

DEVELOPING AND PROMOTING CURRICULUM INNOVATION IN EUROPE

A workshop held at the Golf Hotel, Bled, Slovenia, 10th-11th May 2002

Workshop report by Paula Davis

The purpose of this workshop was to develop the process of reflection in curriculum innovation across Europe, building on the work of the TNP2 Scientific Committee for Curriculum Innovation. During the previous 18 months, members of the Scientific Committee had produced national reports on curriculum innovation in their individual countries, which were condensed into a synthesis report and a summary report (all downloadable from www.lang.ltsn.ac.uk/tnp/ci). The aims of the workshop were to develop and prioritise the recommendations contained in the reports, to identify projects for development and to determine methods of dissemination. The workshop was attended by 35 participants, comprising members of the Scientific Committee, representatives from the TNP2 Co-ordinating Committee, and invited stakeholders from partner institutions and organisations.

The workshop was divided into six main sessions based on the structure of the Curriculum Innovation national reports and synthesis report:

- Traditional language programmes
- Alternative language programmes
- Continuing education and lifelong learning
- Provision for students of other disciplines
- Translators and interpreters
- Teacher training

Each session was chaired by a member of the Scientific Committee and began with a presentation from another member of the group, summarising the synthesis report and focusing on recommendations. Other members of the Scientific Committee were then invited to identify and comment upon examples of good practice in their own countries, and each session concluded with an open discussion. The final session provided an opportunity to summarise key outcomes in terms of recommendations and projects, and to obtain additional feedback from invited guests.

Mike Kelly (Co-ordinator of the Scientific Committee for Curriculum Innovation) began by welcoming the participants, summarising the work of the Scientific Committee to date, and outlining the workshop programme.

Session 1: Traditional Language Programmes

Chair: Urszula Damska-Prokop, Uniwersytet Jagiellonski, Poland

Presentation by Maria Salenius, University of Helsinki, Finland

Traditional language programmes are language degrees with a main focus on language, language history and/or literature, often known as philology. There is a trend to divide traditional language programmes into language skills/studies, linguistics and literature. The first year or two of programmes contain a number of compulsory courses and these become more elective as the programme progresses. Most programmes have an element of compulsory study abroad. In terms of careers, most graduates of traditional language programmes become teachers but in many countries they may go into a range of other careers. There is a need to recognise these different career paths when developing the curriculum. There are trends towards a stronger emphasis on cultural studies, separate minor programmes alongside traditional programmes, added strands and replacing literature. Language programmes are becoming more contextualised, more practical, have a greater emphasis on spoken proficiency, and professional subjects are being added in order to meet business needs. The main objectives of traditional programmes have not changed but the focus has shifted to “communicative competence.” Good practice in this area involves student-oriented approaches with an emphasis on critical thinking, an intercultural/European dimension, fluency and accuracy and greater mobility. The Scientific Committee have identified the main needs in this area to be:

- To develop the European dimension
- Greater interdisciplinarity

- To establish conditions for staff and student mobility
- International recognition of qualifications

The measures suggested to meet these needs are:

- At institutional level
 - ❖ Hold discussions to identify student needs
 - ❖ Provide more funding and in-service training for university teachers
- At national level
 - ❖ Foster climate for innovation
- At European level
 - ❖ Pan-European curriculum development
 - ❖ Facilitate establishment of international contacts

Members of the Scientific Committee identified some examples of good practice in their own countries: the Language Corpora Centre at Vilnius University has been developed in cooperation with the British Council; the Language Learning Resource Centre at Stockholm University; and the University of Cambridge, where the concept of the traditional programme does not preclude the need to introduce judicious change to meet demand, e.g. the introduction of new courses such as philosophy and film studies.

The following points were raised during the open discussion:

- The changing environment and changes in research should be reflected in changes in courses.
- We need to consider employability when developing courses: careers are changing and there is more temporary employment. What qualifications do people need at the end of the first cycle?
- How do courses need to change with the move towards the European higher education area?
- There is a problem with the relationship between the content of the curriculum and vocational/professional needs. On the one hand, we say there is no relation because we won't have just one career and we need to be able to work in every domain. On the other hand, we have to combine languages with specific content directly related to careers.
- We need to think through the issues of what methods are appropriate for teaching critical thinking.
- It is important to obtain good input from students via consultation in order to develop courses.

