



Curriculum Innovation Synthesis Report

Compiled by

**Paula Davis and Michael Kelly
University of Southampton**

from

**National Reports written by members of the
TNP2 Scientific Committee for Curriculum Innovation¹**

December 2001

¹ For a full list of contributors, please refer to the following page

AUTHORS OF NATIONAL REPORTS

Hans-Werner am Zehnhoff & Daniel Becks, Lessius Hogeschool, Belgium
Dainuvite Blūma, Latvijas Universitate, Latvia
Martin Chappell, University of Limerick, Ireland
Manuel Célio Conceição, Universidade do Algarve, Portugal
Urszula Dambaska-Prokop, Uniwersytet Jagiellonski, Poland
Luminita Frentiu, Universitatea di Vest din Timisoara, Romania
Laurent Gajo, Université de Lausanne, Switzerland
Jone Grigaliuniene, Vilniaus universitetas, Lithuania
Gisele Holtzer, Université de Franche Comté, France
Jana Korcaková, Univerzita Hradec Králové, Czech Republic
Chantal Lyche, Universitetet i Oslo, Norway
Anita Malmqvist, Umea Universitet, Sweden
Sharon Millar, Syddansk Universitet: Odense Universitet, Denmark
Andreas Papapavlou, Panepistimio Kyprou, Cyprus
Maria Salenius, University of Helsinki, Finland
Todor Shopov, Sofijski Universitet Sveti Kliment Ohridski, Bulgaria
Neva Slibar, Univerza v Ljubljani, Slovenia
Oddny G. Sverrisdóttir, Háskóli Islands, Iceland
Ian Wallace, University of Bath, United Kingdom
Chris Waddington, Universidad Pontificia Comillas, Spain

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1. Introduction

This synthesis report is compiled from national reports outlining developments in curriculum innovation in Belgium, Bulgaria, Cyprus, the Czech Republic, Denmark, Finland, France, Iceland, Ireland, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland and the United Kingdom. There are historical differences and special circumstances in each country which affect foreign language learning and teaching but a number of common developments and needs have been identified.

What is meant by the term 'curriculum innovation?' For the purposes of this report, 'curriculum' includes the content that is taught (areas of knowledge, disciplines included), the objectives pursued (purpose of programme, knowledge and skills to be acquired by students), and structure (the number of years of study, relationship between degrees at different levels, pattern of study, arrangement of units of study). 'Innovation' is regarded as relative to the country concerned. It includes any new practices and approaches that have been introduced in the past ten years, and new proposals under discussion. It also includes longer established practices, where these are of interest, especially as examples of good practice. There are two different approaches to innovation in the national reports: for countries represented in the SIGMA Report (1995)

<http://www.ex.ac.uk/~MAPatric/sgroup/sigma.html>, innovations cover a shorter period than ten years, while in countries that are not presented there, more of an overall view is given.

1.1. The system of higher education

Details of the system of higher education in most European countries can be found at the Eurydice website - <http://www.eurydice.org/Eurybase/Application/eurybase.htm>. It is important to note that there are different systems in different countries.

1.1.1. Recent changes in the system of higher education

Reorganisation

The higher education system in many European countries has undergone a period of rapid reorganisation in recent years. This has been most radical in the Central and Eastern European states following the end of Communist regimes. There have also been major changes in other countries, e.g. in the United Kingdom where the previous binary system has been abolished and polytechnics have been redesignated as universities and in Finland where some vocational schools have been redesignated as polytechnics.

There is evidence of decentralisation in many countries, with many universities obtaining greater autonomy. In countries such as France, Sweden and Switzerland new universities have appeared in the regions and a number of multi-site universities have developed. In Belgium, which has recently become a federal state, responsibility for language policy and higher education now lies with the regions. However, this pattern of decentralisation is not consistent throughout Europe, e.g. in Denmark and in Norway a number of institutions have merged while in Slovenia, the system has become more centralised since the abolition of self-management. Co-operation and partnerships between universities have increased in recent years, e.g. in Denmark and Romania. In many countries, there have been attempts to link university education more closely to the needs of the labour market.

Public and private institutions

In many European countries, there is a system of public and private higher education establishments. This is not the case, e.g. in Belgium or Denmark where there are no private universities or in the United Kingdom where there is just one. Private institutions are important and of high quality in countries such as Bulgaria, Cyprus, Latvia and Romania, whereas in Poland, Portugal and Switzerland they tend to be of poor quality in comparison with public institutions.

In many countries, there is a central web-site from where you can access all institutions of higher education web-sites in that particular country, e.g.

Denmark - www.cvu.dk (click on Danish education system, then on list of recognised institutions).

United Kingdom - www.ucas.ac.uk/instit/index.html

Finance

Methods of funding differ from country to country. Higher education institutions may be centrally or regionally state-financed, state-subsidised, privately funded or a combination of these.

Many universities have a considerable amount of autonomy but government and economic monitoring and a demand for greater accountability has intensified in some countries, e.g. in Sweden a system of state subsidies has been introduced which is based on the number of students passing examinations, while in the United Kingdom results gained in the Research Assessment Exercise play a major part in determining the level of funding for each university department.

Higher education is free to students in some countries, e.g. Cyprus, Finland, Poland and Slovenia, while in others, e.g. Bulgaria, France and Portugal, tuition fees are payable. Commonly, foreign students pay higher fees. There is an increasing system of student loans in many countries, e.g. Bulgaria, Iceland, Latvia and the United Kingdom while Finland, Norway and Sweden have a system of grants and repayable loans. Scholarships are available in some countries, e.g. Bulgaria and Lithuania. There is concern in some countries, e.g. Ireland where student grant levels are low and the United Kingdom where grants have recently been replaced by repayable loans, that the prospect of financial hardship has deterred many prospective students from entering higher education and has also led to an increased drop-out rate.

Degree system

Many countries now have (or in the wake of the Bologna Declaration are in the process of introducing) three levels of degree:

- (i) Level One – often referred to as the bachelors degree;
- (ii) Level Two – often referred to as the masters degree;
- (iii) Level Three – doctoral.

This three level system is the norm in most countries, e.g. Bulgaria, Cyprus, the Czech Republic, Denmark, France, Lithuania, Norway, Portugal, Sweden and the United Kingdom. An exception to this is Finland where there are four levels – voluntary BA, masters, voluntary licentiate (equivalent to a doctorate in most countries) and doctorate. In many countries, the majority of students finish their studies at the end of level one, normally culminating in the award of a bachelors degree. However, this is not the case in, e.g. Denmark, Finland, France, Poland and Switzerland, where the majority of students proceed to level two (masters degree). In Finland, bachelors degrees were reintroduced between 1994 and 1997 with the aim of shortening graduation time, and making degrees more flexible and internationally compatible – a change that precedes the Bologna Declaration.

The Bologna model itself is based on two main cycles – undergraduate (level one study of at least three years' duration) and graduate, i.e. masters (level two) and/or doctorate (level three). Access to the second cycle of the Bologna model requires successful completion of the first cycle.

The duration of study and the requirements for attaining each level vary from country to country making comparisons difficult. For example, a level one language degree may take three years (as is the case in, e.g. the Czech Republic, Denmark, Finland, Iceland and Sweden), or four years (as happens, e.g. in Bulgaria, Cyprus, Norway, Portugal, and the United Kingdom). Similarly, level two study may be for one year (e.g. in Bulgaria), two years (e.g. in Cyprus, Denmark, Finland, Norway and Portugal) or three years (e.g. as is sometimes the case in the Czech Republic, Iceland and Switzerland). The duration of level three programmes ranges from three years (e.g. in Bulgaria, the Czech Republic and Norway) to four years (e.g. in Cyprus and Sweden) and five years (e.g. in Portugal and Switzerland). This situation is further complicated when there are two different systems in one country, e.g. in France, a student may either follow the pattern of three years at level one, two years at level two and three years at level three, or alternatively, two years at level one, two years at level two and four years at level four.

In order to facilitate compatibility, the ECTS credits system has been adopted within the SOCRATES programme, but is unevenly applied outside it. Even here, there are variations, e.g. a level one course in Sweden is worth 180 ECTS credits, while in Finland, Lithuania and Norway, a level one course is worth 240 ECTS credits. These differences have implications for student mobility.

Academic year

The start date and duration of the academic year varies from country to country, e.g. the academic year starts on 1st August in Finland and on 1st September in the Czech Republic. The year is generally divided into two semesters with an examination period at the end of each semester. The first semester may start in September (e.g. in Finland, Iceland and Sweden) or October (e.g. in France) and normally ends in December. The second semester normally starts in January and ends in May (e.g. in Finland and Iceland) or June (e.g. in France and Sweden) with the summer vacation in July and August. Differences in the start date and duration of the academic year have implications for co-operation between universities in different countries.

Entrance conditions

Although entrance conditions are specific to each country, selection to higher education is generally dependent upon achieving a certain grade in the (upper) secondary school leaving examination. Individual universities may also impose entrance examinations or use other selection criteria, e.g. relevant work experience. There has been a recent drive in some countries, e.g. the United Kingdom and Sweden, to increase the percentage of the population entering higher education. In order to facilitate this, entrance qualifications have been lowered leading to concerns about declining standards.

Age

The lowest minimum age at which students may begin a university degree programme is 17, in some countries it is later than this, and there are also a number of mature students.

Numerus clausus

In many countries, departments apply a numerus clausus on the number of students they admit. In some cases, this is implemented through competition or academic selection, e.g. entrance examinations in Finland. In other cases, it is implemented by time of application (e.g. in France), place of residence (e.g. in Portugal) or other factors.

Demographic influences

Number of students

Student numbers have generally increased, quite dramatically in some countries, e.g. doubling in the Czech Republic and Slovenia during the last decade and almost doubling in France over the past twenty years. Exceptions to this trend are, e.g. Belgium and Sweden where applications have declined due to low unemployment and a decrease in the birth rate. In the United Kingdom, overall student numbers have expanded rapidly but there has been a decrease in the number of foreign language students. The number of foreign language students is also decreasing in France. There is also a high dropout rate in some countries, for example, in Denmark, figures reported in 2000, show that only 46% of students in language completed their level one degree. However, this increased dropout rate is not universal, e.g. there is no evidence of this in Bulgaria.

Number of staff

In general, where there has been an increase in staff numbers, there has not been a proportional increase in funding and student numbers have generally risen faster than staff numbers. However, staff numbers are increasing, e.g. in Slovenia, staff numbers have risen by a third in the last decade. In some countries, there is a shortage of university teachers, e.g. in Bulgaria, the Czech Republic and Latvia where the salaries of university teachers are inferior to salaries in other comparable sectors. In Denmark, there are inadequate numbers of qualified people to replace the large number of staff due to retire over the next ten years.

Working conditions of teachers and lecturers

There is a general agreement throughout Europe that the pay and conditions of academic staff have deteriorated in many countries, especially in Central and Eastern Europe, where teachers commonly have to take additional jobs in order to meet the cost of living. Although there is a growing demand for foreign language teachers, e.g. in Lithuania, in general there has not been

a corresponding increase in payment. In countries where financial conditions are better, other pressures exist including the need to be computer literate, keeping pace with the demands of new technology, and undergoing more professional training.

1.1.2. The impact of the Bologna Declaration (June 1999)

The Bologna Declaration (<http://www.unige.ch/cre/activities/Bologna%20Forum/Bologne1999/bologna%20declaration.htm>) is a series of measures aimed at increasing convergence (including more transparency in qualification structures) among EU member countries while also improving the international competitiveness of the European higher education system. The intention is to create by 2010 “the European higher education area.” The Declaration has received a positive reception so far but it is too early to predict its impact as the proposed measures are still at an early discussion stage, and are being pursued with different degrees of vigour in different countries.

The system of higher education in some European countries, e.g. Iceland, is already compatible with the Bologna model. Recent developments in other countries have reflected the aims of Bologna. These developments include the adoption of a two-cycle degree system - undergraduate (level one) and graduate (levels two and three), e.g. in Sweden; the establishment of the ECTS credits system, e.g. in Romania and Slovenia; and the promotion of student and staff mobility, e.g. Bulgaria’s involvement in the Tempus Phare and Socrates exchange programmes.

In countries where the system is not compatible with the Bologna model, the adoption of the proposed measures presents a challenge which will require a complete rethinking of the structure and content of higher education, e.g. in Belgium where the existing candidat/kandidaat degree is only a two-year programme. In Slovenia where changes are already being implemented, it has been found that some institutions are adopting a far more radical approach than others.

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

In Central and Eastern European countries, changes in the political systems and the economic and social consequences of these changes have had a major impact. Besides providing greater autonomy for higher education institutions, this has had an effect on mobility opportunities and languages taught (Russian is no longer compulsory and in many cases, English is now the first foreign language, e.g. in Latvia). The newly elected democratic governments in these countries have introduced a number of Parliamentary Acts addressing higher education issues. New legislation is not restricted to these countries, e.g. there have been recent Acts in Iceland and Ireland, and there have been recent initiatives in, e.g. Finland and the United Kingdom prioritising language policy and life-long learning.

Globalisation is a common theme in all European countries. Many higher education institutions have established international co-operation and exchange programmes. EU membership has increased the motivation for learning foreign languages in many countries. Immigration levels have increased in many countries resulting in a need for greater multi-cultural understanding.

Employment levels have had an impact on higher education throughout Europe. Unemployment figures are relatively low throughout Europe at present, although there are exceptions such as Bulgaria, where figures for 1998 show that 12.2% of the unemployed held university degrees. Low unemployment creates its own problems as higher education institutions find themselves competing with the workplace for prospective students. These establishments face a challenge in devising ways of attracting new students.

New technologies are having an enormous impact on higher education. Increasingly, ICT is becoming integrated with teaching methods and many universities are linked to the Internet. Some institutions have distance learning programmes, e.g. in Iceland, and e.g. in Denmark and the UK, there are plans to create a virtual university.

LANGUAGE DEGREE PROGRAMMES

2. Innovations in language degree programmes offered by universities

This section concerns language degree programmes for students who would consider themselves to be language students or linguists, as opposed to section 5 which concerns students of other disciplines who have also studied languages. In most countries, there is a clear distinction between traditional language programmes and alternative programmes that have been developed in recent decades.

2.1. Traditional language programmes

Traditional language programmes are language degrees with a main focus on language, language history and/or literature, often known as 'philology.'

2.1.1. Content, objectives, and structures of programmes

Content

The traditional separation within traditional language programmes is between language skills/studies, linguistics and literature. Language studies focus on the practical, communication aspect of language learning, although this is not always the case in countries such as the United Kingdom and France where traditionally the focus has been on translating the written word. Where linguistics is studied, it may be both theoretical and applied. Literary studies focus on the history, theory and critical analysis of literature in the target language. In many countries, e.g. the Czech Republic, Denmark, Finland, France, Iceland, Ireland, Norway, Portugal and Slovenia, a cultural/social studies strand is now often taught alongside language, linguistics and literature. This strand generally focuses on the history and cultural background of the countries in which the language is spoken. In Belgium, there has been a tendency for cultural studies to replace the literature component of the traditional degree programme. In addition to language skills, linguistics, literature and/or cultural studies, institutions in some countries, e.g. Bulgaria and Latvia, include translation and interpreting and language teaching methodology in their programme content. In the Czech Republic and Slovenia, philology programmes are either teaching or non-teaching oriented.

The spectrum of languages studied varies from country to country and choice may be between traditional languages and new languages. Different languages have a different status and predictably, the languages most commonly offered are English, French and German. However, outside of these and the other European languages, there is the opportunity to study a diversity of languages, e.g. Arabic, Chinese, Japanese, Hindi, Swahili and West Greenlandic, to name just a few. In some countries, there is a tendency to group languages into language families whereby knowledge of one language is used to learn another language in that group, e.g. in Belgian language programmes, Romance languages (such as French, Spanish, Italian, Portuguese) are grouped together, as are Germanic languages (such as Dutch, English and German) and Scandinavian languages.

In some European countries, e.g. Denmark, France, Iceland and the United Kingdom, students may study one language as a single subject, or two languages (with the time spent on the second language differing from institution to institution). Increasingly, e.g. in Ireland, there is a trend for a single language to be studied alongside a specialisation in another field.

Objectives

The following programme aims and objectives have been identified:

- to improve students' oral and written proficiency;
- to enable students to achieve a high level of communicative competence;
- to teach students to understand the structure and use of language;
- to enable students to use their knowledge of linguistics and language in research and teaching;
- to provide students with knowledge of literature and the ability to critically analyse texts;
- to prepare students for advanced study in the language concerned;
- to enable students to develop linguistic, analytical and humanistic skills for the job market;
- to offer students expert knowledge of the language studied;

- to develop students' skills of reading, writing, comprehension and oral expression;
- to enable students to describe and analyse all aspects of the studied language in order to provide a theoretical framework for language proficiency;
- to familiarise students with methods and approaches for language learning and teaching.

Structure

As discussed in section 1.1.1, there are differences in the duration of study from country to country making direct comparisons difficult. However, some common themes in programme structure have been identified. In general, the first year or two of the traditional language programme contains a number of compulsory foundation / introduction units. As the programme progresses, the number of compulsory courses typically decreases and there are more elective/optional courses. However, this is not always the case, e.g. in Portugal there are few optional courses.

In some countries, some or all of the language programme may be delivered in the target language, e.g. in Latvia all BA Humanities (Philology) courses are delivered in the target language, and in Norway and Sweden, lectures and teaching materials are usually in the target language.

