

National Report on Curriculum Innovation Sweden

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1. Introduction¹

1.1. *The system of higher education*

There are some 65 institutions of higher education in Sweden. 16 of these are universities with permanent government grants for research and the right to award postgraduate degrees. The rest are university colleges, many of which are specialised on medical and paramedical training, engineering, art, sports, agricultural and forestry science. Most of the university colleges were established in the last two or three decades. A number of them are multi-site colleges. The oldest universities are Uppsala (1477) and Lund (1668), followed by Göteborg (1954 [university college since 1891]), Stockholm (1960 [university college since 1878]), Umeå (1965) and Linköping (1976). Lund, Göteborg and Stockholm are the biggest universities with just over 30.000 students.

The governing body of the majority of universities and university colleges is the state, but since 1993 non-state responsibility is also possible. Some institutions run by private sector governing bodies are the Chalmers Institute of Technology, the Stockholm School of Economics and the University College of Jönköping. 13 colleges of health sciences are run by county colleges, as is also the Inggesund College of Music. There are nine smaller private institutions of higher education with the right to award certain degrees of basic higher education. The National Defence College operating under the Defence Forces also provides tertiary-level education.

The national policy for higher education is realised by the Ministry of Education, while the internal organization is decided by the institutions themselves. Certain guidelines as to examination requirements, e.g. minimum length of education for the so-called general (first-cycle) degrees and the vocational (e.g. teacher, medical doctor) degrees are laid down in the Higher Education Act and the Higher Education Ordinance. There is no central regulation about content of studies leading to the first category, while for the latter the objectives are laid down by the Government. Each institution of higher education also determines what areas should be given priority to. One general high-priority objective is to increase the number of women in programmes of education in science and technology.

The National Agency of Higher Education is the central authority for matters concerning universities and other institutions of higher education. Among its tasks are the development

¹Facts and figures in the introductory chapter of this report are largely based on The Annual Report for Swedish Universities and University Colleges, available at <http://www.hsv.se>. Comments and further suggestions are welcome at the email-address given above.

of higher education, research and analysis. It has an external board, whose chair is the University Chancellor, appointed by the Government. By using a special reference group, The Gender Equality Council, the Agency ensures the promotion of gender equality in higher education.

The National Agency for Higher Education further supervises, promotes and assesses the quality of institutions of higher education. Assessments concern the right to award degrees and vocational qualifications and are based on the standard of education and research of the respective institution.

Each state institution of higher education is run by a management board, whose chair is appointed by the Government. The board is composed of the Chair, the Vice-Chancellor and a maximum of 13 members, the majority of whom appointed by the Government. Representatives of the teaching staff are chosen by election within the institution of higher education. Students have the right to be represented by three members. Since 1998 it is stipulated that the Chair should not be employed at the institution of higher education in question.

On faculty level the faculty board, whose chair is the Dean of Faculty, is responsible for research and basic higher education. In the decision-making bodies the teaching staff form the majority, while the students have a right to be represented by at least two members.

The total expenditure of the universities and colleges amounted to 1,8 per cent of the GDP (200). The grants from the national budget, allocated directly to state-run institutions in higher education make up app. 60 per cent of the total resources of these institutions. The remaining portion is made up of external resources for research and contract work mostly provided by research councils and sectorial agencies, together with local authorities and county councils. An important funding body is the Bank of Sweden Tercentenary Foundation. Research grants can also be applied for from a number of private foundations and from European Union funds.

Sweden has a population of app. 9 million. The total number of students enrolled in higher education is 354,667 (2001–2002), 59 per cent of whom are women. 78,414 were new students. App. 10 per cent of the total number of students are enrolled in distance courses. Exchange students make up app. 10 per cent of the total number of students. The number of active postgraduate students is 18,309, which represents an increase of as much as 50 per cent over the last ten years. However, there is a notable difference between faculty areas with the greatest increase in the medical faculty and a notable reduction in the arts and social sciences. This reflects the differences in the availability of funding for the total duration of postgraduate studies.

During the academic year 2001–2002 40,302 Bachelor's and Master's degree certificates were issued, while the number of Doctor's and Licentiate's degrees issued was 3,160. Of the total number of degrees issued medicine makes up 22 per cent, while the degrees in the humanities amount to 6,6 per cent. In the 25–64 age group, 27 per cent had received tertiary education, and 2,2 per cent have a Doctor's or a Licentiate's degree.

After a rising trend from the mid-1980s the number of new students has been falling since the academic year of 1996/97. In autumn 2000 a reduction of nine per cent in the number of new

applicants compared to one year before was recorded. This trend has been particularly noticeable in the areas of natural sciences and technology, nursing and health care as well as teacher education, where the decline in the number of applicants for foreign languages and natural sciences is especially worrying. In the latter category 44 per cent of students finishing the natural science branch of upper secondary education pursued courses of higher education in 2000 compared to 58 per cent in 1997. In 2002, however, the total number of students enrolled in higher education rose by 7 per cent, compared to 2001.

Of students entering tertiary education in autumn 1993, 30 per cent had taken a degree within five years, a decrease by 10 per cent compared to the former four-year period. Just over 50 per cent take a degree within seven years. In the latter group the number of women is 14 per cent higher than the number of men. During the 1990s there has been an increase in the number of degrees from long programmes of education, i.e. a minimum of three years, from 45 per cent in the early 1990s to 90 per cent in 1998. This increase is related to the extension of many programmes of education, particularly in the sectors of health sciences and education as well as to the reintroduction of the Candidate's and Master's degrees in 1993.

The Swedish system of higher education is already based on the two main cycles, drawn up by the Bologna Declaration, however differing in some respects, e.g. the system of credits. The 60 credits equalling a year's full time studies according to the ECTS in Sweden corresponds to 40 credits, i.e. 40 full working weeks. A characteristic of the Swedish system of higher education is that students concentrate on one subject at a time. Apart from the University Diploma, which may be obtained after studies totalling at least 120 ECTS, there are two general degrees in the undergraduate cycle. The Bachelor's (Kandidat) degree requires a minimum of three years (180 ECTS), including three-semester studies (90 ECTS) in at least one main subject and a thesis comprising at least 15 ECTS. The Master's degree (Magister) is obtained after four years of study (240 ECTS), including four-semester studies (120 ECTS) in at least one discipline and a thesis comprising at least 30 ECTS or two projects of 15 ECTS each. There are no fixed regulations as to the combination of subjects studied, hence allowing considerable flexibility. The objectives for these degrees are laid down by the Government in the Degree Ordinance.

After finishing the first cycle students can take on vocational training in e.g. the fields of pedagogy and methodology in order to qualify for the teaching profession. In addition, there is a parallel system, integrating vocational training in first-degree higher education as well as a range of vocationally oriented degrees, e.g. medical doctor, psychologist, or engineer.

A successful completion of either of the two alternatives is the prerequisite for access to the graduate cycle, comprising four years (240 ECTS) and leading to a Doctor's degree. This level involves course work in the respective discipline as well as a published and publicly defended thesis. The proportion of credits between the thesis and the course work varies between universities, allowing up to 50 per cent course work. Further successful research after receiving the Doctorate along with qualified teaching and supervising are necessary qualifications for obtaining the title of Docent (habilitation). There is also a two-year alternative (120 ECTS) in the graduate cycle, leading to a Licentiate's degree, which also requires the publishing and defending of a thesis and can be either a degree in itself or make up the first step towards the Doctor's degree.

