

**National Report on Quality Enhancement in Language Studies:
AUSTRIA
(Final version, 17.06.02)**

1. General introduction

In Austria, courses of study at universities and polytechnics (Fachhochschulen) generally take eight semesters. University teaching qualification degrees for advanced secondary level schools take nine, some other courses ten. Despite the federal structure of the country, higher education is organised centrally. Among the institutions of higher education, for which the school leaving certificate is a prerequisite, there are postsecondary (= academies for social work; pedagogic academies for the training of teachers for primary, secondary modern and special schools) institutions with three-year courses and tertiary (= universities and polytechnics) with courses that take at least four years. Pedagogic academies are about to be upgraded to tertiary institutions of higher education.

Since the SIGMA report, the Austrian education system has changed as follows:

- a) The share of polytechnic courses of study is increasing every year; from 67 to 103 in the academic year 2002/2003 alone. They are clearly preferred to university courses on the part of politics and economy. Great efforts are being made to put them on an equal level to universities, also with regard to entry wages of graduates in the public service, which has been lower than that of university graduates. The main emphasis of polytechnic courses lies in the areas of economy, tourism, technology, media, health management, but they usually include one to two foreign languages.
- b) Three private universities (2 economic, 1 theological) have been accredited by the Official accreditation agency. Existing universities and polytechnics don't need an accreditation (but cp. the measures for evaluation below).
- c) The number of postgraduate programmes has increased. In total, over 200 one- or two-year special university courses (Universitätslehrgänge) exist in Austria by now, which must be differentiated as follows: courses actually reserved for postgraduates (which is true for about half of them) and courses established for further vocational training of specific occupational groups. Those special university courses, which are directed solely at graduates of higher education institutions and which cover 70 hours per semester, lead to a 'Master of Advanced Studies' or 'Master of Business Administration' degree. They are held at the Donauuniversität Krems, which is reserved for postgraduates, and at virtually all universities. According to the law, special university courses have to cover their costs. Thus, e.g. for a one-year special university course participants pay between 218 and 14,535 Euro. Outside university, too, (e.g. at the Institute for Higher Studies in Vienna) such one- or two-year courses with costs have increasingly been set up. They are called university-like courses (Lehrgänge universitären Charakters). They, too, can award the 'Master of'-degree.
- d) University admission remains free in the sense that it neither depends on marks nor on an entrance exam. However, it is not free in the sense of cost-free, since in the academic year 2001/2002 tuition fees have been introduced at the amount of 363.36 Euro per semester for all students. Foreign students who take part in exchange programmes (ERASMUS, CEEPUS, agreements between universities), international cultural agreements etc., are freed of all charges. EU-foreign students must pay 363,36 Euro as well, while students from other foreign countries have to pay 726.72 Euro per semester. This generally affects students from poorer countries, i.e. Africa, Russia, Ukraine etc. The government has agreed

on a special loan programme with low interest rates in cooperation with several banks, in order to counteract heavy student indebtedness. In addition, the number of university grant drawers (Studienbeihilfebezieher; roughly corresponding to the German BaFög) will be increased.

- e) Conversion to ECTS-credits is pushed, as well as the introduction of the bachelor – master - system , which will be obligatory (with a few exceptions) in every course of study from 2005 (University law 2002, = UG 2002).
- f) At schools the following changes have taken place: A new school law has made one foreign language obligatory from first grade (age of children: 6 years) at primary school level (4 years) since the school year 1998/1999. At the same time possibilities have been enhanced to offer languages as optional classes (unverbindliche Übungen). Almost all primary schools have introduced English as compulsory foreign language, with very few exceptions of French and Italian (in the area around Villach), although minority languages as well as languages spoken in countries adjacent to Austria could have been chosen instead. In minority schools Burgenland-Croat, Slovenian and Hungarian are compulsory. At some other primary schools the languages of countries adjacent to Austria (= Czech, Croat, Slovak, Hungarian) are offered as optional classes. In secondary education the number of languages taught in compulsory classes has somewhat increased: apart from English (usually the first foreign language, from first to last grade, = eight years at advanced secondary school), French, Latin, Italian, Spanish, Russian, also – though rarely – Czech and Hungarian are offered. Bilingual/international and purely foreign language schools exist in Austria for Carinthian Slovenian, Burgenland-Croat, Czech, Slovak, Hungarian, English and French; there is also one Russian school in Vienna.
- g) Students of the pedagogic academies have also been able to take part in the ERASMUS-programme since 1992/1993. In total, 2,954 students (with a total number of ca. 200,000 students in Austria) went abroad in the academic year 1999/2000.
- h) The number of exchange teachers has also increased considerably because of ERASMUS, LINGUA and the Central European Exchange Programme CEEPUS (headquarters in Vienna). In total, approximately 500 Austrians went abroad. For LINGUA the number for the school/academic year 1999/2000 was 352, for CEEPUS 53.
- i) It is not true that departments for translation and interpretation provide language instruction *ab initio*. Students are required to be proficient on advanced level in the languages they want to study. Where the student has acquired this knowledge is of no importance; they are tested at the entrance examination. So far, some philological departments have taken over initial instruction (Sinology, Slavonic studies), while others (English studies, Romance studies) expect their students to have acquired competence of the language somewhere else. Some universities are planning or are currently implementing the establishment of language schools with costs, which are to take over beginners classes (cp. points 5 and 6 below).
- j) Due to a new law (Studiengesetz 1997) which must come into force by the beginning of the academic year 2002/2003 at every institution of higher education, programmes leading to the Mag. phil. degree have changed in two ways:
 - in teacher training (studying two subjects equal in weight) the total number of lessons as well as the share of didactics and pedagogy have increased,
 - the diploma course (corresponds with the German Magisterstudium) has changed from a course with two subjects equal in weight to a one-subject course, with the obligation to additionally attend lectures from any other subjects to a considerable extent (40 % of the total number of lessons). Warnings as regards recognition in other countries (e.g. Germany) were not considered by the ministry.
- k) German as a foreign language (Deutsch als Fremdsprache) is by now firmly established with chairs at the Universities of Vienna (Prof. Krumm) and Graz (Prof. Portmann). In Vienna it has the status of a course of studies, in Graz that of a special university course. In

Innsbruck, Klagenfurt and Salzburg a member of the non-professorial teaching staff offers DaF lectures, mostly as optional classes in German studies.

- 1) According to the UG 2002, from 2003 universities will get a global budget, the university board (Universitätsrat) and the rector decide about the allocation. The funding will consist of a basic financing and an additional, quality-dependent percentage (about 5%).

The **University Organisation Law** (Universitätsorganisationsgesetz), passed in 1993 (henceforth UOG 93), made necessary a restructuring of all Austrian universities and has now come into force at all Austrian universities (in the largest, which were last, since 1st January 2000). It is the first university law to use the terms ‘**securing and improving quality**’. These terms can be found in one of the implementation regulations, the **evaluation ordinance** of August 1997, which plans the evaluation of research, teaching, courses and more extensive organisational measures (e.g. closures and reopenings of departments). Research evaluation (which includes self-evaluation) is to take place every 5-8 years, teaching evaluation (by students and teachers themselves with questionnaires which are standardised by the respective university and are tailored for different lectures) at least every four semesters, course evaluation every 8-10 years. Discussions are in progress for setting up an evaluation agency operating nationwide, taking over all evaluation tasks and evaluating individual subject courses all over Austria (important for locational decisions). At the moment each university (still) evaluates itself. Evaluations are linked up with each other in such a way that all evaluation results of a department (of teaching, courses and research) are put at external evaluators’, the senate’s and the rector’s disposal for decisions.

Teachers with repeatedly bad evaluation results are invited by the Dean of Studies (Studiendekan) for a talk about reasons for the bad assessment and about possible enhancement measures.

In this ordinance language teachers are not mentioned. For them no specific measures are defined within the law.

For each course of studies at each tertiary education institution there generally exists a commission to control the quality of education (i.e. teachers, contents, teaching etc.) – but it hardly ever does so sufficiently. This **studies commission** (Studienkommission) is filled equally with the same number of professors, non-professorial teaching staff and students. For all teacher training programmes of a faculty there is a common teacher training studies commission, which is also filled equally and deals with all areas generally relevant for teacher training programmes (general pedagogy, didactics, final examinations etc.).

Every student has the right to turn to the head of commission or – in second case – the whole commission. I personally do not know of any case in which students complained about bad language teaching. Even if a student did so it is unlikely that this would have any effect: Except for guest lecturers who are appointed for two or three years, language teachers at institutes of higher education are usually either civil servants or have been lecturers for many years, their only income coming from their teaching hours, and they would become hardship cases without them – an entirely unbearable scenario for Austrian society, which stresses the idea of benefits. Since 2000 the head of studies commission gets the results of lecture evaluation of ‘their’ department, which would enable them to specifically approach the ‘black sheep’ among the teachers to talk to them. However, most of them evade this thankless task and leave it to the Dean of Studies. – The new University law (UG 2002) which aims at giving more responsibility to the rector, the dean and the head of department, doesn’t provide any more for such a commission.

2. Description and analysis of quality measures relating to defining and designing courses and programmes in the area of languages

A. General remarks

1. Respondents (see Survey below) referred to their having been obliged to develop new syllabi for diploma studies as well as for the teacher training course in the past 2-4 years, in connection with the University Studies Law (Universitätsstudiengesetz [UniStG]) of 1997. These involve a change in the total number of hours to complete. Correspondingly, the studies commission could/had to introduce new shares for language education and a change in contents. These new syllabi, which for the first time contain a qualification profile, will come into force at the beginning of the academic year 2002/2003 at the latest.

