

**Thematic Network Project in the Area of Languages
3 (TNP 3)**

Subproject 3

**Languages as an interface between
the different sectors of education**

SYNTHESIS REPORT

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1. Aims and Issues of the Subproject

1.1. The Concept of Interface

Subproject 3 of TNP3 focuses on a new concept in language learning and teaching. It deals with issues concerning “interfaces” between the different sectors of education, interfaces being defined and understood as “the area in which [two subjects or systems] affect each other or have links with each other” (BBC English Dictionary 1992). In other words, in the subproject and in this report interfaces are referred to as points of contact, communication and cooperation between different actors/players in the language mediation process. They are junctions, where on one hand different levels of language education intercept and where on the other hand different players, i.e. decision-makers and language providers both on the vertical axis of formal language education and on the horizontal axis of other language providers or language learning opportunities (could) meet. We were interested in the modes, effects, issues, and structures of interfacing, i.e. if and how teachers at different levels, learners, stakeholders and any other partners cooperate and communicate with HEI in order to ensure the common goal of enhancing and improving language learning and multilingualism in a life-long-learning (LLL) perspective.

1.2. Rationales for the New Concept

In spite of the fact that the learning of languages is generally acknowledged to be a life-long process par excellence and in spite of the various instruments being developed and actions undertaken on the European level to ensure more effective, transparent and comparable language learning results Europe-wide, language specialists working in the different sectors of education are largely unaware of each other, as are the different sectors of education, the decision-makers and other providers. The goal of the subproject is to look into the practices and experiences of successful interlinking, to detect and analyse the needs and possibilities, where cooperation is not yet in place and could bring about synergetic effects, and to demonstrate, how communication between the different players would benefit both learners, institutions and countries in order for their citizens to attain the goal of mastering at least 1+2 languages.

1.3. General themes and aims

Three main issues are at the very heart of the subproject’s activities, reports, analyses, and recommendations:

- Facilitating the continuity of language learning (and teaching) by making it more coherent and efficient, a goal to be attained by removing obstacles for a smooth progression and transparent and efficient learning paths.
- Thus making space and enhancing motivation for learning more languages, enhancing multilingualism and attaining the European goal of every citizen speaking at least 2 foreign languages in addition to the first one.
- Fostering individual and collective language-awareness processes in the life-long-learning perspective.

The new perspective ties up with and is oriented towards the description of outcomes: particularly in language learning the outcome of the learning process must be competence, i. e. the ability of applying knowledge. This is of primary importance for the individual learner

and for the professionals in language teaching and mediation. With every step of his/her path towards multilingualism the learner should be able to check the stages of competence reached, and accordingly should be able to choose from a large set of offerings to continue efficiently and without unnecessary delay in the direction set and with the language(s) he/she decides to learn or improve. In order to ensure such a transparent, efficient, individually diverse, therefore satisfactory linguistic progression, professionals from diverse sectors of the language industry and decision-makers are expected to talk to one another and by concentrating on the outcomes of learning processes, optimize the results of their common endeavours. Such an approach will result in raising the awareness for learning languages and making European citizens see the advantages of knowing more languages as well as the need to take them up at different stages of their life.

1.4. Role of HEI in this process

One of the main objectives of the subproject is to identify the role of HEI in these processes. In the words of Wolfgang Mackiewicz “higher education occupies a central position in the process of life long learning, both in terms of provision for the language learner and of producing the human resources needed for language education. Because of this, they should take the lead in designing language learning scenarios encompassing the whole spectrum of language learning.” We wanted to find out, if the other players think that this is still – or even more so – true, and how HEI might step in, take up, stimulate and initiate interface-activities. We started from the assumption that on one hand dialogues were already going on between players but that they were not noticed or generally known, so that they would have to be detected and mapped, and on the other hand that it is the role of HEI to act as mediator and to ensure transfer of outcomes, knowledge and experience.

1.5. Structure of the Scientific Committee

In order to ensure different views on the complex themes and issues of the newly detected and studied areas from the very start the so called Scientific Committee of the subproject, i.e. the group of people working closely together on it, was structured accordingly: besides people from HEI with different backgrounds in their working experience and different positions in university hierarchy, single members come from decision-making bodies as ministries, state-agencies, language associations and the secondary school sector.

2. Mapping of Interfaces

2.1. Structure of the National Reports

The first stage of the subproject has dealt with introducing and clarifying the concept of “interface” as well as identifying relevant issues. The concept of interface, though self-evident at a first glance, defies a simple understanding: parts of the national reports reflect how difficult it is to grasp the new perspective, on one hand because of its novelty, on the other because of the complexity of interfacing. However, this should not discourage from dealing with interface-related issues, on the contrary: we hope to encourage and stimulate cooperation and communication by showing how diverse and productive cooperation and communication between language players can be.

The NR start with overviews of the formal educational systems and the various kinds of language provision. They were meant to outline the context of the interface issue, but already illustrate the striking diversity of regulations, traditions and solutions in FL teaching and learning. The differences as regards the age when foreign languages are introduced, the discrepancies in curricula, number of teaching hours, range of languages as well as the availability of resources and materials are nevertheless examples that are relevant for the interface issue. In a similar way the mapping of administrative structures, their responsibilities and competencies serves as a means to identify possible interfaces. In order to make the NR comparable and not too heterogeneous and to get an overview of the various kinds of overlap, a structure for the reports was devised on the basis of organizing the different sectors of language education into a system of coordinates, i.e. two axes, a vertical and a horizontal one. The vertical axis represents the three (or more) levels of the formal educational systems. The horizontal axis brings together all the other language providers, formal or informal, such as adult education institutions, foreign cultural institutes, language schools and private language institutions as well as distance learning and e-learning organisations. It also comprises other sources of formal and informal language acquisition or validation, e.g. external certification agencies, media, study holidays, tourism, major cultural and sporting events. Initiators of language learning programmes may also be public bodies, private enterprises, charitable and church bodies, and other associations. The axis structure is to be seen as an organizing instrument and not as a strict division. On the contrary, as some of the identified interfaces are to be found in the space between the two coordinates, overlaps could not be avoided, nor could all the interfaces be smoothly integrated into the model, which shows how dynamic the area is.

The mapping of interfaces on a national/regional/local level serves as a basis for the identification of needs and the formulation of recommendations for different players, top down and bottom up.

2.2. The Synthesis Report

This Synthesis Report (SR) is based on the findings of the authors (cf. p. 2) of the National Reports (NR) as well as on a questionnaire constructed in order to structure the large amount of very varied data and make it comparable (Appendix 1). In contrast to them, however, it tries not simply to sum up and group the findings presented in the NR, but to pinpoint some important issues of communication, collaboration and consultation. The NR and the SR reflect the restricted views of and insights into the interface-question of their respective authors. They can therefore by no means be exhaustive, but they succeed in pointing out trends, discover needs and indicate possible measures to be taken to improve mutual communication and to make the transition between the different sectors of education more smooth and effective, in order to enhance learning continuity, and to foster multilingualism in a long-life learning perspective.

2.3. (Foreign) Language Policies and Consultation Bodies

To ensure European and national goals set in the area of foreign languages, i.e. to enable citizens to master at least two languages besides the native one, to secure a diversity of languages to be learnt, provide the conditions for a smooth and undisturbed progression from one competence step to the other, engage in a systematic, effective and tuned provision of language learning in a life-long perspective and, last but not least, to guarantee changes in the awareness of the overall importance of language learning, national FL strategies or policies

and consultation bodies on a national/regional level are devised. Policy making can be used as an excellent strategic tool for interfacing, as most or even all partners in language education will be affected by the consequent action plans. Making their representatives meet while designing FL strategies should be an excellent prerequisite for its overall transfer into practice and could serve as a solid basis for implementation. It is not yet known and certainly would be worth a Europe-wide project to research, how the above generally accepted goals could be attained in the most efficient ways with durable effects via creating national FL policies and consultation bodies. Members of academia have mostly been included in such bodies as individual professionals, but surprisingly HEI as institutions are not known to have taken the lead in such important national activities (probably because of a misinterpretation of university autonomy), despite the fact, that one of their social functions is to provide general concepts and guidelines and act as promoters of new perspectives.

