

National Report on Curriculum Innovation in Germany

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1. Introduction

1.1 The system of higher education

The federal principle

The universities in the Federal Republic of Germany are considered as a joint task and are therefore almost completely financed through public funds. The federal constitution maintains that the organisation and financing of the educational system lies within the responsibility of the Bundesländer (*federal states*). The Federal Government, represented by the German Ministry of Education and Research provides the general legal framework (by means of the Framework Law for Higher Education Institutions, *Hochschulrahmengesetz*) and is also responsible for promoting educational reforms through recommendations and additional financial aid. The concrete regulations are established in the individual laws of the federal states by means of higher education acts (*Hochschulgesetze*) and school laws (*Schulgesetze*). The Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz*) facilitates the comparison of the different regional educational systems by coordinating the views of the regional ministries. The Standing Conference also issues recommendations for federal policy. In addition, the universities themselves are involved in the decision-making process concerning education policy: the Association of Universities and other Higher Education Institutions in Germany (*Hochschulrektorenkonferenz*) is the unifying body for higher education institutions in the Federal Republic of Germany. It is a voluntary and non-governmental organisation. For long-term goals and strategies in the educational sector (both for universities and non-academic research institutions), the recommendations and appraisals of the Science Council (*Wissenschaftsrat*) are considered as fundamental. The Science Council is an advisory body to the Federal Government and the state (*Länder*) governments. Its function is to draw up recommendations on the development of higher education institutions, science and the research sector in general (as far as content and structure are concerned), as well as on the foundation of new universities.ⁱ

The federal states have a considerable amount of freedom with respect to the design and organisation of programmes and examination regulations. This latitude has even been amplified in recent years, in order to promote individual reform endeavours. Therefore, study conditions are very heterogeneous, differing from university to university. Given the diversity of the various systems, we will not be able to describe each system in detail.

Individual schools are much more homogeneous than the system of higher education. While

there are differences between the school systems of the different states, there are fewer differences among the schools within a particular state, because each federal state has a specific framework plan that specifies the organisation of that school system. The higher degree of regulation within a specific school system is relevant for the education of teachers: the programmes differ (sometimes considerably) from one state to another, but not so much among the universities (see section 3).

Some quantitative data

In Germany there are two types of institutions of higher education: There are the universities of applied sciences (*Fachhochschulen*) with a stronger orientation towards vocational and practical aspects, and the universities (*Universitäten*) with a stronger emphasis on science and research. In addition, there are academies of music, art and administration.ⁱⁱ In total, there are 326 institutions of higher education, comprised of 118 universities, 155 *Fachhochschulen* and 53 music and art academies.ⁱⁱⁱ The universities have a far greater number of students than the *Fachhochschulen*. The total number of higher education students in Germany is about 1,800,000. Of these, approximately 1,300,000 are matriculated at universities, 442,700 at *Fachhochschulen* and 30,100 at music or art academies.^{iv} The number of students in the field of languages and cultural studies is about 400,000. The number of higher education students corresponds to 27.8% of the population between 19 and 26 years of age.

From 1992 to 1999, the absolute number of students remained more or less constant, although a slight decrease by a total of 4.3 % was registered from 1994 to 1999. During the same period of time, there was a slight population growth (of 0.8 %). The changes in the preceding decades had been much more drastic. In 1990, there were four times as many students as in 1970, and about three times as many beginners.^v A similar development can be detected with respect to the number of graduates with a secondary school leaving certificate (11.7% in 1970 vs. 30.7% in 1990).

From 1996 to 1999 the absolute and the relative number of foreign^{vi} students matriculated at German institutions of higher education steadily increased (from 28,800 to 36,900), with an increase from 12.9% to 15.0% among beginners. In 1999, around one fourth of these students completed their secondary level education in Germany. More than three fourths of the foreign students come from European countries (63.0%, including Turkey) and Asia (20.7%).^{vii} In 1999, about 45,000 German students were matriculated at universities abroad; of these students approximately 15,000 were funded by the ERASMUS-Programme of the EU. The number of students that did part of their studies abroad has continuously increased during the past 10 years. According to the Federal Ministry of Education and Research, 18 of every 1000 students were studying abroad in 1980. By 1989 this number had increased to 23, but decreased again to 20 in 1991. According to the study, the number was estimated to reach a new peak in 1999 (29). The students' favourite countries (in 1999 as in the years before) were Great Britain, the U.S.A., Austria, France, and Switzerland. These countries hosted 79% of Germans studying abroad in 1999.^{viii} The proportion of German students in the humanities and social sciences is relatively high in France (49.7%), whereas it is relatively low in Great Britain (15.2%).^{ix}

According to a report by the Bund-Länder Commission for Education Planning and Research Promotion, approximately 30% of the students give up studying without reaching any degree. The drop-out rate is even higher in some areas of study.^x For English/American studies it is around 75%.^{xi} Evidently, this is a significant problem for the system of higher education, and some of the reforms that are described in the following chapters aim at reducing the drop-out quota.

Institutions, programmes and academic degrees

Leaving aside further specialised academies, the institutions of higher education divide into universities and *Fachhochschulen*.^{xii} These differ in their admission requirements: for the *Fachhochschulen*, only a restricted university entrance certificate (*Fachhochschulreife*) is required; whereas the universities require the certificate of general higher education entrance qualification (*Allgemeine Hochschulreife* or *Abitur*), granted at grammar schools after the 13th grade. Pupils from schools of lower secondary education can be awarded the restricted cer-

tificate. In this case, they usually have to attend a technical secondary school (*Fachoberschule*) that covers the 11th and the 12th grade. The *Fachhochschulen* are skill-oriented and provide specialised education with particular professional profiles. They are organised in a very straightforward manner, i.e. course evaluation is usually achieved through written exams, and the courses are rather fixed with respect to content and order. The *Fachhochschulen* are less involved in research, and a degree from a *Fachhochschule* is not valid for admission to Ph.D. programmes. With respect to language programmes, the *Fachhochschulen* are relevant almost exclusively in their programmes for translators and interpreters (see section 4; also see section 5 for languages within non-language programmes). In contrast to *Fachhochschulen*, universities, which cover the vast majority of language programmes, are oriented towards the requirements of research and scientific practice. Their educational aims include teaching autonomous research methods. The humanities and social sciences do not only aim at conveying to the students good scientific practice, but are also eager to make the students develop critical and analytical capacities, including tackling cognitive tasks in which interdisciplinary contexts are involved. Students are supposed to acquire a high degree of general knowledge, combined with in-depth knowledge about the contents and the scientific methods of the discipline at issue. According to the academic ideals, the universities have the task of preparing their students to be autonomous thinkers capable of assuring democratic values in responsible professional positions. However, in the practical application of teaching, these rather ambitious objectives sometimes conflict with the expectations of students and the increasing demands of society for highly specialised, application-based skills. In general, studies in humanities and social sciences are strongly oriented towards the ideal of 'academic freedom' (*akademische Freiheit*)^{xiii}, which requires a high degree of personal responsibility and autonomy from the students and implies the construction of individual timetables around their own needs and interests. In summary, it can be said that universities are considered radically different from schools. However, some students feel that this 'freedom' is rather equivalent to a lack of instruction and orientation on behalf of the teaching staff.

Traditionally, students can achieve the following three degrees:

- *Diplom*, usually awarded as a result of programmes with a focus on a particular profession, especially in technical areas of study.
- *Magister Artium* (or simply: *Magister*), typically awarded as a result of programmes in the humanities and social sciences.
- *Staatsexamen* (State Examination), for civil service careers or state licensed professions (teachers, doctors, judges, etc.).

The normal length of study (*Regelstudienzeit*) is shorter at the *Fachhochschulen* than at the universities. It is usually nine semesters (4.5 years) at universities, but the actual average length of study is much longer. Recent statistics show an average of 6.2 years for Romance and English philology^{xiv}; even extending up to 7 or 8 years. However, this value varies considerably from university to university. Most of the reforms that will be described in this paper aim to considerably reduce the length of study.

Diplom programmes usually focus on one subject area that is complemented by some components of other (usually neighbouring) disciplines. Students of *Magister* programmes study either two majors or one major and two minors.^{xv} There are few restrictions on the combinations allowed, but generally even very heterogeneous combinations are allowed (e.g., Philology, History, and Psychology), some of which might seem quite 'exotic' at first sight (e.g. a combination like Latin Philology, Computer Sciences, and Religion). However, many students combine two or even three philological subject areas. There are usually no interconnections between the different subject areas.

All three programmes are divided as follows:

- Lower-level studies (*Grundstudium*), with a normal study length of 4 semesters
- An intermediate qualifying examination (*Zwischenprüfung* or *Vordiplom*; not valid as a degree)^{xvi}
- Upper-level studies (*Hauptstudium*), with a normal study length of 4 semesters

- A final examination phase, including the writing of a thesis and several final exams.^{xvii}

As a general rule, neither the *Magister* nor the *Diplom* graduates are allowed to teach at primary or secondary schools (although they may teach at universities). Teacher training is done in programmes that lead to a State Examination (*Staatsexamen*). For teaching in the upper secondary schools, at least two subject areas are required, which are complemented by additional didactically oriented courses. Programmes for primary school teachers have a much stronger focus on didactical and pedagogical contents (see section 3).

As a recent development, there are post-graduate courses that lead to a further specialisation. These graduation diplomas are called *Master* and should not be confused with either the *Magister* mentioned above or the M.A. to be discussed in section 1.1.2. For a doctorate (*Promotion*), one of the three types of graduation diplomas reflecting high marks is required. A recent development is the introduction of graduate colleges (*Graduiertenkollegs*), which facilitate a more structured and subject specific doctorate.

The academic year is divided into two semesters: the Winter Semester (WS) from October to March and the Summer Semester (SS) from April to September. Each semester is divided into a period of approximately 15 weeks during which classes take place, called the *Vorlesungszeit*, followed by a period when there are usually no classes, called the *vorlesungsfreie Zeit*.

Financing of studies and living costs

Traditionally, there are no tuition fees for studies leading to a first degree; the students have to pay only a small "social contribution" (about 80 € per semester). For living costs, students whose parents have a relatively small income are granted financial support (*Bafög*^{xviii}). Half of the amount paid to the students during their studies is an interest free loan that has to be amortised after graduation. The duration of financial aid corresponds to the normal length of study (see above). The maximum amount is 530 € per month^{xix}. This amount is somewhat below the minimum cost of living, which was an average of 625 € per month in 2000.^{xx} Approximately 25% of the students receive this financial aid, but for merely 1% this is the only source of income.

Parents are generally liable for the maintenance of their children. These costs can be offset against tax liability. In practice, the problem is that parents can claim the maintenance costs across the board, without spending the whole sum for their children; this is estimated to happen to 13% of the students. These students have the right to take legal actions, which is not, however, a common practice. About 86% receive financial support from their parents in the sum of 396.50 € a month on average. Of this amount, an average of 171 € is covered by tax adjustment.

An average of 65% of the students is dependent on additional financial sources and has jobs in addition to their studies. This leads to an additional income of about 320 € per month. 5% depend entirely on gainful employment. The German university system provides a limited number of jobs for students (student assistants; *studentische Hilfskräfte*).

1.1.1 Recent changes in the system of higher education

The concrete reforms, with a special focus on curricula, will be discussed in detail in section 1.1.2, and, particularly, in the sections that are dedicated to the recent changes in content, objectives, and structure of language programmes. In this section, we sketch some general trends of the university system, with a special focus on financing. We cannot, however, discuss the changes that refer to the academic staff itself (such as the introduction of the controversial junior professorships planned to substitute the traditional German system of *Habilitation*).

Financing

The institutions of higher education are affected by a general policy of budgetary consolidation, to which Germany is obliged due to the Maastricht contracts (with a regressive inland revenue at the same time). The public economisation policies affect the educational sector in

the same way as other areas. Therefore, the universities face increasing pressure to reduce their costs. For this reason, economisation measures have recently been taken both in the administrative sector and with respect to the teaching staff of all levels (including professors, lecturers, assistants and tutors). The budgets of libraries have also been reduced. Many academic institutions in the humanities and social sciences can be considered as underfunded, e.g. in the sector of modern computer equipment.

There has been a discussion on tuition fees for about five years now. Some federal states are already collecting fees (500 € per semester), but only from students who exceed the normal length of study by at least four semesters. Other federal states are planning to join this initiative. In addition, most post-graduate programmes are subject to fees^{xxi}, ranging from 2,500 to 5,000 € per year. Such initiatives emanate from the universities themselves, whereas a generalised system of tuition fees does not seem to appeal to the present government.

Another strategy, pursued as a joint initiative of the federal states and the universities, aims at giving the universities more autonomy for the internal distribution of finances. The universities conclude agreements with the federal states, in which the latter grant limited-term budgets to the universities.^{xxii} In turn, the universities commit themselves to being evaluated. The results of the evaluation lead to a higher or lower budget in the following year. Various parameters affect the evaluation, such as the number of students and graduates, third-party funds, average study length (see above), the number of students who do not finish their programmes, the number of female students, and many others.^{xxiii}

The methods of evaluation are subject to heated debate, among other reasons, because the humanities and social sciences have a disadvantage in some areas, e.g. third-party funding.^{xxiv} In addition, other criteria, such as the number of students who do not finish the programmes or who exceed the normal study length are due to external factors. To give an example, negative prognostics of the labour market can lead to a loss of motivation on behalf of the students, which may cause them to prolong their studies or even to give them up. In contrast, favourable prognostics for flourishing areas like information and communication technology make many students of computer sciences leave the university before graduation, because they can find jobs even without a degree. This also happens to some language students who get specialised in computational linguistics or who work with computers as a hobby.

In the past few years, universities have been facing an increasing need to politically and publicly legitimate the quality of education and financing policies. This has led to an increasing effort to improve the career prospects of the graduates through the creation of a broader range of programmes and other trends of curricular innovation. Although there are no exact numbers, it can be said that the career prospects for graduates in the humanities and social sciences are still quite bad.

Other aspects of education policies

- The educational concept of life-long learning exists in theory, but it is very rarely found in practice. Special company leaves for training purposes are often limited to two days a year; universities do not usually provide courses for advanced training of teachers and other professional groups (with some very rare exceptions), and there are not even courses for advanced vocational training of unemployed graduates. Such courses are organised by employment offices and private institutions. Political measures to financially support advanced training are mostly found in sectors like information and biological technology.
- After the re-unification of Germany, reconstruction and restructuring of the universities in the eastern part was initiated, both in a material sense and with respect to staff. The federal government provided substantial additional resources. More recently, the former Eastern universities have not remained unaffected by the general economisation tendencies. Another aspect that is relevant for our concerns is the fact that Russian was an obligatory foreign language in the German Democratic Republic. After re-unification, Russian has largely been substituted by English.

1.1.2 The impact of the Bologna Declaration

Many changes and innovations in the academic sector are direct or indirect results of the Bologna Declaration. Both the political specifications and the readiness of many institutions to introduce graded and internationalised programmes and degrees (B.A. and M.A.) had a positive, promotional effect, i.e. many universities took the chance to creatively combine the new structures with new curricula and study content. Thereby even completely new programmes and qualification profiles were sometimes developed. The language-oriented sector is strongly involved in these changes. The innovations also include the introduction of credit points and the modular organisation of programmes.

Following decisions aimed at the gradual construction of an open and dynamic "European educational area", various educational reforms were made, with a particular focus on the introduction of new academic study programmes. These programmes are intended to award graded degrees called Bachelor and Master (B.A. / M.A.), both at universities and *Fachhochschulen*. An inquiry dating from September 2000^{xxv} shows around 524 Master and Bachelor programmes in Germany, although it has to be mentioned that 237 of these are post-graduation programmes. Two thirds of the remaining Bachelor and Master Programmes are located at the universities, and one third at the *Fachhochschulen*.

One consequence of the relatively high autonomy of universities and university departments is the fact that new programmes are widely heterogeneous, and the differences between the degrees vary considerably from one university to the other. At the moment, it seems that each university tries to find its own way for putting the reform into practice, and the degree to which the reform is applied also varies. They all have in common the endeavour to introduce graded degree systems and to establish study units (modules) to which ECTS points are assigned. The universities have the possibility to have their programmes evaluated in order to obtain the hallmark of an "accredited programme". For this, several criteria, fixed by the Accreditation Council (*Akkreditierungsrat*) have to be fulfilled (see appendix A).

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

Economy

The changes in the economic sector are characterised by an increasing internationalisation of trade and commerce (globalisation). A structural change can be observed in the organisation of production, a process described in the sociological literature as the transition from an "industrial society" to a "service society". The structural change in the field of company organisation is essentially characterised by the concept of "lean production". An example of this is the spin-off of parts of the production that leads to the formation of smaller production units inside the country and abroad (outsourcing). The increasing number of small companies is related to this development, in particular the foundation of companies that work in the area of the media (production of TV features, advertisement, etc.), and whose success strongly depends on informal contacts and the reputation of the company. This phenomenon is called "network economy".^{xxvi}

The structural economic (and social) change is marked by an increase in communication processes related to production and to the products themselves.^{xxvii} Areas like advertising, marketing, public relations and customer services (consulting, technical hotlines, etc.) are extremely important within the growing sector of economic communication. These tendencies are often referred to as the "knowledge based society", a keyword that also includes the increasing use of communication and information technologies. Technological development has led to a general acceleration of the innovation cycles of products and services and has caused an increase of capital expenditure in product development (as compared to the costs of production itself).^{xxviii} This is paralleled by a further differentiation of specialised subject areas and qualification profiles. This is sometimes referred to as a decrease in the "half-life period of knowledge".