For changes in an *existing* course of studies ca. 80 (!) institutions (federal ministries, provincial government departments, legal representations of interests, Austrian Trades Union Alliance, Austrian Industrial Association, chambers of the self-employed and other relevant institutions in the employment system) must be asked for their assessment of these courses. Possible changes suggested by the institutions asked must be considered or refused on plausible grounds. Former graduates are to be consulted, too.

Authorisation of *new* courses (completely new syllabi) in Austria used to be the institution's and the relevant ministry's concern alone. The department in question had to substantiate a certain necessity (i.e. mainly an acceptable number of students to be expected), then the course was set up as a five-year trial course (Studienversuch). When the number of students attending was large enough it became a regular course. Nowadays, following the UOG 1993 a new course of study has to be approved by more than 100 (!) institutions in order to be set up: the university commission, the highest cooperative organs of all universities and institutions of higher education, the conference of rectors, the federal conferences of a) university and other tertiary education professors, b) the scientific, academic and artistic university staff, c) the general university staff, Austrian students' union, the polytechnic council, the Academy of Science ...plus the above mentioned 80 institutions. Courses which are not approved are not established.

The integration of employers is supposed to help attain a better market orientation of the courses. The same is true for philological courses as well as courses that contain a language component.

According to the new University law (UG 2002) the university itself will decide about the introduction of new courses.

2. For the obligation of identifying objectives, contents and examination requirements for lectures cf. 3.A.1.

3. By holding a third of the votes in the studies commission of their subject and in the faculty teacher training studies commission, students have a relatively extensive say concerning the contents of the whole course of study as well as of individual lectures. - As mentioned in part 1, the new University law (UG 2002) doesn't provide any more for such a commission.

B. Survey

In a telephone survey at ministerial, rector's and faculty level none of the 12 non-artistic Austrian universities were able to name measures *already undertaken* specifically for in-service training of university language teachers. 'Refreshment courses for language teachers' have been a topic of discussion in the Ministry of Science (which is currently merged with the ministry of education and the arts) since 1996/1997 (cp. section 6 below). At some

universities plans are considered e.g. for setting up a one-year special university course (= postgraduate course with costs) for language teachers at institutions of higher education.

It follows: If measures for refreshment courses for language teachers already exist in Austria, these must be held or at least known to the departments themselves.

Thus, a **survey** was conducted at potential university departments – not just philological departments, but all that offer language classes (law, engineering, economics) – and at polytechnics. Only those courses were taken into account in which languages are considered to play an important role. (This is taken from a survey in the academic year 1997/1998 within the TNP 1, Subgroup 1 ‘Multilingualism and the less used and less widely taught languages’.) Therefore universities of art were excluded, as well as the Montan Universität and a number of polytechnics courses. A list of all departments and polytechnics courses written to can be found in the **appendix, no.1**. The questionnaire sent out corresponded exactly with the model of TNP 2, group ‘Quality enhancement’.

Of 51 questionnaires sent out regrettably only 22 (= 43%) were returned, including those (3 in total) which just notified that respondents were either not able or not willing to answer. Reasons for this denial included the too detailed questionnaire, lack of time and succinct statements like, ‘There are no measures of quality enhancement for language education at our department’. One of the three ‘empty’ forms came from the Language Centre Salzburg, saying that even though no contributions could be made to this topic, there was great interest in the results of the survey, which could be of considerable importance for the language centre and asking to send the results to the centre. 19 serious attempts at answering the questionnaire were received (list in **appendix, no.2**, cf. also department abbreviations), ten of which came from philological, nine from non-philological institutions of higher education. Among the latter it needs to be distinguished between universities (6) and polytechnics (3). Unfortunately, many respondents primarily described how excellently their institution works, and did not go into problems and possible solutions. Only four respondents tried to keep to the indicated scheme. All others answered ‘freely’ (some only on half a page or one page), which again shows that the questionnaire was designed too meticulously detailed. Questions 3,4 and 5 were not answered in every detail by anybody. In each chapter, points 1, 8 and sub-point 9 are the most interesting. As for sub-points 2 –7 most respondents had nothing or only commonplaces to say, which indicates that there are hardly any ‘examples of good practice’.

2.1. Measures for quality enhancement are identified as follows:

- introducing internationally recognised language certificates developed in the country of language origin (like TOEFL) on several language levels;
- correspondingly, securing progression in class;
- voluntary self-evaluation and evaluation by students (e.g. every semester, with specifically developed questionnaires) going beyond legal requirements of teaching evaluation (cp. 2.A.3.) as well as by graduates with jobs;
- taking into account the results of foreign language acquisition research;
- workgroups organised by lecturers, in which teaching objectives and contents as well as didactic matters for every course are defined in correspondence with the curriculum (passed by the studies commission) and continually updated;
- developing common guidelines which should be binding for the design of a language course but open enough to adapt them to the needs and interests of a specific group and lecturer;
- starting language instruction for philologists on an intermediate level, refer beginners to the university language centre;
- analysis of student, departmental and stakeholder’s needs and answering to these as effectively as possible;

- introducing new lectures, considered vocationally relevant, within the new curriculum (e.g. 'oral expression');
- increasing the share of technical language in philological courses of study;
- more instruction in the foreign language (instead of or in addition to language courses);
- formulating objectives for philological language education, which stress competences relevant to as many fields of work as possible.

For **technical language classes** the following points are identified:

- defining the most frequent areas of language use, arranging these areas in modules, defining the most specific and frequent language use situations, defining the most specific cultural background knowledge, defining the most specific and frequent intercultural situations.
- contents of language for economics classes are laid down by teachers, dependent upon the following factors: a) level of preparation of the average student, b) English-language demands put on business administration graduates, c) to some degree (especially in the advanced semesters) requirements of specialisations chosen by the students, d) inversely, and again to some degree, needs of beginning students for remedial training. The main issue confronted in determining *contents* is setting the proportion of (standard) English-language training to training (mainly American and British) business English *usage*, i.e. explaining concepts and practices.
- appointing someone to have main responsibility for each language, being responsible for designing individual courses and for the supervision of individual teachers. All representatives of individual languages work together by regularly examining and evaluating the course contents in accordance with the general curriculum.
- language for economics classes attach great importance to presentation techniques in the foreign language – e.g. MA dissertations are presented in the foreign language at the final oral examination.

2.2. In addition to legal obligations, changes in curricula are grounded by

- graduates (teacher training and diploma graduates) increasingly working in vocational training institutions. Thus, an increase in technical language classes is necessary.
- guaranteeing individual language teachers maximum flexibility, but at the same time secure students' instruction (especially in language for economics classes) according to a uniform programme;
- information about language abilities necessary e.g. for engineers, which made changes necessary.

2.3. Results of the measures taken are identified as follows:

- more teaching in the foreign language outside language classes;
- students write their seminar papers in the foreign language;
- development of a common core programme defined in terms of business situations, keywords and language skills, but giving instructors enough room for creativity in terms of teaching methods, types of exercises, texts etc.;
- development of a teaching programme geared to large class sizes;
- among other things not only subject-specific needs but also the need for 'social language' skills was identified.

2.4. As for implementation the following statements were given:

- two years ago we completely changed the contents of the course dealing with country-specific and economic traditions (Landes- und Wirtschaftskunde);
- implementation of intercultural situations in our courses;
- centralised compilation of the individual instructors' course materials and test papers by chief administrator and head of department;
- a coherent set of courses taking into account different levels (refresher to advanced) and needs was designed.

2.5. Monitoring is executed by

- distributing questionnaires among students and graduates for them to evaluate language classes;
- centralised evaluation of individual instructors' course materials and test papers by chief administrator and head of department;
- in-depth-interviews with individual instructors conducted by head of department.

2.6. Consequences are identified as follows:

- language courses will be organised according to a common programme;
- the new system (starting the language courses at an intermediate level) guarantees a higher language level when students leave university;
- the new curriculum requires to focus language training on specific skills that can be useful in professional life. Focus on several business contents.

For **technical language classes** the following points are identified:

- comparison with language programmes of different universities and recognition of exams is facilitated;
- transparency of contents and objectives;
- preparation for exams is easier for students;
- unified programme combined with creative contributions by individual instructors despite the large number of students studying business English (approx. 4000 to 4500 per semester at all levels).

2.7. examples of good practice are identified as follows:

- introducing a certain standard, guaranteed by universally recognised testing procedures (with certificate) developed in the country of language origin;
- participation of as many language teachers as possible – including external language teachers – in designing future language programmes.

2.8. Still existing shortcomings and necessities are identified as follows:

- define European standards/guidelines for the level of language knowledge at certain stages in the studies at university;
- establishing learner-group specific teaching, which should be laid down in the curriculum, in order to be able to pay enough attention to the various needs of individual learners; decreasing the number of participants necessary.
- lack of vocational orientation in language tuition;
- lack of systematic progression in language tuition;
- lack of coordination of contents between subject lectures and language classes;
- lack of cooperative and interdisciplinary development of language teaching programmes.

For **technical language classes** the following points are identified:

- increase in technical language research, especially in Slavic languages for economics;
- clarification of a number of points in relation to language for economics courses: a) Are teaching and learning objectives for all courses of that kind the same as those for *the lingua franca* in the international business context, namely English? b) To what extent do methods have to be developed and applied for L3, Ln other than for L2 (results of third language research, possibly multi-language didactics)? c) What are the teaching and learning contents of general language classes in relation to those of technical language classes? d) How important are language-specific and communicative aspects in relation to technical and content-specific (economic, cultural) aspects in technical language classes? e) Which level of proficiency is generally aimed for? Which norms is the learner's level of competence to be measured against (discussion about native speakers as models)? f) Which competences are to be attained at the individual levels? g) Should all four skills be promoted in the same way? h) Should translation also be a factor (as didactic instrument and/or for attaining vocational translatory competence)? I) How important are intercultural teaching and learning objectives in relation to language-specific ones? j) Which kinds of

texts/contents should be integrated in teaching and when/how? What could and should be done outside class (autonomous learning, multimedia learning [language lab, internet])? k) To what extent should teaching be instructive, to what extent should it encourage autonomous learning? l) How is a sensible synergy to be attained in using/designing teaching and learning materials? m) In what way can a language (learning) awareness be encouraged that enables learners to carry on learning according to relevant needs after graduation (cp. also the discussion on lifelong learning)?

