

RESEARCH INTO FOREIGN LANGUAGE LEARNING AT THE SECONDARY EDUCATION LEVEL

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European language education policy is founded on the key concept of plurilingualism. The emphasis is put upon individual's ability to communicate in at least two foreign languages in addition to his or her mother tongue. Regarded as a means of increasing "opportunities for interaction and mobility in Europe", plurilingual competences should be developed in "early years of schooling and throughout life" (Plurilingual Education in Europe 2006: 5). The aim of the study is to examine foreign language learning practices in Lithuanian secondary schools. The subjects of the research are 224 pupils studying at the end of lower-secondary education level (Grade 10). The survey results reveal the current situation of foreign language (FL) education, focusing on pupils experience, attitudes, and expectations concerning the learning of different languages. Research findings confirm the assumptions about the absence of plurilingualism and linguistic diversity in secondary education and suggest the need to provide pupils with more opportunities to become proficient users of several languages. Plurilingual education can be promoted by adding extra hours for FL learning, introducing a greater variety of languages, and ensuring equal opportunities for content and language integrated learning (CLIL).