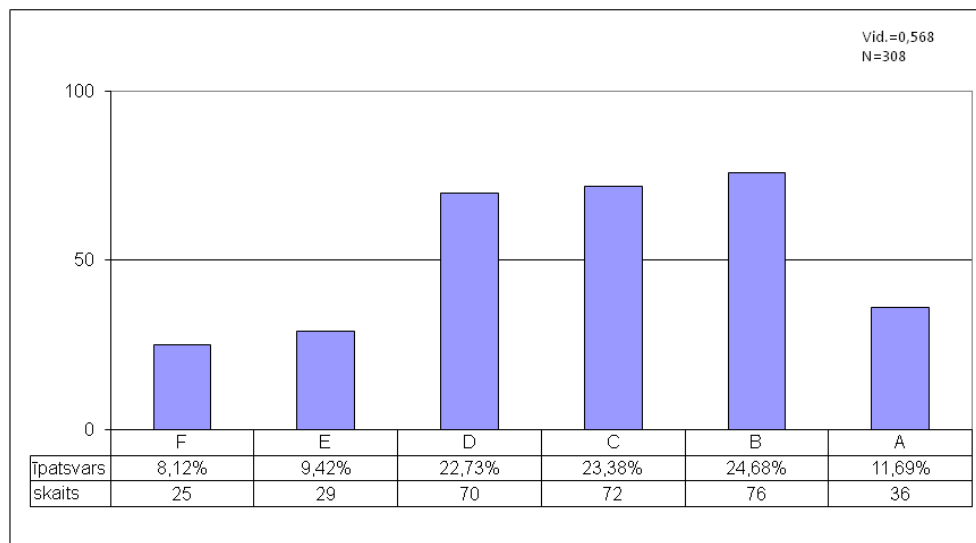
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The situation in German language competence is rather similar to the previous year. What is evident, it is the fact that the number of students learning German is decreasing from year to year. In 2011 there were 446 secondary school graduates taking the German language exam, but in 2012 – only 308 graduates. The decrease constitutes 31.95% (refer to *Figure 8*).

Figure 8

German Language Levels of General Education Graduates 2012

Vācu valoda



Source: Valsts pārbaudes darbi 2010./2011. m.g. (norises statistika un rezultātu raksturojums). (2012h) Available online: http://visc.gov.lv/vispizglitiba/eksameni/statistika/2012/dokumenti/vacu_limeni_1.png

There are certain enactments that prescribe the contents of the centralized exams in languages, the tasks and the assessment principles. The programme for state examinations stipulates the content of the examination, its procedure and the assessment (Valsts pārbaudes darbu programmas 2011./2012. mācību gads, 2012).

In accordance with “Regulations by the Cabinet of Ministers No.715 Regulations on National standards in general education and standards of subjects in general education” the aim of the exam is to assess students’ learning outcomes in foreign languages. The exam consists of 5 parts – reading, listening, language use, writing and speaking (Valsts pārbaudes darbu programmas 2011./2012. mācību gads, 2012). *Table 3* reveals the time envisaged for doing the tasks.

Table 3

Parts of the exam and the time envisaged for each part

Part	Maximum points available	Number of tasks	Ratio of the part (%)	Time in minutes
Reading	30	3	20	50
Listening	30	3	20	30
Language use	40 x 0.75	4	20	30
Writing	40 x 0.75	2	20	70
Speaking	30	3	20	12 – 15
Total	150	15	100	

Table 4 provides information on the ratio of language aspects in the exam.

Table 4

Language aspects in the exam

Subject content	Comprehension levels			Total in work (%)
	Level of memorizing and comprehension (%)	Application of knowledge and skills (%)	Level of analysis and productive work (%)	
Language skills				45 – 50
Language use				5 – 10
Language functions				30 – 35
Topics for conversation				5
Means of communication				5
Total	20 – 25	50 – 60	20 – 25	100

Table 5 provides information on types of tasks and their ratio in the English language exam.

