

## **Sub-project 1: Languages for language-related industries and professions**

### **THE NATIONAL REPORT OF LITHUANIA**

#### **PART I STATUS QUO**

##### **I.1. Overview of the present situation of language-related industries and professions in the national labour market (on the basis of existing studies and available data)**

(In the absence of statistical data and specific surveys of language-related industries and professions the present report will deal with the general situation in the Lithuanian labour market).

Any kind of change in an economic mechanism of the country directly or indirectly determines and affects changes in all spheres of life. In the case of Lithuania there were several clear stages in the transformation of the economy: the period prior to 1994, and that after. The first stage saw vast decrease in total industrial production, an upsurge in inflation, a decrease in domestic turnover and international trade, new directions in the restructuring of enterprises, a quest for new partners, a fall in the standard of living, a weakening in labour and financial control and the beginning and consolidation of private business. There have been considerable changes in the labour market of Lithuania since the restoration of independence. The total number of the employed has decreased considerably (by almost 350 000 persons)<sup>1</sup>. Employment in industry, construction and transport has experienced the largest declines. In 1990, when the reforms in the economy started, the majority of those employed worked in industry (30%), in agriculture (18%) and construction (12%). In the course of the reform, the number of employees decreased most rapidly in industry and construction, and increased in trade, and in the spheres of state government and defence, compulsory social insurance, and health and social work. The main reason for the fall in employment in industry was the reduction of production and general difficulties in the economy, e.g. the loss of markets, the low quality of production, old technologies and low efficiency. The employment in industry stabilised between 1996 and 1998 and started to increase.

After 1994, nearly all of the macroeconomic indicators characteristic of economic transformation began to change in a positive direction. Inflation decreased significantly and there was stable growth in GDP and investment. Positive changes in the Lithuanian economy reflected favourably on human and social development in the country and the growth in the standard of living.

The economic crisis in Russia, which broke in August 1998, understandably had a negative effect on the standard of living in Lithuania. Nevertheless, in spite of this influence social indicators continued to improve, though at a lower rate. The economy started picking up again and has enjoyed a healthy economic growth since 2001, with the growth of 9% in 2003.

The labour market in Lithuania has in the recent past been characterised by positive changes influenced by the implementation of the country's investment and economic policies as well as the means used to realize the Lithuanian Republic's employment programme: the number of employed is increasing, the number of people out of work is decreasing along with the unemployment rate. The development of an employment initiative and favourable conditions for both employment and self-employment are among the most important factors determining the expansion of the economy.

Lithuania lags behind other EU countries when we look at the share of service sector in employment. In 1997, approximately 67% of the working population in EU countries were employed in services, while in Lithuania this share was only 51%. Yet in comparison with Eastern and Central European countries, the situation in Lithuania is not so bad. It must also be noted that the service sector in Lithuania is well developed only in big cities and in the central localities of regions that are

---

<sup>1</sup> Gruzevskis B., Beleckiene G. *Employment and Labour Market in Lithuania*. Turin, 1999.

distinguished by an effectively functioning industrial infrastructure. One of the main reasons why the service sector is not developing in small towns and rural places is the insufficient purchasing capacity of the population.<sup>2</sup>

One of the most important conditions for an increase in employment is a skilled work force, able to adapt to market changes. Current information suggests that in Lithuania employees of both sexes have quite a high level of education. However, of the unemployed registered with state employment exchanges, around 40% are not ready for the labour market, have professions which are not in demand. Another problem is that almost two thirds of these people repeatedly seek assistance from labour exchanges, i.e. they are unable to establish a strong foothold in the labour market.

On the other hand the labour market is characterized by poor territorial and occupational mobility. Any increase in employment is restricted by inflexible laws regulating wages and working conditions, and not enough flexibility in the regulation and application forms of labour organization.

Lithuania can be split into three territorial groups in terms of the employment situation. The highest employment is found in the Vilnius, Kaunas and Klaipėda Regions, which have well developed industry and service sectors. In Alytus, Plungė, Utena and other primarily industrial areas there is average employment. The lowest employment is found in predominantly agricultural regions. There are great regional and especially local differences in the level of unemployment. According to employment exchange data, in 2003 the average annual registered level of unemployment ranged from 5.3% in the Trakai Region (Vilnius County) to 23% in Druskininkai (Alytus County).