- adaptation of measures to large class sizes (class size being a factor beyond the control of the department);
- continuous adaptation to the current state of teaching methodology; continuous up-dating to current changes in business;
- students have too few hours in language instruction. Although this situation can be managed with in the English programme, which students enter with a good basis in the language, it is a crucial problem in the design of programmes for foreign languages other than English, where students will be at a beginner-intermediate level.

2.9. As measures to be taken the following are suggested:

- development of a European Language Portfolio at University level.
- in the interests of standardisation common format tests or – at the end of the second year – a common examination is to be introduced;
- student assessment (and placement) at the beginning of their studies;

For **technical language classes** the following points are identified:

- doing more research in the area of Slav languages for specific professional (especially economic) purposes;
- cooperative network with other theoreticians and practitioners of international foreign language didactics and technical language didactics (= languages for specific purposes);
- carry out so-called ‘needs analyses’ continually;
- continuous feedback from students and graduates of the department;
- continuous analysis of external evaluations (e.g. of the official teaching quality assessments conducted by the dean of studies and by external experts as well as of the informal teaching quality assessments carried out, for instance, by the students' union);
- clearly defined didactic targets (yet with room for individual manoeuvre) for technical language classes;
- identifying learners’ needs, defining teaching objectives and finding economical ways to reach these goals;
- identifying communicative spheres, which the graduate will participate in (through employment analysis, consultation with experts);
- identifying and classifying typical communicative situations; formulating global education objectives (developing the ability to act in intercultural contexts) and goals of each level of education; learning materials and methods must be brought into line with these goals; evaluation of all this;
- identifying necessary language competences: understanding (technical discussions, telephone calls, etc.), speaking (negotiations, presentations, exhibit-talks, also everyday situations etc.), correspondence (documentation, instructions, reports, letters etc.), reading (reference books, letters, reports, newspapers etc.), translating (short informal texts);
- listing languages important for Europe in possible hierarchical order (English, German, French, Russian, Spanish);
- detachment from continuous courses in favour of a balance between intensive phases (six hours+ a week) and ‘diluted’ phases (two hours a week);
- detachment from usual foreign language tuition, which tries to train productive (speaking, writing) and receptive (listening, reading) abilities on an equal level;

- applying the 'receptive multilingualism' model, which would enhance consideration of languages spoken in countries adjacent to Austria.

3. Description and analysis of quality measures relating to the process of teaching and learning

A. General remarks

1. In Austria, the university studies law of 1997 requires that objectives, methods, contents and accompanying literature as well as examination procedures be announced at the beginning of semester (the latest). This facilitates students' self-preparation and orientation during the semester (e.g. when the student misses a class).

2. A telephone survey, which was additionally conducted due to the dissatisfying number of responses, showed: in non-philological courses of study there is a trend towards giving subject courses in the foreign language instead of offering technical language courses. In other words, foreign languages increasingly become languages of instruction (as, for example, in future at the faculty of law of the university of Salzburg, where the new foreign language courses will be part of the compulsory programme). However, the number of lecturers competent both as language *and* as subject teachers is generally low; guest lecturers from English- and French-speaking countries have to support the domestic staff. As far as domestic lecturers are concerned, either those who studied or worked abroad themselves, or those who are scholars of English/Romance studies 'on the side' are called in.

B. Survey

3.1. Quality measures in the area of teaching and learning are defined as follows:

- organisation of international symposia on relevant topics;
- close contact with respective institutions in the countries of language origin which are specialised in language teaching;
- use of the internet for publishing examination results, teaching materials, and announcements;
- internet publication of course descriptions;
- installation of digital teaching aids on some of the department's PCs and encouragement of the students to use them (a multi-media CD-ROM for self-instruction, an electronic dictionary, video-CDs, poetry on CD-ROM, films with subtitles on CD-ROM/DVD ...);
- brief introduction to websites related to language learning and encouragement of the students to visit them;
- extensive use of language tapes; use of a modern, fully computerised language lab; preliminary tests for the usability of a language course on CD-ROM;
- regular presentation of tapes, slides or videos for illustrating language, literature and culture;
- use of modern, well-balanced, high-quality teaching materials;
- partly computerised evaluation of exams;
- integration of knowledge concerning music, religion and other cultural aspects of the language;
- use of recently published teaching material;
- students are engaged in everyday types of dialogues and communication as soon as possible;

- special lectures on travelling, daily life and other issues relating to the respective countries and regions;
- updating of teaching material used and corresponding learning processes applied following the didactics and the models provided by the specialised publishers;
- individual supplementing of the learning programme by optional courses;
- language to be learned as sole language of instruction, with or without the help of the native tongue;
- students write all the papers in the foreign language;
- all the courses are taught by didactically and pedagogically trained staff;
- most of the courses at advanced level are taught by native speakers;
- increasing harmonisation and standardisation of objectives and content and the streamlining of assessment; we shall be producing or adapting materials for general use, particularly in the first and second year of the programme. The problem here is to ensure that those involved in the teaching can identify with the goals and procedures prescribed.

For **technical language classes** the following points are identified:

- find out which strategies of language learning do students know and use;
- continuous evaluation of the teaching process by questionnaires to find out the needs of students, moreover, to find out which of these needs are individual and which are common, and thus identify lacks of the programme;
- mutual visits of the teachers in the classes;
- providing up-to-date foreign language teaching ('English for business and economics') geared to business students' needs, in particular intended to enable them to use English successfully in their studies, their professional lives and in everyday situations;
- content-based language instruction on the basis of materials prepared by the members of the respective department.;
- business-driven syllabus aimed at providing students with business information and familiarising them with the use of English in business settings and encouraging them to acquire and analyse business-related information through the medium of English;
- key principle: communication is seen as a management function, consequently the communicative skills of managers in their native and foreign languages represent core competences;
- developing courses paying special attention to the motivational needs of adult language learners (e.g. by providing topical business content, opening a window to the world, establishing linkages with the general business curriculum of the university);
- the language of instruction is English in all the courses offered by the department. Moreover, English is also used outside class, e.g. in tutorials, e-mails to students, and in informal conversation with students;
- developing methods to cope with atypically large numbers of students per class (approx. 40 to 50 in part I of their studies), e.g. by modifying the typical distribution between work in class and homework assignments;
- in all introductory classes at all levels the same core literature is used, which is supplemented by handouts prepared by the instructors;
- as far as lectures and supplementary courses are concerned, teaching materials are prepared by the individual instructors according to the specific requirements of their courses;
- course descriptions are available for the majority of courses offered by the department.;

- evaluation and testing is regarded as an integral part of the teaching process;
- future development: the new curricula will involve considerable changes in the evaluation process as there will be no separate final examinations;
- supplementary services offered by the department.: study trips to English speaking countries in order to give students the opportunity to gain an insight into the economy of these countries at first hand, practise their English and hear different varieties of English;
- exchange programmes with British, U.S. and Australian universities;
- students must study one semester at a foreign CEMS (Community of European Management Schools) school and, in addition, have to undertake a three-month-internship abroad, they must be fluent in three languages;
- teaching methods, in particular their choice in relevant contexts, pedagogical concepts are discussed in the relevant groups. Teaching material is reviewed and partly exchanged among the teachers concerned;
- up until recently, rather diverging methods were used by individual teachers - it was only expected that the *material* of core business-oriented language courses be held to. However, in autumn 2000/2001, it was finally thought necessary to *formally* co-ordinate methods the teachers used by assigning one of us to find out details of material actually taught and examination methods used;
- strong emphasis of *all language teaching* from the beginning to expose students to native-language teachers;
- compensating for the reduction of the business English programme in the new curriculum, the *regular* business administration staff (teaching and research professors and assistants in the various specialities) is considerably increasing its *instruction in English*. This is problematic, because they may pay little attention to English-language didactics or orientation (e.g. they could instruct in English but examine as before in German, etc.), and it is not clear what role the business English staff has in this;
- an important innovation coming with the new curriculum will concern *testing and entrance* of the minority of beginners in the business administration programmes of study without advanced secondary school-training, for their proficiency in English. Those requiring it will take remedial English training in an expanded offering of introductory courses;
- emphasis is placed on communicative language teaching combined with the promotion of independent learning strategies;
- at the beginning of studying additional 'coaching units' to repeat grammar (especially for students who reach polytechnics courses through night school).

3.2. Reasons for introducing the measures are identified as follows:

- the non satisfactory state of teaching materials and the necessary continuous training of non-native speaking teachers for Chinese. Since the issue is complex and since immense efforts are necessary (teaching Chinese in Europe has not so long a didactic history as European languages) evident results cannot be expected too soon, however in a try-and-error strategy there is a continuous implementation of the results;
- to offer students of business English not just a type of education which gives them the international orientation they need in a global economy and provides them with an international profile but also to employ the foreign language successfully in their studies, their professional lives and in everyday situations. Communication is seen as a management function, consequently the communicative skills of managers in their native and foreign languages represent core competences.

3.3. Results of activities undertaken in the area of **technical language courses** are:

- most students are not aware of language learning strategies. So they need to be shown some of these strategies (including self-motivation) to make language learning and teaching more effective;
- continuous evaluation on an individual level (to change the individual focal points);
- materials for concomitant self-study related to concrete courses;
- a good atmosphere among the language teachers and mutual learning;
- focus on skills that can be improved in a mass university environment (supplementary programmes, informal use of English outside class. Further developments: intensified use of multi-media (internet, e-mail, subtitled films)

3.4. Implementation of results in the area of technical language courses:

- show students, especially at beginner level, that strategies of language learning make learning more effective;
- changes in main focus of teachers or in the focal points of the course;
- centralised compilation of the individual instructors' course materials and test papers by chief administrator and head of department;
- creation of task forces dealing with the requirements of the new curricula to be introduced in autumn 2002.

