



Quality Enhancement Synthesis Reports - Draft

I. Identification of Points of Reference for a European Framework of Quality Enhancement in Language Studies

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II. Synthesis Report on quality measures relating to defining and designing courses and programmes in the area of languages

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III. Synthesis report on quality measures related to the process of teaching and learning

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IV. Synthesis report on measures relating to the training of higher education teachers and trainers professionally engaged in the area of languages

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V. Synthesis report on quality measures relating to the organisation of management of the process of teaching and learning

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Identification of Points of Reference for a European Framework of Quality Enhancement in Language Studies

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1. Introduction

During our meeting in Berlin (20/21 September 2002), we heard a lot about measures and recommendations concerning quality enhancement in Higher Education language studies. My object is now to come up with a generalized form of these recommendations which will allow us to formulate a European framework of reference for quality enhancement. By a framework of reference we mean a definition of common standards. Not all recommendations that I found in the national reports are suitable for a framework of reference.

Such a European framework can be formulated to a certain extent in accordance with the existing Common European framework of reference for languages. This was also mentioned by Jolanta Urbanikowa during the Berlin meeting. But the new framework will probably be much more complex, and I am sure that not all elements will have the form of a grid as it has been developed for language courses.

A framework has to be comprehensible, realizable and affordable. That is also why in my opinion, it does not make sense to demand – within such a framework – higher salaries for language teachers or the enhancement of their status in the hierarchy of the Higher Education institutions. These are problems that remain on a national level and cannot be solved by a European framework.

What will be the compounds of such a framework, then? After an introduction that focuses on the importance of languages for European integration and professional mobility, on new learning culture, on the importance of quality etc., the following points of reference are to be mentioned: those relating to *course design*, to the *process of teaching and learning*, to the *management and organization of language teaching and learning*, and last but not least to *teacher training*.

2. Point of reference relating to course design

The main point of reference will be the learning targets which should be clearly defined in relation to the needs of the labour market. Learning output – skills, knowledge, competences – must be differentiated according to the type of Higher Education institution, and we must provide descriptors of proficiency for the different types of graduates.

This does not mean that the results of learning are static or limited to specific skills for specific occupations, but they must be oriented according to their applicability in a broad sense and should include such competences as mental and linguistic flexibility, adaptability, willingness to autonomous and lifelong learning etc. I very much appreciate the idea of “quality mapping” as presented in the Tuning project in Berlin. I am sure, this will be also adaptable to our project.

In my opinion, it should be possible to develop a *number* of scales of learning output for different course levels and different types of institutions, comparable to the scales of language proficiency in the Common European framework of reference for languages.

Three other elements of quality enhancement which are closely linked with learning targets, are

- the definition of admission criteria – skills, knowledge, competences – for every language course,
- the co-operation with graduates, employers, companies, professional organizations etc. and their participation in the elaboration and design of courses as well as in the evaluation of programmes,
- the graded certification of language competence on an international level.

3. Point of reference relating to the process of teaching and learning

I think that also in this sphere, we could elaborate something like the language proficiency scale of the existing Common European framework. The idea is the following: growing language competences (which may start from zero and finally reach a very high level), demand flexible and changing teaching methods as well as learning strategies. Of course, we do not want to define a standard of teaching methods (which are subject to permanent change), but some suggestions could be made, for example: When, at what level of language proficiency, is it useful for students to spend a half year or a year abroad? When is it advisable to introduce which type of multimedia material in the teaching process? We have to take into account the different target groups, for example translators and interpreters, philologists, economists etc.

Closely related recommendations are

- the creation of centres of in-service training for language teachers (see also point 5),
- the appropriate recognition of experience gained abroad (experience of teachers and students!),
- a better preparation of students for exchange programmes,
- more structured mobility programmes in the sense of common curricula or at least common parts of curricula.

4. Point of reference relating to the organization and management of teaching and learning

In this respect, we discussed two main points that could become elements of a future framework and be – to a certain extent – standardized,

- the evaluation process and
- the calculation of workload.

Both subjects are actual topics all over Europe, they are implemented in most European countries, and it seems to be difficult to give any substantial recommendations, since there are national regulations (in the first case) and European guidelines (in the second one). Therefore, we will only emphasize some problematic points: One can say, for example, that ECTS disregards autonomous language learning or language learning outside university; moreover, it ignores the fact that the individual workload of students participating in the same programme might be very different and that every external evaluation must consider some minimum standards:

- the involvement of external experts,
- the involvement of different types of stakeholders as evaluators (according to the programme)
- the right of the evaluated institution to react and respond to the external evaluation.

Internal evaluation aims first of all at raising awareness among the staff members, and it can be very difficult to implement a process of change, to manage the balance between top down and bottom up approach.

Related recommendations concerning management and organization are¹:

- transparency, e.g. information about programmes and courses on the web (including admission criteria and learning targets),
- a good information system for the university management,
- a reasonable allocation of teaching and other duties among the staff.

5. Point of reference relating to teacher training

The training of Higher Education language teachers is not systematic. Secondly, it is not oriented according to the learning targets and to the new role of language teachers, either. In Berlin, we heard about an interesting project in Southampton concerning the training of future *school* teachers, presented by Mike Grenfell; although we concentrate on HE teachers, we can make use of many results of this project.

¹ These points were not mentioned at the Berlin meeting, but I found them in the national reports.

It will be necessary to formulate standards for the training of different types of language teachers in Higher Education. By “different types” we mean teachers for translators/interpreters, trainers for future school teachers, teachers of languages for specific purposes and so on. We should also distinguish different levels of training:

- special curricula for language teachers in Higher Education, for example “Polish as a Foreign Language” (including languages for specific purposes),
- post-graduate courses for Higher Education language teachers (as realized now in Graz/Austria),
- in-service training,
- refresher courses.

For all these levels we have to define the qualification necessary for admission, the contents of the training and its objectives, that is to say the expected output.

By “contents” of such training we mean language competence and methodological/didactic competences that have to be taught. One important element of the in-service-training might be the mentoring of young teachers.

Closely related recommendations are:

- the obligation (I am all in favour of obligation!) to participate in in-service-training and refresher courses which ideally should be organized in countries where the target language is spoken;
- the obligatory experience of staying abroad for a certain period,
- new teaching skills, and so on.

This is an incomplete list of possible elements of a European framework concerning quality enhancement in Higher Education language studies; however, it would probably be enough to adopt and elaborate just some of them.

Synthesis Report on quality measures relating to defining and designing courses and programmes in the area of languages

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Cet essai de synthèse s'appuie sur les chapitres correspondants des rapports nationaux des pays suivants : l'Autriche, la Belgique, le Danemark, l'Espagne, l'Estonie, la France, la Finlande, la Grande Bretagne, la Grèce, la Hongrie, l'Irlande, la Lituanie, la Norvège (rapport partiel), la Pologne, le Portugal, la République Tchèque, la Roumanie, la Slovaquie, la Suède (rapport partiel), la Suisse.

La perspective de cette approche se veut une « matrice de confrontation » où viennent témoigner des expériences, des tâtonnements, des tendances à l'œuvre dans les universités européennes. Dessiner cette matrice qui puisse inférer des points de convergence ou des problématiques en cours, des décalages ou des disharmonies, ressentis comme tels, revient d'abord à cerner, ne serait-ce que pour mémoire, les concepts opérants dans l'aire visée. Or, si la notion de *courses* est assimilable, en l'occurrence, à la *discipline* (branche de la connaissance) et celle de *programmes* à *l'ensemble des disciplines et des exigences requises pour une formation universitaire*, la définition contextuelle de la *qualité* devra être plus nuancée. Elle donnerait à comprendre celle-ci comme une « adéquation aux finalités » des programmes proposés, une modalité de réponse aux provocations du présent, comme un « acquis de la capacité de transformation et d'amélioration » de l'enseignement et, conséquemment, comme « une mesure de la compétitivité »². De là l'intérêt pour une évaluation comparative, à même de saisir les spécificités et les interférences, de mettre au jour, dans un exercice critique, la matière à réflexion et l'espace de créativité où l'université devra agir afin d'appareiller vers son propre avenir³. De là, également, le questionnement sur l'existence des politiques linguistiques systémiques raisonnées, susceptibles de créer au niveau national l'essor, les moyens et le suivi inhérents à une *assurance qualité* des programmes.

1. Définir les objectifs

1.1. « Apprendre pour savoir, apprendre pour faire, apprendre pour être soi-même, apprendre pour vivre ensemble », ces paroles de Jacques Delors, figurant dans son Rapport à l'UNESCO de 1996, déclinent les points de mire de cette progression où l'apprentissage des langues acquiert sa légitimité et démontre son urgence. Interprétés de manière spécifique, ces principes devraient émerger en tant que lignes de force de tous les projets linguistiques universitaires ; ils devraient statuer leurs enjeux et leur impact, dessiner leur évolution et évaluer leur *qualité*. Aussi considérons-nous souhaitable de les circonscrire afin de mieux faire comprendre la complexité de cette logique et de mieux la cerner dans les programmes concrets.

- *Apprendre pour savoir*, c'est avoir accès (et donner accès) aux connaissances fondamentales et formatrices de la discipline, de même qu'à tout ce qui, à travers l'apprentissage des langues, mène à la fois à une culture générale et à une spécialisation approfondie ; c'est ouvrir l'appétit à la recherche, à l'élaboration de nouveaux savoirs, à l'exploration du « potentiel médiateur et instrumental de la langue » et, partant, faire valoir la créativité, la flexibilité de la pensée. C'est encore assurer la lisibilité des savoirs, garantie à la fois de la construction possible d'un parcours individuel à tous les niveaux (universitaire, reprise des études, formation continue) et de l'évaluation comparative.
- *Apprendre pour faire*, c'est accéder (et faire accéder) aux compétences linguistiques fiables et, en égale mesure, aux compétences stratégiques (méta-cognitives) d'adaptation et de progression, d'intégration professionnelle, d'interaction, mais aussi de mise en valeur dans la compétition et le défi permanent au potentiel capricieux et mouvant du marché du travail.

² *Quality Assurance – a Policy Paper of the European University Association*, 2001, p. 5.

³ Troublant de retrouver chez Valéry, dans le *Discours de Sète* (1935), la remarque : « ... si [...] notre enseignement participe de notre incertitude générale et n'ose pas considérer qu'il s'agit de faire de vous des hommes prêts à affronter ce qui n'a jamais été, alors ne faut-il pas songer à [une] réforme profonde... ? » (*Œuvres*, I, « Pléiade », 1957, p. 1436.)

- *Apprendre pour être soi-même*, c'est acquérir dans l'apprentissage linguistique moderne (et enseigner) la capacité de s'évaluer, de se remettre en question et d'assumer une autonomie décisionnelle accrue, c'est développer ses aptitudes (mémoire, imagination, raisonnement, sens esthétique, empathie) et son rapport à soi, dans l'exercice permanent d'aller-retour entre la langue maternelle et les langues étrangères.
- *Apprendre pour vivre ensemble*, enfin, requiert un enseignement centré sur la connaissance de l'autre, de son histoire et sa spiritualité, de ses traditions et de tout ce qui à travers la langue invite à découvrir une *forma mentis*. C'est essentiellement la clé d'une Europe de l'interculturel et du respect de la diversité (comme sauvegarde des patrimoines mais aussi comme évaluation des risques et des défis, comme gestion des conflits).

