



THEMATIC NETWORK PROJECT IN THE AREA OF LANGUAGES III

SUB-PROJECT THREE:

LANGUAGES AS AN INTERFACE BETWEEN DIFFERENT SECTORS OF EDUCATION

NATIONAL REPORT / Malta

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Introduction

Malta, Gozo and Comino, the inhabited islands of the Maltese archipelago, lie at almost the exact geographical heart of the Mediterranean Sea. With Sicily some 60 miles to the North, Tripoli 220 miles to the South and Tunis 200 miles to the West, Malta is virtually at the crossroads between continents. The islands' strategic position has, in fact, made them subject to a succession of rulers, who in turn left their influence on the country and language as we know them today. Malta's pre-history dates back to 5000 B.C., whilst its documented past is traceable over a period of 2000 years.

In 1964 Malta obtained its political independence from Britain and in 1974 it became a Republic. Elections to the House of Representatives are held every five years. Malta is a member of the United Nations and its various organisations and ever since 1964 has taken an active role in United Nations affairs. As of May 1st 2004, Malta became a full member of the European Union.

The national language is Maltese which is a complex derivative of Semitic and Romance languages using a primarily Latin alphabet but also including a number of additional letters which originate in the Arab language. English is also an official language. The language of the Courts is the Maltese language although Parliament may approve the use of the English language under such conditions as it may prescribe (article 5).

The House of Representatives may, in regulating its own procedure, determine the language/s that shall be used in Parliamentary proceedings and records.

There is no minority language.

Malta has a population of 395,000 and is visited annually by over one million tourists. The majority of the population in Malta has a good command of English and Italian and in some cases of French, German and also Spanish.

Part one: Description of administrative and educational structures and policies

1. Responsibilities and competences:

Whilst every effort has been made to provide a comprehensive and up-to-date report on languages as an interface between the different sectors of Education in Malta, it is important to note that the Educational System in Malta is going through a transition phase and therefore some of the information presented here might be subject to change in the future. Also what is presented has been thoroughly researched by the authors, however it does not exclude that information about latest developments in particular sectors might be missing.

- At national level

Education in Malta is administered at a National level. The Education Act of 1988 is the primary legal instrument that governs educational provision and gives the Minister responsible for Education, or any person authorised by him, the power to set regulations through subsidiary legislation.

The Minister of Education is appointed by the Prime Minister and his current portfolio, apart from Education, also includes responsibilities for Culture, Youth, Technology and Sport. A more detailed analysis of the Minister of Education's portfolio yields his responsibility for:

- Education;
- University;
- Malta Council for Science and Technology;
- Libraries;
- National Archives;
- Examinations;
- Malta College for Arts, Science and Technology;
- Malta Centre for Restoration;
- Foundation for Educational Services;
- Foundation for Tomorrow's Schools;
- Foundation for International Studies;
- Heritage;
- Museums;
- Culture;
- The Arts;
- National Orchestra;
- National Festivities;
- Manoel Theatre;
- Mediterranean Conference Centre;
- Public Broadcasting Services;
- Youth; and
- Sport.

The Minister of Education is currently assisted by a Parliamentary secretary, who although not officially designated with particular responsibilities, is seen to focus on Youth, Sport and the Malta Council for Science and Technology.

The Ministry of Education's administrative structure is headed by the Permanent Secretary. The office of the Permanent Secretary incorporates a Secretariat, the Corporate Services Directorate and the Office of Review, the latter being responsible for EU matters and customer care.

The body responsible for Education provision within the Ministry is the [Education Division](#) whose executive head is the Director General (Education) who is appointed from within the teaching profession. The Director General heads seven main Departments that are responsible for:

- Planning and Development
- Operations
- Further Studies and Adult Education
- Student Services and International Relations
- Curriculum Management;
- Finance and Administration; and
- Technology Education.

Although the Maltese Educational system has to date been largely centralised, State schools have some degree of freedom to pilot certain actions. It is currently

Government policy to pursue with this decentralisation process. The [Education Division](#)'s central administration is responsible for

- recruitment, deployment of personnel, discipline and staff promotions;
- curriculum development, implementation and review;
- setting of textbooks;
- setting of annual examinations;
- distribution of students in various schools (geographically distributed);
- various student activities of an educational, cultural, social and sporting nature;
- student support services and facilities; and
- in-service training for teachers.

<http://www.eurydice.org/Eurybase/Application/frameset.asp?country=MT&language=EN>

- **At Regional Level**

The word "regional" is here referring to the subdivision of the territory into a number of regions, managed by regional councils, who are given responsibility for the education provision.

The education system in Malta does not provide for any Regional Administration in this respect. However the country is divided into four regions and educational institutions catering for kindergartens and pupils of compulsory school age are under the overall responsibility of the Director (Operations), with each of the four regions overseen by an Assistant Director. Thus regional subdivision is more of a management tool operated by the central administration.

<http://www.eurydice.org/Eurybase/Application/frameset.asp?country=MT&language=EN>

- **At Local Level**

The words "local level" are taken to mean the provision of educational services by Local Government.

Local Councils are expected to cater for the protection of school children in the vicinity of schools. Local Councils, in conjunction with any designated competent authority, are to provide for the upkeep and maintenance of crèches, kindergartens and other educational services or buildings, all this as part of a national scheme. Local Councils also propose to the Minister responsible for education persons to be appointed as presidents of primary school councils.

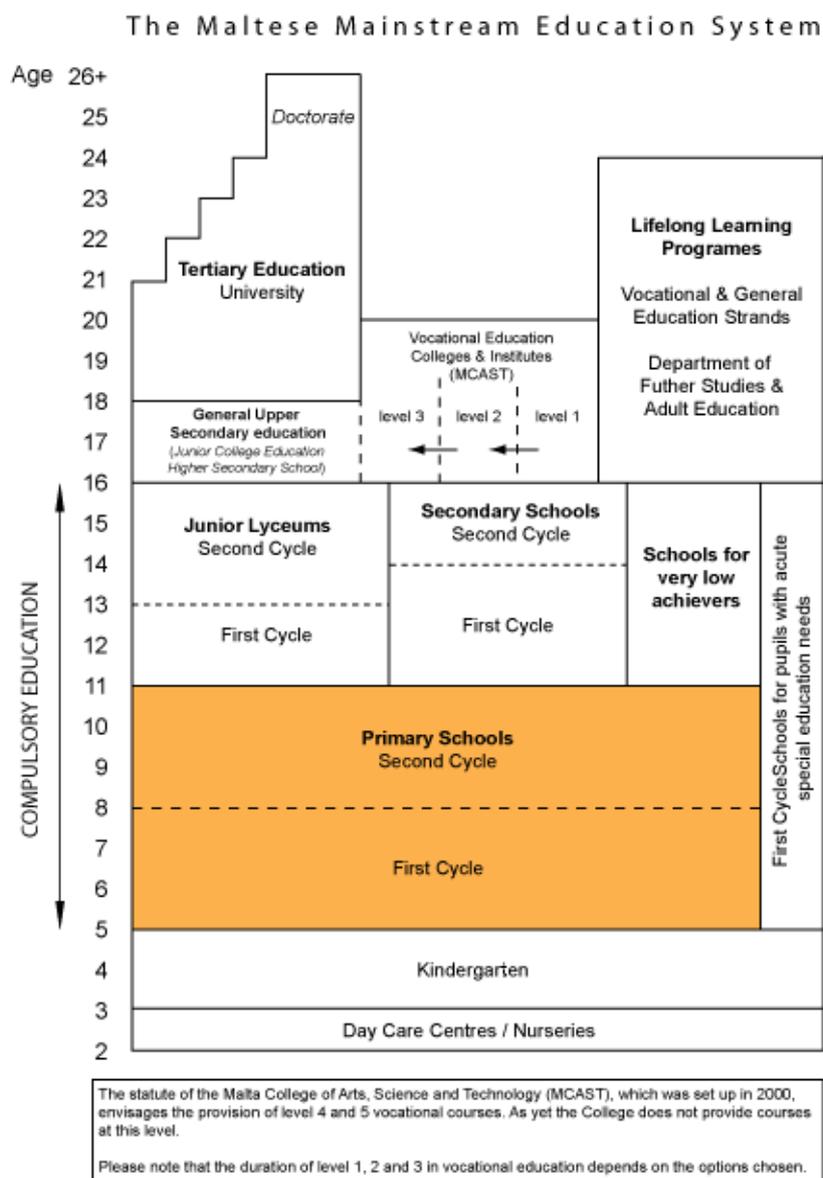
<http://www.eurydice.org/Eurybase/Application/frameset.asp?country=MT&language=EN>