The mapping of FL policies shows that in almost all researched countries language policies exist; they are, however, focused either on preserving and enhancing the native language(s) and/or on securing the rights of minority languages, as well as integrating migrant languages and bilingual education. Although there are clearly discernible trends which centre on the development of policies for foreign languages and an emerging awareness of the importance of life-long language learning for economic progress and social cohesion, countries priding themselves on an overall, comprehensive foreign language policy at national level such as developed for France, Hungary or some German Länder are rare.¹ Measures of various kinds, such as the National Action Plan for foreign language learning in Austria, the National Languages Strategy for England launched in December 2002, the Progetto Lingua (?) 2000 (Languages Programme 2000), the Italian government measure aimed at overhauling the teaching and learning of modern language in Italian schools, might not be as ambitious as the French and Hungarian examples, but they serve a similar aim, to foster language diversity, to secure public foreign language learning and internalization and to pave the way for life-long-learning. In some way or other most analysed countries reacted to the demand of a more systematic foreign languages provision, be it with ministerial resolutions or other national/regional activities, mostly in connection with curricular reforms (e.g. Slovenia and Germany, where conceptual reforms go back to the mid 1990's) or in reaction to EU/EC resolutions (and the Year of Languages). Though in some countries academic professionals were included as consultants in FL policy development, HEI did not figure as initiators of change.

Generally speaking, even less data than for national FL measures exist for institutional FL policies in all the three sectors of education,² which does not necessarily mean that there are none, but probably signals a more general lack of awareness of the need to make them widely

¹ Thus, Hungary's World Language Programme, which officially started in 2003, was launched by the Ministry of Education. This is an excellent example of the creation of a comprehensive national language policy by covering all areas of language education and systematically developing people's language competences irrespective of their age, social status and/or profession. Within the programme long-term projects are to be elaborated and at the same time the World Language document tries to pinpoint critical areas and outline recommendations. http://www.tpf.iif.hu/pages/content/index.php?page_id=59
The Fins, who are known to play a leading role in educational issues, have developed a comprehensive approach to deal with the complexity of language policy issues and to use them as an interface between the different parties involved. They have also been pioneers in the field of institutional FL policies (e.g. University of Jyväskylä).

² It must be also noted that the notion, function and necessity of institutional policies in general is still a novum in many parts of Europe. It is spreading often because evaluation procedures prescribe mission statements as well as policies. Insofar FL teachers and in HEI departments might make use of the perspicuous moment and try to insert also a FL policy into the general institutional strategic documents.

known. A general trend towards a much more centralized, systematic and harmonized approach to FL teaching and the tackling of FL issues can be noted in the EU countries on the level of creating general, nationwide frameworks. It goes hand in hand with decentralisation and greater autonomy on institutional level, where individual schools and institutions – or regions – are instigated to decide on their own FL policies and thus design their own profiles. In some countries, such as the Netherlands and also some German Länder, profiling through the choice of FL is quite traditional and common. On both levels HEI could and should act besides their professional function as cooperation mediators. At university level some institutions are already implementing exemplary, even if some of them not formally passed FL policies, to name a few, the Freie Universität Berlin, Université Libre of Bruxelles, Southampton University, University of Jyväskylä, Université Rennes 2 and Umeå University. The need for a transfer of knowledge on how to create FL policies was met and taken up in one of the most acclaimed sub topics of the ENLU-project (cf. www.fu-berlin.de/enlu/) and will be followed up by a network.

Consultation bodies on different governance levels are structural interfaces par excellence as they are meant to bring together players from the different sectors of education with different other stakeholders. National or regional Councils for FL might act as ideal fora to ensure the dialogue between the different sectors of education as well as between the governmental structures and players outside education. In general HEI representatives are included in such bodies, but they often act as individuals and not as representatives of the HE-sector.³

2.4. Vertical axis: the formal educational sectors and their cooperation and communication with HEI

As universities or similar types of HEI provide the training for FL teachers, cooperation with practitioners along the whole vertical axis, from pre-elementary to upper secondary, should be guaranteed. Needless to say, the main issues here are to enhance the quality of FL teaching and training; this can be only ensured, if there is an ongoing and continuous dialogue between the partners, school teachers being stimulated to express their needs, problems and experiences, university people to devise methods and ways to overcome and solve detected problem-areas. Theory and practice must be interlocked and also linked to the needs of the social environment they are part of. In order to guarantee smooth progression and continuity of learning without disturbing breaks, higher efficiency and quality, all educational sectors have to cooperate in the following tasks: curriculum design (for all sectors, also HE), entry and exit qualifications, validation and recognition, policy development, in-service training, student practice or trainees (and mentorship), teaching and assessment methods, esp. with IT-support, developing teaching materials, implementing EU/EC devised tools, i.e. CEFR and language portfolios, changing social awareness of the necessity of FL in the life-long perspective and the promotion of FL learning. This is a concern especially for HEI, as they deal with and lament over the low and diverse linguistic competence of their beginners.

³ Here we speak from experience as a member of the Council for Foreign Languages of Slovenia. This ex-consultation body for the Minister of Education included experts from different education sectors, HEI representatives and even a representative of the adult sector. Unfortunately, for various reasons, it brought about limited results but nevertheless was felt to be an important link and could have been improved. It was, however, dissolved, when the government changed. It has not been replaced by any other forum. At the moment the situation has grown worse: FL policy matters are entirely in the hands of the »School« ministry, the HE and Research Ministry not having any interest in dealing with FL issues. This is probably not an isolated example; dialogue between decision-making bodies has to be instigated.

In all the above areas some kind of cooperation and communication between HEI and the other sectors of formal education could be detected throughout Europe in the countries described, but they are scattered, have a reduced range of impact, are limited in numbers, size and effect, and – this must be explicitly stressed – they are not exploited to their full potential. Moreover, even where close contacts between university and school teachers traditionally exist, e.g. via mentoring students in pedagogical practice or via in-service training, offered by HEI, these are confined to solving concrete problems and are rarely used to discuss and set about general improvements to the benefit of all and especially in the life-long-learning perspective. What points of contact and encounter between HEI and the other educational sectors, mapped in the NR, could be functionalized to take on the above described tasks? Where is potential to be activated? Where are examples that could be transferred to other environments?

In order to find answers to these questions an interface questionnaire (see appendix) additional to the NR was devised and answered by representatives from eleven countries (AT, DE, ES, FI, HU, IE, IT, MT, NL, SE, SI). We asked about the types of cooperation between HEI and the three other educational sectors: pre-elementary institutions (PEEI), primary institutions (PEI) and secondary institutions (SEI) and were interested in curriculum and programme design, entry and exit examinations, recognition and validation of outcomes, in-service training, staff cooperation, cooperation in policy development, in diverse consultation bodies, in the field of research, in teaching and assessment methods, developing teaching materials and resources, portfolios and e-learning.