A system of *numerus clausus* is applied for programmes and courses with more applicants than places on offer. Every institution of higher education functions as an admission agency and takes decisions on the admission of students on the basis of certain general guidelines. The National Admission Office coordinates the admission of students. In the academic year 2001–2002 59,158 applicants were admitted out of a total of app. 110,000 applicants. Basic eligibility is obtained by completing an upper secondary school programme and obtaining a pass grade or better. In addition, applicants who are 25 years of age, who have been in work for at least four years, and who have a command of English and Swedish corresponding to that obtained by completing an upper secondary school programme are considered to have basic eligibility. Most courses and programmes of higher education also have course eligibility requirements that vary depending on the subject area and the type of course. These are set out in the form of standard eligibility requirements. The National Agency for Higher Education determines these for programmes leading to a professional degree in accordance with the Degree Ordinance. Standard course requirements are determined locally by each institution of higher education itself. In certain fields admission is further based on interviews and tests of skills.

The selection of students is generally based on grades in the upper secondary school leaving certificate, mostly received at the age of 19. At least one third of the places allotted must be allocated on the basis of such grades and at least one third on the basis of the national scholastic aptitude test, offered twice a year. Students who are successful in this test improve their chances to be admitted to attractive university programmes, such as Medicine or Economics, where competition is particularly strong.

In the academic year 1999–2000 47 per cent of first-time students were under the age of 22. Thus, in a European perspective Sweden has a low proportion of 19- and 20-year-olds in higher education. The medium age of students entering higher education is just under 23, which is the highest age of all OECD countries except Denmark and Iceland.

The academic year is divided into two semesters, 1 Sept. to 15 Jan. and 16 Jan. to 7 June. Institutions of higher education run by the state have no legal right to demand tuition fees. It is possible for students to obtain state support to finance their studies in tertiary education. To obtain financial support certain requirements must be met. To receive study support over a period of years, students must pursue their studies with a certain rate of success, generally a minimum of 22,5 ECTS per semester. If students have an income, the amount of support may be reduced. The National Board of Student Aid administers study support for students in higher education.

The Higher Education Ordinance contains regulations as to the employment of teaching staff. The majority of these are professors, senior lecturers, junior lecturers and postgraduate fellows. The number of professorships at institutions of higher education is increasing. In 2001 there were 3,561 professorships out of a total of app. 60,000 employed at state universities and university colleges. On January 1, 1999 the promotion reform was introduced, by which senior and junior lecturers with the appropriate qualifications could apply to be appointed as professors and senior lecturers respectively. In this promotion educational skills should be weighted stronger than before. During the fiscal year 2000, a total of 48,900 year-equivalents were performed by teachers at institutions of higher

education, which represents an increase of 3 per cent compared to 1999. In all staff has increased by app. 14 per cent over the last five years. This figure should be seen in relation to an increase of new students from 50,000 in the early 1990's to 65,000 in 1998/99.

Institutions of higher education with a faculty organisation themselves decide on the professorships they wish to have. In the most recent ten-year period, the proportion of women among professors has increased from 5 to 11 per cent, partly as a consequence of recruitment objectives laid down by the national government with respect to the recruitment of new female professors. Among senior lecturers the proportion of women rose from 17 to 25 per cent. Also in postgraduate training the proportion of women has risen markedly.

In 2000, 55 per cent of the year-equivalents among teaching staff and researchers were performed by individuals with a Doctorate. One third was performed by women. At the full universities, i.e. universities with permanent government grants for research and the right to award postgraduate degrees, 80 per cent of teaching staff are Doctors, while at the colleges the percentage is lower. The national government has decided on specific recruitment objectives with respect to the recruitment of new women professors. Most institutions of higher education have prepared equal opportunity plans with a view to evening out the gender imbalance present in higher education and research.

All full-time employees have a right to a personal work-room, including a computer with access to the Internet. Other equipment varies according to needs and resources.

The average size of teaching groups varies considerably between universities (9 students per teacher) and colleges (20 students per teacher). Student assessment is based on written, oral or practical examinations, papers, and assignments. Teachers are responsible for evaluation in their respective courses, but each department of higher education is responsible for the organisation of examinations. For the evaluation of degree projects some faculties appoint an examining committee with representatives from each department within the faculty. In 2001 the National Admissions Office started an evaluation of all subjects within higher education.

The grading system has three levels, Distinction, Pass, and Failed. An exception is Engineering with four levels. Students are entitled to one resit within a limited number of weeks after the first examination. The number of resits offered varies from institution to institution. In the case of failure in two consecutive examinations of the same course students have a right to apply to the faculty board for examination by another examiner.

1.1.1. Recent changes in the system of higher education

Tertiary education in Sweden has been remodelled by two comprehensive reforms in the last three decades. The reform of 1977 brought practically all post upper secondary education together under the concept of higher education. The organizational structure of institutions as well as their location and the number of student places to be allocated to each institution and to each general study programme were decided by the central government.

Through the introduction of a new Higher Education Act and a new Higher Education Ordinance on 1 July 1993, the detailed influence of central government was reduced and decentralisation of decision-making was implemented. According to this act the central government lays down goals and guidelines mainly of a financial nature, while transferring

the decisions about the organisation of the programmes to the institutions of higher education.

The National Agency for Higher Education was established on 1 July 1995 as the national agency for matters concerning institutions of higher education with responsibilities for follow-up and evaluation, as well as issues of quality and educational innovation, supervision, protection of legal rights, study information, and international matters within the higher education sector.

In 1993 the two above mentioned first cycle degrees were reintroduced as general degrees with the objective of adapting the Swedish system of higher education to international, especially European standards. This reform also replaced a number of fixed degree programmes in existence up until then with a new system guaranteeing students considerable flexibility in combining courses.

A reform with far-reaching economic consequences in the 1993 regulation was the change of government monitoring of the funding system. According to this new system the allocation of resources is based on the number of students registered as well as on their academic performance rather than on a planned volume of education. The objective of introducing this shift of responsibility was to encourage universities to improve their teaching practices in order to enable students to complete their studies more successfully and within the stipulated time. As a consequence universities and university colleges were exposed to competition with the aim of enhancing the quality of higher education.

In the last two decades the proportion of direct government grants to the institutions has fallen from two thirds to a half, which has led to greater dependence on external providers of funding, mainly research councils and sectorial agencies but also increasingly on research foundations and European Union funds.

In recent years the so-called "third assignment" has come into sharper focus and is now explicitly formulated in the Higher Education Act. This means that institutions of higher education are expected to collaborate with the local and business communities, the public sector etc. and to provide information about their activities. Most institutions of higher education have set up special units to take care of matters concerning such collaboration and information. See for example Univex University Extension at Umeå university, www.univex.umu.se.

The overall proportion of those with a long higher education rose from 11 per cent in 1990 to 13 per cent in 1998. However, the number of applicants for tertiary education in autumn 2000 decreased by 8 per cent compared to one year before. The most notable decrease in the number of applicants is in the areas of foreign languages except English, natural sciences, and technology. To increase recruitment to such programmes, a basic year has been introduced for students from branches of secondary education, which do not provide the previous knowledge required.

Nursing, teaching, technology and ICT-technology represent sectors which will see a serious shortage of staff in the future, while there will be a surplus in social sciences and the humanities except foreign languages other than English .

In 1993 a new system of entrance qualifications was introduced, mainly with the aim of overcoming biased recruitment. As a consequence of this the number of students from vocationally oriented course programmes in upper secondary education has increased. The percentage of male students ages 19 - 20 entering tertiary education is fluctuating, while the percentage of women of the same category is steadily decreasing. The number of female students entering traditionally male spheres, e.g. engineering programmes, has increased by 8 per cent since 1994 and is now 28 per cent. There is no corresponding trend for more male students to enter e.g. teacher training programmes or paramedical training. Currently there is even a distinct decrease in the number of male students entering teaching training programmes, particularly in the areas of foreign languages and mathematics.

The conditions for granting state study loans have recently been changed, allowing financial support for a maximum of 240 weeks of study, compared to the former limit of 12 semesters.

The innovations described above have been initiated by Government and Parliament and universities are responsible for implementing the proposed reforms and in higher education.