1.2. A regarder de près les projets académiques européens, leur mise en œuvre et leur évolution de ces dix dernières années, on remarquera la volonté réactive qui, au moins dans les intentions annoncées, Ouest et Est confondus, reconsidère la place des langues et en fait un ressort et une ressource de l'esprit européen. Pour autant, une problématisation conséquente des objectifs destinés à développer une *culture de la qualité* dans la conception et la proposition des programmes linguistiques est loin d'être devenue un réflexe⁴. Considérée le plus souvent comme *un implicite* – et formulée plutôt en termes vagues –, elle ne semble gagner du terrain que dans la mesure où le débat sur la qualité, en général, prend contour et investit la gestion institutionnelle de l'enseignement supérieur, en son ensemble⁵.

Il est certain qu'il existe, au niveau européen, des initiatives qui, à tous les niveaux de l'apprentissage linguistique (non-spécialistes, études philologiques « classiques » ou études appliquées), témoignent d'une délibération préalable sur l'*assurance qualité*.

- Aussi, en regard de la politique des mobilités, trame vivante du tissu Europe, l'enseignement linguistique comme partie composante de la formation universitaire est-il devenu une constante sur laquelle, il n'y a pas, apparemment, lieu de revenir. De *Plan langues* (proposé par l'Université catholique de Louvain) en *Maison des langues* (de Paris XII Val-de-Marne), de *CLUB* (« Concept des Langues pour l'Université de Bâle ») en *Poliling* (« Pour une politique linguistique européenne », Université « Babeş-Bolyai » de Cluj-Napoca), l'idée force porte sur *une dynamique et un concept renouvelés*, centrés sur les *compétences de communication et d'action* qui définissent ici la *qualité*. L'émergence des modèles s'accompagne toutefois de disparités évidentes : il y a loin des programmes adaptés à l'intérêt croissant des étudiants pour la langue étrangère (les langues étrangères) qui tient à l'approfondissement des connaissances dans la formation de base des années terminales (*Plan langues* – voir, en annexe, *Exemple de bonne pratique*), au caractère formel, usé, de l'approche relancée tous azimuts à l'Est, mais consacrée aux deux premières années, donc peu intégrée et moins efficace pour cette même formation de base.
- La question est d'autant plus ardue que partout en Europe – dans des proportions variables, qui renvoient à des raisons linguistiques historiques – se développent des formations (longues ou de 3e cycle) en économie, médecine, droit, gestion des affaires, etc., entièrement ou partiellement conçues en une langue étrangère, se mettent en place des co-diplômations ou des accords concernant les diplômations EOD. La valeur de ces formations, leur réussite réelle, en termes d'impact sur la libre circulation des forces du travail, dépendent essentiellement de la qualité de la langue d'appui qui vise ici la performance. Il est sûr qu'à ce niveau élitiste, le programme-langue (autant que la dimension culturelle) est valorisé et valorisant au superlatif et qu'il subsume des objectifs précis et explicites.
- L'autoformation assistée en programme de langues, peu évoquée dans les premiers rapports (la Finlande, la Suisse) est en train de gagner du terrain. (Rien qu'à comparer la première version des

⁴ Particulièrement intéressante toutefois l'expérience des universités suisses qui, elles, visent de manière délibérée une définition claire d'« objectifs généraux pour chaque *Curriculum* et d'objectifs particuliers pour chaque module et chaque cours. »

⁵ Voir les rapports de l'Espagne (La loi de la qualité de l'Education), de la Grande Bretagne, de la Roumanie (Financement de l'enseignement supérieur et critères de qualité).

rapports à la seconde, dans l'espace d'une année, le nombre des centres de langues a sensiblement augmenté).

Du point de vue de l'objectif *qualité*, il est certain qu'elle constitue un point fort, car si elle permet un rythme et choix propre, une adéquation aux besoins et une complémentarité incontournable pour le monde actuel, elle constitue aussi un *observatoire de la qualité* dans la mesure où elle conscientise le geste de l'apprentissage lui-même et revendique un suivi de l'efficacité manifeste.

- Ces dix dernières années ont vu fleurir aussi les études de langues appliquées, aux curricula interdisciplinaires (telle la formation de « juristlingvistica » en Suède, Langues Etrangères Appliquées aux affaires et au commerce international, au tourisme, administration publique, etc.), se proposant comme une réaction des universités aux exigences du marché du travail. Cette réponse à l'emploi a généré un débat, qui se retrouve partout, entre la science philologique pure et dure et cette nouvelle venue hybride, iconoclaste et pragmatique. Si ce type de programmes alternatifs correspond à la définition de la qualité comme capacité de transformation et de progression, il faut veiller à même à ce qu'il remplisse cet objectif et qu'il évolue effectivement vers l'employabilité. Il ne doit pas couler dans une formation « touche à tout », sans horizon défini, mais renforcer, au contraire, le côté porteur de l'interdisciplinaire. De même le concept de area studies, que peu de rapports font cependant valoir, devrait être mieux cerné et offrir l'occasion d'un questionnement et d'une prise en compte de la transversalité du savoir linguistique (faire de la langue à la fois le support du savoir et un centre de réflexion sur le savoir).
- Dans le même esprit, la formation des traducteurs, terminologues et interprètes est une modalité de répondre à une demande fortement contextualisée. Il est notoire que dans ce domaine, selon le pays, la situation est différente : d'un côté, des universités où la tradition est forte (la Suisse, la Belgique, mais aussi la France, l'Allemagne, les Pays-Bas, la Grande Bretagne), de l'autre, celles où la conjoncture actuelle a déterminé la mise en place rapide de structures qui accueillent ce programme et qui relèvent le défi des standards de haut niveau institués par le demandeur externe (traduction de l'acquis, interprétation dans le processus d'élargissement ou d'adhésion à l'OTAN, juridiction européenne, mais aussi circulation de la marchandise, approche différente des droits de l'homme, immigration, etc.) ou par les besoins internes. Tous les rapports des PECO, mais aussi celui de la Finlande, décrivent l'expérience comme bénéfique et comme un lieu de synergie au niveau national ou européen (le Mastère européen d'interprétation de conférence). Cette ouverture à l'Europe se traduit ici en termes de qualité par la transparence et la comparabilité des programmes, par la valeur en tant que donnée consensuelle, par la professionnalisation et l'absorption rapide de l'information.
- Pour ce qui est des programmes de langues plus proches des formules traditionnelles, on remarquera là aussi un désir généralisé d'évolution (les études culturelles accompagnent souvent les classiques « langue et littérature ») et la tendance à accorder une attention accrue à la pratique de la langue étrangère. Il s'agit de la décision (sinon unanime, du moins généralisée – et ici les PECO peuvent servir à la fois d'exemple et de témoin pour l'analyse) d'enseigner les disciplines linguistiques et littéraires dans la langue dont elles font état, avec tous les aléas mais aussi tous les bénéfices à en tirer.

Là où les programmes philologiques semblent déficitaires, du point de vue *qualité*-adéquation, c'est dans l'intérêt partiel qu'ils prêtent à la relation entre la préparation à la recherche, à la didactique et/ou aux autres professionnalisations. La mise en place, nuancée, du processus de Bologne, pourrait y subvenir, à condition, précisément, que la formation générique initiale ne s'enlise pas dans le flou d'un jeu sans mise et que l'hyperspécialisation ne mène pas au chômage. D'être plus ou moins acceptée virtuellement, la nouvelle formule 3-5-8 (4-5-8) ne semble pas entraîner encore de vrais débats, dans le sens de programmes prospectifs (tels qu'ils sont décrits, par exemple, dans les rapports de l'Autriche et de la Suisse).

Pour les programmes de langues cela se traduirait, dans la première séquence, en terme de travail intensif et en continuité⁶ sur la langue et son environnement culturel, débouchant sur un premier diplôme, assez solide pour correspondre en l'occurrence aux exigences d'un premier emploi, mais aussi à la possibilité de compléter les études dans des domaines conjoints (l'anthropologie, sociologie,

⁶ Peu de rapports font état de la relation entre les études de langues dans le secondaire et dans le supérieur. Pourtant une des conditions de la *qualité* réside, précisément, dans la *construction en continu* des compétences linguistiques.

philosophie), cependant que, dans la seconde il ouvrirait à la recherche, à la didactique, au management culturel...

- Mieux articulée dans les pays de l'Ouest, la flexibilité des programmes qui permettent le retour à l'université, après une période de vie active, reste encore un désir dans les PECO. Tout comme les TIC, adoptées dans la majorité des universités, ne suscitent pas encore, au niveau européen, le réflexe d'une adaptation réelle des programmes. Les modifications des contenus, le tri de l'information en excès, la fonction de médiation de l'enseignant, pour être pratiqués par à coup, ne sont pas encore la règle : la qualité en pâtit, de même que le risque d'une fracture numérique, d'un décalage dans l'octroi des « cyberdiplômes » peuvent infléchir un certain équilibre entre les universités. Peu sont d'ailleurs les rapports nationaux qui invoquent ce problème et moins encore l'autre grand changement à prévoir, celui de la relation entre enseignement formel, enseignement non-formel, enseignement informel où le facteur qualité risque de se voir évincé.

Plus qu'ailleurs l'assurance *qualité* de ces programmes de langues suppose une prise de conscience et une réaction rapide à ces nouvelles réalités, doublées d'une réévaluation des méthodologies. L'enjeu en est trop important pour être ignoré.

1.3. Ce survol de la typologie des programmes linguistiques, pour lesquels la mise *qualité* devient évidente, doit conduire nécessairement à une réflexion sur :

- la cohérence entre les démarches innovatrices et leur remise en question en fonction de l'évaluation interne et externe portant sur les éléments de l'assurance qualité, de l'impact et de la pertinence du programme en milieu universitaire et dans la vie active ;
- le renouveau des méthodologies, dans le sens d'un passage d'une pédagogie du paradigme vers une pédagogie des compétences, alternant phases intensives et phases en palier, progrès rapide (et motivant) et processus de consolidation et d'approfondissement des connaissances.