With the appearance of many employment opportunities created by the new, evolving sectors, there is a need for higher levels of qualification and technical experience. One trend which has become apparent in recent times is a decrease in the demand for poorly qualified labour and an increase in highly qualified labour. Of the job vacancies registered with Lithuania's employment exchanges during 2003, 74% were for workers with higher, further or professional qualifications. Only a quarter of all job vacancies were for unqualified work. The greatest demand for labour is in the services sector (50%) and industry (30%). Fourteen percent of all job vacancies are in construction, with 6% in agriculture.

Lithuania's membership of the European Union will have a positive impact on the stimulation of employment and the development of the quality of job vacancies and civilized working relations.

In 2004 the development forecast for the labour market is optimistic. The dominant trend of the past three years, whereby more jobs were created than lost, will continue through 2004. Lithuania's employers predict that they will create almost 47 000 jobs and that there will be around 10 000 job losses. The balance of 37 000 jobs created is the highest in recent years. Businesses in the services sector will be the main job creators (50.5%). Meanwhile 75% of all new jobs will be in small and medium businesses.

Employers in industry, construction and the services sector predict more jobs will be created than lost. Thus there will be an increase in the demand for skilled labour in the following sectors: construction, transport, consulting, business services, information technology and electronics. The demand for labour will exceed supply as far as professionals, young professionals, technicians and white-collar workers are concerned: construction engineers and technicians, accountants, auditors, banking professionals, programmers, information systems servicing engineers, electric engineers, electrotechnicians, business management professionals, electronic engineers, marketing managers and professionals, timber processing engineers.

---

<sup>2</sup> Gruzevskis B., Beleckiene G. *Employment and Labour Market in Lithuania*. Turin, 1999.

### **I.1.1. Language-related industries and activities present at the national level: type and organisation**

Higher education institutions in Lithuania are of two types: universities and colleges. Language training takes place at both universities and colleges. In Lithuania, there are 5 institutions of higher learning which offer traditional language programmes: Vilnius University (Faculty of Philology); Vilnius Pedagogical University (Faculty of Foreign Languages and the Faculty of Lithuanian Philology); Kaunas Vytautas Magnus University (Faculty of Humanities); Klaipeda University (Faculty of Humanities); Siauliai University (Faculty of Humanities). Most of them, with the exception of the University of Vilnius (Faculty of Philology) and Vilnius Pedagogical University (Faculty of Foreign languages; Faculties of Lithuanian Philology; Faculty of Slavonic Philology) are quite recent developments. Thus, the Humanities Faculty of Kaunas Vytautas Magnus University, although originally founded in 1922, was closed in 1940 and reopened only in 1989; the Faculty of Humanities at Siauliai University was founded in 1997 upon the reorganization of the Faculty of Philology of Siauliai Pedagogical Institute; Klaipeda University is a new university established in 1990.

There are also a number of colleges (Klaipeda pedagogical school, Marijampole pedagogical school, Rokiskis Radvilu college, Kedainiai college) that train language teachers for work in lower secondary schools and vocational training establishments. Graduates of such colleges can enter Vilnius Pedagogical University and complete a 2-3 year additional course to be granted the right to teach language in all types of schools at various levels.

#### **I.1.1.1. Private sector**

No data available

#### **I.1.1.2. Government and Public service**

No data available

### **I.1.2. Language-related professions**

#### **I.1.2.1. "Pure-play" language-related professions (e.g. translator, interpreter, technical writer, language-learning materials writer and editor, etc.)**

Lithuania faces an urgent need for interpreters qualified to work at the highest level. It is estimated that when Lithuania joins the European Union, some 40 conference interpreters will be invited to work in the European Union institutions along with some 200 translators. Although translation courses at various levels exist in most of the higher education establishments (where language degree programmes or specialized courses are offered), the only serious approach to professional interpreting is at the University of Vilnius.