Many traditional programmes include a period of study abroad but the duration of study and degree of compulsion varies from country to country. Sometimes a period abroad is compulsory, e.g. UK language students spend a year abroad unless there are exceptional circumstances, and sometimes it is highly recommended but not compulsory, e.g. in France and Norway. In Denmark, some universities have an obligatory period abroad on some programmes but they are in the minority and for most programmes it is a matter of choice. In Sweden, students training for upper secondary school usually spend one semester abroad while for other students, time abroad is recommended but not compulsory.

Assessment differs from country to country but students are generally assessed on the four areas of listening comprehension, oral proficiency, reading and writing. Assessment at first-degree level is usually by oral and written examinations, and by continuous assessment. But in some countries, e.g. Iceland and Lithuania, the student must also write a thesis. Students may be allowed to repeat if they fail an examination, e.g. in Belgium and Portugal, but this is not the case everywhere – there is a spectrum from no repeats to indefinite repeats, e.g. at some universities in Sweden. Generally, assessment at second and third degree levels is wholly or partly by the production and sometimes the defence of a thesis or dissertation.

2.1.2. Career prospects for graduates

Career prospects for graduates of traditional language programmes are generally good throughout Europe. In Denmark, the three-year, level one BA is a relatively new qualification and is therefore somewhat of an unknown quantity for prospective employers. The vast majority of Danish students of traditional language programmes continue their studies to Masters / level two (a total of five years) but the few students who leave university with just a BA degree seem to have difficulty in finding employment.

Graduates of traditional language programmes frequently became teachers and this is still the case in Belgium, France, Portugal and Switzerland where the philology degree is regarded as preparation for teaching. Elsewhere, there is a tendency towards 'teaching by default', whereby the language graduate enters teaching even though this was not what he/she intended at the outset of the degree course. There is an increasing demand for language teachers throughout Europe and in countries such as Lithuania, teaching is gaining more prestige. Outside of teaching, language graduates obtain employment in a variety of professions in the public or private sector, e.g. media and communication, translating and interpreting (generally after further specialised study), international foundations, research and development, management, diplomatic and government service, advertising, tourism, publishing, consultancy, administration and banking. In Finland, where there have been significant developments in the area of IT, an increasing number of language graduates are obtaining employment as technical writers. Not surprisingly, research in Ireland has shown that language graduates are more likely to work abroad than graduates of other disciplines.

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

Content

As discussed in section 2.1.1, the traditional separation is between language skills/studies, linguistics and literature. Throughout Europe, there is now a stronger emphasis on cultural studies and the titles of many degree courses have evolved to take account of this change. In most countries, the intercultural component has been added to the existing strands, while in Belgium, the trend has been for intercultural studies to replace the traditional role of literature. Language courses have generally become more contextualised and more practical with a greater emphasis on spoken proficiency than before. In the United Kingdom, for example, the curriculum has been revised to establish more courses aimed at improving the basic language skills of students. More professional subjects are being added to programmes in response to business needs, e.g. the introduction of business communication and translation courses in Belgium.

There have been recent changes in the choice of languages being offered and studied. There is now a greater willingness on the part of higher education institutions to offer languages other than the major European ones, e.g. Japanese, Hindi. The pace of change varies on a scale of caution to radical, from university to university as well as from country to country. Long established universities are reluctant to give up traditional courses but there are clear signs of a readiness to change and react to student demand. Many 'new' universities, e.g. in the United Kingdom, have moved away from traditional language programmes in order to distinguish themselves. In many countries, the mother tongue, regional languages and minority national languages (e.g. in Switzerland) are gaining a higher profile and becoming more popular. In Belgium, the traditional division according to language families is being abandoned so that in the future, it will be possible to study a combination of languages from different language families.

Objectives

Although the main objectives of traditional language programmes have not changed a great deal, the focus has shifted so that there is now more emphasis on developing students' communicative competence and skills that are more attuned to the workplace.

Structure

In some countries, e.g. Cyprus, there has been a reduction in the number of compulsory courses and an increase in the number of elective courses. This development together with increasing modularisation, e.g. in Norway, leads to greater flexibility. Modularisation of courses is of particular benefit to part-time students, which has implications for the drive for life-long learning in many countries. Students now have the opportunity to choose from a wider range of languages and subject combinations. In the United Kingdom, students generally prefer to study for a double honours degree (i.e. two languages, or one language and a specialisation) rather than the traditional single honours degree in one language. Greater choice indicates a more student-oriented approach than in the past.

Teaching and learning materials have changed dramatically in recent years with increasing use of the Internet and IT. Some universities have created web-based courses with some or all of their course materials being available online. These technological advances, together with the development of language centres in a number of universities, e.g. in Bulgaria, encourage greater learner independence. In former Communist countries such as the Czech Republic, many new books in the target language have been written or imported. In these countries, there is now the opportunity for greater student mobility. There is a tendency towards greater co-operation between departments and universities, as well as closer links with the world of work.

Diverse forms of assessment have been introduced in many countries, e.g. the student portfolio in Bulgaria, the Czech Republic and Slovenia.

2.1.4. Examples of good practice

Current thinking is that good practice in traditional language programmes involves a more student-oriented approach with greater emphasis on developing critical thinking. Good practice

focuses on intercultural and European dimensions, develops fluency and accuracy in the target language and allows for greater student mobility. Examples of good practice are listed alphabetically by country below, and the web-site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

Belgium

To be added

Bulgaria

- LAC2000 Project - Language Curriculum for the Year 2000 (Tempus 13533-98). This project was initiated by a consortium of five universities from Bulgaria and three universities from the EU: www.lac2000.revolta.com. For information on the co-ordinating institution, please visit the web site of the Faculty of Classical and Modern Philology at Sofia University: www.fcml.uni-sofia.bg. The Faculty was founded in 1888. Now, it has 200 teaching staff in 19 undergraduate degree programmes. In addition to the 19 major languages, over 20 other languages are taught as optional subjects. The faculty has 3000 students. It is an institutional member of the European Language Council.

The project has designed a curriculum for the teaching of modern foreign languages, based on constructivist learning theory. The product is a "hypertext learning strategy". The link of that outcome and the area being covered is direct. The need for curriculum innovation in Bulgaria is profound.

This example of good practice is outstanding because of its entirely novel approach to the design of language curricula. Constructivist educational philosophy creates a framework for invention of knowledge in the classroom. The ideas could be applied in or transferred to any other context. In fact they have been implemented in the teaching of about 70 per cent of the university students in Bulgaria.

For further information, please contact Prof. Dr. Maya Pencheva who is the director of the NatNet (National Network of Language Teaching Institutions) in Bulgaria. Address for correspondence: 15 Tsar Osvoboditel Blvd, Sofia University St Kliment Ohridski, Sofia 1000, Bulgaria.

Cyprus

To be added

Czech Republic

- Faculty of Arts, Charles University, Prague. <http://www.ff.cuni.cz/awelcome.htm>
 - Faculty of Arts, Masaryk University, Brno. <http://www.phil.muni.cz>
 - Faculty of Arts, Palacky University, Olomouc. http://www.upol.cz/UP_En/
- All these universities are the oldest universities with lots of experience. There are departments of English, German, Spanish, French, etc, there.

Denmark

- Culture and Society in Europe, organised by the Departments of English, French, Spanish and German at Aalborg University. Foreign language students are given a common course in the first semester on issues relating to European culture and society. The course represents an attempt to bring a European dimension to traditional language programmes. www.sprog.auc.dk

Finland

- English Department at the University of Tampere together with the Department of Translation Studies has created a 40 ECTS credits Technical Communications Programme. <http://www.uta.fi/FAST/TC/>
- Department of Slavonic and Baltic Languages and Literatures at the University of Helsinki has integrated lectures given by internationally acclaimed visiting scholars, critics and authors into the curriculum by giving students the opportunity to gain credits by attending the lectures, which preferably form intensive courses, and writing an essay or commentary on them. http://www.slav.helsinki.fi/publications/ruletka_ru.html (N.B. this web-page is in Russian)
- Langnet is a national graduate school for language studies that has 83 students and over 100 professors. <http://www.ling.helsinki.fi/tohtkoul/langnet/langeng.html>

France

- University of Grenoble 2 offers language programmes combining collective courses and individual meetings in the Centre of Living Languages, which contains a multi-media room, a tutorial room, and audio-visual rooms. In this centre, language students can improve their

oral and written expression in the target language and practise translation. They can also prepare for foreign university examinations.

- University of Chambéry – French-Italian licence is carried out in Turin and the diploma is recognised by both countries.
- University of Dijon – French-German course in partnership with Mainz and French-English course in partnership with Manchester.

Iceland

- It is not possible to give examples of good practice when only two institutions are working in this field.

Ireland

- University of Galway – students can study a four year BA International where they follow a prescribed course of study at a partner EU university.

Latvia

- Within the framework of co-operating between two universities: the University of Bremen and the University of Latvia, the Faculty of Modern Languages (the University of Latvia) has got involved in online simulation of the Project IDEELS (Intercultural Dynamics in European Education through on Line simulation) piloted by the University of Bremen.

The project IDEELS simulations are an inter-institutional virtual lab in which participants (educators and students) from institutions throughout Europe are linked via collaborative learning.

The Faculty of Modern Languages first experienced the intensive simulation of the Project IDEELS in November 2000. The objectives of the Faculty were as follows:

1. to provide students with intensive practice in writing summaries, reports and letters;
2. to develop reading skills (skimming, scanning, intensive and extensive reading);
3. to develop computer skills of the students;
4. to test students adaptability to the simulation as well as to tailor the simulation to the curriculum;
5. to develop the students' intercultural competence.

The integration of online simulations in academic writing course is another example. This innovative approach enabled our students to carry on a real correspondence with other learners of the English language throughout Europe. bankava@hotmail.com; zigvin@lanet.lv

Lithuania

- Department of Lithuanian Studies, Vilnius University was set up in 1990 with the aim of teaching contemporary Lithuanian to foreigners. It has developed into a very modern centre meeting the demands of a much broader and varied audience. The Department has also developed a plethora of new-generation textbooks of the Lithuanian language. The teachers of the Department together with their partners from abroad designed a whole package of tests for assessing the knowledge of the Lithuanian language. The Department has elaborated and published a series of functionally oriented Lithuanian language descriptions ("Threshold" and "Vantage" modelled along the lines of the Council of Europe publications) and at present is working on the last addition to a series called "Waystage". The publications will provide a sound basis for a comprehensive, realistic assessment of the communicative requirements of non-native speaking residents using the state language. www.vu.lt/english/menu/depar/philol.htm
- Department of English Philology, Vilnius University offers a wide variety of courses, which can roughly be divided into language proficiency classes which comprise the study of grammar, phonetics, academic writing, vocabulary enhancement, translation and interpreting. Considerable emphasis is placed on developing oral fluency and writing skills. The second block of courses comprises theoretical subjects such as Introduction into Germanic Linguistics, History of English language, as well as Theoretical Syntax and morphology and innovative courses in many areas. The latest developments in linguistic theory are discussed in courses on Semantic Syntax, Psycholinguistics and Sociolinguistics. Areas of applied linguistics, very popular with students, are ELT Methodology and Second Language Acquisition. Finally, the department offers courses on

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

Of special importance in the education of students is research paper writing, which creates opportunities for one-to-one interaction and comes close to tutorials. The students are expected to pursue research in linguistics, both theoretical and applied, ELT, Culture Studies and Literature (papers on literature are supervised by the World Literature Department). The Department offers programmes of study at the undergraduate and graduate levels leading to the following degrees: BA in English Philology; MA in English Linguistics; PhD in Linguistics. www.vu.lt/english/menu/depar/philolo.htm

- Department of Lithuanian Philology, Siauliai University. www.su.lt/en/index.html

Norway

To be added

Poland

- Institute of English Philology at the Jagiellonian University offers a five-year programme of continuous studies. While this is a traditionally philological programme, there are innovations in the areas of the didactics of the English language, specialist subjects and options. <http://www2.uj.edu.pl/ects/>
- Opole University offers students a (controlled) choice of a large number of courses, including German Literature of Silesia, cultural traditions in Silesia and European integration.
- Institute of Romance Philology at the Jagiellonian University. Besides following traditional courses, students are acquainted with various forms of French, e.g. Business French, and “Street” French. <http://www2.uj.edu.pl/ects/>

Portugal

- University of Algarve (Faculty of Human and Social Sciences) carried out a study in 1999/2000, which looked into needs in the field of languages. They identified a requirement to provide linguistic courses specifically designed to meet the needs of companies and industry. A new course addressing these needs will begin in 2002/3.
- University of Porto (Faculty of Arts) held a conference at the end of May 2001, “Training the language services provider for the new millennium.”

Romania

To be added

Slovenia

To be added

Spain

To be added

Sweden

- Newly established humanities computer lab at Umeå University constitutes a more open and flexible learning environment, where co-operation between the fields of computer technology, humanities, in particular modern languages, statistics, and cultural studies is facilitated. www.humlab.umu.se Contact: Patrik.Svensson@engelska.umu.se
- The Language Learning Resource Center at Stockholm University, Lärostudion, is part of and funded by the Faculty of Humanities (language departments). Open 65 hours per week, the Center is used mainly by language students, and has some 65,000 students 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. <http://www.larostudion.su.se>. (NB this web-page is in Swedish). Contact: Ulrike.Klingemann@larostudion.su.se. See also <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.

- Co-operation in the area of evaluation. Nationwide co-operation 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

Switzerland

- University of Basle proposes a total re-examination of language courses throughout the university. This initiative emanates principally from the Faculty of Arts.

United Kingdom

- Faculty of Modern and Medieval Languages, University of Cambridge allows students to choose virtually without restriction from the many different options available, and in this way take a course which, if the student wishes, may be but is not necessarily a predominantly literary one. www.mml.cam.ac.uk
- School of Modern Languages, University of Southampton offers a series of pathways through the main areas of language related study. www.lang.soton.ac.uk
- School of Modern Languages, University of Nottingham offers a variety of pathways, including a course in modern language studies which provides students with the opportunity to develop expertise in three modern languages while also acquiring specialist knowledge of various aspects of the cultures studied. www.nottingham.ac.uk/schools/school-summaries/modern-languages-summary.html

2.1.5. Reasons underlying these changes

The new socio-political and cultural environments in former Communist countries have been the main driving force behind changes to language programmes, particularly in relation to issues such as student mobility and language choice. In countries such as Sweden, membership of the EU has had an effect on motivation to learn a foreign language and the choice of languages offered. The increasing trend towards exploiting technical resources in teaching has occurred partly because of the high priority some governments have given to the use of new technologies, e.g. in Norway, Sweden and the United Kingdom.

Facing competition for prospective students from the world of work, universities have had to adapt their courses to meet the need for the large number of skills required by the work market. Traditional language programmes have been changed in response to student demand for greater flexibility. The job market and society in general place more importance on communicative ability and practical language training, so universities have adapted their courses accordingly.

Outside the demands of society, curriculum changes are often enforced by internal financial reasons. Changes in content may arise from changes in availability of teacher expertise, student demand, student feedback, and fluctuations in student knowledge base and abilities. Basic language courses in countries such as the United Kingdom have increased because students' language skills on entry have weakened. For the same reason, Swedish language programmes are now more practical and less theoretical, although as discussed above, there is also a demand for more practical courses from society at large. Changes in the system of secondary education have also had a knock-on effect in several countries.

2.1.6. Identification of needs

2.1.6.1. Seen in relation to the development of language studies

Individual countries have individual needs in relation to the development of language studies, but the following needs have been identified as being common to many European countries and will be analysed in greater detail by the project:

- identify changes in languages being studied;
- learn other languages too, e.g. less spoken EU languages;

- develop the European dimension of languages by putting languages studied in perspective in the context of plurilingualism and linguistic policies;
- create more double degree philological programmes;
- design courses to address the needs of the labour market;
- provide opportunities to gain some relevant work experience;
- a greater degree of flexibility in reacting to student demand;
- traditional departments to embrace new courses and disciplines;
- more collaboration with secondary schools;
- improve students' pre-entry language skills;
- more emphasis on oral competence with defined objectives for evaluation;
- greater co-operation between language departments and between institutions;
- develop students' intercultural sensitivity and cultural competence;
- more emphasis on media, communications and intercultural dimension in all languages;
- assessment widened to include new media, e.g. creating websites;
- better integration of multi-media into language courses;
- more modularity;
- greater interdisciplinarity between language, literature and social/cultural strands to give the language programme greater coherence;
- greater contextualisation and a clearer raison d'être for courses;
- introduce more "current" course material / content;
- ensure a general progression of objectives;
- more individual/small group work;
- improve equipment and Internet access;
- establish conditions for an independent learning environment;
- establish conditions for greater student mobility so that all language students can spend at least one semester abroad, e.g. Europe-wide adoption of ECTS credits system;
- specific programmes for foreign students;
- establish a uniform system at level three;
- more specialisation at level one;
- establish conditions for long-distance and life-long learning;
- international recognition of qualifications;
- establish conditions for greater staff mobility;
- establish better conditions for university teachers;
- establish courses for the language teacher;
- increased use of ICT and multi-media in teaching.

2.1.6.2. Seen in relation to non-academic requirements

As with section 2.1.6.1, individual countries have individual needs in relation to the non-academic requirements, but several needs have been identified as being common to many European countries.