3.5. Monitoring implementation in the area of technical language courses:

- presenting some strategies of language learning to students is easy, but to implement them in their heads is rather difficult. Evaluation can lead to self-education of teachers;
- centralised evaluation of the individual instructors' course materials and test papers by chief administrator and head of department.;
- in-depth-interviews with individual instructors by head of department.

3.6. Consequences are identified as follows:

- implementing language learning strategies at all levels of language learning and language teaching;
- development of computer-based materials for concomitant self-study related to a concrete text-book/course.

3.7. examples of good practice are the following:

- a university language learning centre is being created with its own resource centre (authentic material, web-based activities, tutors who assist the language learners ...) (cf. point 6);

For **technical language classes** the following points are identified:

- computer-based materials for concomitant self-study are desired students. And actually they are evaluating the first parts of these materials. The same way we went when designing our text-books;
- students prepare keywords and other texts. Students prepare article files (compilation of articles related to specific business topics);
- instructors conduct individual interviews with students;
- English is used in and outside classes.

3.8. The following shortcomings/problems are identified:

- lack of technical equipment (not enough computer work stations), rooms are not adequate for modern language teaching, no equipment like flip charts, pin boards and moderation accessories;
- the curriculum should include an obligatory term abroad;
- language lecturers from abroad (Austauschlektoren) who only temporarily form part of the staff would in many cases need more support as far as didactics of their mother tongue (which they are supposed to teach as a foreign language) is concerned. They should be aware of the difficulties that the acquisition of their mother tongue can produce in a different culture and a different L1. They should be familiar with the language learning tradition of the specific country;

- the main problem lies in the realisation of continuous progression of the learning processes;
- modern experimental procedures have to be introduced in the areas of marking and placing.

For the area of **technical language classes**:

- more resources of the department should go into research on language teaching/language learning;
- effective and not too expensive equipment for the evaluation of the *process* of language teaching and language learning;
- adaptation of measures to large class sizes (class size being a factor beyond the control of the department);
- continuous adaptation to the current level of teaching methodology;
- continuous up-dating to current changes in business.

3.9. Suggestions for enhancement are:

- institutions (both universities and polytechnics) should install proper language learning rooms with all the furniture and equipment necessary, comparable to modern seminar centres;
- preparatory seminar for foreign language lecturers from abroad;
- design training/self-training programmes;
- legal frame to allow all students to spend a term abroad, with monitoring system (a national regulation in addition to ERASMUS);
- foreign language tuition should be offered according to specifically identified target groups: a) integration of learners' native tongue, b) needs-specific (everyday communication plus e.g. for university: specifics of the technical language of reception and production). Correspondingly, lecturers must be competent not only in the structure of the foreign language (and in mediating it), but must be trained in contrastive grammar as well;
- detachment from almost exclusively didactic teaching;
- integration of autonomous learning (multimedia, computer-aided).

For the area of **technical language classes**:

- continuous analysis of external evaluations (e.g. of the official teaching quality assessments conducted by the dean of studies and by external experts as well as of the informal teaching quality assessments carried out, for instance, by the students' union);
- continuous feedback from students and graduates of the department.;
- inclusion of results in the training programmes described in section 2.

4. Description and analysis of quality measures relating to the training of higher education teachers and trainers working in the area of languages

A. General remarks

4.1. (i) In Austria no special training programme for university language teachers exists.

Requirements for university language teachers *in the philological area* on – in general life-long - employment are as follows:

- a) degree in the relevant language at a university in Austria or abroad. A course at one of the so-called pedagogic academies – a post-secondary education institution which trains primary, secondary modern and special school teachers – is not sufficient. In the case of languages taught at schools (English, French, Italian, Spanish, Russian, Croat, Czech, Slovenian, Hungarian) the degree must be in teacher training, and must not be that of a diploma course. The difference lies primarily in the teacher training degree requiring the student to attend didactics and pedagogy lectures, as well as a twelve-week period practical at school. If the teacher training graduate has also completed the one-year teaching practical at a secondary school (which follows the course) he/she has an advantage over those who 'only' finished their studies, since he/she has acquired teaching experience during that time.

The general degree of applicants from countries in which no special teacher training programme exists is usually recognised, but it has to be cross-checked for equivalence with an Austrian teacher training degree. This procedure has been used in the past to keep away foreigners.

- b) native speaker competence or excellent non-native speaker competence of the language; for non-native speakers a longer stay in the respective country is a prerequisite.
- c) until mid-March 2001: Austrian or EU citizenship (a requirement which was really absurd for languages like Japanese, Chinese, Russian, Swahili, but had to be kept to. It led to the employment only of people who had lived away from their home country for years). This prerequisite has been removed by rectors of some universities within the framework of partial autonomy.
- d) teaching experience, acquired either at school, in university-external adult education or in institutions of higher education. Generally an applicant who has teaching experience of a few years in addition to the degree and teaching practical, is preferred. Teaching at an institute of higher education weighs more heavily than teaching at a school or in the area of adult education.
- e) (for people of foreign origin and foreigners) knowledge of the German language.
- f) possibly a PhD degree and/or familiarity with specific academic questions of interest for the department.
- g) There are also guest lecturers (working period: not more than 3 years) teaching their mother tongue.

In the *non-philological area* (English for doctors, Russian for economists, French for lawyers etc.) and at polytechnics two different training programmes for language teachers can be distinguished:

a) *Either* (and this is generally the case) no degree in the respective language is required, but rather a degree in a course relevant to the subject (law, economics, engineering) plus native speaker competence or competence acquired in a university course. The faculty of law of the University of Innsbruck is a good example to illustrate this point.

English for lawyers: given by a faculty member with US American degree; French for lawyers: given by a lawyer, who is at the same time legal interpreter at court; Spanish for lawyers: given by a Spanish lawyer (native speaker), who is an external lecturer. All three lectures are optional classes.

b) *or* a teacher from a philological department is called in for technical language classes. An example for this model would be the faculty of law at the University of Salzburg, where so far one scholar of Romance studies and one of English studies have given the English and French technical language classes respectively.

As for the first case, it is generally assumed that philological training is not necessary. It is argued that the most important aspects of technical languages are terminology and knowledge of the subject. It is not considered relevant that technical language to a great extent exists of 'general' language.

4.1. (ii) In-service training for teachers is not obligatory in Austria as yet (neither at schools nor at institutions of higher education). Education authorities (federal schools inspectors) provide in-service measures for teachers, including language teachers, but generally those who need them most do not attend. Universities are also in the process of considering whether and how they can contribute to in-service training of advanced secondary and secondary modern school teachers (including language teachers); one-year special university courses with costs are under discussion and will be eventually organized by the new academic Language centres which see one of their main tasks in refreshment courses for language teachers (cp. point 6) .

Whenever universities provide refreshment courses for their own employees, they do so on their own initiative. All training measures have to be financed by participants or universities themselves (possibly supported by the ministry or sponsors) within the framework of partial autonomy. Investments go primarily into qualification of administrative staff and didactic courses. The latter are partly useful for language teachers as well.

Contrary to expectation, the European Foreign Language Centre (EFSZ) in Graz – an institution partly financed by the European Union – does not consider it as its duties to improve active language competence of university and school language teachers. It rather views itself as a platform where language experts meet to discuss language-related problems and innovative approaches to foreign language teaching, as well as an institution for promoting language education research. Activities of the EFSZ have had little effect on universities so far, since workshop participants hardly serve as multipliers.

According to the EFSZ, workshops dealing with the following topics have taken place there:

- goals and content of language teaching at universities
- computer and foreign language learning
- learner types and learner strategies
- media and multi-media
- learner autonomy
- resource centres
- teacher training
- content design
- intercultural learning.

Participant reports analysed at the EFSZ showed that these workshops triggered off the following initiatives for participants from universities:

- refreshment seminar for teachers
- work on developing teaching material
- taking results into account for teaching (language classes, didactics classes)
- allocating MA dissertations about corresponding topics
- passing experience on to colleagues
- organising an in-service seminar for teachers at language institutes
- creating a network for exchange of ideas

At the beginning of 2001, the responsible federal ministry instructed the EFSZ to carry out a 'dissemination project', with the aim of enhancing cooperation among universities, of reaching higher circulation of the results of workshops at the universities, and of intensifying public relations work. Within this project the EFSZ wanted to develop additional ideas for 'dynamising' and 'innovating' foreign language teaching at universities. At a project meeting in March 2001 a number of weaknesses, current innovations and desired enhancements were identified (see **appendix, no.3**), which partly overlap with the results of the survey. A nationwide survey of all university language teachers in Mai 2001 was to clarify what the current state of affairs in foreign language teaching is, and which possibilities for improvement language teachers see themselves. The results (January 2002) can be found on the web site www.ecml.at.

B. Survey

4.1. The gist of the most common answer was that refreshment courses would be welcomed, but are considered the individual language teacher's private matter. The bad financial situation would not allow refreshment courses organised or sponsored by the department. In a number of

(philological and non-philological) courses the high qualification of teachers on employment was mentioned, which apparently renders organised refreshment courses unnecessary.

As the survey shows, a distinction needs to be made between philological, non-philological university and polytechnics courses. For the first two groups refreshment courses are considered more important than for the last group. In the second group especially such measures are really implemented.

Those mentioning measures for further training state the following:

- seminars in target-language countries which are organised especially for foreign language teachers
- short seminars in Vienna (for English, French, Italian, Spanish) organised by the respective institutions of cultural exchange.