Interpreter training at the University of Vilnius, Faculty of Philology, forms part of the promotion of Lithuania's candidacy for accession to the European Union in terms of establishing on a professional basis of conference interpretation training at the highest possible level to ensure that within the next few years Lithuania will have at its disposal a sufficient number of conference interpreters who are qualified to interpret at EU level, among other things in connection with the pre-accession process and accession negotiations and at high-level meetings within the Lithuanian administration itself.

The University of Vilnius has since 1994 been providing courses for interpreters and translators. Until 1997 the courses were offered by the Department of English Philology at MA level and postgraduate Diploma-courses. From 1997 a new unit was established for organizing and delivery of the courses. Since then 94 MA students have graduated from the Department of Translation and Interpreting (35 of them specialized in interpreting), 53 students have graduated after completing the Diploma studies (8 of them specialized in interpreting).

Currently, the Department of Translation Studies is offering two-year courses at MA level and one-year courses at Diploma level.

Most of the students have English, French, German and Polish as their B languages. There is a growing interest in Spanish, Danish, Swedish, Norwegian and Finnish, with the interest in Russian starting to revive. Most classes are taught by the local academics who are practicing interpreters, with sporadic contributions from visiting native informants and part-time lecturers.

The main subjects taught:

- The theory of interpretation (1<sup>st</sup> semester) 32 hours
- Terminology (1<sup>st</sup> semester) 32 hours
- Introduction to Law (2<sup>nd</sup> semester) 32 hours
- EU institutions and International Law (3<sup>rd</sup> semester) 32 hours
- Written translation (1<sup>st</sup>–3<sup>rd</sup> semesters) as optional classes 240 hours
- Training in consecutive and simultaneous interpretation 438 hours (MA), 176 (Diploma courses)

The career prospects for highly-qualified interpreters with specialist knowledge in the field of law, economics and international relations who could work at high-level meetings and negotiations as well as EU level are very good. The job of an interpreter enjoys high prestige and is well-paid.

The Department of Translation Studies is a relatively recent development, established only in 1997.

Please visit the website of the Department of Translation Studies at [www.vu.lt](http://www.vu.lt)

As the Department is engaging lecturers from various departments of philology there is a rather urgent need for well-structured intervention in order to consolidate the present methodologies applied by various teachers. A professional input is needed in the form of guest-lecturers who should be experienced conference-interpreters. Guest-lecturers are needed to provide lectures in selected subjects, advise the staff on methodology issues and to participate in the assessment and evaluation of the performance of students. Finally, there is a need for external examiners during examination sessions, the examiners' task comprising not only actual participation in exams but also advice on the organization, contents and form to be applied.

The Department has a reasonable basic reference library (mostly donations from EU programmes, embassies, etc.), but very little in the way of specialized glossaries or research papers, and no access to term-banks, corpora. The expansion of the library through subscription for the major periodicals in the field and acquisition of dictionaries and glossaries is an important goal. IT hardware and software is needed to ensure on-line access to the variety of existing terminology resources.

I.1.2.2. "Ancillary" language-related professions (e.g. export assistant, multilingual web site manager, jobs in international publishing, etc.)

No data available

**I.2. Language graduate employment in the language-related professions: status quo (if existing data available)**

According to statistics<sup>3</sup>, the employment of tertiary education graduates amounts to 75%, which implies a sufficiently high level of employment and a buoyant demand in the labour market. The overall employment level of the humanities graduates is 64.9%, with philology graduates at 66.4%, those of Lithuanian philology – 81.9%, English philology – 68.2%, German philology – 66.2%, and Slavonic philology – 34.5%. By way of comparison, the level of employment of the graduates of social sciences is 75.3% and those of exact sciences – 85%.

The survey showed a surprisingly high level of employment of the graduates of Lithuanian philology (82%), which is considerably higher than that of the graduates of English philology (68%). A relatively lower level of employment of the graduates of English philology indicates that certain signs of the surplus of the graduates of English philology have appeared. On the other hand, it also shows that a good command of language is today not an essential factor in finding employment. The lowest level of employment is of the graduates of Slavonic philology.

