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## Thematic Network Project in the Area of Languages II Renewal Application Year 3 Summary

### 1. Summary

The principal aim of the Project is to develop concrete proposals for improvements and innovations in higher education programmes and learning modes in the area of languages. This aim is based on the conviction that the increasing integration and impending enlargement of the European Union present an enormous challenge for all institutions and organisations concerned with language-related education. If the principle of the equality of all Community languages is to be maintained and if the assumption that multilingual and intercultural competence constitute an essential element of European citizenship is to become reality, renewed efforts will have to be made at all levels and by all sectors of education to promote the study of languages and cultures and the learning of languages and to develop the human resources needed for language education and meditation. In view of their wide-ranging responsibilities, higher education institutions have a crucial role to play in this respect is structured into three sub-projects devoted to the following three sub-themes: **(i) Curriculum innovation; (ii) New learning environments – the European learning space; (iii) Quality enhancement in language studies.** These themes are underpinned by three horizontal issues: universities as actors in lifelong learning; the relevance of language studies to employability and professional life; the European dimension.

Target groups include higher education institutions in general and faculties, departments and other units specialising in languages in particular, other TNPs, policy-makers and decision-makers at all levels, academic and professional associations, student organisations, the social partners, EU institutions, and the Council of Europe. In the first two years, the Scientific Committees (will) have prepared national and synthesis reports, carried out a survey and a needs analysis, and conducted workshops. In Year Three they will incorporate recent developments such as the Bologna Process and the results of the Tuning pilot project into their deliberations and prepare revised recommendations, course profiles, and proposals for European projects. The **Scientific Committee on Curriculum innovation** will focus on language teaching/learning in modern languages degree programmes and on transversal language modules forming an integral part of degree programmes with a view to identifying core skills and competences in relation to such issues as learning outcomes, employability, career admissions, and success in the professional world. In addition, it will take a fresh look at teacher education and the training of translators and interpreters. The **Scientific Committee on New learning environments** will develop a framework for core criteria and prerequisites for integrating technology-driven and mobility-driven new learning environments into higher education language programmes and offerings. The **Scientific Committee on Quality enhancement** is to design a European framework for quality enhancement in language learning/teaching and make proposals for improving the quality of language teacher education. The results and outcomes of the three sub-projects will be published in three reports, presented at workshops conducted within the 4<sup>th</sup> Conference of the Conseil Européen pour les Langues / European Language Council (CEL/ELC), and synthesised in a major document. Feedback will be sought both through the workshops and discussion [fora](#) on the TNP2 Web site.

In Year Three, non-university stakeholder representatives will increasingly become involved in TNP activities; this is expected to lead to the formation of a permanent network of academic and non-academic organisations with a stake in languages under the auspices of the CEL/ELC.

#### **General aims and objectives of TNP 2**

The principal aim of TNP 2 is to develop concrete proposals for improvements and innovations in higher education programmes and learning modes in the area of languages and to develop strategies and instruments designed to bring about large-scale implementation of the proposals. The proposals will focus on the following three themes:

1. curriculum innovation
2. new learning environments – the European learning space
3. quality enhancement in language studies

These themes will be underpinned by three horizontal issues:

- universities as actors in lifelong learning
- the relevance of language studies to employability and to professional life
- the European dimension

#### **Theme-specific aims and objectives of TNP 2**

Under the three themes indicated above, TNP 2 will pursue the following aims and objectives:

*Curriculum innovation*

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- identification of changes in the social, political, professional and economic environments and in the educational systems relevant to HE language studies and reflection on the demands on HE language studies resulting from these changes;
- description and analysis of the status quo of the whole range of language-related programmes (objectives, content, modes of delivery, structures) in all the participating countries against the background of the changes and demands identified; in particular, identification of examples of innovative programmes designed to respond to changing needs;
- consideration of the issue of lifelong learning, particularly in relation to first-degree programmes and to continuing education (cf. training modules for professional people);
- needs analysis and production of initial recommendations regarding higher education language studies;
- discussion of initial recommendations with target-group representatives;
- consideration of the implications of the Bologna Process for curriculum innovation, particularly with regard to programmes in modern languages, [language] teacher education, language mediation (including translation and interpreting), and language modules integrated into degree programmes
- production of final recommendations for curriculum innovation underpinned by examples of good practice, of course outlines, and of proposals for joint curriculum development
- discussion of the above recommendations and proposals with representatives of stakeholder organisations
- dissemination of recommendations and proposals and of outcomes of consultation with stakeholders both to higher education staff and institutions and to non-academic target groups at the 4<sup>th</sup> Conference of the Conseil Européen pour les Langues / European Language Council (Aarhus, 26-28 June 2002).