Pour ce qui est de la première, les rapports nationaux retiennent deux situations : un système mieux structuré où le programme conçu au départ par un groupe d'enseignants passe par une série de délibérations et concertations qui évaluent sa *qualité* en termes d'adéquation, d'impact, de ressources, de logique du suivi (Grande Bretagne, Autriche, Suisse, Slovaquie, Danemark, Belgique) et peut être soumis à l'approbation des organismes décisionnels (Danemark) et un autre, moins cohésif (par réflexe de défense de l'autonomie fraîchement acquise ?), où le refus de toute ingérence – ombre présente des fantasmes passés – risque d'entraîner des échecs ou un nivellement par le bas, soit en ignorant la demande, soit par un manque patent de dénominateur commun qui pulvérise toute comparaison et toute compétition réelle. Il est notable que ce dernier mouvement, plus ou moins accentué dans les PECO au début des années 90, selon les poussées d'humeur et de fièvre novatrice des nouvelles universités notamment, commence à se calmer et qu'un travail de réhabilitation d'un consensus concernant les paramètres fondamentaux d'un programme, au niveau national, est en cours et prévoit d'ordonner le paysage.

Quelle que soit cependant la *qualité* virtuelle des programmes, elle ne prend corps qu'à travers la *qualité* réelle de l'enseignement dispensé, le contenu et la forme de la communication académique. La manière d'approcher une discipline est un facteur déterminant de la *qualité*, fortement marquée aussi par la subjectivité, car au-delà de la rigueur d'une structuration (objectifs clairs, logique, méthodologies adéquates, prise en compte du niveau et du profil des étudiants, capacité de *feed-back*) de la connaissance du domaine (information, recherche intégrée, relation et transfert avec les disciplines connexes), des habilités de communication (clarté, rhétorique adéquate, capacité d'écoute), la passion pour la discipline décide souvent de son audience et de son pouvoir formateur.

Même si les rapports ne s'attardent pas sur cet aspect, ils retiennent au moins deux problèmes :

- Si la mise en œuvre d'un programme fait l'objet d'une démarche commune, il est admis que le contenu et l'avancée dans la *discipline* ressortent de la personne qui la propose. Cette liberté « en situation » (dont il faudrait bien comprendre la donne), plus ou moins déterminée par le système en place (proposer un cours peut donner lieu à des analyses préalables, à une évaluation interne, à un débat méthodologique ou, au contraire, à une variante de « chasse gardée »), porte en elle les

germes qui peuvent décider de la *qualité*. Que cette liberté se confonde avec la désidéologisation du cours (sujet très sensible à l'Est, où cette contrainte a joué un rôle particulièrement pervers) ou qu'elle suppose la patiente initiation à une pédagogie de l'acquis et de la recherche, elle aura rempli sa fonction formatrice.

- A condition aussi de se remettre en question assez souvent, de sortir de la noria d'une parole ressassée, d'essayer de répondre à l'attente d'un public étudiant dont on saisit parfois tardivement la métamorphose. L'approche des disciplines linguistiques et littéraires ne peut ne pas tenir compte de l'évolution de la langue et du phénomène culturel, ne peut se cantonner dans l'abstraction de la théorie (ce qui ne veut absolument pas dire qu'elle l'ignore, au contraire) et ne saurait se figer dans une projection impersonnelle.

La *qualité* vaut ici mise en crise des concepts, querelle raisonnée de l'ancien et du moderne, valorisation des « noyaux pensants » à laquelle la tradition européenne est liée.

2. Consulter les spécialistes

Dans la quasi-totalité des universités européennes, un nouveau programme connaît sensiblement le même parcours : discussions au département, en Conseil de Faculté, consultation (ignorée, facultative ou obligatoire) des experts, présentation en Conseil scientifique de l'Université (ou Sénat), présentation pour habilitation au Ministère ou aux autorités compétentes. C'est moins une démarche *qualité* à tous les coups, qu'un rite d'accession administrative. La validation de programmes par les experts et en concordance avec les partenaires extérieurs à l'Université (école secondaire, entreprises, institutions) / (Grande Bretagne) ou un travail d'évaluation mené de concert avec les membres de l'université (*Les journées de l'évaluation des enseignements*, en France) se révèlent beaucoup plus aptes à constituer une solution pour l'*assurance qualité* et on pourra tirer profit de l'expérience de l'Université de Bâle, avec son service de Ressort Lehne (1998) « qui offre un accompagnement, réalisé par des experts, visant à une amélioration qualitative des enseignements » (voir le rapport de la Suisse).

On retiendra aussi comme élément porteur de validité et d'intérêt, l'expérience des universités qui entraînent les étudiants (anciens ou actuels) dans la réflexion sur la mise en œuvre d'un programme (Estonie, Finlande, Suisse, Autriche) venant combler de la sorte les failles entre l'attente et l'offre. Responsabiliser les apprenants eux-mêmes entraîne une implication consentie dans l'engrenage académique et permet un retour pragmatique sur la *qualité*. En fait, une telle démarche est susceptible de modifier aussi le rapport entre une préparation théorique de très haut niveau, mais sans attache directe au quotidien, et la dimension d'application souvent ignorée (Estonie).

Ceci dit, des politiques linguistiques au niveau national, voire institutionnel, qui mettent en discussion généralisée leurs objectifs et leurs stratégies, afin d'élaborer *a priori* une vision intégratrice du facteur *qualité* tiennent encore, à quelques exceptions près, citées plus haut, des desiderata. Plus, d'ailleurs, que des politiques entropiques, des politiques stimulatives (partant des institutions et assurant la mise en œuvre des systèmes propres de gestion de la *qualité* par l'implication de tous les acteurs impliqués ou bénéficiaires de l'enseignement de langues) sauront mieux subvenir aux repères actuels, tel la globalisation, l'évolution du virtuel, etc.

3. Tenir compte du marché du travail

Les programmes de langues font de plus en plus ressortir le type de relation que l'université entretient avec son environnement. De l'étude du marché à la mise en accord et à la conception de programmes à objectif spécifique, destinés à un public extérieur à l'université, particulièrement soucieux de *qualité* (modules pour la formation continue, modules conjoints tels anglais-informatique, etc.), l'enseignement supérieur est appelé à repenser ses assises d'où la complexité du phénomène. Trouver les créneaux, élaborer les étapes participent de la recherche de la *qualité* dans un processus en pleine expansion et où, faute de s'adapter, les universités risquent de perdre pied au profit de groupes plus dynamiques sinon plus qualifiés.

Or, l'adaptation de l'enseignement des langues au marché du travail doit, à son tour, être envisagée sous un triple aspect. D'abord sur un terrain de la contradiction particulièrement ardu : face à la massification évidente de l'enseignement supérieur, la *qualité* des *curricula* réclame des investissements d'imagination et de fonds (personnel enseignant, laboratoires, équipements NTIC, diversification des profils en fonction des besoins et des aptitudes), ces derniers souvent absents. Deuxièmement, le personnel enseignant lui-même doit accepter une manière différente d'aborder les langues, dans la diversité des compétences qu'elles sont censées offrir (il semble, d'après les rapports, que les universités, dans leur majorité, aient conscientisé ces demandes) et se soumettre à un véritable recyclage. Troisièmement, et de façon peut-être différente, le problème étant sensible à l'Ouest comme à l'Est, le marché lui-même est fluctuant et insuffisamment informé, voire « éduqué », dans le sens de la *qualité*.

Le rôle des *curricula* transparents, lisibles pour l'employeur, qui peut décider ainsi des connaissances et des compétences dont il aura besoin, y tient à l'évidence, tout comme le fait que l'université doit entreprendre une véritable éducation du marché pour la *qualité*, pour la professionnalisation (voir *infra* 2.4.), car tant qu'elle n'aura pas valorisé ses propres normes et ses « ressortissants » dans les métiers du langage, la culture de l'à *peu près* l'emportera sans ambage.

4. Dessiner des profils professionnels spécifiques

La spécificité des profils professionnels linguistiques est à construire entre la tradition (renouvelée) du professorat et la moderne diversité des métiers du langage, aux confins de l'esthétique (traduction littéraire, traduction, sous titrage et doublage dans le cinéma et l'audiovisuel), de l'ingénierie, de la technique (traduction spécialisée), de l'interface affaires, (commerce international), des métiers du livre, du dialogue et de la négociation politiques, culturels, sociaux (interprète de relation ou interprète de conférence), de la documentation (« veilleur ») et on pourra certainement poursuivre.

Les programmes universitaires, dans leur majorité, répondent à l'heure actuelle à cette demande et s'ingénient souvent à pressentir les besoins futurs. On devra retenir, au niveau européen et dans le sens du processus de Bologne, la mise en place de nombreux mastères dont la construction disciplinaire et la finalité explicite se plient aux exigences et anticipent de nouveaux emplois. Il y a lieu toutefois de s'interroger sur la concordance entre les scénarios curriculaires et la professionnalisation réelle, qui est ici synonyme d'*assurance qualité*, ce qui soulève la question de la généralisation des stages professionnels et de leur *feed-back* sur l'orientation pédagogique et ses contenus. De ce point de vue le programme Leonardo devait connaître un nouvel essor, lui qui réunit pratique du métier et pratique de la langue étrangère en son pays d'origine.

Le processus de Bologne soulève encore un autre problème sensible et qui devra trouver sa solution. En réitérant la relation entre les trois cycles et le devoir d'absorption, à tout palier, sur le marché du travail des étudiants, il reconsidère la *formation initiale* aussi comme *formation professionnalisante*, ne serait-ce qu'à un niveau plus général, mais *qualitativement* acceptable. Deux sont en Europe les solutions (provisoires) : la professionnalisation en fin de parcours scolaire (licence professionnalisante) et la séparation des savoirs et des savoirs professionnels. En fait de projet linguistique, c'est un défi qu'il serait urgent de relever du point de vue curriculaire et méthodologique : aussi, la volonté politique de soutenir en Europe l'apprentissage précoce généralisé de deux langues étrangères (voir *infra* 2.8.), en mettant à la disposition des universités les moyens pour instruire les futurs enseignants, saura-t-elle donner cours à l'immense disponibilité de l'école d'attirer les jeunes et de donner un *sens* intellectuel et une valeur pragmatique à toute étape du parcours universitaire d'un étudiant en langues. Ce serait aussi une revalorisation du professorat lui-même, qu'on a tendance parfois à considérer comme un laissé-pour-compte et qui subit, d'ailleurs, surtout de la part des licenciés en langues, une désertion inquiétante. Ce serait au même titre, le relancement d'un autre ordre de priorités et de focalisations à l'intérieur des programmes et des disciplines qu'il ferait bon d'anticiper.

Ceci ne devra absolument pas porter atteinte à ce travail admirable des universités qui ont intégré les objectifs de la diversité dans la professionnalisation des métiers du langage et qui ont acquis une expérience managériale précieuse dans la mise en place de programmes souples et fiables en ce sens.

5. Développer la personnalité et le sens civique

Depuis toujours le plurilinguisme a constitué un moyen d'épanouissement de la personnalité, d'accession à des imaginaires différents. *A fortiori*, dans un monde en interconnexion permanente, en une Europe qui réintègre ses langues et ses cultures et s'ouvre à la diversité linguistique des immigrations non-européennes, l'université doit prendre ses responsabilités qui tiennent aussi bien « à la formation disciplinaire dans plus d'une langue », à la mise en place des cours de sensibilisation à l'interculturel, à la gestion de ces nouveaux domaines des savoirs et savoir-faire linguistiques. La médiation par des langues dans cette Babel contemporaine est un des objectifs majeurs qu'elle apprend déjà à formuler (voir les rapports Grèce, France, Grande Bretagne, Finlande, Espagne) mais qui est loin d'avoir épuisé ses ressources. Le sens civique en tant qu'objectif des programmes linguistiques rencontre précisément ce problème de la complémentarité culturelle et du dialogue possible.