From the point of view of national economy, the reunification over ten years ago caused

considerable costs. The issue of whether this has led to a "competitive disadvantage" of the German economy is a matter of controversy among economists, because other factors are also involved. However, the country is still divided with respect to the economic situation, and, particularly, unemployment. The unemployment rate (January 2003) is 19.5% in the former East (including Berlin) and 8.8% in the former West.

For the economic situation of universities, see section 1.1.1.

Society

In the course of the last twenty years, professional life has seen an increase of temporary labour contracts, intermediate periods of unemployment, changing of profession, and occupational retraining. In many areas, employment conditions have changed towards remuneration-based or temporary contracts for limited projects (especially in the areas of journalism and the media, but also in other sectors, such as adult education). In the last 10 to 20 years, the proportion of working women has notably increased (a traditional tendency of the GDR). This has consequences for the establishment of full-time schools and other day-care facilities.

The Federal Republic of Germany has always been a country of immigration. The migrants come from many different countries. During the 1950s and 1960s, many foreign workers emigrated from southern and south-eastern European countries (including Turkey), because there was a lack of labour force in Germany. Another group is comprised of people who were granted political asylum or who come from regions with civil wars, especially the Balkans. A very recent development is the lack of highly qualified specialists in the area of information technology. The Federal Government started a "green card" campaign in order to make immigration easier for this group of people. The proportion of inhabitants of foreign origin was 8,9% in 1999.^{xxix} This raises a challenge for primary schools and kindergartens located in areas densely populated by immigrants in high-density areas, particularly with respect to language education.

2. Innovations in language degree programmes offered by universities

2.1 Traditional language programmes

By traditional programmes, we are referring to the philologies with a focus on modern languages, i.e. combinations of linguistics and literary studies of the languages at issue. Philological studies can either be part of *Magister* or State Examination (*Staatsexamen*) programmes (cf. 1.1 and section 3). The languages that can be studied for the State Examination correspond to the languages taught in schools (primarily English, French, Spanish, Italian, and Russian), see section 3 for details. The *Magister* programmes allow for a wide range of languages. Large universities in particular offer less frequently taught languages like Arabic, Japanese, Turkish, Finnish, Polish, Swahili, among many others, as well as some European regional languages (like Catalan).

Keep in mind that the *Magister* students have to study at least two different subject areas. Both of them may be (and often are) modern philologies, but not necessarily so. Strictly speaking, combinations of one philology with one or two non-philological subject areas (cf. 1.1) might be counted among the alternative programmes (see section 2.1) or even as languages integrated into non-language programmes (see section 5).

2.1.1 Content, objectives, and structures of programmes

Traditional language programmes vary only slightly from region to region and/or from university to university.^{xxx} These differences will not be taken into account here. Philological programmes basically consist of the following components:

- Language practice
- Linguistics
- Literary studies
- Regional studies (*Landeskunde*)

Linguistics and literature are considered as core areas. If a philology is studied as a minor, usually only one of these two areas has to be chosen, at least during the upper-level phase. Linguistics and literature usually include the study of older stages of the languages under consideration.^{xxxi} The area of regional studies (*Landeskunde*) was introduced in an earlier reform and focuses on historical, cultural or political aspects related to the countries or language communities under examination. These courses are often held in the foreign language by instructors who are native speakers. In contrast, the courses in linguistics and literature are usually conducted in German. This system reflects a longstanding tradition of separating the scientific part and the language practice part.

All programmes are organised according to a minimal curricular scheme, with all courses being assigned to one of the two study phases, i.e. either the lower-level or the upper-level phase. The lower-level phase includes a considerable amount of language practice, and, among others, obligatory introductory courses in the fields of linguistics and literature. The upper-level courses are based upon the foundations laid in the lower-level phase, and a much higher degree of scientific practice is required in this second stage. Apart from these and some other general rules, students are relatively free to choose from a great number of options with respect to the subject and individual specialisation. In most of the courses at both levels, the students' success is not measured through written exams, but rather through the writing of papers that are intended for learning scientific writing practice. For each lecture and seminar the student is awarded an individual certificate that shows successful participation in the course for which it has been issued. For the normal and average study length, see section 1.1.

2.1.2. Career prospects for graduates

Due to the strict differentiation between *Staatsexamen* on the one hand and *Magister* and *Diplom* degrees on the other, the graduates of the latter usually have no prospect of being employed at schools. Furthermore, graduates of traditional language programmes are usually not qualified either as interpreters or translators, because teaching these specific skills is not part of the content of the philologies. In order to understand the rather poor career prospects that will be discussed below, it is important to keep in mind that the first aim of a philological programme in Germany is to produce experts in linguistics and literary studies, whereas the foreign language training itself is only about one third or even one fourth of the programme. Consequently, some graduates demonstrate a rather poor mastery of the languages studied. The career prospects of *Magister* graduates depend on specific knowledge (directly derived from their studies) and non-specific skills, that are also acquired during university studies and which are important as "key qualifications" (*Schlüsselqualifikationen*).^{xxxii} As for the specific skills, the combination of majors and minors can be regarded as fundamental, especially the major. Some areas that are usually considered possible career prospects for *Magister* graduates are: research at universities and other institutions, freelance translating and interpreting, work at libraries and archives, as well as teaching in non-public educational institutions (e.g. private language schools). It has to be said, however, that (except for librarianship) this kind of work is usually performed as a part-time or occasional job rather than as full-time employment. For translating and interpreting, the market clearly prefers graduates from translation and interpreting programmes (see section 4 of this paper).

It is usually regarded as a prerequisite for a successful career that the students acquire professional experience already during their studies. This can be done through internships, freelancing, and occasional jobs during vacations. Career prospects that are often mentioned and that are based more or less on the non-specific skills include areas like journalism, publishing, public relations, or work as an expert (*Referent*) for parties, labour unions, churches and other organisations.

Up to now, the employment statistics have not been documented in detail. Most authors characterise them as "difficult" or even "bad". Statistically, unemployment generally affects graduates in the humanities and social sciences to a higher degree than other graduates. Only a minority of the graduates of philological programmes finds jobs that directly correspond to their studies. Among these are jobs at libraries, publishing houses, educational and cultural institutions. One problem is that most graduates lack professional experience. Furthermore, traditional programmes themselves usually contain a very small part of applied studies. Good knowledge and practice of foreign languages may improve the employment opportunities, but usually this is not enough on its own and must be complemented with other professional components. In Germany, the employment market is often accessed through intermediate stages, i.e. internships (unpaid / publicly funded) or short term employment (remuneration based). There are also professional training courses financed by the employment offices. These types of courses (e.g. online-editor, event-manager) last about six months and are mostly organised by private companies and organisations. They do not, however, presuppose specific qualifications, but are designed as courses for teaching general capacities, such as computer practice, languages, and writing abilities.

Graduate do not usually receive much assistance in finding jobs. Generally, universities do not regard it as their task to act as agents for potential jobs or internships. The employment offices and the existing central university institutions do not have the capacity to take into account the special qualifications of each individual graduate. In turn, it is rather difficult for employers to fully understand and appreciate the applicants' qualifications. Some of these problems are supposed to be resolved by a "diploma supplement" to be introduced in compliance with European regulations. This supplement will record all qualifications acquired in order to offer a detailed individual qualification profile.

According to experts of the Federal Employment Agency (*Zentralstelle für Arbeitsvermittlung*) the number of philologists that find employment in the private industry has recently been increasing.^{xxxiii} However, access to this sector is not easy, because applicants are expected to have computer skills, knowledge in economics and professional experience. Excellent competence in foreign languages and intercultural communication is welcome, but insufficient. An interesting exception is graduates of Chinese philology. In light of the good economic prospects for German companies on the Chinese market, a high demand for graduates in Chi-

nese Studies is emerging. Some philologists find employment in financial and insurance services, because they are supposed to possess special skills that are useful for individualised customer consulting.

Generally, the career prospects are better for graduates coming from programmes that include some kind of applied language studies (see section 2.2.2).

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

From the overall number of Master and Bachelor programmes mentioned in section 1.1.2, 89 are programmes in the area of humanities and social sciences, most of which (83) are traditional language programmes.^{xxxiv} As a further general point, it has to be noted that innovative programmes with a strong emphasis on foreign countries may be funded by the German Academic Exchange Service (DAAD); see appendix B.

Overall Structure

Apart from some isolated cases in which completely new curricula and qualification profiles have been created (see 2.1.4), most of the new programmes are roughly based on the "old" *Magister* programmes described in 2.1.1, as far as content is concerned. According to a unitary agreement on a federal basis, all programmes of the new type were provided with several examinations at various study stages, so that the final examinations amount to less than 50% of the global grade point average. This "cumulative" examination replaces the traditional system of an overall examination at the end of the programme.^{xxxv} However, the individual ways to adapt traditional language programmes to the new B.A./M.A. system are not uniform. Different decisions have been made at different junctures, particularly in response to the following questions:

- How many subject areas can be combined and how are they weighted with respect to length of study?
 - (a) Two subject areas with an equal proportion
 - (b) One major is combined with one minor. In this case the number of courses to be taken for a three year B.A. programme is as high as the number of courses to be taken in a major of a traditional five-year *Magister* programme. (Example: University of Freiburg)
 - (c) One major is combined with two minors with a proportion of 50% for the major and 25% for each minor. The second minor can be substituted by application-based or job-oriented components.
- How are the combinations of majors and minors to be restricted?
 - (a) No restrictions
 - (b) The combinations allowed may be restricted to subject areas of the humanities and social sciences (University of Bochum), or to non-related subject areas (University of Bayreuth). Alternatively, a fixed set of combinations is possible (University of Dortmund)
 - (c) The major has to be combined with a fixed minor (For example, computational linguistics at the universities of Erlangen-Nürnberg and Cologne)
- Will the subject areas be related (with respect to content)?

The following three models can be identified (intermediate solutions also occur):

Bachelor programmes:

Type A: In the Bachelor phase, students take two subject areas simultaneously, almost without limitations (e.g. Bochum, Berlin); these subject areas may be two philologies.

Type B: A philological major is combined with a non-related minor with a limited availability of combinations (e.g. Bayreuth).

Type C: A philological major is combined with one or two non-related subject areas, so that a great number of options are available. It requires an intense co-ordination of the teaching staff of the participating departments to establish interdisciplinary links between the different subject areas combined. In the areas of linguistics, literature and regional studies, relationships to real-life applications are established, which overlap with the neighbouring disciplines studied (example: Dortmund, see 2.2.4).

Master programmes:

Most of the programmes are intended for continuing one subject area of a Bachelor programme (usually the B.A. major), although they are partially complemented by one or more optional additional courses from other disciplines.

Further differences arise with respect to the possibilities of specialisation (for either linguistics, literature, regional studies) during the Master and/or Bachelor programmes.

All these programmes put a stronger emphasis on applications and components of professional development, in accordance with the specifications of education policies. In some cases, the practical courses and internships are clearly related to or even integrated into the philological courses. But mostly, there are additional modules for students of all social sciences and humanities that provide practical qualifications for professional life. In particular, type C programmes aim at opening up the potential for new professions that results from an intelligent interdisciplinary combination of heterogeneous areas of study. Although here a philology is studied as a major, this type resembles alternative programmes, therefore it will be treated in section 2.2.

Modularisation

The exact conception, organisation and application of modular programmes lies within the responsibility of each individual university, which have to take into account the general regulations specified by education policies and the recommendations of other institutions (such as the Science Council or the "Bund-Länder Commission for Education Planning and Research Promotion"). In some cases, several universities have formed blocks for a joint planning of curricula. The results are not, however, uniform. There are differences with respect to the weighting of students' knowledge and skills of

- Independent scientific working.
- The "canonical" contents of the discipline at issue.

Tendencies toward one or the other aspect are paralleled by a higher proportion of fixed, content-driven courses on the one hand, or, on the other hand a wider range of optional courses, with the requirement that students are personally responsible for finding their own individual profiles. To summarize, there are some tendencies towards school-like systems and others that reinforce the traditional academic ideal, aiming at developing the creative potential of the students. These tendencies have to be considered against the following background: different students have different needs, a fact that becomes evident in most interviews and inquiries. Whereas some students want more instruction and information, others would prefer more liberty of choice. Therefore, different models of modularisation may also be regarded as different offers for different types of students. Of course, this presupposes a high degree of transparency of the educational market.

Another key aspect is the search for new methods of increasing the efficiency of both students

and teaching staff. One basic idea is that the available resources have to be used in an optimal way.

The following is a summary of the basic ideas of the universities in the federal state of North Rhine Westphalia (*Bielefelder Modell*).^{xxxvi} This model is strongly based on the aim of reinforcing the students' personal responsibility. Other objectives are:

- To strengthen interdisciplinary and application-based work.
- To increase the "permeability" of courses, i.e. some modules address both students and other groups that need advanced training.
- Multi-functionality: one module is used by several programmes.

Special introductory modules are created in order to achieve the two latter goals, and, particularly, to make courses accessible to students who come from other disciplines or who are even still studying other subject areas (*Quereinsteiger*). These modules have the task of providing basic knowledge that will be needed for the subject at issue.

Usually, a modular unit contains 6 to 10 'hours' per week ('hour' = 45 minutes) and lasts two semesters. In this way, the in-depth study of certain subjects can be achieved in a better way. The results of study can be applied in homework during the periods when there are no classes and can be used and amplified in the following semester. The Bielefeld commission recommends establishing information meetings or preliminary discussions so that the students can be informed on how to prepare their courses during the period without lectures. Furthermore, students should "book in" for their courses early, i.e. at the beginning of the time without lectures.

At other universities, the modular organisation of courses focuses on other aspects, following the above mentioned tendency to reinforce the "canonical" contents of the disciplines at issue. Examples are the universities of Freiburg^{xxxvii} and Bayreuth. The optional components are clearly reduced as compared to the compulsory components. In such systems, the modules are blocks of courses of each sub-discipline (like linguistics and literature), and within these blocks, courses follow a fixed order. There are also more written exams, usually for testing the content of the lectures.

Content / Aims and Methods of Teaching

It is still to be determined if the number of languages taught has recently been increasing and whether measures are being taken to improve the language skills of students and graduates, possibly by introducing new teaching methods. At this point, we will just make some general observations:

- There are recent tendencies to gradually introduce linguistics and literature courses taught in the foreign language (see 2.1.1). However, this matter is still under debate.
- Some programmes explicitly state among their educational aims that aspects of oral and every-day language are taken into account.
- Many innovations in language teaching are related to the "new media" (e-learning). We provide some examples instead of a summary: The "Virtual Language Centre"^{xxxviii}, a project of the University of Essen offers internet-based courses in English (in co-operation with the publishing house Cornelsen). These courses also address students of non-philological areas. The University of Bochum has a multimedia study centre called *Selbstlernzentrum* (SLZ)^{xxxix} with computers featuring online language resources (dictionaries, exercises, and other teaching material) and multimedia materials (video, satellite TV) for autonomous learning. The Internet is used for tandem language learning. The SLZ helps the students to find tandem partners. The internet is also used for individual consulting, using voice-mail and video-conferences. Research on foreign language teaching and teacher training are integrated into the SLZ, particularly the development and evaluation of learning strategies and learning material. The SLZ also offers internships in the areas of learning diagnostics, student consulting, development and evaluation of learning materials, and multimedia learning.

At some universities, language centres are involved in the language practice part of philological programmes (see the introduction to section 5). In these cases, the innovations mentioned in section 5 are valid, especially with respect to the UNICert system and the Common European Framework of Reference for Languages.

It seems, however, that innovations are much more frequent and substantial within the fields of linguistics and literary studies, in accordance with the general characteristics of philological programmes. In some cases, linguistics courses are given a stronger emphasis on applications, such as computational linguistics, conversational and discourse analysis, intercultural communication, and language acquisition. In the area of literature, sometimes there is a stronger focus on contemporary and "modern" subjects and genres (the media, movies, and "Populärliteratur"). Sometimes, new educational aims are explicitly stated, e.g.

- The skill of producing texts of different genres taking into account the addressee, sometimes including layout, graphical elements, and hypertext projects.
- To establish relationships between majors and minors, as well as between the subject areas and the additional modules of professional qualification. This is planned to be achieved through interdisciplinary, partially practical courses. Examples include the linguistic analysis of in-company or inter-company communication, contrastive grammar of two languages, and analysis of textbooks for foreign language learners.

The diversity of the structures, aims and methods of new programmes is paralleled by a great variation of new methods of teaching and learning. Some of them are:

- Support of practical work in groups.
- Combination of industrial internships and theory-driven course evaluation as a basis for awarding credit points.
- Integration of learning and teaching: the learners themselves become involved in developing teaching materials and teaching software.
- Application-based work, e.g. through the production of radio features. This method is often found in programmes that contain elements of journalism or communication sciences (e.g. University of Potsdam).
- Virtual university: "Linguistics Online"^{xI}, a virtual campus specialised in linguistics is a joint project of the Universities of Essen, Marburg, and Wuppertal.^{xii}

2.1.4 Examples of good practice

Some of the programmes and trends mentioned in section 2.1.3. can be regarded as examples of good practice. We now proceed to present one example in more detail. This example has been selected, because the programme explicitly demands a high degree of language practice.