### *New learning environments – the European learning space*

In general terms, TNP 2 will seek to work towards a break-through in language learning in higher education – as regards number of learners, range of languages, and learning modes. Among the aims and objectives under this theme are:

- exploration of the potential of new technology-driven and mobility-driven learning environments for the learning of the less widely used and less taught languages, for developing self-learning abilities, for enhancing lifelong learning skills, and for achieving multilingual competence;
- identification of skills requiring contact approaches;
- identification, description, and assessment of new and promising developments at institutional level in the participating countries;
- needs analysis and consultation with stakeholders;
- identification and description of prerequisites for integrating new learning environments in a way designed to produce quality learning outcomes;
- development of a model for implementing and using new learning environments at various levels of technological development and initiation of a co-operation project to trial the model;
- identification of examples of functional and flexible learning platforms;
- tailoring language programmes for various target groups with a variable focus on contact learning and autonomous e-learning;
- description of the roles of teachers and learners in the above approaches and of independent or lifelong learning skills and their prerequisites;
- initiation of joint projects for action research in the areas of learning training, staff development, materials and learning task design as well as proficiency assessment and curriculum development designed to facilitate an effective integration of new learning environments into language learning and teaching at higher education level;
- production of a report of sub-project results and outcomes achieved during the entire project period;
- dissemination of results and outcomes on the sub-project Web site and at the 4<sup>th</sup> CEL/ELC Conference.

### *Quality enhancement in language studies*

- identification of factors relevant to quality enhancement in language studies;
- description and analysis, for the participating countries, of quality enhancement measures applied at national, regional, institutional, and departmental level to the extent that these are relevant to language studies;
- identification of examples of good practice;
- development of proposals for quality enhancement in language studies (expected to be relevant to the work undertaken under the other two themes);

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- needs analysis and consultation with stakeholders;
  - development of a European framework for quality enhancement in language studies, notably in the field of language learning and teaching;
  - development of a scenario for improving the quality of language teacher education;
  - initiation of a European project for the piloting of the above framework;
- dissemination of results and outcomes at the 4<sup>th</sup> CEL/ELC Conference.

**2. Envisaged Outputs**

<b>Outcomes related to <u>Curriculum Innovation</u></b>	
<b>TARGET GROUP</b>	<b>OUTCOMES</b>
TNP partnership	<ul style="list-style-type: none"> <li>• a clear understanding of the demands on HE language studies resulting from changes in the social, political, professional and economic environments and in the educational systems</li> <li>• a clear understanding of the implications of the Bologna Process for the area of languages</li> <li>• a needs analysis and recommendations regarding the whole range of higher education language studies, in relation to first-degree and second-degree programmes and to continuing education</li> <li>• initiation of projects for joint curriculum development</li> </ul>
HEIs (and pertinent faculties, departments etc.) in the participating countries in general	<ul style="list-style-type: none"> <li>• national reports providing a description and analysis of the status quo of the whole range of language-related programmes in the participating countries against the background of the changes and demands identified (19 reports to date, running to a total of 210 pages; in EN or FR)</li> <li>• a synthesis report of the above national reports (a long version of 60 pages and a short version of 10 pages; the long version in EN only; the short version in DE, EN, and FR)</li> <li>• reports on two workshops conducted in years two and three respectively (in EN)</li> <li>• recommendations for curriculum innovation, underpinned by examples of good practice*</li> </ul>
<ul style="list-style-type: none"> <li>• policy-makers and decision-makers at all levels</li> <li>• academic and professional associations</li> <li>• student organisations</li> <li>• the social partners</li> </ul>	<ul style="list-style-type: none"> <li>• a synthesis report of the above national reports (see above)</li> <li>• initial recommendations regarding higher education language studies (part of the synthesis report)</li> <li>• final recommendations for curriculum innovation reflecting both the Bologna Process and perceived needs in the non-academic environments, specifically needs arising from increasing European integration and EU expansion (in EN)</li> <li>• a publication combining key policy documents and the sub-project's own findings (in EN)*</li> </ul>
European Commission	<ul style="list-style-type: none"> <li>• proposals for joint curriculum development; themes to be identified; provisional indication: (i) embedding of intercultural skills into language degree programmes; (ii) embedding of the European dimension into teacher education programmes</li> <li>• a proposal for the creation of a clearinghouse which is to contain detailed information on relevant examples of good practice</li> <li>• proposals for future Community action programmes</li> </ul>
all target groups listed under 2.5	<p><b>Main outputs in Year Three</b></p> <p>A REPORT ON CURRICULUM INNOVATION IN THE AREA OF LANGUAGES</p> <p><i>Content:</i></p> <p>Recommendations, examples of good practice, and course outlines for the following (portions of)</p>