1.1.2. The impact of the Bologna Declaration

A step aimed partly at facilitating international comparison was the reintroduction of the two general degrees (Bachelor and Master) in 1993. Furthermore, the computer-based systems used by universities and university colleges for the administration of studies have been adapted to the ECTS-system.

Since the entry into the European Union on Jan. 1, 1995 Sweden is a member of the Socrates programme, but even before that we took part in international agreements concerning student and lecturer exchanges and mobility in higher education. In the academic year 1999–2000 capp. 6,000 Swedish students were studying at foreign institutions of higher education on Erasmus and other exchange programmes, and another 21,000 were “free movers”.

1.2. Identification of relevant changes in the social, political, cultural, professional and economic environment

Since the 1960's large numbers of immigrants have settled down in Sweden, thus turning the country into a multi-cultural community and increasing the need for cross-cultural awareness among Swedes. This and the fact that Sweden has become a member of the European Union have contributed to a stronger emphasis on cultural aspects as important components of language courses.

Declining birth rates in the past decades and improvements in the labour market for young people have resulted in a noticeable reduction of the numbers of applicants for higher education. However, some areas like information technology, media, design etc. still attract great numbers of applicants, while other sectors such as foreign languages except English are in a precarious situation as regards applications.

Better chances for young people to find employment are also incentives for young people pursuing courses in higher education to abandon their studies and enter employment without taking a degree.

A relevant change in the social environment was brought about by the introduction of a new

Upper Secondary School Curriculum in 1994, providing a considerably larger proportion (app. 90 per cent) of secondary school leavers with basic eligibility for higher education. The main objective was to encourage up to 50 per cent of an age group to enter higher education, in particular to increase the proportion of students from working-class backgrounds, which increased from 20 per cent to 24 per cent during the 1990's.

Another factor of relevance for higher education in modern languages specifically is that fewer and fewer secondary school leavers from the natural and social science branches, from which students of foreign languages are traditionally recruited, complete full language courses in the traditional second foreign languages German and French. This means that the number of prospective applicants with the necessary previous knowledge is reduced. As for German there has been a decrease in the number of secondary school leavers with a full language course from 50 per cent in 1997 to 35 per cent in 2000. As a consequence of the decreasing number of qualified applicants along with the founding of a great number of new university colleges nationwide competing with each other about applicants, the costs of undergraduate courses leading to first cycle degrees are soaring in some languages.

For further information and statistics see www.hsv.se.

2. Innovations in language degree programmes offered by universities

2.1. *Traditional language programmes*

As a consequence of the flexibility inherent in the system of higher education, where students can combine courses freely within the restrictions given above, there are no traditional language programmes at present. Students may choose a language as a major subject of studies leading to either of the two degrees of the first cycle. For teacher students in foreign languages or a combination of foreign languages and other subjects, most frequently Swedish, who are training for the nine-year compulsory school, the requirement is a minimum of 60 ECTS (one year) in each of mostly three subjects, while teacher students training for upper secondary school have up until recently been required to complete 120 ECTS in two subjects. In the reformed system of teacher training that came into force on 1 July 2001, the latter category of teacher students are required to complete a minimum of 90 ECTS in foreign languages. Students of other disciplines may choose to include a minor portion (at least 30 ECTS) of foreign languages in a general degree.

2.1.1. Content, objectives, and structures of programmes

Unlike the system of higher education in some European countries language departments are responsible both for the proficiency training and for the academic elements, integrating practical language studies with linguistics/philology, literature, translation and (social, political, cultural etc.) background studies at the undergraduate level. Year one mostly covers Phonology and Phonetics, Introduction to Linguistics, Historical Linguistics, Practical Grammar, Translation, Conversation, Literature, Society and Culture, and specifically for teacher students FL Didactics. Teaching materials are mainly in the target language, which is also generally the medium of instruction.

Until the present time no beginners' courses in English, French or German have been offered in tertiary education, while in languages like Spanish and Russian intensive beginners' courses have been organized. As for Spanish the opportunities to learn this language as a secondary school subject have increased over the last decade, reducing the need for beginners' courses in higher education accordingly. As a consequence of changes in secondary education with fewer and fewer applicants completing full language courses in upper secondary school, Language Centres are being established at many universities, where students can enrol in intensive courses and beginners' courses in modern languages with the aim of extending the number of prospective applicants. Some departments are also offering summer courses, aimed at bridging the gap between the factual and the required pre-knowledge. In a wide range of languages, including some officially recognised minority languages like Saami (the languages of the Laplanders), Finnish, Romany, and Meänkieli (the original language of the Torne Valley) some universities and university colleges offer beginners' courses.

2.1.2. Career prospects for graduates

There is no statistics about careers for language graduates in Sweden. The major area where undergraduate language degrees are in demand is the teaching profession. Some undergraduates may work in the private sector in companies, in the public or foreign service, or in media and publishing, and a small number may go on to qualifying for interpreter and translator careers.

2.1.3. Recent changes in content, objectives, and/or structure of programmes

Apart from the stronger emphasis on cultural aspects as important components of language courses resulting from the factors mentioned in 1.2., changes mainly concern methodological and content matters, e.g. Internet-based activities rather than the organisation and structure of programmes. There is a general trend to reduce the lecturing practice while encouraging students' learning by discovery. The fact that growing numbers of students will enter higher education with a lower level of pre-knowledge but will still be expected to complete their studies at the same rate as before will necessarily result in a reduction of theoretical elements in favour of extended practical language studies. Innovations mentioned in this chapter are driven from the universities in order to meet the demands, created by the recent reform of higher education in 1993.

2.1.4. Examples of good practice

As a result of the above-mentioned factors with changes being constantly made at each individual university it is difficult to give an account of practices applied. Readers of this report are therefore invited to add more information on this issue. Some examples are described below.

HumLab

A newly established humanities computer lab at Umeå University constitutes a more open and flexible learning environment, where cooperation between the fields of computer technology, humanities, in particular modern languages, statistics, and cultural studies is facilitated. www.humlab.umu.se. Contact person: Patrik.Svensson@engelska.umu.se

The Language Learning Resource Center at Stockholm University, Lärostudion

The Lärostudion is part of and funded by the Faculty of the Humanities (language departments). Open 65 hours per week, the Center is used mainly by language students, and has some 65.000 student log-ins per year. The students and teachers are able to access all facilities from computers that are more or less identically equipped: language software, 25 TV-channels including tele-text, analog and digital video movies, sound files, cd-roms, word processors, concordancers, the Internet, oral communication with administrative/technical staff and teachers, digital recording of oral tests.

Contact person: Ulrike.Klingemann@larostudion.su.se²

Cooperation in the area of evaluation

Nationwide cooperation between departments of foreign languages in constructing, assessing and evaluating written examinations in the course unit Translation. Departments are responsible in turns for constructing the test but are expected to invite the other departments to comment on the choice of texts, the marking, and the minimum pass grade. This test has an important standardising function. Contact person (German): ingela.valfridsson@tyska.umu.se

2.1.5. Reasons underlying these changes

An important factor is the Swedish membership in the European Union. Methodological and content-based changes are caused by changes in the basic and course eligibility requirements as well as by the growing trend to exploit technical resources in teaching.

2.1.6. Identification of needs

2.1.6.1. Seen in relation to the development of language studies

- Need to improve the standard of language skills before entering studies in modern languages

² See <http://www.iallt.org/Pub.html> for information on the publication Stone, LeeAnn (2001): Module Six: Variations on a Theme: Different Centers for Different Needs. Language Center design Kit, Third Edition. Edited by M. Ledgerwood.