Sur le plan personnel, l'accueil grandissant des étudiants à l'élaboration et à l'évaluation des programmes, entraîne une connaissance plus nuancée des attentes des générations actuelles et, à terme, une valorisation des acquis mieux adaptés à celles-ci. C'est le programme linguistique en lui-même, mais en égale mesure, sa mise en fonction (travail en équipe, activité de recherches, concours de traduction, forum des étudiants), qui assurent la qualité formatrice et permet à l'individu d'atteindre ses finalités en tant que personne et personnage social.

6. Harmoniser les niveaux de compétences

La *qualité* (l'efficacité) des programmes universitaires de langues vivantes s'acquiert dans l'espace de mobilité, de transfert du savoir, d'intercompréhension, d'internationalisation du marché du travail, au prix d'un changement radical de perspective et d'un suivi attentif des évaluations sur des items comparables.

Presque simultanément, deux projets majeurs viennent fédérer cet espace : *Le système européen de transfert de crédits* (ECTS) avec le *Diploma Supplement* en perspective et, directement lié au domaine linguistique, le *Cadre commun de référence* élaboré par les experts du Conseil de l'Europe et adopté par l'ensemble des pays de l'UE et des pays candidats. S'y ajoute le projet *Tuning* en train de prendre sa vitesse de croisière et destiné à une mise en commun des expériences disciplinaires et méthodologiques, à la recherche de la transparence et de la lisibilité accrue des formations et des diplômes.

Des projets complémentaires d'évaluation (voir le rapport de la Grande Bretagne ou le projet DIALANG), de même que l'existence de tests spécifiques (Cambridge, TOEFL, DALF, DELE, Sprach Diplom, etc.) indiquent cette même nécessité de mise en accord des compétences linguistiques.

Certains rapports (Autriche) mettent cependant l'accent sur le besoin d'un *Portfolio* universitaire englobant, au delà du niveau de langue, des connaissances et des savoir-faire spécifiques. Il peut paraître paradoxal d'invoquer des *compétences partielles* dans le contexte d'une discussion sur la *qualité*. Dans l'acception actuelle, compétences partielles sont à entendre autant comme connaissances linguistiques de base, permettant une communication succincte mais efficace, que comme connaissances linguistiques orientées vers un domaine spécifique, supposant la compréhension et l'utilisation des références. La *qualité* est à traiter, à son tour, en termes d'adéquation professionnelle et de capacité à gérer un multilinguisme fonctionnel. Les rapports nationaux n'en font qu'assez peu état, signe que la question soit délibérément ignorée, soit en litige de légitimation. Or, le *Portfolio* des universités pourrait, lui, faire état de ce type de compétences requises par l'information, la mise en contact rapide, est le côté utilitaire des langues. La proposition est d'autant plus intéressante qu'elle pourrait aboutir à un système d'évaluation qui rendraient lisibles les points forts et les points faibles des *curricula*, leur capacité de s'inscrire dans une compétition désormais ouverte. Une fois de plus, la question demande réflexion et solution efficaces à même de répondre au défi.

7. Conditions d'admission

Dans les conditions de la démocratisation de l'enseignement supérieur, l'accès libre à l'université, dans la plupart des pays de l'Union Européenne, se définit par contraste avec le *numerus clausus* encore de rigueur dans la majorité des universités d'état de l'Est (pour ce qui est de l'enseignement privé, le seul critère d'admission est la

taxe). Ces systèmes, à double mesure, infléchissent une certaine appréhension de la *qualité* et s'ils jouent parfois un rôle pervers dans la progression de l'étudiant (qui sorti de la pression du concours vit dans l'autosatisfaction au risque d'un échec à court ou moyen terme), ils avancent aussi plutôt sur le terrain de la *quantité* et moins sur celui des aptitudes réelles et des vocations. Il n'est pas moins vrai que souvent, dans le cadre des programmes d'échanges, on apprécie le niveau de langue des étudiants venus de l'Est, à défaut d'autres compétences (essentiellement communicationnelles). L'introduction récente des « passeports linguistiques » et du *Cadre Commun de référence* dans les diverses formes de certifications seront, à notre avis, d'excellentes modalités de faire monter le niveau et les compétences et d'imposer une réorientation vocationnelle vers les langues en tant que métier défini.

Les études post-graduées proposent, quant à elles, des tests, examens, concours, évaluation des dossiers qui imposent une sélection des candidats en fonction des connaissances, compétences, aptitudes. Dans la mesure où elles tiennent à une spécialisation, il est naturel qu'elles formulent des prérequis comme il est logique qu'elles développent l'*Assurance qualité* comme objectif premier. Or, là aussi, le processus de Bologne, qui prévoit une autre ouverture des études de maîtrise, invite à une réflexion urgente sur les modalités de mettre en accord accès et *qualité* professionnelle.

8. Nouveaux objectifs et nouveaux programmes

Les considérations évoquées jusqu'ici soulignent à la fois l'évolution incontestable des programmes de langues et la nécessité flagrante d'une concertation, d'une harmonisation *curriculaire*. Elles mettent aussi en évidence le besoin, pour les universités, de concevoir et de mettre en œuvre une politique linguistique pénétrante et moderne, adaptée au rythme et aux exigences d'un monde en mutation. C'est à ce prix que s'obtient la *qualité* et qu'elle perdure.

De nouveaux objectifs et de nouveaux programmes devraient être focalisés sur des questions précises, difficiles d'approche, incommodes, et en raison de cela, urgentes et logiques :

- Comment créer les conditions qui préviennent la détérioration de la *qualité* de l'enseignement des langues lorsque l'accès à l'éducation universitaire se massifie ?
- Comment, en l'occurrence, rendre compatibles cohésion sociale, exigences du marché de travail et *qualité* universitaire ?
- Comment faire adopter / avancer plus rapidement la proposition inscrite dans le Livre blanc de la Commission Européenne (1995), résumée dans la formule **1 + 2**, dans les coordonnées *qualité* ?
- Comment, dans ce contexte, réaliser ce pas en avant qui serait l'étude des *langues de proximité* en tant que composante qualitative de l'esprit européen ?
- Comment mieux faire connaître les programmes (déjà existants ou en cours) de langues comparées (EUROM 4) et réactualiser ainsi le problème de la *langue d'introduction* et faire faire des progrès rapides dans l'apprentissage passif des langues ?
- Comment se positionner du point de vue *qualité* face aux programmes de l'EOD ?
- Comment gérer une meilleure mise en relation et un meilleur accès aux programmes de langues en TI déjà existants et encourager la *qualité* prospective de ceux-ci ?

Ce récapitulatif renvoie, en dernière instance, à une logique d'action qui peut être celle de la certitude postulant un système simple et clos – ignorer les problèmes –, et celle de l'incertitude qui évolue dans la complexité et la mouvance. La dynamique des objectifs et des programmes, pour remettre en question, à chaque pas, la définition même de la *qualité*, aura raison de ce *statu quo* dont on devrait douloureusement guérir.

9. Nouvelles formes d'évaluation

S'accorder sur la définition d'instruments de mesure communs, qui rendent compte de la capacité des systèmes à atteindre leurs objectifs, revient à construire une nouvelle mentalité académique. Elle est déjà à l'œuvre dans nombre d'universités et l'alignement au *Cadre commun de référence* en est une preuve, tout comme la disponibilité de certains départements de langues à promouvoir l'évaluation interne et externe.

On est en droit, toutefois, de se demander s'il existe réellement des suivis cohérents, qui partent d'une définition très claire des programmes universitaires de langues, les surprennent dans une logique d'évolution (niveau de départ – niveau d'arrivée, objectifs, moyens, stratégies), informe sur les dérapages éventuels, recommande leur arrêt, bref, conduit un processus de longue haleine destiné à garantir la *qualité* sans qu'interviennent des fatigues ou des distorsions de parcours. On est en droit aussi de se demander quelle est l'ampleur réelle de l'évaluation conséquente à l'échelle des 15 + 10.

- Un *Portfolio* des universités déjà mentionné ;
- la généralisation de l'évaluation interne des enseignements de langue ;
- la mise en place de quelques évaluations-modèles pouvant servir d'exemple de bonne (ou mauvaise) pratique ;
- la recherche des formes institutionnelles de mise en valeur du label *qualité* obtenu par un département de langues (publications, financement complémentaire) ;
- l'élaboration conjointe des programmes européens compatibles⁷ et des niveaux à atteindre pour la diplomation ;
- l'élaboration de grilles d'évaluation après concertation avec les *stakeholders*, afin de rendre compte de la *qualité* requise par tel ou tel métier du langage,

constitueraient autant de formes possibles d'une nouvelle philosophie dans l'enseignement des langues.

En fait, dans la perspective de l'évaluation internationale, les programmes de langues devraient se poser à l'avant-garde, dans la mesure où ils font partie intégrante du système-même d'harmonisation en tant que support de la comparabilité et qu'ils participent ainsi de l'évaluation elle-même. *A fortiori*, ils devraient jouer cette carte (dimension qu'ils sont appelés à servir) pour déterminer leur impact, pour se situer au regard des grands axes de la formation actuelle et pour permettre des regroupements pertinents de *qualité* aussi bien que pour accentuer leur particularité, leur intérêt spécifique. Car harmonisation ne veut pas dire uniformité, mais transparence dans la diversité. Encore faut-il la faire connaître en tenant le pari de la *qualité*. Niveau européen est à prendre en ce sens.

Rodica Baconsky, Université « Babes-Bolyai »

⁷ Un excellent exemple en ce sens, les *Recommandations* de la commission des experts européens pour les filières de traductologie.

ANNEX I

Example of good practice

Plan Langues of the Université catholique de Louvain

The UCL's *Plan Langues* is one of the most imaginative and best known LS programmes in Belgium. A full description of the project would be more relevant to the Curriculum Innovation TNP report than the present one. I will therefore limit my treatment to those factors which are most relevant in terms of QE per se. A key point which needs to be pointed out is that the *Plan Langues* represents a large scale, coherently organised programme which rests on clear strategic choices and which pursues clear strategic goals in the area of language learning across the full range of faculties in the UCL. In my evaluation, the elements which merit particular consideration within the framework of QE are the following.