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	<p>programmes and modules:</p> <ul style="list-style-type: none"> <li>• first-level and second-level modern languages degree programmes (including 'alternative' programmes), with special emphasis on the development of linguistic and intercultural skills and competences</li> <li>• language teacher education, with particular emphasis on second-level programmes and continuing education</li> <li>• programmes in language mediation (including professional translation and conference interpreting), with special emphasis on the restructuring of traditional four-to-five-year programmes</li> <li>• languages as a transversal qualification: (i) courses taught through other languages; (ii) language modules having credit value; (iii) languages for all; (iv) continuing education</li> </ul> <p>The four chapters to be informed by the Bologna-Prague-Berlin Process, with particular emphasis on the following issues:</p> <ul style="list-style-type: none"> <li>- the two-cycle structure</li> <li>- learning outcomes in terms of general and subject-specific skills and subject-specific knowledge and competences</li> <li>- professional profiles and employability</li> <li>- modularisation and credit accumulation and credit transfer</li> <li>- placing HE in the lifelong learning paradigm</li> <li>- teaching/learning methods and assessment</li> </ul> <p>volume: 50 pages ; language: EN</p> <p>FURTHER DEVELOPMENT OF THE SUB-PROJECT WEB SITE</p>
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**Outcomes related to New learning environments – the European learning space**

<b>TARGET GROUP</b>	<b>OUTCOMES</b>
<ul style="list-style-type: none"> <li>• TNP partnership</li> <li>• higher education institutions in general (particularly pertinent university units)</li> </ul>	<ul style="list-style-type: none"> <li>• heightened awareness of the potential of technology-driven and mobility-driven new learning environments for language learning, for developing learning abilities, and for achieving multilingual competence</li> <li>• national reports: description and assessment of new and promising developments regarding the above aims and objectives at institutional level in the participating countries (22 reports to date running to 258 pages; in DE, EN, or FR).</li> <li>• a synthesis report of the above national reports ( 20 Pages; in EN)</li> <li>• report on the integration of new learning environments into language-related HE programmes</li> <li>• report on elements essential to a successful use of new learning environments for language learning*</li> <li>• a report on the Year Two workshop*</li> <li>• recommendations regarding the entire theme, including scenarios for implementation*</li> </ul>