- Need for funding of development of course content and methodological approaches in order to meet the needs and expectations as well as the level of pre-knowledge in the new categories of students applying for tertiary education
- Need for more funding of bridging courses and beginners' courses
- Need for funding of more tuition at all levels where development of proficiency is a major objective
- Need for extending the qualified training of interpreters and translators
- Need for funding of postgraduate studies in translating and interpreting

2.1.6.2. Seen in relation to non-academic requirements

- A closer cooperation with secondary schools
- Higher salaries for teachers, thus raising teachers' status in society
- Higher demand for graduates in foreign languages other than English in the public and private sector
- Better recognition of qualifications acquired through studies of foreign languages, e.g. cross-cultural awareness

2.1.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

2.1.7.1. At first-degree level

- Funding of beginners' courses and bridging courses in foreign languages and financial support extending the stipulated 240 weeks of grants for students, who attend such courses
- More funding of research and teaching in the areas of foreign language learning
- Recognition of specific needs for enhancing students' skills in writing and speaking before entering academic studies
- An increase of the minimum number of credits in foreign languages required for teacher qualification in secondary and upper secondary education
- Extended financial support of specific teacher-training components in undergraduate studies
- A system of weighting grades in the Upper Secondary School Leaving Certificate, thus encouraging students to choose such optional subjects that prepare for overall academic studies, rather than subjects that secure good grades without much effort
- A national policy and an action programme to encourage more students to study

foreign languages

- A decrease of university teachers' teaching hours, thus enabling involvement in research along with teaching. At present, externally funded research projects are mostly a requirement for teaching staff's involvement in research.
- More cooperation between departments of foreign languages on curriculum work, minimum pass grade etc.

2.1.7.2. At postgraduate level

- Funding of more postgraduate studentships in the areas of languages
- Reintroduction of posts of senior subject teacher in all upper secondary schools as an incentive for more language students to enter doctoral or licenciate studies
- Need for a change of the career structure within universities
- Need for an increase in the allocation of funds for research in foreign languages

2.2. 'Alternative' programmes (Applied Language Studies, Cultural Studies, etc.)

2.2.1. Content, objectives, and structures of programmes

Due to the decentralised character of Swedish tertiary education it is not possible to give a comprehensive overview of alternative programmes. Some examples are:

- Oriental Studies at Master's level (240 ECTS) in one of Arabic, Persian or Turkish, including languages, cultural, and political studies. Stockholm university. <http://www.su.se>
- International Business Administration: 15/45/60 ECTS in one or two foreign languages combined with Economics and 1-2 semesters' study abroad.
- Languages and Culture, Bachelor's or Master's level: 90 or 120 ECTS in a modern foreign language combined with a range of other studies.
- The Translator Programme. One example is 120 ECTS focussed on either literary or technical texts. Requirements: 60 ECTS in Swedish and either French or German or 90 ECTS in English, French or German.
- Technical Translation: 90 ECTS focussing on English, Finnish, French, Italian or German. Requirements: 90 ECTS in the respective language. Lund university, www.nordlund.lu.se

- German and International Administration: 60 ECTS in German, 60 ECTS in International Business Administration, 60 ECTS in Law or Social Sciences. There are several possibilities of combining course units. Högskolan Trollhättan/Uddevalla <http://www.htu.se>

The general objectives are to provide specialists of other disciplines with foreign language skills required for international contacts and for work abroad. The Translator Programme aims at training specialists for the careers of interpreting and translating either fictional or factual texts.

2.2.2. Career prospects for graduates

The best career prospects are generally for graduates from the International Business Administration programme, who are in great demand in companies dealing with international business relations and/or with branches in other European countries.

Graduates from the Translator Programme and the Interpreter Programme are also in great demand, however rarely on a permanent basis, so that there is considerable employment insecurity. In addition, salaries are comparatively low, except sometimes in the field of conference interpreting.

2.2.3. Recent changes in content, objectives, and/or structure of programmes

The number of credits in foreign languages required in the International Business Administration programme has recently been reduced at most universities and at others a component of foreign languages is no longer a requirement. Some institutions of higher education offer an alternative of either 30 ECTS in the second foreign language or one semester of optional courses at a university abroad.

2.2.4. Examples of good practice

Cooperation between Modern Languages and Economics on the International Business Administration programme. The need for foreign language skills in international business and other relations is generally recognized and cooperation in this area has been a well-working institution for a number of years.

2.2.5. Reasons underlying these changes

2.2.6. Identification of needs

More demand for specialists in other areas who also have foreign language skills. A stronger emphasis on the needs for language skills in areas of international business and relations. The position of foreign languages needs to be strengthened at all levels of the educational system.

2.2.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

At the national level a policy for languages in combination with other specialist areas should be worked out, recognising that foreign language skills can be an asset in many more fields than generally expected.

3. Innovations in the training of language teachers

Similar to the system of higher education the Swedish educational system at primary and secondary level has gone through a development of increasing decentralisation, flexibility, and freedom of choice. However, while at the tertiary level there are no national curricula regulating course objectives, a National Comprehensive School Curriculum and a National Voluntary School Curriculum lay down objectives and standardise grading, and until 1994 also content and methods to be applied.

3.1. *Language teaching and learning in primary and secondary education*

The Swedish Parliament and the Ministry of Education and Science have for the last fifty years or more realised and stressed the importance of foreign language skills as a major objective in the system of compulsory education. Until 1962 Sweden had a three-level system of education, made up of a seven-year compulsory “folkskola”, followed by a three- or four-year “realskola”, giving the lower secondary school certificate and leading to a three- or four-year “gymnasium”. The Academic Upper School Certificate of the gymnasium was the necessary qualification for university studies. Entrance into the “realskola” required successful examination results in a range of subjects, giving this type of education a clear academic character. Successful results at the secondary school examination were a requirement for entering the gymnasium. Thus, the latter two types of education were selective and the majority of pupils left compulsory school after seven years for unqualified jobs in industry, forestry, agriculture etc.

As early as the 1950s English was introduced as a compulsory subject in grades 5-7 of the “folkskola”. At the secondary level (realskola) English and a second foreign language (FL2) were compulsory subjects, while at the gymnasium, depending on the course programme, the Humanities or Science, the study of one or two more foreign languages (FL3 or/and FL4) was required with Classical Greek as optional and Latin as compulsory in the Humanities course programme.

In 1962, following a Parliamentary resolution a new National Compulsory School Curriculum came into force, which replaced the “folkskola” and “realskola” with the nine-year compulsory comprehensive school (“grundskola”), extending compulsory education by two years and making English a compulsory foreign language in grades 4 – 7. However, it was tacitly assumed that a majority of school children would realise the importance of good language skills and hence choose an extended English course in grades 8 – 9. In grades 7 – 9 a second foreign language, French or German, was offered to everybody but required only by students intending to go on to upper secondary education (gymnasium). Experiences with new, less academic groups of learners in the foreign languages classrooms shortly led to a

diversification of syllabus objectives, enabling learners to choose FL instruction at two different levels, the higher level required for entrance into upper secondary education.

The 1969 modification of the National Curriculum further stressed the importance of English by making it a compulsory subject in grades 3 - 9 but keeping the two levels of instruction both in English and in the second FL. A consequence of this reform was that primary school teachers (grades 1 -3) became responsible for teaching beginners' English without or with limited methodological training and often with an unsatisfactory level of linguistic knowledge and language skills. This situation led to a great demand for in-service training during school holidays to be organised by teacher training colleges and foreign language departments at the universities.