- The first point is that the development of the *Plan Langues* involved wide ranging discussion of language teaching across the whole range of faculties offering academic programmes at the UCL. In other words, it entailed a broadly based consciousness raising exercise among the various faculties of the UCL. I feel that this in itself is an element which merits consideration in terms of QE. In language teaching methodology per se, increasing importance is being given to what is referred to as *learner training*, ie. the process of raising learners' awareness of the nature of language learning and of the role which they can play in their own learning: specifically, the goal of learner training is to help language learners to become aware of their potential for self-directive learning and is thus an essential enabling condition for learner empowerment. My own experience has led me to believe that in institutional learning contexts where language teaching is offered to the students of different faculties, a key factor to the successful development of language programmes is what could be referred to as *client training*. I feel that this calls for consciousness raising among client faculties with respect to the nature and requirements of effective language teaching and learning. I have frequently been horrified by the lack of understanding among academic colleagues as to what language teaching actually involves, which is not conducive to informed reflection on programme content or pedagogical decision making. This may, in part, be due to the fact that language teaching is offered by a wide range of institutions of a commercial nature which, for evident reasons, make bold marketing claims for their courses or products (cf. the promises of certain popular self-study materials to teach "Dutch in 30 days", or to guarantee certain levels of proficiency in 40 hours or whatever). Many non-language teachers seem unable to distinguish between superficial and commercially driven quick-fix claims of this nature and the often time-consuming process of focused course development and the long-term nature of the language learning process. Engaging client faculties in a serious dialogue on the real nature of their students' language needs and on the means by which these needs can be addressed in learning programmes is, I feel, a crucial factor in the development of effective language programmes. In the first instance, it can influence the faculties' willingness to devote the appropriate resources to their language programme. It can also create a more genuine and informed understanding among client faculties of the nature of language teaching. Students often pick up on implicit messages from their faculties as much as on the explicit messages which are expressed, for instance, in the presence of a language course in their overall academic programme. Thus, if faculty members genuinely understand and appreciate the value of language study, they are likely to communicate this, albeit in very subtle ways, to their students, which can substantially enhance the students' commitment to language learning. Although this is a personal perspective on the UCL's initiative, I feel that the existence of a broadly based discussion of the place of language skills in faculty programmes is in itself a valuable step towards QE.
- Another positive aspect of the *Plan Langues*' extensive preparation of its language courses across faculties is that it rested on a needs analysis based approach to course development, small groups of language teachers and members of client faculties working together to identify the specific needs and learning objectives of the students of each faculty.
- In addition to the use of needs analysis as a basis for developing course objectives, and thus of providing language teachers with clear, pragmatically-driven guidelines for the selection of learning materials and activities, the *Plan Langues* was underpinned by a specific overall philosophy based on motivational criteria. It adopted an explicitly "light" approach to language teaching resting on three main strategies. The first is that students across faculties have only 30 hours per language in each of their first and second years at the university, which is not seen as being a particularly heavy burden. The second is that achievement targets

are not set at intimidatingly high levels so that, with a reasonable amount of investment, most students are able to achieve at least a respectable mark. The third is that, in the first two years, the main focus is on receptive skills (listening and reading), which are seen as being potentially less stressful to develop than productive skills, which are then developed from the students' third year at the university. This aspect of the UCL's strategy merits consideration, especially in terms of the development of large scale language teaching projects. One line of reasoning argues for a "strong" approach with tight goal setting and the aim of achieving high levels of proficiency in closely predefined domains of competence. Such an approach has its own coherence, but can also be "expensive" in that it concentrates teaching resources around a limited number of languages and / or learning goals. It can, of course, lead to high levels of achievement, but can also lead to a more narrowly focused form of learning. The UCL's "lighter" approach may not achieve such high levels of achievement, but offers the possibility of generating a "can-do" attitude among students to language learning, and possibly a more open attitude to subsequent learning. (This point has particular relevance with respect to the setting up conditions conducive to promoting the objective of life-long learning.) I do not feel in a position to evaluate which of these two strategies is better in absolute terms, but the choice is one which merits being taken into account in the planning of large scale language teaching projects. It is, however, likely that a "light", or motivationally driven strategy would be more appropriate in contexts where secondary level language teaching is weak, so that students enter HE either with low levels of language knowledge or with negative attitudes to language learning. It may also be more appropriate in contexts where there is less overall openness to language learning.

- Yet another aspect of the UCL's strategy which merits attention is the choice as to the stage of students' HE career at which resources should best be invested. Even if individual courses are relatively short (30 hours) in students' first two years at the UCL, the very broad provision of language teaching across faculties means that a considerable amount of resources are invested at this stage, in addition to the other courses which students follow in subsequent years. There are two perspectives on this choice. One is that it is more cost-effective to invest more heavily towards the end of students' academic programme, when their professional awareness and their understanding of the linguistic and communicative demands of their future profession is sharper. (This perspective assumes that the input-uptake ratio will be enhanced by a more immediate perception by students of the professional relevance of their language practice activities.) Another perspective is that investment in language teaching in the early years of HE study maintains the language skills students bring with them from secondary school and, crucially, develops positive attitudes and a "culture of language learning" which will contribute positively to subsequent learning, including the learning of additional languages. As on the last point, it is difficult to offer definitive answers as to which of these strategies is better in absolute terms. They do, however, represent strategic choices which merit being taken into account.
- The *Plan Langues* involves a very substantial amount of language teaching, and the ILV employs more than 70 teachers, with 25 in the English department alone. This clearly represents a major challenge in administrative and organisational terms. One measure adopted by the ILV in terms of the pedagogical organisation of its teaching involves making groups of teachers (generally three or four) responsible for the language teaching programmes of certain faculties or groups of faculties with similar concerns. This allows for a concentration of resources and a specialisation of teachers in certain content domains, which is conducive to more focused teaching and also allows for a more cost-effective use of teachers' time. (I am aware of the problems of a dispersal of energies from the experience of my own department at the ULB. My colleagues in the English department teach across the full range of our courses, so that a given person can, in just one day, be teaching spoken skills to students of business, reading skills to students of psychology, and presentational skills to students of applied science. I feel that this leads to an unproductive dispersal of energies, but the organisational and timetabling structures in place make it impossible for me to organise things differently.) Focused use of teaching resources is a potentially significant factor in enhancing both the quality and the cost-effectiveness of teaching programmes.
- A final point with respect to the *Plan Langues* is that it did not simply happen. The rector of the UCL was personally convinced of the role of language skills in the broader academic programme and future professional prospects of students of all disciplines, and played a strong leadership role in the design and practical realisation of the *Plan Langues*. In other words, one influential change agent played a key role in the project. The lesson to be derived from this point is that, in the planning of change, it is necessary to be attentive to the attitudes and institutional role of potential change agents. Virtually all educational change has implications in terms of institutional structures and the roles played by various institutional actors. The planning of change therefore needs to incorporate an open and honest evaluation of the actors present in the

target institution, their current roles and responsibilities, their attitudes to the intended change, and the identification of potential change agents and their ability to influence other actors.

A substantial amount of space has been devoted to the *Plan Langues*. In part, this is because this project is one of the more imaginative LS initiatives in Belgium. In part, it is because I have quite simply been able to gain more information on the Plan Langues than on initiatives undertaken in other. In broader terms, however, I feel that the *Plan Langues* involves many of the strategic choices which need to be taken into consideration in the development of a coherent, large-scale language teaching programme. In summary, these are.

- Involvement of client faculties in the overall process of reflection on the role and the practical organisation of language teaching.
- Cooperation between client faculties and language teaching specialists in goal setting.
- The development of a coherent pedagogical strategy and philosophy of teaching and learning.
- Strategic decisions relating to the allocation of resources.
- Coherent and focused use of teaching staff and resources.
- Identification of institutional strengths, weaknesses and opportunities, including the role of change agents.

ANNEXE II

Exemple de bonne pratique

CLUB (Concept des Langues à l'Université de Bâle)

Dans le domaine des langues, l'université de Bâle peut servir d'exemple en ce qui concerne la planification stratégique. Suite à des réflexions sur l'importance croissante des compétences langagières sur un marché du travail de plus en plus transfrontalier, voire international, le Conseil de l'Université (= organe de décision suprême) a commandité, en 1999, un « Concept des Langues pour l'Université de Bâle » (*CLUB*). Celui-ci prévoit de meilleures et surtout d'autres possibilités d'apprentissage langagier pour tous les étudiants (enseignement de matières dans d'autres langues que la langue officielle locale, cours axés sur le langage académique, par exemple français pour juristes, pédagogie des échanges, apprentissage autonome à l'aide de logiciels spécialisés dans des "Centres d'apprentissage", etc.) ainsi que l'introduction de *credit points* pour l'acquisition de compétences langagières dans tous les curricula. On se situera, dans ce dessein, dans le contexte du "Cadre européen de référence commun" du Conseil de l'Europe de 1996. Cet apprentissage se greffera sur d'importantes connaissances en plusieurs langues vivantes acquises avant la "maturité" (baccalauréat). Savoir communiquer en plusieurs langues, deviendra ainsi une qualification supplémentaire mais indispensable pour tous les étudiants. L'allocation de ressources importantes dans l'enseignement des langues manifeste la volonté évidente de faciliter aux étudiants l'accès à un monde du travail de plus en plus multilingue et multiculturel — et de ne pas se satisfaire d'une simple diglossie avec l'anglais.

Synthesis Report on quality measures related to the process of teaching and learning

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Learning and teaching has both human and contextual terms. Postmodernist crisis in values on the one hand and research findings on the other one resulted in identification of deeper links and relatively independent educational worlds existing in the worlds of social phenomena. This new concept created an immense complexity and dynamism in the evaluation of the teaching-learning process. The easiest way of presenting the summary of research and empirical observations may be explained by words "taught is not learnt". This statement, however, does not provide any clues to the identification of ways how to ensure quality. Uniqueness of each teaching situation and thereby relevant, meaningful and effective pedagogical approach to teaching, requires special awareness of necessity to understand their inner logic and dynamics seen through the manifested identity of each participant as a member of a socio-cultural or professional group.

Personality, attitudes and beliefs, even life experience, influence how the participant of the teaching-learning process interprets and interacts within the process itself. Although indirectly, even the writer of teaching materials exerts a strong influence on modes of interaction in the classroom by giving it a mental and socio-pedagogical framework. Teaching thus enables cross fertilisation of communication and socialising factors as well as controlled and autonomous activity.

1. New methods facilitating quality language learning

Relatively independent seems to be methodology i.e. the means by which language is presented to students, teaching-learning activities that are organised and how classroom relations are defined. Methodological choices in their three fundamental components, (the nature of: language, learning and the classroom) do not influence classroom realities in a linear manner, rather, they constitute a pivot around which students and teachers interact and negotiate their classroom behaviours and identities.

In most of the analysed countries the learner centred approach is being used and as for methods of teaching, interactive ones prevail. Main student's work is organised around a subject or a course. Programmes with two majors dominate in post communist HEIs, whereas in western HEIs, one subject may represent student's programme or course. They are usually scheduled with a full breakdown at the start of the term, given are also work to be covered, dates, assessment submissions and a description of the process and criteria of the exam, reading and resources list. This is particularly a field where corporate culture of HEIs is clearly identifiable – the better their IT system works, the more accessible this information is- and the whole communication between students, teachers and administrators is on the web.