Session 2: Alternative Language Programmes

Chair: Oddny Sverrisdóttir, Háskóli Íslands, Iceland

Presentation by Sharon Millar, Syddansk Universitet: Odense Universitet, Denmark

Alternative language programmes are language degrees where language related studies are combined into one programme with studies in one or more other disciplines in roughly equal proportions. Common characteristics of such programmes are that they are more vocational and technical; they are taught across departments; they may require study or placement abroad; career prospects are good (because they often result in a marketable qualification); and most graduates of these programmes would not consider a career in teaching. The Scientific Committee have identified the following needs in the area of alternative language programmes:

- Enhance status through research, particularly languages for specific purposes.
- Greater cooperation between traditional and alternative programmes and institutional and external partners.
- Discussion is required about the number of languages studied and the impact this has on competence levels, objectives and assessment criteria.
- Develop new materials, modes of delivery and teaching methods.
- Identify potential career paths so curricula can be adapted.

The following recommendations have been identified to meet these needs:

- Quality enhancement and cooperation
 - ❖ Establish institutional infrastructure at all levels to exchange ideas and disseminate good practice.
 - ❖ Undertake pilot curriculum development projects.
- Linguistic competence
 - ❖ A generalist programme at level 1 to ensure linguistic competence.
 - ❖ At level 2, language and content integrated.

- Career paths
 - ❖ Research graduate career destinations.
 - ❖ Develop new programmes addressing “new” careers, taking into account needs of employers. (Universities are not necessarily providing students with the skills employers want.)
 - ❖ Focus existing provision in a more targeted way.

Members of the Scientific Committee identified some examples of good practice in their own countries: in Poland there has been an increase in the number of languages being studied and developments in translation studies; the Department of European Studies at the University of Bath is an example of structural good practice - alternative programmes offer a good opportunity for interdepartmental cooperation and the next step is to set up departments with a specific remit to produce this kind of programme; the Law and French programme at Trinity College, Dublin is taught entirely in French, and the degree in computer systems and French requires students to study computer systems in France for a year - interdisciplinary cooperation is essential for developing these sort of curricula.

The following points were raised during the open discussion:

- It would be misguided to go too far in professional/vocational orientation particularly at first degree level. There is a need for a certain degree of generality and to reflect upon and define the competences we expect students to have by the end of the first degree.
- Agreed criteria at the end of both cycles are important. We need to assess whether the Council of Europe levels are relevant here.
- There is a need for a change in focus – to look at student outcomes rather than input. We need convergence at the level of learning outcomes.
- Alternative programmes should not have too narrow a focus and should encourage students to become independent thinkers with the ability to adapt to different contexts.
- There is a paradox in that employability is important but on the other hand, we need to form independent thinkers. Should we be thinking of a combination of both? If so, how do we implement this in small countries where there is not the opportunity to develop more departments? Perhaps the 1st level should develop language competence and critical thinking and the student should then be sent abroad (for 1 year or 1 semester) to study their speciality. But how do we implement these curricula financially when money and people are scarce? This is an area for a possible project and is a very important issue for small countries and minority languages.
- We shouldn't abandon the first level to traditional programmes with limited choices. There is a need to develop more general skills, e.g. communication, team building and critical thinking.
- Linguistic competence is important but people need different levels of language competence for different purposes. There is no uniform need to learn a language.
- In countries such as the UK and Denmark where there is a language crisis, how do we attract students to do these “wonderful” new curricula?
- Employment options for language graduates differ from country to country and may also change in the future. Employers aren't aware of what linguists do - there is a need to publicise ourselves more and to make students more aware of why they are learning particular things. We are moving into an age of competition, an area of supply and demand.

Session 3: Continuing Education and Lifelong Learning

Chair: Anita Malmqvist, Umea Universitet, Sweden

Presentation by Ian Wallace, University of Bath, United Kingdom

Continuing education and lifelong learning are high on the agenda at the moment, as highlighted by Wolfgang Mackiewicz's recent paper “Lifelong Foreign Language Learning.” The Scientific Committee's remit was to focus on continuing education, which was defined as language-related courses offered by higher education to business employees, or to general adult learners who are not full-time students. Target groups for continuing education are adult learners, the general public, business people, students, prospective students and foreigners. Continuing education has a social and cultural dimension incorporating social inclusion, equal opportunities, active citizenship and human/linguistic rights. There is also an economic rationale in terms of employability, adaptability and replenishing the EU's skills pool. The content of continuing education courses may focus on general interest or special purposes. A variety of languages are taught at a variety of levels and course structure may be short and intensive or long. Most courses are part time and most are fee paying, many are certificated and there are various providers. Courses are often modular and there are some distance learning courses. Recent developments have seen a mushrooming in demand, an increased awareness of quality issues, new methods of delivery and more certification.

The Scientific Committee have identified the following recommendations in relation to continuing education:

- Promotion and planning of lifelong learning at regional and national level.
- Market research to identify needs.
- Wider range of courses.
- Develop interactivity in remote training.
- Prepare materials at various levels.
- Develop materials for business.
- Training for teachers in continuing education.
- EU funding for less used languages.
- Government funding for migrant education.
- Universal credit to recognise European standards of education

To quote from Wolfgang Mackiewicz's paper: "Financial considerations apart, perhaps the principal challenge in the lifelong learning scenario presented by the Commission is that of validation."

