

ITALIAN REPORT ON FOREIGN LANGUAGE TEACHING IN THE EDUCATIONAL SYSTEM WITH SPECIAL REFERENCE TO HIGHER EDUCATION

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1. Introduction

1.1 Languages spoken in Italy: Italian and minority languages

The main language in Italy is Italian. However, Italy is a country rich in historical linguistic minorities both from the point of view of variety and from that of quantity. Roughly 5% of the population has a mother tongue which is not Italian.

The Constitution of the Italian Republic explicitly protects the linguistic minorities. The educational system ensures that the twelve minority languages are taught and recognises the right of those belonging to such minorities to learn their mother tongue within the territories fixed and defined according to the law itself. The twelve minority languages are: Friulian, Ladin, Sardinian, German, French, Franco-Provençal, Occitan, Slovene, Albanian, Greek, Serbo-Croatian, Catalan.

In the infants school the use of the minority language is envisaged as the vehicle of the educational activities. From then until school-leaving age the language is used as the instrument of teaching while being itself taught together with the other cultural traditions. Several schools within the Italian system serving minorities in the Province of Bolzano and in the Regions of the Aosta Valley and the Trentino Alto Adige have already accumulated years of planned experience. In the Province of Bolzano the teaching of the minority language is carried out by teachers whose mother tongue that language is. The staff in this area, whatever they may teach, have to pass a written and oral examination designed to test their knowledge of three languages (Italian, German and Ladin).

In the Friuli Venezia Giulia Region all teachers must be competent in the Slovene language. An agreement with the educational authority of the Slovene Republic allows seminars, languages courses and training periods to be organised.

Other experiences should be pointed out among smaller minority language communities. The Occitans of Piedmont have didactic modules inserted in their syllabuses designed to restore the local Occitan tradition. Experimental bi-lingual projects for the Albanians in Calabria and Molise have been started. Since 1987 in Friuli partial immersion in Friulian-Italian, Slovene-Italian and German-Italian has been activated.

1.2 The Italian educational system - Modern languages in pre-primary, primary, and secondary education

In Italy children must attend school from the age of six to that of fifteen. This period is composed of five years of primary education, three of lower secondary education, and, since the school year 1999-2000, they must follow one year of upper secondary education. At the end of the period of lower secondary education pupils take an examination to obtain the middle school

certificate. There follows a second cycle which comprehends the high schools and the system of professional education and formation (4-5 years).

In 1999 compulsory formative courses were introduced. After the middle school certification pupils must obtain a high school diploma or a professional qualification. The diploma requires five years of study in a high school, while a professional qualification may be obtained in one of three ways:

- attending a high school
- attending courses of vocational training
- working as an apprentice

The formation requirement is considered to be satisfied at the age of eighteen, even if no diploma or qualification has been achieved.

Pupils may pass from one of the above ways to another conserving the certification they have acquired.

The upper secondary school is attended by young people aged from fourteen to nineteen . It lasts from three to five years and is divided into various specialisations:

- high schools; traditionally they are intended for those who wish to continue their studies at university. These specialisations last five years except for those concerned with traditional art.
- technical specialisations – five years duration
- professional specialisations – from two to five years

At the end of five-year courses pupils take an examination to obtain the State diploma. This gives them access to any university faculty.

Post-diploma education is provided by the universities and by other institutes of higher education – in the field of art, the Fine Arts Academies, in that of music by the Conservatories. A system of Higher Integrated Education is being developed, especially for education in the technical-administrative area.

The first educational cycle is made up of the primary school which lasts five years and by the lower secondary which lasts three. The primary school is made up of a first year which aims at achieving the basic skills, followed by two two-year didactic periods. The lower secondary school comprises a two-year period followed by a third intended to definitively complete the didactic itinerary and to ensure a correct passage to the second cycle.

The primary school aims to instil and develop basic knowledge and abilities, to teach the means of expression, including an acquaintance with at least one European language in addition to Italian and with the use of the computer. The lower secondary school aims to develop the ability to

study autonomously. It introduces the study of a **second language** of the European Community and the use of information technology.