Study programme	Level of employment	Work according to a speciality	Satisfied with a salary	Could not find a job according to a speciality	Looked for the employment abroad	Registered at the labour exchange
English philology	68.2%	84.4%	33.3%	10%	18.2	9.5%
German philology	66.2%	55.6%	37.8%	52.2%	25%	26.1%
Lithuanian philology	81.9%	71.7%	36.3%	36%	13%	24%
Slavonic philology	34.5%	28.6%	33.3%	77.8%	8.6%	56.8%

### **I.3. New developments and new professional demands in the language and language-related industries**

#### **I.3.1. The impact of European integration and of globalisation: new directions, re-organisation**

According to the 2002 census, 40% of the Lithuanian population speak one more language besides their native one: 25% speak two more languages, 6% - three more. 60% of the Lithuanian population speak Russian, 17% - English, 9 % - Polish, 8% - German, and 2 % - French.

The importance of the major Western European languages, especially English, has been growing in Lithuania for more than a decade. English is still a very popular choice among high school graduates. In 2003, English was the fifth most popular subject among the ten most popular specialities students wanted to study at university level (others being Informatics, Management, Law, Economics, Social Work, Political Sciences, Psychology, Journalism, and Biochemistry).

English is one of the major languages of tertiary education and academic discourse, both in English-speaking and non-English speaking countries. It is the language of university lectures as well as the most-widely used language in international conferences and seminars worldwide. Comprehension of spoken discourse by non-native speakers of English is, therefore, an important issue in the acquisition and dissemination of scholarly knowledge and

<sup>3</sup> *Specialistų konkurencingumas darbo rinkoje 2002*. available at: [www.mokslas.lt/content/misc/studijos/tyrimai/2002\\_1.pdf](http://www.mokslas.lt/content/misc/studijos/tyrimai/2002_1.pdf)

the promotion of academic exchange. Over the last decade political, educational and economic circumstances have led to an increase in the number of international students attending courses in tertiary education institutions in Lithuania (through the participation in the ERAZMUS and TEMPUS exchange schemes, SOCRATES programmes etc).

Students of other than language degree programmes became interested in learning foreign languages in order to gain a greater than national perspective of their respective fields of specialisation and to be able to participate in student mobility and benefit from opportunities offered by an integrated European labour market.

Numbers of international students and students going abroad.

### **I.3.2. New professional demands and professional profiles in the language-related professions**

The new professional demands in the language – related professions could be defined as follows:

- Increased demand for interpreters qualified to work at the highest level (conference interpreters);
- Growing demand for language graduates proficient in more than one Western European languages;
- Increased demand for up-grade language courses and self-study materials (for non-language graduates).

I. 3.2.2. Communications from employers, employers' organisations and other organisations (No data available)

I. 3.2.3. Results of local / regional / national surveys (No data available)

I. 3.2.4. Outcomes of academic studies and research (No data available)

### **I.4. Contacts and co-operation between the language and language-related industries and HE institutions**

There is a lack of cooperation between the language–related industries and HE institutions. Universities are very often perceived as closed institutions which would not be led by the demands of the market. On the other hand, even HE institutions themselves are reluctant to cooperate with other institutions involved in the training of specialists of the same field.

**I.4.1.** Through international organisations

**I.4.2.** Through professional associations at the national or regional level

The Association of Lithuanian Interpreters and Translators uniting 45 members, the Lithuanian Association of University Teachers of English having 29 members and the Lithuanian Association of English Teachers are some of the professional bodies which can help build cooperation between higher education institutions and language-related industries.