The Maltese Educational System

All children between the ages of five and sixteen are entitled to free education in all state schools regardless of age, sex, belief and economic means. The national minimum curriculum and the national minimum regulations for all schools are established by the state according to the rights given by the Education Act (1988).

The education agenda of the present government works towards the ultimate aim of having flexible workers who are able to adapt and change career if necessary. This is attained through commitment for improvement of educational standards and the provision of an education system, which ensures personal development.

According to the Education Act (1988) a person or institution wishing to establish a private school is given the right to apply for a license from the Minister of Education. Private schools in Malta fall in two categories: Church schools and Independent Schools. Both provide education from pre-primary to upper secondary levels.



http://www.education.gov.mt/edu/edu_01.htm

Pre-Primary Education (3-5 years)

Attendance at the pre-primary level is voluntary, about ninety five per cent of the children in the age bracket between three and five years attend. Pre-primary education is co-educational and is provided free in state schools.

At this level no formal teaching takes place. The National Minimum Curriculum states that the main educational objectives should include activities aimed towards the development of the children's social attitudes, language and communication skills in preparation for primary education. These activities should include communication by word or gesture, singing, play, painting and figure forming, exercises and rhythmic movements.

Most pre-primary centres, which are also called kindergarten centres, form part of primary schools.

Teachers who teach at kindergarten are called Kindergarten Assistants. In order to strengthen the administrative capability within these centres a Pre-School Education Centre was inaugurated in 1993 with the aim of training future kindergarten assistants, prior to employment. This is a two-year full time course leading to the certificate in Early Childhood Education that is provided in a part compulsory educational institution.

http://www.education.gov.mt/edu/edu_03.htm

Compulsory Education

About 30% of all students attend non-State schools but education for children in special schools and technical courses is provided in State schools only. Church schools are heavily subsidised by Government. There are also a number of independent private schools which are fee-paying.

National Minimum Curricula, set by the State for the different levels of education, are binding for all schools, while National Minimum Conditions Regulations establish standards of hygiene, safety, size of classrooms, spaces and amenities.

Pupils in State schools follow a six-year course of primary education after which they sit for qualifying examinations for admission into the Junior Lyceums. The first three years of the secondary education course are followed in either a Junior Lyceum or a Secondary School. At the end of Form III, students can opt to attend a Trade School where students follow a technology course.

The curricula at both the primary and secondary levels are varied and cover languages, physical sciences, religious knowledge, social sciences, personal and social education, and practical subjects. Language learning is given great importance.

State school students sit for national annual examinations in both primary and secondary levels. At the end of their five-year secondary education course, students sit for the University of Malta's Secondary

Education Certificate examinations although the General Certificate of Education examinations set by British University Boards are still quite popular.

Primary Education

Primary education extends over a period of six years with classes of not more than 30 pupils. The majority of [teachers](#) are professionally trained.

Primary education is broadly divided into two cycles, each of a three-year duration with a particular focus on:

- social skills and literacy and numeracy skills during the first three years; and
- a more formal skill acquisition oriented programme.

During the first phase, pupils are generally under the pastoral care of a separate [Head of School](#) and all classes are of mixed ability with the assessment being carried out by the school itself. Monitoring services, such as psychological assessments, are provided as remedial education. The promotion of students to the next level is mainly based on age, although the [Head of School](#) has the discretion to require a child to repeat a particular year if this is deemed to be to the child's advantage.

On the other hand as children progress to the more formal level of schooling in the Second phase, assessment becomes more formal and children are streamed during their last two years of primary school. Streaming is based on student performance in nationally-set annual examinations.

<http://www.eurydice.org/Eurybase/Application/frameset.asp?country=MT&language=EN>

Secondary Education

Lower Secondary education, is available to all students who successfully complete their Primary level of education. Secondary schools are single sex. Schools are run by the [Head of School](#) assisted by a number of Assistant Heads, depending on the school pupil population.

Entry into [Junior Lyceums](#) takes place when students are aged 11. Entry is governed by a qualifying, non-competitive examination in Maltese, English, Mathematics, Social Studies and Religious Knowledge (opt out is possible in this subject on the basis of one's conscience). Those who fail to proceed to [Junior Lyceums](#) are tutored at area Secondary schools where they officially follow the same curriculum which in practice usually is a simplified and less demanding type of Secondary education.

In Secondary schools, classes in the first two years may have up to 30 students while in the last three years classes may have not more than 25 students. Every class is assigned to a Form Teacher whose role is to monitor the progress of students assigned to his/her care.

<http://www.eurydice.org/Eurybase/Application/frameset.asp?country=MT&language=EN>

Post-Secondary Education

Upper Secondary education is divided into two main strands: the academic and the vocational strand. The academic strand prepares students for entry into tertiary education. The vocational strand is more work oriented and focuses on the development of skills for specific jobs.

<http://www.eurydice.org/Eurybase/Application/frameset.asp?country=MT&language=EN>

The academic strand of Secondary education is provided mainly by the Junior College, forming a part of the University of Malta. The Junior College, previously the Msida Upper Secondary and under the direction of the [Education Division](#), was established in 1995 under the umbrella of the University of Malta. It offers a two-year course for future University students who are prepared for the [MATSEC Certificate](#) in accordance with the University's General entry requirements. Students may choose from a wide range of subjects and must take two subjects at Advanced level, three at Intermediate level, as well as Systems of Knowledge. Subjects chosen should also include any Special Course requirements needed for their prospective University Course. While providing formal education, the College encourages students to develop their own initiative through guided self-teaching in preparation for their future career at University.