The first cycle of study ends with a state examination. Successful pupils can then accede to the high schools and to the system of professional instruction and formation – the second cycle of study. This second cycle enables pupils to choose between two alternatives: high schools or professional formation and instruction. It includes an advanced course in information technology and gives various possibilities of study – full-time study, alternating work and study – working in cultural, social and productive realities in Italy or abroad; apprenticeship.

The high-school system encompasses artistic, classic, linguistic, musical and technological institutes. High-school courses last five years. They are articulated into two two-year periods plus a fifth year which completes the didactic itinerary. High-school studies end with a state examination. This must be passed if the student wishes to go on to the university.

While syllabuses respect the autonomy of schools, they contain a fundamental nucleus, present in all schools, which reflects the national culture, traditions and identity. They also contain a part in which the realities of the respective Regions and of local contexts are examined.

The reform of the primary school has introduced the teaching of a foreign language from the third year on. In the lower secondary schools there have been numerous experiments in the teaching of a second foreign language. The upper secondary schools, among other projects, have activated experimental five-year language courses.

In addition to this wide range of undertakings the *Progetto Lingue 2000* has been launched. The *Progetto* re-defines language curricula vertically, from the nursery to the high schools. Its aim is to organise a syllabus in terms of learning objectives and of competences that can be verified and certified.

Thus, the panorama of foreign language studies in Italy today is extremely articulated and complex.

In primary schools the study of foreign languages is not required in the first two years. Moreover, the numbers of pupils who follow such courses do so for a single language. Foreign language teaching is carried out by specialists who concern themselves exclusively with these courses and are specifically recruited for this purpose or by ‘specialised’ teachers who have been recruited for teaching other subjects but are able to teach a foreign language after having obtained a particular qualification.

1.3 The HE system in Italy

In Italy there are more than thirty State universities and four private Universities with much higher fees: LUISS (Libera Università Internazionale di Studi Sociali) in Rome, the Catholic University, Bocconi University and IULM (Istituto universitario di lingue moderne) in Milan. The State contributes to support private universities economically, although to a minor extent. Some private universities specialise in particular social or cultural areas which students consider as "added value" in comparison with other universities: it is the case, for example of the Catholic University which refers explicitly to Catholic values, or LUISS (Libera università internazionale di studi sociali), which makes it very clear its link to the managerial world.

1.4 Introduction of a two-cycle degree structure – The University reform as part of the Bologna Process

Since the academic year 2000-2001 the structure of the Italian university has radically changed, becoming more similar to that of the other countries of the European Union. The first level three-year degree may be followed by a higher degree by those who wish to continue their studies. This requires a further two years.

The knowledge gained is evaluated and credits are awarded, while the old system of giving grades in thirtieths is still in use. This has the advantage of enabling students to change their degree course rapidly should they prefer a different one without losing, partially or completely, the grades already awarded.

The '3+2' formula entails an overall revision of the contents of the degree courses and introduces a series of important innovations:

- 1) formation credits (a new system of evaluating the knowledge acquired by the students)
- 2) verification of the students' suitability for the course they have chosen.
- 3) new courses
- 4) **compulsory knowledge of one or more foreign languages**

The main aim is to expedite the entry of young people into the labour market, eliminating the serious problem of students 'hanging around' in classrooms indefinitely. Another innovation is constituted by Master degrees which lasts one or more years.

Furthermore, university diplomas have been abolished while the duration of courses for first degrees has been reduced (with the exception of Architecture, Pharmacology, Medicine, Dentistry and Veterinary Science).

The new structure of the Italian university awards the following degrees:

- a first degree (normally requiring three years, accessible to anyone with a high school diploma)
- a ‘specialised’ degree, normally of two years duration, accessible generally after the first degree
- a research doctorate (accessible after the specialised degree)
- university master – of first and second level accessible after the first degree or specialised degree.

If graduates wish to become secondary or high-school teachers, they must attend a two-year specialisation course in order to qualify and obtain a tenured position: this course is called SIS (Scuola Interateneo di Specializzazione per l’Insegnamento nella Scuola Secondaria). Since the SIS was introduced before the university 3+2 reform, its existence is now being debated. In particular, the Ministry is discussing whether access to the SIS should be granted after a first or a specialised degree.