**I.4.3.** Through direct co-operation between HE institutions or departments and industry partners (regional or local training schemes, course-related work placements or other)

Data unavailable

### **I.5. Impact of language industry developments and new professional demands on *existing* specialist HE language courses (status quo)**

### I. 5.1. Programmes and courses

Since 1990, many new specialities and departments have been opened. Thus, until 1990, the Faculty of Philology of Vilnius University offered courses in five major specialities: Lithuanian Philology, Russian Philology, English Philology, German Philology and French Philology. Since 1990, many new specialities and departments have been added to the list: Classical Philology, Scandinavian Studies, Lithuanian Studies, Polish Studies, Oriental Studies etc. Some of the new initiatives have been even more successful than originally expected. Thus, the Department of Lithuanian Studies, set up 1<sup>st</sup> September 1990 with the aim of teaching contemporary Lithuanian to foreigners and conducting courses of the Lithuanian language to the speakers of other languages has developed into a very modern centre meeting the demands of a much broader and varied audience. The Department has also developed a plethora of new-generation textbooks of the Lithuanian language. The teachers of the Department together with their partners from abroad designed a whole package of tests for assessing the knowledge of the Lithuanian language. The Department has elaborated and published a series of functionally oriented Lithuanian language descriptions "Threshold " and "Vantage" (modelled along the lines the Council of Europe publications "Threshold" and "Vantage"). At present the Department is working on the last addition to a series "Waystage". The publications will provide a sound basis for a comprehensive, realistic assessment of the communicative requirements of non-native speaking residents using the state language.

The Department of English Philology has also very successfully adapted to the sweeping changes that have occurred in the economic, political, educational systems of the country. Set up in 1944 as the Department of English Language and Literature, it was the first institution in post-war Lithuania to offer academic studies of English. Currently the Department offers a wide variety of courses which can be roughly divided into the following areas: language proficiency classes which comprise the study of grammar, phonetics, academic writing, vocabulary enhancement, translation and interpreting. Considerable emphasis is placed on developing oral fluency and writing skills of the students.

The second block of courses comprises theoretical subjects such as Introduction into Germanic Linguistics, History of English language, as well as Theoretical Syntax and morphology and innovative courses in many areas. The latest developments in linguistic theory are discussed in courses on Semantic Syntax, Psycholinguistics and Sociolinguistics. Areas of applied linguistics, very popular with students, are ELT Methodology and Second Language Acquisition.

Finally, the department offers courses on Culture Studies of English –speaking countries, which include exploration of history, geography, culture and civilization of these countries. Besides British and American Studies, students are welcome to choose courses in the field of Canadian and Irish Studies.

Of special importance in the education of students is research paper writing, which creates opportunities for one-to-one interaction and comes close to tutorials. The students are expected to pursue research in linguistics, both theoretical and applied, ELT, Culture Studies and Literature (papers on literature are supervised by the World Literature Department).

The Department offers programmes of study at the undergraduate and graduate levels leading to the following degrees: BA in English Philology; MA in English Linguistics; PhD in Linguistics.

The study process in the Faculty of Philology has also undergone significant changes. Since 1990, many new study programmes have been developed at the Faculty. Among them, the most notable are the so-called combined study programmes, e.g. Lithuanian Philology and Finnish; Lithuanian Philology and Dutch; Lithuanian Philology and Turkish (Lithuanian Philology and Italian is under consideration. The Centre of Italian Studies was opened at the end of last year). The Faculty is also considering the idea of establishing major and minor studies at the university.

**Vilnius Pedagogical University** (former Pedagogical Institute) is preparing in the first place future teachers for different educational establishments. The Faculty of Foreign Languages is trying to keep up with an ever-growing demand for new teachers, of English in particular. The Faculty prides itself on a well-designed Requalification programme, where well-experienced, highly-qualified teachers train and retrain teachers of foreign languages. (see Section 3)

**Vytautas Magnus University**, closed after WWII, was reestablished in 1989 with the help of Lithuanian scholars and institutions in the USA. The first academic year began in the university's reestablished Faculties of Economics, Humanities and Sciences September 1, 1989. The reestablished university was the second in what was then Soviet-occupied Lithuania, and the first school of higher education that was independent of governmental institutions. The most important principle in the university's activity became academic freedom, while its main purpose was to prepare graduates with a broad humanistic orientation for Lithuania's needs in research, culture, education and economy. A common programme of study in humanities and general education for the first two years of study for all students appeared in 1990. In 1991, the university was the first in Lithuania to establish a system of study based on several levels, the completion of which resulted in the granting of Bachelor's or Master's degrees. The feature of this university still remains exceptional in Lithuania today: this is a liberal policy for studies, according to which students are admitted not into specific specializations but into fields of study. The students themselves put together their plan of study and make a final choice of their programme after the first two years of study. Particular attention is given to foreign languages and computer skills thus making this university different from other schools of higher education in the country. The Department of English language and Literature is central to the university, since English is a required course for all its students. Special courses in business English are also offered.