The 1980 National Compulsory School Curriculum introduced some minor adjustments in the area of foreign languages, e.g. giving up the two levels of instruction in FL2 and accepting the lower level course in English as a necessary qualification for entering upper secondary education. In the National Compulsory School Curriculum of 1994, which is still in effect, some substantial changes in language courses have been made. Along with the responsibility for compulsory education being taken over by the municipalities in the early 1990's decisions about when to start teaching English, grade 1 or grade 3, are at present made locally, so that practice differs between municipalities. FL 2, German, French or Spanish, is now mostly introduced in grade 6. The total number of lessons taught in both English and FL 2, however, increased by app. 25 per cent. Pupils may opt for a third foreign language in grades 8 and 9. Municipalities are under obligation to offer immigrant children instruction in their mother tongue as an alternative to FL 2, provided that parents and children wish so. This reform caused some serious organisational problems in that teachers normally teaching at the intermediate level, grades 4 – 6, do not normally have the necessary qualifications for teaching a second foreign language. Also, the primary and intermediate levels are traditionally physically separated from secondary schools, leading to either secondary school teachers having to move between several schools during one single day or having 12-13-year-olds commute considerable distances, at most schools three times a week, for their FL 2 classes. Despite these obvious problems experiences of teaching FL 2 to younger learners are on the whole positive.

In the National Voluntary School Curriculum of 1970 the three branches of upper secondary education, the exclusively academically oriented gymnasium and two types of vocational training schools, one more academic with English as a compulsory subject and FL 2 as an option, and one altogether vocationally oriented without instruction in foreign languages, were united to form the "gymnasium". Two types of course programmes were offered in the reformed secondary educational system, three-year programmes with a stronger focus on academic subjects and giving the necessary qualifications for entering tertiary studies and two-year programmes offering a differing range of vocational subjects besides some compulsory academic subjects such as English. FL 2 and/or FL 3 were compulsory subjects only in the three-year branch and optional in the other.

In the new National Curriculum of 1994 all education at upper secondary level was standardised into a system of three-year course programmes, some more strongly focussed on academic subjects and preparing for university studies, others of a more vocational character.

A minimum number of classes in English is compulsory in all programmes, whereas FL 2 and/or FL 3 are mainly required in course programmes preparing for higher education. The establishment of bilingual upper secondary school programmes, leading to the International Baccalaureate is promoted by the National Agency for Education in the form of development funding and many municipalities provide this opportunity. There are also many pilot schemes, where parts of programmes are taught in English. Instruction in other foreign languages is exceptional.

	<u>Foreign Languages in Compulsory School</u>
1962	English compulsory for all pupils FL 2 optional
1994	English and FL 2 compulsory for all pupils FL 3 optional
	<u>Foreign Languages in Secondary School</u>
1950s	English and FL 2 Compulsory in “realskola” and “gymnasium” FL 3 and 4 compulsory or optional depending on course programme
1970	English compulsory FL 2 and/or 3 compulsory in three-year programmes, optional in two-year programmes
2000	English compulsory Full FL 2/3 course compulsory only in some three-year programmes but optional in all programmes; a reduction of 50 per cent of FL2/3 in science and technical programmes.

3.2. Initial teacher training

3.2.1. Institutions responsible for training

Since 1977 teacher training at all levels is an integrated part of university education. Before 1989 there were four different categories of teachers in Swedish teacher training, junior level teachers (grades 1 – 3), intermediate level teachers (grades 4 – 6), upper compulsory comprehensive school subject teachers (grades 7 - 9), and subject teachers (upper secondary education, grades 10 – 12). The first two categories were trained at special teacher training colleges, which also organized teaching practice. Their training included some English, usually only part of one-semester studies. Students of the latter categories finished their subject studies at the respective university departments, before taking special training in pedagogy, didactics, and methodology, followed by teaching practice.

In the 1989 educational reform the four types of teachers were replaced by a system of three categories. Teachers for grades 1 - 7 are trained for teaching general subjects, but have a certain specialisation in either science subjects or social subjects. Teachers for grades 4 - 9 are generally specialized in either science, social subjects, or in Swedish (60 credits) + one or two foreign languages (60 ECTS in each). Upper secondary school teachers are generally specialized in two subjects, 90 and 120 ECTS respectively. This reform also stressed the importance of a scientific basis in the training of pre-school teachers and leisure time pedagogues, thus including their training in the responsibilities of universities and university

colleges. Another objective of the reform was to link together more closely subject studies, subject-specific methodology, and teaching practice.

Besides universities there are a number of university colleges that offer teacher training programmes, however, with a limited range of options. There are great organisational differences between universities and university colleges. At the university of Stockholm the respective language departments organize subject studies, whereas a separate teacher training college is responsible for subject-specific methodology, didactics, and coordination of teaching practice. At the universities of Gothenburg, Uppsala, and Lund teacher training is organized in a similar way. As a result of reorganization in 1992 the language departments at Umeå University are responsible for all components of teacher training.

As of 1 July, 2001 each university must have a separate body, responsible for teacher training. Umeå University was the first university to introduce a separate faculty for teacher education on April 1, 2000, thus linking research and postgraduate studies in the fields of teacher training more closely together.

There is traditionally an overwhelming majority of women in teacher training programmes. Of all active teachers 73, 6 per cent are women at present, and there is no sign that the trend is changing.

3.2.2. Content, objectives, and structures of programmes

As already pointed out in 1.1. there are no national curricula in any disciplines valid for all institutions nationwide. The Degree Ordinance, set up by the Government regulates degree requirements in all areas of study. In the field of teacher education the Degree Ordinance states a minimum of 60 ECTS respectively (two semesters of study) in one or more foreign languages and 90 ECTS in Swedish. In addition 60 ECTS of subject-specific methodology, didactics, and teaching-practice are required for teachers in compulsory school (grades 4-9). For upper secondary school teachers (grades 10-12) advanced studies (3rd and 4th semesters) in Swedish and foreign languages are required. Most commonly, language students combine two or more foreign languages or Swedish with one or more foreign language(s). Other frequent combinations are foreign languages and history and/or philosophy. Even combinations of foreign languages and home economics, biology, music, or mathematics occur.

3.2.3. Career prospects for graduates

Because of the vocational character of teacher education a majority of graduates are expected to work in the educational system. Some components of the training may be in demand in other sectors as well, e.g. tourism, administration, or in civil service. In the next few decades with large numbers of teachers entering retirement and fewer students opting for teacher training there will be a serious shortage of teachers, particularly in the areas of science and foreign languages except English. As a consequence there will be excellent prospects for teacher graduates in the future.

3.2.4. Recent changes in content, objectives, and/or structures of programmes

The system described above is currently in the process of being replaced by a fundamentally changed structure of teacher training, which came into effect on July 1, 2001. The basic ideas of the reform are

- that all teacher training should be founded on a scientific basis and include research preparation and the submitting of a thesis or completion of a special project
- that subject studies and teacher training components should be more closely linked
- a maximum of flexibility with the implication that students should be able to easily change their areas of specialization by complementary studies
- a levelling out of differences in training between different categories of teachers, e.g. by introducing “general studies”, part of which is identical for all teacher education programmes, while others are oriented towards future subjects and levels of teaching
- a combination of applied and theoretical studies all through the programmes with a greater extent of teaching practice than before taking place in public schools in the municipalities

The length of studies will remain the same as before in most cases: 210 ECTS for compulsory school teachers grades 1-7, 270 ECTS for teachers grades 4-9, and 240 ECTS for music teachers. The training of pre-school teachers and recreation instructors will be extended to 240 ECTS. The official title of the degree common to all teaching training will be “Lärarexamen” (Diploma of Education) with specialization indicated on the respective diploma. The Higher Education Ordinance only states a common framework, allowing universities considerable freedom in fulfilling the objectives stated by the Degree Ordinance. The universities and university colleges are at present busy organizing the programmes and therefore a detailed description is not yet available.

3.2.5. Examples of good practice

Separate Faculty for Teacher Education

At Umeå University teacher education forms a separate faculty, which is responsible for teacher training and postgraduate studies, a fact that facilitates an overall view on teacher training and contributes to raising its general status. See also 3.2.1. Another aspect that facilitates the linking of teacher training with research at this university is that the respective language departments are responsible for the full programmes of teacher training, including the methodological and didactic aspects. See <http://www.educ.umu.se>.