Academic courses, at the University's Junior College, as well as private sixth forms, generally lead to Advanced Level Matriculation while vocationally oriented students at the other State and Private Schools and Institutes generally sit for examinations set by the City and Guilds of the London Institute and other established institutions, both local and foreign. About 60% of the students continue their education and training beyond the school minimum leaving age.

A wide range of student services provided by the State aim at a holistic approach to the education of the individual student and at enhancing the quality of education. Although the State education system is still centralised, schools are expected to develop their own particular identities. Two apprenticeship schemes are provided by the State, the Extended Skills Training Scheme and the Technician Apprenticeship Scheme. Students joining these schemes receive allowances. A wide range of day and evening courses are also offered to adult learners.

In state institutions, the academic year runs from mid-September to mid-July, with holiday periods at Christmas and Easter. In primary and secondary schools, the medium of instruction is Maltese and English. At post-secondary schools and University, the medium of instruction is English, except in the case of a modern language and Maltese.

Post-compulsory non-university higher education has recently been reformed with most existing state institutions being incorporated into the new Malta College of Arts, Science and Technology. (MCAST) The College has six institutes, namely:

- ❑ Institute of Arts and Design
- ❑ Institute of Building and Construction Engineering

- ❑ Institute of Information and Communication Technology
- ❑ Institute of Business and Commerce
- ❑ Institute of Electronic Engineering
- ❑ Institute of Maritime Studies

The Institute of Tourism Studies is a separate entity accountable to the Tourism Authority.

These Institutes organize courses ranging from level 1 to 5 and comparable to the standards set through European Union Council Decision 85/385/EEC. Entry requirement varies with the type of course applied for and is generally dependent on successful completion of secondary education at the age of 16.

Higher Education

There is one University: the University of Malta, catering for higher education in Malta.

The legal framework governing the mandate of the University of Malta is stipulated in the Education Act 1988.

<http://www.eurydice.org/Eurybase/Application/frameaset.asp?country=MT&language=EN>

Tertiary education in Malta is provided by the University of Malta which offers degrees in various areas at Bachelors, Masters, and Doctoral levels. Further professional development certificate/diploma courses are also available, notably, the Postgraduate Certificate in Education in the field of teacher's training.

The University is the highest teaching institution of the State and is open to all those who have the requisite qualifications. There are some 8,500 students including 750 foreign/exchange students from over 70 different countries, following full or part-time degree and diploma courses, many of them run on the modular or credit system. Some 2,000 students graduate in various disciplines annually. The degree courses at the University are designed to produce highly qualified professionals, with experience of research, who will play key roles in industry, commerce and public affairs in general.

The University has ten faculties: Architecture & Civil Engineering; Arts; Dental Surgery; Economics; Management & Accountancy; Education; Engineering; Laws; Medicine & Surgery; Science & Technology. A number of interdisciplinary institutes and centers have been set up in various fields. These include Agriculture, Anglo-Italian Studies, Baroque Studies, Communication Technology, Energy Technology, Forensic Studies, Health Care, Linguistics, Masonry and Construction Research, Public Administration and Management and the Mediterranean Institute, Workers' Participation Development Centre and the European Documentation and Research Centre (EDRC) which incorporates the European Documentation Centre established to serve as a repository of European Community documents as well as a resource centre for students and the general public. A board of studies for Information Technology regulates courses in IT.

A University centre on Malta's sister-island, Gozo, offers a part-time evening degree course and facilitates short courses and seminars. Associated with the University is the Mediterranean Academy of Diplomatic Studies which was established by special agreement with the Graduate Institute of International Studies in Geneva. The campus is also home to the IMO International Maritime Law Institute and the International Ocean Institute Malta Operational Centre. International conferences and seminars are run by the University's Foundation for International Studies in Valletta. The public response to the University of the Third Age has been very encouraging with membership constantly on the increase and all activities being well attended.

The University is mainly financed by the State but it has been developing its links with the banks and private companies; this has led to significant contributions being made to the development of different aspects of the University's teaching and research.

The main research interests of the University are reflected in the multi-disciplinary institutes which complement the fifty mono-disciplinary Departments.

University students receive a monthly stipend and are given the opportunity to work during the Summer vacation.

The University of Malta is a member of the Association of Commonwealth Universities, the Conference of European Rectors (CRE), the Utrecht Network, the Council for International Educational Exchange (CIEE), NAFSA, the International Student Exchange Program (ISEP), the European Access Network (EAN) as well as the Santander Network and the Compostela Group.

2. LANGUAGE POLICIES AND LANGUAGE EDUCATION POLICIES.

In May 2001 a report entitled "A National Language Strategy" has been issued and serves as a basis for discussion among different stakeholders. The report is divided in two parts namely:

Part 1 consists of a number of statements regarding the Maltese Language and its function as the National language in everyday life situations in the light of the bilingual situation in Malta.

Part 2 offers a detailed proposal for the foundation of a National Language Council as a permanent organ of the state which caters for:

- the development and the promotion of the National Language policy
- the coordination of communities' and individuals' work
- to promotion of the National Language in all spheres of life.

The strengthening of Bilingualism in Schools:

The National Minimum Curriculum considers bilingualism as the basis of the educational system [...] entailing the effective, precise and confident use of the country's two official languages: Maltese, the national language, and English. This goal must be reached by the students by the end of their entire schooling experience.

The practice encouraged by the National Minimum Curriculum is that which can be found in all the other European countries: knowledge of foreign languages is developed following one's knowledge of the native and national language, Maltese.

The Process of strengthening Maltese, the language used by the majority of Maltese children in their home and community environment, contributes to their holistic development.

While students are in the process of strengthening the first language, the school must ensure that the children are familiarizing themselves with the second language. The process of familiarization with the second language, prior to the start of formal teaching, can take longer than that which occurs with respect to the first language. The school could, after all, constitute the only source of learning in the second language.

Implementing a Policy of Bilingualism

With regard to the official languages, all schools must adopt the policy of using two languages. Through its development plan, every school must specify the linguistic strategy which it will adopt over a period of time.

The NMC encourages teachers at this level to use English when teaching English, Mathematics, Science and Technology. In classroom situations when teaching these subjects in English poses difficulties, code switching can be used as a means of communication [...].

Implementing a Policy for Language Teaching

With regard to language teaching, at Secondary Level, one should continue with the strengthening of the students' knowledge of the two official languages and the introduction of teaching of foreign languages. The NMC document obliges teachers of Maltese and English to teach in the language of their subject and recommends teachers of foreign languages to teach in the language of their particular subject.

Only in those cases where this poses great pedagogical problems, does the NMC accept code switching as a means of communication.

The document stresses the need for flexibility so that those students who are weak in the official languages can avail themselves of consolidation programmes in this area. They can follow such consolidation programmes during the time that the other students are learning a new foreign language.

Apart from strengthening the teaching of European languages, namely Italian, French, German and Spanish, the Education Division must ensure that the country can avail itself of a nucleus of people who have a mastery of languages deemed strategically important. These include Chinese, Japanese, Russian and Arabic.