Neither of these are Austrian measures, but are organised by target-language countries. However, the head of department can only motivate staff to participate. Obligatory participation in longer seminars abroad (e.g. 1 month in China) is extremely difficult, since Austrian university language teachers are exempt from duties during the free period.

The same is true for the following measures:

- using holidays for gathering material in a target-language country
- using existing exchange options

As far as exchange programmes are concerned, language teachers seem to be unclear about which options (e.g. university partnerships, EU-programmes) exist.

- attending didactics courses offered by the university, some of which are also suitable for language teachers (in one case even tailored specifically to that group),
- holding meetings among language teachers to coordinate teaching materials, contents, didactics; either on informal basis (as in the philologies) or strictly organised (calling in external experts), with the aim of communicating results of academic foreign and technical language research and to continually adapt teaching materials (as in the language departments of the University of Economics).

Communication and comparison with colleagues often seems to be a much better motivation for further training and improvement of teaching than students' discontent.

- Cooperation with departments of similar interests in Austria and abroad (language for economics only)
- participation in symposia and conferences on relevant topics (to be suggested only – not obligatory)

Refreshment courses are not an issue especially when staff (mainly) consists of external teachers (Lehrbeauftragte). This is true for polytechnics and engineering courses as well as some other courses. One polytechnic is practising a supervision system (an experienced language teacher is in charge of an inexperienced one).

4.2. Reasons given: necessity of keeping up with latest developments of the spoken language and with latest developments in different fields of language teaching (grammar, phonetics, listening/reading comprehension, conversation); exchange of information and ideas; at the University of Economics: providing a better understanding of new developments in business and economics; keeping track of new developments in the field of teaching languages for special purposes in different environments (e.g. universities, corporations and other organisations).

4.3. Results given: Information on linguistic and cultural trends in the speech area; impulse to introduce new methods of language teaching; information on situation of teaching language X in other countries; better motivation of the teachers and better professional skills, staff members have taken part in a LINGUA programme. At one department of the University of Economics new developments in economics and language teaching research were mediated. In addition,

uniformity of course structures was reached and standards for language teaching drawn up. With view to the new curricula an increased need for discussions and refreshment courses is expected.

4.4. Implementation happened mainly individually, in own classes; in one case also on a departmental level (drawing up guidelines).

4.5. Monitoring happened solely on an individual basis; at one department of the University of Economics also by the head of department and the chief administrator.

4.6. The main influence lies in increased motivation and modernisation of language education: motivation for remodelling/reorganisation of courses; up-date of language proficiency of the teacher; at the University of Economics: up-to-date syllabi and teaching methods; cross-fertilisation between faculty members with different backgrounds; teachers write their own textbooks and therefore tailor them to the programme and purposes of the university in question.

4.7. The list of needs is very long:

- more opportunities to participate in refreshment courses in a country of language origin,
- more structured exchange among teaching staff,
- more systematic staff development,
- supervision of language teachers,
- more research funding for projects in the area of language teaching,
- enhancing the status of language teachers,
- enhancing the status of language teaching and language learning research including improved career opportunities for language teachers at institutions of higher education,
- entering the international discussion on language didactics,
- establishing a course called 'X as a foreign language' in a country of language origin, so that qualified guest lecturers are available,
- homogenising learner groups, which can be achieved by lowering number of participants, i.e. increasing the number of courses.
- especially in non-philological courses language classes should weigh more heavily (also more hours), teachers should be integrated more fully as staff members and get support for the coordination of teaching contents with subject teachers.

4.8. Proposed measures are:

- reporting on training or information measures like conferences or teachers' programmes accessible to all staff members,
- regular meetings (with structured agenda) of all staff members involved in language teaching (discussions on didactics, in-service training required, course programme and teaching material currently used, presentation of new teaching material);
- co-ordination of the language teaching process;
- language didactics seminars as input for corresponding adaptation of instruction;
- obligatory courses for language mediation (as prerequisite for the teaching at institutions of higher education and for refreshment courses of language teachers at such institutions);
- exchange between experienced and young teachers (on structuring of course programme, use of new technology, student counselling etc.);
- exchange between native and non-native speakers;
- discussing raising funds for scholarships for attending training programmes in the speech area;
- university and polytechnics lecturers should be offered more exchange programmes;
- providing temporary exemption from duties at home university in order for teachers to attend refreshment courses;
- develop/extend information exchange channels (creation of a platform) with other Austrian and European institutions engaged in teaching the same language on university and perhaps polytechnics level;

- installation of research on language teaching/language learning in all departments where languages are taught;
- dissemination of research data on foreign language acquisition, didactics and languages for special purposes to all institutions and persons engaged in this area;
- development of a qualification profile for the allocation of teaching posts;
- installation of supervision;
- continuous analysis of external and internal evaluations;
- continuous feedback from students and graduates of the department;
- it needs to be stressed towards all members of staff that the discussion about ‘quality enhancement measures’ has nothing to do with criticism about their previous work.

5. Description and analysis of quality measures relating to the organisation of management of the process of teaching and learning

A. General remarks

1. As already mentioned in section 1, teaching evaluation is obligatory at every institution of higher education in Austria since 1st January 2000 at the latest. It must be carried out at least every fourth semester by using standardised questionnaires. Such teaching evaluation, implemented by questioning students, is not content-centred, but considered with teaching conditions and organisational matters.

2. The most important Austrian innovation in the organisation and in management of University language courses are the so-called Language centres (cp. point 6 below).

3. Establishment of a ‘management information system’ has been implemented at individual institutions of higher education in varying stages. At the moment technical difficulties prevent full implementation at many institutions. On pressing the button the following information is readily available (by using a password which is known – apart from central administration – only to the ‘examination consultant’ of the department):

- on entering the name and registration number of a student: all lectures (including marks) the student has passed during the course of his/her studies (Prüfungspaß),
- on entering the code number of a lecture: number, names and marks of all students having passed this lecture,
- on entering the name of a teacher: all lectures of the running and past semester plus – coming soon – his/her publications and research projects,
- the amount of all lecture-, diploma- and PhD-examinations taken at the department;
- the number of all students registered for the course of studies and enrolled for the relevant semester (= *not* exempt), plus the number of new registrations each academic year.

4. The head of department must submit a work report of the department every year, in which all achievements in teaching, examinations and research as well as acquisition of equipment are documented. It serves to set future fund allocations.

5. The calculation of workload for students is effected by the ECTS-system, which is strongly pushed, but does not constitute a quality enhancement of itself. For language teachers the compulsory number of hours amounts to 13 per week of semester, i.e. two hours of preparation and assessment per lesson are planned. Language teachers are exempt from any administrative duties (provided that they are not part of their teaching, as e.g. exams would be) and during the free period (four months a year).

B. Survey

5.1. Measures for quality enhancement are identified as follows:

- personal enrolment for classes to facilitate as even a distribution of learners as possible;
- informing university and department administration (management information system!) about the strain on lecturers by the amount of exams taken;
- developing own, internal evaluation procedures in addition to those required by law;
- developing teaching programmes (content descriptions) for parallel lectures;
- classification tests to differentiate learners (can only be carried out when learner group is not so small that for financial reasons only one beginners course – consisting of philologists, students of all faculties and observers – is set up)
- regular meetings of teachers, visiting lecturers and tutors, organised and coordinated by the language representative.

For **technical language classes** the following points are identified:

- two forms of evaluation: 1. internal evaluation: questionnaires from teachers of the department more or less every semester, to find out the opinion of students relating to the process of teaching, and a university-wide electronic questionnaire. 2. external evaluation of the whole curriculum in accordance to the law. Evaluation shows the benefits and weaknesses of the programme and teachers. So help can be more effective;
- *course schedules* are established for all introductory classes;
- *systems for internal and external evaluation of courses or programmes*: The teaching programmes have been assessed by a) an official teaching quality assessment conducted by the dean of studies, b) an official teaching quality assessment conducted by external experts (latest 1998-1999), c) various other formal and informal teaching quality assessments carried out regularly, e.g. by the students' union and the department.
- *policies for the division of tasks among staff members*: The head of department is responsible for coordination and allocation of tasks, and senior research assistants and full-time lecturers for training and integrating new teaching staff and organising staff meetings. Provision of information and general administrative tasks related to the process of teaching are two of the responsibilities of the chief administrator as well as of full-time lecturers.
- *management information system*: Instructors have to submit exam papers to chief administrator before the examinations. Compilation of a test bank for written exams available to instructors to ensure uniformity of the teaching programme. The chief administrator provides information relevant to teaching issues to teaching staff. Developing methods to cope with atypically large numbers of students per class, e.g. by modifying the typical distribution between work in class and homework assignments.
- the quality control is shared between the headmaster and the teachers and among the teachers. The quality measures are discussed in meetings held in regular intervals. There are no formal management information systems, coordination is partly informal, partly formalised in meetings.
- staff reports directly to the head of department. However, specific assignment of authority has been made for the three parts of study (Studienabschnitte) in the two major courses of study, in international business administration and plain business administration, by way of assigning *one of us* responsibility for *each of* the three diploma examinations - and consequently for the courses taught in each of these parts of study. However, this separate responsibility will soon lapse when the new curriculum goes into effect, as the diploma exams will be merged together with the course examinations, after which all staff will again be collectively responsible for teaching content and examinations.
- the scheduling of courses is mostly left up to the staff, with due consideration to the needs of students and teaching colleagues.
- in case classes are over- or underbooked, suitable changes are made at the beginning of the semester by the head of department.