Table 5

Types of tasks and their ratio in the English language exam

Types of tasks	Number of tasks	Number of points	Ratio in the work (%)
Ranking	1	12	8
Choice of answers	3	31	21
Matching	3	25	17
Error correction	1	7	5
Short answers	1	8	5
Gap filling	1	7	4
Structural tasks (essays)	2	30	20
Interview, dialogue, monologue	3	30	20

Table 6 provides information on types of tasks and their ratio in the German language exam.

Table 6

Types of tasks and their ratio in the German language exam

Types of tasks	Number of tasks	Number of points	Ratio in the work (%)
Ranking	1	12	8
Choice of answers	2	15	10
Matching	2	18	12
Error correction	1	7	5
Short answers	2	21	14
Gap filling	2	17	11
Structural tasks (essays)	2	30	20
Interview, dialogue, monologue	3	30	20

Table 7 provides information on types of tasks and their ratio in the French language exam.

Table 7

Types of tasks and their ratio in the French language exam

Types of tasks	Number of tasks	Number of points	Ratio in the work (%)
Ranking	3	30	20
Choice of answers	1	8	5
Error correction	1	6	4
Short answers	2	18	12
Gap filling	3	28	19
Structural tasks (essays)	2	30	20
Interview, dialogue, monologue	3	30	20

Table 8 provides information on types of tasks and their ratio in the Russian language exam.

Table 8

Types of tasks and their ratio in the Russian language exam

Types of tasks	Number of tasks	Number of points	Ratio in the work (%)
Ranking	3	30	20
Choice of answers	2	30	20
Matching	2	16	11
Gap filling	3	14	9
Structural tasks (essays)	2	30	20
Interview, dialogue, monologue	3	30	20

The examples of foreign language examinations are available on the webpage of the National Centre for Education:

- The English language centralized exam:
http://visc.gov.lv/vispizglitiba/eksameni/uzdevumi/2012/vidussk/12kl_eng_term.pdf
- The French language centralized exam:
http://visc.gov.lv/vispizglitiba/eksameni/uzdevumi/2012/vidussk/12kl_francu_term.pdf
- The Russian language centralized exam:
http://visc.gov.lv/vispizglitiba/eksameni/uzdevumi/2012/vidussk/12kl_krievu_svesv.pdf
- The German language centralized exam:
http://visc.gov.lv/vispizglitiba/eksameni/uzdevumi/2012/vidussk/12kl_vacu_term.pdf

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The National Centre for Education also provides examples for the oral part of the examinations:

- Examples of the speaking part of the English language exam. Teacher's material: http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/an_val/skolot_materials.pdf
- Examples of the speaking part of the English language exam. Students' material: http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/an_val/skolena_materials.pdf
- Assessment criteria for assessing speaking part of the English language exam: http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/an_val/20120427_mutv_vert_kriteriji_ang.pdf
- Examples of the speaking part of the French language exam. Teacher's material: http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/fr_val/skolot_materials.pdf
- Examples of the speaking part of the French language exam. Students' material: http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/fr_val/skolena_materials.pdf
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- Examples of the speaking part of the German language exam. Students' material: http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/vac_val/skolena_materials.pdf
- Assessment criteria for assessing speaking part of the German language exam: http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/vac_val/20120427_mutv_vert_kriteriji_vac.pdf

Foreign languages are further studied at higher education institutions and in numerous non-formal adult education courses offered throughout the country. Foreign languages, usually the first foreign language – English, is included in most curricula of higher education institutions. In these institutions students acquire Language for Occupational Purposes for 2-4 semesters and at the end of the course take an examination whose requirements are determined by the department implementing the language course. Usually the stress is laid on assessing students' knowledge of professional lexis and its application in doing certain tasks.

Certain higher education institutions provide students with an opportunity to acquire the specialization of translating and/or interpreting. The most significant players in the field are:

1. University of Latvia (LU): <http://www.lu.lv/eng/>
2. Riga Technical University (RTU): <http://www.rtu.lv/en/>
3. Baltic International Academy (BSA): <http://www.bki.lv/lang/eng/index.html>
4. University College of Economics and Culture (EKA): http://eka.edu.lv/public/index_en.html
5. Daugavpils University (DU): <http://du.lv/en>
6. Ventspils University College (VeA): <http://venta.lv/en/>
7. Liepaja University (LiepuU): <http://www.liepu.lv/lv/384/liepaja-university>

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The analysis of the websites of the previously mentioned higher education institutions enables composing a table which reveals the requirements that have to be met in order to become a student of languages (refer to *Table 9*).