Presentation by Victor de Kosinsky, THENUCE Network Leader

The Thematic Network in European University Continuing Education (THENUCE) has partners in 29 countries and contains 8 major groups comprising 12 people in each group:

- THEG1 is writing a handbook of case studies for managers.
- THEG2 is the observatory group and is contacting decision makers to discuss directions in independent language learning.
- THEG3 is writing 30 national reports due to be printed at the end of September.
- THEG5 involves relay centres to disseminate findings and collate information.
- THEG6 is looking at accreditation and ECTS
- THEG7 (national networks) has merged with TEG5. The idea is that there will be permanent cooperation networks.
- THEG8 is the quality and evaluation group.
- THEG9 involves adult teaching and learning.

In addition, distance learning and ICT satellite projects feed into the other THEGs and there is also the ALPINE group which is examining the role of learning, particularly in adult education. Further information about the project can be found at www.thenuce.net.

The following examples of good practice were identified by members of the Scientific Committee and invited guests: in Slovenia there is a good system of teacher training for continuing education based on a centre which organises fee-paying or subsidised, certificated courses at three levels; in Malta the Education Division have set up a particular division and there is an Education Officer in lifelong learning; in Poland there are specialist centres which have opened up to the general public and are developing according to specific needs and specific groups. These centres generate income and use internationally recognised qualifications.

The following points were raised during the open discussion:

- Continuing education is just one aspect of lifelong learning and universities must see themselves as a player in lifelong learning. This is an area that needs further development and there is not common practice across the board.
- Universities have the responsibility to validate and recognise language skills and competences acquired outside the university and we need to find ways of doing this. Some people are looking at the accreditation of prior learning and adapting credit transfers to continuing education.
- What does the learner want? Perhaps we should ask past students what they would like to have studied.
- Is it the task of the university to offer these courses? Universities need to offer beginners courses but should they be offering courses for everyone? In some cases, universities are able to offer courses in less spoken languages which are not offered by the language schools and they are able to generate funding in this way. Perhaps universities should not be offering language courses to all but should take responsibility for training teachers of these courses and developing materials? We should leave provision in this area to those who already do it effectively.
- The "added value" of European cooperation - member states have responsibility for providing funds but the EU adds value in terms of exchange of ideas and sharing good practice. European projects such as TNP2 can do things on a scale that individual countries cannot - we are stronger together than individually. It is not all about money and requires a lot of initiative – we need to return to our institutions and talk about what we are doing in order to mobilise others. Lifelong language networks influence new law which in turn influences financing. In the UK, the LTSN Subject Centre for Languages, Linguistics and Area Studies www.lang.ltsn.ac.uk has been set up as a national support service for teaching and learning. The concept of the Subject Centre is very much based on thematic networks, i.e. providing practical output but also exchange of ideas.

Before the next session, Markella Mantika talked about the work of the AEGEE www.aegEE.org and the aspects of the association which have a bearing on the work of the TNP.

Session 4: Provision for Students of other Disciplines

Chair: Andreas Papapavlov, Panepistimio Kyprou, Cyprus

Manuel Célio Conceicao prepared the presentation for this session but unfortunately was unable to attend the workshop due to family illness. Mike Kelly made the presentation and, in Célio's absence, thanked him for his hospitality at the last Scientific Committee meeting in Faro and for the time he spent preparing for this workshop.

Presentation by Michael Kelly, University of Southampton, United Kingdom

Provision for students of other disciplines is an area of great dynamism and innovation. Provision for students of other disciplines covers four main areas:

- Programmes where languages are integrated into degrees, e.g. engineering, law, science, where the language learning element accounts for approximately 25% of the programme.
- Language options – students may choose to study a language as part of a degree in another discipline.
- Linguistic preparation for mobility.
- Teaching other disciplines through a foreign language.

The main interest is in programmes where languages are integrated into degrees and language options. These are the areas where there is most energy in universities although provision can be varied, often with little or no communication between units within an individual institution. The Scientific Committee has made the following recommendations in the areas of integrated programmes and language options:

- Universities should map provision effectively and coordinate it in a more coherent way.
- Better customising of language teaching to acknowledge needs in other disciplines.
- A key area is the relationship between language centres and language departments. Better relations should be established.
- Status is a problem. Lack of coordination is partly because people don't respect the work other units are producing. This creates barriers to curriculum innovation. Many teachers are insufficiently trained and provision is based on a large number of part-time teachers (native speakers). This needs to be addressed.
- There is scope to increase the amount of language learning by students of other disciplines. To what extent should we be pressing for languages to be compulsory for all students? We are currently debating this.
- More research into specific issues of teaching and learning for students of other disciplines. This is related to the issue of status and the large number of casual staff.
- We need to increase the number of languages and the link between language learning and other disciplines. This link is very important for motivation.
- More training modules for teachers are needed.
- More relations with business and external stakeholders, e.g. engineering enterprises. There is a need for the language component to make links. This can be beneficial in providing opportunities for sponsorship.
- There is a need to do more research into the needs of the world of work and incorporate key basic work skills into programmes.
- All students should have knowledge of at least one foreign language, whatever their discipline. Discussions are under way regarding the 1 +2 formula (Barcelona Conference Statement).
- There is a need to take greater account of students' learning before entry to university. It has to be seen in the context of the total language learning portfolio.
- New technology is important but this is the work of another project group.

Preparation for mobility

Universities are very good at giving linguistic support to incoming students but very poor at giving support to outgoing students. This needs a great deal more work, in the preparation of intercultural as well as linguistic skills. A good deal of student mobility is not as effective as it should be.

Teaching other disciplines through a foreign language

This is a small but growing area. The dominant pattern is teaching through English. The Scientific Committee recommends greater diversity of languages mirroring developments in primary and secondary education and increasing the range of foreign languages.

Members of the Scientific Committee presented examples of good practice from their own countries: in Sweden, Language and Cultural Studies programmes focus on improving skills and cultural awareness; the Language

Centre at the University of Helsinki, where the emphasis is on self learning, teachers are well qualified and the centre has a high status; the Vienna University of Business and Economics where students training to be managers of the future take 1 or 2 compulsory languages.

The following points were raised during the open discussion:

- The TNP sub project on quality is examining status and teacher quality and in particular the relative lack of teacher training in this area. When teachers are employed on an hourly basis, they are often not available for further training. There needs to be more cooperation between the Quality and Curriculum Innovation groups on this issue. There is also an ELC group on language policy which is working towards a more integrated approach and breaking down administrative barriers.
- With teaching through a foreign language there is a problem in that teachers may not be as competent in the language as they are in the discipline. In the future, multiliteracy among the academic community will be the order of the day. Future professors will have to read and write in at least two other languages.
- Students should be able to gain credits for any language programme. It is important that students should take a language but not diversify too much at first degree level. This can be linked to the Council of Europe framework which is transversal and applies to all languages. There is a need to match learning outcomes to the framework which is being done through Bologna.
- Mobility has to change under the Bologna two cycle structure - with three year programmes, there is a danger that mobility will fall aside unless quality is enhanced. Study abroad will have to be fully integrated (1 semester) and partners will have to be chosen carefully. Students need to return from study abroad with 30 credit points. There must be high quality provision preparing outgoing students.
- We need institutional, not departmental policy on languages. Languages need not be compulsory but there is a need to make languages more attractive to students. In order to give languages academic status, students must be given credits.
- We can't expect candidate countries to prepare alone for enlargement. Member states have to prepare too and this is something that has to be remedied starting at school level. Candidate countries must understand that the Union is based on linguistic diversity. The belief that English is the way to "make one's way in the West" is a travesty. People from the candidate countries need to spread the linguistic diversity message and promote their own languages at home and abroad. It is important to invest in learning and teaching one's native language.
- Linguistic policy is also a state issue as, e.g. the German and French experience is different from Latvia.
- There is a need to pay more attention to cross border languages – you need to be bilingual if you are living near a border. There is a need to adapt the teaching to the specific needs of the people concerned.

Session 5: Translators and Interpreters

Chair: Hans-Werner am Zehnhoff, Lessius Hogeschool, Belgium

Presentation by Todor Shopov, Sofijski Universitet Sveti Kliment Ohridski, Bulgaria

Descriptive reports exist for many European countries: this report (TNP2) including the national reports; TNP1 sub-project reports; literature (e.g. Linguanet Europa multilingual resources centre at <http://www.linguanet-europa.org>). In most cases, universities are responsible for the training of translators and interpreters. Specialized institutions also exist in some countries and professional organisations often provide in-service training. Courses range from special training programmes to translation and interpreting studies being integrated into general language degree programmes. Translation and interpreting is normally into and from the native language. Career prospects are particularly good for highly qualified interpreters who have some familiarity with a special area of knowledge, e.g. law, economics or international relations. In most cases training programmes are relatively new.

An example of good practice from Bulgaria is the Higher School of Translation and Interpreting at Sofia University, where in most cases the instructors are practicing translators and/or interpreters. The School offers two main programmes and at national level, it is in charge of the certification tests of the European Commission's translation service. The School's equipment includes, in addition to the regular facilities of the university, an ICT laboratory with 6 standard booths for simultaneous interpreting and 15 places for consecutive interpreting.