FrancoMedia – Language, Literature and Culture^{xiii}

The B.A. programme FrancoMedia has the literature and culture of the francophone world as its subject, i.e. those countries in which French or some variant of French is spoken: besides France, these are countries and regions in Europe, America and Africa. In the study programme, special attention is given to the role of media, traditional as well as new media. However, the basis is still a traditional programme, as can be seen in the modules of which it is composed. The modules are:

- Language practice
- Literature studies
- Linguistics
- Text analysis
- Media analysis
- French culture

- France in the European and international context

These are followed by a specialising module either in literature or linguistics.

It is an important aspect that the "makers" of the programme also explicitly aim at improving the language training, by stating that the acquisition of a high level of language proficiency will also prove useful for their further careers. Significant portions of the lessons are held in the French language, so good language proficiency is required for taking up the studies.

Students study a major and a minor, and additional units for training professional skills. For the moment, FrancoMedia is eligible solely as major (120 ECTS points). The duration of the complete B.A. programme is 6 semesters (180 ECTS points, including the minor). Students have to pass a first exam after 2 semesters, a second exam after 4 semesters and a final exam after 6 semesters. This means that students have to pass tests continuously – as opposed to the former model of taking one final and decisive exam.

The key concepts for understanding the nature of new and old media are *transposition* (how the content of a message undergoes changes by being expressed through another medium), and the *discovery of new cognitive dimensions* opened up by the new technologies. The most important innovation of this programme is that it includes new questions and problems posed by new means and structures of modern communication.

The research on "Francophony" is concerned with the French language, literature and media culture in francophone countries. Here, the contemporary forms are of interest as well as their historical presuppositions. A central focus lies in the development of diverse genres within different media and the transformations of the content within different types of media. For a deeper understanding of such developments and transformations, knowledge in linguistics, literary studies, media sciences, and semiotics is necessary, as well as familiarity with the socio-historical context within which these forms of communication are embedded.

As mentioned in section 2.1.2, graduates of humanities and cultural sciences qualify for a wide range of professional activities. Among other things this is due to the poly-functionality of their training. In the FrancoMedia programme, students acquire practical and theoretical skills concerning the media that enhance their opportunities on the labour market, while, at the same time, their B.A. degree may serve as a basis for further studies, such as a French-German M.A. programme.

2.1.5 Reasons underlying these changes

- Adoption of European standards (see 1.1.2)
- The length of study is too long
- Too many students leave the programmes without obtaining any degree
- Bad career prospects (see 2.1.2)
- Competition of the universities among each other (see the section on financing in 1.1)
- The "climate" for curricular innovation is generally favourable (because of the increasing autonomy of universities, among other reasons)
- Social and economic changes, including new labour structures and the increasing importance of communication (see 1.2)

2.1.6 Identification of needs

2.1.6.1 Seen in relation to the development of language studies

Some general aspects are:

- The students' foreign language competence should be improved
- The number of application-based courses or modules and internships must increase

Furthermore, it is recommended to embrace communicative capacities and techniques that have been reserved for communication science and journalism up to now:

- Critical handling and production of texts of different genres (press releases, headlines, informal stories, radio features, etc.)
- Taking into account the needs of different groups of addressees (scientists, laymen, consumers, etc.)
- More emphasis should be given to the oral presentation of papers (both in German and in the foreign language), with respect both to the value and the quality of this type of exercise. The quality of oral presentations must be evaluated and commented on by the teaching staff so that the students can optimise their skills in speech and presentational techniques (rhetoric in a neutral sense). This implies aspects such as the use of new technology (computer animated presentations) and the capacity to explain scientific or technical knowledge to a non-specialised audience.
- Team-work should be integrated into the modules, especially in the form of workshops related to concrete projects.

2.1.6.2 Seen in relation to non-academic requirements

The structural change that is taking place in society and economy (see 1.2) is often thought to offer new opportunities for graduates in the humanities and social sciences. The reason being that the current changes in society cause a demand for "communication experts". Communication, in a broad sense, refers to communication both in German and between several languages. In an even broader sense, cultural, regional, national, and institutional and situation specific factors, partly related to everyday life, play an important role. There are tasks of communication-based intermediation between different subject areas (e.g. technological vs. cultural discourse) and between experts and laymen. Activities related to economy, such as marketing, advertising, selling, or getting in touch with clients and business partners can also be described and analysed as acts of communication, which may even be optimised through the analytical methods of communication sciences.^{xiii} Many professional activities are based on a combination of these types of communication (between different areas that use different codes) and foreign language skills. Some examples include communication in international teams of highly qualified (technical) personnel, international business or diplomatic relations, technical writing, specific types of language teaching that take into account age, education and special interests of the learners, etc. In addition, the further development of European integration, especially in fields like law or accountancy^{xiv} may cause a growth in the demand for foreign language skills. As a general tendency, migration and mobility will increase. This presents a new challenge for the primary schools and for the subject "German as a second language".

The "new media" and information technology are another area that gives hope to the employment politicians, at least as a mid-term perspective (despite the recent decrease of the so-called new economy). There is already, at the time being, a notable number of graduates in humanities that find work in this market. However, the requirements of communication-based jobs vary considerably depending on the areas involved. Therefore a broad range of qualification profiles has to be developed. There also appears to be a demand for qualified personnel with interdisciplinary knowledge, i.e. people who can serve as intermediaries between different social and professional areas (see above). This kind of qualification profile is reflected in educational concepts in which heterogeneous subject areas are not studied in parallel but rather are interconnected.

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

2.1.7.1 At first-degree level

2.1.7.2 At postgraduate level

Most of the measures were formulated in (or can be deduced from) the needs specified in 2.1.6. In addition, the following measures should be taken:

- Change the language training system within the philologies, in order to improve the students' language skills.

- Extend the innovations specified in 2.1.3 to all philologies (up to now, most innovations are being applied to English and German).
- Introduce courses in linguistics and literature conducted in the languages studied (during upper-level studies).
- Introduce a diploma supplement (see 2.1.3).
- Obligatory studies abroad (at least one semester)
- Increase the financial support for students studying abroad.
- Create appropriate administrative structures for assisting the students to find internships and jobs during the programme and after graduation.
- Stop reducing staff in language-related programmes.
- Create contacts between the universities and companies.

2.1. 'Alternative' programmes

There are varied and ever-increasing alternative programmes that involve a substantial language component. The major feature of these programmes is that they make a radical break from the 'traditional' language-and-literature combination and offer degree courses which are either interdisciplinary or multidisciplinary in nature. Here, we will distinguish the following main types: 1) Applied linguistics, 2) Computational linguistics, 3) Area studies.

2.2.1 Content, objectives, and structures of programmes

Applied Linguistics

In this kind of programme^{xiv}, the results of modern linguistics are applied to draft material for language teaching, in order to analyse political discussions or set up rules for drafting comprehensible manuals. What these applications share is the fact that models of language and communication which have been developed in linguistics can be transferred into fields where linguistic work is part of more comprehensive work with a specific aim. Many of these applications in linguistics have led to further questions, which have been integrated into linguistics as a new subdivision (e.g., language acquisition or social linguistics). Applied linguistics comprises the following sub-disciplines, among others^{xvi}: communication theory, clinical linguistics, psycho-linguistics, social/ethnic linguistics, lexicography, translation sciences, technical languages, language planning, language teaching theory, linguistic gender studies, language of politics and the media, conversation analysis, technical communication, in-company communication, communication between doctors and patients. Usually, some components of computational linguistics (see below) are also integrated into the study of applied linguistics.

At some universities, applied linguistics can be studied independently from a specific language. In this case, the study of at least one specific language may be integrated into the programme.^{xvii} Other universities offer programmes oriented towards one single language, for example French at the University of Erlangen^{xviii}, and French, Italian or Spanish at the University of Augsburg^{xix}. Studies in applied linguistics are usually part of *Magister* programmes and can be selected as a major or as a minor, depending on the regulations of each university. A typical programme in applied linguistics that includes a specific language may roughly have the following structure¹:

- Lower level studies are composed of language practice (25%), general linguistics (25%), and introductory and specific courses of applied linguistics (50%).
- Higher level studies comprise the in-depth study of further subdisciplines of applied linguistics (50%), language practice (25%) and optional disciplines (25%).

*Computational Linguistics*ⁱⁱ:

In the forties, just after the development of the first computers, automatic language processing

had become a crucial topic. Until the sixties, the focus of interest had been on machine translation - in the era of the Cold War mainly translations into English and Russian. Problems which occurred gradually in this context led finally to more and more comprehensive models for language processing which eventually were summarised in the subject of computational linguistics. If general linguistics deals, e.g., with the investigation of a language's grammar, then computational linguistics puts emphasis on automatically analysing a sentence on the basis of such a grammar or the automatic production of sentences. Some important areas of application of computational linguistics are enumerated in the following list from the University of Heidelberg:^{lii}

- Support the user in text processing tasks - correction of spelling errors, proofreading sentences for grammatical correctness, hyphenation.
- Search for passages of text, not only on the surface level, but also with respect to the meanings of words.
- Support authors in the writing of texts, e.g. by finding the correct or terminologically apt expression.
- Aid in the translation of texts into other languages or even translate texts automatically.
- Offer interaction in the language of the user, in order to make computers available to a wider audience that isn't computer literate.
- Convert spoken into written language (talk-writer) and vice versa (as in automatic telephone support or Braille readers).
- Enhance data, e.g. by indexing literature, making glossaries and content lists, generating abstracts.
- Find all sorts of information, ranging from related literature to immediate responses to queries based on large databases.
- And finally, aid in language acquisition, for example by teaching vocabulary.

These programmes usually have a very poor foreign language component. Sometimes it is sufficient for students to prove knowledge of one or two foreign languages at higher secondary school level, with no additional language training during the programme. At some universities, a (foreign) philological or linguistic discipline must be studied as a minor (or as a major if computational linguistics is chosen as a minor). However, it need not be a modern foreign language (see the programme *Linguistische Informatik* at the University of Erlangen-Nürnberg, which admits the combination with subjects like Indo-European Studies, Classical Philology, German Philology or General Linguistics).^{liii} At other places, such as the University of Trier, there are no language requirements whatsoever. In contrast, a programme in computational linguistics usually includes teaching computer science and general computer science, general linguistics and computational linguistics proper. Typically, students are required to learn at least one programming language.

Computational linguistics is usually offered within *Magister* programmes as a major or as a minor, depending on university specific regulations. In addition, at the University of Trier^{liv}, computational linguistics can be studied as a minor within other *Diplom* programmes. As an exception, the University of Stuttgart offers a stand-alone *Diplom* programme with a focus on natural language processing. In spite of the official designation as "Linguistics", this programme has mainly been conceived for studies in computational linguistics, with a consequently high proportion of general computer sciences and programming practice. The *Diplom* programme is divided into two study phases of (usually) four semesters each, and one additional final semester, in which the *Diplom* thesis is written.^{lv}

Area Studies

Area Studies (*Regionalwissenschaften*) were first introduced at German universities during the 1980s. They focus on politically, historically or geographically determined regions. Based upon a critical view about preceding models of area studies that existed in others countries from the 1960s onwards, the German programmes have three main components: Competence in one or more foreign languages, in-depth knowledge of at least one non-linguistic discipline, and cultural competence.^{lvi} The *Regionalwissenschaften* programmes are usually

organised as a co-operation of various faculties (humanities, economics, social-sciences, etc.) Some examples are: Latin American Studies (University of Cologne, Freie Universität of Berlin^{lvii}), North American Studies (University of Bonn, Freie Universität of Berlin^{lviii}), (South-) East Asian Studies (University of Bonn, University of Duisburg^{lix}), Chinese Studies (University of Cologne^{lx}). The curricula of these and other programmes reflect the transdisciplinary approach by offering courses in the fields of literature and culture, linguistics, economics, history, political science, sociology, geography, law, art history, religious studies, and ethnology, combined with a generally very good training in the language(s) that are spoken in the regions studied.

There are some universities that offer a *Magister* degree in area studies, but the majority of the programmes are of the *Diplom* type. The structure varies considerably from university to university. Most programmes have a core component that includes teaching of the language(s) and the culture(s) under consideration, with a sometimes rather strong philological component. This nucleus is complemented by either scattered courses and lectures or minors in one or more of the following disciplines: political sciences, geography, sociology, economics, law, history, ethnology, history of arts, music, and the like. An alternative model is represented by the programme in East Asian Studies of the University of Duisburg. During lower level studies, students take economics, geography, and social sciences (one major and two minors, not specific for the cultural area at issue), and, in addition, language courses in either Chinese or Japanese, that amount to about 40 % of their total studies. At higher level studies, the two minors are substituted by specific courses in East Asian geography, politics, economics, and culture.

2.2.2 Career prospects for graduates

In a recent study on job profiles and career prospects for linguists^{lxi} with a focus on applied linguistics (Becker-Mrotzek 2000), the authors mention the following areas:

- Training courses (off-the-job training in particular)
- Intercultural communication
- Press, media and public relations
- Technical documentation
- Computer sciences, software development and the "new media"
- Clinical linguistics
- Translating and interpreting
- Language teaching

Although this study is originally addressed to linguists, some of the areas mentioned (like intercultural communication) apply to philologists in general and do not refer to special qualifications in applied linguistics or other alternative programmes. Other areas, such as translating, interpreting and language teaching are not at all linguistic in nature and are therefore out of place in this context. The authors particularly emphasise discourse analysis, a linguistic technique that is considered as fundamental and of great importance for the market. However, the career prospects are analysed on a rather intuitive level, without concrete numbers.

Graduates in computational linguistics are supposed to possess key qualifications that are required in all areas of professional life.^{lxii} Their career prospects can be characterised as relatively good. Typically, computational linguists work in research and development at companies of language and communication technology. Due to the increasing importance of multimedia and internet technology, even small software companies and publishing houses are increasingly becoming important as employers for graduates in the field of natural language processing. Some of the special areas of work of such enterprises are electronic communication and office automation. Some example of applications are (semi-)automated telephone operating and directory inquiry, document retrieval ('virtual library'), document management, intelligent text processing, computer-aided translation, electronic dictionaries, and computer-aided language learning.^{lxiii}

It is crucial that graduates of computational linguistics possess knowledge and experience in computer technology and programming, so that they can work in other, non linguistic areas, as

programmers or in the field of the Internet. The information sheet on computational linguistics at the University of Trier^{lxiv} states that their graduates have found jobs in university research groups (Berlin, Bielefeld, Birmingham, Bonn, Braunschweig, Bremen, Erlangen, Düsseldorf, Duisburg, Hagen, Hamburg, Magdeburg, Osnabrück, MPI Nijmegen, Saarbrücken, Tübingen, Ulm) as well as in companies in Germany and abroad, such as British Telecom (GB), Boehringer (Mannheim), Daimler (Ulm), Deutsche Bank (Frankfurt), Microsoft (Seattle, USA), Oracle (Munich), SAP (Walldorf) und SHARP (GB).

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

In general, it can be said that all of the programmes mentioned in 2.2.1 are quite recent, perhaps applied linguistics in particular. One aspect of the more recent developments of the sector at issue can be seen in a certain proliferation of this kind of programmes. This may be exemplified by the growth of programmes in area studies (or related programmes) concerning regions in which Romance languages are spoken. According to Winckelmann (2000), during the 1990s a whole series of programmes that address students interested in a combination of foreign languages and other disciplines (especially economics) was created, in competition with traditional language programmes. Some examples given by Winckelmann are:

- University of Passau: *Diplom* programme "Languages and Cultural and Economic Areas" (*Sprachen, Wirtschafts- und Kulturraumstudien*).
- University of Mannheim: *Diplom* programme in Romance Studies with France as the first "cultural area" and Spain or Italy as the second "cultural area", as well as a programme in Economics with a speciality in cultural sciences (*Kultur-BWL*), including the study of country specific *media*.
- University of Saarbrücken: *Magister* programme "Studies of French Culture and Inter-cultural Communication", and the *Diplom* programme "German and French Studies Across the Borders" (*Grenzüberschreitende deutsch-französische Studien*), a cooperation between Saarbrücken and Metz with an integrated part to be spent abroad and a double degree.

As can be seen in some of the examples that will be given further on, there seems to be a slight growth in the awareness of the fact that good language knowledge and skills and/or multilingualism are important.^{lxv}

Structure

With respect to structure, the observations to be made are virtually the same as those stated in section 2.1.3. However, since many of the alternative *Magister* and *Diplom* programmes have only recently been introduced, some universities seem to hesitate to change the programmes according to the B.A./M.A. model. Nevertheless, some attempts or even results can be presented: at the University of Heidelberg, the planning of a B.A./M.A. programme in computational linguistics^{lxvi} has almost been finished. The profile of the three-year B.A. programme aims at combining good knowledge in linguistics with software engineering. The professional profile of this B.A. is specified as qualified personnel for work in industrial projects that (at least partially) contain natural language processing or language data retrieval. The focus of the M.A. programme is on scientific research and the solving of complex problems of natural language processing. The plan is to integrate M.A. students for some period into publicly or privately funded projects. The educational aims include the acquisition of experience in the field of organisation and management.^{lxvii} Both the M.A. and the B.A. programmes include a minor, that may be a modern or an ancient language or philology, general linguistics or translation science. As an alternative, the minor can also be mathematics or various computer sciences. The programme is modularised and in conformity with the ECTS system. Further examples are mentioned below.