The Development Plan of every secondary school must lay down a policy on official languages. The development plan must provide a clear picture of the general

situation concerning the school in this particular area and must indicate the strategies being adopted to improve language teaching in the school.

Language Policy for Speakers of other Languages

Primary schools should also recognize that, in the case of some children, the spoken language is not their first language. In view of this situation, the Education Division should continue its policy of setting up specialized centers in schools. These centers are intended to:

- provide support to teachers
- prepare a number of teachers in alternative media of communication (such as sign language and use of the Braille method)
- create greater awareness, among teachers, of the reality of the situation
- offer help to those in the community who want to improve their knowledge of and skills in this area.

The Secondary Schools should continue to implement the Division's policy of setting up centers that enable schools to meet the needs of those children whose first language is not the spoken language.

*The above sub-sections are taken from: National Minimum Curriculum: **Creating the Future Together**. Malta: Ministry of Education.*

Language policies for life-long language learning

Report on the National Consultation Process on Lifelong Learning:

The Department for Further Studies and Adult Education within the Division of Education provides a wide range of courses at different levels. These include basic literacy and numeracy, basic Maltese and English, as well as courses leading to secondary education level qualifications for those who did not successfully complete compulsory education. Other courses include those in academic subjects leading to a Secondary Education Certificate SEC (i.e. Ordinary Level) and a Matriculation and Secondary Education Certificate (MATSEC) (i.e. Intermediate and Advanced Level), courses in engineering subjects leading to the London City and Guilds qualifications, courses in parenting skills, arts and crafts, art, music and drama.[...] The Employment and Training Corporation, another major provider, strives to provide equitable access to job-related initial and re-training programmes and employment services by targeting, among other, unskilled and under-skilled workers and registered unemployed, youths under sixteen interested in a vocational route, those who register themselves for the first time on the employment register, and women returning to the labour market.

[...]

Apart from these measures, there are a number of Local Councils, parishes, private enterprises, Church organisations and NGOs that offer a wide range of courses in the areas that fall under the EU definition of basic skills. A number of commercial schools that have proliferated over the past ten years complement the educational role of the Employment Training Corporation that both offers a wide range of short

non-formal courses as well as financially sponsors registered unemployed to follow, among others, courses leading to internationally recognised qualifications in computer studies offered by other organisations.

[...]Proficiency in the areas outlined in the Memorandum on Lifelong Learning (http://www.education.gov.mt/edu/edu_division/life_long_learning/Index.htm) assumes that a person is already literate. Feedback obtained by stakeholders regarding this key message highlights the need to include literacy, numeracy and communications as fundamental basic skills.

From: http://www.education.gov.mt/edu/edu_division/report_III_05.htm

3. MAPPING OF INSTITUTIONS AND PROGRAMMES ENGAGED IN LANGUAGE PROVISION:

3.1. Vertical axis: formal education system:

- preschool/primary/secondary/university (graduate and postgraduate studies);

In **primary schools**, oracy skills in English are introduced early on alongside Maltese at the kindergarten level and the beginning of Year 1 (five- and six-year-olds) of formal schooling. Literacy skills in English are introduced later on in Year 1. In Year 2 (six- to seven-year-olds), further oracy and literacy work is carried out in both Maltese and English. Increasingly, as children move from primary to secondary and then into tertiary education, English gains in importance.

Literacy in both languages is therefore essential; hence the decision of the Ministry of Education and the University of Malta to carry out the national survey of literacy attainment in March 1999. It was decided that the first national survey of educational performance undertaken in Malta should focus on the reading attainment of Year 2 pupils, in both Maltese and English (Mifsud et al., 2000). The present follow-up study, conducted in March 2002 on all Year 5 pupils, also investigated the pupil's literacy attainment in both Maltese and English.

The Ministry of Education commissioned these studies from the Literacy Unit of the Faculty of Education of the University of Malta. (See Appendix A)

Students have to choose one other foreign language at the beginning of **Secondary Education** i.e. other than English. After two years of Secondary Education students may opt to choose either languages or business studies or science subjects.

University

Tertiary education in Malta is provided by the University of Malta which offers degrees in various areas at Bachelors, Masters and Doctoral level. Therefore, as yet, only the University of Malta offers language degree programmes.

Traditional language and literature degree programmes

The Faculty of Arts offers two parallel full-time courses of studies leading to either the degree of Bachelor of Arts or the degree of Bachelor of Arts (Hons), both of which extend over a period of three years.

A B.A. part-time evening course extending over five years may be offered from time to time.

Each course consists of study-units to which at least 76 credits shall be assigned and shall be structured as follows:

- a. Year One shall be common for students admitted to either course and shall consist of study-units at Level 1 and Level 2 in two principal areas of study;
- b. Year Two and Three of the B.A. course shall consist of study-units at Level 2 and Level 3 in two principal areas of study;
- c. Year Two and Three of the B.A. (Hons) course shall consist of study-units at Level 2 and Level 3 in one principal area of study;
- d. Compulsory study-units in the History of Mediterranean Civilisation which must be obtained during Years One and Two of both Courses; and
- e. Optional study-units in any area of study approved by the University including the principal areas of study already chosen which must be obtained during Year Two and Year Three.

The course structure allows a degree of flexibility to students in their choice of the areas of study (either two principal areas or one principal and two secondary) as well as in the choice of credits they register for.

Assessment:

The method of assessment used in the Faculty of Arts is through a stepped 'credit accumulation scheme' that is called the 'Credit System'. A candidate is awarded a credit on successful completion of a 'study-unit'.

One study-unit normally entails the equivalent of 50 hours of study, including 14 hours of lectures spread over one semester, the preparation of an assignment or a test or a combination of both, tutorials, research and personal study.

Final Examinations

Final Examinations will be held once annually at the end of either course, normally in June, and shall consist of four papers in a one principal area of study in the case of B.A. (Hons), and two papers in each principal area of study and one paper in each secondary area of study in the case of B.A. A viva voce examination may also be held.

The Final Examinations carry fifty per cent of the weighting for the grading of the final result. The other fifty per cent will be calculated on the basis of an overall average of the credits obtained in the continuous assessment.

(For more details please see: <http://www.um.edu.mt/courses/prospectus/arts.html>)

Alternative Degree Programmes

The European Documentation and Research Centre (EDRC) incorporates the European Documentation Centre established to serve as a repository of European Community documents as well as a resource centre for academics, students and the general public. The EDRC acts as a focal point for the promotion of European

Studies. Courses offered include B.A., B.A.(Hons.), M.A., M.Phil. and Ph.D. in European Studies. The Centre undertakes and publishes research and collaborates with other university bodies and with governmental and non-governmental organisations in projects of mutual interest.

<http://www.um.edu.mt/courses/prospectus/edrcintro.html>

BACHELOR OF ARTS IN EUROPEAN STUDIES (B.A. in European Studies)
BACHELOR OF ARTS (Honours) IN EUROPEAN STUDIES (B.A. (Hons.) in European Studies)

The B.A. in European Studies offers a multidisciplinary approach to the studies of European integration from the standpoint of law, economics, politics and history. Applicants can either join:

- The B.A. in European Studies, where they read another principal area of studies together with European Studies for the whole length of the course; or
- The B.A. in European Studies (Honours) degree course, where they concentrate on European Studies only, in the second part of the study programme.