**Klaipeda University** was founded on 5<sup>th</sup> October 1990. Klaipeda University, the only university in the Western region started its academic activities on 1<sup>st</sup> January 1991. The main reasons to establish the university were: integration of the Western Lithuania as seaside region into the country's economy, necessity to decentralize and demonopolise Lithuanian education and study process, solution of specific problems (preparation of specialists for marine and coastal jobs). The faculty of the university seek to create a profile of its own, by drawing on the regional historical affiliations and connections. There is an emphasis on the historical relations to German culture and language, and the Department of German Philology gets even more students than the Department of English Philology. The university is trying to innovate and meet the ever-changing demands of its students and times: thus, almost every Department has got its own Centre, e.g. the department of Baltic Linguistics has got the Centre of Baltic Studies, there are also separate Centres of Oriental Studies, Japanese language and Scandinavian Studies. It is in the plans of the university to offer a new programme in the year 2001: the Russian philology and the Lithuanian language, the idea of which is to train specialists who would teach Lithuanian in Russian schools.

**Siauliai University.** The Faculty of Humanities was founded in 1997 upon the reorganization of the Faculty of Philology of Siauliai Pedagogical Institute (the Department of the Lithuanian Language was established in 1948 in Siauliai Teachers' Institute). The academic staff of the faculty are open-minded, well qualified enthusiastic teachers who maintain active contacts with other institutions of higher learning. The Faculty has a very strong study programme of Lithuanian philology and carries out research and offers courses in ethnolinguistics, computational linguistics, linguistic pragmatics, textual analysis and the methodology of language teaching.<sup>4</sup>

### I. 5.2. Definitions of learning outcomes

All the language degree programmes put emphasis on the development of

- **oral skills**
- the ability to produce texts in **different genres**

---

<sup>4</sup> taken from the TNP2 Curriculum Innovation National Report of Lithuania .

- **presentation skills**
- **cultural awareness/intercultural communication**

### **I. 5.3. Methods**

Reading style lecturing where a lecturer reads or speaks from notes has been criticised a great deal for being less effective than a conversational style where a lecturer speaks informally and tries to engage the audience. Language degree programmes still allow too much time for formal lecturing and too little time for individual, independent work of a student. However, there is a clear move now towards the more interactive style of lecturing. The level of interactivity varies according to class size: the larger the groups, the less the interaction. In small language classes with 10 –15 students the style is interactive and methods are communicative.

### **I. 5.4. Resources**

Although the resources available at philology departments are scarce and the departments generally are poorly equipped, some departments, especially the ones involved in international projects, try to use innovative means in language teaching, e.g. corpora resources used at the Department of English Philology at the University of Vilnius.

## **PART II NEEDS and CONSTRAINTS**

### **II.1 Improved co-operation between the language and language-related industries and HE institutions**

There is a clear need for more cooperation between the language-related industries and higher education institutions. The establishment of Career Centres at the institutions of higher learning could be seen as an attempt to develop closer links between industry and higher education.