Integration of studies abroad

For teacher students in foreign languages training for upper compulsory school the faculty at Umeå University funds a two-week study tour in the country where the respective language is spoken. The tour is organized and supervised by the department in cooperation with the corresponding university department abroad. Students training for teaching in upper secondary school spend 10 – 15 weeks of their studies at a specific university abroad. These studies are integrated in the course programmes of the home university and the faculty funds

extra costs caused by the stay abroad.

Proficiency Courses

Proficiency courses in a country of the target language for students entering higher education in foreign languages except English have been introduced at several universities, e.g. Umeå, Göteborg, Uppsala as well as Skövde university college. The aim is to improve students' language skills in order to facilitate university studies as well as to motivate more students to take up university studies in the area of foreign languages.

3.2.6. Reasons underlying these changes

The aim of introducing a new system of teacher training was to make a clear distinction between academic studies in general and vocational training and thus to give teacher training a better-defined profile of applied studies. In addition, the reform is aimed at levelling out the differences in teacher training for different levels of the educational system.

3.2.7. Identification of needs

3.2.7.1. Seen in relation to the development of language studies

As a consequence of lower admission requirements students' previous knowledge of foreign languages is generally at a notably lower level than before. An example is that FL 3 teaching hours in upper secondary education have been reduced from 240 over three years (minimum grade distinction) to 190 generally over two years (minimum grade passed). Another consequence of this is that groups in tertiary education tend to be more heterogeneous than before. Still the objectives of courses remain roughly the same, which sometimes causes a problematic teaching situation. Therefore the need for funding of proficiency training is particularly urgent.

Another problem is that secondary school pupils often lack motivation and direction, when it comes to learning FL2 and/or FL3, as many Swedes believe that it is and will be enough to know one FL, i.e. English. Also, foreign languages are considered as demanding more work and talent than many other subjects offered in secondary education, which give the same credits in the Upper Secondary School Leaving Certificate as a second or third foreign language. Consequently a smaller proportion of the population opt for full courses in foreign languages other than English, which reduces the number of applicants for university studies. Furthermore, many students at university are deterred from studying a foreign language for the same reasons as pupils at secondary school are. An immediate need is a change in the evaluation of credits in secondary education.

3.2.7.2. Seen in relation to non-academic requirements

As the teaching profession has lost much of its prestige in society teacher programmes do not always attract the most qualified and motivated students. Students hesitate particularly when it comes to studying foreign languages other than English for reasons given in 3.2.7.1. Already many municipalities have problems finding qualified FL2 and/or FL3 teachers, and these problems will be much more serious in future, when there will be a notable shortage of FL teachers in particular. Thus, the prestige of the teaching profession needs to be restored in society. An important component is the rate of pay, which at present is remarkably low

compared to other academic professions requiring an equivalent length of studies.

The situation for English, however, is different. This language has a high status and is by many parents and pupils considered the most important school subject, even more important than the mother tongue. A majority of Swedes fail to realize the importance of learning other foreign languages, partly because of the dominance of English in Swedish mass media and youth culture. There is a need for recognition of the importance of other foreign languages in times of globalisation.

Another factor contributing to the situation described is that English is a compulsory school subject at all levels of the educational system and the only foreign language required for tertiary studies in general. Universities welcome the initiative of The National Agency for Higher Education to look into the quota system in order to present a model for a reformed assessment of qualifications.

3.2.8. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

3.2.8.1. At first-degree level

See 2.1.7.1

3.2.8.2. At postgraduate level

See 2.1.7.2.

3.3. Continuing teacher education (*in service*)

3.3.1. Institutions responsible for training

The In-Service Training Division at the university of Uppsala has a special responsibility for the in-service training of Swedish FL teachers but all universities and university colleges may offer in-service training courses. The In-Service Training Division organize in-service training mostly as two- or three-week summer courses in countries where the target language is spoken in cooperation with local universities. Sometimes these courses are co-funded by cultural institutes (Goethe-Institut) or state subsidies (Austria). Many language departments at universities and university colleges in Sweden organize in-service training as summer courses or as continuous seminars and conferences.

The Association of Foreign Language Teachers in cooperation with universities organize weekend seminars on a yearly basis. There is a wide range of organizers in private business that offer in-service training of varying quality in the form of lectures, methodology seminars, and courses in Sweden and abroad. Universities and university colleges welcome requests from municipalities for tailor-made in-service training courses.

3.3.2. Content, objectives, and structures of programmes

Unlike teachers in many other countries Swedish foreign language teachers are not obliged to take part in in-service training programmes arranged by universities at certain intervals. However, a national agreement specifies how many days per year should be spent on in-service training activities, which can be of many different kinds, not necessarily involving

university expertise. The individual teacher may choose to attend a series of seminars at the university or even read subject-specific books or books dealing with methodology. A fixed number of days, differing from municipality to municipality and mostly focussing on general teacher-specific issues are compulsory.

The most sought for type of in-service training is a course in a country, where the target language is spoken. The objectives of such a courses are to deepen teachers' knowledge about everyday life and institutions as well as to present recent developments in methodology and didactics. These courses are accredited. Seminars and meetings are arranged regularly by universities, teacher associations and even private enterprises and aim at an exchange of ideas and presentations of recent research in the area of language learning and teaching.

3.3.3. Recent changes in content, objectives, and structures of programmes

The employment contract stipulates that expenses for in-service training be paid by the employer. Until recently county seminars were arranged each year with subject-specific sections, reporting on new trends in teaching, results of recent research etc. These seminars were also important meeting places for teachers from different schools or municipalities. However, as a consequence of organisational changes there is no regional body responsible for such seminars any longer. The financial situation of municipalities has also led to a more limited choice of in-service training activities over the last few years. A majority of FL teachers cannot expect to be offered a course abroad, which is considered the most effective type of in-service training. The demand for courses offered by universities and university colleges is also decreasing.

3.3.4. Examples of good practice

Network Seminars

Network seminars based on regular sessions with permanent groups of teachers and university staff. The seminars are aimed at providing a basis for exchanging ideas, reflecting on teaching practices, as well as support and inspiration. The underlying ideas of this type of in-service training are that teachers should be involved on a long-term basis and that they should actively contribute with ideas and experiences. Furthermore, they should be trained to observe and reflect on their own teaching practices from a metaperspective as well as be prepared to develop methods and change attitudes.

Regional networks e.g. at Karlstad University. Contact person: june.miliander@kau.se.

Regional network at Umeå University: In the north of Sweden there is a particularly strong need for regional network seminars, as this part of Sweden is sparsely populated with extreme distances to travel for in-service training arranged by the in-service training division in Uppsala. Also, schools are comparatively small with few teachers of each subject, thus allowing limited exchange of ideas and experiences. Seminars for teachers of German are arranged on a six-month basis and financially supported by the Department of Modern Languages/German section, and the Goethe-Institut in Stockholm, which regularly invites visiting professors and lecturers from Germany as speakers. Participants are expected to take an active part in discussions and other activities and to go back and organize local seminars

in their respective municipality, thus disseminating the ideas and experiences from the network seminar. Among the advantages of such a network are that the costs of effective in-service training can be kept very low and that nevertheless the gains can be considerable. Contact person: Ingela.Valfridsson@tyska.umu.se

Local network at Umeå University, involving teachers of FL2 and/or FL3 at upper secondary schools in Umeå and methodology teachers at the German department. Costs are shared between the university and the municipality and teachers who participate can claim a small reduction of teaching hours. Lectures and monthly seminars based on literature studies and discussions on teaching experiments that have been carried out, inspired by the literature and the lectures. Contact person: anita.malmqvist@tyska.umu.se

Licentiate Studies (Lektorsutbildning)

Advanced studies in English, German or French for upper secondary school teachers, leading to the Licentiate degree (120 ECTS) offered at Lund university as of 1 January, 2003. The courses are specifically designed to provide opportunities for teachers to gain insight into relevant research in areas like language learning theories, FL acquisition, FL didactics as well as to use ICTS-based corpora for research and teaching purposes. Studies include the writing of a thesis (60 ECTS) to be published and publicly defended. Prerequisites: B.A. or M.A., including 120 ECTS in the respective language, and preferably some years' experience of teaching the language at upper secondary level.