Both courses are three years of full-time study.

European Language Component

Students taking the B.A.(Honours) in European Studies are encouraged to gain proficiency in a European language of their choice (other than one in which they are already fluent) but preferably in French, unless they have chosen such a European Language as another main or subsidiary area of study, in which case this requirement is waived. If the EDRC has concluded arrangements with the language Department concerned four credits will be allocated for language proficiency, otherwise students are to obtain four additional credits in European Studies.

Traditional language and literature programmes at postgraduate level

The Faculty of Arts offers full-time and part-time courses leading to BA, BA (Hons.), MA (Qualifying), MA, MPhil and PhD. The final examination for the first three courses has recently been restructured so as to take the form of a synoptic examination.

Alternative programmes at postgraduate level

MASTER OF ARTS IN EUROPEAN STUDIES

M.A. in European Studies

The course extends over a period of 12 months of full-time study. Students, however, may choose, with the permission of the Board, to study for the degree on a part-time basis, in which case the course extends over 24 months of part-time study.

The course leading to M.A. in European Studies shall be offered in the areas of Politics, Economics and Law as determined by the Board.

In order to complete the course students must obtain not less than 30 credits as follows:

20 credits for study-units, comprising 8 credits in one area of study and 6 credits in each of the other two areas of study.

Students must also submit a dissertation of 25 000 to 30 000 words, to which 10 credits are assigned and which shall be in one of the areas of study chosen, or of an interdisciplinary character involving two or more of these areas of study. The dissertation shall provide evidence of independent research and constitute an original contribution to the subject.

MASTER OF PHILOSOPHY

M.Phil.

The course of studies leading to M.Phil. extends over a period of: not less than 15 months and not more than 2 years of full-time study, or not less than 30 months and not more than 4 years of part-time study.

Course Structure:

The M.Phil. degree is a research degree. Registered students are required to research a topic, approved by the Board of The EDRC, under supervision of a member of the academic staff of the University of Malta. At the end of the course, the student has to submit a dissertation for examination which should not exceed 50,00 words.

Areas of Research:

Areas of research where supervision for M.Phil can be provided:

European Studies - Politics

European Studies - Economics

Law of the European Union

Language Teacher Training

Tertiary education in Malta is provided by the University of Malta, which offers degrees in various areas at Bachelors, Masters and Doctoral level. Therefore, as yet, only the University of Malta is responsible for initial teacher training.

The Faculty of Education was set up in 1978. Its main concern was pre-service teacher training, a role that had previously and since the post-war years been fulfilled first by the two training colleges - St. Michaels' for men, the Mater Admirabilis for women - and then, after 1972, by the Malta College of Education (up to 1974) and the Department of Educational Studies at the MCAST (up to 1978). Since 1980, the Faculty of Education has taken on a variety of roles that are linked to a wider conception of education and training.

The Course extends over a period of four years of full-time studies. The Board may allow students to complete the Course in not more than five years from the date of first admission to the Course. In special circumstances, Senate may allow a further extension of one year, on the recommendation of the Board. The Senate, acting on the advice of the Board, may allow students, for a good and sufficient reason, to suspend their studies for a maximum of twelve months.

Course Structure

The course of studies for the Primary Education area of specialisation shall normally consist of the following:

1. study-units in the following areas:
Primary Studies (Content and Professional)
Primary Subject Specialisation
Primary Cycle Specialisation
Foundations in Education
Personal Skills
Pedagogy
Research Methods
English Language Proficiency
Basic Computer Proficiency
2. four Field Placements; and
3. dissertation/project.

The course of studies for the Secondary Education area of specialisation shall normally consist of the following:

1. study-units in one or two Teaching Areas chosen, in the following areas:
Subject Content Studies
Methodology in the Teaching Area/s
Foundations in Education
Personal Skills
Resources, Information and Communication Technologies in Education
Diversity in the Classroom
Research Methods
English Language Proficiency
Basic Computer Proficiency
2. four Field Placements; and
3. dissertation/project.

The study-units in English Language Proficiency and in Basic Computer Proficiency are compulsory for all students. The Board may exempt students from following these study-units if they are successful in appropriate tests held at a time specified by the Board. Students shall be required to pass in the tests in these subjects by the end of their second year of studies. If this requirement is not satisfied, students shall be required to withdraw from the Course.

The Department of Arts and Languages in Education:

The Department of Arts and Languages in Education is concerned primarily with research and teaching in the Pedagogy/Methodology areas in connection with Initial-Teacher Training programmes related to all the Arts and Humanities subjects taught at Secondary and Post-Secondary levels in the Maltese Educational System. Generally, about 70% of all B.Ed (Hons) and PGCE students opt for one or more of the following subjects in both Content and Methodology:

Languages: Maltese, English, Italian, French, German, Spanish.
Social Sciences: History, Social Studies (PGCE course only) and Religion.
Aesthetic Subjects: Fine Arts/Craft (B.Ed (Hons) only), Music.

<http://www.educ.um.edu.mt/home/facDepartment.asp?dept=1>

Language Courses integrated into programmes in other disciplines and language options offered in combination with non-language programmes

Students may follow language studies within degree programmes like those of Commerce, Law, International Relations, European Studies... French for beginners as well as Spanish are two Foreign Languages offered.

Translator Training Programmes

Postgraduate Diploma in Translating and Interpreting

The Faculty of Arts has just (i.e. academic year 2003/2004) launched a 2 year part-time Post-Graduate Diploma in Translation and Interpreting. The Languages Departments and the Institute of Linguistics have felt the need to provide a diploma course leading to translation and interpreting studies to post-graduate students who now will have an opportunity to specialise in an area which is in demand not only in Malta but in the EU countries.

The learning outcomes of the Course are to train language specialists (new graduates as well as mature/experienced students) to a professional level in translation and interpreting; familiarise graduates with up-to-date information and terminology both in FL and the mother tongue in relation to the various specialised fields covered by the course; give insights at the practical level into the various aspects of a career in professional translation and, at the academic level, into the actual process of translation/interpreting.

See: http://www.um.edu.mt/courses/pgdip_transint.pdf

Language Studies in non-university institutions of higher education

The **Junior College**, was established in 1995 under the umbrella of the University of Malta. It offers a two-year course specifically designed for future University students who are prepared for the MATSEC Certificate in accordance with the University's **General Entry Requirements**. Students may choose from a wide range of subjects and must take two subjects at Advanced Level, three at Intermediate Level, as well as Systems of Knowledge. Subjects chosen should also include any **Special Course Requirements** needed for their prospective University course.

The Languages offered are: Maltese, English, Italian, French and German.

<http://www.jc.um.edu.mt/about.html>

Language Studies are also being offered by **Malta College of Arts, Science and Technology MCAST**.

MCAST plays a major role in the provision of studying and / or training opportunities to all in a number of areas incorporating a wide variety of vocational courses with one objective: to shape the workforce of the future.