A high degree of autonomy is envisaged for the universities in the contents and organisation of their courses.

- Each university may subject the student at the moment of enrolling to a test designed to reveal his/her knowledge of the subject to be studied. Should the result not be sufficient then the continuation of studies after the first year will depend on the achievement of minimum levels of knowledge in the insufficient subject/s.
- The courses of Architecture, Pharmacology, Medicine, Dentistry and Veterinary Science still conserve the *numerus clausus*.

The reform has already been implemented in certain Italian universities since the last academic year. It has essentially two objectives.

- The obtaining of a degree in three years by most of the students who are thus able to enter the world of work earlier.
- To guarantee the usefulness of the qualification for entry to the professions and employment.

As is known the formation credits are the keystone of the reform. They constitute the new system with which the formative itinerary is evaluated. They do not replace the grade which is still expressed in thirtieths. Thus credits measure the work to be done which is verified in the classic manner (written and oral examinations). While the CFU (*Crediti Formativi Universitari*) signal the achievement of the formative goal, the grades measure the degree of success. Thus the CFU are totally independent of the grade obtained and are awarded when the examination has been passed independently of the grade obtained.

The short degree envisages a final examination to be formulated by each university. The higher degree requires the discussion of a thesis.

On average the CFU requires the student to dedicate twenty-five hours (lessons, guided activities, practical work and individual study). The university must guarantee courses, tutorials, etc. for a total of 30%-50% of the overall commitment required of the student (500-750 hours a year for a full-time student). For a full-time student the quantity of learning activity (lessons, practical work, laboratories, etc. + individual study) has been set at 60 credits (CFU) = 1500 hours.

Students can enrol either as full-time or part-time. On enrolment at the beginning of each academic year the student establishes the commitment to be dedicated to study activity. To obtain a degree they must obtain at least 180 CFU – each course of study having its own pre-defined number.

To be able to enrol in specialised degree courses the student must possess a degree. The 180 CFU already obtained must be completed with a further 120 CFU for a total of at least 300 credits.

1.5 Career profile of university language teaching staff

At university three different career profiles can be distinguished:

- full professor
- associate professor
- researcher

All three titles enjoy academic status. Recruitment is done through national qualifying examinations which involve written and oral examinations and evaluation of academic research and publications (for researchers and associate professors), evaluation of academic research and publications for full professors.

While the three types of academic staff have a tenured position involving the teaching of official courses, a separate category of teachers are in charge of foreign language classes. The status of language teachers has been a matter of contention over the past decades. Their denomination has been changed from "lettori" (a word which was often confused with "lecturers") to "collaboratori ed esperti linguistici" ("language experts and collaborators"). Since the only requirement for their recruitment is to hold a HE degree and be native speakers of the foreign languages taught and since no publications are required, they do not enjoy academic status and are considered technical employees.

1.6 Student fees

University students have to pay fees to gain access to the degree course they have chosen. The fees are divided into two instalments. The first is usually paid by the end of October and enables

the student to take the examinations of the first semester, while the second payment must be made by the end of March. The student is then able to take the examinations of the second semester. With the introduction of the reform a division has been made between full-time and part-time students. The latter pay a sum which is in proportion to the number of credits to be acquired as stated in their study plan.

1.7 HE centres providing resources for foreign language teaching and learning

Turin University foreign language organisation has recently been articulated in

a) *four inter-faculty language centres* :

- 1) The "Centro Linguistico per le Facoltà Umanistiche" (CLIFU) (Language Centre of the Humanities Faculties), directed by Prof. Marie-Berthe Vittoz, email: marie.vittoz@unito.it
- 2) The "Centro Linguistico per le Facoltà di Giurisprudenza e Scienze Politiche" (Language Centre of the Faculties of Law and Political Science), directed by Michelangelo Conoscenti, email: michelangelo.conoscenti@unito.it
- 3) The "Centro Linguistico per le facoltà di Agraria e Veterinaria" (Language Centre of the Faculties of Agriculture and Veterinary)
- 4) The "Centro Linguistico per le Facoltà di Farmacia e di Scienze Matematiche, Fisiche e Naturali" (language Centre of the Faculties of Pharmacy and Mathematics, Physics and Natural Sciences), directed by prof. Albert Werbrouck, email: albert@di.unito.it

b) *two faculty language laboratories*:

- 1) "Laboratorio Linguistico per la Facoltà di Economia" (LINFE) (Language Laboratory of the Faculty of Economics), directed by prof. Anita Silvietta Giletti Benso, email: giletti@econ.unito.it
- 2) "Laboratorio Linguistico della facoltà di Medicina e Chirurgia" (LINMED) (Language Laboratory of the Faculty of Medicine)

These six organizational structures, which are more or less advanced in expansion, are based in different university sites and aim at meeting the different demands for foreign language self-study of the various academic courses. They all depend on and are co-ordinated by CELUT (Centro di Coordinamento Linguistico dell'Università di Torino), a University Committee whose governing body at present includes the President, prof. Franco Marengo (franco.marengo@unito.it), the Vice-President, prof. Giuseppina Cortese (pina.cortese@unito.it) and representatives of the different faculties. This body has the job of distributing resources among the centres, co-ordinating financial,

technical and human resources, assessing the results obtained and representing the University of Turin at AICLU (Associazione Italiana Centri Linguistici Universitari).

Language centres provide services for teaching and learning foreign languages. They have classrooms equipped for language teaching, laboratories, self-access laboratories, catalogues with materials for a wide range of languages, all levels and for general and special purposes.

2. Courses and programmes in the area of languages at the University of Turin: four examples

2.1 The Faculty of Humanities

Curricula in the Faculty of Humanities include a wide range of subjects and the acquisition of an L2 plays different roles according to the undergraduate curriculum chosen: in courses leading to the degree in "Media Studies" undergraduates must be able to compose texts in English; in courses leading to the degree in "Intercultural Communication", whose main subjects are Anthropology and Sociology, undergraduates must attain receptive skills in two languages. Classes for imparting such skills are called "Lettorati". They are open to all undergraduates and remain semi-official, in that they do not lead to officially recognised examinations, which are the responsibility instead of the lecturers of "Lingua e traduzione". Language classes are severely hampered by overcrowding.

New posts of "Lingua e traduzione", i.e. of official courses of language and linguistics, have been confirmed by the recent reform of the University (1990). They aim at imparting a degree of linguistic awareness and translation skills, especially of foreign literary texts into Italian.

2.2 The Faculty of Political Science

According to the guidelines of the Ministry of Education, the course in Political Studies (Class 15) should enhance multidisciplinary and language competence. The graduates must have achieved good oral and written competence in two EU languages. The language modules are integrated into programmes and are intended to provide linguistic support. Although the official programmes of the Ministry emphasize language competence and language proficiency is listed as a "basic activity" ("attività formative di base"), no European framework level is given. Each curriculum requires the compulsory knowledge of English at least at an intermediate level and of a second EC language chosen by the student. The language course does not only teach communicative competence but also deals with linguistic notions applied to the L2 as well as with analyses of the most relevant text types of each field area (for instance, cooperation and development studies, statistics etc.). In the **Faculty Handbook** the teaching of languages (lettorato) is usually listed within

the courses "Linguistica inglese, francese, tedesca" etc: course objectives and guidelines for selection of learning materials and activities are specified by each lecturer in Linguistics, who designs the language courses according to the needs of the specific curriculum. The *lettorato* courses are held by mother-tongue teachers. There are no admission requirements for the attendance of *Lettorato* classes. Only students of French and English are required to take a placement test at the beginning of the course of studies.