In order to meet the demands of employment, programmes should be constructed with future career options in mind. Syllabuses need to take account of the fact that career prospects have changed and that many graduates will now find themselves working outside the education system. There is some disagreement regarding the best way of meeting the needs of the job market. Some people believe that a more generalist academic education is needed in order to offset the uncertainties of the labour market, whereas others believe that there should be greater specialisation targeted towards particular careers. Different universities are likely to adopt different approaches. There is also a need to improve the pay, conditions and status of language teachers so that more graduates are encouraged to enter and stay in the profession. An identification of future careers needs to be made as research on career issues is not common.

In order to meet the needs of a multi-cultural society, programmes need to be designed to enable students to develop greater cultural awareness. There is a need for courses to contain more media and communications elements in order to address society's requirements for better IT skills.

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

As different countries have different conceptions of what might be a first degree or a postgraduate degree, 'first degree' is taken to mean the level that most students expect to reach before finishing their studies.

Institutional/regional level

Recommendations include:

- consult representatives from secondary education to enable continuity of progression;
- hold discussions to identify student needs in terms of course content;
- consult and establish links with prospective employers;
- allocate more resources to language programmes;
- make language teaching more practical;
- offer more languages and more options;
- establish open access centres for independent language learning for ALL students;
- establish more 'alternative' programmes (see 2.2. below);
- set up procedures to aid co-operation and discussion between departments and between institutions;
- develop more interfaculty courses and projects;
- provide more funding and in-service training for university teachers;
- provide more flexibility in regards to requirements for Erasmus students;
- intensify teacher exchanges.

National level

- a clear national policy that incorporates all levels of language learning should be defined and implemented. There is a recognition that this needs to go beyond the statement, "we should be better at languages."
- Organise information exchange networks between institutions and companies / businesses;
- foster an appropriate climate for innovation via market research, staff recruitment, funding, resource allocation and reduction in bureaucracy;
- provide grants/stipends to facilitate student and staff exchange.

European level

- increase support to pan-European curriculum development initiatives and suggest areas where further initiatives are required;
- efforts to push forward plans for increased convergence should be intensified;
- facilitate establishment of international contacts.

2.1.7.2. At degree levels two and three

This sub-section concerns levels two and three, often referred to as masters and doctorate. Many of the recommendations made in section 2.1.7.1. above, also apply at these levels, e.g. facilitating discussion with other departments, institutions and employers, and formulating a national language policy. The following recommendations apply specifically at levels two and three:

- provide more funding for research projects (at institutional, regional and national level);
- co-operate in producing opportunities for language study at levels two and three which increase European convergence within the Council of Europe framework;
- more student mobility at level three.

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

The term 'alternative programmes' covers language degrees in which language-related studies are combined into one programme with studies in one or more other disciplines in roughly equal proportions.

2.2.1. Content, objectives, and structures of programmes

Content

'Alternative' programmes have developed in response to academic and social changes. They can be divided into three main types.

Interdisciplinary language courses, sometimes called 'area studies', are common throughout Europe and have a multi-disciplinary approach to a particular country or area. Besides the study of one or two foreign languages, they focus on the history, geography, politics, economics, art, literature, etc. of the countries where the target language is spoken. Programmes available include European Studies (e.g. in Bulgaria, Ireland, Poland and Portugal), Turkish Studies (e.g. in Cyprus) and Mediterranean Studies (e.g. in Norway).

Applied language studies programmes are common throughout Europe, e.g. in France, the Czech Republic, Finland, Iceland, Ireland, Poland, Portugal and Romania. These programmes tend to be more technically and vocationally oriented, e.g. a programme in Ireland combines the study of up to three languages with options such as Teaching English as a Foreign Language, marketing, management and politics.

The third category of 'alternative' programme are the 'Language with a Specialisation' courses, e.g. Language and Business Studies, Language with Computing, Language and Law. These programmes combine language study with a specialisation which is usually vocational and they tend to concentrate on material related to the specialised study field. In the case of Language and Business Studies degrees, Japanese is commonly offered in addition to the major European languages. In some countries, such as the UK, there is a tendency for the specialisation to occupy a larger proportion of the programme than language studies.

Objectives

The main aims of the interdisciplinary programmes are to foster a broad understanding of a particular country or area together with the ability to address issues from the European (or wider) perspective.

Applied language studies and 'Language with a Specialisation' programmes aim to train specialists for future careers by providing them with the linguistic and business/technical skills to work in internationally oriented businesses and organisations. They often include the study of intercultural issues.

Structure

The structure of alternative courses is often similar to that of traditional courses. However, they often combine language study with units taught by staff of other departments, and may offer opportunities to specialise in non-language disciplines. Interdepartmental co-operation is an important factor in the success of these courses. Programmes are more likely to require study or work-placements abroad, which are often related to a vocational focus.

The following are examples of how alternative courses may be organised:

- At the University of Helsinki in Finland, area studies programmes have an independent status and they are organised at the Renvall Institute <http://www.helsinki.fi/hum/renvall>, which operates under the Faculty of Arts. The Institute has developed the use of the Internet as a tool for teaching, e.g. by creating websites and discussion forums for individual courses.
- In France, the Applied Foreign Language programme offered by fifty-three universities, is organised as a three-year (licence) or four-year (masters) trilingual course (i.e. French plus two foreign languages). The first two years of the course involves 900 hours of study and includes two foreign languages (which are given equal weighting) together with cultural and specialisation modules, e.g. in management, law, economy, accountancy and data processing. The next year (550 hours) involves 140 hours of study in each language plus 270 hours of professional courses, e.g. management and international trade together with a four-week training course. The fourth year (360 hours) includes two units of language, technical units (related to the student's specialisation) and a three-month training course, preferably spent abroad. The programme is normally prolonged by a minimum of a further three months' training. The teachers of this programme are generally not language specialists. They tend to be, e.g. economists or lawyers.

- Aalborg University in Denmark offers a level two programme in language and international relations for BA students in Business Language where the focus is on one language, intercultural communication and culture/society from an international and business perspective. The course includes a compulsory semester spent abroad.

2.2.2. Career prospects for graduates

Career prospects are generally good for graduates of 'alternative' language programmes, and sometimes better than for graduates of traditional programmes because many 'alternative' language programme graduates have an immediately marketable qualification, e.g. in business. Graduates typically find employment in commerce, banking, marketing, advertising, international or internationally oriented organisations and businesses, management, public administration, government, research, tourism and the media. Although graduates of 'alternative' programmes may enter teaching, there is no tradition for a career in teaching as there is for graduates of traditional language programmes. An exception to this is Bulgaria, where the Applied Linguistics programme is specifically aimed at training foreign language teachers.

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

'Alternative' language programmes are a recent innovation in many European countries, so it is difficult to identify specific changes in their content, objectives or structure. However, the technical and vocational focus of many of these programmes demands a degree of built-in flexibility in being able to adapt to technological advances and the needs of the workplace.

2.2.4. Examples of good practice

Examples of good practice are listed alphabetically by country below, and the web-site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

Bulgaria

- Modern Language Centre, Plovdiv University Paisii Hilendarski. At the Philological Faculty of the University of Plovdiv, both types of "alternative" degree programmes, which lead to Bachelor's degrees, are successfully implemented at the newly opened Modern Languages Centre. The aim is to raise the quality of language education by streamlining organisation and administration. For more information, please visit www.ff.uni-plovdiv.bg.

The link with the area being covered is quite straightforward. All Bulgarian universities need downsizing and streamlining of administration in the area of language education. Therefore, the experience accrued at that Centre is quite outstanding for the national higher education system. The ideas could be applied in or transferred at regional and national level.

A contact person might be Dr. Irina Tchongarova, director the Centre. Address: Plovdiv University Paisii Hilendarski, Plovdiv, Bulgaria.

Czech Republic

- Mathematics in English, University of South Bohemia – Pedagogical Faculty, the Centre for New Technologies in Education.
- Russian and German for Business – University of West Bohemia.
- Summer School Slavonic Studies – Faculty of Arts, Charles University in Prague.

Denmark

- European Studies module. Modern languages for international communication, Copenhagen Business school. Students may opt for this module combined with a foreign language. This option reflects an attempt to introduce a European dimension to the business language degree, but this is done at the expense of a second foreign language. www.cbs.dk/stud_pro/sprogintrouk.shtml
- BA in Linguistic and Cultural Communication ("sproglig og kulturel formidling", Universities of Southern Denmark (Sønderborg and Flensborg. This programme combines 2 languages

(English and German or English and Danish) with communication studies and didactics and involves cross-border collaboration on the teaching level. The programme reflects curriculum development based on co-operation between two institutions.

www.studieguide.sdu.dk/studier/index.php?uid=69

Finland

- Department of Languages and Communication at Helsinki School of Economics and Business Administration – programmes have been developed to better cater for the needs of business life. This has meant a more precise focusing of the aims of the courses as well as the introduction of new courses. The needs of business life have been explored, e.g. through research and commissioned theses. <http://www.hkkk.fi/kielet/>
- The Centre for Applied Language Studies at the University of Jyväskylä will be launching a study programme on language teaching technology in 2001/2. The programme is 10-40 ECTS credits and includes courses on, e.g. web-based language teaching, production of teaching materials and evaluation. <http://www.solki.jyu.fi/englanti/realdex.htm>

France

- University of Clermont-Ferrand has established connections (via e-mail) between local students and students from foreign universities in order to support dialogue in a foreign language.
- University of Rennes created a “junior enterprise” in the 1990’s, providing a commercial translation service in a foreign language that meets the needs of companies.
- University of Franche-Comté – has created a web-site for German on which students can find press articles and recent technical documents, with lexical assistance to develop their competence in an autonomous way. <http://perso.libertysurf.fr/civalmecoc>

Iceland

- Multimedia Language Centre of the University of Iceland – offers self-access programmes in 5 languages – Danish, English, French, German and Spanish. The courses are learner-centred and the learners keep a diary on their guided self-study. The courses are practical and the emphasis is on comprehension and expression.

Ireland

- Dublin City University Applied Language programmes and BA in Languages and International Marketing.

Lithuania

- BA programme for Information and Communication at Kaunas Technological University. The aim of the programme is to train specialists for the careers of translators and interpreters of technical language by providing both the foreign language skills and the basics of engineering sciences www.ktu.lt/en/

Norway

- University of Oslo offers a programme in Liberal Arts and computer science entitled Language, Logic and Information. It allows a student to take all levels of studies from a semester unit to level two or three. Two courses are required – Logic and Symbolic Programming – while the other two can be chosen from a selection of courses. A student who decides to take a semester unit can choose freely two courses (e.g. Language, information and recognition, Cultural aspects of new technologies, Hypermedia). There is no prerequisite in mathematics to register for those courses. The aim of the programme is to gain a better understanding of the relationship between humanities and information technology. Language is the key element in communication in general and our communication with machines is also possible through the medium of language. In addition to a study of natural and formal language, it provides the students with a better understanding of what kind of information can be formalised and how information can be treated. It creates a necessary link between pure computer science and humanities and allows Arts students to be more than plain users of IT. A deeper understanding of IT can also result in the elaboration of an increased number of user friendly systems. An English description of the courses can be found at <http://www.uio.no/english/ects/hf/linguistics/sli>

Portugal

- these courses are so new that it is not yet possible to give examples of good practice. However, this is great expectancy and much discussion about these programmes.

Sweden

- co-operation 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 recognised and co-operation in this area has been a well-working institution for a number of years.

Switzerland

- The Faculty of Arts at the University of Freiburg has set up a teaching and research centre in foreign languages (CERLE). The centre is available to any member of the university community and to teachers. The centre contains a media library that offers modern means to progress in a largely autonomous way in French, German and English, as well as about thirty other languages.
- The Faculty of Arts at the University of Bern has a centre of applied linguistics that was born from the need for didactic and methodological support for foreign language teaching. Languages include German, Chinese, Russian, Modern Greek and Arabic and the centre includes multi-media facilities.

United Kingdom

- European Studies at the University of Cardiff. The 50+ staff here specialise in the different histories, political systems, languages and cultural identities of Europe. The degree course in European Studies at Cardiff is typical of those that combine the study of languages with a range of other disciplines to produce an integrated analysis of the European Union and its member states. www.cf.ac.uk/uwc/euros/
- Department of European Studies and Modern Languages, University of Bath. Students combine the study of two foreign languages with cultural and socio-political studies. www.bath.ac.uk/esml

2.2.5. Reasons underlying these changes

As mentioned in section 2.2.3, 'alternative' programmes are a recent innovation, so this section examines why they have been introduced rather than looking at reasons for changes in content, etc. The drive for innovation in 'alternative' language programmes tends to be led by social and vocational needs. Internationalisation has created a need for more in-depth knowledge of other cultures so cultural studies programmes have been created in response to that demand. Applied language studies programmes and 'Language with a Specialisation' programmes have been developed to meet the growing need in the workplace for experts in a particular field.

2.2.6. Identification of needs

2.2.6.1. Seen in relation to the development of language studies

Individual countries have individual needs in relation to the development of language studies, but the following needs have been identified as being common to many European countries:

- the number of languages studied and the competence levels required need discussion;
- standardisation of evaluation criteria;
- languages other than the major European ones, need to be included in business and language programmes;
- there is an increasing need for research into languages for specific purposes and for materials for alternative programmes;
- there is a need to develop new modes of delivery to take advantage of modern technological developments and to develop policies to deal with these developments;
- develop new methods of teaching to support autonomous learning;
- curricula will need to adapt to prospective jobs of graduates;
- more staff and funding;
- more co-operation between educational institutions.

2.2.6.2. Seen in relation to non-academic requirements

As with section 2.2.6.1, individual countries have individual needs in relation to the non-academic requirements, but several needs have been identified as being common to many European countries.

There is a need for a greater recognition and appreciation of cultural studies programmes and an intercultural element should be included in all types of degree. A new type of professional competency involving language is required due to the ever-increasing mobility of the workforce, the development of communication media and increasing international agreements and trade. Universities need to develop closer links and reflect upon their relationships with the prospective employers of graduates, e.g. in business and commerce.

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

2.2.7.1. At first-degree level

As different countries have different conceptions of what might be a first degree or a postgraduate degree, 'first degree' is taken to mean the level that most students expect to reach before finishing their studies. Recommendations include:

- more staff and funding to be made available for cultural studies programmes;
- measures should be taken to develop international contacts;
- at institutional level, discussions are required with students and prospective employers to identify needs;
- institutions need to ensure that procedures are in place to facilitate inter-departmental and institutional co-operation.

2.2.7.2. At degree levels two and three

The following recommendations have been made:

- programmes should be constantly updated to offer training in applied aspects of language use and intercultural communication in order to increase the professional qualifications of graduates;
- courses in computer related applications should be developed further in order to provide industry with competent language graduates;
- develop a system of exchange for professional training courses in different countries.

PROGRAMMES FOR LANGUAGE AND LANGUAGE RELATED PROFESSIONS

3. *Innovations in the training of language teachers*

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

An extensive comparative study on Foreign Language Teaching in Schools in Europe, published by Eurydice (2001), describes the different language teaching systems at primary and secondary level. It also includes the aims, content and structure of the curricula of elementary schools, while those of secondary schools can be found at <http://www.eurydice.org/Eurybase/Application/eurybase.htm>.

In most European countries, the study of a foreign language is compulsory at primary school level. An exception to this is the United Kingdom, where foreign languages are not compulsory and only 25% of pupils study a language, and Portugal where foreign language learning tends to be restricted to urban primary schools. France is in the process of extending an experiment to make language learning compulsory for all pupils over six years of age by 2002-3. However, progress has been hampered by a lack of suitably qualified teachers. In most countries, one foreign language is the norm at primary level, while in other countries, primary school pupils may opt to take a second foreign language. In many cases, the first foreign language learnt is English (e.g. in Cyprus, Denmark, France, Latvia, Norway and Sweden). Other languages offered at primary level include French, German, Spanish and Russian. The age at which primary pupils begin foreign language study varies from country to country, but it is normally

around the age of nine. In some schools, there is a trend towards early years language learning, e.g. in the Czech Republic and Latvia pupils may learn a foreign language from the 1st class, or sometimes even in kindergarten while in Norway all pupils have compulsory English from grade 1. In some cases, pupils must learn another national language in addition to their mother tongue (e.g. Finland).

In many countries, the study of two foreign languages is compulsory throughout secondary school education. Pupils normally continue with their first foreign language (usually but not always English), and then in most countries, depending on what individual schools have to offer, they are able to choose the second foreign language. German and French tend to be the most popular second foreign languages, but other choices are available, e.g. Italian, Portuguese, Russian, Spanish, Swedish, and in some cases Japanese, Arabic and Turkish. Some schools offer secondary school pupils the opportunity to study a third (and in some cases a fourth) foreign language, e.g. in Finland, France, Latvia, Portugal, Slovenia and Sweden.

In addition to the normal primary and secondary schools, there are also non-native language schools where instruction is given in a foreign language. These schools are particularly well developed in Cyprus (where the language of instruction is English or French), but they are also present in other countries, e.g. Bulgaria, Denmark and Finland, France (where regional languages are used) and Portugal.

3.2. Initial teacher training

Initial training refers to the training received before entering full-time service as a teacher at primary or secondary level. There is an important distinction between teachers of early language learning and others. Prospective early years/primary schoolteachers are trained to teach a variety of subjects, whereas prospective secondary school teachers receive specialist training in one or more subjects, including foreign languages.