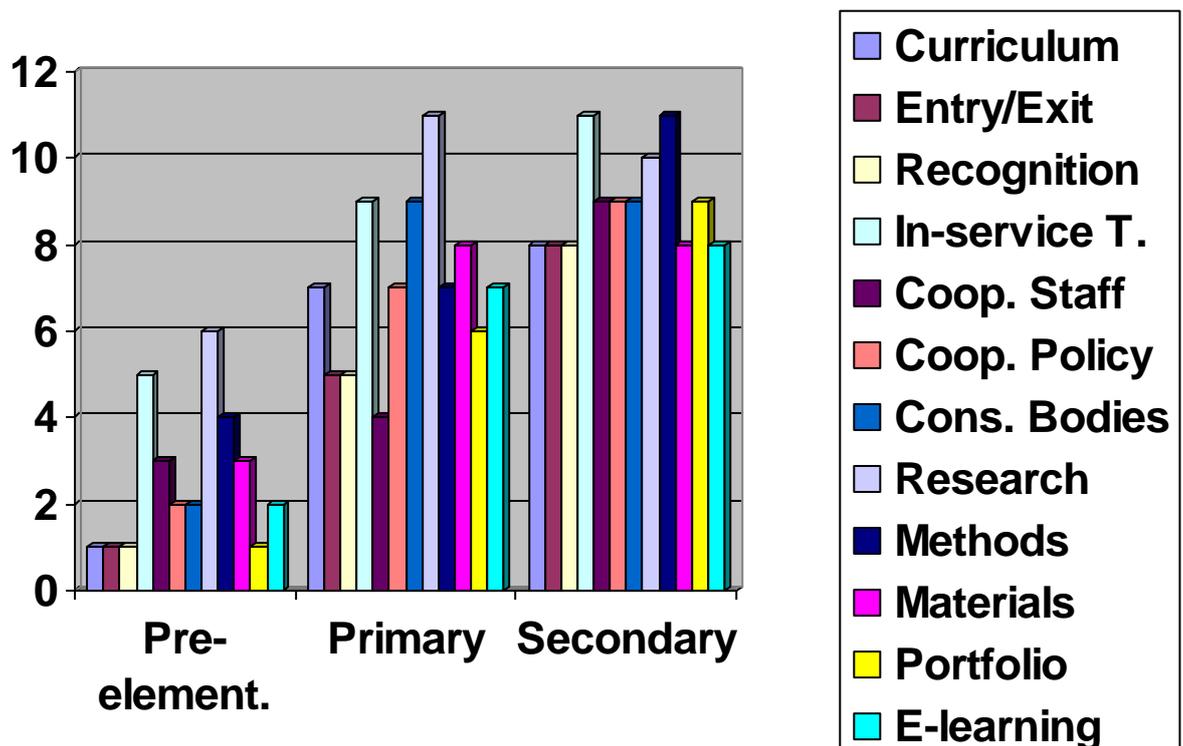


Fig. 1: The outcomes of the survey.

Not surprisingly, as the graph shows, the interface between HEI and Secondary Education Institutions (SEI) plays the most important role, the interfaces in-service training, research, teaching and assessments methods scoring highest in most countries. The analysed data indicate that in small countries with limited numbers of institutions staff communication and

cooperation necessarily tend to be closer and cover more areas of contact. This leads to the assumption, supported also by some concrete examples for instance in the UK, Sweden and Italy, that regional networking might be helpful, especially as cooperation with external stakeholders, such as companies, public services etc. scored lowest, and that contacts to the world of work contribute to many of the issues mentioned above in the field of FL teaching and learning in the life-long-learning perspective. Moreover, the results show how little is yet being done to encompass the whole circle of FL learning and teaching, even on the vertical axis of formal education, not considering that LLL, i.e. starting at a very early, preschool age and continuing after having finished one's formal education, goes beyond this. Communication and cooperation in early FL learning with its diversifications in different stages have to be developed and strengthened to achieve the desired results.⁴

2.4.1. Communication and cooperation between HEI and Pre-elementary Education Institutions (PEEI)

As far as the NR and the above results show, the main interface-issue between HEI and PEEI in FL teaching⁵ is the lack of it and also the lack of accessible data. As language provision at pre-elementary level in the researched countries is generally not compulsory and kindergartens and other PEEI throughout Europe are mostly regulated at local level, many are run privately or by church bodies, optional foreign language teaching seems to be an institutional decision. No form of regulation, monitoring or overview in numbers could be reported. Moreover, there is little information on the providers of language teaching and on the education of the teachers. Some nursery schools organise FL teaching, mostly English, in cooperation with private language schools or private teachers. If the teachers are FL programme-graduates, they might go back to HEI for in-service training (AT, CZ, EE, FI, SI, SV) or for special courses in early learning offered by universities as in the CZ. In the last few years some universities, specifically Education Faculties, have even started foreign language teaching study programmes for nursery schools. In view of the key role that this initial stage in FL learning plays, **initiating communication and collaboration between the two sectors and especially between different HEI**, responsible on one hand for training of kindergarten teachers and on the other hand for training of FL teachers, has become of utmost importance. HEI have to react to this development, **include modules into their programmes or design special courses for very early FL learning, either on the graduate, the masters or the inset-level, in collaboration with practitioners, pre-school education departments or units**. Portfolios could be introduced from early age. Some examples of successful cooperation or programme-development could be traced in a few countries.⁶

⁴ Especially worth noting is the report of our Finnish representative at the Closing Conference in Rennes, who related that the Language Centre of the University of Jyväskylä took on the task to bring together practitioners from the whole range of FL provision in order to match up all curricula with CEFR.

⁵ This applies only to FL as far as they are not minority languages. In countries, where more than one language is used and/or mediated, a bi-, tri- or multilingual environment can be expected. Kindergartens in bi- or multilingual areas may be included in national language policies on minority, community or other non-native languages.

⁶ The Finnish example is interesting for its methods: a special form of language teaching is immersion teaching, which is frequently started at kindergarten before the preschool age. There are primarily Swedish and English immersion kindergartens available in Finland but only in major locations (e.g. Helsinki English Language Montessori Preschool). The universities on their part influence the operations of the immersion kindergartens by providing in-service training to immersion teachers and by conducting surveys on the immersion children's adoption of language. There is also considerable cooperation between the university and immersion kindergarten personnel. In addition, cooperation can be seen in teaching and evaluation methods applied in children's immersion .

All other issues, esp. the two main ones of fostering multilingualism and ensuring transparent outcomes, could be dealt with once HEI have become aware of their role and communication between the players has been established: the easiest entrance points would be – as our results show – in-service training, research and the dissemination of teaching methodology. But in many (larger) countries these areas are dispersed and not concentrated in HEI or have not yet been taken up as research activities to a satisfactory degree. Besides fulfilling the main aims and responding to the main issues described in 1.3. interfacing in this area opens up new professional profiles and by including them into the concept of language life long learning (LLLL) can guarantee learning continuity and enhance the quality of FL teaching.

2.4.2. Communication and cooperation between HEI and Primary Education Institutions (PEI)

Primary education is a key sector in language education for several reasons. The learners' experiences of language learning from this level are decisive for their motivation and general interest in learning more languages further on in school and in the life-long perspective. The development of **appropriate methodologies and teaching materials** suitable for the respective age groups is therefore a central issue, where co-operation should be initiated and extended. PE should be the scene for demonstrating to learners the usefulness and importance of foreign languages for their future lives and careers. Therefore the training and in-service training of primary school teachers need to be changed. New needs – **focus on young learners, competence-based LL and CLIL** – are to be addressed by initial teacher training and also by in-service programmes. A common understanding of what particular skills should be promoted and fostered at this level and how to achieve this is an urgent need, which could be addressed by consultations and activities of new partnerships between primary schools and HEI. To fulfil all the above needs consultation and cooperation between HEI and PEI is indispensable.⁷

In short, the following problems should be addressed and solutions should be found by interfacing with HEI and other players:

Initial teacher training: as primary school teachers are not subject teachers and as initial FL training has such a key position in FL learning it is of the utmost importance to develop cooperation between institutions training for general teaching and for FL teachers. This seems to be an especially tricky matter; therefore examples of successful cooperation, ensuring the desired quality, have to be identified and disseminated on European level. HEI have to take up the task of putting appropriate programmes into place and together with other players coordinate quality assurance. As shown in the NR, which give a vivid picture of the range of possibilities and solutions, FL provision on primary level in the Member States (MS) differs widely, but as there is a clear trend towards a very early introduction of FL into primary school curricula, the differences should be addressed and a variety of possible, flexible offers developed.

In-service training: as argued above in-service training can serve as an excellent basis for communication and cooperation between the primary and tertiary sector, esp. in those countries, where it already functions as a responsibility of the HEI, In-service has to be adapted to the identified needs of primary school practitioners and programmes (on the

⁷ The Pädagogische Akademie Salzburg offers a course in French as a means of instruction in Primary Schools. This is a three-term course. The Pädagogische Akademie des Bundes in der Steiermark offers a three-term course in the basics of English across the Curriculum including language proficiency to students training to teach in Primary, Lower Secondary and Special Needs Education. <http://www.pa.asn-graz.ac.at/lehrang/index.htm>

Master's level) and modules developed for those with scarce knowledge either of the FL or of primary school methodology (if subject teachers take up languages).⁸

FL teaching for early learners is a wide field: it can be taken up at **different (st)ages of development**, therefore teachings methods and materials have to reflect these stages. Already in FL early learning the demand for learning continuity arises, as some of the school-children are trained in FL as early as in kindergarten. Moreover, it was found that many children, especially in urban areas, study languages outside the pre-school or school system, because their parents think that the official and free language programmes are inefficient.⁹ Education on primary level has to take account of such developments. HEI could step up in at least two ways: develop expertise and methodology to enable smooth transition on the FL learning path and create platforms, where the different players, government and school administration, practitioners, parents and HEI experts, could discuss viable solutions of this intricate problem.