The Scientific Committee has made the following recommendations in this area:

- Training highly qualified translators and interpreters by
 - ❖ introducing specialized programmes at all levels of the education system, including in-service training on a more planned basis;
 - ❖ providing training programmes for graduates of non-language disciplines, e.g. engineering, law;
 - ❖ providing training programmes aimed at bilingual individuals from minority groups.
- Ensuring accuracy and effectiveness and raising awareness of cultural differences by

- ❖ training of instructors, renewal of curricula with a focus on practical skills and the use of ICT and developing new teaching methods;
- ❖ diversifying taught languages, including minority languages, and developing more 'language pairs', e.g. Danish-Greek;
- ❖ expanding the use of ICT as teaching aids and translation tools as a consequence of more research and development into automatic translation and translation software;
- ❖ providing periods of study, student exchanges and work experience in the target language country;
- ❖ increasing cooperation and coordination, e.g. inviting guest lecturers, external evaluators, etc.

Members of the Scientific Committee presented examples of good practice in this area: in Poland, translation studies programmes aimed at training translators focuses on literary texts, pragmatic texts and reports, and interpreting. At the Institute of Translatology at Charles University in Prague all students start on the same programme and then decide on their specialisation after 3 years. This practical course is very well organised, efficiently run and fully accredited. In Finland, a pilot project at the Department of Translation Studies at the University of Tampere offers the possibility to specialise in technical communication. The input is geared towards demanded output, i.e. directly meeting the needs of technical clients.

The following points were raised during the open discussion:

- In TNP1 there was a translating and interpreting sub project with a special policy driven brief. For TNP2, there was a desire to bring translating and interpreting into the wider remit of curriculum innovation, to address the issues as non-specialists and make recommendations to the translating and interpreting community.
- Most qualified translators and interpreters do not work as translators and interpreters – 95% of them do quite different things. There is a need to find out what these other professions are so we can develop input.
- What qualifications should people have at 1st and 2nd degree level? You need more than a first degree to be a translator or interpreter. If you have completed a programme in another subject area and have additional languages, you can then move into translating and interpreting at 2nd degree level.
- Many graduates end up in the growing language industry. What are its requirements and can we prepare people for it? New careers are emerging. Are universities aware of them?
- The changing student population means that there are more bilingual students now who can develop skills if we attract more students to this area.
- Some machine-assisted translation programmes are problematic. It is the role of linguists to improve them.
- Translating and interpreting should be part of traditional language degrees and not separate. Courses need an "introduction to professional translation" element. Students need to be aware of what they can handle themselves and what they need to call on others to do. Where there are Schools of Translating and Interpreting, there is scope for cooperation with Philology Departments.
- The strict distinction between translating and interpreting is slowly disappearing and the emphasis is more on basic study courses, e.g. in terminology, then translating, then interpreting.
- Is it the case that one is only any good when translating into one's own language? Is it possible to translate well into other languages?
- At European level, the Union has been discussing what needs to be done to cope with expansion. We can't practically translate from one language into all others but we can't abandon the principle of linguistic diversity. The inner workings of the Commission shouldn't be confused with the outside world.

Session 6: Teacher Training

Chair: Jone Grigaliuniene, Vilniaus Universitetas, Lithuania

Presentation by Dainuvite Bluma, Latvijas Universitate, Latvia

Language competences are important for every citizen in every country. There is wide range of ability and this is reflected in teacher training. Trends show an increase in the number of languages and number of students at all stages of lifelong learning. These trends impact on goals, methods and approaches to teacher training. Children may learn 2 or 3 different languages at school with lessons in the first foreign language starting between the ages of 3 and 9. There are differences between teaching the first foreign language and the second and third foreign languages. More research is needed into how people at different ages learn the first and second foreign languages. There are differences between teacher training at primary and secondary levels. Good language competence doesn't necessarily make for a good language teacher. Should one teacher teach one language or

all foreign languages? We need to specify whether we focus on teaching or learning - is the teacher teaching or assisting student learning?

There are two systems of teacher education:

- Part of an integrated programme divided into academic subjects, theoretical teaching and teaching practice.
- Add on component.

The objectives of teacher training are to provide an academic background, theoretical knowledge and practical experience. Teachers must also have research skills. Common developments are:

- Educational technologies
- Multiculturalism
- Reflective practice growing. How well are teachers prepared for this?
- Holistic approach
- Coherence with needs of population but this should be stronger
- Practical language studies for specific purposes growing
- Upgrading teachers knowledge and skills
- Exchange of ideas and experience

The Scientific Committee have identified a number of needs in this area including the following:

- We need courses for those who work with adults and programmes for university teachers too.
- It is necessary to do more research on the personalities of lecturers as the attractiveness of language learning is important and depends on personality.
- Materials for teaching adult education need to be developed.
- A more holistic approach.
- Need to incorporate changes in society.
- Learn how to promote communication among learners as well as communicating oneself.