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	<ul style="list-style-type: none"> <li>• initiation of European co-operation in the fields of staff development, materials development, curriculum development, and action research and/or of projects leading to this kind of co-operation*</li> </ul>
<p>all target groups listed under 2.5</p>	<ul style="list-style-type: none"> <li>• a synthesis report of the above national reports (see above)</li> <li>• report on the integration of new learning environments into language-related HE programmes</li> <li>• report on elements essential to a successful use of new learning environments for language learning*</li> <li>• recommendations regarding the exploitation and use of the new learning environments for language learning (including independent/lifelong learning) *</li> <li>• recommendations regarding the integration of new learning environments into language study programmes*</li> <li>• a report of the sub-project over the three-year period*</li> </ul>
<p>European Commission</p>	<ul style="list-style-type: none"> <li>• proposals for (and initiation of) European materials and staff development projects; a proposal for one or more than one project for the application of a flexible learning platform to as many less widely used and less taught languages and for putting in place a framework for the training of all the actors involved: system administrators, developers, tutors, and learners</li> <li>• proposals for future Community action programmes</li> </ul>
<p>all target groups listed under 2.5</p>	<p><b>Main outputs in Year Three</b></p> <p>REPORT ON NEW LEARNING ENVIRONMENTS AND THE ACQUISITION OF LINGUISTIC AND INTERCULTURAL SKILLS AND COMPETENCES (IN REGARD TO MODERN LANGUAGES PROGRAMMES, TRANSVERSAL LANGUAGE MODULES, AND LANGUAGES FOR ALL)</p> <p><i>Content:</i></p> <p>A framework for the use of new learning environments, containing the following chapters:</p> <ul style="list-style-type: none"> <li>• a <b>definition</b> of 'New learning environments' (NLE)</li> <li>• the <b>potential</b> of NLE for HE language learning and teaching (with special emphasis on the less widely used and less taught languages), incl. comments on skills requiring contact approaches</li> </ul>



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	<ul style="list-style-type: none"> <li>• <b>prerequisites</b> for the integration of NLE into language modules and for adopting independent and co-operative learning approaches</li> <li>• a <b>model</b> for implementing and using NLE at various levels of technological development (incl. functional and flexible learning platforms)</li> <li>• <b>examples</b> of tailored language programmes for different target groups (incl. differing roles of teachers and learning and independent / lifelong learning skills)</li> <li>• <b>core criteria</b> for integrating language studies and NLE into higher education curricula</li> </ul> <p>volume: 50 pages; language: EN</p> <p>FURTHER DEVELOPMENT OF THE SUB-PROJECT WEB SITE</p>
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<b>Outcomes related to <u>Quality enhancement in language studies</u></b>	
<b>TARGET GROUPS</b>	<b>OUTCOMES</b>
TNP partnership	<ul style="list-style-type: none"> <li>• awareness of factors relevant to quality enhancement in language studies</li> <li>• national reports: description and analysis, for the participating countries, of quality enhancement measures applied at national, regional, institutional, and departmental level underpinned by examples of good practice (22 reports to date running to 238 pages; in EN and FR)</li> <li>• synthesis of the above national reports (20 Pages, partly in EN, partly in FR; the report to be harmonised and to be made available in DE, EN, and FR)</li> <li>• initial and interim recommendations for quality enhancement in language studies*</li> <li>• a report presenting a framework for quality enhancement in higher education language studies*</li> <li>• a project proposal for the piloting of the framework*</li> </ul>
<ul style="list-style-type: none"> <li>• HEIs in the participating countries</li> <li>• Policy-makers and decision-makers at all levels</li> <li>• academic and professional associations</li> <li>• student organisations</li> <li>• the social partners</li> <li>• EU institutions</li> </ul>	<ul style="list-style-type: none"> <li>• synthesis of the above national reports (22 Pages, partly in EN, partly in FR; the report to be harmonised and to be made available in DE, EN, and FR)</li> <li>• initial and interim recommendations for quality enhancement in language studies*</li> <li>• a report on a workshop conducted in year two*</li> <li>• a report presenting a framework for quality enhancement in higher education language studies*</li> <li>• proposals for improvements in the quality of language teacher education</li> </ul>
European Commission	<ul style="list-style-type: none"> <li>• a project proposal for the piloting of the framework</li> <li>• proposals for future Community action programmes</li> </ul>
all target groups listed under 2.5	<p><b>Main outputs in Year Three</b></p> <p>REPORT ON QUALITY ENHANCEMENT IN THE FIELDS OF LANGUAGE TEACHING /</p>