In the course of implementing the demand for learning continuity the main obstacles are the **rigidness of the school systems**, administrative restraints, and the inflexibility of school-regulations and management. What can HEI do about these very concrete and complex problems? They could try to convince stakeholders that changes do make sense, perhaps in the form of pilot projects in regional or local networks.

2.4.3 Communication and cooperation between HEI and Secondary Education Institutions (SEI)

As shown in fig. 1, p. 9, the strongest structural links recorded in the NR are those between the secondary and tertiary sector. (It must be noted, that the lower secondary in some MS are part of the primary education sector.) At lower secondary level learners already possess some knowledge and skills in at least one foreign language. An issue to be addressed at this level is **the coherence of language instruction**. Language courses at secondary level must offer an expansion of the knowledge and skills acquired at primary level, not a start from the beginning again, which unfortunately is often the case at present. This is partly due to a lack of communication between the different levels of education. In these areas partnerships between HEI, primary level and secondary level stakeholders could work together on **developing curricula** or, when central curricula are in place, on interpreting and implementing these in order to secure coherence and efficiency. This is where the **CEFR** is an essential instrument, which must be implemented in a variety of ways. The upper secondary level is a key stage in language education, for it lays the foundation for university and college

⁸ Several MS have experiences and have identified needs in early FL learning: thus Austria, priding itself with the introduction of English from first grade on, seems to have serious problems with its implementation in that teachers of general subjects are sometimes reluctant to take up the language as they fear not to have had an adequate training. While in Slovenia the Faculty of Education in Ljubljana offers additional training for teachers of the second triennial (4th to 7th grade) in collaboration with the English department of the Faculty of Arts, a very small number of teachers graduate from this special programme because of their poor linguistic skills. These are just two examples of quite a range of identified difficulties that certainly exist.

⁹ This finding by the Hungarian colleague applies not only to her country, but also to others, especially Eastern European countries, thus explaining the existence of a large numbers of language schools. The high rate of private tutoring on the one hand reflects the fact that, despite the lack of adequate language knowledge, Hungarians and also parents in other countries have a positive attitude to learning foreign languages, and on the other hand shows the parents' and students' low opinion of free language education. The new overall national language policy, as it has been introduced in HU, aims at changing this situation and this is certainly a need also for other countries.

programs, as well as for a person's future professional career. In view of this aspect the CEFR is a useful tool to identify the expected outcomes. Whereas SE curricula are often developed in cooperation of academics and SE staff (e.g. AT, EE, FI, HU, EI, IT, MT, NL, SI, SV)¹⁰, there are no records, however, of the other way round. This might indicate a need for a general recommendation, pointed out by AT, saying that language teachers at secondary level have little opportunity to gain insight into current developments at tertiary level.

Close cooperation between upper secondary language teachers, language teachers from a wide range of secondary schools and the HEI (language and non-language programs alike) is all the more important on this level, because the upper secondary level is the stage that comes to an end with general testing (intermediate or advanced level) and **school leaving examinations**.¹¹ The test-writing team should comprise teachers from the various sectors. The panels of the oral examinations should also have members from the various sectors.¹²

Cooperation of SEI and PEI in the implementation of the **European Language Portfolio** seems to be a general feature, as it is mentioned in most of the NR; this does not, however, exclude the need for wider use and dissemination. Other forms suggested to ensure better collaboration between the partners in this interface are the following: In a period when teachers' workloads are often debated across Europe it would be important to assign hours within the system to observe classes at other levels and have consultations with representatives from different levels of education. In order to create long-term structures for such cooperation on the various levels stakeholders must be prepared to secure financial support to cover the costs of working hours, travels etc. Regular workshops, coordinated by HEI, could also be of much help. ERASMUS trainees' outreach programmes and school exchange programmes should be put in place. Research cooperation including shared funding, has been initiated between some Swedish HEI and secondary education in the area of action research in language education. In Finland similar organisational links as well as cooperation in policy development exist. Moreover, collaborating in developing teaching materials (not exclusively for the SEI) and also evaluating them can bring together professionals from

¹⁰ On the federal or ministerial level different commissions are established in Austria to work on the creation of new or the amendment of existing curricula (Lehrplankommissionen), taking into consideration both national and European objectives. The consultation process includes district and provincial educational bodies, universities and organizations of teacher representatives. The coordinator of the commission reports back to the ministry, the final recommendation is then presented to the Sozialpartner, LEAs etc. and in the end approved by the minister. – The *Progetto Lingua 2000* in IT has redefined the language curricula vertically and aims to reorganise the syllabus in terms of language objectives and competences that can be verified and certified, often following the guidelines proposed by the Common European Framework. – In the NL a commission nominated by the VSNU (*the Association of Universities in the NL*) has initiated changes in the German and French curricula at secondary level, which will be put into practice from 2007. – In England, the *Specialist Schools Trust* is the lead body for the government's specialist schools programme, which includes Language Colleges focusing on modern languages. Among the types of links established between Language Colleges and HEI are activities and events for pupils, curriculum development, teacher training and continuing professional development, research, curriculum development, and information exchange.

¹¹ An interface growing into a full programme has been introduced in Malta, where the University has its own Junior College, which prepares Sixth Form students for university education.

¹² In Hungary the new school leaving language examination requires cooperation between all sectors of education, especially between secondary schools and HEI. For final school leaving examinations and entrance examinations external examiners are being trained by the National and Regional Examination and Evaluation Centres. Participants come from secondary schools and from HEI language departments and language centres. In countries with a nationally organised general final exam, a so-called general "matura" as in Slovenia, the syllabi, the tests, the choice of literature and the evaluation of the results may be in the joint responsibility of SE and HE staff. Interfaces in the area of entry and exit qualifications have also been identified in other countries.

different sectors of education. There are quite a number of examples of good practice¹³ that could play an important role also for other cooperation issues.

In the NR FL provision in **vocational education** (VEI) pops up rarely. Nevertheless, its importance for European mobility, employability and for securing social cohesion is growing. The direct link to FL being taken up widely also by non-linguist programmes is a trend that is being promoted by ENLU, the project encouraging to introduce FL for all undergraduates, which makes HEI also care about FL for special purposes on levels below the academic one. A wide field of cooperation, communication and consultation opens up in this relatively undefined, diversified and underexposed area: from methods to materials, from resources to research, from initial teacher training to in-service training, from teaching efficiency to learner autonomy, from coherence to competence, they all demand to be taken up by HEI and developed in cooperation with the appropriate school level and professionals.

2.4.4. Communication and Cooperation in Mentoring Partnerships (school-practise) and In-Service Training

In many MS inset-training, provided by HEI, alongside with mentoring of teacher trainees represents the main area of communication between HEI and other school sectors. These more or less regular contact points could and should be used in future to start collaboration on most of the issues addressed and stressed. According to the Lisbon strategy, stressing the importance of employability of all European citizens, and the Bologna process, taking up the necessity of HEI and other sectors of education to react to the needs of the world of work and introducing regular partnerships between them, school practice of FL teacher trainees as well as inset-training operate in changed conditions and with enlarged goals. As reported in the national surveys, HEI are central in the area of in-service training all over Europe but cultural institutes like the Goethe-Institut, British Council and Institut français (Centre Culturel) also play an important role, often in cooperation with HEI, but also in competition with them. In some countries special governmental bodies are active in this field as well as private initiatives offering different courses.¹⁴ It goes without saying that curricula, entry and exit regulations, validation and recognition, teaching and assessment methods, materials etc. are in the domain of the responsibilities of HEI, but are also sometimes regulated nationally.¹⁵ It is

¹³ The national *Languages Work* project (www.cilt.org.uk/languageswork.htm) in the UK, with representatives of HEI on the steering group, develops materials for use in schools. In Hungary the establishment of consortia from different spheres of life and types of educational institutions is encouraged when funding projects with the aim of developing, piloting and evaluating teaching materials. The Irish OILTE project in ICT & language learning involves cooperation between the National Centre for Technology, the Linguistics Institute of EI, the University of Limerick and Dublin City University, second level language teachers and international experts. E-learning is connected to HEI in almost all the countries where it exists.