Content

The subject of human communication, and especially the electronic media and networking, are becoming more and more prominent, particularly in applied and computational linguistics. One example is a *Magister* programme called "Multimedial Computational Linguistics" (*Multimediale Computerlinguistik*), which was introduced at the University of Bochum in 2000. Here, traditional fields of computational linguistics (like mathematical foundations of linguistics, structural linguistics and natural language processing) are complemented by a new component called "multimedial systems".^{lxviii} Corresponding B.A. and M.A. programmes are currently being introduced. The aspect of communication is the focus of the new B.A. programme *Language and Communication* (the name is, in fact, in English!) at the University of Siegen,^{lxix} in which the study of two languages^{lxx} is combined with general linguistics and, particularly, with applied linguistics. In the latter, subjects like the following may serve as examples for the communication-based approach:

- Language in professional and institutional contexts (public relations, text production, rhetoric)
- "Language, the individual, and society" (psycho- and socio-linguistics)
- Teaching and learning languages
- Multilingual communication

The importance of the new electronic media (the internet in particular) has even led to "mixtures", combinations of various types of alternative programmes, such as "Applied and Computational Linguistics" (*Angewandte Sprachwissenschaft und Computerlinguistik*) at the University of Gießen (see 2.2.4).^{lxxi}

The idea of combining several types of alternative programmes can also be seen in other places. For example, in the programme *Language and Communication*, mentioned above, the second language can be substituted by another, non language oriented interdisciplinary field^{lxxii}, thus giving rise to a sort of combination between applied linguistics and area studies. At the University of Hildesheim, a similar approach, but with an emphasis on a technical field of study, can be found in the "Graduate Diploma in International Technical Communication" (which might also belong to section 4 but has some characteristics of an alternative programme):^{lxxiii}

The undergraduate degree in International Technical Communication (IFK) at the University of Hildesheim is designed to provide a sound education in technical translating for business, administrative and international organisations. It focuses on two foreign languages and two engineering fields. In most cases, translating in the modern world involves the translation of technical texts. Studies have shown that 70 % of all translated texts are technical in nature. As specialists in international communication, graduates can, however, work in many fields, not only in the field of technical translation.

The programme has three main components:

- Two foreign languages
- Technical subjects (electrical and mechanical engineering; data processing)
- Applied and computational linguistics

The main foreign languages offered are English, French and Spanish, from which students can choose their first and second languages. Furthermore, language courses in a number of other European and non-European languages are available. Courses in regional studies are designed to address the economic, social and political background of the countries where the main foreign languages are spoken, as these factors also play a major role in the translation of both general and technical texts. Furthermore, students are provided with the theoretical and methodological skills they require in the translation of general and technical texts. The University of Hildesheim also offers a *Magister* programme "International Information Management", focused on language practice, applied linguistics and applied information science. Recently, a B.A. in "International Communication and Translation" and a M.A. in "International Technical Communication and Languages" were introduced.^{lxxiv}

2.2.4 Examples of good practice

Many of the programmes mentioned in the preceding section can be considered as examples of good practice. We will, however, discuss various models in detail.

"Applied linguistics" (B.A., M.A.) / "Applied literary and cultural studies" (Dortmund)^{lxxv}

The university of Dortmund offers two innovative programmes leading to the degrees of B.A. and M.A.: one is called "Applied Linguistics", the other "Applied Literary and Cultural Studies". Besides the implementation of the principles agreed to in the Bologna Declaration and in other places, it is the curricular design and the arrangement of content that makes the programme an example of good practice in various respects. Theoretical and applied linguistics (or applied literary and cultural studies, respectively) is combined with other subjects in a way that opens concrete fields of application of linguistic theories and methods (or those of applied literary and cultural studies) beyond the "traditional" ones of teaching, translating and interpreting. This is done by restricting the scope of further subjects that the main subject may be combined with. In order to enhance the coherence of the programme as a whole, the groupings of the selected subject domains are integrated into several subtypes of the programme. Each of these types has its specific profile pointing to determined areas of professional activities. The selected profile also influences the direction(s) of application students choose. In addition to the more specialised skills students are provided with basic general skills of ICT, statistics and methods of social sciences. The implementation of the programme has been preceded by investigations figuring out the multifarious spectrum of professional fields where linguists actually work or else could be expected to meet qualification criteria in order to more easily find employment.

Among structural elements are:

- One semester is to be passed at a foreign (Anglophone) university.
- Part of the seminars and lectures are to be held in the foreign language (as yet only English).
- The introduction of consecutive B.A./M.A. degrees.
- The application of a credit point system with CPs assigned to modules, crediting individual achievements pertaining to the modular units, supplanting the former system of only a final exam.
- Students are obliged to take part in an internship

For applied linguistics, out of the various possible fields of application, four areas are singled out to form part of a coherent scientific, as well as professional, profile. Further specialisation beyond these four areas is possible, in particular in the following fields: computational linguistics; language in institutions; theory and practice of text production and optimisation of comprehensibility; linguistic procedures for transferring knowledge; special purpose languages; lexicography; psycholinguistics (language acquisition and language processing/speech production); conversational and discourse analysis; functional language analysis. (For most of these fields students can take advantage from the work of local research projects.) The study programme tries to fertilise a well founded scientific foundation (in linguistics) in other fields than that of schools, given the ever increasing dependence of commercial and economic activities on communicative processes.

The idea of raising the chances of the graduates by better integrating theoretical knowledge, its applications and further practical skills becomes clearer if one takes a look at the individual qualification profiles ("Leitbilder").

- Communication consulting: Applied linguistics is combined with business administration and a further minor subject. Students acquire relevant knowledge and skills for understanding communicative processes inside enterprises. Experts for business communication analyse internal communication practices starting with the customer's ordering a

product and ending with the sales and marketing of the product (or services). After revealing organisational dysfunction, the expert develops measures for optimising the organisation so as to enhance the smoothness of the productive activities. Furthermore they design measures for training and developing the personnel. Within the studies of linguistics special interest is given to conversational and discourse analysis including methods of transcription.

- Technical communication: The combination of applied linguistics and engineering technologies qualifies graduates for editing technical writings (including users' manuals and the like) and makes them experts for technical communication and terminology. A further professional field is that of designing and conducting courses for teaching and training users of high tech equipment and special software applications. According to the professional association "Gesellschaft für technische Kommunikation" (tekom) this is an area where there's still a high demand for qualified personnel. Within the studies of linguistics special interest is given to text linguistics and techniques for optimising texts, including multi-medial "texts".
- German as a second language: The combination of applied linguistics and applied literary and cultural studies qualifies graduates for teaching German as a second language and for intercultural communication. Within the studies of linguistics special interest is given to theories of language acquisition and didactic methods of teaching and learning a foreign language. Regarding the contents of "Landeskunde", special emphasis is given to nation specific institutional facts (regarding e.g. the political, juridical, educational and health institutions, most important media ...).
- Public relations, journalism and media communication: The combination of applied linguistics and two further minor subjects qualifies graduates for working in the field of public relations, journalism and media communication with a further specialisation.

The general profile of the programme *Applied Literary and Cultural Studies* is marked by a visible focus on contemporary literature and culture, defining as its object a broad array of culturally codified techniques and genres, including popular culture and schemas in quotidian life, as well as different forms of presentation specific to different media. The prescribed combinations of cultural studies with other, varied disciplines tries to reconcile scientific standards – in the sense of a removed method of analysing cultural facts – with requirements that take into account possible future career paths. The combinations shall enable students to mediate between different genres and media as well as between different social/cultural spheres, those more technology-based and those more "culture"-based. Dortmund has designed three different sets of combinations incorporating three types of qualification profiles. Common to all three of them is an orientation towards a field of professional activities that come under the names of cultural pedagogy, cultural management and cultural science. The study programme reflects the increasing value of a coherently represented public image for companies and institutions, especially in the face of their public perception through mass media, as well as an increasing importance of private-public partnerships, sponsoring, and private foundations.

The idea of raising the chances of the graduates by better integrating theoretical knowledge, its applications and further practical skills becomes clearer if one takes a look at the individual qualification profiles ("Leitbilder").

- Public relations of industrial corporations: The combination of applied literary and cultural studies with a technological or engineering subject qualifies graduates for working in the field of public relations of industrial corporations, and mediating between them and the public spheres of media and politics. They are capable of comprehending technological and industrial complexities as well as consciously employing culturally codified symbols and images.
- Multimedia and cultural institutions: The combination of applied literary and cultural studies with informatics and a further minor subject is tailored to provide skills and knowledge required for managing and designing the multimedia presence of cultural institutions such as museums, publishing houses and others.
- Public relations, journalism and media communication: The combination of applied literary

and cultural studies and two further minor subjects qualifies graduates for working in the field of public relations, journalism and media communication with a cultural profile.

University of Gießen: Applied Linguistics and Computational Linguistics^{lxxvi}

Integrating the disciplines of Applied Linguistics and Computational Linguistics into one course of study is a new idea (see 2.2.3). Computational linguistics, which has meanwhile been split up into many subdivisions, is limited to those parts which are necessary for the automatic processing of common problems. In Gießen the processing of texts in publishing houses and companies has been chosen as the most important area of application. The efficient production of large amounts of text, and its up-dating and transformation into different media (as, e. g., print, internet, CD-ROM) has meanwhile led to a technology of its own. Commanding this technology has, in some branches, become decisive for success or failure. Some texts which are published in houses that put emphasis on non-fiction books, are described by grammars in order to grant the same structures in every step of processing. Sometimes new books must be produced so fast that this can only be achieved by automatic computational methods.

Studies of Applied and Computational Linguistics are organised in close relationship to a linguistic major of another philology offered in Gießen (German studies, English language and literature, Romance languages and literature, Slavonic studies). The major and minor are regarded as a unit that brings together topics of applied linguistics, computational linguistics, general linguistics and language-oriented linguistics. Students can place additional emphasis on their studies by the choice of the second minor, to further deepen or acquire special knowledge.

The minor Applied and Computational Linguistics for the MA can be studied in connection with a linguistic major. Furthermore, students can choose a second minor or two elements of study. The criteria of choice can be personal interest or professional orientation. A useful combination is represented by the following subjects:

- Psychology, mainly with a focus on cognitive psychology
- Education/didactics
- German as a foreign language
- Business management
- Study of law
- An additional philology

It is important that the second minor be considered an integral part of the studies since very often the special qualifications acquired in the second minor are significant.

Usually, the studies for *Magister* are not orientated towards a specified professional work as, e.g., teacher training. Therefore it is very important to supplement the studies with a practical work right from the start. The best opportunities offer practical training which are organised by firms or publishing houses during academic breaks. The latter have a deep interest in the special knowledge acquired during the student's studies. Very often this practical training leads to employment even before the student's studies are officially completed. The chair in applied and computational linguistics holds agreements of co-operation with some firms and publishing houses, which supervise practical training; these can be arranged for students who are interested. Students who supplement their studies with useful practical training have very good chances of being employed directly. However, if practical training as a means of qualification is neglected, then temporal difficulties can come up even in an application-oriented subject.

Area studies: French and Italian studies at the Freie Universität Berlin^{lxxvii}

The study programme "French Studies" ("Frankreichstudien") at the Freie Universität Berlin leads to a *Diplom* degree. The programme provides students with competence and knowledge regarding contemporary France and Europe. The main focus lies on language

skills and cultural studies, which are complemented by components of the social sciences. The main area containing the philological disciplines of literary studies and linguistics, as well as training language competence, is characterised by a pragmatic orientation on contemporary topics. These philological studies are combined with three additional subjects that are selected out of the fields “history and society”, “economy and law” and “art and media”. Economy or law is an obligatory part of the programme. The broad array of sciences at the Freie Universität Berlin and the presence of specialists on topics related to France provide a high level of education and the specific quality of the interdisciplinary character of the programme.

One or two semesters of study abroad and an internship in France are part of the programme. The stay abroad serves to familiarize students with French social reality in an immediate way within the study programme and to gather practical experience in possible professional fields. Lasting 9 semesters, the programme incorporates a broad array of study areas, which contributes to the graduates being highly competitive on the German and international labour markets.

The study programme qualifies graduates for several fields of professional activity. Among them are professions in the fields of media, industry, commerce, publishing houses, international organisations and institutions, research institutes, foreign affairs offices as well as other areas which demand intercultural skills in addition to domain-specific qualifications. This includes projects involving German-French cooperation as well as European institutions and enterprises that demand such relevant practical qualifications.

Building on the experience with the French Studies programme, an Italian Studies programme has been developed which will start in the winter semester 2003/4. With respect to French Studies, the core structure combining philological subjects and the social sciences has been maintained while some new features have been added. The new programme has two cycles leading to the degrees B.A. and M.A. in Italian studies. The programme is thoroughly organised into modules and a system of credit points is applied. Students spend the third year of their studies at the University of Rome III. A partnership between the departments involved has been established so that students will be able to visit lectures and seminars in all areas that are part of the study programme during their stay abroad. As with French Studies, students are required to take part in an internship abroad.

The study programme provides scientifically founded interdisciplinary competence and knowledge regarding contemporary Italy. Special emphasis is also put on practical skills concurrent with the scientific content that prepares students for the job market. Complex thinking, the combination of theory and practice and new forms of learning and teaching, such as workshops and practically oriented courses qualify students both for an academic career and a broad range of tasks on the job market.

As with French Studies, literary studies, linguistics and intensive training of language skills form the core of the programme. In the language training units, students are taught to adopt autonomous learning strategies, for example, by producing portfolios and working with them. As with French Studies, these philological studies are combined with three additional subjects that are selected out of the fields “history and society”, “economy and law” and “art and media”. In-depth study of economy or law is an obligatory part of the programme. A further area of study aims at general preparation for professional activities. In this section students acquire skills relevant for professional life and the labour market. Some courses take the subjects studied as a starting point, while others convey general skills regarding rhetoric, information technology, a further foreign language and more.

2.2.5 Reasons underlying these changes

See 2.1.5

2.2.6 Identification of needs

See 2.1.6. In addition, foreign language components should be made obligatory for applied linguistics, and, particularly, for computational linguistics (still basically focused on German

and English). For area studies, we quote the following passage from Fred W. Riggs:

Area studies evolved during the past half century as a way of trying to link the various academic disciplines as partners in an effort to achieve a holistic understanding of uniquely different non-Western territories or places, each with its own history, traditions, culture and unique political, social and economic characteristics. This effort had little impact upon the established disciplines, each of which persisted in entrenched methods and concepts rooted, for the most part, in the recent past and current problems of Western societies. Escalating globalization now challenges both of these orientations, and calls for a perspective anchored in a world-system point of view and understanding of the world. This world can be conceptualized as having parts or components subject to specialized study, both geographically and historically, by regional and local categories, and functionally, by aspects of human behavior. To go beyond area studies, therefore, is to seek a new global synthesis in which cross-cutting perspectives support and amplify each other. Such a synthetic perspective may emerge spontaneously but not automatically -- it therefore requires active encouragement and conscious efforts. Although continuing to build on the achievements of established disciplines, it also requires serious modifications within each, especially to recognize that many of their basic premises are context-bound to Western situations and circumstances. For generalized applicability on a global basis, they need to be "internationalized" -- or, perhaps better, "globalized."

2.2.6.1 Seen in relation to the development of language studies

See 2.1.6.1

2.2.6.2 Seen in relation to non-academic requirements

See 2.1.6.2

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

2.2.7.1 At first-degree level

2.2.7.2 At postgraduate level

See 2.1.7. The following points, already mentioned above, are even more relevant here:

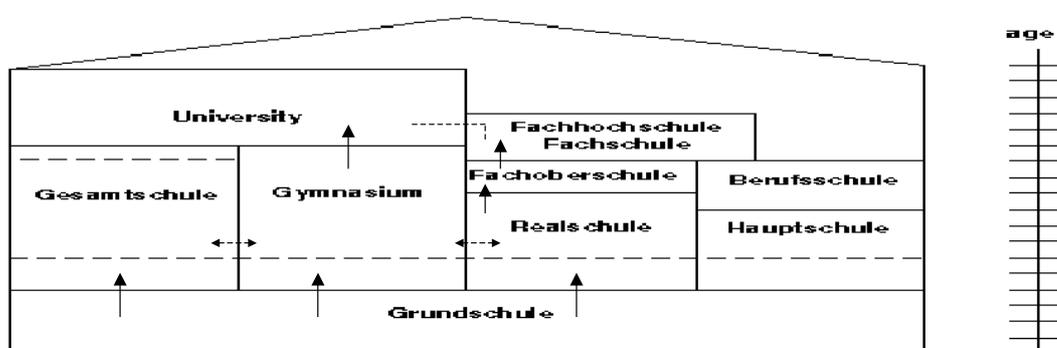
- Creation of appropriate administrative structures for assisting the students to find internships and jobs during the programme and after graduation.
- Creation of contacts between the universities and companies.

3. Innovations in the training of language teachers^{lxxviii}

3.1 Language teaching and learning in primary and secondary school education

Before continuing, we will briefly describe the overall school system.^{lxxix} The school systems differ from state to state. But there are some common structures. Schools are *municipal or state institutions*. Furthermore, there are still some private (mostly clerical) schools. We will focus on the following types of schools:

- Elementary school: *Grundschule*
- Secondary schools: *Gymnasium, Realschule, Hauptschule, Gesamtschule*
- Vocational schools: *Berufsschule, Berufsfachschule*
- Technical schools: *Fachoberschule, Fachschule*
- Schools for handicapped children: *Sonderschulen*



Basic types of schools

Starting at the age of six, all children attend the common elementary school for four years. For further general education, the pupils then change to one of the various types of secondary schools: *Hauptschule, Realschule, Gymnasium*, or to the *Gesamtschule*.