Naturally, the profile of all language professionals is very heterogenous. Interpreters and translators possess a different training and profile from a language teacher, an economist or an engineer, though all of them use languages in their activities. One of the most important aspects of LSP, language for specific purposes that should be a relevant methodology to teach prospective professionals must comprise a common aspect to all language speakers i.e. professional communication with its written and spoken skills.

Currently, HEIs face different stages of the implementation of credit schemes. In all post communist countries ECTS is being implemented, however, at different pace. As for quality of knowledge and required workload, report do not give enough comparative clues.

There is no doubt that communicative approach prevailingly adopted in methodology of nearly all surveyed educational institutions in FL, contributes to learning group dynamics. Yet we must mention other quality factors that make a difference in the teaching outcomes of language teachers namely:

- a. the quality of Teaching theory they acquired during the pre-graduate training
- b. connections they made between the Theory and classroom realities

- c. regularly updated knowledge, language skills and methodology of teaching
- d. use of appropriate counselling techniques
- e. new learning environments deliberately created for the sake of student's learning outcomes
- f. raised awareness of similarities and differences in physical manifestation of emotional states in students
- g. giving and receiving positive feedback based on giving information on progress in a non-judgemental, factual way.

Predominately students in post communist countries are found not to be aware of learning strategies at an appropriate level to become autonomous learners based on their learning history in authoritarian school system. A new phenomenon is witnessed in post communist countries applicants and later HE students do not belong to the category of knowledge seekers, alas, they very often solve situation on the job market and social benefits in the country, sit for entrance exams and try to manage their studies so that they avoid unemployment.

All reports highlight the necessity to develop more materials related to self-study, preferably accessible on the web. After the fall of communism all Eastern universities experienced a tremendous increase in the number of educational and scientific events within the framework of conferences, study trips, peer teaching, retraining and inset courses or mentoring programmes organised by foreign language institutes such as the British Council, Goethe Institute, Italian Institute, etc. Cultural studies have also become more important for language studies than ever before.

All countries reflect on some system of criteria used in the self-evaluation procedures in some of them combined with peer-evaluation procedures and those of official accreditation. In countries where HE is financed from the state budget, not from tuition fees, the accreditation process shows some signs of political correctness rather than academic insight.

2.New learning environments facilitating quality language learning

It is generally believed there is no observable shift in the environments of language learning apart, of course, from a clear tendency to co-operate with other institutions both at home and abroad in electronic chat rooms, tandem work, increased number of exchanges within Lingua or other programmes of Socrates helped improve foreign language skills as a side effect of going abroad. However, foreign language proficiency of the project members is taken for granted and there are no specific preparatory courses provided for them at HEIs. On the other hand post communist countries identified significant shifts in new environments constituted by multimedia self access centres or labs, availability of PCs, foreign language literature, newspapers and other realia in everyday life.

3.Delivery programmes in other languages

A fair proportion of teaching in the area of languages is still taking place in the lecture format, mostly in the target language, some introductory courses or specific theoretical courses in linguistics are provided in Finland either in Finnish or Swedish and in Lithuania in Lithuanian. The main reason is to economise resources. This time and place management principle allows several philology programme participants to attend the same lecture. The smaller the country the more often the necessity to learn foreign languages is highlighted and HEIs tend to provide quite a lot of courses or programmes in FL, especially in English. Finnish university Jyväskylä launched a new language technology specialisation for language teachers and the same university has a Chair in Interdepartmental Communication.

4. Students mobility

Students mobility is highly appreciated by the labour market, much more than by HEIs themselves. Formal qualification recognition in a diploma supplement that will give a record of linguistic preparation is positively accepted by both sides.

5. Organisational structures facilitating learning languages

There is a consensus among report writers that the language centres should be authorised to cater for second or third foreign language provision for university students. In the existing centres, (in Norway there are not any and in Lithuania only one) the courses are either part of the compulsory programme and then paid in the tuition fee, or if schooling is for free it is available not only to students, but also to the general public. The second target group pays course fees. They are run by HEIs and fulfil the task of life-long education facilities. One of their potential directions of development lies with interdepartmental co-operation aimed at creation of teaching materials. Currently they are using compilation from various sources, standard textbooks and occasionally, own developed material.

6. Languages of communication in modern language departments

Tenured native speakers are largely responsible for language proficiency work at language departments. A fair number of native speakers have classes at the language centres and FL institutes which gives them specific feedback transferable to HEI practice. In some cases, face-to-face or contact classes have been replaced by reading and essay assignments, a new tendency on the grounds of understaffed departments, or legal limitation of teaching load or excessive number of students taken as an American, easily transferable model to European conditions. In certain types of language courses, on the contrary, there are new ways in teaching being implemented in academic writing courses in Finland by two teachers teaching simultaneously, with a positive impact on learning outcomes.

7. New methods facilitating quality learning in language teacher

Reports are rather sceptical about change in paradigm in FLT methodology in future. Departments still adhere to rather traditional types of teaching aimed at students' skills. A kind of shift can be seen from transferred practices of bilingual or trilingual natural, administrative or educational settings into HEIs. (Belgium, Switzerland) To enhance quality it is needed to have a global framework providing for general guidelines and philosophy of QE in the area of languages that would guarantee rigour, relevance and good pedagogical governance. At the moment HE teachers have a plenty of leeway to develop only rough outline of the course content for the accreditation process, and they are meeting the objectives with the principle of liberty of teaching. The workload of students is seldom taken into account by individual teachers and only some universities co-ordinate course design, credits and workload. Simultaneously, QE requires local initiatives providing for specific responses to local needs, taking into account historical roots and identity, yet encouraging new innovations in the line with global guidelines. Experience of The Teaching and Learning Technology Programme (TLTP) launched in 1992 in the UK could be implemented in other HEIs to improve and maintain quality. Some generalised experience of ALADIN (Autonomous Language Learning for Art and Design Using Interactive Networks) from the UK may help to raise awareness of the benefits that new technologies bring to language acquisition.

It needs to be pointed out that quality of teaching is extremely difficult to evaluate objectively as there are no measurable criteria indicating what content and process aspects it should entail. There is a fairly stable Finnish system of assessing a teacher after two years of holding a post that is based on a consensus of opinions that screen the teacher in the process of trial lecture, pedagogical portfolio, description of the teaching experience, characterisation of his-her teaching philosophy.

Largely used are feedback questionnaires taken into account in the renewal of contracts of teaching staff but also for dissemination of good and bad practice or warning from hierarchical superiors to remedy the weakness. The construction of a questionnaire must cover different aspects of the teaching process, to involve students and give them right to ask for a change in the teacher's work have an effective follow-up of their implications, so that interpersonal relations between teacher and students do not bias the assessment.

Although the appraisal system considers the primacy of teaching at HEI, seen as the quality of delivering curricula of programmes or courses, teachers are also assessed on their research activities leading to acquiring higher scientific or academic degrees, number of advisees for master or doctoral theses, and their publications meeting quality requirements based on high citation index. When the university is not financed from the state budget only, it becomes a source of income and an important tenure factor whether the staff member is or is not a member of

some projects with funding. In some countries Czech Republic, Slovakia, no category of HE teacher is accorded a permanent contract.

Last but not least career prospects of the teaching staff at language departments and language centres are not very good, since there are few higher position they might be promoted to. In some countries (Hungary, Czech Republic and Slovakia) this leads to low financial incentives that are not stimulating the quality enhancement.

8. New methods facilitating quality learning in the training of translators and interpreters

The report do not identify any. In post communist countries the emphasis is put on preparation of experts in the area relevant to current demand, i.e. economy, law, IT.

9. Preparation for life-long learning

Lifelong education to learning is based on institutional principle, across European countries it starts at pre-primary level with optional learning of foreign languages through all levels of education with compulsory FLT. In this mode some countries` graduates of secondary schools have 12 years of FL learning, mainly English (Norway) in other countries it is from 8-10 years although in comparison to former requirements it replaced three classical languages. Generally, at various levels of proficiency stated in the Common European Framework of Reference, all countries have two foreign languages in compulsory curriculum. FLT provided for at HE institutions outside degree conferring one, does not lead to formally recognised qualifications. Language exams of long tradition in western part of Europe have a highly prestigious status in former communist bloc countries. The presence of NARIC agencies will be more important when the Bologna process starts in full.

The long term recommendation of the EU is to enable access tertiary education to 50% of population group and thus increase the proportion of bachelor`s study. All accession countries have started introducing it into the system but their current system of recognition of qualifications as well as course designs will have to be changed. This long term recommendation also tries to ensure permeability of all kinds of tertiary education along with special support to distance education, non-university higher institutions and higher professional schools and local community. In some countries, e.g. Norwegian universities have to cater for community and business needs by law. Distance learning and e-learning have already proved quite successful there, too.

10. Identification, validation, recognition and certification of skills, competences and knowledge acquired outside a given institution

see 8.

11. To what extent has a new learning culture been introduced into programmes and provision in the area of languages

To a great extent new technologies, along with the access to various teaching resources, authentic resources from everyday life, increase in learners experience of study abroad, tourism, satellite TV, subsidiaries of multinational companies and the world franchises contribute to qualitative changes in learning culture. Naturally, this is more obvious in former communist countries where certain methodologies and organisational issues have been implemented.

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Synthesis report on measures relating to the training of higher education teachers and trainers professionally engaged in the area of languages

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This report is based on the relevant chapter of the following national reports: Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Ireland, Lithuania, Norway, Portugal, Romania, Slovakia, Spain, Sweden, Switzerland, United Kingdom.

This chapter synthesis has three main parts. The first provides a brief overview of the situation. The second surveys a number of contextual factors which exert an influence on the issue in question and which have emerged either in the national reports or in discussion with TNP2 members. The third surveys some of the main measures described in the national reports and the types of choices which need to be evaluated in the strategic planning of TT.

1. Overview of the situation

On the basis of the national reports surveyed, the overall situation with respect to the TT of HE language teachers may be characterised as follows:

- It is far less systematic than the TT of secondary teachers. Most countries have a specific TT diploma for secondary teachers, this diploma often functioning as a requirement for employment. No such system exists at HE level, and the provision of TT at HE level varies considerably from one country to another.
- There is evidence in virtually all of the national reports surveyed that action is being undertaken in the area. There is thus evidence both of awareness of the need to take action with respect to TT, and also of experimentation with practical measures. The actions undertaken, however, vary considerably from one country to another in terms of content, organisation, and rigour.

2. Contextual considerations

The question of the pedagogical competences of HE teachers engaged in LS, and thus of TT, is situated within a much broader context. Certain aspects of this broader context are propitious to the setting up of focused TT measures in the field of HE LS; others are less so and need to be the object of focused advocacy with the relevant decision makers.

2.1 The role of language skills

Enhanced European integration and the increasingly global nature of the economy are placing language skills high on the list of priorities in terms of employability and both academic and professional mobility. The case for the learning of languages is thus fairly well established in the discourse of most European educational institutions and professional bodies – in theoretical terms at least.