Table 9

Requirements for enrolment into higher education curricula of interpreting/translating

HEI	Programme	Special requirements regarding language		Requirements for enrolment
		Yes	No	
1. LU	1. Professional Master's degree programme <i>Conference Interpreting</i> (is not implemented at the moment)		x	Previously acquired higher education corresponding to EQF Level 6
	2. Professional Master's degree programme <i>Translation</i> (written) Branches: English/Latvian/English; German/Latvian/German; French/English/Latvian	x		Previously acquired higher education corresponding to EQF Level 6 Entrance examination: - an interview consisting of 2 parts: translation of an economic-politic text of 250 words from the foreign language into Latvian (without dictionary); translation of a text of 150 words from Latvian into the foreign language (without dictionary); - an interview in the foreign language on professional activities of interpreters, the EU institutions, basics of legal aspects and trends of development; - additionally CV is required
	3. Professional Bachelor's degree programme Finno-Ugric Studies (is not implemented at the moment)		x	Previously acquired general secondary education (high school)
2.RTU	1. Professional study programme <i>Technical Translation</i> (is not implemented at the moment)		x	Previously acquired general or vocational secondary education
	2. Professional Bachelor's degree programme <i>Technical Translation</i> (is not implemented at the moment)		x	Previously acquired general or vocational secondary education
	3. Professional Master's degree programme <i>Technical Translation</i>	x		Professional Bachelor's degree in technical translation or a similar Bachelor's degree in translation or EQF Level 6 professional higher education in technical translation (holders of Academic Bachelor's degree alongside with the studies shall have training of 39 ECTS)
3.BSA	Professional Bachelor's degree programme <i>Written and Oral Interpreting</i> (is		x	Previously acquired general or vocational secondary education

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	not implemented at the moment)			
4.EKA	Professional Bachelor's degree programme <i>Translation and Interpretation</i>		x	Previously acquired general or vocational secondary education
5.DU	Professional Master's degree programme <i>Translator, Interpreter</i>	x		<p>Previously acquired Bachelor's degree in English, German or Polish philology or higher professional education corresponding to EQF Level 6 in English, German or Polish philology</p> <p>The average mark of centralized secondary school graduating examinations and final marks is taken into consideration</p> <p>If the general education certificate does not have a mark in the second foreign language, the applicant has to take an examination in the second foreign language</p>
6. VeA	1. Professional Bachelor's degree programme <i>Translation Studies English-Latvian-Russian/German</i>	x		<p>Previously acquired general or vocational secondary education</p> <p>Knowledge of Russian required</p>
	2. Professional Bachelor's degree programme <i>Translation Studies German-Latvian-Russian/English</i>	x		<p>Certificate issued by the Ministry of Education and Science in English and/or German and Latvian</p> <p>Positive mark in German in the general education certificate</p>
	3. Professional Bachelor's degree programme <i>Translation Studies English-Russian-German /French</i>		x	Previously acquired general or vocational secondary education
	4. Academic Bachelor's degree programme <i>Languages and Intercultural Communication</i>	x		<p>English language proficiency proved by any of the following:</p> <ul style="list-style-type: none"> - TOEFL - min score 580 (paper based) or 92 (internet based); - IELTS - min test result 6.5 - Local Language test performed at VeA - min test result 60%
	5. Professional Master's degree programme <i>Translator of Legal Texts</i>	x		Previously acquired Professional Bachelor's degree in interpreting/translation studies which has been obtained by completing a four year study programme or Academic Bachelor's degree in other field of science having graduated from a three year academic programme + one year professional translation study programme or any other professional qualification acquired upon completion of a four year study programme
	6. Interuniversity Doctoral study programme	x		Previously acquired higher education in the fields of humanities, social or education