¹⁴ Some of the NR note the discrepancy between form and quality; often workshops are adorned with attractive titles but can be a threat to the level of quality.

¹⁵ In Ireland in-service training is devolved to a large number of associations and institutions, in particular HEI. The *In-Career Development Unit* coordinates in-service training for teachers. A particular form of in-service training present in EI, SV and SE are postgraduate programmes in the teaching of languages. They are often organised as distance courses and are demanding for individual teachers in terms of the additional workload. – The regional *Kassel English Colloquia (KEC)* and *Tag der Fachdidaktiken* are examples of German structures for cooperation in the area of in-service training. The first involves students and staff in HE as well as teachers from more than 180 schools in the specific region, while the second is aimed at HE teacher trainers in Brandenburg and Berlin. Similar structures exist in SE in the form of local/regional networks (Umeå University, Karlstad University), comprising HE staff and secondary school teachers, who take part in regular seminars dealing with didactic and methodological issues. – In HU in-service training is a good example of interfaces between different sectors of education, since language departments, regional or local pedagogical institutes, as well as the private educational sector all offer joint training programmes. – Interesting examples of provision

evident that in addition to the possibilities of interfacing on the vertical level, in-service training but also mentoring partnership, now generally restricted to school (on primary and secondary level), similar to the ones developed systematically with EU funds in Slovenia, could spread out into larger interfaces combining institutions on the vertical and horizontal level. Such practises and developments should be supported on the European, national and regional levels.

A number of interfaces could also be detected between HEI or in the HEI themselves, many of them not yet put to use. It must be stressed that there seems to be limited communication and cooperation between different HEI offering language study programmes. Language centres at universities or outside them also rarely play the important role of the institutionalised interface, connecting the vertical and horizontal axis, formal and facultative language learning. Besides all these interfaces the NR identified a large number of others on the structural level, bringing together different players for different reasons. They can be used for information and as examples of individual solutions, addressing specific issues or sets of issues.¹⁶

2.5. Horizontal Axis: other language providers and their cooperation with HEI

The introduction of a horizontal axis of FL teaching and learning into the subproject, i.e. the mapping of and interest in all the various providers not included in formal education, from

offered by the Austrian Initial training Colleges are training for CLIL Teachers, English as working language for outgoing students (to a specific MA course in UK), content based teaching and learning. The Pädagogische Akademie der Diözese St. Pölten offers a two-term course including teaching practice.

¹⁶ Ireland channels some links with HE through the *National Council for Curriculum and Assessment (NCCA)*. Its work involves e.g. curriculum and programme development, assessment initiatives, consultation with key partners, and supporting and reviewing change processes in schools. www.ncca.ie – Some Swedish regions, e.g. the province of Västerbotten, have set up Regional Development Centres (RUC) with the aim of facilitating cooperation, mainly in the area of in-service training, between HEI and schools. – A German initiative to establish links between schools, adult education and HEI taken in the European Year of Languages is the national *Plattform "Fremdsprachenausbildung an Hochschulen als Schnittstelle zwischen Schule und Erwachsenenbildung"*. Among its aims are the linking up of FL teaching at schools with tertiary education and adult education, teacher training, training of language teachers at tertiary level, and revision of aims and contents in the area of German for exchange students. An example of links at regional level is the *Runder Fremdsprachentisch*. Its aim is to create a network for cooperation in areas like initial and in-service teacher training, methodological and teaching material development, as well as the implementation of the European Language Portfolio. Partners are HEI, schools and school boards in Bonn, Köln and Bremen, and representatives of some companies. – In Finland language centres of various universities cooperate with each other as well as with the persons who are in charge of language teaching at polytechnics. Examples of cooperation are the annual meetings for the teachers of the language centres and the meetings for the Council of the Heads of the Language Centres. The polytechnics have the ARENE language work group, information and counselling days for polytechnic language teachers and joint development projects financed by the Ministry of Education, which intend to harmonize evaluations and the evaluation of oral skills of the Swedish language in particular. Even the universities and polytechnics cooperate, e.g. at the local level, developing the supply of free-choice language studies and at the national level, e.g. launching a development project of harmonizing the evaluations of the performance levels of the Swedish language. – Schemes involving HEI offering secondary level students separate language courses at tertiary level are being developed in SE (e.g. Södertörn University College). – The NL Ministry of Education stimulates a career switch by offering FL graduates working in other areas initial teacher training courses along with their work as teachers. – In England different links have been established between Language Colleges and HEI. – Interesting initiatives to establish links between schools, adult education and HEI taken in the European Year of Languages were identified in Germany. – In the UK, due to its specific language situation, projects aimed at raising the awareness of the benefits of language learning have been initiated. – In order to attract more students to study a wider range of languages, schemes involving HEI have been developed in several countries, a good example being the Swedish one.

language schools to producers of materials and resources, goes back to several changes in perspective:

- The Lisbon agenda and the Bologna process focus on employability: a large part of FL-programme-graduates engage in activities and find jobs outside formal education. Therefore, it must be in the interest of all the three parties involved – the students, the HEI and the future employers – to cooperate in order either to adjust university curricula according to the demands and needs of the adult FL sector or to design additional modules, offering knowledge and the development of competences, necessary for a successful integration into the many niches of FL teaching.
- According to the above noted many new profiles in FL teaching and other related professions emerge. Close cooperation between the FL teaching “industry” and HEI enables a reaction to such new demands and brings advantages to both parties by reaching higher professional standards. (New profiles in the area of translating and interpreting have been dealt with in subproject 1; needless to say, interfacing is a prerequisite in this area.)
- The outcomes-driven view on education, also a principle of the Bologna-process, introduces all kinds of possible recognition and validation of informal, experiential learning etc. Communication between the different FL providers and HEI can ensure better motivation for FL learning as well as the use of a common framework and common assessment methods by applying tools developed within the EU/EC (CEFR, portfolios). Turning to checking competences instead of knowledge might instigate learners to take up more languages in the long run and also change their attitudes to FL learning.
- The much more individualized approach to teaching and learning, the demand for a broader range of languages offered and the diminishing financial means in HEI prompt task-sharing with external language providers, e.g. cultural institutes, language schools etc. Especially on the beginners level cooperation between HEI and such institutes makes sense and has brought about positive results. HEI can concentrate on their very own field of study: the higher levels of linguistic and cultural competence as well as on academic presentation and writing.
- Coordination of assessment criteria, of exit and entrance qualifications, as well as of curricula according to tools developed within the EU/EC can make progression easier, enhance motivation for FL learning, and promote multilingualism.
- Communication and coordination with producers of teaching materials, e-learning and other resources within HEI that have in general up to now only worked on an individual level would make FL learning more efficient, stimulate autonomous learning, guarantee smoother progression and benefit all parties involved.

Adult education is central to the notion of life-long learning and must also involve language learning, both the expansion of knowledge and skills already acquired and the learning of more languages. Adult education language courses must be tuned towards specific career needs and mobility on the European labour market but must also build on what students already know and can do in each foreign language. Thus, coherence must be secured in this sector as at all other levels of education. This is where the CEFR fulfils an important purpose as it can both give valuable information to employers throughout Europe about the language skills an applicant already possesses and serve as guidelines for formulating the needs a specific company has in the area of language skills. Thus, institutions of adult education need

to co-operate with HEI as well as with the companies (businesses) in all phases of language education from needs analysis through materials development and teaching to testing and evaluation.