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	<p>LEARNING IN HIGHER EDUCATION AND OF TEACHER EDUCATION  <i>Content:</i>  A European framework for quality enhancement based on the following reference points (including examples of good practice), containing the following chapters:</p> <ul style="list-style-type: none"> <li>• quality and the Bologna-Prague-Berlin Process</li> <li>• training of university teachers and trainers</li> <li>• definition of learning outcomes of (portions of) programmes and of modules</li> <li>• increased transparency and comparability of qualifications</li> <li>• quality measures relating to the organisation and management of the process of teaching and learning</li> <li>• quality measures relating to the organisation and management of the process of teaching and learning</li> <li>• Appendix: measures for improving the quality of language teacher education</li> </ul> <p>volume: 50 pages; language: EN</p> <p>DEVELOPMENT OF A DYNAMIC WEBSITE</p>
<p><b>Outcomes related to the Project as a whole</b></p>	
<p>all target groups listed under 2.5</p>	<p>in addition to the outputs to be produced by the three sub-projects, there will be a MAJOR DOCUMENT summarising the and synthesising the outcomes of the three sub-projects</p> <p>volume: 50 pages; languages: DE, EN, FR</p>
<p>* It is at this point in time difficult to give reliable estimates of the precise nature, volume, structure, content and language envisaged. Wherever possible, the nature of the outcomes is indicated in the table above. As regards the outputs to be produced during the remainder of Year Two and in Year Three, the following preliminary estimates can be given.</p> <p>questionnaire to be distributed for the needs analysis to be conducted among TNP2 partners: 6 pages (including introduction);  questionnaire to be distributed for the needs analysis to be conducted among external stakeholders: 3 pages (including introduction; in the languages of all the participating countries)</p> <ul style="list-style-type: none"> <li>• report on the needs analysis to be conducted: 10 pages each (including introduction);</li> <li>• initial sets of recommendations for each of the three sub-projects – integrated into synthesis reports</li> <li>• programmes and for three Year Two workshops:</li> <li>• reports of the three Year Two workshops: 50 pages each</li> <li>• a major document containing the principal outcomes of the entire TNP: 50 pages (in DE, EN, and FR), i.e. a total of 150 pages</li> <li>• publication prepared by sub-project 1: impossible to give any figure at this stage; date of publication likely to be well after the end of the project period.</li> </ul> <p>The structure of the outcomes will be decided on in due course. The project coordinator and the project manager will continue to provide guidelines and grids to be observed by the members of the Scientific Committees to ensure comparability. The content of the outcomes can be deduced from the table above.</p>	

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**3. Evaluation and dissemination**

Monitoring of the project will be done by the TNP co-ordinator, the TNP manager and the members of the Co-ordinating Committee. The TNP co-ordinator and the TNP manager will liaise with the co-ordinators and the deputy co-ordinators of the sub-projects on a regular basis. If necessary, they will also contact members of the sub-project Scientific Committees individually. The sub-project co-ordinators and deputy co-ordinators will maintain regular contact with the members of their respective Scientific Committees. The TNP co-ordinator and the TNP manager will, whenever possible, attend the meetings of the Scientific Committees and the Steering Committees.

In addition, Professor Victor de Kosinsky (Université de Liège), co-ordinator of Thematic Network in University Continuing Education (THENUCE+) will provide external monitoring.

*Internal evaluation*

Internal evaluation will be the responsibility of the TNP co-ordinator, the TNP manager and the members of the Co-ordinating Committee. The international associations which will participate in the project as full-fledged partners will have a particularly important role in the process of internal evaluation, as will have the student associations.

*External evaluation*

The impact of the project will become visible and will be evaluated in the following ways:

- the extent to which non-partner organisations from inside and outside academia wish to become associated with the TNP
- the extent to which academic and non-academic organisations from outside the project respond to the request for comments on the synthesis report and draft recommendations (for example via the discussion forum to be created for Year Three);
- the extent to which co-ordinators and committee members are invited to present the TNP at institutional, regional, national, and transnational level
- the extent to which TNP partners succeed in launching European projects and in starting European initiatives;
- the extent to which the TNP triggers innovative developments at various levels.

The co-ordinator and manager will make every effort to register the responses generated and the developments set in motion.