Its Mission is: *'To provide universally accessible vocational and professional education and training with an international dimension, responsive to the needs of the individual and the economy.'*

Besides its full time programme MCAST through its short / part-time courses also aims at re-training people already in the world of work, people who need to learn new skills, people who look at further developing their career by attaining further qualifications and people who want to acquire further knowledge or are interested in doing specific activities in their free time.

MCAST is made up of nine institutes, each one specializing in a particular field varying from Electrical and Electronics Engineering to Information and Communication Technology, Mechanical Engineering to Business and Commerce, Agribusiness to Community Services, Art and Design to Building and Construction and Maritime. Two other centers in Gozo serve as an extension to all institutes in order to offer the same learning opportunities to Gozitan students.

The Institute of Business and Commerce in particular offers a range of Modern Foreign Languages as modules. Languages offered are: German, French, Italian, English and Maltese and Business German, French, Italian, English and Maltese.

(from: <http://www.mcast.edu.mt>)

Modern Foreign Languages are also offered at the Institute of Tourism Studies which provides vocational education of a high standard. It seeks to identify customer needs and monitor customer satisfaction and it is responsible for providing the tourist industry with personnel trained to international standards. In order to achieve these goals, the Institute:

- Provides opportunities for work experience in the industry;
- Recreates actual working environments on campus;
- Provides training in a comprehensive range of practical skills;
- Develops and enhances the intellectual ability of its students through a wide range of academic subjects;
- Teaches generic skills essential for a smooth transition into the world of work.

(from: <http://www.its.gov.mt/index.htm>)

3.2. HORIZONTAL AXIS: INCLUDING OTHER LANGUAGE PROVIDERS

- adult education institutions, language schools, cultural institutes, publishing, broadcasting etc.

In addition to the aforementioned Colleges and Institutes, opportunities for language studies are offered by both the private and state sectors in continuing education. The Ministry of Education offers various evening courses in different foreign languages and at different levels.

The Department of Education has an Adult Education Unit which was established in 1988. There are also a number of other organizations, some of them privately run, providing Adult Education, the most important of which is the Employment and Training Corporation (ETC), designed to provide training and retraining to persons already employed or registering for employment.

(<http://www.euroeducation.net/prof/maltco.htm>)

About 140 organizations offer courses in a variety of educational subjects – both in academically or non-academically oriented areas. Some courses are intended for promoting a hobby or a personal interest, while others are more intended for professional development.

The languages offered are: English, English as a Foreign Language, French, German, Italian, Spanish, Maltese, Maltese as a Foreign Language and TEFL certificate.

(From: <http://www.education.gov.mt/ministry/doc/pdf/llldirectory.pdf>)

The Guze Ellul Mercer Foundation (GEM), was founded by the Maltese Labour Movement in 1984. It provides learner-centred non-formal adult education aimed at social and individual transformation.

There are 42 licensed English Language Schools besides private Language centers and cultural institutions, which cater for students who want to start or continue their studies in the language, or improve their command of the language for private or professional reasons, and/or to prepare themselves for examinations in that particular language.

The following is a list of cultural institutes offering language courses:

The German Maltese Circle: <http://www.germanmaltesecircle.org/>

Italian Cultural Institute: <http://www.iicmalta.org/>

Alliance Francaise de Malte: <http://site.voila.fr/alliancefr.mt>

Circulo Cultural Hispano-Maltes: <http://www.spanishmaltesecircle.org/>

The British Council: <http://www.britishcouncil.org/malta/>

After over 50 years of Educational Broadcasting in Malta and the launching of Education 22 on the 18th October 1996, the Education Channel, more widely known as Education 22 is a carrier of good value for money, edutainment with target audiences ranging from toddlers up to the most aged of senior citizens. Using a balanced mixture of local as well as foreign productions, Education 22 attempts to bring to each Maltese household a package of educational products presented in such a way as not to repeat school format, but at the same time giving those who missed the academic bus at some point in their lives, a second opportunity for enlightenment via the principle of 'distance learning.

(From: http://www.education.gov.mt/edu/education_22.htm)

Campus FM, the University of Malta's radio station has been launched in February 2002. The radio station takes over from *Radju ta' l-Universita'* which has stopped broadcasting in October 2001 when its licence expired. The University of Malta decided to obtain a new broadcasting licence for Campus FM since it feels a radio station is an important tool for the University to expand its educational mission.

Campus FM's brief is to offer educational broadcasting by producing programmes of a formal and informal educational nature. Students, lecturers and staff are being involved in the radio's operations and are contributing towards various productions and initiatives.

(From: <http://campusfm.um.edu.mt/profile.html>)

Part two: Mapping of interfaces on the vertical and horizontal axes

1. Structures for co-operation in the educational sector and between the different language providers

As stated above, Education in Malta is administered at a National level and the body responsible for Education provision within the Ministry is the [Education Division](#). The 1988 Education Act empowers the Minister of Education and National Culture to set and monitor the National Minimum Curricula. The National Minimum Curriculum for the preprimary, primary, secondary and post-secondary (post-compulsory schools - non-university) levels bind all schools, both State and NonState. These curricula are currently under review.

(From: http://www.education.gov.mt/edu/edu_div_03.htm)

The Educational Assessment Unit aims to provide, develop and implement fair and valid assessment practices for all learners. It also aims to guide and support schools in all their requirements regarding assessment procedures.

(See: <http://www.curriculum.gov.mt/eau/services.htm> for a list of services offered)

Higher education is mainly provided by the University of Malta. The governing body is the Council, which acts on the advice of the Senate but which also has responsibility for appointing faculty staff, promulgating regulations, overseeing and approving expenditures and ensuring that the University responds to the needs of the country. (<http://www.euroeducation.net/prof/maltco.htm>) The University has its own Junior College which prepares Sixth Form students for university education. The University has also established a number of multidisciplinary institutes which are geared towards teaching and research.

Candidates intending to follow a University course require the Matriculation Certificate to satisfy the general Entry Requirements and the special course requirements for admission to a particular course. The Matriculation Certificate Examination includes two subjects at Advanced Level, three subjects at Intermediate Level and Systems of Knowledge (also at Intermediate Level). The Matriculation Certificate Examination offers a wide range of subjects divided among a number of

subject groups which are structured in such a way as to ensure that all candidates choose subjects from both the Humanities and the Science areas.

(From: http://www.education.gov.mt/edu/edu_div_03.htm)

Matsec Support Unit of the University of Malta offers qualifications in the 'Secondary Education Certificate' (SEC) and the 'Matriculation Certificate'.

For

- programmes/curricula kindly visit www.um.edu.mt
- entry-exit qualifications kindly visit <http://www.euroeducation.net/prof/maltco.htm>
- validation/recognition kindly visit <http://www.euroeducation.net/prof/maltco.htm>

2. Forms of co-operation

Although not on a formal basis, there is some cooperation between the University and the aforementioned cultural institutions as well as with the Education Channel which offers a vast range of educational programmes.

2.1 Vertical axis: educational system and governmental institutions

Malta National Academic Recognition Information Centre will work in collaboration with:

- the Malta Equivalence Information Centre University of Malta;
- the Malta Professional and Vocational Qualifications Awards Councils;
- the legally established boards or councils regulating the professions.