3.2.1. Institutions responsible for training

At primary school level, responsibility for initial teacher training lies with the Education Faculties/Departments of the universities or university colleges (e.g. the Faculty of Primary and Pre-School Education at Sofia University in Bulgaria), or with specialist teacher training colleges, e.g. in Belgium, Denmark and Ireland. In the United Kingdom, there are very few institutions offering specialised language training at primary level due to the fact that foreign languages are not included in the primary National Curriculum.

At secondary school level, the universities are generally responsible for initial teacher training. In some cases, the Philology Faculties/Departments of the universities take sole responsibility for training, e.g. in Bulgaria, while in others, the role is shared between the Philology Departments and the Teacher Training/Pedagogical Departments, e.g. in Romania. In France, in addition to the universities, the IUFM (Instituts universitaires de formation des maîtres) are responsible for both secondary and primary teacher training. The teacher-trainers in these French institutions are qualified teachers and academics. In the United Kingdom, the role of secondary schools in initial teacher training has increased in importance and in a few cases, the schools devise and sanction the teacher training syllabus and the role of the university is reduced to that of consultant.

There is no set system for the initial training of teachers in non-native language schools.

3.2.2. Content, objectives, and structures of programmes

Content

In general, course content differs depending upon whether the programme is oriented towards primary or secondary teaching. This is not the case in countries such as Latvia and Romania where no such distinction is made. Content also differs depending upon whether the teacher-training component is part of an integrated programme or an “add-on” component at the end of a normal degree programme (see **Structure** below). An integrated programme is normally divided between academic subject studies, theoretical teaching studies and practical teaching experience, whereas the “add-on” model is divided between theoretical teaching

studies and practical teaching experience. The content of the academic subject studies is generally similar to that of the traditional degree programme (see Section 2.1.1. above).

Theoretical teaching studies typically consist of educational theory, general and subject-related pedagogy, teaching methodology, psychology, and sometimes, research methodology. The practical teaching studies component generally takes place in assigned schools under the guidance of an experienced teacher. It involves classroom observation and planning and carrying out lessons in a real classroom situation. This “teaching practice” may be spread throughout the duration of the course, or it may take place at the end of the programme, e.g. in Norway.

Languages offered are those commonly learnt at primary and secondary level (see Section 3.1. above). Teachers may qualify in one or two foreign languages and at primary level, they often combine a foreign language with other subjects.

Objectives

The objectives of these programmes are to give students a thorough academic background in their chosen subject(s), together with the theoretical, pedagogical knowledge and practical experience, to enable them to become effective teachers of their subject(s) at primary or secondary level. Increasingly, there is a trend towards developing research skills, positive, pro-active attitudes and openness to innovation, in order to improve the professional status of teaching.

Structure

There are a variety of models of study available. Programmes may be integrated (whereby pedagogical studies and practical teaching components run concurrently alongside academic subject studies) or the teacher-training component may be separate (normally taking the form of a postgraduate course following a first degree).

Course duration varies from country to country and from programme to programme, e.g. in Belgium, courses at teacher training colleges (for prospective primary school teachers) last for three years, while there are four-year courses in, e.g. Slovenia, and five-year courses in the Czech Republic. Postgraduate courses may last for one or two years.

Assessment is normally by theoretical examination, the writing of a teaching project/dissertation, practical examination (on teaching practice), or generally a combination of these.

Teacher training is very different for non-native language schools, and as mentioned earlier, there is no set system of initial teacher training for these schools.

3.2.3. Careers prospects for graduates

Career prospects for graduates of teacher training programmes are generally very good. In many countries, there is a growing demand for, and very often a shortage of, qualified language teachers, e.g. in Bulgaria, Denmark and Finland. However, the picture for newly qualified teachers is not entirely positive. In Ireland, e.g. there is a stated need for language teachers but graduates find it very difficult to obtain a first position. In Portugal, while job prospects are good for teachers of Spanish, they are not so good for teachers of other languages. Also, in many countries, e.g. the Czech Republic and Sweden, the low status of teaching and poor pay and conditions, have led to many of those who have trained to be teachers entering alternative professions.

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

In some countries, e.g. Cyprus and Latvia, the teacher training programmes are relatively new, so have not undergone any major changes. The main changes that have taken place elsewhere include more emphasis on the communicative aspects of language (e.g. in Denmark and Ireland), the introduction of intercultural dimensions (e.g. the new cultural studies component in Lithuania), and the increasing use of IT in teaching.

3.2.5. Examples of good practice

Current thinking is that good practice in teacher training programmes involves a balance between academic and professional competence, attention to cultural aspects, an emphasis on the creative, reflective and active aspects of teacher education, and high priority given to the use of IT. Examples of good practice are listed alphabetically by country below, and the web-site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

Czech Republic

- Faculty of Education at University of Hradec Kalové www.uhk.cz/pdf/
- Faculty of Education at University of South Bohemia www.pf.jcu.cz

There are departments of English, German, etc, there. Faculties of Education prepare language teachers for pupils aged from 6 to 15 years, and eventually to 19 years.

Denmark

Given the nature of government regulations, there is little significant variation in structure and general content across institutions with regard to initial teacher training. Some teacher-training colleges differ with regard to the number of languages they offer; all teach English, most teach German, and some also teach French. The web-addresses of teacher-training colleges are available from www.uvm.dk as is information about the "paedagogikum". Note that many of the web-sites are in Danish only.

Finland

- The Teacher Education Department at Åbo Akademi University (<http://www.abo.fi/>) started a research project called "Languages and Communication from a Pedagogic Perspective" in 1997. The project aims at developing language teaching and its methods, e.g. by surveying possibilities for a more flexible learning context, creating links between the teaching of foreign languages and native languages and making use of drama, literature and media to improve cultural literacy in the context of language teaching.
- The Department of Applied Education at the University of Joensuu has launched a 30 ECTS credits study programme called Vocationally Oriented Language Learning and Teaching. This programme is aimed at language teachers in vocational schools and colleges and in adult education. This programme, which focuses, e.g. on teaching languages for specific purposes and makes best use of the latest research developments in the field, can be included in the degree of teacher-training students.
<http://www.edu.joensuu.fi/sokla/english.htm>
- The Centre for Language Immersion and Multilingualism at the University of Vaasa offers an 80 ECTS credit "Programme of Multiculturalism" which focuses on language immersion and multilingualism and is aimed, e.g. at teachers of multilingual children.
<http://www.uvasa.fi/hut/svenska/eside1.html>

France

- University of Avignon offers a pre-professional module of 45 hours which consists mainly of classroom observation starting with video materials.
- The CNED (Centre national d'Enseignement à distance) offers remote courses at both initial and continuing primary teacher education levels. The 100-hour course includes linguistic training in English and German and an introduction to didactics.

Ireland

- National University of Ireland, Cork.
- National University of Ireland, Galway – the department of French offers an intensive course in oral French to trainee teachers.

Latvia

- School-based observation practice. Observation practice was introduced by the Foreign Language learning/teaching methodology department at the Faculty of Education and Psychology, University of Latvia, in September 2001.

People involved: year IV students
 Mentors at primary and secondary schools
 Supervisor from the University

Length of the practice: 16 weeks (September – December)

Character of the practice: Students observe 2 classes every week delivered either by a mentor or any other language teacher. Observation is followed by group discussion together with University supervisor. The first task is connected with the research of the school, its surroundings, distinguishing features, organization of the study process and it is represented in a form of a creatively written report. The reports are displayed at the department and school representatives have an opportunity to look at their schools from the students' point of view. Having been given a sheet of observation tasks, students themselves choose any observed classroom experience for deeper analysis at the University. During the practice students keep their diaries with their own evaluations of the lessons.

Aim of the observation practice: to prepare students for their active teaching practice at school and to develop students' critical thinking and reflective approach towards teaching languages.

Distinguishing feature: observation practice bridges the gap between theoretical courses at the University and active teaching practice at school. The choice of the teacher's profession is either confirmed or rejected thus avoiding further disappointment in the profession.

Wider applicability: it can be adopted by any educational establishment as a prior to active practice in the field.

Contact person: Aina Kackere, akackere@hotmail.com

Lithuania

- Vilnius Pedagogical University www.vpu.lt/en/

Norway

- The larger regional colleges (Oslo, Bergen and Stavanger), and the Institute of Teacher Education and School Development at the University of Oslo, give a high priority to the use of IT as a tool for teaching and learning. A web page is available for each course which students are required to consult for handouts and information.

Portugal

- The Portuguese National Institute for Accreditation of Teacher Education is an independent public body that aims to assure and improve the quality of teacher education. http://www.inafop.pt/site_i/entep.html

Sweden

- 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. 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 co-operation 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 and university colleges, e.g. Umeå, Göteborg, and Skövde. The aim is to improve students' language skills in order to facilitate university studies as well as to motivate more students to take on university studies in the area of foreign languages.

Switzerland

- Teacher training school of Coire for its pluralist option and attention to minority languages.
- Teacher training schools of Neuchâtel and of the Canton of Zurich contain strong elements of intercultural pedagogy in their courses.
- University of Bern – tandem learning will replace conversational courses for future French and German speaking trainee secondary teachers.

United Kingdom

- University of London offers one year's post level 1 training to those who wish to teach French/German or French/Spanish at secondary school level. Some trainees have the opportunity to undertake part of their teaching practice in a school in France, Spain, Germany or Austria.
<http://www.kcl.ac.uk/kis/schools/education/Courses/INSET/index.html>
- Moray House Institute of Education – for the training of language teachers for the primary level.
<http://www.education.ed.ac.uk>
- CILT publishes an informative and stimulating twice-yearly bulletin, *Links*, which is designed for all involved in the training of language teachers. www.cilt.org.uk

3.2.6. Reasons underlying these changes

The political changes have had a major impact on initial teacher training programmes in Eastern and Central European countries. Political changes have also had an effect in other countries, e.g. a new Higher Education Ordinance comes into effect in Sweden later this year. In the United Kingdom, there is now a greater degree of accountability to outside inspection, which has impacted on the quality of teacher education programmes. Changes to the school curriculum have a direct effect on the content of initial teacher training programmes. Decentralisation in many countries has given schools greater autonomy, which has led to a less theoretical, more “hands-on” approach in some cases.

3.2.7. Identification of needs

3.2.7.1. Seen in relation to the development of language studies

Individual countries have individual needs in relation to the development of language studies, but the following needs have been identified as being common to many European countries:

- more intensified, more specialised and a much more practical training component;
- greater emphasis on oral competencies;
- more courses on applied language study and applied linguistics;
- a greater choice of languages should be offered;
- stronger emphasis on ethnographic, intercultural and European dimensions;
- improve future teachers' IT and multimedia skills;
- better resources, e.g. computer facilities, library resources, self-access language laboratories;
- develop courses for teachers of young learners;
- training in managing independent learning;
- teaching of creative, personality and identity building methods;
- more peer-evaluation;
- greater coherence between regulations governing teacher training and those governing teaching languages in schools to ensure teachers are receiving relevant training;
- identify who teaches in non-native language schools and who trains these teachers.

3.2.7.2. Seen in relation to non-academic requirements

As with section 3.2.7.1, individual countries have individual needs in relation to non-academic requirements, but the following needs have been identified as being common to many European countries:

- incorporate changes in society, the educational system and the student population into professional training for teachers;
- multi-cultural approaches need to be considered;
- more choice of languages in primary school teacher training;
- make a teaching career more attractive to language students;

- identification and diffusion of examples of good practice;
- devise ways of communicating to parents and children outside school, a greater appreciation of the importance of languages to a fully rounded education and to pupils' future employment prospects.

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

Institutional/regional level

- better programme evaluation;
- more consultation between school authorities and the institutions;
- institutions should ensure that applied linguistic subjects relevant to language learning and teaching are compulsory;
- the curriculum should be widened to include other languages;
- introduce courses focusing on teaching foreign languages to young learners;
- use educational technology to develop oral competencies, particularly for primary trainees.

National level

- urgent action is needed and politicians should commit themselves to this;
- national bodies should ensure that various regulations cohere and reflect multi-cultural aspects;
- there should be a period of study abroad for all trainee secondary language teachers;
- more extensive funding for language studies, particularly in primary teacher training and new technologies;
- more competitive wages for teachers;
- foreign language learning at an earlier stage of schooling should be encouraged.

European level

- increased funding for time abroad (outside Socrates programme).

3.2.8.2. At degree levels two and three

Many of the recommendations made in section 3.2.8.1 above, apply at degree levels two and three. The following recommendations apply specifically at these levels:

- more research related to language teaching in new environments;
- establishment of post-graduate specialisation programmes for language teacher topics.

3.3. Continuing teacher education (in service)

This section examines continuing teacher education (in service) provided by institutions of higher education.

3.3.1. Agencies responsible for training

There are a number of different agencies responsible for continuing teacher education throughout Europe. Most countries operate a system that includes one or more of the following institutions:

- university departments. Some countries have universities with departments or divisions that are specifically devoted to continuing teacher education, e.g. in Finland and Sweden. In most cases, however, in-service training is the responsibility of the Education and/or Language Departments.
- university language centres, e.g. in France.
- national and regional teacher education/pedagogical centres. In many countries, e.g. Bulgaria, Latvia and Romania, national centres are funded by the state.
- pedagogical institutes, e.g. in Bulgaria and Cyprus;
- local education authorities, e.g. in Finland;
- teacher associations, e.g. in Denmark and Ireland;
- foreign embassies, e.g. in Poland, Portugal and Switzerland;
- cultural institutions, e.g. the British Council, Institut Francais and the Goethe Institut (sometimes in partnership with the universities, e.g. in the Czech Republic, Poland and Sweden);

- private consultants (in the UK, many of these consultants tend to be former local education authority advisers);
- computer based distance-learning courses, e.g. in Norway, Poland, Portugal and Switzerland;
- university educational television in France offers distance-learning courses;
- fellow teachers - in many countries there are cascade training programmes, whereby a teacher who has attended an in-service course will be responsible for disseminating the training to his/her colleagues upon returning to school.
- charitable trusts, e.g. the Centre for Information on Language Teaching and Research (CILT) in the United Kingdom.

3.3.2. Content, objectives, and structures of programmes

Continuing teacher education is highly developed and innovative in some countries, e.g. in Slovenia, but is only occasional in others, e.g. Belgium, the Czech Republic and Iceland.

Content

The content of in-service programmes is diverse and varies from country to country and institution to institution. Many courses are designed to introduce teachers to new techniques and methodologies and to inform them of new developments in different subjects. Content is thus in a constant state of flux. Current topics include learning a second foreign language; intercultural education; communicative language teaching; oral pedagogy; the status of grammar; teaching methodology; testing and evaluation; the psychology of language; educational technology; practical language skills; new German orthography; special methodics; teaching bilinguals; language and communications; cultural and regional issues; contemporary civilisation; IT courses; and foreign language as a second subject for teachers of other disciplines.

Objectives

Programmes vary in their objectives but the following are generally shared:

- to inform and confront teachers with new developments in different subjects;
- to consolidate and improve the skills of the classroom teacher;
- to extend teachers' knowledge in new curriculum areas;
- to upgrade teachers' pedagogical knowledge and understanding;
- to provide updates on the latest research findings;
- to widen teachers' horizons and integrate new dimensions;
- to provide the opportunity for discussion;
- to enable teachers to exchange ideas and share good practice;
- to identify needs and react to them;
- to address deficiencies in language teaching programmes.

In some countries, e.g. Romania, continuing teacher education courses enable teachers to progress in their careers as they need in-service certification in order to gain promotion. In Finland, teacher development programmes exist, in part, to address the growing need for teachers in some areas, e.g. primary teachers can retrain to teach in secondary schools. In Sweden, some in-service training takes place in the country of the target language – the aim of this is to deepen teachers' knowledge of everyday life in the country and present recent developments in methodology and didactics.

Structure

Programmes vary in structure but can broadly be divided into short-term and long-term courses. The duration of short-term courses varies between one day and one month. Only in Slovenia, does there appear to be a homogeneous structure – here courses last for eight or sixteen hours (one or two days). Short courses normally take the form of a workshop, seminar, study day or conference. In most countries, attendance at these courses is voluntary, so in many cases only the most motivated and dedicated teachers attend. In other countries, some form of in-service training is obligatory, e.g. in Finland teachers must attend for three to five days a year, while in Portugal it is fifty hours per year, and in Sweden while teachers are not obliged to attend courses, regulations stipulate a fixed number of days they must devote to professional development. In France, teachers are entitled to five days training per year but this is not obligatory. In a few cases, short courses may lead to a qualification or other reward, e.g. in

Slovenia, teachers receive a bonus providing they write a paper at the end of their in-service training.

Long-term courses may last for a year or a number of years. Attendance may be during the teacher's own time or, as happens in Belgium, the teacher may be relieved from normal classroom duties and will be expected to cascade training on their return. Long-term courses often take place at universities and can lead to diplomas and degrees, e.g. the MA in teacher education in Latvia.

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

In-service courses are relatively new in some countries, e.g. Cyprus and Portugal. In other countries, e.g. Belgium, the number of courses on offer has increased in recent years while in France the number of courses for primary teachers has increased (including training abroad). However, in Sweden, the choice of courses has decreased due to financial constraints. As mentioned in 3.3.2. above, courses are constantly changing to reflect changes within the primary and secondary school education system. Thus, in recent years, there have been new courses in educational technology and multi-culturalism. There is a trend towards more reflective practice and a more holistic approach, e.g. in Latvia.