3.3.5. Reasons underlying these changes

See 3.3.3.

3.3.6. Identification of needs

3.3.6.1. Seen in relation to the development of language studies

- Claims on municipalities to fund qualified subject-specific methodology training and brushing up of skills regularly. At present, all in-service teacher training activities have been cancelled in the budget of many municipalities.
- Chances for teachers to come back to universities for one-semester in-depth studies at regular intervals, with costs shared between the municipalities and the national budget. More extensive exchange programmes, enabling teachers to teach one year or at least one semester abroad.

3.3.6.2. Seen in relation to non-academic requirements

The need for qualified language teachers as well as the need for regular in-service training should be recognized as an area of priority nationally.

3.3.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

See 3.3.6.1.

Web sites: <http://www.hsv.se>, <http://www.scb.se>

4. Innovations in the training of translators and interpreters

4.1. Description and analysis of the current spectrum of professional activities

At present there are about 2000 people nationwide working full time or part time as translators, around 350 of whom authorized by the National Judicial Board for Public Lands and Funds. Translators are specialized in translating either technical texts or fiction. Professionals of the first category may be employed in business or by authorities but most of them are freelance translators, while those of the second category work in the television, video and/or film business. The most qualified technical translators are graduates in engineering, law, or economics with supplementary translator training.

Interpreters are of two categories, contact interpreters and conference interpreters. The former are employed by hospitals, refugee camps, employment agencies, social welfare service departments, the police authorities, and the courts of law. A specially trained subcategory is made up by the sign language interpreters, about 800 in all, who are employed by the county councils, by organizations, in business or by training institutes. Conference interpreters are employed for international conferences. All interpreters work under insecure conditions as employment is seasonal with few permanent posts and pay comparatively low. There is a growing demand especially for conference interpreters. Out of several thousand people working as interpreters only about 800 are authorized by the National Judicial Board for Public Lands and Funds. Authorisation is based on university course certificates, oral and written tests and aptitude tests.

Apart from European languages there is a demand for qualified translating and interpreting into a wide range of other languages, including many immigrant languages, as all immigrants have a right to support by an interpreter in court, in hospital, at unemployment agencies etc.

4.2. Institutions responsible for training

The overall responsibility for all training in these areas is carried by the Institute for the Training of Interpreters and Translators, which is a division of the university of Stockholm but has its own governing body. It organizes its own university courses, promotes and initiates research and supervises and funds basic courses organized in popular adult education and by other universities.

4.3. Content, objectives, and structures of programmes

4.3.1. At first-degree level

Interpreter and translator training in higher education is organized either as full time or part time studies. The basic interpreter course for Finnish comprises 30 ECTS. Admission requirements are completed upper secondary education + 30 ECTS in Finnish language studies. There are no basic conference interpreter courses for Swedish, English, French,

German, and Finnish at present but will be taken up by 2002.

Basic interpreter courses are further organized by independent adult education colleges (folk high schools). The level roughly corresponds to upper secondary education. Each of these is specialized on one or a limited number of languages and the training comprises language, culture, and psychology as well as training aimed at special fields like nursing and care, military, law etc.

Training for technical translators is organized by the university of Gothenburg in a basic and an advanced course, the first one comprising 90 ECTS and the second 30 ECTS, qualifying for the Master's degree. Training concentrates on translating from English and either French or Spanish as source languages into Swedish. Minimum admission requirements are 30 ECTS in English plus 60 ECTS in the second foreign language. There is a special entrance examination.

The university of Stockholm organizes the course The Theory and Didactics of Translating (15 ECTS). Admission requirements are 60 ECTS in a foreign language, in Swedish/Scandinavian languages, or in linguistics.

The university of Uppsala organises the Translator Programme (120 ECTS), qualifying for the Master's degree. Admission requirements are 60 ECTS in the foreign language (French or German) and 60 ECTS in Swedish. There is a special entrance examination. Training in the first two semesters focuses on text analysis and cultural studies as well as on how to use dictionaries, data bases and word processing for translating purposes. In the last two semesters training is specified on either technical texts or fiction. The training finishes with a degree project.

The university of Örebro organizes a Translator Programme of 90 ECTS in either German or French and 90 ECTS of translation theory combined with practical training.

4.3.2. At postgraduate level

At present there is no training at the postgraduate level. Research is carried out by the Institute for the Training of Interpreters and Translators.

4.3.3. At the level of continuing education

For experienced translators and interpreters the university of Gothenburg offers two supplementary training courses, Economics for Translators and Interpreters (15 ECTS) and Law for Translators and Interpreters (15 ECTS).

4.4. Career prospects for graduates

As pointed out in 4.1., there is a great demand for conference interpreters especially but also for other categories of interpreters.

4.5. Recent changes in content, objectives, and/or structure of programmes

4.5.1. At first degree level

4.5.2. At postgraduate level

4.5.3. At the level of continuing education

4.6. Examples of good practice

4.7. Reasons underlying these changes

4.8. Identification of needs

4.8.1. At first-degree level

4.8.2. At postgraduate level

Organization of postgraduate studies in translation as a continuation of the Master's degree.

4.8.3. At the level of continuing education

Specific in-service training courses other than economics and law.

4.9. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

Need for more permanent posts and higher salaries for translators and interpreters. Such a measure would lead to an increase in applications for translation and interpreter studies, encouraging universities to widen their volume of education in these fields.

Web sites:

<http://www.tolk.su.se/allm.htm>

<http://www.tolk.su.se/univ.htm#1>

<http://www.tolk.su.se/dovblind.htm>

<http://www.tolk.su.se/aukt.htm>

5. Innovations in language provision for students of other disciplines

5.1. Language studies integrated into non-language programmes

There is a wide range of non-language programmes in which applied language courses are integrated to a varying degree. A number of universities and university colleges offer English, German, French, or Russian for International Business Administration (30, 45 or 60 ECTS). See 2.2.1. Some other full language courses, integrated into non-language programmes are

- Technical English for Engineers (15 ECTS), English for International Legal Science

(30/60 ECTS), International Media and Communication (60 ECTS in a foreign language),

- Languages, Migration, and Globalisation (60 ECTS in communicative English),
- Cultural Studies and Languages (90 or 120 ECTS in a foreign language),
- The Europe Programme (History, Cultural Studies, 90 ECTS in English and 30 in French or German),
- The Graduate Engineer Programme in International Materials Technology (Spanish, German),
- The Masters Programme for European Tourism Management (Spanish, German),
- The Spain-Latin America Programme, The Language, Culture and Market Programme (Spanish, German),
- The Graduate Engineer Programme in Engineering/ Physics (German),
- The Graduate Engineer Programme in Industrial Economy (German),
- International Marketing (German), The Germany-Austria Programme,
- The France-Canada Programme,
- French in Business,
- International Relations (Business Administration, Legal or Political Science, Management, German [30 ECTS], Psychology)
- German with an Economic Bias (netbased)

5.1.1. Content, objectives, and structures of programmes

The objectives are predominantly to enable students to read and understand specialist texts, to use specialist vocabulary, and to make presentations in the foreign language within their respective areas.

5.1.2. Recent changes in content, objectives, and/or structure of programmes

ICT is currently more and more widely used and teaching materials and content are adapted accordingly.

Another change is that the level of teaching and of materials has to be adapted to the current standard of students' skills and previous knowledge.

5.1.3. Examples of good practice

5.1.4. Reasons underlying these changes

The use of ICT has important implications for language teaching, which are being explored at different levels and in different contexts.

The changes in the levels of teaching and teaching materials are a consequence of the broadened access to tertiary education; see 2.1.3.