It will broadly act as a national coordinator as requested under the general systems directives 89/48/EEC and 98/51/EEC.

The aims of Malta NARIC are:

- to ensure and facilitate appropriate application of the EU Directives regarding comparability of higher education professional and vocational qualifications;
- to collect and disseminate information related to professional and vocational qualifications in the European Union;
- to provide information and advice in consultation with the Malta Equivalence Information Centre, the University of Malta and the Malta Professional and Vocational Qualifications Awards Council on the comparability of international and Maltese qualifications;
- to act as an information and consultation centre to the Commission on related matters;
- to submit to the Commission a report on the application of the system every two years;
- to promote recognition of Maltese professional qualifications abroad

(from: <http://www.education.gov.mt/edu/NARIC.htm>)

2.2 Horizontal axis: HEI, other providers and governmental institutions

As part of its on-going staff development initiatives, the Education Division of the Ministry of Education, Malta organizes **In-Service Courses** on a large scale in various subjects and educational areas, mostly at the beginning and end of each scholastic year as agreed upon between the Government and the Malta Union of Teachers. Moreover, it awards bursaries and scholarships offered under various bilateral and multilateral agreements and as a result of membership in international organizations such as the Council of Europe, the Commonwealth, and UNESCO.

The Department of Education has a number of Resource Centres in order to augment and update the teaching of certain subjects in the curriculum, especially those catering for foreign languages e.g. French, German, Arabic, English, run in conjunction with the local Embassy. These centers organize regularly courses on the methodology of teaching that particular subject; they also lend books, magazines, teaching aids, and sound and video cassettes to teachers.

The Faculty of Education organizes evening courses which are of particular relevance to the teaching staff: it confers a Diploma in Educational Administration and Management, a Diploma in Guidance and Counselling and a Diploma in Education for Children with Special Needs. There is also a University of the Third Age. (<http://www.euroeducation.net/prof/maltco.htm>)

English for immigrants is provided within the mainstream state education as well as church and private independent school.

Since 2002 programmes have been piloted to teach English and Basic Skills to refugees and asylum seekers in State Schools. Documents and reports will be made available to teachers and the general public in the near future.

Research co-operation: The Literacy Unit of the University of Malta, in conjunction with the Education Division and the National Foundation for Educational Research of the UK, has published Literacy for School Improvement: Value Added for Malta.

This publication reports on the National Year 5 Literacy Study conducted with all Maltese 10 year-olds in 2002, which was a follow-up to the National Year 2 Literacy Study of the same children conducted in 1999. It presents also the Value Added Study which compares these two national studies. Furthermore it draws on best practice to outline some important strategies for feeding back information to schools and teachers. It also offers a series of searching questions schools might usefully ask themselves about their current practices.

The European Unit at the University of Malta was set up in 2001 to act as the central contact point for EU and other European initiatives at the University of Malta. Over the last four years, the European Unit has been highly involved in the management of mobility under the Socrates-Erasmus Action, exchanging about 420 students and 60 academics each year.

Its areas of activity are varied, focusing on the different aspects related to the Europeanisation process being undertaken by the University. Through its varied links in the academic and industrial fields, the European Unit plays an active role in the

University's participation in Programmes such as the various Actions of the Socrates Programme (student and academic mobility, open and distance learning, adult education and language promotion), the Sixth Framework Programme (Research) and Leonardo da Vinci (vocational training) and other European Programmes.

Initiatives e-learning:

Strategic Goal 6 within the Faculty of Education's Mission emphasizes the promotion of *'different modes of open and distance learning. To provide flexible learning environments by blending technology-based instruction with traditional forms of learning.'*

(<http://www.educ.um.edu.mt/home/facAbout.asp>)

There are various initiatives within the Faculty of Education to disseminate good examples of practice in e-learning as a method of delivery.

The Literacy Unit within the Department of Arts and Languages in Education is a major partner in the project ODISEAME - Open and Distance Inter-University Synergies between Europe, Africa and Middle East which has established a network of Euro-Mediterranean institutions of higher education that will co-operate together in the creation and distribution of telelearning contents for educational purposes. An important component of the project is the shared research, which refers to the pedagogical aspects of telelearning, with the final goal of establishing the ideal sequence and characteristics for a telelearning action according to the different scenarios (network infrastructure, target group, etc.) . The Malta team is developing literacy on-line programmes for the teaching of English for Technical and Scientific Purposes for the other partners. A regional meeting was recently held in Malta.

Part three: Needs, obstacles, opportunities, measures, facilitating instruments:

What can be said at this stage is that as it has been outlined above, cooperation already exists between the University of Malta and other Providers/Institutions both at National and European level, however initiatives should be geared towards consolidation of this cooperation, and the creation of a synergy among different institutions to initiate discussion and cooperation which will result in a valuable exchange of ideas and resources.

1. Identification of needs, obstacles and opportunities and measures to be taken to improve communication and co-operation at the following levels:

More communication and cooperation among departments and with other providers on a formal basis should be encouraged. It has to be supported and encouraged by Heads of Department and Providers through goal-oriented decisions e.g. participation in projects/initiatives which can benefit students both young and adult learners.

2. Identification of facilitating instruments for lifelong learning in the field of modern languages, including, for example:

- Role of certification - This can be introduced through joint collaboration
- Reporting function - More communication and accountability
- Individual learning paths
- Language portfolio - Recognition of equivalent courses/certification using European Framework of Languages
- European framework of languages – The implementation of these syllabi is still in the planning stage
- Europass - Until now Europass is not being discussed formally

3 Identification of needs for future projects, studies and research

Part four: Recommendations:

For example:

Action Research - short-term collaborative projects

Cooperation and communication on a national level

Forms of consultation and co-operation – these have to be formalized

Note: Examples of good practice should be included in parts one to three, associated with particular aspects of cooperation, communication and consultation.

APPENDIX A

Example of Good Practice

The first ever **National Literacy Survey** in Malta (Mifsud *et al.*, 2000) was conducted with all Maltese 7-year-olds in Maltese and English. This survey investigated how well 6-to 7-year olds in Malta can read, both in Maltese and in English. This was the subject of the National Literacy Survey in Malta, carried out in March 1999. Virtually every child in the country born in 1992 was tested in both Maltese and English, using equivalent parallel tests, and complete data were gathered on 4,554 children.

The main findings and recommendations from that study were as follows:

- The average score in both languages was quite high, and this bilingual and biliterate outcome was very positive.
- The tests clearly identified pupils with literacy difficulties, and these children should be given additional support.
- Girls achieved significantly higher scores than boys.
- Children who had had less than two years of pre-school education had significantly lower average scores than those who had had more pre-school education.
- Pupils who had Special Educational Needs and/or were receiving Complementary Education had significantly lower average scores than other pupils.
- Pupils whose mothers and/or fathers were better educated, and whose fathers had middle-class jobs or better, achieved significantly higher average scores than others.
- Pupils in Church and Private Independent schools achieved significantly higher average scores than pupils in state schools.
- Schools in the South-Eastern part of Malta had the highest average scores, while those in the Inner Harbour Region and in Gozo achieved the lowest average scores.