3.3.4. Examples of good practice

Examples of good practice are listed alphabetically by country below, and the web-site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

Bulgaria

- all three in-service institutes at Sofia, Stara Zagora and Varna are centres of good quality education.

Czech Republic

- Education Centre in Slapanice.
- Centre for the Further Education of Teachers, Masaryk University, Brno.

Denmark

Given the nature of in-service training, the notion of good practice is not really applicable. The types of in-service programmes and courses available can be seen online:

- Danish University of Education web-site provides links to its various regional centres. Note that many of these sites are in Danish. www.dpu.dk
- Danish Institute of Pedagogy for upper secondary teachers web-site gives links to homepages of the various Teacher Associations and the courses they offer. Note that many of these sites are in Danish. www.sdu.dk/hum/dig
- Department of Educational Research, Roskilde University www.educ.ruc.dk/eng/

Finland

- University of Helsinki's Vantaa Institute for Continuing Education has started a programme to educate a group of primary school teachers to become teachers of English in order to respond to the growing need for English teachers. <http://www.hyvan.helsinki.fi/EHYVAN/eindex.htm>

France

- Co-operation between the University of Paris 3 and UK primary schools in Sheffield relating to French as a foreign language. Teaching equipment is tested in early French classes in Sheffield.
- The French Alliance of Paris with the assistance of the CNED offers vocational training intended for teachers of FLE (French as a Foreign Language).

Ireland

- The EU funded TALLENT project enables, e.g. teachers of German to follow an ICT training course in Germany. <http://www.solki.jyu.fi/tallent>

Latvia

- A seminar model within the framework of the project "Reading and writing for development of critical thinking" which foresees acquiring theoretical understanding through practical activities, step by step learning and experiencing, returning regularly to seminar, sharing the experience, planning the next step. Thus the teacher gets used to the process: planning - implementing-reflection.
- Summer semesters organised by teacher education institutions – participants are from various regions and schools thus creating wider networks and exchange of experiences.
- The strong influence of the Association of Teachers of Latvian as a second language.

Lithuania

- Vilnius Pedagogical University www.vpu.lt/en/

Norway

- An example of good practice is the possibility for teachers to pursue their language education in the UK, Germany or France. The programme in France is described below and it was started in 1992. It is unfortunate that its funding was not renewed in 2001, but it will hopefully be resumed in 2003. It has not been interrupted in the United Kingdom and Germany. The programme is aimed at teachers who desire to acquire or further their qualifications in one of the three languages. It is accredited with 60 ECTS credits by one of the Norwegian universities. It is also advertised throughout the teacher colleges and can be taken as the fourth year.

While a standard foundation course is usually composed of 30 ECTS credits of Linguistics, 15 credits of Literature and 15 credits Civilisation, the French course in Caen incorporates a didactics component of 12 credits reducing the other components accordingly (literature 12 credits, civilisation 12 credits, Linguistics 24 credits). The didactics component is assessed by a term paper. In 1999, the students participated in an ELC transnational project whose main objective was to evaluate whether the European Language Portfolio was a valid tool at university level (see: http://www.fu-berlin.de/elc/elp_pel/elpinten.htm for the final report). The didactics course focused on the different aspects of the portfolio and out of 17 students, 5 chose to write their term papers on the portfolio and covered topics like: Comment utiliser le portfolio en Norvège?, Le processus d'apprentissage en utilisant le portfolio à l'université. After this experience, it was decided to incorporate the dossier into the final oral examination. The number of students in the programme does not exceed 25 (usually around 20), and the learning conditions are optimal. In addition school visits are organised and the French staff does its utmost to integrate the students in the local society. The teaching staff is both French and Norwegian. The French instructors either have a first hand knowledge of Norwegian or have a good grasp of the structure and phonetics of the language and can do contrastive analysis. The Norwegian instructor is a secondary school teacher on a two-year contract who is fluent in French and has a long experience teaching French in Norway. The programme is described at <http://www.unicaen.fr/unicaen/service/ofnec/indofnec.htm>. The cost of the programme is mainly covered by the Institute for In-service courses (*Satens Lærekurs*), but it can be prohibitive for countries with limited resources.

Sweden

- 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

Switzerland

- Research teaching centre in foreign languages (CERLE) at the University of Freiburg.
- Department of Applied Linguistics (AAL) at the University of Bern.
- FALZ (Fachstelle für Fremdsprachenunterricht) at the University of Basle is a scientific centre of accomplishment and practical assistance for teachers.

United Kingdom

- There are a number of postgraduate courses (full-time and part-time) in the UK that seek to exploit ICT in the teaching of modern foreign languages. See the list provided by a leading consultant, Graham Davies: <http://ourworld.compuserve.com/homepages/GrahamDavies1/courses.htm>
- For information on the EU-funded TALLENT project, which - for example - enables UK-based teachers of German to follow an ICT training course in Germany, see: <http://www.solki.jyu.fi/tallent>
- Centre for Information on Language Teaching and Research (CILT) offers a wide variety of opportunities for continuing professional development to teachers of modern languages at all levels. www.cilt.org.uk

3.3.5. Reasons underlying these changes

Programmes are modified in the light of changing needs within the primary and secondary education sectors, and to reflect recent developments in the field. Socio-political changes in Eastern and Central European countries have also had an impact on in-service programmes, e.g. in Lithuania, the demand for language teachers was immense after the collapse of the Soviet Union, so a number of requalification centres and courses have been introduced.

3.3.6. Identification of needs

3.3.6.1. Seen in relation to the development of language studies

Individual countries have individual needs in relation to the development of language studies, but the following needs have been identified as being common to many European countries:

- better co-ordination;
- more structured in-service training in relation to language studies (currently ad hoc);
- link qualifications and salaries to continuing teacher education;
- more coherent planning and regularisation in teachers' career plans;
- a clear requirement on teachers to take part in qualified subject specific methodology;
- practical language studies for specific purposes;
- training themes should include multi-cultural perspectives and encourage an interdisciplinary approach;
- applied linguistics should be compulsory;
- develop e-learning in order to reach more teachers (EU funded ICT4LT already provides subject specific IT training in the area of modern foreign languages (<http://www.ict4lt.org>) but there needs to be significant investment in this area);
- more funds to cover expenses;
- chance for teachers to go back to university for one-term in-depth study at regular intervals;
- more extensive exchange programmes.

3.3.6.2. Seen in relation to non-academic requirements

As with section 3.3.6.1, individual countries have individual needs in relation to non-academic requirements, but the following needs have been identified as being common to many European countries:

- address teacher salary issues and provide more financial assistance for teachers to attend in-service courses;
- traditional dividing line between primary and secondary teachers should be eased in the area of in-service training and points of contact developed;
- better communication is needed between those responsible for training and the educational employers;
- more public spending to raise the status of the teaching profession to attract better applicants;
- better qualified teachers with a clear professional identity;
- important that teachers are not left behind in ICT as the younger generation is increasingly computer literate.

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

Institutional/regional level

- more consultations between school authorities and the institutions should take place;
- institutions could design and offer more structured in-service training for language teachers on relevant themes;
- universities are in a position to act as gateways for more technologically based changes.

National level

- a co-ordinated government approach to in-service training;
- in-service programmes should follow a general policy instead of depending on independent initiatives;
- provide opportunities for all teachers to participate in in-service programmes at home and abroad every year;
- increase funding to enable teachers to take regular language refresher courses at home and abroad.

European level

At all levels, there is much scope to develop a carefully co-ordinated plan for the more effective delivery of in-service training using the rapid advances in information technology.

4. Innovations in the training of translators and interpreters

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

The training of translators and interpreters in many European countries is described in some detail in the TNP1 sub-project reports: Translation and Interpreting. These reports can be found at <http://www.fu-berlin.de/elc/tnp1/SP7NatReps.doc>.

In most countries, there are good career opportunities for well-qualified translators and interpreters in a range of languages, and there is a growing demand for such graduates. Indeed, in some cases, there is an urgent need for suitably qualified professionals, e.g. there is a shortage of interpreters in Lithuania. In general, both professions enjoy a high status, although this is not the case in Ireland or Sweden, where work tends to be seasonal and relatively low-paid. In France, companies requiring translators or interpreters tend to employ specialists with language skills rather than qualified translators and interpreters so they are looking for graduates with two competencies – technical/business skills and language skills. Interpreters and translators find employment in the public and private sectors and many are specialists in various fields, e.g. in economic, legal, scientific or technical translation, or in conference interpreting. Employment opportunities exist in international organisations such as the European Union, the United Nations, the World Health Organisation and NATO, and also in administration, education, research, commerce, tourism, advertising, entertainment (e.g. television, film and video) and the Internet. Interpreters and translators may be employed directly by a company (this is particularly common in Ireland), they may work for an agency and

be employed on a contract basis (e.g. in Spain), or they may be freelance, e.g. business interpreters in France.

Most European countries offer programmes for training professional interpreters and translators. However, this is not the case in Cyprus or Iceland, where language degree programmes usually contain some translation courses but these courses are of insufficient depth for graduates to become professionals in these fields. Professional translators and interpreters in these countries normally obtain their qualifications abroad. Where specialised programmes do exist, levels vary from country to country. Some only offer programmes at first-degree level, e.g. Norway, some focus on degree level two, e.g. the majority of programmes in the United Kingdom, while others only offer training for qualified professionals, e.g. Bulgaria. In Sweden, technical translators tend to be graduates in non-language areas, such as engineering, who have undertaken supplementary specialised translation studies. The number of programmes on offer in some countries is limited and many have reached a crossroads, whereby there is an increasing need for well-qualified people but little specialised training in this field.

4.2. Institutions responsible for training

Generally, universities are responsible for the training of interpreters and translators although there are a few private specialist institutions, e.g. the Cluny Instituto Superior en Espana de Interpretacion y Traducccion. Within universities, responsibility for training may lie with the Philology Department, e.g. at the University of Vilnius in Lithuania or with specialist departments, e.g. the Department of Translating and Interpreting at the University of Ljubljana in Slovenia, or with specialist institutes, e.g. the Institute of Translatology at Charles University, Prague in the Czech Republic and the Institute for Interpretation and Translation Studies (IITS) at the University of Stockholm in Sweden. In France, there are a number of specialised écoles supérieures which train translators and interpreters for particular professions at degree level two. In Denmark, responsibility lies with two business universities, which offer training in translation and interpreting as part of a particular business/commercial language degree programme.

Provision is somewhat patchy with the number of institutions offering training varying greatly from country to country. Training is well developed in Spain where in addition to the private institution mentioned above, there are fourteen universities and the Centro de Estudios Superiores Felipe II which offer a four-year degree programme in Translating and Interpreting. Elsewhere, the number of institutions offering specialised training for translators and interpreters is limited, e.g. in Norway, there is just one university college offering a full study programme to prepare students for work as professional translators and in the United Kingdom, there is just one university offering an interpreting and translating programme at first-degree level (although there are four other institutions offering degree level two training). In Cyprus, Iceland and Ireland, students wishing to specialise in translating or interpreting often carry out their studies abroad due to lack of provision in their own countries.

At the level of continuing education, professional organisations are often responsible for training, e.g. the Association for Translators and Interpreters in Cyprus holds training seminars and workshops for its members.

4.3. Content, objectives, and structures of programmes

4.3.1. At first-degree level

In some countries, there are special programmes for translators (and to a lesser extent, interpreters) while in others parallel systems operate, i.e. translation is part of the general language degree programme. In many countries, specialised translator or interpreter training occurs at degree level two, e.g. in Denmark, Ireland and Lithuania, but elsewhere there are a number of first-degree level programmes. Provision at first-degree level is highly developed in Belgium and Spain but there are no specialised programmes at all in Bulgaria or Cyprus.

Translation is normally into and from the mother tongue. The number and choice of languages offered varies from institution to institution and from country to country. However, the most

popular foreign languages are English, French, German, Russian and Spanish. Other languages offered include Swedish, Italian, Dutch, Danish, Greek, Portuguese, Arabic, Chinese, Polish and Turkish. In some countries, the student studies one foreign language in addition to the mother tongue but in many countries, the student studies two languages plus the mother tongue, e.g. in Belgium, France, Latvia, Slovenia, Spain and the United Kingdom.

The content of most translation and interpreting programmes is balanced between theory and practice. Programmes commonly contain courses in first and foreign language grammar and usage, phonetics, discourse analysis, terminology, translation, history and culture, literature, linguistics, language proficiency, written and oral translation practice and IT including the use of translation tools. These courses are normally complemented by specialised courses in a given field, e.g. economics, law, psychology, medicine, technology and sociology. Some programmes have also developed a special profile, where students can choose a specialist option, e.g. subtitling in Slovenia.

The main aim of translation and interpreting programmes is to provide vocational training targeted at translation/interpreting jobs within the public and private sectors. In order to achieve this aim, students need to meet the following objectives:

- to obtain a high level of practical language skills both in their mother tongue and the foreign language(s);
- to develop an insight into relevant subject areas in order to achieve the level of awareness, knowledge and capability required for effective translating and interpreting;
- to develop flexibility in relation to changing market demands.

Programme structure varies from country to country and from institution to institution. Programme duration varies from three years, e.g. in Romania, to four years, e.g. in Norway and the United Kingdom (including a year spent abroad), or five years, e.g. in the Czech Republic. Training in translation and interpreting may be spread throughout the programme, or concentrated in the final years of the programme. For instance, in Belgium, the first two years are spent studying translation and from the third year onwards, interpreting courses are available. Most Belgian students opt to complete four years translation training and then specialise by studying for an additional year to become a professional interpreter. In the Czech Republic, the first three years of the programme are spent studying both translation and interpreting and the student then opts to study one or the other for the final two years. In France, students can opt to study a scientific or legal translation strand as part of the Applied Foreign Languages degree programme, but they need to continue with their studies up to level two/three in order to become qualified as a translator or interpreter. As with conventional language degree programmes, most courses contain compulsory and optional modules, with the number of elective courses increasing in the latter years of the programme.

Programmes normally consist of lectures, seminars and practical classes. In some countries, e.g. Norway and Slovenia, attendance at practical sessions forms part of the programme assessment. Students are generally assessed by oral and written examinations and on the production of a thesis or dissertation. In Norway, the student must write a detailed account of the year abroad in the target language. In Belgium, assessment is partly based on a process of regular evaluation that normally takes place on a monthly basis.

4.3.2. At degree levels two and three

At present, fewer countries offer level two and three training in translation and interpreting than offer first-degree level training. There is no level two or three training in this area in Bulgaria, Sweden, Norway or Romania, although the latter two countries have drawn up plans to implement programmes.

Most programmes offered are at level two and courses are particularly developed in Spain, where students can study an MA in, e.g. Dubbing and Subtitling, Specialised Translation and Language Industries, Conference Interpreting, Translation, Sign Language Interpreting and Lexicography. Programmes generally contain courses in translation / interpretation theory, linguistics, terminology, consecutive and simultaneous interpreting, plus courses in one or more fields of interest, e.g. economics, law, business, politics, science or technology. As with first-degree level, the most popular languages are English, French, German, Spanish and

Russian. Other languages on offer include Italian, Polish, Swedish, Norwegian, Danish, Chinese and Japanese.

The aims of level two/three programmes are to prepare students to work as professional interpreters and translators while developing skills which will enable them to carry out original, autonomous research in this field.

Programme duration tends to be one or two years and further training may be required in order to obtain a professional qualification, e.g. an additional six months training is required in Denmark in order to obtain EU accreditation. Assessment is generally by thesis/dissertation although in some countries this is supplemented by assessed coursework, e.g. in Finland. Programmes in the United Kingdom include a period of a few weeks spent gaining experience in a professional environment, e.g. the EU, UNO, NATO, or business/industry.

4.3.3. At the level of continuing education

Translation and interpreting courses are not available at this level in Ireland, Norway or Slovenia, although the latter country is in the preparation stage of developing courses. Programmes at this level tend to be run by the professional associations for translating and interpreting and are normally available for their members only, e.g. the Professional Association of Translators and Interpreters in Bulgaria, the Association for Translators and Interpreters in Cyprus, the Unit of Interpreters and Translators in the Czech Republic and the Association of Translators in Portugal. In other countries, some universities provide training at this level, e.g. the university centres of continuing education in Finland.

Courses cover specific topics and are usually designed to meet perceived needs, e.g. in the United Kingdom, there are short courses for professional translators who wish to develop their expertise in legal, medical or technical documents, while the University of Gothenburg in Sweden offers courses in Economics for Translators and Interpreters, and Law for Translators and Interpreters. Programmes generally take the form of short courses delivered by workshops/seminars. Qualifications are available, e.g. the professional organisation in the Czech Republic sets an examination in translation or interpreting, and the professional organisation in Bulgaria presents an annual national award in translation.

4.4. Career prospects for graduates

Careers prospects in the area of translating and interpreting are generally good to very good. There is a great demand for high quality translation and interpreting services and a shortage of highly skilled people in some countries, e.g. Latvia. This demand will probably continue to rise due to increasing internationalisation. Graduates with a reasonably good academic record find appropriate work relatively easily throughout Europe. Prospects are particularly good for highly qualified interpreters who have a specialist knowledge in, e.g. law, economics or international relations, and who have the ability to work at high level meetings or conferences.