- calculation of workload has been dominated by the large numbers of students and the limited staff – up to now. Thus, the majority of classes have taken place at full capacity of the lecture rooms, namely 54 for most of them, 200 (usually around 80 - 120) for the large lecture rooms. This has been accepted by the staff since the opening of the centre for business studies in 1992 to help out in a difficult situation. However, the new curriculum, effective starting in winter 2001/2002, prescribes a maximum class size of 30, which will immediately allow considerable improvement in didactics.
- teaching is evaluated at the times that questionnaires are distributed to students, as administered up to now by the staff of the students' union. In this semester (summer 2001) teachers will participate in the compulsory evaluation of the faculty.
- students' evaluation also has an impact on organisational matters.
- informing students about reliable courses abroad, in individual cases also financial support.

5.2. Background (for technical language classes):

- to ensure uniformity of the teaching programme offered by the department, particularly in view of the large number of staff and parallel courses.

5.3. Results are identified as follows (technical language classes only):

- strong interrelation between the content of compulsory and non-compulsory courses;
- uniformity of the teaching programme is ensured particularly in view of the large number of staff and parallel courses.

5.4. Implementation (technical language classes only):

- course content is continuously adapted to new developments in business.

5.5. Monitoring procedures are described as follows (technical language classes only):

- monitoring through internal workshops and informal opportunities for the exchange of opinions (see also section 2).

5.6. Consequences (technical language classes only):

- development of a reasonable uniform course programme despite the large number of instructors and parallel courses offered by the department;
- students are taught the same core contents and skills so that they will have reached a similar standard at the time of taking the degree examinations;

5.7. Problems/needs are identified as follows:

- to guarantee good quality it is important that the lecturers work as a team, and this needs proper administration and coordination;
- language lecturers should be supported by tutors who could be ERASMUS students with didactic preparation from one of the countries of the target language (e.g. prospective teachers); tutors could be advanced students who in addition to their didactic seminars have the chance to practice teaching;

For **technical language classes** the following points are identified:

- more, but shorter questionnaires in relation to a certain question concerning a concrete action in the process of teaching;
- more effective and more unerring ways of evaluation, especially for the process of language learning and language teaching;
- adaptation of measures to large class sizes (class size being a factor beyond the control of the department.);
- continuous adaptation to the current level of teaching methodology; continuous up-dating to current changes in business;
- the calculation of workload is problematic. The polytechnics administration does not recognise the need for student feedback in language instruction, and the time required for instructors to give feedbacks is not calculated in determining workload;

5.8. Possible solutions are:

- reducing the number of compulsory teaching hours for departmental 'language coordinator(s)' to allow them more time for their coordinating duties;

- designing a financial and organisational frame for the tutor-system mentioned in 5.8.;
- language tuition should not be the duty of individual departments, but should be concentrated in a well-managed language centre;
- continuous analysis of external evaluations (e.g. of the official teaching quality assessments conducted by the dean of studies and by external experts as well as of the informal teaching quality assessments carried out, for instance, by the students' union);
- continuous feedback from students, graduates and staff of the department.

6. Plans by the Ministry of Education, Science and the Arts

Since 1996 a foreign language board exists, led by Ministry official Dr. J. Popelak of the Ministry of Science. In 1997 he commissioned a study entitled 'Enhancement of foreign language competence. The role of universities'. Project leader was Mr. Bierbaumer, a scholar of English studies in Graz, manager of the International Language Centre in Graz (which was then supported by an association and was thus private). Based on interviews and questionnaires it was discovered that:

1. 'material conditions at the universities (premises, technical equipment, numbers of participants) are on average considerably less favourable than those at private and semi-public institutions, and should be approximated to these',
2. 'there is a demand for an efficient supply of education and refreshment courses for foreign language teachers in adult education',
3. 'a demand for establishing foreign language centres at the universities in order to be able to efficiently administrate and design existing and new language classes for non-philologists (lawyers, engineers, scientists, doctors) by all respondents except for economists (...) A financial contribution by students is not rejected.'

As for point 3, the stress lies on 'non-philologists', as my own study shows as well. Special emphasis must be put to the fact that philological departments, which declared themselves most strongly in favour of the establishment of language centres, do so only with regard to language education of non-philologists, and hope that this will discharge them; they do prefer to train their 'own' students themselves or leave only initial training to the language centres.

It is interesting to note that the three language departments of the University of Economics Vienna, who are, as shown above, especially active as far as refreshment courses for teachers and adaptation of course contents to practical requirements are concerned, are against language centres; the same is true for business administration studies in Vienna and the faculties of social sciences and economics at the Universities of Graz and Innsbruck.

A detailed listing of recommendations, which present the results of the project, is given in the **appendix, no. 4**.

With an initial sponsoring of ATS 1 million (Euro 72,674) the planning of language centres at the four 'full' Universities of Innsbruck, Salzburg, Graz and Vienna has been tackled. It is the task of these centres to provide adult education, language teacher (and university teacher) refreshment courses, and courses for students of all faculties. In the area of adult education a certain competition is expected with private institutions – e.g. the International Foreign Language Centre at the University of Graz. However, the university language centres is to provide courses especially on advanced and highly advanced levels (e.g. in-service training for translators). Language classes which are part of the compulsory programme of the curricula should in principle not be moved to the language centres, as long as universities can finance them within their budgets. Other universities (University of Economics Vienna, technological universities etc.) may establish language centres, too, should they wish to do so.

It is already apparent that it will be difficult to finance the new curricula, which plan an increase in hours of instruction in many cases. Thus, in times of economical measures, there is a risk that

some courses of study move language education into language centres, consequently turning them into courses with costs.

The main objectives of sponsoring language centres are: to make use of synergies due to connection with the university (especially the philologies), to strengthen cooperation within and among universities in foreign language education; to promote language teaching research and didactics, and thereby opening up new fields of activity to young academics; to create in-service training possibilities for school and university language teachers; to provide graduates with job possibilities in language education; to strengthen universities in competing with pedagogic academies (which have long tried to seize refreshment courses for teachers and even teacher education as such). Whether language centres will really help in attaining a leap in quality of language education lies in the responsibility of those involved.

7. Conclusion

Apart from the European Foreign Language Centre in Graz, there are actually neither any in-service training possibilities for language teachers at institutions of higher education on the part of Austria, organised as top-down measures, nor super-institutional measures for quality enhancement of course contents, teaching and learning processes. However, since the rectors of universities promote refreshment courses to a considerable extent since the UOG 93 has been put into force, sooner or later language teachers will also be recognised as a target group (for individual classes as well as for courses of study). The responsible federal ministry has also considered measures for quality enhancement since 1996/1997 (cf. section 6), which lead to the establishing of language centres at the Universities of Graz, Innsbruck, Salzburg, Vienna, which will be in charge of refreshment courses for language teachers at schools and institutions of higher education.

Initiatives for quality enhancement 'from above' which are still in the planning stage show the importance of additionally taking bottom-up initiatives which ideally would meet with the planned top-down measures. The most important suggestions made by respondents to the survey from 19 institutions of higher education which provide language courses, as well as those resulting from the activities of the European Language Centre and the Bierbaumer survey (cp. sections 2-5) are presented in the following (a) stands for bottom-up, b) for top-down processes; order does not indicate a rating):

ad question 2: a) better coordination of teaching objectives and contents (especially in parallel and continual courses), again securing room for individual approaches; better linking-up of language classes and 'academic' classes; increase in number of hours for language tuition especially in non-philological courses of study; language classification tests at the beginning of studying; obligatory semester abroad for students; further development of the notion of partial language competence and especially of receptive multilingualism in philological as well as non-philological courses of study; if possible: a precise needs analysis (difficult for philologies) and orientation of language teaching towards practice, in which the requirements of language competence are threefold: what the student needs for the course of studies, what the student needs in a future professional life, what the student needs for his/her future social surroundings; a more pronounced consideration of technical languages also in philological courses; transition to teaching in the foreign language, which is possible without initial training courses only in the case of English; mediation of language competences across professions (e.g. text editing, information condensation) all courses of study with a language component.

b) introduction of graded certification (either a national or, even better, one which is common in the country of language origin); development of 'European Language Portfolio'; linking-up of institutions of higher education which deal with the same language, for more effective circulation of the results of language teaching research.

ad question 3: a) upgrading and sponsoring of language teaching and learning research, especially research in the area of foreign language acquisition for adults and technical languages (and the creation of tailored text books as a consequence); continuous updating of teaching materials with view to the reality that is supposed to be mirrored in them; coordinated information and discussion about teaching methods, text books, testing procedures, new trends in language acquisition research, enhancing motivation, refreshment courses etc.; laying down quality standards lecturers must fulfil; at the beginning of study units to repeat basics, to harmonise learner groups; principal share of teaching in the foreign language and writing seminar and other papers in the foreign language; offering study trips/excursions to the countries of language origin, exchange programmes; communication of teachers with students in all kinds of situations (i.e. also outside class) entirely in the foreign language, making broad use of native speakers on advanced level; improving conditions for self-study; propagating learning strategies; modernising and improving testing procedures; upgrading of language education at polytechnics and increasing number of hours; integrating cultural aspects to language teaching, using new media for autonomous learning (internet, e-mail, CD-ROM, videos, fully electronic language lab...), which corresponds with students' habits today, in the process students act as subjects at the same time (although I believe the assumption that the use of modern media automatically brings with it an enhancement in language education is questionable. Accompanying use of computers is surely much more promising [self-study in addition to instructive language course], as currently pushed by [SlaEc].) – Attitudes towards standardised teaching methods are ambivalent: while some demand them, others reject them.

b) creating minimal basic conditions as regards premises, number of participants, technical equipment, staff; minimising mass-language classes especially in the non-philological sector to a maximum of 20-25 participants, which would also facilitate meeting target group-specific demands; better preparation of lecturers from abroad coming to Austria.