Due to the differences in educational systems, the mapping of the interfaces on the vertical axis was complicated and demanding; on the horizontal axis with its extensive dispersion, the large variety of FL providers, and, moreover, with the scarcity and irregularity of cooperation, data were extremely difficult to gather. Therefore, the following graph, resulting from a questionnaire, filled in by representatives of ten countries (AT, ES, FI, HU, IE, IT, MT, NL, SE, SI), only points to trends and, because of the small sample and different interpretations, does not give reliable statistical data. In the questionnaires themselves the qualitative data point to the same findings that are stressed on page 20. The NR name some cases, where existing interfaces were put to use for the issues at the centre of our attention here.

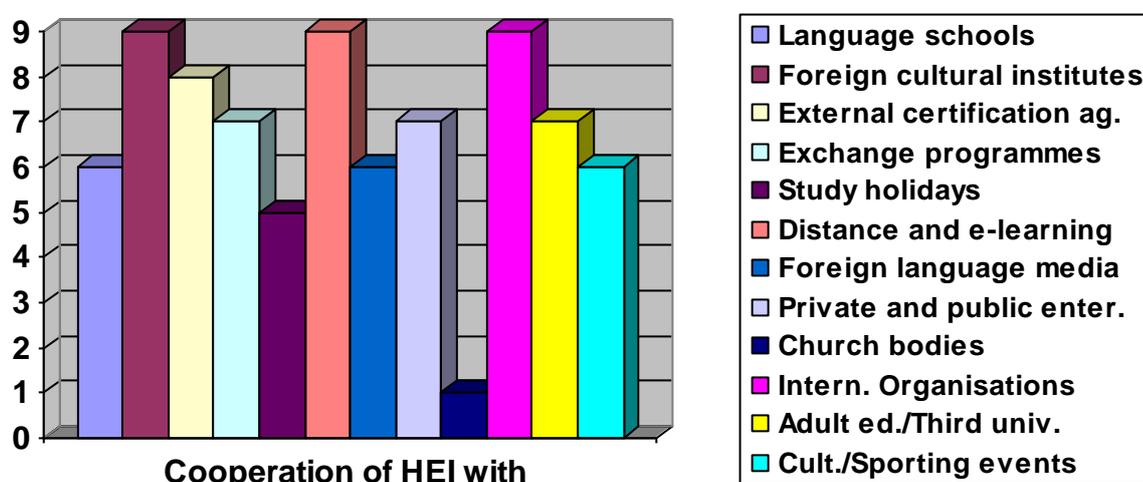


Fig. 2: Cooperation of HEI with other language providers outside formal education.

The above graph shows how many outside contacts HEI have; the qualitative data, however, clearly indicate that these contacts rarely result in dialogue and joint action or activities in the line of the three main issues of continuous learning paths, multilingualism and life-long FL learning. This is especially true for booming language provision **of language schools and other private language institutions** in Europe (esp. identified in NL, CZ, HU and SI), where a large numbers of students learn foreign languages. The teachers working in these schools will almost certainly have qualified in HEI (AUS, CZ, EST, IRL, MT, SLO) and HEI staff might teach part time in them, senior HEI staff in the role of consultants or external assessors (HU). Nevertheless, these obvious interfaces are not used to transfer know-how either way and thus create language training that would take up and react to employment trends. The same applies to cooperation with **foreign cultural institutes**, who might even be strongly involved in HEI language learning in various ways: providing information services (FI, IT, SV), providing materials (HU, SI, SV), supporting research (AT, EE, EI), funding visiting professors and lectures (AT, CZ, EE, FI, EI, SI), funding lecturer posts (AT, EI, IT, SI), cooperating in the organisation of cultural events (EE, IT, SI), supporting courses (EE), running courses (CZ, IT, NL, UK), providing in-service training for language teachers as well as free participation in seminars (SI, SV), providing access to foreign language media (SI) and lending services (UK). They also play an important role in developing awareness and knowledge of other cultures (UK, SI). HEI staff helps in the selection of grants to HE students

(SI) etc. Cultural institutes are mostly seen as suppliers of services and rarely as stakeholders with a qualified input into curricular matters or as partners in FL projects. Cooperation is guaranteed when languages are in danger of marginalisation, but often HEI understand cultural institutes as competition. **Adult Education Institutions** (AEI) identified in the NR were quite numerous, but the reports do not offer much insight into the nature of their cooperation, if any, with HEI.¹⁷

As regards **external certification agencies**, HEI might prepare students for certain examinations and arrange examination sessions or even, as in Hungary offer joint programmes.). In Slovenia there exists some cooperation over policies, frameworks and also tests for the national examination agency. As foreign certification agencies are sometimes aggressively trying to take over the market, communication with HEI is seldom exploited to achieve the set goals of higher language competence and collaboration in similar efforts. As identified in the NR, HEI are also included in organising or promoting both formal FL provision through **exchange programmes** and informal provision through **study holidays**¹⁸, mostly offered to their FL students. Many HEI are members of and participate in the projects of **international organisations**, occasionally as their HQs, for example of associations like CERCLES, EUROCALL, COIMBRA, LINGUA (AUS, EST, IRL, IT, SLO) or of professional organisations, such as AILA, AILA affiliates, EUROSLA, ELC, IATEFL, IVG, IDG and many more.

In many MS development of **e- and distance learning** as well as the use of **e-resources** for FL teaching is booming,¹⁹ not only to enhance autonomous learning and raise the quality of

¹⁷ Many universities have Departments of Adult Education (AT, CZ, EE, EI, MT), with BA, MA and other programmes and are involved in curricula development, research and other activities (EST). – In the UK there are adult education facilities. – In CZ the universities organise educational activities in the areas of life-long education, either in the form of the University for the Mature Adults or through courses focusing on job performance, requalification, or hobbies. There are also the University of the Third Age and adult education institutes (FI, SI), and in Malta there is the Life long Learning Centre / ETC – Employment and Training Corporation. – In SE there are a variety of adult education providers, including the *KomVux* (the free Municipal Adult Education System), the SFM (the Citizens' Educational Association), the ABF (the Workers' Educational Association) and the SV (the Adult Schools' Educational Association) providing language courses as well as a wide range of courses in academically or non-academically oriented areas. – In CZ the Third Age Universities do not usually offer language courses.

¹⁸ There are ERASMUS and other mobility grants and programmes, e.g. COMENIUS, ISEP, CEEPUS, TEMPUS (EE, FI, HU, IT, MT, SI, SV, UK). Twin city arrangements and other sorts of partnerships also exist (HU, SI and probably in many other MS, but not identified). The 'Language Learning in Tandem' project linking over 30 European universities, schools and other educational institutions has a Tandem Web server. The site contains lots of advice for both teachers and students in making the most of e-tandem. Tandem is also present in the University of Turin (IT) with a local web-page (www.cisi.unito.it/tandem/TORINO) and a tandem learning advice service which also arranges face-to-face tandem partnerships (at the moment only for German).

¹⁹ Here are some interesting examples from NR: HEI offerings and developments of programmes of study by distance learning and e-learning is likely to increase as new technologies offer universities all over the world the possibility to collaborate in the day-to-day business of language learning. There are also joint domestic and international programmes (FI), and involvement in projects on a departmental basis in Malta. – In CZ regional centres of distance education have been founded at three universities. Universities and polytechnics in FI have focused especially on developing distance learning and e-learning over the past few years. –The Swedish Net University promotes the development of netbased courses and programmes and coordinates the wide range of courses and education given by the universities and university colleges involved. – NL university language departments have cooperated closely in the development of computer programmes and computer based language learning materials. Two of those joint developed language learning programmes, *Hologram* and *Ellips* (web-based) are currently used at the universities of Groningen, Utrecht, Leiden, Nijmegen and at the Language Centre of Tilburg University. Hologram is the most widely used CALL application at university level with materials in twelve different languages and about 1000 undergraduate users per year. – The OILTE project in ICT & language learning has involved cooperation between the National Centre for Technology in Education,

teaching, but also to make use of all the resources available in the Internet, esp. for FL. This area has **become a real interface**, joining in portals and fora, where e-course/material is offered by different players not only on the national, but on the international level. When trying to make different players talk to each other, HEI should make use of these existing possibilities.