One of the main recommendations of this report was that the “survey could be the start of a thorough programme of assessment in different subjects and over time, for example by repeating this Year 2 survey after (say) four years, and/or by following up this cohort of children in about four years time”. In March 2002 the National Literacy Survey was repeated with the same cohort of pupils. This was in fact three years after the original study, rather than the four years, which would have marked the end of primary schooling for the vast majority of pupils, but it was felt that this would have posed an extra and undesirable burden upon schools already heavily engaged with pupils preparing for secondary school entry.

Scope

- The second National Literacy Survey in Malta was carried out in March 2002 as a follow-up to the first National Literacy Survey carried out in March 1999.
- Every Year 5 pupil in Malta took an English test and a Maltese test of literacy. The Year 5 English test was a member of the same set of tests as the Year 2 test, but appropriate for an older age group. The Year 5 Maltese test was a substantially parallel Maltese adaptation of the English test used.

- Of the 99 schools in Malta with Year 5 pupils, all participated. Information was supplied for a total of 5,466 pupils. After excluding those without key variables, such as a test score, full information was available on 4,973 pupils for both Maltese and English.

Main findings

- The difference in attainment between boys and girls was statistically significant. Girls achieved significantly higher average scores than boys in both languages.
- Generally older pupils performed better than younger pupils.
- Pupils performed better in their first language, that is, pupils whose first language was Maltese performed better in the Maltese test than their English-speaking peers, while pupils who spoke English as their first language performed better in the English test.
- Pupils in church and independent schools achieved significantly higher average scores than pupils in state schools in English.
- Pupils attending schools in the Inner Harbour region had significantly lower average scores in both languages than pupils attending schools in all the other regions, even when allowance for the home background of the pupils had been made.

Implications

Although to a less extent than in 1999 (the average scores for both the English and Maltese tests was lower in 2002 than in 1999), the Year 5 pupils were making good progress in literacy in both Maltese and English, and this bilingual and biliterate outcome was a very positive finding. The standardisation of the test in both languages has the potential to provide a useful educational and research tool.

From the detailed findings, it is possible to draw up two profiles, of the Maltese children most and least likely to succeed:

- most likely: a girl, born in the earlier part of the year, from the South Eastern region for Maltese, and the Northern region for English, born of highly educated parents, attending a church or independent school for English;
- least likely: a boy from the Inner Harbour region, born in the latter part of the year, born of poorly educated parents, with father in a low-paid job or unemployed, attending a state school for English.

However, these profiles do not mean that pupils fitting the ‘most likely to succeed’ profile are to be regarded as not needing help or attention. On the other hand, teachers should not have low expectations of what children who fit the ‘least likely to achieve’ profile can achieve.

The Maltese education system is clearly doing a lot to overcome initial inequalities, both because there are schools and pupils who buck these trends, and because of the good overall standard of attainment.

However, in view of recent developments concerning boy/girl differences in attainment, it could be considered worrying for those concerned with education that

the gap between boys and girls should be so large even at Yr.5 level. The initial differences in attainment of literacy should level out with the right schooling.

Also worrying is the gap in literacy attainment in both languages between pupils attending schools in the Inner Harbour region and those attending schools in the other regions of the country.

Main recommendations

- Children whose standardised score was below 70 in either language should be identified by their schools, so that intensive individual support can be given to any of these children who are not already receiving it.
- Gender differences in attainment: action is required to ensure that boys do not fall behind in this important life skill. Gender differences may be reduced or reversed in other subjects and these may need their own strategies.
- Differences between state schools and church and independent schools especially regarding the English language: a policy aim could be that state education will be as good as private schools in English.
- Regional differences need to be investigated.
- Where extra resources are put in to implement policies to reduce inequalities, careful evaluation will be essential to measure their impact.
- This follow-up survey is important because the pupils' and schools' progress can be measured by comparing results obtained in 1999 with those obtained in 2002.
- These National Literacy Surveys (1999, 2002) may be the start of a thorough programme of assessment in different subjects.

Aims and Objectives of the Literacy Programme

1. Raising awareness about the importance of literacy for life-long learning by promoting reading as a fun and enjoyable experience.
2. To support the school in drawing up a literacy policy and to implement this by:
 - discussing issues and planning strategies to be implemented throughout the school year;
 - supporting schools in launching or sustaining a literacy programme.
3. To promote and support school-based literacy activities and related teaching and learning strategies by:
 - developing holistic and child-centered programmes that are based on the learning needs of all students, including those with Special Educational Needs and those who are not interested in literacy due to emotional, social, financial or family problems;
 - developing a variety of programmes that are meaningful and challenging in order to encourage our students to be active participants in their own learning.
4. To support class teachers:
 - to implement co-ordinated teaching;
 - to plan and to prepare activities in a collaborative manner;
 - to provide individual attention to pupils;
 - to help boost the self-esteem and confidence of those students who are lagging behind in literacy.
5. Resources
 - to ensure a literacy-rich environment in schools;
 - to encourage heads of schools to invest wisely in literacy material;

- to provide support material to schools and individual classes, and to help them to use it;
 - to promote a high quality 'Book Flood' policy in schools;
 - to select books according to the different levels of the students and their different needs (this is a challenging feat for low-achieving secondary schools);
 - to ensure that the selected books are appealing and motivating, and are used effectively during literacy sessions;
 - to support schools in the selection of appropriate materials and books;
 - to ensure that the environment of the school / class libraries is appealing and that they are well equipped with a range of attractive reading materials;
 - to raise awareness of the different types of texts.
6. To help teachers recognise the value and sense of enjoyment that nursery rhymes provide, especially in the Early Years
7. To actively involve the pupils: to share information and learn from each other.
8. To encourage pupils to be able to express themselves freely and creatively in English.
9. To participate in action research in this area to report on the progress of the 'Book Flood' programme.

Literacy Intervention Programmes in Schools

As a follow-up to the 1999 and 2002 National Literacy Surveys it was decided to set up a literacy programme. This programme was entitled 'Book Flood' and was set-up primarily to provide literacy support to those schools who were found to be underachieving in the literacy surveys. Peripatetic teachers, called literacy tutors, were employed by the Education Division in conjunction with the Literacy Unit of the University of Malta to work in the identified schools.

The Literacy Tutors for primary and secondary schools in Malta and Gozo are involved in:

- The setting up of School Libraries
- Supporting Heads of Schools as well as teachers with material and lesson preparation aimed at placing emphasis on reading
- Providing technical advice on literacy and materials available
- Providing in-class support: Shared /group reading; Storytelling; Listening to stories among others using big books (provided by the Literacy Unit).
- Holding regular meetings at the Literacy Unit
- Staff Development meetings
- Enhancing literacy activities in schools by inviting guest speakers and organising reading days, English-speaking days, and so on.
- Organising paired reading activities with parents and their own children
- Creating books by individual children or as a class project
- Launching Phonics system to provide students with tools to get started
- Setting up new Reading Schemes and bringing class libraries up-to-date
- Researching new literacy material and resources available on the market
- Meetings at National Curriculum Centre to discuss, plan and develop material for schools

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