At institutional level, the measures recommended by the Scientific Committee to meet the needs identified include:

- Programme level in relation to needs of learner
- Closer school and institutional links
- Closer links to community
- Applied linguistics relevant to language teaching
- Wider language choice
- Attention to young learners

There are crucial changes in in-service education with teachers needing to requalify to meet demands. What can we do in future? There are inner resources in institutions and we need to encourage exchange of good practice.

Presentation by Mike Grenfell, University of Southampton, United Kingdom

Mike Grenfell reported on a research project he is working on with Mike Kelly and a team of research assistants: Training of Teachers of a Foreign Language – Recent Developments in Europe. The project overlaps, extends and complements the work of the TNP. It is a 6-month project (January to June 2002), involving 32 countries at primary, secondary, higher education and adult education levels. It looks at both pre-service and in-service training and aims to identify initiatives in the training of teachers of foreign languages. The project brief is to make recommendations to the EU in order to form a more coherent policy statement. The project team is currently producing reports which will be available on the Web:

- National reports (from Web research and personal interviews)
- Synthesis report
- 16 case studies giving examples of good practice and initiatives
- needs analysis
- recommendations

The profile of the future second language teacher shows they are not just one entity. They may be a specialist (who teaches only the second language), a semi-specialist or non-specialist. The semi-specialist can teach the subject and teach it through language to a certain extent.

- **Background of teacher**
 - ❖ Native speakers (increasingly important in the UK where 50% of initial teacher training students are native speakers).
 - ❖ Accredited prior learning – people have specialist skills but not necessarily language skills.

- ❖ Second language is complex. There are bilingual countries and regional languages. All have different training needs. It is a very complex picture.

A lot of the project thinking is grouped around three headings:

- **Structure**
Recommendations will be made about:
 - ❖ Timing and balance (add on; integrated courses; what is the norm?)
 - ❖ Links (formal and informal)
 - ❖ Flexibility and diversity
 - ❖ Teaching practice – what do we mean by it?
 - ❖ Credit transfer. To what extent between countries?
- **Content**
 - ❖ In light of the Common European Framework is it possible to have a common European Framework for teacher training?
 - ❖ Models of professional development – craft models versus practitioner models. How would this influence the Framework?
 - ❖ Theory and practice (in some countries teacher training is very theoretical while in others it is too practical)
 - ❖ Methodology and good pedagogy. With the Common Framework we need agreement on methodology to deliver it.
 - ❖ Place of linguistic competence? What level?
- **Organisation**
 - ❖ European QTS – could we have agreement that status is recognised everywhere?
 - ❖ Who coordinates it? Central agency?
 - ❖ Quality assurance
 - ❖ Mentor training (this is gaining prominence)
 - ❖ Trainer training – there is very little around but it is very important
 - ❖ ICT (networking, distance learning)

In terms of professional progress, should we be looking at distinctive cycles of a teacher's career at 3 levels – main grade, threshold and advanced teacher? What would the criteria be? What would each level entail, e.g. becoming a trainer of a mentor? What sort of INSET would they need?

- **INSET**
 - ❖ Must be Euro recognition (accumulative)
 - ❖ Accreditation important
 - ❖ E-learning is essential
 - ❖ Pedagogical/research knowledge is essential
 - ❖ Linguistic competence? How to balance it with methodology and research. How can we update people?
 - ❖ Training element?
 - ❖ How do we feed back through the training process?

The project team have listed aspects of good practice to produce a profile of training features in the form of an itemised checklist for people to reflect upon. Teachers and institutions can measure themselves against the profile. The project team welcomes comments on this and other aspects of the project.

Members of the Scientific Committee presented examples of good practice in this area: the teacher line at the Department of English at the University of Jyväskylä in Finland admits a number of students to both the language department and to teacher training. A key aspect of this programme is the cooperation between teacher training units and foreign language departments. Trainee teachers receive a complete philology education plus teaching skills. In Malta, there have been positive attitudes towards the Tomorrows Teachers Project and the Communicative English Language Teaching project. In the Czech Republic, students take a 5-year course and have experience of teaching in schools by the end of their 3rd year. New methods of grammar tuition have proved interesting and a foreign language portfolio which records learning experiences has been introduced. This has proved to be motivating and very successful. In Sweden there is a system of network seminars which were introduced to deal with the problem of learners dropping second and third foreign languages at school. A network was started with a permanent group of teachers who meet every 6 months in northern Sweden. These teachers often teach in small schools in sparsely populated areas. A representative from each of the 13 regions meet for

seminars to reflect on teaching practice and develop ideas and they then arrange local seminars to disseminate information. This is financed by the municipalities and so far has been successful.