2.3 The Faculty of Physics

Here, as in the other scientific curricula, graduates must have a "fluent" language competence, in both the oral and the written language. They should also have mastered the particular language of their speciality. No international skill-specific level is given. As a matter of fact, English is practically the only language acquired by graduates in physics. The faculty offers courses at the "Centro linguistico", which should enable students to take the final examinations. In 2002 a new project has been undertaken regarding "external certification". Students who have already achieved a skill-specific level outside the university (for English: students who passed PET, First Certificate, Advanced or Proficiency Examinations) are given a number of credits varying from 3 to 6 according to the level of proficiency attained. The question whether to accept external assessment in foreign language competence has been strongly debated. The directors of the Language Centres of the University of Turin have accepted this sort of "outsourcing" for the short period, as the Italian Association of Language Centres (AICLU) is at the moment designing a programme for language proficiency certification for the whole country (see below 3.5)

2.4 The Faculty of Modern Languages

With the introduction of the new degree system, referred to as 3+2, the Faculty of Modern Languages has introduced three types of first-level degree: a) Scienze della Mediazione Linguistica (Science of Linguistic Mediation), b) Scienze del Turismo (Science of Tourism), c) Lingue e letterature straniere (Modern Languages and Literatures). Foreign language teaching has a major role in all three degree courses, and in particular in Linguistic Mediation. The foreign languages taught are: English, Spanish, French, German, Russian, Polish, Serbo-Croatian, Rumanian, Japanese, Chinese, Hindi, Arabic and Portuguese. The faculty also offers a module specifically addressed to the teaching of Italian as a foreign language.

Students normally choose two foreign languages. On entering university, students are expected to know at least one foreign language. There are, however, no entrance tests; for some languages – English, French and German – there are placement tests in the first year, which, on the

one hand, provides an assessment of the general level of the students and, on the other hand, give students an idea of how the university will assess their linguistic competence.

The Deans of Italian Language Faculties have recently decided that the level of foreign language proficiency expected at the end of the 3-year course should be C1 for both the languages studied. Obviously there are differences in levels and in progress among different foreign languages.

In contrast with almost all Italian universities, in Turin the teaching of "Language" (or "Linguistics") as an academic subject, taught by full or associate professors, and separate from the traditional subject of "Language and Literature", has existed since the 1970s. With the reform, this division has become instituted nationally: the areas of "language and translation" on the one hand and "literature" on the other have been separated. The teaching of literature and the teaching of language have become autonomous and separate. The students of the Faculty of Modern Languages can attend annual practical language courses held by language experts and, in any case, must pass language tests. They must also attend a number of courses, which varies from two to four depending on which degree course, characterised by a theoretical and descriptive approach to language and held by lecturers in language and translation. Assessment of practical language courses does not provide university credits, but is integrated into the grades awarded for language and translation courses.

The language teaching aims to provide various employment possibilities but the degree has no official recognition for entry into employment. In certain cases, for example, specialised languages, it can offer certifications which are equivalent to those awarded in foreign countries in particular work sectors. For example, in the case of French, it is possible to follow a course in *langue des affaires* and obtain the *Diplôme de la Chambre de Commerce de Paris*, officially recognised for employment.

Students who wish to become teachers must follow a two-year specialisation course.

3. Quality measures for improving language teaching and learning

3.1 New methods

Over the past decades, new trends in foreign language pedagogy based on the achievement of communicative competence, development of language skills, focus on learners' needs and reference to the Common European Framework, have strongly influenced FL teaching and learning in Italy at all school levels, including universities.

Italian universities enjoy full autonomy as to the organisation of teaching and learning. However, following the Bologna Process, since 2000 a new national framework fixing academic and

educational goals for all university degree courses has brought about a radical change in the system as well as a good deal of local and national discussion. Two focal innovations have been the compulsory study of a foreign language and of computer skills for all university graduates. Debates have been particularly intense within national language associations and in particular in language centres. Basic proficiency in at least one European language was not compulsory in the past. The new reform requires the achievement of credits in foreign languages, which it is up to each degree course to quantify. Each degree course also decides which level of proficiency and skills are expected to be reached by graduates.

3.2 Learning environments facilitating quality of language learning

Universities have always interacted with cultural institutes such as the British Council, the Centre Culturel and the Goethe Institut in several ways, such as advertising cultural events, organising lectures and seminars, etc.