Qualified translators and interpreters work for the public and private sectors of business and industry, either in their own country or abroad. They may be employed directly by a company, or work for an agency, or set up their own business and work freelance. Suitably qualified people may obtain work as conference interpreters, translators of specialised documents (e.g. law, medicine) and increasingly in technical communications. Indeed, prospects for graduates in this area are diverse and numerous, and they may find employment in, e.g. international commerce, public service, public relations, media, communication services, tourism, international organisations, management, diplomacy, advertising, journalism, research and teaching.

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

4.5.1. At first-degree level

In many countries, translation and interpreting programmes at first-degree level are relatively new innovations in themselves, e.g. in Latvia, Romania and Slovenia. In others, there have been no fundamental changes but courses evolve to reflect changes in the political, social and economic environment.

Where programmes have been established for some time, the main change has been the introduction of new technologies, e.g. translation software, and the opportunity to specialise in technical writing. In some countries, individual courses have been grouped together into larger specialised study modules, e.g. in Spain and Finland. However, the opposite has occurred in Belgium where increasing modularisation has led to more individualised programmes. In Spain, even though the translation and interpreting degree is relatively new, programmes have undergone a number of changes, e.g. the duration of the course has been increased from four to five years, there is now a greater emphasis on native language study and course content has changed to reflect professional needs.

In Bulgaria, where there are no specialised programmes at first-degree level, the study of translation and interpreting has been expanded within the normal language degree programme.

4.5.2. At degree levels two and three

In most cases, level two and three programmes are relatively new, e.g. the Department of Translation Studies is a new development in Lithuania, and where programmes are longer established, they have undergone little change, e.g. in Denmark. As at first-degree level, the introduction of new technologies has been the main change. Other changes include the introduction of courses for specialists, e.g. two-semester courses for judicial translators and interpreters in Latvia, and the updating of interpreting laboratories in UK universities, partly funded by EU bursaries and grants.

4.5.3. At the level of continuing education

Recent changes at the level of continuing education include courses in IT, and a greater emphasis on community language interpreting, e.g. in Denmark. Provision at this level reacts flexibly to external demand.

4.6. Examples of good practice

Examples of good practice are listed alphabetically by country below, and the web-site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

The European Association for Terminology <http://www.eaft-aet.net/>

Belgium

- European Grotius Project has resulted in two pilot-projects for the training of court interpreters. The Flemish project is a joint project between the Lessius Hogeschool and the Antwerp Law Court, and consists of a ten-week course providing basic training in court interpreting. Candidates are required to pass a language test.

Bulgaria

- The Faculty of Classical and Modern Philology at Sofia University has recently installed new equipment for interpreting simulation, which is being used extremely successfully.

Czech Republic

- Institute of Translatology attached to the Faculty of Philosophy (Arts) at the Charles University in Prague is the only institution for this direction of studies.
<http://www.ff.cuni.cz/awelcome.php>

Denmark

Given that only two institutions are involved, examples of good practice are not really relevant here. Details of the programmes and courses are:

- Copenhagen Business School <http://www.cbs.dk/indexuk.html>
- Aarhus Business School http://www.hha.dk/INDEX_UK.HTM

Finland

- Savonlinna School of Translation Studies offers students a wide range of minor subjects including other languages (e.g. Japanese), tourism, communication and culture.
<http://www.joensuu.fi/slnkv/englanti/english.htm>
- Department of Translation Studies at the University of Tampere has launched a 40 ECTS credits Technical Communications Programme which gives students the possibility to specialise in technical communications. The programme forms links between the university and the business sector. <http://www.uta.fi/laitokset/trans/>
- Department of English Translation Studies at the University of Turku offers a 40 ECTS credits minor in conference interpreting. The programme includes both consecutive and simultaneous interpreting. The department also offers a postgraduate course on conference interpreting together with other translation departments at the university.
<http://www.utu.fi/hum/engtra>

France

- Lille 3 - DESS Médiations des savoirs et multilinguisme: option 1 electronic writing and multilingual technical drafting; option 2 assisted language training (e-mail walch@univ-fcomte.fr)
- Paris 7 – Business language and specialised translation (English/German – English/Spanish).

Ireland

- Dublin City University
- University of Limerick

Lithuania

- the Department of Translation Studies at the University of Vilnius offers two-year courses at MA level and one-year courses at diploma level. Most classes are taught by local academics who are practising interpreters, with sporadic contributions from visiting native speakers and part-time lecturers. www.vu.lt/english/

Norway

- Agder University College is the only institution offering a full study programme that prepares students for work as professional translators. Students spend their third year in a country whose language they have chosen to study. An important aspect of the year abroad is the opportunity it provides for students to gain first-hand knowledge of the host country and its culture and at the same time extend their theoretical skills while immersed in the foreign language of their choice. The details of the year abroad, including the place of study, and the subjects chosen must be approved by the teacher responsible for placing students abroad, and students are bound by these arrangements. Agder University College has entered into agreements with universities and other institutions of higher education in France, Germany/Austria and Great Britain/the US. In exceptional circumstances students may be allowed to study in locations other than those Agder University College has entered into agreements with. In order to meet the requirements relating to the year abroad, students must have attended lectures and classes in their chosen subjects and have sat the relevant exams. They must also be able to provide evidence that they have taken these exams. Where there are no final exams (this particularly applies in the case of France) the students in question are required to verify that they have presented themselves for the tests (the *contrôles continus*) that are held at various times during the academic year. In addition, every student must write, and submit, a written report in the foreign language containing a detailed account of their year abroad. <http://www.hia.no/studier/fagomraader.htm>

Poland

- Faculty of Applied Linguistics at the University of Warsaw.
- Centre for Modern Translation Studies at the University of Lodz.

Portugal

- The Catholic University. <http://www.ucp.pt>
- The postgraduate diploma in terminology and translation at the University of Porto. <http://www.letras.up.pt>
- Portuguese Association of Translators at the level of continuing education. <http://www.appt.pt>

Slovenia

- Department of Translating and Interpreting at the Faculty of Arts, University of Ljubljana makes use of the active involvement of professionals from a range of institutions and organisations outside the university.

Spain

- difficult to find examples as all 15 centres have to conform to norms laid down by the Ministry of Education so not much difference between courses. It is also a time of considerable change so it is too early to see the effects.

Sweden

- The Institute for Interpretation and Translation Studies organises first degree studies, in-service training, research, post-graduate seminars, and educational development work. www.tolk.su.se/languages

United Kingdom

- Heriot-Watt University is the only UK university offering a programme in interpreting and translation at level one. The programme aims to provide students with a very high level of language skills, combined with a thorough knowledge of the EU and international current affairs. The third year of the four-year course is spent at a partner institution abroad. www.hw.ac.uk/langWWW/
- University of Bath's level two diploma in interpreting and translating includes the possibility of a short-term placement in an EU/international institution. www.bath.ac.uk/Departments/ModLang/madiploma.html

4.7. Reasons underlying these changes

As discussed in Section 4.5, many programmes are relatively new innovations. These programmes have been developed in response to the need for well-qualified interpreters and translators at both community and international level. This need has been fuelled by increasing internationalisation and the growth of the European Union. The EU's decision to drop its own programme and instead offer financial and expert assistance to selected high-quality courses, has had an impact in many countries, e.g. the United Kingdom and Ireland. New professions such as technical writing have led to the development of courses in new technologies. This has been a major factor in Ireland where the local siting of software companies has provided a ready market for those with high level language skills and software capabilities. Student demand has had an impact on courses in Spain where universities are under pressure to provide the minimum requirement in legal and/or economic translation to enable students to apply for the title of official translator or interpreter. An increasingly high level of demand from UK students has led to a marked increase in the number of postgraduate programmes on offer in that country.

4.8. Identification of needs

Individual countries have individual needs but the following have been identified as being common to many European countries:

4.8.1. At first-degree level

- the whole area of interpreter and translator training at first-degree level is underdeveloped in many countries and there is a clear need for these countries to catch up with the rest of Europe by introducing BA study programmes;
- more specialised teachers of translating and interpreting are required. It is difficult to find teachers of translation or interpretation who are also good translators or interpreters, and it is difficult to recruit and retain well-qualified staff in this area;
- more thought should be given to ways of meeting the demand for less common languages and more language pairs need to be developed – as language proficiency in English improves, less translators are required in the main languages;
- develop students' language proficiency before they embark on a first-degree programme;
- greater focus on translation technology and audio-visual translation. Lack of software resources limits the development of courses concerning the use of IT and translation tools;
- ascertain the exact requirements of the software industry and the type of language professionals that companies need;
- students need more practical experience of the translation and interpreting professions;
- an extended period of study in the target language country and imaginative exploitation of opportunities for partnerships and shared courses with overseas universities.

4.8.2. At degree levels two and three

- introduction of level two and three courses in countries where none exist at present;
- more research into automatic translation, languages for specific purposes and the use of databases for translation purposes;
- finding qualified staff is a problem;
- work experience integrated into courses;
- a greater choice of languages, especially those which give less common combinations, e.g. Danish-Greek;
- intercultural perspectives need to be highlighted more;
- more co-operation between departments;
- more co-ordination / co-operation between teachers, specialists, business representatives, etc.
- professional input is needed from guest lecturers to provide lectures, advise on methodology and participate in student evaluation;
- more resources particularly in the area of IT;
- higher level translation studies are needed to meet the demand for highly qualified translators. The modern workplace requires far more than a sound command of language – it needs people who have received specialised training.

4.8.3. At the level of continuing education

- a system of in-service training in translation and interpreting needs to be introduced in countries where there is currently no provision at this level;
- in-service courses for experienced professionals need to be provided on a more planned basis. Ways should be identified of establishing more courses on a permanent footing instead of relying on existing ad hoc arrangements;
- in-service training in the use of language and translation technology;
- more programmes aimed at bilingual speakers from minority groups;
- a wider range of specialisations at this level.

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

4.9.1. At first-degree level

- institutions should introduce specialised programmes at this level (i.e. separate from the conventional language degree programme) in countries where there is little or no provision at present;
- institutions should develop more links with working life, e.g. by internships;
- the approach to translation should be mainly practical and curriculum innovation should focus on this aspect with special attention paid to interpretation techniques;
- more courses should be provided in software localisation and technical communication – this would increase the attractiveness of programmes to students;

- increase the number of taught languages, including minority languages;
- encourage students to study a “non-conventional” second foreign language;
- more student exchanges and contacts with other European universities should be established;
- frameworks and funding for periods of work experience should be made available by national and European authorities;

4.9.2. At degree levels two and three

- level two and three programmes should be designed and implemented in countries where little or no provision exists at present;
- more emphasis on interpreting and technical translation as opposed to literary translation;
- enhance language proficiency of students before they start translation / interpretation courses;
- introduce new teaching methods and technology;
- better equipment in terms of library materials and new technology;
- more languages should be offered;
- increase co-operation between institutions in order to identify and share out niche areas and thus avoid the danger of overlap and inefficiency in the system;
- make translation programmes available to graduates of non-language disciplines, e.g. engineering, law, in order to meet the need for specialised translators and interpreters;
- frameworks and funding for periods of work experience should be made available by national and European authorities;
- international relations departments in universities should establish more links with foreign universities in order to facilitate student and teacher exchange.

4.9.3. At the level of continuing education

- introduce in-service programmes in countries where there is no provision at present;
- provide training for experienced professionals on a more planned basis;
- courses designed to meet the needs of translators and interpreters, e.g. in the use of new technology;
- priority should be given to developing and mobilising bilingual skills of minority groups.

PROVISION FOR STUDENTS OF OTHER DISCIPLINES

5. *Innovations in language provision for students of other disciplines*

Language provision for students of other disciplines is a highly innovative area where rapid changes can occur. This is due in part to the vocational nature of the programmes. This sector is particularly dynamic in some countries, although provision is unequally developed.

5.1. Language studies integrated into non-language programmes

This section includes degrees where a language component is integrated into the programme as a compulsory element. These degrees are normally focused on another subject (e.g. law, engineering, business) but include a requirement to study a language as a minor, supporting element (often around one quarter of the degree). They may also include a period of residence abroad. Provision in this area is wide-ranging in some countries, e.g. Sweden, but no courses of this type are available in Cyprus, Latvia or Norway, while in Lithuania there is only one such programme.

5.1.1. Content, objectives and structures of programmes

Content

In some countries, it is possible to combine language studies as a minor subject with virtually any major subject, e.g. in Finland. However, although it is possible for two-subject degrees to cross faculty borders, this is not commonly done nor promoted in some countries, e.g. in Denmark. Language studies are integrated into a wide range of non-language programmes but are most common in subject areas which have a strong vocational element, e.g. law, business, economics, medicine, psychology, science, engineering and technology/communication sciences. In Sweden, where provision in this area is particularly well developed, there are

courses available in English/German/French/Russian for International Business Administration, Technical English for Engineers, English for International Legal Science, the Europe Programme (history, cultural studies, English/French/German), a masters programme in European Tourism Management (Spanish/German), as well as Graduate Engineer Programmes in International Materials Technology (Spanish/German), Engineering Physics (German) and Industrial Economy (German).

The languages most commonly taught to students of other disciplines are English, French and German although other languages are offered, e.g. Danish, Dutch, Spanish, Russian, Italian. Students typically study one foreign language alongside their main discipline, although they may study two foreign languages, as is the case with the language diploma for engineers in Portugal. There are special languages for special disciplines, e.g. Latin for biologists. Another example is the Academy of Music in Slovenia where students studying singing are obliged to take lessons in Italian and German.

Generally, language is taught as language for specific purposes, i.e. the course content is related to the major discipline, but this can be at different levels. Many courses include literature and cultural studies as well as the purely linguistic, functional aspect of language. Students may read articles and documentation relating to their specialist subject, as well as watching foreign television programmes and audio-visual presentations. They may also write memos, letters and reports, and deliver oral presentations in the target language.

Objectives

Language courses for non-language specialists focus on the practical aspects of working in an international environment within the student's specialist field. With this in mind, students should be able to communicate effectively in at least one of the main world languages in their field of expertise. They should also be able to read and understand specialist texts. Specific aims include being able to use grammar correctly, to gain fluency in speaking and writing, to build an effective vocabulary related to the major discipline, to make presentations in the foreign language within their specialist area, to recognise appropriate business communication formats within their field, and to gain an insight into the culture of the target language. In Poland, where the learning of a foreign language is compulsory in all university programmes, it has been noted that although a good knowledge of English (or another foreign language) is aimed for, the results are often disappointing.

Structure

The duration of language courses for non-language specialists varies widely and largely depends on the importance accorded to languages within a specific discipline. In Sweden, the language component of these integrated programmes varies between 15, 30, 45, 80 and 120 ECTS credits. In Belgium, the number of hours allocated to the language component varies between 30 and 60 hours per year. In Finland, courses range up to 60 ECTS credits. In Portugal, students normally spend either one semester or one year studying a foreign language from the perspective of their speciality subject.

Foreign language study is available to students of other disciplines at various levels. These students may enter university with the same foreign language knowledge and experience as a student opting to specialise in languages, or they may have little or no knowledge of the language(s) concerned. In Denmark, subsidiary language programmes are typically offered as a one-year course at first-degree level. In Portugal, a postgraduate course in Management of Cultural Inheritance requires students to spend one semester studying French or English.

Courses available in some countries include a period of study abroad, e.g. some IT / computer systems students in Ireland are required to spend the whole of their second year at a French engineering school or working in the IT industry in France.

Responsibility for teaching languages to students of other disciplines may rest with the department of the main discipline, or with the language department, or it may be a joint operation between the two. The Czech Republic is trying to establish specialist departments for teaching languages for specific purposes. In many countries, there is also a tendency to develop language centres where non-language specialists can receive tuition or study

independently. Those who teach languages to students of other disciplines tend to be lower status, part-time, hourly-paid, non-research staff.

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

In some countries, the integration of language studies into non-language programmes is itself a relatively new innovation, e.g. in Iceland and Switzerland. Where programmes are more established, recent changes include an increase in the number of courses on offer, the expansion of such courses into new areas, e.g. programmes for IT and computer systems students, the introduction of IT into teaching materials and methods of course delivery, and the development of cultural components. In the countries formerly under Soviet influence, changes include the freedom to choose the foreign language studied (previously, Russian was compulsory) and the opportunity to spend some study time abroad.

The growth of language centres is a common innovation in many European universities. Together with the implementation of initiatives such as the UK Institution-wide Language Programme (IWLP), this means that more students are now able to combine the study of a foreign language with study in a specialist field. This is becoming an increasingly popular choice for many students.

The demands of working life are increasingly taken into account in programme design and these programmes tend to evolve more than other language programmes, in response to real needs.

5.1.3. Examples of good practice

Examples of good practice are listed alphabetically by country below, and the web-site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

Bulgaria

- New course curricula have been designed with the support of the Tempus Phare Scheme, e.g. the new English course at the Higher Institute of Architecture and Building in Sofia and the modern foreign language curriculum at the Institute of Foodstuffs and Nutrition in Plovdiv (Tempus 13533-98).
- New Modern Foreign Language Centres have been founded, e.g. at Plovdiv University www.ff.uni-plovdiv.bg. They provide high quality language teaching to all university students.