2.2 Concern with pedagogical effectiveness

LS is by no means the only field of HE to be showing concern with the pedagogical skills of teachers and, by implication, with TT. Indeed, the general climate in HE institutions is one which, in theory at least, is open to the constructive exploration of the means by which HE teachers' pedagogical skills can be guaranteed and enhanced. Evaluation of the professional development of HE language teachers therefore needs to take account of this increased general concern with pedagogical effectiveness, but also of those factors which are specific to LS, especially in the growing area of the teaching of languages to students of other disciplines.

2.3 The demands of an evolving pedagogy

The demands made on language teachers have evolved considerably over the last three decades. This results in part from developments in the field of language teaching pedagogy per se (in particular the concern for the development of more learner-centred modes of teaching), and in part from practical constraints (the requirement to do more with the same funding). This has at least two implications for language teachers. The first is that it increases the need for focused pedagogical training and support. The second is that the rapidly evolving nature of the challenges facing HE language teachers creates the need for an ongoing form of professional development, in line with the general concern with life-long learning. Indeed, it is hardly reasonable to expect teachers to foster life-long learning in their students if they themselves are not involved in the same dynamic.

The three points made above are all favourable to the setting up of a systematic approach to TT in HE institutions, including in the field of LS. This, however, needs to be tempered by a realistic assessment of other contextual factors.

2.4 Budgetary concerns

TT programmes can be expensive in two ways. Firstly, they have a direct cost in terms of their organisation, staffing, etc. Secondly, they have an indirect cost in that they remove practising teachers from their classrooms or research work for a certain amount of time.

2.5 Scepticism regarding the results of TT

There is often a mixed discourse regarding TT. On the one hand, most individuals involved in HE would acknowledge that teachers' pedagogical skills are a key factor in the effective delivery of educational programmes. On the other hand, there is a (generally unstated) scepticism regarding the real usefulness or cost-effectiveness of TT programmes. The result is that institutions may be reluctant to invest in such programmes, especially if the funds required by those programmes have to be taken away from more visible investments. There is also the objective fact that quantifying the results of TT is by no means an easy task.

- It is necessary to convince political or institutional decision makers of the need for investment in TT, and to "operationalise" TT within a broader framework of programme goals, planning and investment.

2.6 The perceived status of language teaching in HE institutions

Similar comments apply here, especially with respect to the teaching of languages to students of other disciplines. Language skills are assuming increasing importance in terms of employability and professional mobility. In some cases, however, these are seen as being "added on" to students' main programme with the result that language programmes themselves, not to mention TT for language teachers, enjoy lower status in institutional terms and for this reason may have less bargaining power when it comes to resource allocation.

2.7 Salaries and status of HE language teachers

There is a generalised flight from teaching as a profession which has reached dramatic proportions at secondary level in some countries, with language teaching being one of the worst affected areas as language graduates are frequently able to find apparently more attractive posts in other fields. The same trend may well occur at tertiary level, too. While this does not relate directly to TT, it clearly has a major influence on the quality of teaching. Furthermore, it has a very direct influence on the number of professionally competent and committed persons who will be available to run effective TT programmes. This problem is sometimes exacerbated by the status of language teachers in HE institutions, where some have different aspirations and a different career profile than HE teachers in other fields.

The context in which TT measures are to be taken in the field of HE LS is a complex one. On the one hand, the growing acknowledgement of the importance of language skills, and the general concern with enhancing the pedagogical qualities of HE teachers create a positive climate for the development of a systematic approach to TT. On the other hand, there are a number of both practical and attitudinal factors which, in practice, can hinder the development of a coherent approach to the training and professional development of HE language teachers.

3. Developing a strategy for teacher training and professional development

This section reviews some of the main practical considerations which emerged from the national reports surveyed. It is not always possible to make clear general recommendations as what constitutes the most productive strategy, as this may well vary from one setting to another. The points raised below relate to the type of considerations which need to be taken into account in the development of a coherent strategy for the training and professional development of HE language teachers.

3.1 A pre-experience qualification vs in-service training

No national report mentions the existence of a pre-experience pedagogical qualification for HE teachers (as is frequent for admission to teaching at secondary level). Some form of pre-experience training would obviously be desirable (cf. 3.8, below). However, certain factors argue against such an option, in the short term at least. One is that, for the reasons given in 2.3 above, it is doubtful that such a qualification would be sufficient, and it would in any event need to be complemented by refresher or ongoing professional development programmes. Another is that such a strategy would delay the entry of future teachers to HE posts and could thus serve as a disincentive, especially for those who see a profession in HE primarily in terms of research.

- Most national reports would seem to suggest that, in the short to medium term at least, regular / periodic in-service professional development is the most productive option.

3.2 General vs subject-specific pedagogical training

General pedagogy courses are much cheaper to organise in that they can be offered to teachers working in a variety of subject areas. Their effectiveness, however, is lower in that they cannot address the specifics of a given subject area.

- There is a general trend in the national reports to favour subject-specific professional development.
- It would be an extremely useful to develop a profile of the professional skills and knowledge which HE language teachers need to possess, and to use this as a basis for planning the content of TT and professional development programmes.

3.3 Obligation vs free choice with respect to teacher training

The advantage of making teacher training obligatory is clear, namely that all teachers will receive it. (In Hungary, for example, HE teachers have to participate in in-service training "on a regular basis", which is operationalised as every seven years. In Switzerland, all teachers working at *Centres de Langue* have to follow *formation continue*.) In qualitative terms, however, there is good reason to believe that teachers will derive more benefit from professional development programmes if they chose freely to follow them. However, as is suggested in the Austria report, when attendance is by free choice, it is frequently the most motivated teachers who follow professional development programmes, and these are not necessarily those who need them the most. It should also be borne in mind that participation in in-service professional development is motivating for many teachers by encouraging them to rediscover a sense of professional enthusiasm and thus contribute to the development of a virtuous cycle of further development. The motivational dimension to TT and its potential to combat the widespread phenomenon of teacher burnout should not be underestimated.

- There is good reason to envisage making participation in professional development programmes obligatory as part of an explicitly formulated and transparent ethos of professionalism and ongoing professional development.
- One option might be to have a two tier system - some professional development being obligatory, with teachers being able to undertake more if they wished, this "extra investment" receiving acknowledgement with respect to promotion or in salary terms.

3.4 Top-down vs bottom-up TT strategies

Certain national reports describe TT strategies which are centrally driven (in general on the basis of ministerial decisions and regulations), while others reveal more bottom-up or locally driven initiatives at the level of individual institutions. Such differences will tend to reflect broader political and cultural orientations in the countries concerned and it is probably unproductive to attempt a general comparison in terms of effectiveness. Indeed, various national reports highlight productive instances of both levels of initiative – top-down measures creating a context for TT, and bottom-up initiatives created in response to this requirement. Two points do, however, merit consideration. On the one hand, realism dictates that neither quality enhancement in general nor teacher development as one of its practical manifestations, will occur spontaneously: Some encouragement "from above" is therefore almost essential, if only to place on HE institutions the obligation to organise some form of TT. On the other hand, TT is likely to be more effective if it caters for the real needs of the teachers concerned, and these are often local in nature: For this reason, a locally-based strategy to TT (whether at institutional or regional level) is likely to be more effective.

- It is necessary to evaluate the balance of top-down and bottom-up initiatives which is most likely to be effective in the country or area in question.

3.5 Tensions between pedagogy and research in HE teachers' careers

This is an issue which affects all areas of HE. Traditionally, promotion and the obtaining of a stable post depend more on research and publications than on the quality of teaching, and a number of national reports demonstrate that this remains the case. This situation hardly encourages HE teachers to invest heavily in pedagogy.

- There is a need to accord more importance to pedagogical skills in promotion at HE level.
- It may be useful to think of distinguishing more clearly between HE staff in terms of their relative strengths in academic work, on the one hand, and in pedagogical terms, on the other.
- It is necessary to develop appropriate, transparent, and transferable criteria for evaluating teachers' pedagogical performance.

3.6 Creation of a specific status for HE language teachers

This point is related to the last. While some HE language teachers (especially those working on language degree programmes or involved in the training of translators and interpreters) are full faculty members, many others have a somewhat marginal status. Indeed, some HE language teachers have a different profile from academics in other fields: They may not aspire to the traditional academic path of thesis and publication, and prefer an explicitly pedagogical role. If such teachers are judged on the same criteria as other academic staff, they are likely to lose out or, indeed, fail to receive credit for what they are best at, namely teaching per se. The Belgium report cites one example of the creation of a special status for such teachers – *maîtres de langue*. A status of this nature acknowledges the specifically pedagogical nature of the teachers' tasks, and thus creates a fruitful climate for ongoing professional development, which can, in fact, be written into teachers' contracts.

- There is a need to assess the specific role and responsibilities of HE language teachers, especially those involved in the teaching of languages to students of other disciplines, and to develop an appropriate, rewarding and motivating career profile.

3.7 Organisational criteria

There is a general debate as to the advantages of organising language teaching in a distinct language centre or within faculties or departments. Parallel considerations are relevant with respect to the organisation of TT. In this respect, the Switzerland report points to the advantages of organising teaching within a language centre. Firstly, this facilitates focused, subject-specific training. Secondly, the existence of a single centre can give language teaching a stronger voice in institutional policy making, and can thus facilitate the liberation of resources needed for TT programmes.

- Evaluate the relative advantages of different institutional structures in supporting the professional development of language teachers.

3.8 Support for new staff

As has already been mentioned, no national report mentions a pedagogical qualification that conditions entry to teaching at HE level, even if, in the language teaching field, various criteria are used: Possession of the secondary level teaching diploma or of a Masters in Applied Linguistics, for example, is an advantage, as is prior teaching experience, especially at HE level, and the Finland report mentions evaluation of a teaching portfolio as a criterion for employment. The question nevertheless remains as to how new teaching staff, especially those with no prior teaching experience, can be helped to develop their pedagogical skills and to initiate a reflective approach to their teaching.

There is a trend in the UK for younger staff to be required to take a pedagogical diploma within a set number of years subsequent to employment, which is a positive measure. In Belgium some universities have set up a system of mentoring (*parrainage*) whereby new staff are allocated to a senior language teacher who shadows and advises them in their first year or two. This measure has two advantages. The first is that it provides pedagogical support to the younger teacher; the second is that encourages more senior teachers to re-evaluate their own practice.

- Evaluate the means of providing pedagogical support and training to novice teachers in the first years of teaching.

3.9 Intervention of external agencies

A number of national reports, especially those from countries in Central and Eastern Europe, mention the role played by agencies such as the British Council or the Goethe Institut in organising refresher courses or TT schemes in language teaching methodology. In general terms, measures of this nature can be positive and helpful. Nevertheless, such initiatives are not necessarily linked into a coherent national policy on language teaching or TT. It is therefore relevant to develop strategies for:

- Integrating the work of such agencies into the broader language teaching policy and TT strategies of the country in question.
- Engaging a dialogue between such agencies and the persons responsible for TT at national level.
- (Possibly) Focusing the activities of such agencies around present or potential teachers trainers so that the latter can disseminate insights more widely among national teachers.