The following points were raised during the open discussion:

- Teacher exchange is fragmented and should be more systematic at national level.
- Now that lifelong learning is understood to take place throughout life, what are the aims of teaching languages to children and what competences are to be achieved? Foreign language teachers of young learners must have a strong command of the language themselves.
- We must differentiate between L2 languages taught in an L1 environment. Languages at a preschool age will be learned as L1, not L2. There is a different situation in learning 1st, 2nd, 3rd, etc languages. Work is being done of ways of enabling learners to learn L2 and L3 languages rapidly based on L1 learning knowledge.
- It is important to think how to make education better and improve language knowledge but we mustn't forget the reality in the classroom. In northern Europe, the recruitment of teachers is already a problem so teaching has to become attractive for young people. There needs to be more stress on resources. It is important that children start early but in the kindergarten there is a need for bilingual or native speakers. It is also important to think of the needs of people with disabilities. We need to raise the ambition level as high as possible.
- Language teaching at primary level is common practice but teachers are not prepared for this so results are negative and there is now talk of stopping it in many places. It is our job to envisage the requirements of tomorrow and tell politicians what the measures should be.
- Bilingual and multilingual education – there are no materials and teachers are not prepared so there is a danger it will backfire.
- With the 2-cycle Bologna structure, should we offer a general degree programme at first level and teacher training at the second?
- Some questions need further research and we need to define what these questions are. We need to say to politicians that we have to invest in research but this requires that universities recognise this as a priority.
- Does a good language teacher necessarily provide good learning? We can measure output, i.e. linguistic competence amongst pupils and look at variables. Member states have said that they want to identify indicators to measure competence in foreign languages in order to compare average performance throughout Europe. The Southampton study will be complemented by other studies. We do know that if you have rotten teachers learning doesn't take place at all.
- There is an issue of status. There is a wide spectrum between high status with high unemployment to low status and difficulties recruiting. Looking at Bologna where teacher training is level 2, it is difficult to recruit whereas recruitment to level 1 isn't a problem. Is there a possibility that the "Euro language teacher" would have a high status, comparable to the "Euro engineer?" This would be the "Euro teacher" who may also find themselves teaching languages. This is something to work towards but we need a recognised system of qualifications, a common profile which will make them attractive throughout Europe.

Concluding Session: Defining Key Outcomes (Recommendations, Issues for Further Work and Plans for Projects)

Chair: Neva Slibár, Univerza v Ljubljani, Slovenia

Presentation: Michael Kelly, University of Southampton, United Kingdom

Mike Kelly elaborated on the recommendations made during the workshop sessions:

General Recommendations

- Maintain and increase language diversity by increasing the number of languages and the number of students taking up this provision.
- Staff mobility. Currently arrangements are fragmented and haphazard. There is a need to improve organisation of staff mobility at European level.
- More research on learning and teaching in languages.
- Cooperation/networking. More needs to be done at European level to extend this.
- Research – specify fields where research is needed.

Language Degrees (Traditional and Alternative)

- Improve attractiveness. There are major difficulties with falling student numbers.
- Careers. We need to be more informed about the career paths of graduates (including translating and interpreting and teacher training graduates) and do more to build links between courses and career outcomes.
- Integration of language and content. There is a need to extend good practice in this area.
- Should we be working towards a core curriculum? If so, what should it look like?

Students of other Disciplines

- Greater cooperation within institutions to ensure exchange of expertise and good practice.
- Provision for meeting EU policy goal of 1 +2 languages.
- Preparation for mobility. More linguistic and intercultural preparation is required before students go abroad. The shortened degree cycles of the Bologna Declaration will impact on this.
- Training of teachers. A large volume of teaching in this area is done by people who have not had appropriate training.

Translating and Interpreting

- Incorporate work experience into translating and interpreting programmes.
- The changing nature of the language industry and the range of new careers are imperfectly understood. There is a need to understand and respond accordingly.
- Development of professional profiles, i.e. what we want students to have in terms of skills and attitudes.
- Meeting diverse needs. Different needs require different programmes, e.g. shorter, longer or more focused.

Teacher Training

- Secure balance of components:
 - ❖ Theoretical v practical
 - ❖ Applied linguistics v pedagogy
- Prioritise early learning (but there are consequential implications).
- Importance of e-learning, particularly if we move towards a more European concept of teacher training.
- Accreditation. This involves a range of issues:
 - ❖ The Euro teacher
 - ❖ Validation and recognition of INSET modules
 - ❖ Incentives

Lifelong Learning

- Definition
- Training of teachers. Many are not adequately trained.
- What is the role of universities in provision for lifelong learning? Universities have not defined where they feature. We need a clear view of our role (not only as providers). Lifelong learning is no longer just post-compulsory education but refers to kindergarten right through to the University of the Third Age. Are there different roles for universities at different stages?
- Certification. It is important to identify forms of certification (this is linked to quality issues). Should all lifelong learning be certified and if so, how?