Czech Republic

- University of Hradec Kralové - Faculty of Management and Information www.uhk.cz
- University of Pardubice www.upce.cz

Denmark

- International and Intercultural Communication at Aalborg University. This programme is designed to give students an understanding of communication in the intercultural context. It is taught in English. The programme represents a move to design courses for a cross-faculty base and as such may have wider applications (e.g. in relation to language programmes and not just communication programmes). www.sprog.auc.dk/~firth/IIC.html
- Arabic, University of Southern Denmark. This programme is a subsidiary degree in Arabic, open to students who have completed 2 years of foundation study in any discipline. A more advanced programme is also available for those who complete this subsidiary degree. The programme illustrates how a "non-traditional" foreign language (at least in the Danish context) can be made attractive for students from varying disciplinary backgrounds. www.studieguide.sdu.dk/studier/index.php?uid=62

Finland

- Department of Languages and Communication at the Helsinki School of Economics and Business Administration has a wide range of courses that students can combine into a minor subject. <http://kielet.hkkk.fi/english/index.html>

France

- University of Montpellier: languages and culture multimedia centre accommodates nearly 2,000 students per year. The centre is open from 9.00 to 19.00, Mondays to Fridays and offers six languages: German, English, Arabic, Spanish, Hebrew and Russian. Non-language specialist students can obtain credits for languages. They spend alternate weeks with a teacher and carrying out guided independent study.
- Centre for language resources at the Pôle Universitaire Européen de Strasbourg is established in several faculties: life sciences, economic and management sciences, physical sciences and medicine. Generally, the language of study is English although a choice of English/German is offered in some disciplines.
- National Institute of Oriental Languages and Civilisations (INALCO) specialises in international exchanges involving little-taught languages – Chinese, Korean, Hindi, Arabic, Japanese. <http://www.inalco.fr>

Iceland

- co-operation between the Faculty of Economics and Business Administration and the Language Centre at the University of Iceland.

Ireland

- Carlow and Dundalk offer diplomas for IT and computer systems students in the Institutes of Technology.
- The University of Limerick requires the whole of the second year to be spent at a French engineering school.
- Galway places its students in the IT industry in France.

Latvia

- ESP teaching at Venstpils College. ESP is taught as:
 1. a basic foreign language continuing the course started at the secondary schools
 2. a second or third foreign language.

The students learn the foreign language for 4 semesters. There are 12-17 students in the group. The groups include students of equal level of knowledge.

Students:

- Majority of them are high school graduates and that means they do not have relevant work experience.
- Their language skills are between intermediate and upper-intermediate levels and some students have already taken a course in Business English at their high schools.
- Despite students' improving language knowledge, the analysis of students' needs points out the most essential need for them - speaking (communication) skills, leaving reading, listening, writing skills far behind.
- Students are motivated as, firstly, they have managed to get through the high competition in entrance examinations and, secondly, students are aware of studying facilities and opportunities the college offers.

The content of the course includes topics chosen on the basis of students' needs analysis. The teachers choose the necessary functions, structures, vocabulary according to the students' level.

There are good resources for learning:

- Wide choice of materials for learning: dictionaries, course books, CD-ROM's;
- The materials are accessible to each student;
- The students can use Internet freely;
- There is a language lab;
- There is satellite TV.

The many-sided resources allow the use of various forms of autonomous work:

- Extensive reading (periodicals, research papers, case studies, etc)

- Preparation of short presentations (product presentation, presentation on one ethical problem, culture, etc)
- Individual work with CD-ROM on Business English;
- Independent work with literature, dictionaries, the internet, reference literature, etc;
- Preparation of course assignments (assigned by a lecturer).

The value of the ESPELL project supported by the British Council was great.

- “English for Special Purposes” in Latvia Sports Academy. The objectives of the course:
 - To enrich the special vocabulary;
 - To acquire skills of reading special literature;
 - To develop communication skills based on the field of studies;
 - To acquire skills of public speech, business writing.
 The course content is linked with other courses in the programme: pedagogy, psychology, anatomy, sports history and field of sports the students are studying www.lspa.lanet.lv

Poland

- The programme of FLE (French as a foreign language) carried out successfully in several institutions.

Portugal

- University of Evora – nearly all non-philology programmes have one compulsory language.
- University of the Algarve – English is obligatory for the majority of non-philology programmes.
- New University of Lisbon – there are language courses for many non-philology programmes.

Sweden

- Jönköping International Business School offers English for Business at four different levels.
- The Baltic Business School at Kalmar University College is being established as of autumn 2001. www.hik.se/io/index.html

Switzerland

- The University of St Gallen includes in its Faculty of Economic Sciences, a department of cultural studies, which offers courses in English, German, Italian, Spanish, Russian and Japanese together with psychology, sociology and history. Students must study at least one foreign language and a cultural strand.
- The University of Italian Switzerland places high importance on foreign language study. The Faculties of Communication Sciences and Economic Sciences offer advanced courses in English, German and French, as well as less advanced courses. In addition, the Faculty of Communication Sciences offers two additional courses in each of the three foreign languages: a course in specialist language and a course with a cultural slant.

United Kingdom

- University of Sheffield offers an Institution-Wide programme in French, German, Italian and Spanish. The Modern Language Teaching Centre's Language Programme is accredited as part of the University's modularised degree (level one). www.shef.ac.uk/mltc/courses/courses.html
- At the University of Plymouth there are currently 93 undergraduate awards that include a reference to a language study in their title (most of them combining a language or languages with a non-language subject and approximately 700 students taking at least one language module. www.plymouth.ac.uk and www.pbs.plym.ac.uk

5.1.4. Reasons underlying these changes

Innovation in this area is driven by the demands of the workplace. The internationalisation of working life and the increased mobility of the workforce has had a major impact on these programmes. In Ireland, the flow of foreign companies into the country, in particular IT companies, has led to innovations in the type of courses on offer. Many institutions have begun to recognise the central role of communication and the importance of languages and cultural awareness in both professional and academic success. There is an increasing realisation that

in a competitive European job market, monolingual students are at a distinct disadvantage. Research in the field of language teaching for specific purposes has also influenced change.

5.1.5. Identification of needs

Individual countries have individual needs but the following have been identified as being common to many European countries:

5.1.5.1. Seen in relation to the development of language studies

- introduce integrated language courses in countries where little or no provision exists at the moment;
- develop and establish a state examination for entrance to language courses due to disparity of levels;
- students' foreign language skills and cultural awareness have to be brought to such a standard that they can function in the academic environment;
- motivation of students of other disciplines is not always very high to start with so this needs to be addressed;
- some students complain that these integrated programmes have a general character and are not oriented towards their first speciality;
- it is necessary to prepare appropriate and diversified programmes under the dual control of experts in the specialisation and language teaching experts;
- develop a curriculum for languages for special purposes;
- adapt language courses to the programme specialisations by taking account of European documents such as the Common European Framework of Reference;
- specific objectives based on the study of the particular discipline;
- it is necessary to continue to explore the place of languages within the framework of non-language faculties;
- it is necessary to develop common ideas at each university in order to determine the structure and content of the language lessons offered by various faculties;
- the principle of interfaculty studies should be examined.
- teachers of languages for special purposes including more native teachers;
- more teaching material for special purposes, particularly IT-based materials;
- a programme to facilitate further the mobility of students and staff across the whole of Europe.

5.1.5.2. Seen in relation to non-academic requirements

- more specialist teachers;
- urgent need to raise the status of the teachers who tend to be lower status, part-time, hourly-paid non-research staff;
- more co-operation between educational institutions both at home and abroad;
- identify and evaluate the language needs of non language professions;
- people in business, administration and other areas of international relations need a higher standard of functional skills and cultural awareness than at present;
- at times of increasing international contacts at different levels and in diverse areas, it is important that foreign language proficiency is promoted;
- future students need to be made aware of the importance of languages in society;
- the European and world context requires professionals who can use at least one foreign language in a professional situation. This need for linguistically competent students of other disciplines is not currently being met;
- to create an appropriate climate and understanding for learning languages other than English;
- better information on changes in the workplace and on social changes more generally.

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

- to raise foreign language knowledge of university staff and teachers of non-language specialisations;

- universities should undertake an analysis of the language needs of their future graduates and consider the place of languages and communication in the various study programmes;
- more effort at recruitment level to overcome non-language students' fear of coping abroad and the prejudice that engineers, scientists and computer specialists do not need to speak a foreign language;
- require that all graduates know their own language well (general and of their speciality) and at least one foreign language (in their speciality);
- do not impose a compulsory language but give students choice of language;
- institutions should offer beginners and preparatory courses;
- more resource centres with teachers trained in autonomous learning;
- increased funding;
- create teachers of speciality language who can meet needs of students of specific programmes;
- develop language knowledge of various professionals;
- develop student exchange - there is much scope for students of other disciplines to be offered opportunities for study and training in at least one other country;
- increased funding of smaller projects at European level to make it possible for students to meet and learn from each other;
- the EU must take a stronger lead by enhancing current programmes and devising new initiatives which encourage institutions always to think of their role in a European context;
- there is a clear need for the development of structured programmes of study devised and delivered by a partnership of universities from more than one country and leading to an award by that group of universities.

5.1.6.2. At degree levels two and three

- more research into the needs of the markets and society in order to find out where graduates are working;
- develop continuing courses of professionally oriented languages;
- develop co-operation between diverse professionally oriented institutions;
- more subsidiary programmes in language studies could be designed to meet the needs of a wider student base;
- institutions should consider greater cross-faculty flexibility;
- interdisciplinary initiatives involving languages;
- develop research in speciality language;
- allocation of funds for research needs to be increased;
- the EU could require more mobility of researchers in its technical programmes.

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

This section examines language courses studied alongside non-language programmes as opposed to language courses integrated into non-language programmes. This includes courses studied as options by students of other subjects, where they may choose to study a language, but could choose courses in another discipline instead. It is becoming increasingly common to find courses which allow students to study one or more foreign languages alongside but not an integral part of the work they are required to do for their degree. Optional language courses such as these are offered, e.g. in France, Ireland, Portugal and the United Kingdom. The language course may be designed for students of a particular discipline, or it may be a general language course.

At this point, a distinction should be made between integrated programmes and compulsory language studies for students of other disciplines. In many countries, there is a requirement for all university students to study at least one foreign language, e.g. in Bulgaria, Cyprus, the Czech Republic, Finland, Latvia, Lithuania, Poland and Romania, while other countries require students in certain subject areas to take a language, e.g. business students in Sweden. At degree level two, students are obliged to study a foreign language in the Czech Republic while in Belgium, the opportunity exists to learn a second foreign language at this level. In Slovenia, there is a language requirement for entry to degree level two. This section includes these compulsory language courses as they are not integrated into the main degree programme.

5.2.1. Content, objectives, and structures of programmes

Content

Subject-oriented courses are available in many countries, e.g. in Belgium, there are language courses for civil engineers, doctors, pharmacists and a wide range of other occupations, and in Iceland, courses are available in English for Special Purposes: Business English and Legal English. Language courses are not restricted to the more vocational subjects, e.g. in the Czech Republic some branches of study have special language courses for their students, such as German courses for history students. In France, language courses are related to the main discipline in only a small number of cases and tend to be more general in nature. In Sweden, both subject-oriented and general courses are available, e.g. academic writing, proficiency in English, language skills with an economic bias, English for the education systems, English for practical and professional purposes, English with a technical bias. In Switzerland, there are specialist language courses as well as courses focusing on the specific use of language in academic and scientific fields, e.g. training in preparing talks.

The number of languages available varies from university to university. The languages most commonly offered are English, French or German, with English being the most popular. However, other languages are available, e.g. Russian, Spanish and Italian. In Belgium, it has been noted that it is not uncommon to find students in language centres trying to master one of the less taught European languages.

Courses typically include reading comprehension exercises (usually with texts related to a major subject), and exercises of spoken skills such as presentations and discussions.

Objectives

The aim of these courses is to give all university students the opportunity to develop their language skills. Students become familiarised with the language they can expect to encounter during their studies and in professional life. Learning a foreign language gives students access to information and research conducted in foreign countries as well as facilitating international co-operation and exchange of ideas. Subject-oriented language courses enable students to broaden their knowledge in their subject specialisation as well as their foreign language skills.

Structure

Many courses are subject-oriented and designed to meet the specific communicative needs of the students of different disciplines. They range from traditional courses in oral proficiency or reading comprehension to courses with a substantial proportion of self-tuition. Methods of teaching vary from intensive to courses focusing on multi-media and tandem learning.

Courses are available at a variety of levels, from beginners through to higher degree level, e.g. Danish medical and health faculties run compulsory courses in written communication for PhD students.

Course duration varies, e.g. in Finland, many faculties require students to study 8 ECTS credits in a language, while in others it is up to 32 ECTS credits. The English for Special Purposes courses in Iceland are worth 5 ECTS credits, while a 15 ECTS credits course is available at the Oslo Law School in Norway. In Switzerland, courses are normally 5 or 10 credits, but can be as many as 20. In France, the duration varies between 40 and 50 hours accompanying a programme of some 800-850 hours. In Lithuania, students have at least 128 hours of foreign language study and most have 256 hours. In Romania, most non-philological faculties have a compulsory language component over three semesters.

In many countries, e.g. Finland, students can take language courses at any stage of their studies, although they are encouraged to take them as early as possible in order to help them in their studies. In France, the programme of study for students in their first two years of university includes language courses. In Ireland, science and engineering students can take an elective language course for one or more years of their degree programme.

It is increasingly common to find that the general provision of language courses is independent from the traditional language departments. Many courses are organised by language centres, which are generally equipped with language laboratories and computer materials for self-tuition. Language centres are common, e.g. in Belgium, Finland, France and Ireland. However,

language centres are not common in Denmark where various bodies under the auspices of county or local authorities offer a variety of courses at different levels. Language departments of some universities also arrange courses that are open to all students, e.g. at some universities in Finland and Lithuania. In Sweden, some distance-learning courses are available, e.g. English with a technical bias, technical English and Tandem Deutsch-Schwedisch.

Courses may be free or fee-paying. In the UK, the growth of Institute-wide Language Programmes (IWLPs) has enabled students to take free-standing courses for no extra fee. In some cases, e.g. Ireland, the language centres offer free courses to their own students and commercial rates to the general public.

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

In most countries, provision in this area has increased markedly over the last few years. An exception to this is Norway, where despite an increasing demand for foreign language competence, some well-established and popular courses have been terminated due to financial constraints.

One of the most significant changes is the creation of language centres in universities throughout Europe. These centres facilitate the development of independent language learning and complement new teaching methods, e.g. more emphasis on web-based instruction and distance learning. In the United Kingdom, the Institute-wide Language Programmes (IWLPs) have had a major impact as previously provision for students of other disciplines was very patchy and often non-existent.

A wider choice of languages (including non-European languages) is available, and in the former Soviet countries, students are now free to choose which language(s) they wish to study. Courses tend to be more closely linked to the needs of working life and many now contain an intercultural dimension. New specialist courses have been introduced, such as academic writing in the target language.

Language portfolios have been introduced in some countries, e.g. Finland. Of particular note, the French Ministry has created a new certificate – le certificat de compétences en langues de l'enseignement supérieur (CLES) which is aimed at encouraging students of non-language disciplines to continue with the study of one or two languages during their degree programme. It is particularly concerned with testing their ability to use the target language in connection with their main studies.

5.2.3. Examples of good practice

Examples of good practice are listed alphabetically by country below, and the web-site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

Bulgaria

- A network based curriculum for modern foreign languages, which is the outcome of a research and development project, co-ordinated by Sofia University, within the framework of Tempus is an attempt to get around the shortcomings of the dualistic model of language teaching for general versus specific purposes. A National Network of language teaching institutions has been set up for the dissemination of the new language curriculum.
www.lac2000.revolta.com

Czech Republic

- see 5.1.3.

Denmark

- Language Centre at Copenhagen Business School. This is an interesting initiative in the Danish context, where there is no tradition for university-based language centres.
www.cbs.dk/departments/langcen

Finland

- The Language Centre at the University of Helsinki <http://www.helsinki.fi/kksc/> is the biggest of the university language centres in Finland. 100 teachers provide tuition in 20 languages and self-learning facilities for 42 languages. A new innovation is short courses in press language in Spanish and Russian where beginners quickly gain an elementary knowledge of the languages. The Language Centre has developed ALMS based teaching for the needs of students (Autonomous Language Learning Modules). <http://www.helsinki.fi/kksc/alm>
- The Swedish-speaking sections of the universities located in Helsinki have launched a joint project called the 'Language Alliance' under the Department of Languages and Communication at the Swedish School of Economics and Business Administration in Helsinki. The aim is to provide language courses for Swedish-speaking university students. <http://www.shh.fi/depts/sprak/allians/index.htm> (N.B. this web-page is in Swedish)
- The Department of Languages and Communication (<http://www.shh.fi/depts/sprak/index.htm>) at the Swedish School of Economics and Business Administration (http://www.shh.fi/index_eng.htm) has developed a course called Environmental Communication that deals with companies' environmental reporting, focusing on the students' presentation and argumentation skills in English. <http://www.hkkk.fi/~tammelin/envicom98/info.html>. The Department has also revised the programme for Russian, including a portfolio course.

France

- see 5.1.3.

Ireland

- University College Dublin
- University of Limerick

Latvia

- Stockholm School of Economics in Riga (www.sseriga.edu.lv) in which all courses are taught in English. The programme offers a theoretical basis in all main subject areas concerning business and industry. Students acquire theoretical and practical skills both in entrepreneurship and business administration. Graduates are involved in setting up new business as well as participating in the restructuring of existing business and other organizations. The study language is English. Strong emphasis is placed on teamwork, case studies and problem solving. The programme also covers study trips to different companies and organizations in Latvia and other countries. Students have to complete internship in companies. The programme gives a broad basis in Business Administration and Economics both theoretically and practically. The first part of this programme covers the following subjects: business administration, accounting and finance, marketing, economics, economic statistic, commercial law, business English, management and organization theory, international business, small business management, service department, computer and information processing, business simulation. Students have to prepare a Bachelors thesis which covers both knowledge and practical skills acquired during their studies at SSE Riga.