- *Hauptschule*: Is attended by those pupils whose abilities are of a more practical type.
- *Realschule*: Prepares pupils for middle-level careers in trade and industry.
- *Gymnasium (grammar schools)*: Offers a final examination (*Abitur*) that qualifies pupils for studies at a university or equivalent institutions.
- *Gesamtschule*: A comprehensive school that has been established during the last 25 years as a result of pedagogical reforms. In most states they are still considered as experimental. In some states, the *Gesamtschule* is only a cooperative of the three traditional secondary schools under one roof. In the other states the *Gesamtschule* is an integrated school. The pupils are taught together; only the main courses are taught at different levels. According to a complicated credit system, pupils finish the *Gesamtschule* with certificates corresponding to levels of the tenth grade of the three traditional schools.

The *Orientierungsstufe* is an “orientation level” of secondary schools: The pupils have a chance to change from one type of school to another. To provide a chance to correct this decision, a harmonisation of the curricula has been arranged for the fifth and sixth years of schooling.

Other school types

Berufsschule (vocational school): Pupils leaving a general education school before age 18 have to attend a vocational or a technical school. Vocational school education is offered in part-time schools (*Berufsschule*) and in full-time schools. (*Berufsfachschule*). The *part-time vocational schools* are attended by students undergoing vocational training. Their goal is to convey general and professional knowledge, with particular regard to the demands of vocational training. The *full-time vocational schools* prepare their students for some field of employment, while at the same time improving their general knowledge.

The technical schools (*Fachschulen*, including *Fachoberschulen*) train students for any of several special mid-level jobs in trade or in technical fields. The prerequisite is that the students must have some work experience in their field before they attend a *Fachschule*; they must have completed the *Realschule* to be accepted by a *Fachoberschule*.

Sonderschulen: Special schools for children who are not able to attend an ordinary school because of a physical, mental, or emotional handicap, in addition to the general school system. The teaching methods and subjects are adapted to the pupil's specific disability. Today there is a tendency to integrate the *Sonderschulen* into the *Grundschulen* and *Hauptschulen*.

Languages

Traditionally, foreign language instruction begins in the 5th grade with English, followed by French, usually starting in 7th grade. At the grammar schools (*Gymnasien*) the second foreign language is typically Latin or French, but students may also learn both. In addition, starting either in the ninth and/or the eleventh grade, most schools offer further optional languages, such as Spanish, Russian, Polish, Italian, Turkish among others. There are still some traditional grammar schools that allow Latin as a first foreign language, with English then as the second foreign language. As a new development, foreign language instruction in the 3rd grade is gradually being introduced (see 3.2.4).

3.2. Initial teacher training

3.2.1. Institutions responsible for training

Teacher training is the responsibility of the cooperating institutions: universities, school administration, specialised institutions for pre-service teacher training on regional (federal state) levels ("Studienseminare") and institutions for continuous teacher training. The cooperation unfortunately is not optimal and sometimes even very poor.

3.2.2. Content, objectives, and structures of programmes

We will begin with a detailed description of teacher training for the upper secondary level ("Gymnasium"). Students deciding on the teaching profession have to qualify in two subjects, which may, but need not be, two languages. The study programme as a whole is composed of the following parts:

- First subject (about 40%)
- Second subject (about 35%)
- Didactics for the first subject (about 7%)
- Didactics for the second subject (about 7%)
- General pedagogy and a selected range of courses in social sciences (about 10%).

In addition, students have to take part in up to three classroom internships.

Students share the same courses with students of the philological programmes, so that basically the content and the structure is the same as for the traditional (i.e. philological) study programmes. That is, they include linguistics, literary studies, regional studies (*Landeskunde*),

and language practice (for further details, see 2.1.1). Students finish their studies with a state examination (see 1.1), that includes a thesis and both written and oral exams. This means that there are more regulations for the examination procedure as for *Magister* students, and the examination phase usually takes more time. The examinations are supervised by officials of the school administration.

Although there is a somewhat higher emphasis on language skills than in the *Magister* programmes, the graduates' language proficiency could be improved.

After university studies (i.e. at least about five years), future teachers pass a second qualification phase: the pre-service teacher training ("Referendariat") lasting 1 ½ to 2 years. Within this second phase, in which the graduates are employed at a school, they have to pass tests in performing classroom lessons. Furthermore they have to write a second thesis with a didactic topic. Responsibility for this second phase lies outside universities in specialised institutions for pre-service teacher training.

The teacher training for lower secondary schools is similar, although the content of the subject at issue is reduced while the pedagogical and didactical components are increased. This is even more so for elementary school teachers.

3.2.3. Career prospects for graduates

At the time being there is an increasing demand for language teachers. This is the case for all languages, but especially English, and all school types, with a particularly high demand in primary and vocational schools. Some regions, e.g. Hessen and North Rhine Westphalia, have started a massive employment campaign by which they try to find teachers from other regions. The future prospects are very good, especially for elementary schools and vocational schools. In general, the career prospects for individual languages differ from state to state, depending on the languages taught at school (for example, Spanish is frequently taught in some federal states and in others only as an exception). Within urban areas, there is a trend for schools are to develop individual profiles by becoming specialised in offering certain less frequently taught languages.

For career prospects outside school see 2.1.2. In addition, the opportunities for graduates of teacher programmes may be even better in some areas, e.g. in personnel development, due to the fact that the practical experience of these graduates is higher than that of *Magister* graduates.

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

Foreign language teachers for elementary schools

As stated in section 3.1, in the traditional system foreign language learning and teaching only began at the stage of secondary schools (5th grade). This situation has now changed, as schools have introduced early language learning (mostly English) at primary schools in the third grade. To give an example,^{lxix} in 1998 English and French were introduced in Berlin for grades 3 and 4 at 75% of the existing primary schools. This initiative was first run as an experiment and is now (2002/03) becoming the norm. It must be pointed out, however, that languages other than English may only be taught at an elementary school if there are enough parents who explicitly desire it.

Due to this recent development, the universities have begun to establish initial training programmes for teaching English at the elementary school level; other languages, particularly French, are now being introduced. There are different ways for a university to achieve this in conjunction with existing programmes:

- By integrating foreign language teacher training into existing programmes for elementary school teachers.
- By providing an additional elementary school teaching qualification to those students who are studying a foreign language for teaching at secondary schools (see 1.2.2).
- By providing an additional elementary school teaching qualification within continuing

teacher training, including distance learning (see 3.3).

There is still much controversy regarding the methods to be applied for early language learning (and consequently to be taught to future teachers).

The teaching methods actually applied at the moment range on a scale marked by two extremes. On the one side there is not really any kind of language teaching / learning, but teachers are trying to generally raise the awareness of the multitude of languages in the children's environment. On the opposite side of the scale, language teaching is merely started earlier without any adaptation of teaching methods and materials (e.g., sometimes even textbooks designed for the 5th grade are used in the 3rd grade!).

More promising indeed are the solutions that are situated between those extremes as exemplified is the following: Teaching is oriented towards the natural growth of learning and not so much on building up grammatical structures in a linear manner. It gives the children much room for tentatively expressing themselves and gives more importance to the comprehensibility of the communicative efforts than to their strict correctness. This method aims at creating a climate free of fear, so no marks are given and faster and slower learners are not categorized. Learning and teaching starts with basic communicative acts such as greetings, posing questions, expressing emotions and the like and then proceeds to more sophisticated ways of expression. Teachers work with audio materials, songs and rhymes, fairy tails and animated stories, games and role-plays. It is recommended that similar approaches also be introduced for advanced grades. The question of how much effort should be given to the building up of grammatical structures and writing skills is still a matter of dispute.

A further interesting means for young language learners is the so called "portfolio". Each child gathers good examples of different sorts of texts which he/she has produced. By means of this portfolio the young learners are supposed to become aware of their learning process and progress as well as learning techniques.

Bilingual teaching

More and more schools are introducing the model of so called bilingual teaching ("bilingualer Unterricht"), in which a portion of some subjects (such as biology, history, etc.) is taught in a foreign language.

There is one study programme at Wuppertal that trains teachers for this specific type of teaching. At the University of Bremen, students can obtain an additional qualification for bilingual teaching.

Other innovations in teacher education

Further changes are to be expected, but these are still in a phase of planning and debate. Among these are:

- Modularisation and a system of credit points instead of final examinations.
- Adaptation of language teachers training programmes to the B.A./M.A. model (see 2.1.3).
- Creation of a structured core curriculum for the pedagogical and didactic parts.
- Creation of complementary modules (alongside the core curriculum) tailored for the different school types and other areas (e.g. adult education^{lxxxix})
- Strengthening of the university departments responsible for teacher training with their own research capacities and better facilities.
- Expansion of teaching practice within university studies.
- Integration of the first and second phases of teacher education and correspondingly better coordination (or fusion) of the institutions involved.
- Institutionalised participation of the universities in continuous teacher training.
- The courses (or part of the courses) of the two studied subjects should be oriented toward the professional needs of teaching.

Some of the relevant problems underlying these tendencies are discussed in a recent pro-

positional (the “Berlin model”^{lxxxii}). First, although a sound scientific formation in the two subjects studied is desirable for endowing students with abilities of critical reflection needed in their professional life, experts deplore the remoteness of the scientific subject components of the study programmes from the practical problems and aspects of teaching. Second, experts are observing that the organisation of the pedagogical parts of the initial teacher training programmes lack a clear structure and are offering instead an array of different thematic seminars with many options. Third, the overall duration of teacher training is too long. Fourth, international degrees have to be introduced along the B.A./M.A.-model to conform to the process of European harmonisation.

For the latter issue, the University of Bielefeld has outlined the structure of the new B.A./M.A. study programme for initial teacher education which it plans to introduce. In the future students will be able to choose between two options of overall curriculum:

- (a) During the B.A. phase (6 semesters) they study one main subject together with pedagogy as a minor. Within the M.A. phase (4 semesters) they study a second main subject and didactics.
- (b) During the B.A. phase (6 semesters) they study one main subject together with a second minor subject. Within the M.A. phase they continue their studies of the second subject together with the pedagogical and didactic study (4 semesters) components.

The new arrangement has two advantages: First, students can easier organise their studies, because they have to combine only two areas of study at each point of the curriculum, as opposed to three in the former programmes; and second, the decision to become a teacher can be postponed without renouncing pedagogical and didactic foundations at the B.A. level.

3.2.5. Examples of good practice

Most of the innovations mentioned in 3.2.5 are so new and often experimental that it is unclear whether it can be determined at this time if an example reflects good practice or not. One “candidate” might be the Bielefeld model, and, maybe:

- University of Kassel: Integration of subject contents and pedagogies
- The University of Gießen has a project on Portfolio cooperating with elementary schools^{lxxxiii}

3.2.6 Reasons underlying these changes

- Changes inside schools (mainly regarding early language teaching and learning (see above).
- Increasing diversification of the languages offered by schools (especially for those schools, located mainly in urban areas, that are setting up individual profiles).
- Increasing demand for teachers and decreasing number of teacher candidates.
- Lack of professional skills of the graduates of the teacher training programmes faced with taking up services.
- Long duration of the studies and a high drop out rate.
- For further reasons see 2.1.5.

3.2.7. Identification of needs

3.2.7.1. Seen in relation to the development of language studies

- Better coordination between the institutions involved.
- Better integration of content and professional needs.
- The sequence of different languages taught (e.g. first English, then French or vice versa) should be taken into account for the teaching methods).
- Teacher training and didactic methods should take into account the fact that many

- pupils have other languages than German as their native language. (See 1.2.).
- Study programmes or modules for bilingual education.
- Students should learn to scientifically evaluate the degree of language skills of their future pupils (language diagnostics).
- To better take into account the diversity of needs in the teaching of different target groups (young learners, adult learners, and others).
- In particular, specific methods and teaching material for foreign languages at the elementary school level must be designed.
- Introduction of more study programmes for foreign language teachers at elementary school level.
- Introduction of further study programmes for bilingual education.
- Improvement of language skills.

Also see 2.1.6

3.2.7.2. Seen in relation to non-academic requirements

- Improvement of relations and cooperation between schools, other non-academic institutions and the universities.
- Introduction of more languages taught at more schools (including all current and future EU languages).
- Introduction of languages other than English and French at elementary schools.

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

3.2.8.1. At first-degree level

3.2.8.2. At postgraduate level

Take appropriate measures to fulfil 3.2.7

3.3. Continuing teacher education (in service)

3.3.1. Institutions responsible for training

Continuing teacher education is organised by central regional institutions on the level of the single federal states (*Länder*). These institutes depend on the ministries for culture and education (*Kultusministerien*). These central institutions also assist schools in the following fields:

- Developing reform programmes that strengthen the autonomy of the single schools and secure quality enhancement.
- Provision of learning materials.
- Development and maintenance of pedagogical internet platforms.
- Working with new and traditional media in the classroom.

Teachers may also apply for training seminars offered by private or other public institutions, as for example courses offered by the teachers' union, publishing houses and other organisations.

3.3.2. Content, objectives, and structures of programmes

In the programmes teachers acquire additional qualifications for teaching the following subjects:

- Informatics (for lower and higher level of secondary schools, for work with new media at primary schools).
- Early beginning language learning (for children of the 3rd grade onward) for English and French (see 3.2.4).
- Political education (“Sozialkunde”).
- Teaching of handicapped and non-handicapped children in one class (“Integrationspädagogik”).
- German as a second language.

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

Training programmes inside schools instead of courses at external locations (“Schulinterne Fortbildung”, abbreviated SCHILF) have been introduced.

3.3.4. Examples of good practice

- University of Bremen: Research accompanying teaching at schools and corresponding consulting services for overcoming practical problems and for implementing innovations. The university is engaged in programmes for continuing teacher training. The cooperation between the university and schools is marked by a climate of partnership.
- Distance learning: University of Koblenz/Landau: good practice with regard to the integration of content and the needs of professional practice. The programme focuses on teachers of elementary schools.
- Pedagogical University of Freiburg (in way of implementation): Accords content of the subject fields (e.g. linguistics, literature, regional studies, language practice) to the professional needs of the teaching practice. Combination of e-learning and indoor workshops. The modules are taught in the target language. The participants of the programmes can obtain qualification certificates.
- Goethe Institut: E-learning programmes for teachers of German as a foreign language)

3.3.5. Reasons underlying these changes

See 2.1.5 and 3.2.6

3.3.6. Identification of needs

3.3.6.1. Seen in relation to the development of language studies

See 3.2.7.1. Many of the aspects mentioned there can be resolved within continuous education rather than / parallel to the creation of new study programmes.

3.3.6.2. Seen in relation to non-academic requirements

The main problem is that schools usually do not support teachers' desire for further education.

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

Regulations have to be improved to suspend the teacher's teaching obligations for the time he/she takes part in continuing teacher training programmes.

4. Innovations in the training of translators and interpreters

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

Some important points are summarised in the following:

- Translators and interpreters work in institutions of the European Union. This is an area with increasing demand, especially in the face of new member states. Interpreters are involved in all kinds of political negotiations and conferences. An increasing amount of translation work lies in the field of laws and regulations.
- Many translators work for enterprises operating internationally. With increasing trade relations the need for translators is rising. Each product has to be adapted to the local markets. Translators are involved in marketing and e-commerce. Each software house has a translation department to provide multilingual software versions and users manuals. Many translators are found in the field of technological products. They are needed for product documentations and instruction guides.
- A traditional field of translators and interpreters is the world of press and media, now extended by the internet and multimedia products.
- Translators are working either in departments of bigger enterprises and public institutions or in translation agencies. Many translators work on a freelance basis.

4.2. Institutions responsible for training

The training for translators and interpreters takes place at a restricted number of universities and *Fachhochschulen*. At the moment there are 7 universities and 6 *Fachhochschulen* offering programmes.^{lxxxiv}

There are also non-university academies and private schools training translators, which lie beyond the scope of this report.

4.3. Content, objectives, and structures of programmes

4.3.1. At first-degree level

4.3.2. At postgraduate level

Translator and interpreter programmes typically lead to *Diplom* degrees with no further division into first-degree and postgraduate level.

Overall structure

Programmes at *Fachhochschulen* have a normal duration of 7 to 8 semesters. Usually there is a division into lower level and higher-level studies. They focus less on theoretic and scientific formation and are more practically oriented. Furthermore they specialise for a specific professional domain, e.g. technology and engineering, economy, administration and courts, health services. Students are trained in two foreign languages. These are usually English and French, Spanish or Russian. Generally, studies abroad and internships are mandatory.

At universities, students take two foreign languages and a non-language supplementary subject. University programmes have a normal duration of 9 semesters. The study programme is divided up into lower level studies ("Grundstudium", 4 semesters) – ending with intermediary examinations ("Vordiplom") – and higher-level studies ("Hauptstudium", 5 semesters). The final semester is dedicated to work on a thesis and final examinations. In most cases, studies abroad and internships are only recommended but not obligatory. Universities mostly offer programmes both in interpreting and translation. During lower level studies students share a common curriculum. They then specialise in higher-level studies. (This is of course not valid

for universities that offer only translation programmes: Bonn and Hildesheim). Universities often offer a vaster spectrum of languages (see below).