### **II.2. Identification of needs for curriculum innovation in response to new professional demands**

#### **II.2.1. Programmes and courses**

There is a clear need for:

- Wider range of programmes
- Joint degrees
- The study of several languages

The needs identified in TNP2 curriculum innovation subproject are still relevant. TNP 2 Synthesis report for curriculum innovation states that “ individual countries have individual needs in relation to the development of language studies, but the following needs have been identified as being common to many European countries and will be analysed in greater detail by the project:

- learn other languages too, e.g. less spoken EU languages;
- develop the European dimension of languages by putting languages studied in perspective in the context of plurilingualism and linguistic policies;
- create more double degree philological programmes;
- design courses to address the needs of the labour market;
- provide opportunities to gain some relevant work experience;
- a greater degree of flexibility in reacting to student demand;
- traditional departments to embrace new courses and disciplines;
- more collaboration with secondary schools;
- improve students' pre-entry language skills;
- more emphasis on oral competence with defined objectives for evaluation;

- greater co-operation between language departments and between institutions;
- develop students' intercultural sensitivity and cultural competence;
- more emphasis on media, communications and intercultural dimension in all languages;
- assessment widened to include new media, e.g. creating websites;
- better integration of multi-media into language courses;
- more modularity;
- greater interdisciplinarity between language, literature and social/cultural strands to give the language programme greater coherence;
- greater contextualisation and a clearer *raison d'être* for courses;
- introduce more "current" course material / content;
- ensure a general progression of objectives;
- establish conditions for greater student mobility so that all language students can spend at least one semester abroad, e.g. Europe-wide adoption of ECTS credits system;
- specific programmes for foreign students;
- establish a uniform system at level three;
- more specialisation at level one;<sup>5</sup>

## **II.2.2. Definitions of learning outcomes**

Needs to be redefined

## **II.2.3. Methods**

- increased use of ICT and multi-media in teaching.
- establish conditions for long-distance and life-long learning;
- fewer lectures
- more practice
- more individual/small group work;
- improve equipment and Internet access;
- establish conditions for an independent learning environment;
- reduced number of contact hours;
- more time for independent study and research

## **II.2.4. Resources**

Facilities for independent learning should be developed; students should have access to computers, to the Internet, various language corpora as well as other multimedia means for language study;

## **II. 3. Needs for future projects, studies and research**

### **II.3.1. Projects to be undertaken at**

#### **2.2.1. Member State level**

A project should be launched to work towards a set of common profiles for language degrees in Europe, including an agreed core curriculum. A minimum core curriculum would benefit student and teacher exchange as well as improving the compatibility of degrees throughout Europe. If students and graduates of language degree programmes have a compatible background/degree, there will be greater intelligibility of qualifications and a shared understanding of what a language degree consists of. (see TNP2)

#### **2.2.2. European level**

### **II.3.2. Studies to be undertaken at**

#### **2.2.3. local / regional level**

#### **2.2.4. Member State level**

---

<sup>5</sup> TNP 2 Synthesis Report on Curriculum Innovation, p. 12

- 2.2.5. European level
- II.3.3.** Research to be undertaken at
  - 2.2.6. Member State level
  - 2.2.7. European level

### **Part III RECOMMENDATIONS**

#### **III.1 Recommendations: measures to be taken to bring about improved consultation and co-operation between higher education and the world of work**

##### **III.1.1.** Measures to be taken at local/regional level

- Consult and establish links with prospective employers
- Organise information exchange networks between institutions and companies/businesses
- Foster an appropriate climate for innovation and change via market research, staff recruitment, funding, resource allocation and reduction in bureaucracy

##### **III.1.2.** Measures to be taken at Member State level

- increase support to pan-European curriculum development initiatives and suggest areas where further initiatives are required
- facilitate establishment of international contacts

##### **III.1.3.** Measures to be taken at European level

See III. 1.2.

#### **III. 2 Recommendations: innovation in curriculum development and methods**

**III.2.1.** For language mediation industries (translation and interpreting, localisation, sub-titling,..)

**III.2.2.** For multilingual communication and knowledge management (corporate communication, economic intelligence, public service communication...)

**III.2.3.** For international commerce related professions (export assistant, etc.)

#### **III.3. Research**

##### **Annexes**

##### **A Examples of good practice**

Please visit the website of the Department of English Philology and the Department of Translation Studies at [www.vu.lt](http://www.vu.lt)

##### **B Links and useful addresses**

[www.gunsi.lt](http://www.gunsi.lt)

[www.mokslas.lt](http://www.mokslas.lt)

##### **C Existing job profiles**