Lithuania

- Department of English for Social Sciences at the University of Vilnius where staff actively and successfully participate in the pioneering work of the EuroFaculty and other projects funded by the British Council.

Norway

- Østfold University College at Halden offers programmes in business English, French and German. Common to the programmes is a compulsory stay in the foreign country where the student either works for a private company (French, German) or studies at the university (English). In the first year there are a large number of obligatory oral and written tasks and term papers and strong emphasis on language development. Assessment makes ample use of a portfolio. For example, in a course entitled *Written Market Communication* a component is devoted to functional translation while the other part of the course concentrates on analysing and producing various text genres. Assessment in that course is an individual portfolio comprising functional translations into English and a number of other texts of different genres within market communication. The texts should be based on research done in one particular company. <http://olaf.hiof.no/~sf/englishindex.html>

Sweden

- 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. Co-operation within the Nordic countries has been initiated and will hopefully be developed further. Contact person: Janet.French@engelska.umu.se
- 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. Contact person: Anita.Malmqvist@tyska.umu.se

Switzerland

- the Language Centre at the University of Lausanne teaches six languages to students and staff. It prepares them for internationally recognised examinations. Teaching and methodological reflection is intense and based on needs analysis. The Centre contains a multi-media space, has contacts with various national and international associations and also engages in research.

United Kingdom

- University of Sheffield offers an Institution-Wide programme in French, German, Italian and Spanish. The Modern Language Teaching Centre's Language Programme is accredited as part of the University's modularised degree (level one). www.shef.ac.uk/mltc/courses/courses.html
- At the University of Plymouth there are currently 93 undergraduate awards that include a reference to a language study in their title (most of them combining a language or languages with a non-language subject and approximately 700 students taking at least one language module. www.plymouth.ac.uk and www.pbs.plym.ac.uk

5.2.4. Reasons underlying these changes

Internationalisation and the mobility of the labour market has led to a considerable increase in language studies in most fields. In order to face modern requirements, graduates need to have mastered a foreign language. In society, there is a demand for professionals with good functional language skills and courses have developed to meet this need. Membership of the European Union has intensified this need in many countries. There is an increasing realisation that in a competitive European jobs market, students who are monolingual are at a distinct disadvantage and that foreign language skills are required in order to sell oneself successfully.

In many fields, students are required to write papers, reports and abstracts in a foreign language which has led to the development of academic writing courses in the target language.

The growth of language centres and independent language learning is partly due to technological advances and partly due to the fact that many students now work part-time to help finance their studies.

5.2.5. Identification of needs

Individual countries have individual needs but the following have been identified as being common to many European countries:

5.2.5.1. Seen in relation to the development of language studies

- language provision for students of other disciplines is a relatively underdeveloped area in some countries and how it could be developed at university level requires immediate consideration;
- more courses in foreign languages for specific fields;
- more courses with a cultural component;
- more academic writing courses;
- differences in entrance level of students' language skills to be taken into consideration;

- foreign language classes for non-philology faculties are often taught to groups which are too large to be efficient. Sometimes students with different levels of proficiency attend the same group which hinders the focus on the specialised aspects of the language;
- better self-learning facilities;
- teaching materials for new specialities should be developed;
- new teaching methods should be applied;
- standardise evaluation in language studies;
- it is important that centres have the resources to train and retrain their teachers;
- academic authorities need to have a far greater language awareness in order to alert students to languages and the methods of taking them;
- programmes need to be reformed so that language learning is fully integrated and treated as having equal importance with other elements of the degree;
- there is a need for a programme to facilitate further the mobility of students and staff across Europe;
- to successfully deliver and expand these courses it is essential that universities develop a coherent language policy and back it with resources.

5.2.5.2. Seen in relation to non-academic requirements

- urgent need to raise the status of the teachers who tend to be lower status, part-time, hourly-paid non-research staff;
- students of other disciplines generally rely on language skills acquired in school – these skills may not be enough to deal adequately with the demands of the modern workplace;
- university graduates should have a command of at least two widely-used European languages;
- more courses other than English;
- needs of working life to be taken better into consideration;
- greater support and understanding from the authorities.

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

- diversification so that students can begin language study in a language they have not had the opportunity to learn before;
- more co-operation between educational institutions;
- use remote facilities for lesser taught languages;
- develop open-access language learning facilities for students;
- need for language centres and beginners courses providing support to bring students up to a level where they can start university studies;
- the role of the language centres needs to be considered especially how they are integrated into ordinary academic life;
- support contacts with native speakers via the internet and foreign students in the university;
- groups should be more carefully selected and courses organised according to students needs;
- better funding;
- there is an urgent need for data on enrolment patterns to gain a clearer picture of emerging trends;
- how language provision might accompany non-language programmes, in terms of quantity and quality of provision, needs to be discussed at institutional and national levels;
- consider language learning a continuum from primary school through to higher education;
- more European co-operation with non-language degree programmes;
- joint programmes of study should be encouraged;
- there is much scope for students of other disciplines to be offered opportunities for study and training in at least one other country;
- The EU must take a stronger lead by enhancing current programmes and devising new initiatives which encourage institutions always to think of their role in a European context;

- the development of structured programmes of study devised and delivered by a partnership of universities from more than one country and leading to an award by that group of universities.

5.2.6.2. At degree levels two and three

- make better use of web-based teaching;
- courses in academic writing;
- how language provision might accompany non-language programmes, in terms of quantity and quality of provision, needs to be discussed at institutional and national levels.

5.3. Language provision and support for mobile students

Provision for mobile students varies throughout Europe. Some countries have a tradition of providing foreign language courses for mobile students while in others, such as France, developments in this area are relatively recent. Large-scale student mobility is a relatively recent development in some countries, particularly the former Soviet influenced states, so the need for this type of provision is new in many countries.

In general, the emphasis is on teaching foreign languages to incoming students with less emphasis on those going elsewhere.

5.3.1. For incoming students

Most European countries offer language courses to incoming international students, in particular students on exchange programmes such as Socrates, Erasmus, etc. Courses may be free or fee-paying and are generally provided by the language centres or similar departments within the universities. Some countries offer distance learning courses for incoming students, e.g. a Swedish for Foreigners programme aimed at incoming exchange students is available in the Department of Languages and Communication at the Swedish School of Economics and Business Administration in Finland.

Various levels of study are available, ranging from elementary, through to intermediate, and advanced. A large number of courses are run during the summer vacation, prior to the first semester. The duration of these intensive courses is generally between two and eight weeks. For incoming students wishing to pursue their degree studies at a foreign university (as opposed to those on an exchange programme), there is generally a requirement that they study and are assessed in the target language. In Romania and Sweden, such courses for long-term students take a year and are assessed by formal examination.

Many courses include a cultural studies element in addition to general language communication, e.g. the University of Southern Denmark runs a Scandinavian Area Studies programme with intensive language courses and courses in English about Danish/Scandinavian society and politics.

Support for incoming mobile students also takes the form of specialist staff, e.g. in Iceland, there is a special representative responsible for assisting foreign students in planning their study and helping them find accommodation.

In some countries, all or part of a non-language programme may be taught through the medium of one of the main world languages. This means that although language courses are generally available, they do not always have a high take-up rate, as incoming students do not perceive a need to learn the foreign language in order to carry out their studies. In Iceland, students are allowed to submit written work in English or another language with the prior agreement of the teacher.

5.3.2. For outgoing students

While there are many courses for incoming students, the needs of outgoing students are not adequately addressed. Students who go abroad without adequate language training find survival in a European academic environment very difficult. Many countries require outgoing

students to demonstrate their proficiency in the target language (often by means of a test) before they are allowed to attend courses in a foreign country. However, in many cases, the student is expected to reach the required level of competence by attending private classes.

There are some institutions offering courses specifically designed to prepare outgoing students for their stay in a foreign country, e.g. there are courses in the UK, Finland and Denmark. In Norway, there are intensive language courses for students going to France and Germany – part of the course (15 ECTS credits) is taken in Norway, and the rest (15 ECTS credits) when the student arrives in the foreign country. One institution in France plans to introduce language courses for outgoing Erasmus and Socrates students from the next academic year (2001-2) although students will have to meet 30% of the cost of these courses. Other institutions prepare their students for study abroad by incorporating language courses into the main course programme rather than offering specially designed programmes, e.g. in Ireland. However, a problem arises with programmes that do not offer language electives.

It would be useful to establish a long distance, e-learning centre/network for outgoing students. For minority languages, the host country would be responsible for organisation but they need to be put in contact with the incoming students at least one year before they arrive.

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

This is a relatively small but growing phenomenon. In some countries, whole courses are offered through a non-native language and in others, there may be lectures and/or course materials in a foreign language.

5.4.1. Disciplines involved

In some countries, most disciplines are available through the medium of a foreign language, e.g. in the Czech Republic, Denmark, Lithuania, Norway, Portugal and Sweden. In certain cases, courses given in a foreign language are part of the obligatory programme, e.g. chemistry and law in Poland. In countries where not all disciplines are involved, the most common ones are law, business and management, economics, natural sciences, medicine and health sciences, engineering, philosophy, social sciences, history, politics, theology, psychology, agriculture, technology, geography and mathematics.

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

Many countries offer programmes at all levels, e.g. Bulgaria, the Czech Republic, Denmark, France, Iceland, Latvia, Lithuania, Norway, Sweden, Switzerland. Some focus on level one, e.g. Finland, Romania and the United Kingdom, while others only offer level two programmes, e.g. Portugal. At level one, provision is more likely to be in the form of individualised courses, while whole programmes taught through a foreign language are more common at level two.

5.4.3. Languages used

English is by far the most common language used and in some cases is the only foreign language offered. German is the next most popular language used followed by French and Spanish. Other languages are available, e.g. Italian, Swedish, Russian, Polish and Irish. The domination of English has created problems in Norway, where some departments offer graduate courses in English if a foreign exchange student is registered for the course. This can cause conflict as naturally the home students would prefer the course to be delivered in Norwegian.

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

In most European countries, non-language programmes or parts of programmes taught through one or several other languages, are open to both home students and mobile students, e.g. in the Czech Republic, Finland, Romania, the United Kingdom. Many courses are aimed at a particular target group but are available to other students as well, e.g. Bulgaria and Latvia concentrate primarily on home students but their courses are also open to mobile students, while courses in Denmark and Sweden are aimed at foreign students but are also open to home

students. There is a special case in Latvia, where the target group is a mixture of Latvian, Lithuanian and Estonian students who receive courses in English so that they share a common language.

5.4.5. Policies and objectives underlying the practice described

The process of internationalisation is the main driving force behind developments in this area. Many courses are based on partnerships between universities in different countries, international projects and exchange programmes. The objectives of these courses are to create an international milieu through encouraging staff and student exchange, and to attract more foreign students. Receiving courses through the medium of a foreign language prepares students for the demands of international academic and working life and makes them better able for studies abroad. New technologies, particularly the Internet, have increased the use of English.

5.4.6. New measures proposed

- the practice should be expanded to new programmes and measures should be taken at all levels of Higher Education governance;
- more courses in foreign languages should be offered;
- language skills and knowledge should be acquired in two, three or more foreign languages;
- more attention to be paid to the role, significance and hidden potential of the foreign language;
- languages other than English should be introduced as languages of instruction and mediation;
- institutional evaluations of teaching in English would be useful;
- make bilingual studies the norm;
- acceptable language proficiency level of teachers should be defined;
- involve regions and companies who can co-finance courses abroad;
- the idea of double degrees should be developed;
- foster both-way student mobility and address both home and international students with the same set of flexible courses;
- students to be obliged to follow language courses before their postgraduate specialisation courses;
- there is a clear need to implement measures that will ensure the success of the European Language Portfolio which is already in use in some he institutions <http://culture.coe.fr/lang>;
- the development of e-learning language courses.

CONTINUING EDUCATION

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

The term 'continuing education' has a different meaning in different countries. In order to establish clarity and consistency, here the term is taken to mean language-related courses offered by higher education to business employees, or to general adult learners who are not full-time students. It could also include such courses taken by students outside their degree programme. Continuing teacher education was addressed in section 3.3.

6.1. Target groups

Continuing education is targeted at adult learners. They may be members of the general public who are interested in learning or developing skills in a foreign language for reasons of career or personal development. In the Czech Republic and Slovenia, for example, there are "3rd Age" universities where mature students are taught by other seniors. Courses may be specifically targeted at business people (either general business language courses or courses related to their particular specialisation). In some countries, e.g. the United Kingdom, continuing education courses are becoming increasingly popular among undergraduates and postgraduates, who attend part-time language classes outside their degree programmes. In Cyprus, Greek courses are aimed specifically at prospective students, as this is the language of instruction at the University of Cyprus. In many countries, there are also language courses for foreigners.

6.2. Content, objectives and structures of programmes and courses

Content

There are general interest courses as well as courses for special purposes, e.g. those designed to meet specific business needs. Levels range from ab initio to advanced and in some countries, continuing education students can study part-time at degree level, e.g. in Denmark. A variety of languages are on offer: the most common are English, French and German, but other languages are available including Italian, Turkish, Arabic and Japanese.

Objectives

The main objective of language studies in continuing education is to promote lifelong learning. By teaching languages at all levels from ab initio to advanced, the aim is to impart skills in reading, writing, speaking and listening and thus to improve the linguistic and professional abilities of the general public. Many courses enable people to improve their educational qualifications either for career development purposes or for general personal development.

Structure

The duration of continuing education language courses varies enormously. There are short intensive courses (e.g. studied over a day or a weekend) and long courses (sometimes lasting a year or more). While full-time continuing education courses are available, the majority are part-time and normally take place in the evenings or at weekends. Some courses are modular in nature, which provides greater flexibility - an important consideration for mature students.

Courses are normally fee-paying although in certain cases they may be paid for by the adult learner's employer, which is common in Finland. Institutions offering continuing education courses are under pressure to provide certification for their courses as this is linked to funding. Thus many courses lead to qualifications, e.g. in France, students can obtain continuing education diplomas.

The institutions responsible for providing training in this area are varied, ranging from the universities, state and private language schools, schools, cultural institutes (e.g. the British Council), individual companies and government ministries (e.g. the Ministry of Education and Culture in Cyprus). Some universities have departments or centres of continuing education that are responsible for provision. Distance learning is becoming increasingly popular and courses are available via the Internet and television, e.g. in France, there is an establishment run by the Ministry of National Education which offers distance learning in 14 languages.

6.3. Recent developments

In some countries, continuing education language courses are a relatively new innovation, e.g. in Latvia and Romania. Elsewhere, the demand for courses has increased considerably over the last decade which has meant that language schools and courses have mushroomed in many countries. In Bulgaria, the general public has become more knowledgeable about quality issues and are avoiding purely commercial operations, leading to the closure of many private language schools.

Universities are becoming increasingly aware of the need to promote lifelong learning, not least because this sector has commercial value and because of the decline in full-time student numbers in some countries. Centres for continuing education are growing and in some countries, "3rd age" universities have begun to offer language courses, e.g. in Portugal.

Methods of course delivery have changed with the growth of IT, e.g. more distance learning courses, online course materials, remote tutors, videoconferencing. Certification has been introduced for many courses, e.g. France has recently introduced le diplôme de compétence en langues (DCL) which evaluates competence in professional language use in English, German, Spanish and Italian.

6.4. Identification of new needs

Individual countries have individual needs but the following have been identified as being common to many European countries:

- great need for language programmes in this category as modern foreign language skills are indispensable;

- to develop a greater variety of courses and to find funding for them;
- create new courses for applicants with special requirements;
- different sorts of specialists need to learn special sorts of language, e.g. engineers;
- more conversational courses;
- need to improve language skills of teaching staff;
- effective teaching methods, including self-study programmes, e-learning opportunities;
- the development of new teaching methods raises questions of teaching needs and teacher training in their role as tutor, adviser and mediator;
- more facilities for self-study;
- research is needed to find out what types of language programme could be of interest to the continuing education market;
- need for speakers of languages other than English;
- modular courses for speciality languages, not only traditional languages, but with the opening up to new markets, languages such as Swedish, Danish, Arabic, Chinese, etc;
- the widening of the menu on offer, i.e. lesser used languages is hampered by lack of numbers;
- specialists in other languages besides English, German, French;
- the language needs of migrant populations should be addressed in a structured way;
- it is necessary to reflect on the best way of organising language courses, inspection methods, diplomas to be awarded;
- need to integrate continuing education provision at various institutions in a particular region so as to avoid atomisation and danger of wasteful overlap. This seems a promising way of ensuring in a planned way that minority languages are covered adequately.

6.5. Measures proposed to meet the needs identified

- policy of promoting language studies at regional and national level should be adopted;
- proper market research to identify market needs;
- universities must widen the range of courses;
- it is necessary to develop interactivity in remote training;
- government funding should be directed towards migrant education;
- EU funding should support the delivery of lesser used languages;
- self-study courses/packages for businessmen should be developed;
- prepared materials at various levels;
- develop training for teachers in adult education;
- it would be advantageous if the practice of continuing education courses being taken for credit could be made universal and conform to recognised European standards of achievement (European Language Portfolio).