Contents, methods and aims

Content is typically comprised of:

- Enhancement of foreign language skills.
- Translation / interpreting including work with modern tools of IT for languages.
- Translation science, special purpose languages, terminology.
- General linguistics and linguistics of the two foreign languages.
- Regional sciences and cultural background knowledge.
- Very often there is an additional component for rhetoric and writing skills in German.

The most common supplementary subjects are economics, engineering science and law. Most universities are not concerned with literature within the translator and interpreter programmes. An exception is the Humboldt University of Berlin, which includes components of literary studies in its programmes.

In general universities give more weight to the theoretic content of linguistics and translation science than *Fachhochschulen*. The scientific work centres on processes of speech production and comprehension, principles of text and speech architecture differing in content and intention, and principles of transformation of complex information structures within translation and interpreting.

Programmes for translators and interpreters aim at providing students with the skills needed for professional translation and interpreting. This includes acquaintance with modern computer equipment and special tools for languages. Students are supposed to develop sensitivity to cultural differences and the needs of intercultural communication. One of the aims of translation science is the ability to evaluate given translations with scientific methods. Students qualify in additional non-language subjects and special purpose languages. In addition, the university programmes usually aim at preparing students for autonomous scientific work and an academic career (see 1.1).

Languages offered

- The University of Leipzig offers a particularly high number of languages. For translators: Arabic, Bulgarian, English, French, Italian, Greek, Polish, Portuguese, Romanian, Russian, Serbian/Croatian, Slovak, Spanish, Czech. For interpreters: Arabic, English, French, Portuguese, Russian, Spanish. The Humboldt University of Berlin also offers a high number of languages for interpreters: English, French, Italian, Serbian/Croatian, Polish, Portuguese, Russian, Spanish, Czech.
- The University of Bonn offers oriental languages for translators: Arabic, Chinese, Japanese, Korean, and Turkish.^{lxxxv}
- The University of Heidelberg offers English, French, Italian, Portuguese, Russian, and Spanish for translators and interpreters.^{lxxxvi}

4.3.3. At the level of continuing education

Our research has delivered as yet only a very scarce number of opportunities of continuing education for translators and interpreters:

- The CIUTI Academy (*Conférence Internationale Permanente d'Instituts Universitaires de Traducteurs et Interprètes*)^{lxxxvii} offers programmes at the level of continuing education that lead to additional certified qualifications. Examples are courses for community interpreting and translation of official documents ("Urkundenübersetzen") and several offerings for training in translation and conference interpreting. The CIUTI is a worldwide association of university departments for translation and interpretation. In Germany courses are offered at Saarbrücken and Mainz/Germersheim.
- The University of Saarbrücken offers continuing education courses on the use of

modern technologies for translators. The courses are organised in cooperation with the professional association “Bundesverband der Dolmetscher und Übersetzer e.V.” (BDÜ).^{lxxxviii}

- The University of Saarbrücken organises “user meetings” for translators working in governmental and industrial translation departments. The aim is to provide an exchange in new developments in the area of software tools for translators.^{lxxxix}
- The University of Mainz/Germersheim offers two-day seminars in the field of new developments in computer-based translation and online resources for interpreters.^{xc}

4.4. Career prospects for graduates

The University of Saarbrücken carried out an investigation on the job situation of its translator and interpreter graduates, dating from 1998. The results present a rather positive picture. The majority of the graduates were able to find employment relatively fast. 43 % had to search between 1 and 4 months, 14 % between 5 and 8 months. More than one half of the graduates are professionally active in areas that correspond directly to their qualification profiles. Furthermore, there is a large spectrum of professional activities in which a general language and culture qualification profile is central to their activities. The investigation has also shown an augmentation of freelance-based activities.

Sectors of employment:

- 27 % of those interviewed work for a translation agency.
- 56 % work in industrial enterprises.
- 17 % work in public administrative institutions, from these 19 % on the European level, 23 % on the national level, 27 % on the federal state level and 19 % in others.
- 17 % work in the private and public education sector.
- 20 % are working for other employers.

The average annual gross income is around 28,000 €.

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

4.5.1. At first-degree level

Structure

In this area, the system of B.A. and M.A. is as yet only rarely implemented and apparently not deemed useful. One exception is the *Fachhochschule* of Magdeburg, offering two B.A. programmes:

- Specialised Interpreting (*Fachdolmetschen*) in administration and courts.^{xcii}
- Specialised Interpreting (*Fachdolmetschen*) in the health sector.^{xciii}

These programmes have the following characteristics:

- Normal duration: 7 semesters, entrance test is required, study abroad is an integrated part of the programme (5th and 6th semester), internship of several weeks.
- Highly practice-oriented programme with scientific foundations.
- Combination of three languages: German, English plus Russian or Spanish or French; other third languages are possible if it is the student’s native language.

Another exception is the University of Hildesheim, which has introduced a B.A. programme “International communication and translation”.^{xciv} The normal duration is 6 semesters. One semester abroad and an internship of 6 weeks are mandatory. Students choose two foreign

languages. English, French and Spanish are offered. The programme is designed to provide students with basic competences for professional activity. In conformity with the B.A./M.A. system, students may enter the job market after a shorter period of studies or they may further specialise within an M.A. programme. The programme focuses on translation skills and introduces students to interpreting on a basic level. Students acquire abilities to handle cultural differences. A system of credit points supplants the former system of two staggered examinations. The credit points are in accordance with the ECTS-system. Credits are given for written tests, oral presentation of a theme with a written version of it and homework. Currently the majority of the credits are distributed over the whole period of studies leaving a limited portion of credits for a final oral examination and a thesis.

Course units from several content domains are grouped into modules, whereby (within the modules) more courses are offered than the requisite number of credits to be acquired, so students are assured possibilities for choice.

Content

The innovations with respect to content are very heterogeneous, so that they cannot be summarized. Instead, we give two examples:

- Hildesheim: In order to prepare students for professional activities after a shorter period of studies the B.A. programme of the University of Hildesheim tries to give a specific profile to the programme in the following way. All core contents listed above (4.3) are covered, with the difference that cultural aspects are given special weight within the courses for enhancement of foreign language and translation skills. Training for translations of special purpose texts is done only up to an introductory level. Similar to other programmes students choose basic studies in an additional supplementary area out of computer science, engineering, or economics. Furthermore there are modules dedicated to modern technologies. (See 4.6.)
- Magdeburg: The aforementioned B.A. programmes at Magdeburg are innovative with respect to content. Students may specialise in interpreting in public administrative institutions and courts. This includes e.g. translation of official documents. The other option is to specialise in interpreting in the field of health services. Although both programmes specialise in these domains with their respective terminologies, the programmes also include the transmission of basic competences in the fields of psychology, intercultural communication, and computer applications.

The introduction of new technologies into the curricula is a recent change. Nearly all universities and *Fachhochschulen* have introduced them in one way or another. An example of good practice in this respect is the University of Hildesheim (see section 4.6).

A "Diplom" degree programme of the *Fachhochschule* of Magdeburg mentions among its aims the abilities to produce multimedia documents and e-books.

New languages:

There is a new translator programme with English and Polish or English and Czech at the *Fachhochschule* of Zittau/Görlitz.^{xv}

4.5.2. At postgraduate level

The University of Mainz/Germersheim has recently introduced two postgraduate M.A. programmes. Both contain a portion of theory of interpreting and train students in interpreting practice in a comprehensive way, encompassing notation system, public speaking, cabin technology, simultaneous and consecutive interpretation in almost all possible situations. One programme is in conference interpreting German/Polish with English as the second foreign language (with passive competence).^{xv} It has a duration of 4 semesters. The programme suits native speakers of German as well as Polish. The other programme is an international postgraduate M.A. in conference interpreting. It has a duration of 4 semesters. Students are

trained at a high level of professional competence in order to work in international organisations, scientific conferences and internationally operating enterprises. Students are trained in active competence in one foreign language and passive competence in a second foreign language. The native language may be German or Polish. It is planned to introduce English, French, Italian, Russian and Spanish as possible native languages as well. As foreign languages, English, French, German, Italian, Russian and Spanish may be selected, the second foreign language may also be Dutch.

4.5.3 At the level of continuing education

Our research has delivered as yet only a very scarce number of opportunities of continuing education for translators and interpreters. Most of them are concerned with new developments in computer-based translation and online resources for interpreters. (See 4.3.3.)

4.6. Examples of good practice

The specialisations of the B.A. programmes of the *Fachhochschule* of Magdeburg (see above) may be a good example. But it is difficult to determine if the specialisations are possibly too narrow.

The University of Mainz/Germersheim^{xvii} represents an example of good practice with respect to modularisation. The university has introduced a system of modules in its study programmes for translators and interpreters leading to *Diplom* degrees. Modularisation is planned to grant more possibilities for individualised study profiles. To allow more room for more combinations of specific competences while at the same time not prolonging the study duration of 9 semesters, the core curriculum has been partially reduced. Formerly, students had to acquire a high level of active and passive competence in two foreign languages, whereas now the core is based on a high level of active and passive competence in one foreign language and a high level of passive competence only in a second foreign language.

Each module contains 3 to 4 course units in subsequent semesters that are thematically linked. There are modules of linguistics and translation science, cultural studies, foreign language competence at several levels, translation at several levels in one direction, translation at several levels in the other direction, interpreting at several levels. (As in other places, specialisation on translation or interpreting comes in the second period of studies.) These language area modules are now combined with two further modules and a third, optional module. In the first module, students choose a non-language supplementary subject for basic studies. This may be engineering, law, economy, informatics or medicine. The second and optional third of these additional modules are now chosen freely by the students to allow for individual profiles. These may be further non-language subjects (specialising for industrial enterprises). It may be engineering plus informatics plus special purpose translation into the second foreign language (specialising for the technology sector). Basic competence in a third and fourth foreign language may be added (for work in European institutions). It is possible to combine a translation in one foreign language and interpreting in other into one degree. A module in media translation and one in cultural studies may be added. Interpreter students may choose additional modules of special purpose translating (for work in specialists' conferences).

The University of Hildesheim can be considered an example of good practice with respect to new technologies. Within the modular organisation of the B.A. programme "International Communication and Translation", three modules are dedicated to modern technologies. In addition, there is also a terminology module where work with databases plays a role. The first module is dedicated to the basics of information technology. The second focuses on presentation techniques – including technical and design aspects, as well as reflecting different target groups – and the use of the internet for translators' purposes. The third module is practically oriented and trains for work in a modern, computer-based workplace of translators with its array of specific tools such as databases, translation memories and automatic machine translation, each with its own merits and limits. Furthermore, within this module, project management is trained by simulating a voluminous translation project under realistic condi-

tions, where work has to be organised in a team, prices have to be negotiated, and modern technology tools have to be arranged for the given purposes.

4.7 Reasons underlying these changes

- Programmes must be more practice oriented
- Adaptation of the B.A./MA. Model
- Modularisation
- Higher demand of languages offered (e.g. Eastern European languages)
- Needs for applying new technologies in translation and interpreting

4.8. Identification of needs

4.8.1. At first-degree level

- Increase the number of universities that offer programmes in translating and interpreting (especially for the latter)
- Increase the number of languages at individual universities

4.8.2. At postgraduate level

4.8.3. At the level of continuing education

- Create more possibilities for continuing education
- Include innovations into continuing education

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

4.9.1. At first-degree level

4.9.2. At postgraduate level

- It has to be assured that there is enough practical training.
- There must be more contacts between universities and future employers.
- More languages should be offered.
- New technologies have to be available.
- Include training for further skills needed in professional activities such as précis writing and proofreading.

4.9.3. At the level of continuing education

- Introduce more continuing education courses for further specialisations.
- Introduce more continuing education courses for new technologies.

5. Innovations in language provision for students of other disciplines

Foreign languages integrated into or supplementary to non-language oriented programmes can either be organized by philological departments, by departments or chairs specialised in technical English, French, etc. (as part of non philological faculties), or by special language centres that provide faculty independent language courses. The latter have been increasingly important for the subject under consideration here. It is for this reason that we provide some remarks on the history and structure of language centres in Germany.^{xcvii}

Language centres

After the Second World War, the socialist countries, including the GDR, had huge language centres for Russian. These institutions were organised as independent from the philological departments. The teachers were employed with regular contracts. After the reunification of Germany, these language centres have been seriously reduced. The GDR had a national system of language testing with different levels of competence for students as well as adults (*Sprachkundigenprüfung*).

In Western Germany, language centres were founded in the 1960s, following a trend that came from Great Britain. The initiative for language centres was started by the Science Council (*Wissenschaftsrat*), but it wasn't thoroughly implemented. A problem has been that language courses have been regarded as a non-university task with little esteem. There was an attempt to improve the status of the language centres by research on language learning. But at that time the researchers delivered only disappointing results.

In the 80's, language centres, together with a general expansion of the higher education sector, underwent further expansion. Most language centres have become organised in the association AKS (*Arbeitskreises der Sprachenzentren, Sprachlehrinstitute und Fremdspracheninstitute*)^{xcviii}. Among its achievements is the implementation of the system of language proficiency certification *UNlcert* (see 5.2.2.).

As a consequence of the European integration, the provision of language competence has been taken more seriously since the 1990's. More importance is laid on students' mobility; there are European programmes (Sokrates and others) in higher education as well as in professional formation. In its "White Paper on Teaching and Learning", the European Commission demands language skills in the native language plus two other European languages for all European citizens. Universities participating in the Sokrates programmes are committed to providing appropriate opportunities for incoming and outgoing students. But this is not sufficiently fulfilled everywhere, because there is no mechanism of control.

Since the 1990's, the students' demand for languages has grown considerably. However, there are not enough resources for this growing demand, especially for courses at the beginners' levels. So some language centres plan to collaborate with cultural institutes, adult education centres (*Volkshochschulen*) or are founding commercial enterprises.

The next step of expansion is the Bologna process. Many universities have a certain number of credits in their new B.A. and M.A. programmes reserved for non subject-specific studies, where foreign language courses are recommended (see 5.1.2).

The Council of Europe developed the *Common European Framework of Reference for Languages*. The European Portfolio for languages has set out to reflect this Framework of Reference.

5.1. Language studies integrated into non-language programmes

5.1.1. Content, objectives, and structures of programmes

Students in *Magister*-programmes combine 2 or 3 subjects, so one of these may be a traditional (philological) or an alternative language programme (see 2.1. and 2.2.). As mentioned in chapter 2, possible *Magister* combinations would be History/Spanish Philology, Computer Science/Japanese Philology, etc. A similar situation exists for teacher education (see chapter 3), with combinations like Geography/French or Biology/Italian being quite usual. Many *Diplom* degree programmes in technical areas, economics, etc., also require students to take a further minor subject, which may then be a language subject. Traditionally, this form of combining non-language programmes with language studies depends on the choice of the students and is not, however, a real “integration”, because in these cases, the language is completely independent from the non-language subject(s).

A different situation arises with respect to the integration of foreign languages into *Diplom* programmes (without regarding the cases in which the language is a minor). Whether, in these cases, language skills are an obligatory part of non-language programmes varies between disciplines. An investigation by the Association of Universities and Other Higher Education Institutions in Germany (HRK: *Hochschulrektorenkonferenz*)^{xcix} has shown that the highest integration is found in economics, followed by engineering sciences. Humanities and social sciences range in the middle of the field. Natural sciences have the smallest proportion of language courses integrated into the curricula.

Whether foreign language skills are obligatory is also different from university to university. In some *Diplom* programmes, students can select between several further qualifications, which may be languages. This practice is particularly common in Economic Sciences. For example, the Freie Universität of Berlin offers a *Diplom* programme in Economics, in which English, French, Japanese and Spanish for economists can be integrated. Although this language component is not obligatory, it is integrated into the programme well enough that it is worth mentioning at this point. For less integrated components, see section 5.2.

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

Due to the great degree of heterogeneity of the German university system (see, among others, section 1.1), there is no general tendency of innovation in this sector. We therefore give some examples, which may show, however, a trend for innovation within language studies in non-language programmes.

- As new Bachelor and Master programmes are created, in some cases languages are integrated into the curricula. For example, at the University of Bamberg two foreign languages with specialisation on economical terminology are obligatory in the bachelor and master programme “European Economic Studies”.^c
- In the area of applied sciences there is a strong tendency to bilingual (German/English) and monolingual (English) programmes with respect to Master degree programmes. For example, implementing the system of Bachelor and Master degrees, the Freie Universität of Berlin has introduced a B.Sc. programme in chemistry (conducted in German) together with an international Master programme. The Master programme is bilingual (German/English). The new programmes supplant the old *Diplom* programme. The students of the Bachelor programme are heavily recommended to visit English courses for advanced learners from the beginning. In view of the rising number of international programmes this example can be regarded as reflecting a general trend.
- There is a new development in the area of law.^{ci} According to the last reform of the state regulations determining study programmes in law, which will be valid on 1.7.2003^{cii}, it will be obligatory to visit courses in juristic terminology in a foreign language. In practice, this will be mostly English or French. Faced with this reform, which will come up soon and has been discussed for the last 2 years, single departments of

law (for example the department of law of the Freie Universität of Berlin) offer courses for terminology in English and French already as optional training. Some departments also offer lectures in English on British and American law.