ad question 4: a) organised cooperation among language teachers (with the aim of securing continuous progression as well as harmonising teaching objectives and materials, testing procedures, possibly even methods). However, it must absolutely be avoided that individual language teachers feel 'spoon-fed' and become demotivated; improving cooperation between language teachers and subject teachers; exemption from work for relevant symposia and conferences; cooperation with corresponding institutions in countries of language origin, to keep continually up-to-date with new developments in technical language research and the language itself; enhancing motivation of teachers to modernise language classes, to use new materials etc.

b) obligation – to be laid down in labour legislation and contract of employment – to attend refreshment courses during the four months of free period (e.g. participating in specific language seminars in the respective country); enhancing possibilities for international language teacher exchange; refreshment courses provided by the university (e.g. seminars for media-supported foreign language teaching), possibly a special university course for language teachers at institutions of higher education; updating and enhancing didactic refreshment courses (which university language teachers must pass on to prospective teachers); initialising language teacher seminars in countries whose languages are being taught at Austrian institutions of higher education, and in which no such refreshment courses are held yet; raising the status/improving career options for language teachers at institutions of higher education. The EFSZ proposes that future in-service training for university language teachers should contain the following themes: Development of teaching material; intercultural competence; testing/evaluation/quality assessment; autonomous learning; new media, e-learning, distance learning; teaching methods; motivation; technical languages.

ad question 5: a) appointing one lecturer to be responsible for language education for each 'large' language at the department (e.g. more than 10 teachers) as well as one person

responsible for the whole area of language education, who has less obligatory teaching hours and is a member of the commission of studies of the department; alternatively: appointing persons responsible for each stage of the course of study; allocating learners as evenly as possible to parallel courses, homogenising content of parallel courses; informing students about recommended courses abroad, organising workshops/symposia about language teaching/language learning research; consulting language tutors (native speakers who are in Austria via ERASMUS, or Austrian teacher training students of advanced semesters).

b) establishing language centres (also self-access centres) with the reservation that they organise mainly courses for students of all faculties and non-students; establishing resource centres, at which language teachers can borrow teaching materials usable for specific interdisciplinary activities; reducing the teaching load at polytechnics.

In addition to that an evaluation is suggested for all four areas going beyond the legally required extent, considering aspects of content as well. This must neither lead to demotivation on the side of the teachers, nor to signs of fatigue on the side of the students. So it is left to the teachers' individual discretion. Continuous consultation for all four areas with graduates is also recommended.

Better coordination among teachers, teaching objectives, contents, methods and materials – which is often demanded – eventually leads to an increase in administration, more control and decrease in freedom of teaching, which also leads to frustration and arguments very often; here, too, one has to proceed carefully.

A clear tendency in the non-philological area is the transition from technical language classes to technical classes in the foreign language, which works only for English and is not unproblematic even there (cp. 3.1.); for all other languages a preparation in the general language is imperative. In the philologies the foreign language more and more becomes the language of instruction (English studies, Romance studies), which is only possible for languages taught at schools and for other languages is restricted to advanced semesters. Foreign language lectures with the corresponding preparatory courses must be laid down as compulsory subjects in the curriculum to make sure that they are really attended.

Further tendencies lead towards more technology (but innovation must not be mistaken as quality); towards cultural studies (in the philologies); towards enhanced communication training.

The problem about inhomogeneous language classes is likely to remain unsolved (due to financial factors), be it that in courses for the 'small' languages, not of interest to language centres with costs (e.g. Slovenian, Hungarian), are attended by students of philology, as well as those of all faculties plus non-students, be it that students with different native tongues attend the same course.

Attitudes towards language centres are ambivalent: for some they enable students of philology to enter their course on a higher language level and in turn raise the language proficiency of graduates; for others language education is an integral part of the course of study from the beginning, which must not be taught in isolation of other course contents.

An advantage of non-philological language courses is that adaptation to vocational needs is easier. Although courses in economics demonstrate readiness for continuous self-evaluation and a pronounced commitment to quality, their weakness lies in the apparently 'softer' quality criteria concerning language competence on employing language teachers and in a lack of incentives for in-service training; additionally in the large number of learner groups and the small number of hours for language classes.

The advantage of philological language education lies in the generally stricter quality control on employing language teachers and in the (more or less explicit) obligation of participating in refreshment courses, as well as in reasonable sizes of learner groups (maximum usually 25); their weakness lies in the lack of a clear job outline (teacher? scholar? employee in an economic

business? media expert? tourism expert? etc.), which language teaching could be oriented towards, which is why language classes are trying to train all four language competences very 'generally'. In view of this, abilities across professions (e.g. text condensation, composing dossiers) must get special attention. As far as refreshment courses are concerned – which are considered necessary by the philologies – a certain helplessness as to what these should look like is common. A particularly hampering factor seems to be the academic taboo of neither attending nor criticising the teaching of colleagues.

What is quality with regard to foreign language teaching? None of the respondents actually asked this question. Is the teaching of high quality when near-nativeness is reached in language proficiency? Or is rather vocational adequacy of linguistic knowledge a sign of quality? Traditionally, philological studies and translator/interpreter training primarily pursue the former objective, while supplementary language training at other departments/institutions aims for the latter. It can be observed that there is a sense of insecurity among the philologies whether it would be sensible to approximate the latter objective – which is problematic, though, since information about the vocational future of philologists is either non-existent or extremely diverging. In any case, orienting the language and the provision of language competences solely on the current labour market is short-sighted and, as proven by many examples, leads to a surplus on the one hand, and to labour shortage on the other.

Appendix

1. Liste der angeschriebenen Institute/Studiengänge

Universität Graz

Institut für Romanistik
Institut für Slawistik
Institut für Anglistik und Amerikanistik
Institut für Übersetzen und Dolmetschen
Internationales Sprachenzentrum an der Universität Graz

Technische Universität Graz

Büro des Rektors (organisiert zentral die Sprachkurse)

Universität Innsbruck

Institut für Slawistik
Institut für Romanistik
Institut für Anglistik und Amerikanistik
Institut für Sprachen und Literaturen
Institut für Translationswissenschaft
Studiendekan der Rechtswissenschaftlichen Fakultät
Sprachenzentrum der Sozial- und Wirtschaftswissenschaftlichen Fakultät

Universität Klagenfurt

Institut für Slawistik
Institut für Anglistik und Amerikanistik
Institut für Romanistik
Institut für Wirtschaftswissenschaften

Universität Linz

Studiendekan der Rechtswissenschaftlichen Fakultät
Institut für Fachsprachen der Sozial- und Wirtschaftswissenschaftlichen Fakultät

Universität Salzburg

Institut für Slawistik
Institut für Romanistik
Institut für Anglistik und Amerikanistik
Institut für Völkerrecht
Institut für Computerwissenschaft
Institut für Sprachwissenschaft
Sprachenzentrum

Universität Wien

Institut für Romanistik
Institut für Anglistik und Amerikanistik
Institut für Orientalistik
Institut für Ostasienwissenschaften (Sinologie und Japanologie)
Institut für Finno-Ugristik
Institut für Germanistik (wg. der skandinavischen Sprachen und Niederländisch)
Institut für Übersetzen und Dolmetschen
Institut für Betriebswirtschaftslehre

Institut für Römisches Recht

Technische Universität Wien

Außeninstitut (organisiert zentral die Sprachausbildung)

Wirtschaftsuniversität Wien

Institut für slavische Sprachen

Institut für romanische Sprachen

Institut für englische Sprache/Wirtschaftssprache

Universität für Bodenkultur Wien

Zentrum für Internationale Angelegenheiten, Fremdsprachen und Berufsplanung (ZIB)
(zuständig für Sprachkursorganisation)

Fachhochschulstudiengänge

Internationale Wirtschaftsbeziehungen (Eisenstadt)

Automatisierungstechnik, Informationstechnologien und IT- Marketing (Graz)

Produktions- und Managementtechnik (Steyr)

Technikum Joanneum (Graz) mit vier Studiengängen

Software Engineering (Hagenberg bei Linz)

Medientechnik und Design (Hagenberg bei Linz)

Europäische Wirtschafts- und Unternehmensführung (Wien)

Tourismus-Management (Wien)

Fachhochschul-Studiengänge Vorarlberg (Dornbirn)

Internationales Management-Center (Krems), Tourismusmanagement

Pädagogische Akademie Wien

Insgesamt wurden 51 Fragebogen versandt.

2. Liste der eingegangenen Antworten

TU Graz

Büro des Rektors

Universität Innsbruck

Institut für Romanistik

Institut für Slawistik

Institut für Sprachen und Literaturen

Studiendekan der Rechtswissenschaftlichen Fakultät

Universität Salzburg

Institut für Romanistik

Institut für Slawistik (0)

Institut für Anglistik und Amerikanistik

Institut für Sprachwissenschaft

Sprachenzentrum (0)

Universität Wien

Institut für Romanistik
Institut für Anglistik und Amerikanistik
Institut für Ostasienwissenschaften (nur Sinologie)
Institut für Finno-Ugristik
Institut für Orientalistik (0)
Institut für Betriebswirtschaftslehre

Wirtschaftsuniversität Wien

Institut für romanische Sprachen
Institut für slawische Sprachen
Institut für englische Sprache/Wirtschaftssprache

Fachhochschulstudiengänge

Internationale Wirtschaftsbeziehungen (Eisenstadt)
Automatisierungstechnik, Informationstechnologien und IT-Marketing (Graz)
Fachhochschul-Studiengänge Vorarlberg (Dornbirn)

22 Antworten, davon 3 praktisch nullwertig; 10 Antworten aus philologischen Studiengängen, 6 aus nichtphilologischen Studiengängen, 3 aus Instituten, die in der Forschung sowohl philologisch als auch fachsprachlich, in der Lehre vor allem fachsprachlich tätig sind (= die Spracheninstitute der Wirtschaftsuniversität).