The university has also co-operated with local state institutions such as the IRRE (Istituto Regionale per la Ricerca Educativa).

3.3 Delivery of programmes in other languages

University lectures are normally taught in Italian, with the exception of Modern Language and Literature courses, only some of which are taught in the foreign language; practical foreign language classes are taught in the foreign language. Modern language students are expected to write essays and final extended essays in the foreign language. Non-language courses are all taught in Italian.

3.4 Student and staff mobility

The University of Turin has been involved in several European projects for student mobility. The major activity has to do with the Socrates programme, which started in 1995 and has involved 15 EU member states, 3 countries belonging to the European Economic Space (Iceland, Liechtenstein and Norway) and several associated countries: Bulgaria, Cyprus, Estonia, Lithuania, Poland, the Czech Republic, Rumania, Slovakia, Slovenia and Hungary. Socrates includes the Erasmus programme, which is open to all HE institutions and to all study levels, including specialisation and post-graduate courses, allowing students to spend from 3 to 12 months of study in a foreign university, and take exams which are fully recognised by their university. The university provides grants to cover part of the expenses. The University of Turin also takes part in the following EU programmes: Alfa, Leonardo, Tempus, EU/Canada, EU/USA, Summer School, Banca Dati Noopolis

(data bank of information about further scientific and cultural activities for young people and scholars). It has also established mutual agreements with Arab universities.

The following tables present data for incoming and outgoing students involved in exchange programmes in 2001-02 and 2002-03 (projections for incoming students). They are grouped first by faculty and destination ("mobilità in uscita"), and then by faculty and provenance ("mobilità in entrata"). The diagram that follows shows Socrates-Erasmus mobility in 2002-03 divided by country of destination and provenance (projections for incoming students). As shown by the data, exchanges with Spain and France involve the highest number of students, followed by the UK and Germany. The number of Italian outgoing students is higher than the number of foreign incoming students.

MOBILITA' IN USCITA'

Anno Accademico 2001/2002

Facoltà	N° Studenti
Agraria	23
Economia	94
Farmacia	9
Giurisprudenza	37
Lettere e Filosofia	111
Lingue e Lett. Str.	93
Medicina e Chir.	17
Medicina Veter.	7
Psicologia	21
Scienze Formaz.	43
Scienze M.F.N.	30
Scienze Politiche	80
Sc. Amm. Aziend.	37
S.I.S.	1
S.U.I.S.M.	6
Totale	609

Anno Accademico 2002/2003

Facoltà	N° Studenti
Agraria	22
Economia	117
Farmacia	11
Giurisprudenza	35
Lettere e Filosofia	89
Lingue e Lett. Str.	87
Medicina e Chir.	21
Medicina Veter.	3
Psicologia	28
Scienze Formaz.	63
Scienze M.F.N.	29
Scienze Politiche	93
Sc. Amm. Aziend.	30
S.I.S.	0
SUISM - ISEF	10
Totale	638

Destinazione	N° Studenti
A - Austria	5
B - Belgio	28
D - Germania	71
DK - Danimarca	12
E - Spagna	174
EE - Estonia	2
F - Francia	139
G - Grecia	4
IRL - Irlanda	10
IS - Islanda	0
LT - Lituania	2
LV - Lettonia	1
N - Norvegia	0
NL - Paesi Bassi	20
P - Portogallo	25
PL - Polonia	7
RO - Romania	3
S - Svezia	23
SF - Finlandia	10
SI - Slovenia	0
UK - Regno Unito	63
CH - Svizzera	9
HU - Ungheria	1
Totale	609

Destinazione	N° Studenti
A - Austria	7
B - Belgio	26
D - Germania	44
DK - Danimarca	12
E - Spagna	192
EE - Estonia	0
F - Francia	166
G - Grecia	4
IRL - Irlanda	2
IS - Islanda	2
LT - Lituania	1
LV - Lettonia	1
N - Norvegia	3
NL - Paesi Bassi	21
P - Portogallo	34
PL - Polonia	5
RO - Romania	5
S - Svezia	22
SF - Finlandia	21
SI - Slovenia	3
UK - Regno Unito	57
CH - Svizzera	6
HU - Ungheria	0
BG - Bulgaria	1
FL - Liechie	1
CZ - Rep. Cec	2
Totale	638