5.1.3. Examples of good practice

Europa-Universität Viadrina, Frankfurt/Oder: The language centre^{ciii} offers courses in English, French, Polish, Russian, Swedish, Spanish and Finnish. The language courses are mandatory for students of all internationally oriented programmes in the areas of economics, law and cultural studies. All courses are arranged in 6 subsequent levels with 4 teaching hours per week. Final examinations lead to certificates of the UNIcert system (see 5.2.2). The two highest levels of certification belong to special purpose languages in the domains of economics, law and culture. Depending on the individual regulations of the programmes students have to take obligatorily courses in foreign languages other than English. For instance, the Bachelor programme “International Business Administration” contains 8 weekly hours of a general foreign language course (other than English). In the area of law it is possible to pursue a double degree of German and Polish law. Part of the lecture in the individual subjects is held in English.

In addition to courses during the term, intensive courses are offered during the vacation. Foreign students can improve their German language skills in special classes providing support throughout the programme of studies and summer courses in German are also held as a form of preparation for study at the Viadrina.

Furthermore, a *multimedia Self-Access Study Centre* is available at the university where students have the opportunity to get directly in touch with the culture of the language they are learning via interactive computer games, multimedia databanks as well as video and satellite television. Students also have access to the internet, thus being provided with authentic, up-to-date information and direct communication with the native speakers of the particular language they are learning.

The language centre has founded the commercial enterprise Viadrina Sprachen GmbH^{civ} to offer its services to private persons and enterprises on the market. Its courses are based on the *Common European Framework of Reference*^{cv} of the Council of Europe.

5.1.4. Reasons underlying these changes

- As a consequence of European integration, the provision of language competence has been taken more seriously since the 1990's.
- Due to globalisation, foreign language skills and intercultural awareness become more important.
- Students' mobility is rising.
- Multilingualism is indispensable for the Bologna process of creating a European space of Higher Education.

5.1.5. Identification of needs

As international contracts and co-operations are increasing in all fields of professional activity as well as research the expansion of multilingualism is a major challenge. Foreign languages should be a clear part of professional profiles.

5.1.5.1. Seen in relation to the development of language studies

- There has to be a well-defined professional profile for the teaching personnel and the status of the teachers should be raised.
- There has to be a continuous process of developing and improving teaching and learning methods.
- Higher quality has to be achieved through research and unitary testing systems.
- Learning of languages other than English should be encouraged.

5.1.5.2. *Seen in relation to non-academic requirements*

In view of the changing demands in working life and society, the importance of foreign language skills and intercultural awareness have to be taken into account.

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

5.1.6.1. *At first-degree level*

- There has to be sufficient funding to keep pace with the rising demand for foreign language provision.
- Internationally oriented study programmes should be further multiplied.
- There has to be a clearer integration of non-language studies and language provision.
- Languages other than English should be covered.

5.1.6.2. *At postgraduate level*

See 5.1.6.1.

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

Nearly every university and *Fachhochschule* offers language courses. The most frequently offered languages are English, French, Italian, Russian, and Spanish. These language courses are open to students of all disciplines. They are typically organised by language centres (see above). But especially at universities a wider range of languages is covered. For example, the University of Cologne offers courses in 48 languages.^{cvii}

5.2.1. **Content, objectives, and structures of programmes**

The content, the objectives and the structure of language courses accompanying non-language programmes are highly heterogeneous. We therefore provide some concrete examples:

- The Technical University of Berlin offers a wide range of general language courses at several levels of competence as well as a high number of courses of special purpose languages for civil engineering, aerospace technology, architecture/regional and urban planning, economics and others. One example of an innovative method is simulated project development in a foreign language. Furthermore there are intensive courses that prepare students for study abroad.
- The language centre^{cvii} of the University of Augsburg offers general and specialised language courses. The general courses are in German as a foreign language, English, French, Italian, Japanese, Portuguese, Russian, Spanish, Turkish and Czech. The languages are taught at up to 5 levels. The language courses have final tests. Students can obtain general foreign language certificates that document the number of hours of courses visited and the marks received on the final tests. It is planned to introduce the *UNlcert* certification system (see 5.2.2.). Some courses are offered as intensive courses during holiday period. Among these there is also a special course for job applications in English. There are special purpose language courses for law (English, French) and economy students (English, French, Italian, Spanish, Turkish). The students take part in written and oral tests and obtain detailed certificates. All language courses are additional options for interested students and not compulsory. Incoming students of Sokrates programmes visit a preparatory German language course for two weeks before the semester begins and are then transfer to the regular

courses of German as a foreign language. For students of the teacher training programmes “German as a Second Language” and “German as a Foreign Language” language proficiency in two foreign languages is compulsory, one of which should be the native language of migrants in Germany (e.g. Turkish).

- University of Erlangen/Nürnberg: The language centre^{cviii} organises language courses for philological programmes as well as for students of other subjects. Courses are offered in 20 languages, in 10 of which students are awarded with UNlcert certifications (see 5.2.2.) up to level III. These are Arabic, Chinese, English, French, Greek, Italian, Japanese, Portuguese, Russian and Spanish. Certifications of level IV (in special purpose languages) can be obtained in English, French, Italian, Portuguese and Spanish. Specialisation is possible in medicine, technology and humanities and law.
- University of Hamburg: The University of Hamburg has opted for cooperation with an adult education centre (*Volkshochschule*) to provide general foreign language courses.^{cxix} Fees are charged for these courses. There are courses during the semester as well as in the vacation period. The following languages are covered: English, French, Italian, Portuguese, Russian and Spanish. The course system is oriented on the *Common European Framework of Reference for Languages*. Only English, French and Spanish are offered at the highest levels of language proficiency. The institute awards international language certificates such as TOEFL (USA), IELTS (GB and Australia), DALF (France) and DSE Cervantes (Spain). The university maintains a separate centre for special purpose languages.^{cx} The following languages are covered: English, French, Italian, Portuguese, Russian and Spanish. Students have to have prior knowledge of the respective language before taking the courses. The courses are free of charges. Courses are offered for the fields of natural sciences, social sciences, economics, law and medicine. In addition, tandem learning partners are mediated.^{cxii}

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

General Changes

- Within the newly introduced B.A. programmes there is often an area in addition to the studied subjects which provides general professional skills. Students can select from several modules like “Information Technology”, “Techniques of Presentation and Rhetorical Training”, and others. Among the options are also foreign language courses (cf. 2.1.3). Foreign language studies are better integrated into the overall programmes insofar as students can obtain credit points for language courses that are part of the total amount of credits.
- A new certification system for language competence called UNlcert has been introduced. “The UNlcert system of certification is based on a policy document agreed to by leading German universities. The system implies modern language course programmes appropriate for, and specific to, university education, i.e. which do justice to the special requirements of university learners, to their objectives, and to the working modes appropriate for learners with an academic background. It aims to standardise the grades awarded by universities for various levels of modern language competence, to promote a greater degree of comparability between university language course programmes and thus to introduce a certificate which is valid and acceptable also beyond the university context, as an indication of practical foreign language ability as required by academically trained personnel.”^{cxii}

New methods of autonomous learning

- On many campuses language learning partnerships (“tandem learning”) are organised or facilitated. Students of different native languages are brought together into part-

nerships to learn the language of the other. An example is the Technical University of Berlin.^{cxiii} Everyone has to fill out a questionnaire so that each person is paired with another according to native tongue, previous knowledge, interest, and available time. Interested participants take part in an introductory seminar and are assisted with arrangements for teaching materials. The partnerships are organised by a centre for language and cultural exchange, which also offers a comprehensive programme of courses in 24 different languages, conversation circles, Multi-Kulti-Café nights and creative-writing workshops.

- Self-learning centres provide facilities for guided autonomous language learning. An example is the University of Bochum, which has a multimedia study centre called *Selbstlernzentrum* (SLZ)^{cxiv} with computers and online language resources. See 2.1.3 for details.

5.2.3. Examples of good practice

It is still too soon to highlight particular projects.

5.2.4. Reasons underlying these changes

- As a consequence of European integration, the provision of language competence has been taken more seriously since the 1990's.
- Due to globalisation, foreign language skills and intercultural awareness become more important.
- Students' mobility is increasing.
- Multilingualism is indispensable for the Bologna process of creating a European space of Higher Education.

5.2.5. Identification of needs

5.2.5.1. Seen in relation to the development of language studies

- There has to be a well-defined professional profile for the teaching personnel, and the status of the teachers should be raised.
- There has to be a continuous process of developing and improving teaching and learning methods.
- Higher quality has to be achieved through research and unitary testing systems.

5.2.5.2. Seen in relation to non-academic requirements

In view of the changing demands in working life and society, the importance of foreign language skills and intercultural awareness has to be taken into account.

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

5.2.6.1. At first-degree level

- It should be possible for students to obtain credits in foreign language courses as part of their overall study programme.
- There has to be sufficient funding to keep pace with the rising demand for foreign language provision.

5.2.6.2. At postgraduate level

See 5.2.6.1.

5.3. Language provision and support for mobile students

5.3.1. For incoming students

Students from abroad who wish to take up regular studies have to pass the DSH-test (*Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber/innen*) before enrolment. The required level of language competence has an equivalent of 800 hours of lessons. This DSH test is performed only in Germany. A new test, called TestDaF, has recently been employed and could potentially replace the DSH test. This new test can be passed at around 200 locations worldwide. More and more universities accept the new test as equivalent. In the TestDaF certificate, several levels of competence are documented and differentiated into reading skills, listening comprehension, writing and oral competence. This enables universities to accept students that have failed in one of these components but not in others.

Since students are presumed to have acquired German language skills before their admission to take up studies, universities and *Fachhochschulen* do not offer courses in German as a foreign language on a basic level. But often there are courses at advanced levels specifically conceived to sustain incoming students in scientific writing and comprehension of scientific texts. A good example for this type of courses is the Technical University of Berlin.^{cxv}

For incoming students, in most places preparatory courses are offered before the semester begins. They may then supplement their studies by further German language courses.

5.3.2. For outgoing students

Most universities and *Fachhochschulen* offer intensive courses for students who plan to study abroad. Often these types of courses are only offered for English, French and Spanish.

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

Due to internationalisation and increasing student mobility there is an increase in the offerings of in non-language programmes taught in languages other than German.

5.4.1. Disciplines involved

International study programmes taught in a language other than German (most commonly English) are to be found most frequently in the field of natural sciences and applied science. For example, the Freie Universität of Berlin offers international Master degree programmes in bioinformatics, chemistry, polymer science and tropical veterinary epidemiology.^{cxvi} A further area, where many international programmes in English are offered, is economics and law.^{cxvii} Compared to these two fields a more limited number of international programmes is also be found in the fields of social and cultural sciences, psychology and the humanities.^{cxviii}

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

Most often international programmes taught in a language other than German are post-graduate Master programmes. But there are also some international B.A. programmes. A relatively new development is international Ph.D. programmes.

5.4.3. Languages used

Regarding the languages used, there is a clear predominance of English.

5.4.4. Target groups (mobile students, home students et cetera)

Target groups are home as well as mobile students.

5.4.5. Policies and objectives underlying the practice described

Policies aim at providing a wide range of international study programmes for home as well as for mobile students taught in the English language.

5.4.6. New measures proposed

- There should be more funds to grant students' and staff mobility and exchange.
- There should be binational programmes in two languages in collaboration with neighbouring countries.
- Languages other than English should be included in internationally oriented study programmes.

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

6.1. Target groups

Target groups are either a general interested public, or people that need foreign language skills at their working place, or university staff.

6.2. Content, objectives and structures of programmes and courses

Continuing education programmes in the area of languages are offered by a wide variety of institutions and organisations. Among them are (besides universities) private schools, adult education centres, the Chamber of Commerce and others. Some larger enterprises set up programmes for training the foreign language skills of its personnel. The content varies with respect to the needs and interests of the target groups addressed, from basic communication skills for tourists, sometimes combined in a package with journeys, through language skills for communication with international customers to programmes training special purpose languages for legal professions, for professions in the medical sector, for librarians, and for managers.

Every university and *Fachhochschule* offers continuing education programmes for all their members in various fields, among them foreign languages and sometimes also training in German as a foreign language. These courses are designed to cope with the needs of written and oral communication in foreign languages (mostly English) of the scientific and administrative personnel. Courses are organised in different levels of language proficiency. In general these programmes are also open to the public that wishes to improve its foreign language skills for the needs of the working place. Sometimes universities also offer courses in foreign languages for special purposes. For example, the Freie Universität Berlin offers courses in medical English and English for librarians. The University of Bielefeld offers courses for legal special purpose language in English, French, Italian, Russian and Spanish.

For courses in foreign languages attendants have to pay fees. For example, for 30 hours of lessons at the Freie Universität Berlin members of the university staff have to pay 75 € and external participants 120 €. At an adult education centre in Berlin 22, hours of lessons cost 45 €, people with very low income pay a reduced fee of 25 €.

6.3. Recent developments

Some universities (e.g. the University of Frankfurt/Oder) have founded private companies that offer services of continuing education in the area of languages to firms and individuals.

6.4. Identification of new needs

- Transparency of quality standards.
- Application of new teaching and learning methods.
- Application of new technologies combining e-learning and in-class learning.
- The expansion of international contacts in many areas calls for an increase of efforts in lifelong learning.

6.5. Measures proposed to meet the needs identified

- The effective needs of foreign language skills in the working place have to be identified by more research.
- Universities should widen their activities in continuing education and open up to a broader scope of addressees.

Appendix

A. Kriterien für die Akkreditierung neuer Studiengänge

Quelle: <http://www.akkreditierungsrat.de/kriterien.htm>

Zusammenfassung:

Zu den Kriterien gehören:

(a) Maßnahmen zur Qualitätssicherung

- eine allgemeine Beurteilung der Konzeption des Studiengangs
- fortlaufende interne und externe Evaluationsverfahren
- Betreuung: Information, Fachstudienberatung, Sprechstunden, Unterstützung durch Tutorien, Mentorenprogramme, Kommunikation, z. B. über Internet
- Erfolgsanalyse: Absolventenbefragung, Verbleibsstudien, Berufsweganalysen
- Sorge für die Studierbarkeit innerhalb der Regelstudienzeit, Berücksichtigung von Ausbildungsfunktionen, die auf die Vermittlung Beschäftigungsfähigkeiten und auf absehbare Entwicklungen in möglichen Berufsfeldern zielen

(b) Studienorganisation und Studieninhalte

- Modularisierung, Leistungspunktsystem und ECTS
- Übergangsmöglichkeiten zu anderen (auch herkömmlichen) Studiengängen und Studienbereichen (Durchlässigkeit)
- Praxisbezug und Praktika und deren Integration in den Studienverlauf
- berufsbegleitende Studienformen
- Einbeziehung von Fernstudienelementen und neuen Medien
- Verbindung/Abgrenzung zu Studiengängen der benachbarten Fächer
- Verknüpfungsmöglichkeiten mit anderen Fächern und/oder Fachqualifikationen
- didaktische Konzepte und vorgesehene Lehrmethoden
- Integration der Forschung in den Studienverlauf
- Internationalität des Studiengangs/Auslandsstudium

(c) personelle und materielle Ausstattung, Kooperationspartner

B. DAAD-geförderte Studiengänge: auslandsorientierte Studiengänge

Original-Ausschreibungstext:

http://www.daad.de/magazin/stipendien_programme/de_hochschulen/idp2002/Ausschreibung2002.rtf

Zusammenfassung:

Zu den Förderkriterien gehören:

- Verleihung von international kompatiblen Abschlussgraden (Bachelor bzw. Master)
- Akkreditierung des Studiengangs oder interne und externe Evaluation [peer review]
- etwa die Hälfte der Studierenden sollen aus dem Ausland sein
- Fremdsprache (meist Englisch) als Lehr- und Arbeitssprache
- zwischen einem und zwei Semestern Studium oder Praktikum im Ausland
- Vergabe international anrechenbarer Credits und modularer Studienaufbau
- vorbereitende und begleitende Sprachlehreangebote und -prüfungen
- Tutorien, intensive Studienberatung, Orientierungsveranstaltungen, Übernahme von Mentorenfunktion für die Studierenden durch die Professoren und Professorinnen etc. zur fachlichen wie sozialen Integration der Studierenden
- Diploma Supplement zusätzlich zum Zeugnis
- zusätzliche Zulassungsvoraussetzungen für Studienbewerber und Auswahlgespräche, zwischen 40 und 60 Zulassungen pro Jahr

Die Fördermittel werden insbesondere bereitgestellt für:

- Tutoren, Sprachlehrer, Gastdozenten (kurz- und längerfristige Gastaufenthalte), Betreuungsmaßnahmen, Marketing, Reisekosten und Teilstipendien für Auslandsaufenthalte der Studierenden

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NOTES

ⁱ Cf. <http://www.wissenschaftsrat.de/>.

ⁱⁱ For a schematic outline of the whole system of education, see BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001a:10s.).

ⁱⁱⁱ Indications according to the *Hochschulkompass der HRK (Hochschulrektorenkonferenz)*, <http://www.hochschulkompass.de/>. In contrast, the database Eurydice indicates the number of institutions as 345. The reason for this difference is probably the fact that Eurydice (<http://www.eurydice.org>) includes academies of administration.

^{iv} These numbers refer to the winter semester 1998/99. These and the indications directly following come from the Eurydice database. This means that the students of academies of administration are included in the number of students of *Fachhochschulen*.