3. Europäisches Fremdsprachenzentrum Graz (EFSZ)

Treffen von ExpertInnen für den universitären Fremdsprachenunterricht am 21. März 2001

"Schwächen - Innovationen - Verbesserungen im universitären Fremdsprachenunterricht"

[Die Stichworte sind leider zum Teil so knapp, daß sie schwer verständlich sind]

a) Schwächen

Infrastruktur

- Ressourcen
- Zu viele TeilnehmerInnen
- Sprachlabor
- Sprachzentren
- EDV-Ausstattung
- Self-access Centres

Status

- Vertragssituation
- Trennung zwischen Lehre und Forschung
- Qualität zum Nulltarif (z.B. Projektmitarbeit)
- Niedriger Status des Sprachunterrichts

Qualität der SprachlehrerInnen

- Sehr unterschiedliches Niveau der Lehrkräfte
- Teilweise wenig Interesse an Innovation, Fortbildung

Qualität des Sprachunterrichts

- Fehlen eines kohärenten Curriculums und klar definierter Lehrziele
- Keine einheitlichen Standards

- Nicht genügend Koordination unter SprachlehrerInnen
- Veraltete Methoden (z.B. Verwendung der Muttersprache)
- Geringer Einsatz neuer Medien
- Geringes Sprachlernbewusstsein seitens der Studierenden (autonomes Lernen)

b) Innovationen

Über folgende innovative Ansätze wurde berichtet:

Infrastruktur

- Sprachlabor mit Computerarbeitsplätzen (Innsbruck)
- Einsatz von EDV (siehe "Qualität des Sprachunterrichts")

Status

- Integrierte Kurse/Teamteaching mit Literatur- und Sprachwissenschaft (Graz)
- Fremdsprachen als wissenschaftliches und praktisches Fach: angewandte Sprachstudien (Graz, Salzburg)
- Sprachausbildungsmodul als Wahlfach im 2. Studienabschnitt (Graz, Salzburg)

Qualität der SprachlehrerInnen

- Weiterbildungsveranstaltungen (Innsbruck)
- Innovative Projekte, die Lehre betreffend (Innsbruck)

Qualität des Sprachunterrichts

- Neues Curriculum in der Sprachausbildung (alle)
- Neue Fachdidaktiklehrpläne (alle)
- Institutsübergreifende Fachdidaktik (Innsbruck)
- English for Academic Purposes (Graz)
- Stärkere Einbindung von Fachsprachen (Graz, Salzburg, Innsbruck)
- Fernlehrelemente (Wien)
- Sprachwerkstatt (Internetprojekt) (Wien)
- Blackboard-System (Internetkurse) (Innsbruck)
- Telelearning (Graz)

c) Verbesserungen

Folgende Verbesserungsvorschläge wurden diskutiert:

Infrastruktur

- Organisatorische Maßnahmen zur Bildung eines Forums für SprachlehrerInnen
- Zeitgemäße EDV-Ausstattung
- Fremdsprachenzentrum
- Ressourcenzentren
- Geringere TeilnehmerInnenzahl
- Bessere Forschungsmöglichkeit und -anreiz für SprachlehrerInnen

Status

- Status des Sprachunterrichts
- Einbindung von SprachlehrerInnen in Entscheidungsprozesse und Forschungsprojekte

Qualität der SprachlehrerInnen

- Information über innovative Methoden (z.B. autonomes Lernen, interkulturelles Lernen)
- Verbesserte Ausbildung von SprachlehrerInnen
- Verpflichtende Weiterbildung und Unterstützung der SprachlehrerInnen
- Kooperation und Zusammenarbeit zwischen SprachlehrerInnen (Know-how-Transfer)

Qualität des Sprachunterrichts

- Intensivierung des Sprachunterrichts

- Einsatz neuer Methoden
- Regelmäßige Qualitätsevaluation.

4. “Verbesserung der Fremdsprachenkompetenz. Die Rolle der Universitäten”

Projekt im Auftrag des Bundesministeriums für Wissenschaft und Verkehr unter der Leitung von Prof. Dr. Peter Bierbaumer, Institut für Anglistik, Universität Graz.

Empfehlungen des Endberichts (Juni 1998) zur “Optimierung der Fremdsprachenkompetenz im universitären Umfeld”, S. 76 ff.:

1. Sprachkursangebot

- Schaffung von bestimmten Mindestrahmenbedingungen für den universitären Fremdsprachenunterricht (Teilnehmerzahl, Personalausstattung, räumliche und technische Ausstattung), um einen effizienten, kommunikativen und qualitativ hochstehenden Sprachunterricht zu ermöglichen;
- Einbeziehung neuester Forschungsergebnisse (z.B. Spracherwerb) in den Fremdsprachenunterricht,
- Positionierung der Fremdsprachenausbildung soll für alle Studienrichtungen neu überdacht und festgelegt werden (Studienplanreform) – der wachsenden Bedeutung der Fremdsprachenkenntnisse speziell für den nicht-philologischen Bereich (vgl. EU-Forderung nach Dreisprachigkeit) soll auch auf dem universitären Sektor Rechnung getragen werden
- Vermittlung von praktisch verwertbaren Fremdsprachenkenntnissen: Bedarfs-/Marktorientierung stellt in Zukunft ein absolutes Muß für die Fremdsprachenausbildung an den Universitäten dar.
- “Gleiches Recht für alle”: Vereinheitlichung der finanziellen Ausgangsposition für Studierende aller Studienrichtungen, um Chancengleichheit für den Erwerb von Fremdsprachen zu schaffen.
- Einführung eines universitären Zertifizierungssystems (vgl. UNICERT-System in Deutschland) aus Gründen der Qualitätssicherung, (außeruniversitärer) Transparenz und Akzeptanz, ev. auch Übernahme des UNICERT-Systems.

2. LehrerInnenaus- und –fortbildung

- Aktualisierung und Reformierung der fachdidaktischen Ausbildung an den Universitäten (Philologien): z.B. Vermittlung aktueller/alternativer Lernmethoden (z.B. Suggestopädie), Einführung in den medienunterstützten Fremdsprachenunterricht – Einsatz von Internet, Video und CD-Roms im Sprachunterricht - , Vermittlung neuester relevanter Erkenntnisse der Forschung
- Berücksichtigung aktueller Trends in der fachdidaktischen Ausbildung von Lehramtskandidaten, um nicht am Markt vorbeizuproduzieren (Trend geht eindeutig in Richtung “Berufsbildende höhere Schule” und Erwachsenenbildung, dem sollte entsprochen werden – z.B. postgradueller Lehrgang oder Schwerpunktsetzung innerhalb der fachdidaktischen Ausbildung)
- Vermittlung von Fachwissen und Fachsprache (Zusammenarbeit mit Wirtschaft, Technik etc.) im Rahmen der LehrerInnenaus- und –fortbildung
- Einführung und Etablierung eines universitären LehrerInnenaus- und –fortbildungsangebots (Zusammenarbeit auf interfakultärer und interuniversitärer bzw. internationaler Ebene; Kombination von Forschung und Lehre)

- Zertifizierung des universitären LehrerInnenaus- und –fortbildungsangebots (einheitliche bzw. österreichweit/international anerkannte Zertifikate), ev. Adaptierung des UNICERT-Systems für diesen Bereich
- Finanzierung des LehrerInnenaus- und –fortbildungsangebots (von universitärer/ministerieller/EU-etc.-Seite) sollte sichergestellt werden; Vorbildfunktion der Wirtschaft (in vielen Betrieben wird die Weiterbildung/Schulung von Mitarbeitern aus firmeninternen Mitteln finanziert; Lehrerfortbildung basiert noch immer größtenteils auf Eigeninitiative und –finanzierung)

3. Sprachenzentren

- Gezielte Bedarfsanalysen sollten basierend auf akribischen Marktsichtungen durchgeführt werden (= Feststellen des potentiellen Kundenkreises)
- ZIEL und ZWECK sollten genau definiert werden
- Die Inhalts- und Organisationsebene sollten genau festgelegt werden. Interfakultäre und interuniversitäre Kooperationsmöglichkeiten unter Berücksichtigung bestehender perso-neller und materieller Ressourcen sollten diskutiert werden
- Ein spezifisches Sprachenzentrum-Profil/-Angebot ist zu entwerfen. Das Sprachenzen-trum sollte KEIN Konkurrenzinstrumentarium zu bereits bestehenden Einrichtungen dar-stellen, sondern vielmehr Nischen füllen und die Philologien als Bindeglieder heranziehen; eine Abkoppelung von den Philologien ist zu vermeiden.
- Um die Errichtung eines Sprachenzentrums möglichst zielführend zu gestalten, sollten bestehende Sprachenzentren Vorbildfunktion übernehmen (...)
- Bereitstellen einer studienbegleitenden/-vertiefenden Fremdsprachenausbildung für Nicht-Philologen
- Anbieten von Fortbildungsprogrammen für Sprachlehrkräfte
- Forcieren der Fachdidaktik und Umsetzen didaktischer Materialien
- Bereitstellen von nationalen/internationalen Zertifikaten (siehe UNICERT in Deutsch-land, das als sprach- und institutionsübergreifendes System konzipiert ist)
- Bereitstellen von Kulturaustauschprogrammen, internationalen Sommerkursen
- Bereitstellen, Unterhalten und Ausbauen einer Geräteausstattung und Materialsammlung für den medienunterstützten Fremdsprachenunterricht und das mediengestützte Selbstler-nen; Einbeziehen von CALL, Internet, WWW zur systematischen Informationsbeschaf-fung (...)
- Ermöglichen von intra- und interuniversitärer Kooperation im Lehrveranstaltungs-bereich
- Durchführen von aufgabenbezogener Forschung – Schaffung des institutionellen Rahmens für die Durchführung fächerübergreifender Projekte und auch der Grundlagenforschung (...) -, Kombination von Forschung und Lehre.