The use of **foreign language media** in HEI,²⁰ either in classes or available at university libraries and language centres does not qualify as a interface per se. If, as in the UK, the publishing industry is strongly involved in the preparation of language learning materials, often in cooperation with HEI, common goals can be achieved.

2.6 Collaboration of HEI with external stakeholders and other types of interlinking and networking

As regards to collaboration of HEI with public and private enterprises or other stakeholders at community or regional level a contradicting picture can be seen: on the one hand contacts are dispersed, sporadic and irregular with occasional initiatives,²¹ on the other hand the NR identified a wide variety of different kinds of cooperation. In the last few years communication with external partners, esp. of the world of work, has boosted due to the Bologna guidelines, however, cooperation is at its initial stage and the results yet unknown. Progress in this area has to be enhanced and fostered by HEI.

In the UK and in SE, both countries with a remarkable cooperation with stakeholders, regional networking has linked together different players in FL issues. A successful effort to

the Linguistics Institute of Ireland (ITÉ), the University of Limerick and Dublin City University, second level language teachers and international experts. – The Literacy Unit within the Department of Arts and Languages in Education (MT) 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 of a telelearning action according to the different scenarios (network infrastructure, target group, etc.).

²⁰ Nevertheless, even if HEI rarely communicate and cooperate with media enterprises, they should be aware and exploit its wide range of influence. In some countries foreign TV programmes and films are not dubbed but subtitled which offers an indirect possibility to learn foreign languages (FI, NL, SE); a study on the effects on linguistic competence might be revealing. The cable television system, available for the majority of households in many, also eastern MS, broadcasts several foreign channels including BBC, Sky News, CNN, ZDF, RTL, RAI, TVE, ARTE etc. There is some cooperation between HEI and the Swedish Education Broadcasting Company, which offers TV lectures as parts of university courses. The YLE television channel provides language courses (FI). Teleac (NL) offers distance training via radio and TV, and there are distance training facilities via mail as well. The BBC's recent decision to cease any further commissioning of television programmes for languages and instead to focus on developing Internet-based materials has been received with regret by the languages community (UK). Nevertheless, the growth of the Internet has provided unprecedented opportunities for language learning through the exploitation of authentic resources, e.g. numerous newspapers, radio stations and TV channels.

²¹ NR reported the following: Cooperation in applied research and teaching services, occasional translations, specialised programmes like Business English, limited sponsorship of research and sporadic cooperation in FL courses. More detailed information was provided in some of the NR. There are links between Language Colleges and business in the UK, where many universities providing business language services become members of their local Chambers of Commerce. The Chamber of Commerce is also involved in language learning provision in Austria with quite a remarkable number of languages and locations (cf. www.wifi.at). Employers may also collaborate with universities in providing overseas placements or in the case of the Graduate Apprenticeship Scheme provide a placement and mentoring scheme for students (UK). Some CZ firms have their own education centres, where they also offer language courses for their employees.

establish a wide network of contacts between HEI and stakeholders is the one organised by the Language Centre at the Department of Modern Languages, Umeå University (SE), whose main responsibility is to map the needs for language expertise among stakeholders and to initiate various types of cooperation. An example of collaboration between universities and other regional stakeholders such as regional development agencies and employers for mutual benefit, facilitating course design and taking into account regional economic priorities is the Regional Language Network initiative being currently taken forward by CILT in the north of England. At a national level in the UK, the BLIS Jobs database run by CILT is a national database for employers to advertise vacancies requiring some knowledge of languages, and for people with languages to look for employment possibilities. CILT also runs BLIS Courses, which provides information on language learning opportunities and collaborates with the national service for information on adult learning opportunities, LearnDirect, to provide a portal streaming of language courses (called BLIS Courses). At the University of Luton, Language and Culture for Business (LCB) has designed business language programmes targeted at Small and Medium sized Enterprises (SMEs) and focused on widening access to learning for learners from rural areas and time challenged business students. One programme teaches business language skills via an inter-active two-way video link.

It has become clear that while the formal education system can pride itself on a relatively high transparency at most levels, the horizontal axis up to now has been almost exclusively left to the rules and laws of competition and mostly belongs in the economic private sector which has been neglected in surveys, in research and policymaking. HEI should try to remedy this deficiency as it is in the interest of its graduates and the programmes offered. One overarching recommendation is that we need to know more about the horizontal axis and especially about the role of HEI. The NR show that this survey has been groundbreaking in this regard but of necessity has only scratched the surface of the problem. There is a consensus among the colleagues consulted on the need for further research to be carried out on the horizontal as well as vertical axis.

The overall impression of the subproject findings in this and in all other interface areas on the vertical and horizontal axis can be reduced to a common denominator: many structural interfaces, points and ways of cooperation and communication between the partners engaged in FL do exist; they are, however, either undetected, scattered, have a reduced range of impact, are limited in numbers, size and effect, and – this must be explicitly stressed – are not exploited to their full potential. Here HEI could step in and improve matters.

3. Needs Analysis and Recommendations

In the mapping of interfaces on the vertical and horizontal axis specific issues, needs and desirable effects of consultation and communication between HEI and other FL teaching providers have already been addressed and expressed. The interface identification and grouping gave rise to a number of recommendations that were grouped according to the needs analysis. This chapter gives a condensed version of all the needs and recommendations, for detail, please consult the NR The Final Report gives evidence of developments in the next stages of the subproject.

Needs-group 1: **Role of HEI in interfacing**

It is suggested that HEI take a leading and influential role in the collaboration, i.e. they should retain and extend their influence. The danger of ignoring the interfaces is losing control of them and thus losing control over Quality Assurance and levels of language competence. A proactive stance is necessary. The creation of regional / national / European fora could be the most useful way of ensuring this influential role by improving the communication and dialogue between HEI and other stakeholders.

- HEI should retain, expand and reinforce their leading role in the collaboration with all other sectors of formal and informal language education and with all players.
- HEI should increase their cooperation in order to promote, encourage, and implement a wider range of languages thus contributing to social understanding and cohesion.

Needs-group 2: **Development of new interfaces**

- Development and implementation of comprehensive and transparent FL policies, action plans and guidelines at all levels of education in the life-long-learning perspective.
- Setting up of consultation bodies between HEI, schools, employers, public services and administrative structures.
- Setting up and funding of a central body to coordinate research projects in language learning, teaching and applied research between the different sectors of education and other stakeholders.
- Setting up or expansion of interfaces that were detected as most important:
 - in the area of training for FL teachers, cooperation with practitioners on the whole vertical axis, from pre-elementary to upper secondary, should be guaranteed (quality enhancement of FL teaching and training by an ongoing and continuous dialogue between the partners, school teachers being stimulated to express their needs, problems and experiences, university people to devise methods and ways to overcome and solve detected problem areas)
 - in the area of early FL learning with its diversifications in different stages
 - in the area of VE and FL provision for non-specialists
 - in the contact points of vertical and horizontal FL providers
- (Stimulate Europe-wide studies on the most efficient ways of implementing European goals with durable effects via creating national FL policies and consultation bodies.)

Needs-group 3: **Use and expansion of existing interfaces**

- Consolidation, implementation, enhancement, dissemination, promotion, expansion, and funding of already existing interfaces, esp. making better use of all working and existing interfaces, such as:
 - student mentoring (trainees in pedagogical practise)
 - in-service training.
- Expansion of cooperation and communication along the LLL line towards early learning on the one hand and adult learning on the other.

Needs-group 4: **Smooth transitions and quality assurance and enhancement**

- Promotion, dissemination, and implementation of CEFR and ELP for all levels and all FL providers in the LLL-perspective
- Coordination of the learning results on the vertical and horizontal axes: language competence acquired outside school connected to language provision in the formal primary and secondary sectors.

- Cooperation as quality regulator and a tool to enhance and ensure quality of FL teachers at all levels; introduction of a European FL Teacher Label and regular assessment procedures to be stimulated.
- Enhancement of teacher mobility and professional development on all levels.
- Setting up of career paths tracking HE graduates to link up the person's development with language and language-related skills and competences

Needs group 5: **New profiles**

- Precise information on the career paths of graduates with languages is required, and more longitudinal data which charts career development and the contribution of language skills to that development are needed.
- Identification of new profiles in FL teaching and other related professions in close cooperation between the FL teaching “industry” and HEI
- Adjustment of university curricula according to the demands and needs of the adult FL sector or design of additional modules to develop competences necessary for a successful integration into the many niches of FL teaching and management.
- Provisions for FL teaching in underrepresented FL training areas, such as CLIL, VE, FL for non-specialists etc.