^v Indications according to BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001a:10s.). The numbers before 1991 refer to the territory of the Federal Republic before the reunification of Germany.

^{vi} Legally, the category of "foreigners" includes those persons born in Germany whose parents are non-German, unless they have not been granted German nationality.

^{vii} BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001a:198ss.).

^{viii} BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001b:5s.).

^{ix} BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001b:7).

^x Bund-Länder-Kommission (2002:7).

^{xi} Source: Informationssystem Studienwahl und Arbeitsmarkt, www.uni-essen.de/isa/. According to tsp of 8/7/2002, in programmes for teachers only 30 % reach the final degree.

^{xii} We do not include professional, military, art and film academies.

^{xiii} Principle introduced by Wilhelm von Humboldt (1767-1835), according to which universities were to be autonomous; and students were to be free to migrate from one university to another to complete their degrees.

^{xiv} Indications according to BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001a:247s.). These numbers only include those students who have finished their studies.

^{xv} For further details, see section 2.1.

^{xvi} Frequently, a foreign Bachelor's degree will be acknowledged as equivalent to the German intermediate examination.

^{xvii} State examinations are characterized by a much higher degree of bureaucracy, because the examination procedures of the universities have to be coordinated with those of the corresponding federal state institutions.

^{xviii} **Bundesausbildungsförderungsgesetz.**

^{xix} See http://www.bafög.bmbf.de/bafög_default.htm.

^{xx} According to the Student Union (*Studentenwerk*). The indications in this and the following paragraph come from the latest social inquiry (*Sozialerhebung*), for the year 2000: BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001c). These inquiries are co-financed by the Federal Ministry of Education and Research (*Bundesministeriums für Bildung und Forschung, BMBF*), and are regularly performed, by initiative of the *Deutsches Studentenwerk (DSW)*, through the *HIS Hochschul-Informationssystem*.

^{xxi} 20% are postgraduate programmes without fees.

^{xxii} This regulation was fixed in the Framework Law for Higher Education Institutions (*Hochschulrahmengesetz*) in 1998, so it is valid on a federal basis. See HRG, especially. §§ 5 and 6, http://www.bmbf.de/gesetz_512.html.) The federal states are obligated to put this regulation into practice.

^{xxiii} An example of how this system (called *leistungsbezogene Mittelvergabe*) works is provided by the regulations of the federal state of Berlin, see

http://www.science.berlin.de/3_politik/inhalt/1_hoch_politik/1_vertraege/Anlage1Vertraege.pdf.

^{xxiv} For a more skeptical view, see Michael Bayer: "Die Hochschulreform der neunziger Jahre - eine Einführung", <http://www.hopo-www.de/>.

^{xxv} Indications according to JAHN (2001a, 2001b).

^{xxvi} See, e.g., WINDELER (2001).

^{xxvii} »Nach Trendberechnungen der Multimedia-Enquête Baden-Württemberg werden in 15 Jahren bereits 70 % der Erwerbstätigen in Deutschland mit immaterieller Arbeit und hierbei wiederum oftmals mit irgendeiner Form von informationsverarbeitender und kommunizierenden Aufgaben zu tun haben. Multimedia wird dies erleichtern und zugleich steigern, mit dem Effekt, dass relativ und vermutlich auch absolut die materielle Arbeit noch mehr zurückgedrängt wird.

Die Verdienstmöglichkeiten sind sehr unterschiedlich, gestaffelt nach Größe und Prestige des Arbeitgeberunternehmens bzw. abhängig von der Eigeninitiative eines Selbstständigen.« (BECKER-MROTZEK et al. 2000:62.)

^{xxviii} »1920 gingen noch 85% des für den Bau eines Autos aufgewandten Geldes an Arbeiter und Investoren. 1990 belief sich deren Anteil nur noch auf 60%, die restlichen 40% gingen an Designer, Ingenieure, Stylisten, Planer, Strategen, Finanzexperten, Manager, Anwälte, Werbe- und Absatzfachleute usw.« (RIFKIN 1995:140).

^{xxix} BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG (2001a:19). Also cf. note 6.

^{xxx} This is the case for the most widespread modern language philologies (Romance and English). Up to now, we have not, however, considered "smaller" areas like, e.g., Japanese studies.

^{xxxi} Within German Philology, students usually specialise in either linguistics, or older German language and literature, or modern German literature. Additional qualifications for German as a foreign language are possible (see <http://www.uni-bielefeld.de/Universitaet/Einrichtungen/ZSB/Studienfaecher/DeutschFremdsprache.doc>).

^{xxxii} For this and the following see

http://www.uni-erlangen.de/studium/studienangebot/studfaecher/Angewandte_Sprachwissenschaft.pdf.

^{xxxiii} For the following, see the article »Arbeitsmarkt Philologen. Chancen als Quereinsteiger«, UNI 2/2002: S. 52-56. (<http://www.unimagazin.de/200202/10.pdf>)

^{xxxiv} Among these are also German as a foreign language, applied linguistics and literature, general literature, linguistics, classical philology and language teaching science. Other areas, like phonetics, sign language, European Studies and computational linguistics were not counted.

^{xxxv} Studienbegleitende Prüfungen etwa in Form von Klausuren waren bislang nur an Fachhochschulen üblich. Von der Reform verspricht man sich kürzere Studiendauern, da die Examensprüfungen von vielen als psychologische Hürde empfunden werden. Nach Einschätzung mehrerer Autoren könnte dies sowohl Ursache von Vermeidungsstrategien sein, die die Studienzeiten verlängern, als auch ein Faktor, der für hohe Abbrecherquoten verantwortlich gemacht werden kann.

^{xxxvi} Siehe unter

<http://www.zfl.uni-bielefeld.de/bielefelder-modell/allgemeines/bi-dokumente/modulempfehlungen.html>.

^{xxxvii} Freiburg mit dem soeben neu eingerichteten Bachelor-Studiengang »FrankoMedia«. Siehe unter

<http://latina.phil2.uni-freiburg.de/frankomedia/frankomedia.pdf>.

^{xxxviii} <http://www.uni-essen.de/anglistik/vsz/vsz.htm>

^{xxxix} <http://www.ruhr-uni-bochum.de/slf/slz/>

^{xl} <http://www.linguistics-online.de/>

^{xli} Also cf. *Arbeitskreis verteiltes Lehren und Lernen im Deutsches Forschungsnetz (DFN)*

(<http://www.dfn.de/entwicklung/teaching/home.html>).

^{xlii} See: <http://latina.phil2.uni-freiburg.de/frankomedia/>

^{xliii} See BRÜNNER, Gisela (2000): *Wirtschaftskommunikation. Linguistische Analyse ihrer mündlichen Formen*, Tübingen: Max Niemeyer Verlag.

^{xliiv} Some layers offer legal consulting in various languages (Turkish, among others).

^{xliiv} Part of this paragraph was taken almost literally from <http://www.uni-giessen.de/fb09/ascl/ascl-info>.

^{xliiv} Cf. <http://www.uni-erlangen.de/docs/FAUWWW/Studium/IBZ/angespra.htm> and

<http://www-user.tu-chemnitz.de/~hsto/studord.htm>.

^{xliiv} Cf. <http://www-user.tu-chemnitz.de/~hsto/studord.htm>).

^{xliiv} See <http://www.uni-erlangen.de/docs/FAUWWW/Studium/IBZ/angespra.htm>

^{xliiv} See <http://www.answer.uni-augsburg.de/>

ⁱ See, for example, <http://www-user.tu-chemnitz.de/~hsto/studord.ht>.

ⁱⁱ This paragraph was taken almost literally from <http://www.uni-giessen.de/fb09/ascl/ascl-info>.

ⁱⁱⁱ Cf. http://www.cl.uni-heidelberg.de/profil_eng.mhtml.

ⁱⁱⁱ Cf. <http://www.linguistik.uni-erlangen.de/CL-Hauptfach.html>. Similar requirements hold for the University of Duisburg, cf. http://www.uni-duisburg.de/FB3/CL/seiten_e/cl_in_du.html.

^{liv} Cf. <http://www.ldv.uni-trier.de:8080/>.

^{lv} Cf. <http://www.ims.uni-stuttgart.de/Lehre/Studiengang.de.html>.

^{lvi} Cf. the article by Regine Mathias (1995), in: *Duisburger Papiere Ostasienwissenschaften* No. 1 (<http://www.uni-duisburg.de/Institute/OAWISS/download/doc/paper01.pdf>).

^{lvii} Cf. <http://www.uni-koeln.de/phil-fak/fs-rwl/>, <http://www.fu-berlin.de/lai/studium/studord.html>.

^{lviii} Cf. <http://www.nap.uni-bonn.de/>.

^{lix} Cf. http://www.suedostasien.uni-bonn.de/german/studiengaenge/soa/soa_info.htm,

<http://www.uni-duisburg.de/Institute/OAWISS/studienangebot/index.html>.

^{lx} Cf. <http://www.rwchina.de/broschuere4.html>.

^{lxi} That is, for activities outside school and research.

^{lxii} For the following, see <http://www.ldv.uni-trier.de:8080/>.

^{lxiii} Cf. the information sheet on computational linguistics at the University of Stuttgart

(<http://www.ims.uni-stuttgart.de/Lehre/Studiengang.de.html>)

^{lxiv} <http://www.ldv.uni-trier.de:8080/>.

^{lxv} Or English plus good knowledge of mathematics. Another example is the Bochum programme mentioned above, which requires knowledge of three foreign languages (at grammar school level, however).

^{lxvi} Cf. <http://janus.cl.uni-heidelberg.de/studiengaenge/BaMa.mhtml>

^{lxvii} Das Berufsbild der Absolventen mit M.A. ist der verantwortliche Projektleiter in der Softwareentwicklung oder bei einem Anbieter der "Language Industry".

^{lxviii} Cf. http://www.linguistics.ruhr-uni-bochum.de/studienfuehrer/studienordnungen/sto_mcl.pdf

^{lxix} http://www.fb3.uni-siegen.de/download/Ba_LanguageandCommunication_Info.doc. There is also a B.A. programme called "Literary, Cultural and Media Studies".

^{lxx} German, English, French, and Spanish.

^{lxxi} See <http://www.uni-giessen.de/fb09/ascl/ascl-info/index.en.shtml>, from which the following text is taken.

^{lxxii} Applied History, Wirtschaftswissenschaft, Philosophie oder Informatik in den Geistes- und Sozialwissenschaften. Auch eine Kombination mit dem Parallelstudiengang Literary, Cultural and Media Studies ist möglich.

^{lxxiii} See <http://www.uni-hildesheim.de/~angsprwi/ifk/studiengang-eng.html#structure>, from which the following quotation and the other information provided is taken.

^{lxxiv} See <http://www.uni-hildesheim.de/~angsprwi/B.A.M.A./B.A./index.html>,

<http://www.uni-hildesheim.de/~angsprwi/B.A.M.A./M.A./index.html>, and

<http://www.uni-hildesheim.de/~angsprwi/iim.html>. Most of these documents are also available in English.

^{lxxv} More detailed information at: <http://129.217.215.28/bama/B.A.M.A.INFO.pdf> (language: German). Research on professional fields for linguists: BECKER-MROTZEK, Michael, Gisela BRÜNNER & Hermann CÖLFEN (Hg.) (2000): *Linguistische Berufe. Ein Ratgeber zu aktuellen linguistischen Berufsfeldern*, Frankfurt a. M.: Peter Lang.

^{lxxvi} The description literally follows the text published in <http://www.uni-giessen.de/fb09/ascl/ascl-info>.

^{lxxvii} <http://www.fu-berlin.de/frastuga/>

We thank Heide Grünert for a draft version of this section.

^{lxxviii} We thank Daniela Caspari for helpful information on this subject.

^{lxxix} Some passages of the following paragraphs are taken almost literally from <http://www.mathematik.uni-wuerzburg.de/History/meg/weidiga1.html>. The illustration given below was adapted from the same document.

^{lxxx} http://www.senbjs.berlin.de/schule/rahmenplaene/rahmenplan/grund_e_fr_3_4.pdf

^{lxxxi} Gießen, Kassel (Diplom)

^{lxxxii} <http://www.hu-berlin.de/studium/lust/lehrerreform.pdf>

^{lxxxiii} <http://www.foxus.de/ps/sprachenportfolio/index.html>

^{lxxxiv} Universities:

Berlin (Humboldt University): <http://www2.rz.hu-berlin.de/uebers/index.htm>

Bonn: http://www.uni-bonn.de/Studium/Studiengaenge_und_Abschluesse/Uebersetzen.html

Heidelberg: <http://www.iued.uni-heidelberg.de/studium/index.htm>

Hildesheim: http://www.uni-hildesheim.de/studium/IFK/sb_ifk.html,

http://www.uni-hildesheim.de/studium/IKUE/sb_ikue.html

Leipzig: http://www.uni-leipzig.de/~ialt/studium/stud_dipl.htm

Mainz/Germersheim: <http://www.fask.uni-mainz.de/>

Saarbrücken: <http://www.uni-saarland.de/fak4/fr46/englisch/welcome.htm>

Fachhochschulen:

Flensburg: <http://www.wi.fh-flensburg.de/tue/>

Anhalt: <http://www.hs-anhalt.de/studium/st-gang/fue.htm>

Cologne: http://www.fh-koeln.de/studium/fb_info/AngewandteSprachenDolmetschen/studiengangInfo.xml

Magdeburg: <http://www.fh-magdeburg.de/studium/moegl/stgbgkd.html>,

<http://www.fh-magdeburg.de/studium/moegl/stgbgkd.html>

Munich: <http://www.wi.fh-muenchen.de/sp/index.html>

Zittau/Görlitz: <http://www.hs-zigr.de/sprachen/>

^{lxxxv} http://www.uni-bonn.de/Studium/Studiengaenge_und_Abschluesse/Uebersetzen.html

^{lxxxvi} <http://www.iued.uni-heidelberg.de/studium/index.htm>

^{lxxxvii} <http://ciuti-akademie.com>

^{lxxxviii} <http://www.uni-saarland.de/fak4/fr46/deutsch/fs-pr-a.htm>

^{lxxxix} <http://www.uni-saarland.de/fak4/fr46/deutsch/fs-a.htm>

^{xc} <http://www.fask.uni-mainz.de/ze/afw/aw.html>

^{xc1} <http://www.fh-magdeburg.de/studium/moegl/stgbgkd.html>

^{xcii} <http://www.fh-magdeburg.de/studium/moegl/stgbgkd.html>

^{xciii} http://www.uni-hildesheim.de/studium/IKUE/sb_ikue.html

^{xciv} <http://www.hs-zigr.de/sprachen/>

^{xcv} <http://www.fask.uni-mainz.de/ze/stefl/masters.html>

^{xcvi} <http://www.fask.uni-mainz.de/>

^{xcvii} We thank Wolfgang Mackiewicz for helpful information on this subject.

^{xcviii} <http://www.ruhr-uni-bochum.de/aks/>

^{xcix} Holger Stritzel: *Fremdsprachenunterricht an deutschen Hochschulen – Eine Auswertung der Studien- und Prüfungsordnungen*, HRK, 2001. (Summarised in “Stellungnahme von HRK und DAAD zum Europäischen Jahr der Sprachen“, november 2001, http://212.79.160.110/downloads/stellungnahme_hrk-daad_sprachen.pdf).

^c <http://www.uni-bamberg.de/sowi/dekanat/info/pobachelormaster.pdf>

^{ci} State examination programme (similar to *Diplom*)

^{cii} It can be found in Bundesratsdrucksache 259/02 and will be transformed into §5a,2 of “Deutsches Richtergesetz”.

^{ciii} <http://www.sz.euv-frankfurt-o.de/>

^{civ} <http://www.viadrina-sprachen.de/>

^{cv} http://culture2.coe.int/portfolio/documents_intro/common_framework.html

^{cvi} <http://www.uni-koeln.de/verwaltung/uni/info/studium/studienangebot/sprachkurse.htm>

^{cvii} <http://www.sz.uni-augsburg.de/index.htm>

^{cviii} <http://www.phil.uni-erlangen.de/~sz/>

^{cix} http://www.rz.uni-hamburg.de/sprachkurse_vhs/

^{cx} <http://www.uni-hamburg.de/onTEAM/publish/fachbereiche-einrichtungen/fachsprachenzentrum/index.html>

^{cx1} <http://www.sign-lang.uni-hamburg.de/fb07/ZFI/TD-start.htm>

^{cxii} <http://rcswww.urz.tu-dresden.de/~unicert/e/index.htm>, <http://rcswww.urz.tu-dresden.de/~unicert/e/what.htm>

^{cxiii} <http://skb.tub-fk1.de/skb/englisch/partner.html>

^{cxiv} <http://www.ruhr-uni-bochum.de/slf/slz/>

^{cxv} <http://www.zems.tu-berlin.de/lehrangebot/index.html>

^{cxvi} For comprehensive lists of international programmes in English in the fields of natural sciences and applied science see <http://www.daad.de/deutschland/en/2.2.4.1.html>, <http://www.daad.de/deutschland/en/2.2.4.2.html> and <http://www.daad.de/deutschland/en/2.2.4.3.html>

^{cxvii} For a list of all programmes in this domain see <http://www.daad.de/deutschland/en/2.2.4.7.html>.

^{cxviii} For a list of all programmes in this domain see <http://www.daad.de/deutschland/en/2.2.4.8.html>.