3.10 Recourse to private agents / free market TT providers

This is clearly one means of organising TT, and one which gets round the eternal problem of HE institutions' reluctance to employ staff with potentially long-term contractual rights. In other words, non-HE agents may be asked to cater for (aspects of) TT. This strategy has a number of attractions. Equally well, however, it entails a number of risks, relating in particular to monitoring of the qualifications of the trainers involved and of the quality

of the service provided. Recourse to non-HE agents can be an option, but one which calls for a close monitoring of the qualifications and also the goals of the agents in question.

- Evaluate the relevance of recourse to private agencies for the provision of TT services.
- (If relevant) Develop quality control and evaluation measures relating to possible private providers of TT services.

3.11 Training the trainers

The effectiveness of TT programmes depends crucially on the competence of those who are delivering them. It thus makes little sense to discuss TT within the framework of quality enhancement without also discussing the means by which the quality of TT programmes can be assessed – and the trainers themselves play a key role in this.

- Develop quality control frameworks which will allow TT client institutions to have an informed insight into the competences of potential TT providers.
- Develop a strategy for building up a corps of experienced and committed language teachers able to assume responsibility for teacher training.

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Synthesis report on quality measures relating to the organisation of management of the process of teaching and learning

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The countries considered in the reports are in different situations; many (to a greater or lesser degree) are in a state of development in some respect with regard to general structures of quality systems. Some have centralised educational traditions; some have less authority vested in the centre.

1. Descriptions of programmes, courses, modules and other offerings provided by those responsible to ensure transparency and comparability.

Depending on the country, there are various levels and types of description provided. In some countries there are generic guidelines for different programme awards. These may be published by the Education Ministry in the country or by a separate quasi-autonomous national body charged with the oversight of quality matters on a national level.

There may also be framework guidelines for particular subjects. These may go so far as to lay down hours requirements in a given field for a particular qualification (as in France) although this degree of precision would be rare. There may be published benchmarks for particular levels and subjects which indicate key elements that should figure in areas of study. Such benchmarks are normally written so as to offer a general framework within which individual institutions and departments may create courses in line with the local conditions and requirements.

While information of the type described above is normally in the public domain, it would most usually be most easily accessible to institutions and staff establishing courses.

As part of their own validation/revalidation processes, institutions would in many instances require full descriptions of programmes and modules within those programmes.

Summary information about courses is in certain countries available to prospective students in the prospectuses which universities publish. Again in certain countries, programmes would have a programme or subject book describing factors such as study features, modules, hours of work and assessment requirements in a particular area. On enrolment on a particular module, fuller information about study and assessment would be made available to students. Increasingly, information about programmes and courses is openly accessible on the web.

2 Calculation of student workload (in relation to learning outcomes and levels)

Unusually, a general framework would be determined nationally with the specification of a number of contact hours for particular qualifications. Elsewhere, there may be a national norms which can be either explicit or may be implicit (if implicit, there will be a general understanding within the system which conditions practice across similar courses and institutions). In other countries, where this is mentioned as a consideration, departments have responsibility for ensuring equitable workloads for students.

Increasingly universities are implementing credit schemes which are either ECTS schemes or convertible to them. The use of such schemes may or may not be compulsory; there may be more or less latitude given to institutions in the details of structure and implementation but what is notable is a clear movement towards their adoption (fuelled to some extent, no doubt, by various quality mechanism and the need to promote mobility). Interestingly, one report indicated that the use of ECTS had initially been pioneered by the modern languages.

3 Information management structures

Universities in some countries have very comprehensive systems facilitated by new technology which contain information on a range of matters, including student details; enrolments on courses and modules; student

progress and achievement and career destinations. Other universities would hold at least some of this information with career outlets seemingly the most neglected field.

In certain countries the university statistics feed into a national statistics database (eg Higher Education Statistics Agency in UK) to which universities are obliged to make annual returns. This enables general trends to be noted in higher education in the country as a whole and national decisions on HE to be made on the basis of clear statistical information, as well as permitting comparisons to be made between different institutions and other aspects relevant to HE. Sometimes the information is related to financial audit (as in France) while in other countries the linking of financial allocations to certain statistics such as student numbers or course completions has provided a powerful incentive to the development of such structures.

While the movement towards electronic provision of such information is general, certain countries report that technical difficulties or poor provision of information technology tools may impede development.

4 Division of tasks among staff members teaching on a specific programme.

In certain countries the number of hours and the type of teaching that may be given by particular categories of staff are laid down nationally (eg in Finland where teacher workloads are standard throughout the University system with an overall workload of 1,600 annual working hours being applied uniformly and covering any type of work: research, teaching or administration. In Austria staff are exempt from teaching during the four month summer period. In Lithuania professors do 6 hours per week and associate professors 10). Such conditions constrain local allocation which must respect national guidelines. In one country (France) staff who undertake teaching hours above the stated maximum for their category are paid extra. In certain instances, staff workloads may be a matter for local decision. The situation can be particularly damaging within those countries where there are no clear guidelines for teaching loads and it is the responsibility of the university / department to decide on levels of teaching and other duties. In the worst case scenarios, undue loads may have an adverse effect on the quality of teaching and the overall student learning experience.

It is quite widespread practice that allocation of teaching and other duties would be the responsibility of the line-manager (eg Head of Department or Head of Centre); elsewhere the study council or body responsible for a particular programme may assume this responsibility.

In allocation of teaching for particular staff members in the best instances, account would be taken of other duties related to teaching and the student experience and of research activity (level of involvement and areas of interest). Problems may arise in small departments where staff have to cover a range of work outside their own specialism.

It is also noted that on occasion, that there is often inadequate cognisance taken of and, consequently, time allocation given to, the range of tasks which language staff must perform and which are essential to the proper functioning of the programme and the student experience. There is also some differentiation in the work undertaken in different settings by teaching staff, on the one hand, and support staff employed in an administrative capacity, on the other.

One report also suggested that more clearly defined contracts for staff would aid management in the allocation of tasks.

In certain countries good practice would dictate that the allocation of teaching and other duties would be discussed openly be among those concerned to negotiate division of work (as in a staff meeting eg. Finland).

5 Systems for the external and internal evaluation of courses or programmes

In many European countries, accreditation and evaluation are undertaken by a separate body, set up by the Ministry of Education but with a certain independence from it. Sometimes, however, the evaluation/accreditation function rests more directly with the Ministry. Such difference in practice stems, no doubt, from the fact that some countries have traditionally had more centralised systems where overall regulations down to quite a fine level of detail are laid down for subjects and courses (eg Austria or France) whereas other countries have traditionally had a much less centralised tradition with Universities being considered as autonomous bodies (UK). Even at a time of greater control, such countries tend to work by persuasive monitoring devices linked to reward, renown

and remuneration rather than decree (UK). It is, however, interesting to note a movement in some countries (Austria; Switzerland) towards the establishment of a separate body (projected or in process of implementation) where it did not initially exist.

There is also some movement away from entrusting quality maintenance to the university sector alone or indeed to a quality agency set up by them (self-regulation within the system) towards the establishment of a more independent or state agency (eg UK has moved to Quality Assurance Agency which still has strong input from universities but is constituted as an independent company limited by guarantee with a range of representation on its board from commerce and industry as well as the professions). In Poland too there seems to be a shift of this nature with establishment in 2001 of a State Accreditation Commission which now exists in addition to the University Accreditation Commission established in 1998 by the Conference of Rectors of Polish Universities.

Quality systems external to the HE institution may be seen to have the following potential elements and in European countries, they combine in various ways.

External to the University

- University audit (ie an evaluation of the systems and general health of a particular HE institution as a whole). Such procedures are relevant to the evaluation of courses/programmes if they contain a consideration of the university's procedures for their establishment and evaluation (this is the case, for instance, in the UK where universities have the authority to establish new programmes). It is also proposed in UK that audit will in future include selected subject trails.
- The accreditation (permission to run) new programmes. In certain systems, initial accreditation of programmes is given by the Ministry of Education in accordance with guidelines defined by them. This is, for instance, the case in France or in Finland. Sometimes this process may be interlinked with re-evaluation as in France. There it is also the Ministry which effects what may be termed revalidation since approval is given for a limited number of years (in this case 4) and re-accreditation must then be sought.
- Evaluation or re-evaluation of a discipline area with one programme or a raft of course provision. This may operate either for new provision (so that it is more or less the same as accreditation) or for existing provision where it is a means of validating that the provision is in good health.

In evaluation, the principle of self-evaluation is widespread with external judgements being made on the basis of a report / course descriptions provided by the institution including information about the curriculum / staff qualifications / resources/ and, for existing provision, information relating to student performance. In some countries too, information would be required about career destinations. In certain cases, depending on the type of evaluation, there would be a site visit, including discussions with academic managers, staff and students. It would be good practice for there to be a report which would require a response from the institution, although on a rare occasion there is no feedback.

Such systems are not subject specific, although certain countries may have in existence guidelines or benchmarks (eg UK; Denmark; Poland) for at least certain subjects, including languages and translation / interpreting (the latter may or may not be considered a separate subject).

The time span for evaluation varies between countries from 8 yearly intervals to shorter periods of four or five years.

Sanctions would normally include the power to end or suspend (Portugal) degree programmes. In Portugal, funding may be reduced or withdrawn. In Denmark finance is conditional on the good conduct of quality assurance mechanisms and students are only eligible for loans and grants when attending programmes approved by the Ministry of Education.

Panels of evaluators would most frequently be staff from other institutions in the same country nominated by the National Agency, sometimes supplemented by members from outside the University sector. Sometimes (but more rarely) the panel would include or indeed be largely composed of international experts. However, the authority of

such panels varies. In Estonia, for instance, international panels of experts make recommendations but the final decision rests with the Estonian Centre for Higher Education Evaluation which has commissioned them.

In cases of good practice evaluation, particularly at course/subject level will take note of views of existing and former students and employers (eg Belgium; UK) and for new courses a needs analysis will also be undertaken (as in Denmark).

Certain countries also report international validation but not in the area of languages. For instance, St Gall had its Management School evaluated by the Community of European Management Schools and, again in Switzerland, Medical Schools are going through a process of international recognition. Similarly, Denmark reports that some universities have participated in international evaluation (but again not languages).

6. Internal quality evaluation

Universities will in many countries have internal systems of evaluation which may be part of the general state system or may be established by the University itself. If freedom is left to the universities of a particular country to establish their own processes, it would be customary for these to be the subject of institutional audit or review (as in UK) or to be fed into a wider institutional report made to the Ministry (eg Hungary). In the more elaborate systems, there will be a committee within the institution responsible for overseeing the system of quality monitoring. Individual departments would make reports, based on given indicators, which are fed into the relevant university system and, in the best instances, lead to action and improvement.

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