In addition, a variety of stakeholders will be invited to the 4<sup>th</sup> Conference of the Conseil Européen pour les Langues / European Language Council (Aarhus, 26-28 June 2003), at which the results and outcomes of the Project will be presented for discussion. Participants will be given the opportunity to evaluate the results and outcomes presented by completing questionnaires, which will be evaluated.

Finally, the Major Document summarising the main outcomes of the Project will be sent to major stakeholders, who will be requested to comment (again by completing a questionnaire).

**4. Planning of activities**

TNP2 is structured into the following layers:

- TNP coordinator, TNP manager, central coordination unit
- Co-ordinating Committee
- Three Scientific Committees, one for each sub-project, each having its own Steering Committee, coordinator and deputy coordinator. Each sub-project has its own Scientific Committee comprised of experts from all the participating countries – or at least from as many participating countries as possible. The members of the Committees represent different specialisations and

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different types of higher education institutions. This approach ensures a high degree of representativity and is conducive to comprehensive reflection on the theme in question.

- Corresponding experts attached to specific sub-projects

The TNP coordinator has ultimate responsibility for the scientific co-ordination and the management of the entire TNP. The TNP manager monitors the progress of the project, administers the Commission grant and creates and maintains the TNP Website. The members of the Central Co-ordination Unit perform specific tasks on a contract basis.

The Co-ordinating Committee, comprised of the TNP coordinator, the TNP manager, the sub-project co-ordinators and their deputies, and experts who have been involved in previous projects (SIGMA, TNP1, TNP-D) and are thoroughly familiar both with the subject area and with the approach adopted within the project, is responsible for the overall planning and co-ordination of project activities. It evaluates the project and monitors its impact.

The members of the Scientific Committees prepare national reports. They participate in the drafting and revising of recommendations, projects proposals, and course outlines. They identify and liaise with target-group organisations, thereby contributing to the creation of a dynamic network of organisations with a stake in languages. They read draft reports prepared by other members of their own Committee and by members of the other Committees with a view of commenting on and adding to the reports. They participate in the preparation of questionnaires to be circulated and in the responses received; they are, in particular, responsible for the preparation, conducting, and evaluation of the needs analyses envisaged for year two. They prepare, organise, and evaluate the workshops to be conducted over the entire three-year period. They participate in the preparation and launch of European projects.

The members of the sub-project Steering Committees have a strategic role in the sub-projects. They are responsible for assessing the activities undertaken and the outcomes achieved and for revising sub-project work plans in the light of the results of the assessment carried out. They prepare the synthesis reports in year one, the workshop reports in year two and the finalised recommendations etc. in year three. They take a leading role in the preparation and launch of European projects.

The sub-project co-ordinators and their deputies are responsible for preparing detailed sub-project workplans, for convening, chairing, and disseminating the results of Scientific and Steering Committee meetings. They ensure that sub-project activities proceed according to plan and resolve any difficulties that may arise in their sub-projects. They liaise with corresponding members. They assist the TNP coordinator and manager in the preparation of renewal applications, final reports and in the dissemination of project outcomes and results.

In **stage one**, the members of the Scientific Committees prepared national reports, focusing on new developments designed to respond to changing needs; in doing so, they observed common structures discussed and agreed for each of the three sub-projects. The national reports are underpinned by examples of good practice. Great pains have been taken to make the presentations of the examples of good practice meaningful to the target groups. The reports from each Committee have been synthesised by the respective Steering Committee; the synthesis reports complemented by initial sets of (initial) recommendations.

In **stage two**, which by and large coincides with Year Two of the project, the findings from stage one will be discussed with target group representatives inside and outside the TNP. The following steps are envisaged:

- Project partners and experts from partner institutions will be invited to comment on and to add to the findings and recommendations by completing a questionnaire. In this way, experts/partners not represented on any of the Scientific Committees will have the opportunity to contribute to the work of the project. This kind of commenting will become a dynamic process, extending well into year three.
- Target group representatives outside the TNP will be invited to complete a needs analysis questionnaire and to comment on the synthesis reports and initial recommendations. For this, a new form of needs analysis, designed to elicit real rather than perceived needs, is being developed. In this way, the TNP will seek to create a dynamic Europe-wide network of institutions and organisations with a special interest in the language issue. Institutions and organisations from outside the original partnership will be invited to play an increasingly active role in the activities of the TNP.
- Initial recommendations, comments, and the results of the needs analyses will be presented for discussion at workshops, to

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which target-group representatives will be invited.