Structural requirements for co-operation and consultation

At European level

- establishing networks across borders and sectors
- strengthening twinning programmes across borders and sectors
- introducing ERASMUS outreach programmes in other sectors of education

At national, regional and local level

- integrating CEFR and the Language Portfolio in LL curricula and materials (esp. national level)
- supporting language teachers’ and language learners’ special interest groups and supporting related joint events, projects and conferences initiated by them (esp. regional and local level)
- emphasising CLIL programmes at various levels of LL, also in initial and in-service teacher training
- making languages available for various groups of learners, including disadvantaged groups (language empowerment)
- identifying contact persons at all levels to be responsible for initialising and institutionalising various kinds of cooperation along the lines suggested above
- elaborating European language teacher training modules with special emphasis on lower primary and the interfaces.

4. A vision for the future (written by Mike Kelly)

Over the last century, as education became a larger and more strategically important activity within every European society, each sector of education has developed its own internal institutions and priorities. This has been an important and necessary process in language education, as in other subject areas. But it has resulted in a growing separation between the different sectors, which is now proving to be a barrier to future progress, especially in languages.

In recent years, the world has changed rapidly, with the growth of the knowledge-based knowledge economy, the increase in mobility and migration, and the emergence of lifelong learning as the means by which individuals and society more generally can adapt to rapidly changing needs. Within Europe in particular, language diversity has become an increasingly important factor in political and economic development. It has become a serious problem that progression in language learning has been dealt with independently in each sector, making it more difficult for the real needs of individuals and society to be met across the transitions between sectors.

It is therefore crucial that the interfaces between education sectors should become more porous and better managed, so that barriers to language development are minimised. At the same time, it would be unwise to aim at too close coherence between sectors, since that would tend to limit the flexibility that is necessary to meet the specific requirements of each phase of learning. Stronger co-operation between sectors is clearly the approach that must now be encouraged. Higher education has interfaces with all the other education sectors, and has a key role to play helping to inform and articulate the relationships between them.

Higher education is also the sector most sensitive to changes in society, often expressed as changes in the education market. This is particular true in the area of languages, where HE has a culture of responding to changing student needs, encouraging student mobility, bidding for research resources, and relating to a wide range of non-state stakeholders. HE therefore has interfaces with 'horizontal' language providers, especially in producing employable graduates for them, providing continuing professional development (CPD) and offering higher qualifications at the second cycle (postgraduate) level. Increasing in these areas, HE is also finding itself in competition with horizontal language providers.

The questions to be addressed are:

- how can HE languages secure resources to play all these roles?
- how can HE respond to the danger of 'hollowing out', with interface activities detracting from core activities?
- are the interface activities becoming a part of the new core?
- should all institutions respond to these issues, or should it be the role of a more limited number of HE institutions?
- how should differentiation between institutions be addressed in responding to interface issues?
- what forms of cooperation are needed at different levels: institutional, regional, national, European?

- what new organisational structures are required to support cooperation across interfaces?

TNP3 –Sub-project three

Languages as an Interface between the Different Sectors of Education

Language Studies in Europe:

The Interfaces between Higher Education and Other Sectors of Education

Questionnaire PART II - Mapping of interfaces on the vertical and horizontal axes

1. Structures of co-operation in the educational sector: HEI and other language providers

1.1. Vertical axis: What kinds of co-operation are there between HEI and

- 1.1.1 Pre-elementary educational institutions
- 1.1.2 Primary educational institutions
- 1.1.3 Secondary educational institutions
- 1.1.4 In-service training?

Put an “x” in the space provided to indicate one of the following alternatives NO (there isn't this kind of co-operation) or YES (there is this kind of co-operation), or enter additional kind/s of co-operation not stated by the questionnaire in the space provided.

	NO	YES
<i>1.1.1. HEI and PRE-ELEMENTARY educational institutions:</i>		
<i>a. Learning and teaching</i>		
▪ Programmes/curricula	<input type="checkbox"/>	<input type="checkbox"/>
▪ Entry-exit qualifications	<input type="checkbox"/>	<input type="checkbox"/>
▪ Validation/recognition	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service training	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
b. Organisation		
▪ Co-operation via staff	<input type="checkbox"/>	<input type="checkbox"/>

▪ Co-operation in policy development	<input type="checkbox"/>	<input type="checkbox"/>
▪ Relations with external stakeholders (business, public services etc)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation/consultation bodies	<input type="checkbox"/>	<input type="checkbox"/>
▪ Research co-operation	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
c. Materials and resources		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

<i>1.1.2. HEI and PRIMARY educational institutions:</i>	NO	YES
<i>a. Learning and teaching</i>		
▪ Programmes/curricula	<input type="checkbox"/>	<input type="checkbox"/>
▪ Entry-exit qualifications	<input type="checkbox"/>	<input type="checkbox"/>
▪ Validation/recognition	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service training	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
b. Organisation		
▪ Co-operation via staff	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation in policy development	<input type="checkbox"/>	<input type="checkbox"/>
▪ Relations with external stakeholders (business, public services etc)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation/consultation bodies	<input type="checkbox"/>	<input type="checkbox"/>
▪ Research co-operation	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
c. Materials and resources		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

<i>1.1.3.HEI and SECONDARY educational institutions:</i>	NO	YES
<i>a. Learning and teaching</i>		
▪ Programmes/curricula	<input type="checkbox"/>	<input type="checkbox"/>
▪ Entry-exit qualifications	<input type="checkbox"/>	<input type="checkbox"/>
▪ Validation/recognition	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service training	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
b. Organisation		
▪ Co-operation via staff	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation in policy development	<input type="checkbox"/>	<input type="checkbox"/>
▪ Relations with external stakeholders (business, public services etc)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation/consultation bodies	<input type="checkbox"/>	<input type="checkbox"/>
▪ Research co-operation	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
c. Materials and resources		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

<i>1.1.4.HEI and IN-SERVICE TRAINING:</i>	NO	YES
<i>a. Learning and teaching</i>		
▪ Programmes/curricula	<input type="checkbox"/>	<input type="checkbox"/>
▪ Entry-exit qualifications	<input type="checkbox"/>	<input type="checkbox"/>
▪ Validation/recognition	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service training	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
b. Organisation		
▪ Co-operation via staff	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation in policy development	<input type="checkbox"/>	<input type="checkbox"/>
▪ Relations with external stakeholders (business, public services etc)	<input type="checkbox"/>	<input type="checkbox"/>

▪ Co-operation/consultation bodies	<input type="checkbox"/>	<input type="checkbox"/>
▪ Research co-operation	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
c. Materials and resources		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

1.2. Horizontal axis: What kinds of co-operation are there between HEI and the organizations/institutions listed below?

Put an "x" in the space provided to indicate one of the following alternatives NO (there isn't this kind of co-operation) or YES (there is this kind of co-operation) and describe in more detail the type of co-operation (e.g.???), or enter additional kind/s of co-operation not stated by the questionnaire in the space provided.

Is there a co-operation between HEI and...	NO	YES	What kind of co-operation?
▪ Language schools and private language institutions	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Foreign cultural institutes	<input type="checkbox"/>	<input type="checkbox"/>	
▪ External certification agencies	<input type="checkbox"/>	<input type="checkbox"/>	
▪ School and university exchange programmes	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Study holidays abroad	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Distance learning and e-learning	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Foreign language media (films, television, magazines, newspapers etc)	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Public and private enterprise	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Charitable and church bodies/ associations	<input type="checkbox"/>	<input type="checkbox"/>	

<ul style="list-style-type: none"> ▪ International organisations 			
<ul style="list-style-type: none"> ▪ Major cultural or sporting events/ tourism 			
<ul style="list-style-type: none"> ▪ Adult education institutions, e. g. Third University 			
OTHER:			