Workshop participants were then invited to comment upon priorities and omissions in the area of recommendations. These included the issues of introducing the European dimension at the level of

benchmarking statements (while still respecting diversity); the importance of being better informed about the language industry; and a wish to add multilingual education to teacher education recommendations.

Projects

A number of the identified recommendations lend themselves to projects:

- **Cooperation and development of further infrastructure to support cooperation:**
 - ❖ At European level (building on the work of the TNP/ELC)
 - ❖ At national level encouraging cooperation between institutions
 - ❖ At international level between universitiesA number of projects could develop from this.
- **Mapping provision**

This relates to the work of the language policy group so it was agreed that this group would be better placed to take this forward.
- **Language policy**

It was agreed that this should also be referred to the language policy group.
- **Training language teachers**

This is already being covered by Mike Kelly's and Mike Grenfell's project so there is no need for the Curriculum Innovation group to dwell on this.
- **Status and how it creates barriers to innovation**

This is a difficult area which lends itself to a research project.
- **Careers**

This area suggests a number of projects, e.g. developing knowledge of actual career destinations and progression and more research on the structure of the labour market. However, the issues go beyond this and require coordination and cooperation between different TNP groups, e.g. the policy group.
- **Pilot projects**

A small number of institutions can move quickly on pilot projects. There is scope for pilot projects in:

 - ❖ Developing new curricula
 - ❖ Looking at benchmarking and the core curriculum (although these are longer term issues)
 - ❖ Develop modules combining traditional and alternative modules
 - ❖ Lifelong learning
 - ❖ Mapping bilingual education (how much provision is there and what does it respond to?)

The following points were raised during the concluding open discussion:

- It is easier to convince universities to cooperate with other universities abroad than those in their own country. Building national networks is useful in terms of developing language policy and there is a need to involve more universities in developing national networks.
- There is a need to do some research with students. Research cannot be done in a vacuum and concrete projects receive a very good response from students. In Year 3 of TNP2, there will be a more structured approach involving focused dialogue with other stakeholders, including employers and student representatives. It is important to take account of students' needs and to hear students' voices before reaching conclusions about development. There is a commonly held view that students have no idea about these issues. It is true that in general they aren't aware of the European Language Portfolio or the Bologna Process but if we involve them more actively, they will respond.
- It is important to improve language teaching at school level and to run programmes with more student mobility and visiting professors.
- There is a need to reorient programmes to motivate student choice and meet the needs of the workplace. There is a need for reorientation in terms of adding tracks to traditional philological learning principles, e.g. teaching, research competencies, and market-oriented professional skills, e.g. in ICT, communication studies, tourism and mediation. Reorientation is not an option, it is a necessity. Otherwise departments will be closed down and we won't be able to prepare students to meet the needs of the multilingual market.
- Language teachers play a very important role in language diversity. With the "invasion" of the English language, it is a big challenge to make people appreciate how valuable other languages are. It is vitally important that we make time to continue the workshop discussions with our colleagues at home in order to spread ideas and inspire them. It is important to have an active dialogue with teachers in schools and

hear about their needs and experiences. There are a lot of changes at the moment so this is a very challenging time.

- It would be interesting to do some research on language knowledge in different countries. This research could be used to influence decision makers. It is very important that the academic is not isolated from society and uses knowledge and research to inform decision makers. We are living at a time when students think practically and we are competing with other subject areas. Making links between subject options and careers is important.
- Although the move to more professional oriented degrees is positive and responds to market needs, it is not necessarily the most profitable way to go. Students of these programmes are unlikely to become teachers or “spread the word”. Traditional degrees are more likely to impact on languages.
- Students vote with their feet – they are opting for courses where they can use up-to-date materials and which lead to certain careers. We need to reconcile changes to our academic courses.
- We tend to follow stereotypes. Not everyone wants to do English and we shouldn't assume that business only wants English.

Victor de Kosinsky, in his role as external evaluator for TNP2 gave his evaluation of the workshop which he felt had been a good learning experience for all, with good preparation and background documents. He felt it could have been even more productive if the aims, objectives and outcomes had been more clearly stated. There needs to be more focus on learning rather than teaching and output rather than input. There also needs to be closer links with the other TNP2 sub projects and other networks.

Mike Kelly closed the workshop by identifying the way forward for the Scientific Committee. This will be to identify the main issues from the workshop report as a basis for developing recommendations and further defining and prioritising projects. Members of the Scientific Committee will be asked to take responsibility for developing individual recommendations. The Steering Committee will meet before the start of the next academic year and the next meeting of the full Scientific Committee will take place in early November. Mike concluded by thanking the organisers and expressing the pleasure and academic stimulation he had personally gained from the workshop.