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	<i>Linguistics</i>			sciences corresponding to EQF Level 7 Additionally higher education (EQF Level 6 or Level 7) in philology
7.LiepuU	Master's degree programme <i>Literary Work and Communication</i>	x		BA or BSc or second level higher education (EQF Level 6) in the fields of humanities, social or education sciences Interview on the motivation to choose the respective branch of studies

The leader in the field of preparing foreign language teachers is the University of Latvia which has long traditions in this field and whose graduates are still traditionally considered to be the best prepared language teachers. At present two faculties offer to study to become a foreign language teacher: the Faculty of Humanities and the Faculty of Education, Psychology and Art.

The Faculty of Humanities offers the following study programmes that provide also teacher's qualification:

- 1) Bachelor's degree programmes (EQF Level 6):
 - English Philology
 - Asian Studies
 - French Philology
 - Russian Philology
 - Finno-Ugric Studies
 - German Philology
- 2) Postgraduate Study Programmes – Master's degree and professional studies (EQF Level 7):
 - English Philology
 - Romance Languages and Culture Studies
 - Russian Philology
 - German Philology

The Faculty of Education, Psychology and Art provides the following teacher education study programmes in languages:

- 1) EQF Level 6 study programmes:
 - Teacher of the English Language
 - Teacher of the German Language

The applicants for EQF Level 6 studies do not have any special entrance examination. The requirement is the centralized secondary school examination in the respective language.

EQF Level 7 studies have special requirements in the respective language. Students who have corresponding Bachelor's degree in the language of the study do not have any additional requirements. The students who have obtained Bachelor's degree in any other field have additional minimum requirements for the respective language (refer to *Table 10*).

Table 10

Requirements for enrolment into EQF Level 7 education curricula of philology and language teaching

Programme	Enrolment requirements for those without corresponding Bachelor's degree
English Philology	Applicant must have one of the following: <ul style="list-style-type: none"> - TOEFL IBT score of at least 80 points; - TOEFL PBT score of at least 550 points; - IELTS score of at least 6; - Cambridge Certificate of Proficiency in English – C level

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	<ul style="list-style-type: none"> - Cambridge Certificate of Advanced English – B level; - Pearson Test of English – C2 level; - Mark in English in the previous Bachelor's degree programme at least 6
Romance Languages and Culture Studies	<p>Applicant must have one of the following:</p> <p>French language tests</p> <ul style="list-style-type: none"> - DELF (Diplôme d'études en langue française) – B2 level; - DALF (Diplôme approfondi de langue française) – at least C1 level; - TCF (Test de connaissance du français) – at least 400 points; - TEF (Test d'Evaluation du Français) – at least 541 points; - Mark in French in the previous Bachelor's degree programme at least 7 (from max of 10) <p>Spanish language tests</p> <ul style="list-style-type: none"> - DELE (Diploma of Spanish as a Foreign Language) – B2 level; - Mark in Spanish in the previous Bachelor's degree programme at least 7 (from max of 10) <p>Italian language tests</p> <ul style="list-style-type: none"> - CILS (Certificazione di Italiano come Lingua Straniera dell'Università per Stranieri di Siena) – B2 level; - CELI (Certificato di Conoscenza della Lingua Italiana (Perugia)) – B2 level; - PLIDA (Progetto Lingua Italiana Dante Alighieri); - Mark in Italian in the previous Bachelor's degree programme at least 7 (from max of 10)
Russian Philology	Not enrolled
German Philology	<p>Applicant must have one of the following:</p> <ul style="list-style-type: none"> - DSD (Deutsche Sprachdiplom der Kulturministerkonferenz) – at least level 2; - DSH (Deutsche Sprachprüfung für den Hochschulzugang) – at least level 2; - TestDaF (Test Deutsch als Fremdsprache) – at least level 4 in all test sections; - KDS (Kleines Deutsches Sprachdiplom); - GDS (Großes Deutsches Sprachdiplom); - ZOP (Zentrale Oberstufenprüfung); - Mark in German in the previous Bachelor's degree programme at least 6 (from max of 10)

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