MOBILITA' IN ENTRATA

Anno Accademico 2001/2002

Facoltà	N° Studenti
Agraria	17
Economia	97
Farmacia	12
Giurisprudenza	55
Lettere e Filosofia	66
Lingue e Lett. Str.	79
Medicina e Chir.	12
Medicina Veter.	5
Psicologia	13
Scienze Formaz.	18
Scienze M.F.N.	36
Scienze Politiche	30
Sc. Amm. Aziend.	45
S.I.S.	3
S.U.I.S.M.	2
Non Specificata	3
Totale	493

Anno Accademico 2002/2003 - Previsioni

Facoltà	N° Studenti
Agraria	15
Economia	85
Farmacia	10
Giurisprudenza	45
Lettere e Filosofia	60
Lingue e Lett. Str.	65
Medicina e Chir.	15
Medicina Veter.	8
Psicologia	15
Scienze Formaz.	20
Scienze M.F.N.	25
Scienze Politiche	35
Sc. Amm. Aziend.	52
S.I.S.	5
Totale	455

Anno Accademico 2001/2002

Provenienza	N° Studenti
A - Austria	2
B - Belgio	9
D - Germania	41
DK - Danimarca	5
E - Spagna	171
EE - Estonia	1
F - Francia	127
G - Grecia	11
IRL - Irlanda	6
IS - Islanda	0
LT - Lituania	2
LV - Lettonia	0
N - Norvegia	0
NL - Paesi Bassi	1
P - Portogallo	17
PL - Polonia	15
RO - Romania	31
S - Svezia	3
SF - Finlandia	10
SI - Slovenia	3
UK - Regno Unito	29
CH - Svizzera	1
HU - Ungheria	1
Rep. Cecca	2
Canada	2
USA	1
Australia	2
Totale	493

Anno Accademico 2002/2003 - Previsioni

Provenienza	N° Studenti
A - Austria	2
B - Belgio	5
D - Germania	42
DK - Danimarca	2
E - Spagna	163
EE - Estonia	0
F - Francia	82
G - Grecia	10
IRL - Irlanda	5
IS - Islanda	0
LT - Lituania	5
LV - Lettonia	0
N - Norvegia	0
NL - Paesi Bassi	5
P - Portogallo	30
PL - Polonia	12
RO - Romania	35
S - Svezia	5
SF - Finlandia	5
SI - Slovenia	0
UK - Regno Unito	30
CH - Svizzera	5
HU - Ungheria	5
Rep. Cecca	5
Canada	0
USA	0
Australia	2
Totale	455

a.a. 2000/2001:

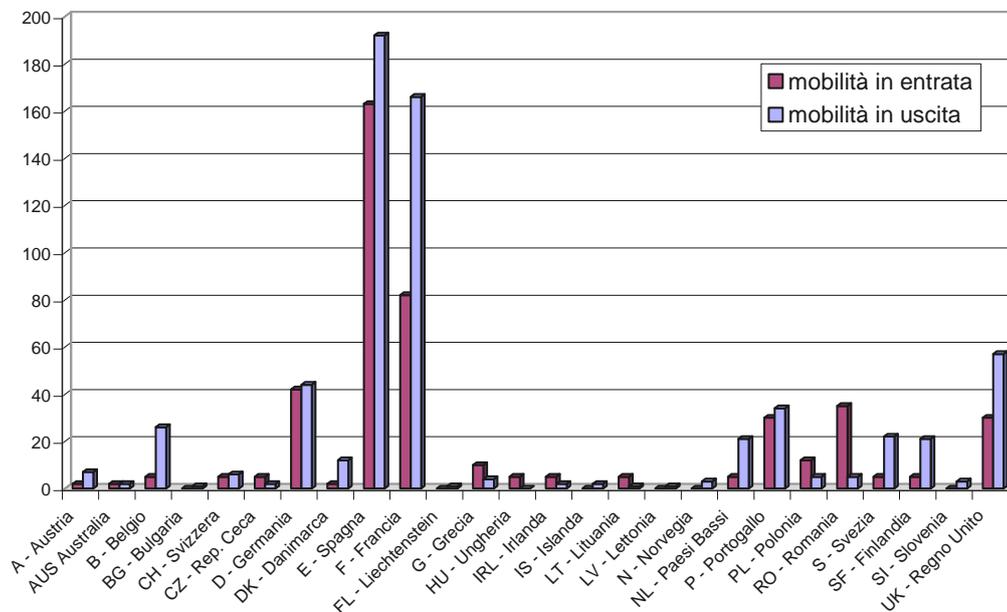
Studenti italiani in partenza: 585

Studenti stranieri arrivati: 358

Docenti Italiani in partenza a.a. 2001/2002: 18

Docenti Italiani in partenza a.a. 2000/2001: 22

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3.5 Recognition of external certification

No official recognition (in terms of study credits) is given by Turin University to language certificates issued by private organisations. The question whether to accept external assessment in foreign language competence has been strongly debated, and the language committee (CELUT, see above 1.7) has accepted a sort of "outsourcing" only for the short period and only for some faculties. Over the past few years universities have made important steps towards "European" standards in learning and teaching foreign languages, e.g. reference to the Common European Framework,

interest in the European Language Portfolio. In 2000 the CRUI Foundation (Conferenza dei Rettori delle Università Italiane) signed agreements with private institutions (Alliance Française, Cambridge UCLES, Chambre de Commerce et de l'Industrie de Paris, Goethe Institut, Ministerio de Educación, Cultura e Deporte, Pitman-City and Guilds International, Trinity College London, Weiterbildung Testsysteme GMBH c/o International Language Schools), concerning granting linguistic certification within the Campus One Project. At the moment CELUT has taken a negative stand towards the recognition of external certifications as substitutes for university examinations and has expressed a favourable view towards the development of a national system for certifying language competences (developed by AICLU, Associazione Italiana Centri Linguistici Universitari, see 1.7 and 4.1)..

3.6 Assessment Committee and student feedback questionnaires

In 1999 a National University Assessment Committee (Comitato Nazionale per la Valutazione del Sistema Universitario, <http://www.cnvsu.it>) was instituted in order to monitor university teaching and research, as well as many other aspects of academic management, administrative action and use of public resources. The University of Turin has a local Assessment Committee (Nucleo di Valutazione) which draws up a yearly report to be sent to the National Assessment Committee. As far as teaching is concerned, the Committee relies on student feedback questionnaires, which provide a large amount of information on the quality of teaching, course organisation, examinations, etc. The data provided by the questionnaires are confidential and only the faculty Deans and the individual professors involved may have access to them.

4. Training of HE teachers and trainers working in the area of languages

4.1 In-service training for HE language experts and academic staff

While teacher training initiatives are compulsory for elementary and middle-school teachers, no specific training is required for HE language experts. As far as academic staff is concerned, involvement in research is expected to be part of their academic activity, and therefore a permanent responsibility of each university lecturer. University lecturers are also often involved in training activities for lower level teachers.

An important contribution to the training of HE teaching staff has been given by the Italian Association of University Language Centres (AICLU – Associazione Italiana dei Centri Linguistici Universitari). AICLU's initiatives have been the organisation of national and international conferences, the promotion of technological resources, awareness-raising in various issues relating to language learning, such linguistic certification and the adoption of a language portfolio.

4.2 Research in language teaching

Research in language acquisition, language learning and teaching has been very active in the Italian academic world for several decades. Very important contributions to language pedagogy have regularly appeared in national journals, among which the RILA (Rassegna Italiana di Linguistica Applicata) is worth mentioning for its excellent contributions to psycholinguistics.

In the field of language teaching, universities have fruitfully co-operated with LEND (Lingua e Nuova Didattica). In spite of its wide focus throughout all school levels, LEND has provided a lively forum for discussion in its journal, organised annual conferences and in-service training courses for language teachers. LEND has encouraged high-quality publications for foreign language pedagogy.