5.1.5. Identification of needs

5.1.5.1. Seen in relation to the development of language studies

Students' FL skills and cultural awareness have to be brought to such a standard that they can function in the academic environment, i.e. understand textbooks, lectures etc.

Need for more cooperation between departments of foreign languages and students' "home departments".

Need for beginners' courses and preparatory courses.

5.1.5.2. Seen in relation to non-academic requirements

In times of increasing international contacts at different levels and in the most diverse areas, it is of great importance that FL proficiency is promoted. People in business, administration, and other areas involved in international relations need a higher standard of functional skills and cultural awareness than at present. This applies not only to English but also to German, French, and Spanish, which are generally regarded as less important in an international perspective than English.

5.1.6. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

5.1.6.1. At first- degree level

At the institutional level there is a need for Language Centres and beginners' courses, providing support to bring students up to a level where they can start university studies.

These measures may, however, be a danger for the study of languages as academic disciplines. Some universities are already organizing an introductory so-called science and technology basic year or a two-semester Introduction to Academic Studies (English, Swedish, Mathematics, History, and Civics). See 3.2.7.1.

A measure at the European level would be an increased funding of smaller projects to enable students from different faculties and different countries to meet and learn from each other.

5.1.6.2. At postgraduate level

See 2.1.7.2.

Website: <http://www.hsv.se>

5.2. General and subject-oriented language courses accompanying non-language programmes

Universities and university colleges organize a number of language courses with varying bias and depth, some of them distance-courses. Below a few examples of courses running at present will be given. Courses in English are in great demand, other FL only occasionally.

5.2.1. Content, objectives, and structures of programmes

- Academic Writing (7,5 ECTS),

- Proficiency in English (7,5 ECTS),
- Language Skills with an Economic Bias (7,5 ECTS),
- NBC (Nuclear, Biological, and Chemical Defence English; 15 ECTS) for The National Defence Centre. The objectives are to enable participants to read and understand specialist texts and to use specialist vocabulary in speaking with the aim of being able to take part in international military action.
- English for the Educational System (7,5 ECTS). The course is directed towards teachers and administrative staff, taking part in international development projects. The objectives are to improve participants' communicative (oral and written) skills in order to facilitate cooperative projects between countries, carried out in English.
- Culture and Communication (15 ECTS),
- English for Practical and Professional Purposes (15 ECTS),
- English with a Technical Bias I (7,5 ECTS; netbased distance course). The objectives are improved skills in reading, writing, and listening in technical contexts.
- English with a Technical Bias II (7,5 ECTS; netbased distance course) The objectives are improved reading, writing, and listening skills in technical contexts.
- Technical English (7,5 ECTS; distance course). The objectives are to improve skills in speaking and understanding spoken English as well as in making presentations and taking active part in discussions in the area of technology.
- Languages and Culture Studies (part-time 25%; 30 ECTS); see 5.2.3.
- In the north of Sweden a number of distance programmes involving languages are offered and there are plans to extend the range of English courses.
- Tandem Deutsch-Schwedisch (German-Swedish) (7,5 ECTS, netbased distance course). The objectives are to improve skills and cultural awareness. Students learn from each other through cross-cultural comparison.
- Women and Literature (German), Literature after the Fall of the Berlin Wall (German), Children's Literature in the German-Speaking Countries (German),
- Practical German,
- German/English/French/Spanish for Engineers and other students in technology and natural science.

5.2.2. Recent changes in content, objectives, and/or structure of programmes

There is at present a trend for universities and university colleges to offer specifically biased language courses with the aim of finding new target groups in order to secure additional funding.

5.2.3. Examples of good practice

NBC English

This course was initiated by the Department of Modern Languages, Umeå University and the National Defence Force. Students learn to demonstrate protective equipment, to make oral presentations on the effects of biological, chemical, and nuclear weapons, and to summarize texts and articles in the specific areas. Cooperation within the Nordic countries has been initiated and will hopefully be developed further.

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Languages and Culture Studies

Organised by the Department of Modern Languages, Umeå University, courses are aimed at students of other faculties than the humanities and comprise 7,5 ECTS per semester in English, German, or French. The courses have no specific bias. The objectives are to improve students' communicative (oral and written) skills as well as their cultural awareness, and thus bring them to adequate socio-cultural functioning.

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5.2.4. Reasons underlying these changes

There is an increasing demand in many areas of society for functional language skills to be applied in international projects and business relations. This is partly due to Sweden's joining the EU. The overwhelming majority of demands is for courses in English.

5.2.5. Identification of needs

5.2.5.1. Seen in relation to the development of language studies

5.2.5.2. Seen in relation to non-academic requirements

5.2.6. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

5.2.6.1. At first degree level

See 5.1.6.1.

5.2.6.2. At postgraduate level

See 5.1.6.2.

Website: <http://www.hsv.se>

5.3. Language provision and support for mobile students

5.3.1. For incoming students

Incoming students who wish to pursue degree studies at a Swedish university but have no previous knowledge of the Swedish language are required to attend a three-semester Foundation Course in Swedish, followed by an examination. Students within an exchange programme, who only stay for a short time, are not obliged to attend such a course. Requirements for admission to tertiary education are documents from secondary school education (11-12 years) with a diploma. For FL studies all incoming students are accepted

provided that they have the basic skills required.

5.3.2. For outgoing students

There are no specific provisions for outgoing students. They may attend a part-time course in Languages and Cultural Studies (see 5.2.3.) in preparation of their studies abroad.

5.4. Non-language programmes or parts of programmes taught through one or several other languages

Swedish universities and university colleges offer a large number of courses taught through English as parts of non-language programmes. The following examples are all from Umeå University, but other universities are similar in that respect. There are no courses taught through other languages than English.

5.4.1. Disciplines involved

Most disciplines represented at Umeå University are involved in organizing such courses.

Some examples are the Public Health Programme, the Design Academy, History, Medicine, Music, Biology, Mathematics, Molecular Biology, Physics, Chemistry, Geography, Law and Social Sciences, Political Sciences, and Psychology. There are also some interdisciplinary courses, e.g. A Sustainable Baltic Region, Sustainable Urban Planning, Sustainable Water Management.

5.4.2. Levels at which (parts of) programmes are taught

At the graduate level courses of this kind taught through English are usually on a part-time basis (7,5 or 15 ECTS). At the postgraduate level most departments are prepared to give seminars and hold examinations in English, whenever incoming students are accepted for postgraduate studies. In most disciplines English is the language of science.

5.4.3. Languages used

English is the only FL used in this kind of courses.

5.4.4. Target groups (mobile students, home students etc.)

The target groups are mostly mobile students but these courses also attract many home students, particularly those who plan to work in international projects etc.

5.4.5. Policies and objectives underlying the practice described

The objectives at the graduate level are to make students familiar with modern theories in the respective discipline and to develop skills needed for work in an international context, often in development organisations. Another objective is to develop a critical understanding and theoretical and practical knowledge required for professional activities, partly through comparisons with practices in other countries. At the postgraduate level courses are aimed at applying a scientifically oriented perspective to the formulation and solution of problems within the respective field.

5.4.6. New measures proposed

See 5.2.2.

6. Innovations in language studies in continuing education (excluding language specialists)

6.1. Target groups

Unlike in many other countries adults are accepted into the normal university programmes and courses, provided that they fulfil the prerequisites for higher education.

Other courses of this kind are normally not university courses but are often organized by the big companies, by other organisations, or by adult education associations.

6.2. Content, objectives, and structure of programmes and courses

See 5.2.1.

6.3. Recent developments

In recent years the Summer University has been active in organising variously biased courses. Courses are organised by the language departments and include a combination of teaching and self-study. Many students choose these courses as a preparation for studying language programmes.

6.4. Identification of new needs

6.5. Measures proposed to meet the needs identified