In **stage three**, the outcomes of stage two will be exploited and disseminated. To this end, the sets of recommendations, including course outlines, scenarios, and project proposals will be finalised and European projects prepared and/or launched. The results of the project will be presented three sub-project reports and in a major document. All reflections, discussions, and reporting will be embedded in the Bologna-Prague-Berlin process.

Throughout the project, there will be close co-operation between the three sub-projects.

**5. Detailed work plan for stage three of the project (1 October 2002 – 30 September 2003):**

Abbreviations used in following tables: PC = project coordinator, PM = project manager, CC = member(s) of the Coordinating Committee, StC = member(s) of sub-project Steering Committee, SC = member(s) of sub-project Scientific Committee, C = coordinator of sub-project Scientific Committee, DC = deputy coordinator of sub-project Scientific Committee, CCU = central coordination unit (at the Freie Universität Berlin, the coordinating institution), EE = external evaluator (Victor de Kosinsky)

Dates	Activities	Participants	Expected outcomes
<b>2002</b>			
17 October	meeting of Co-ordinating Committee	CC, EE	<ul style="list-style-type: none"> <li>evaluation of Year Two activities and out-comes</li> <li>fine tuning of Year Three activity plan</li> </ul>
18 October	joint meeting of Co-ordinating Committee, sub-project Steering Committees and stakeholder representatives	CC, StC, stakeholder representatives, EE	<ul style="list-style-type: none"> <li>updated information about the Bologna Process</li> <li>discussion of the reports and project proposals to be prepared</li> <li>formation of thematic groups charged with drafting chapters of sub-project reports</li> <li>agreement on aims and modes of co-operation between sub-projects</li> <li>agreement of an dissemination strategy for Year Three</li> </ul>
19 October	separate meetings of the three sub-project Steering Committees	StC (PC, PM, EE)	agreement on the content, structure and volume of the individual chapters of the sub-project reports
October-November	revision of synthesis reports	Cs, DCs; PC	Revised synthesis papers (including recommendations and examples of good practice) to form the basis for sub-project reports to be produced in Year Three



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October-November	preparation of SP3 Workshop report	StC of SP3	workshop report published on TNP2 Web site
throughout Year Three	provision of if updated information on TNP 2 Web site and on Web sites of sub-projects 1 and 2	PC, PM, C, DC	Internal and external dissemination of updated information
November (2 days each)	meetings of the three sub-project Scientific Committees, each followed by meetings of the thematic groups in question	SCs, PC, (PM)	<ul style="list-style-type: none"> <li>• discussion of implications of the outcomes of the October meetings for activities and outputs planned for Year Three</li> <li>• discussion of project proposals (incl. allocation of tasks)</li> <li>• detailed discussion of report chapters to be prepared (incl. allocation of tasks)</li> </ul>
<b>2003</b>			
24-25 January	meeting of Co-ordinating Committee	CC, EE	<ul style="list-style-type: none"> <li>• review of Year Three activities to date</li> <li>• review of activities planned for remainder of Year Three</li> <li>• review of co-operation between sub-projects (relevant to sub-project reports)</li> <li>• update on Bologna process</li> <li>• review of project proposals</li> <li>• discussion and agreement on follow-on activities</li> <li>• discussion and agreement on content and structure of TNP-related workshops to be conducted at 4<sup>th</sup> CEL/ELC Conf. (incl. documentation to be prepared for Conference participants and speakers to be invited)</li> <li>• co-operation with other co-operation projects</li> </ul>
- March	preparation of first drafts of thematic chapters of sub-project reports	SC	first drafts ready for discussion and revision (description of issues, recommendations, examples of good practice, course outlines)
- March	preparation of project proposals	SC members to be identified	first drafts ready for evaluation



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- March	evaluation of first draft of thematic chapters of sub-project reports being prepared	PC	feedback to thematic groups
- March	evaluation of first drafts of project proposals	PC, PM	feedback to SC members concerned
March	separate meetings of the Scientific Committees followed by meetings of the thematic groups in question	SC, PC	<ul style="list-style-type: none"> <li>• update on Bologna Process</li> <li>• review of project proposals</li> <li>• review of co-operation with the other two sub-projects</li> <li>• review of draft thematic chapters prepared</li> <li>• in-depth preparation of CEL/ELC Conference workshops</li> </ul>
April - June	preparation of final versions of sub-project report chapters and of sub-project reports	SC members, PC, PM	to be published on TNP2 / sub-project Web sites
April - May	preparation of final version of project proposals / applications	SC members identified; PC, PM	<ul style="list-style-type: none"> <li>• proposals ready to be included in sub-project reports</li> <li>• applications ready to be submitted for financial support</li> </ul>
April – early June	preparation of Conference documentation	PC, PM, SC & CC members to be identified	<ul style="list-style-type: none"> <li>• to be published on TNP2 / Conference Web site</li> <li>• to be printed (for distribution at Conference)</li> </ul>
early June	publication of sub-project reports on TNP2 Web site	PC, PM	dissemination of reports to stakeholders everywhere in Europe
early June	opening of TNP2 discussion forum on TNP2 Web site	PC, PM	feedback from stakeholders
early June	opening of the dynamic Web site of sub-project 3	sub-project 3 C; PC, PM	Europe-wide consultation with stakeholders on issues of quality
Aarhus, 26 June	separate meetings of the Scientific Committees	SC, (PC, PM)	<ul style="list-style-type: none"> <li>• final preparations for Conference workshops</li> <li>• review of Year Three activities to date</li> <li>• allocation of tasks in regard to preparation of TNP2 Final Report</li> </ul>
<b>Aarhus 26-28 June</b> <b>4<sup>th</sup> Conference of the Conseil Européen pour les Langues / European Language Council (CEL/ELC)</b>			
Aarhus, 27 June	Conference workshops devoted to themes of sub-projects	SC, PC, PM, EE, invited stakeholder representatives	<ul style="list-style-type: none"> <li>• dissemination of and feedback on results and outcomes</li> <li>• input to Bologna Process</li> </ul>

**Thematic Network Project in the Area of Languages II  
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 Summary**

Aarhus, 28 June	Conference workshops devoted to TNP2's transversal issues	SC, PC, PM, EE, invited stakeholder representatives	<ul style="list-style-type: none"> <li>dissemination of and feedback on results and outcomes</li> <li>input to Bologna Process</li> </ul>
July – Sept.	preparation of Major Document	PC, PM, Cs, DCs	draft ready for discussion
July – Sept.	evaluation of Conference evaluation sheets completed by workshop participants; evaluation of feedback received on TNP2 Web sites	PC, PM, Cs, DCs	Input to <ul style="list-style-type: none"> <li>Major Document</li> <li>TNP2 Final Report</li> </ul>
12-13 Sept.	joint meeting of Co-ordinating Committee and the 3 sub-project Steering Committees	SC, StCs, EE	<ul style="list-style-type: none"> <li>review of Major Document</li> <li>evaluation of Year Three and of TNP2 as a whole</li> <li>evaluation of Conference</li> <li>preparation of TNP2 Final Report Year Three – allocation of tasks</li> </ul>
second half of September	completion and translation of Major Document	PC, PM	to be published electronically and in print
<b>30 September - end of TNP2</b>			
early October	publication of Major Document on TNP2 Web site	PC, PM	<ul style="list-style-type: none"> <li>dissemination to stakeholders across Europe</li> <li>feedback from stakeholders</li> </ul>
October	preparation of TNP2 Final Report	PC, PM	
30 October	TNP2 Year 3 Final Report dispatched to Brussels	PC, PM	
1 November -	printing and mailing of Major Document	PC, PM	
1 November -	evaluation of feedback continued	PC, PM, C, DC	TNP2 results and outcomes exploited in a number of different ways