



## **Curriculum Innovation Summary Report**

**Compiled by**

**Paula Davis and Michael Kelly  
University of Southampton**

**from**

**National Reports written by members of the  
TNP2 Scientific Committee for Curriculum Innovation<sup>1</sup>**

**March 2002**

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<sup>1</sup> For a full list of contributors, please refer to the following page

## **AUTHORS OF NATIONAL REPORTS**

Hans-Werner am Zehnhoff & Daniel Becks, Lessius Hogeschool, Belgium  
Dainuvite Blūma, Latvijas Universitāte, Latvia  
Martin Chappell, University of Limerick, Ireland  
Manuel Célio Conceição, Universidade do Algarve, Portugal  
Urszula Damska-Prokop, Uniwersytet Jagiellonski, Poland  
Luminita Frentiu, Universitatea di Vest din Timisoara, Romania  
Laurent Gajo, Université de Lausanne, Switzerland  
Jone Grigaliuniene, Vilniaus universitetas, Lithuania  
Gisele Holtzer, Université de Franche Comté, France  
Jana Korčáková, Univerzita Hradec Králové, Czech Republic  
Chantal Lyche, Universitetet i Oslo, Norway  
Anita Malmqvist, Umea Universitet, Sweden  
Sharon Millar, Syddansk Universitet: Odense Universitet, Denmark  
Andreas Papapavlou, Panepistimio Kyprou, Cyprus  
Maria Salenius, University of Helsinki, Finland  
Todor Shopov, Sofijski Universitet Sveti Kliment Ohridski, Bulgaria  
Neva Slibar, Univerza v Ljubljani, Slovenia  
Oddný G. Sverrisdóttir, Háskóli Islands, Iceland  
Ian Wallace, University of Bath, United Kingdom  
Chris Waddington, Universidad Pontificia Comillas, Spain

## Section 1 Introduction

During 2001 members of the TNP2 Scientific Committee for Curriculum Innovation compiled national reports outlining curriculum innovation in their respective countries - Belgium, Bulgaria, Cyprus, the Czech Republic, Denmark, Finland, France, Iceland, Ireland, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland and the United Kingdom. The patterns emerging from these reports are presented in an extended synthesis report ([www.lang.ltsn.ac.uk/tnp/ci/SynthesisReport.rtf](http://www.lang.ltsn.ac.uk/tnp/ci/SynthesisReport.rtf)). There are many historical differences and particular circumstances in each country which affect foreign language learning and teaching, but a number of common developments, needs and recommendations have been identified. This summary report draws together the most important elements, which were identified as priority needs and measures during a meeting of the Scientific Committee in November 2001.

What is meant by the term 'curriculum innovation?' For the purposes of this report, 'curriculum' includes the content that is taught (areas of knowledge, disciplines included), the objectives pursued (purpose of programme, knowledge and skills to be acquired by students), and structure (the number of years of study, relationship between degrees at different levels, pattern of study, arrangement of units of study). 'Innovation' is regarded as relative to the country concerned. It includes any new practices and approaches that have been introduced in the past ten years, and new proposals under discussion. It also includes longer established practices, where these are of interest, especially as examples of good practice.<sup>2</sup>

## Section 2 The system of higher education

Details of the system of higher education in most European countries can be found at the Eurydice website - <http://www.eurydice.org/Eurybase/Application/eurybase.htm>. It is important to note that there are different systems in different countries, although there are substantial changes in train in several countries, linked to the Bologna process.

### Section 2.1 Traditional language programmes

Traditional language programmes are language programmes with a main focus on language, language history and/or literature, often known as "philology." Traditional and alternative<sup>3</sup> programmes have different needs and are responding to different markets; traditional programmes provide "transversal" skills.

The Scientific Committee has identified the following priority needs in this area:

- lack of variety in programme types needs addressing:
  - include new objects of study, such as film;
  - wider range of languages, including less taught;
  - content needs to address skills relevant to students' future careers;
  - there needs to be more flexibility in organising the curriculum;
  - there needs to be more innovation in methods of delivery.
- develop the European dimension of languages by putting languages studied in perspective in the context of plurilingualism and linguistic policies;
- greater interdisciplinarity between language, literature and social/cultural strands to give language programmes greater coherence;
- more co-operation between faculties and departments, between countries (recognition of awards) and more exchange of students and teachers;
- international recognition of qualifications and more robust system of credit accumulation and transfer;
- greater contextualization:
  - work experience/placement;
  - links with schools.

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<sup>2</sup> Please see Appendix I for examples of good practice

<sup>3</sup> Please refer to Section 2.2

The Scientific Committee considers that a climate of innovation needs to be encouraged and several proposals have been identified to deal with this. It recommends that the following measures be adopted to address the needs identified:

At institutional/regional level:

- hold discussions with students, employers and other stakeholders to identify needs in terms of course content, especially in the context of careers and work experience;
- provide more initial and in-service training for university teachers.

At national level:

- foster an appropriate climate for innovation and sharing of good practice between institutions;
- provide grants/stipends to facilitate student and staff exchange;

At European level:

- increase support to pan-European curriculum development initiatives, for example, in identifying common core elements of a curriculum;
- facilitate establishment of international contacts, especially by enabling institutions to identify interested parties as partners for purposes of setting up schemes and participating in consultation mechanisms;
- review of current mechanisms for mobility, especially for staff, which are not optimal at all levels; this is an area that lends itself to a project;
- targeted support for less widely taught languages within the context of a language policy at all levels (regional, national, European);
- implement general trends in modern curriculum design.

## **Section 2.2 Alternative programmes**

The term “alternative programmes” covers language degrees in which language-related studies are combined into one programme with studies in one or more other disciplines in roughly equal proportions. The Scientific Committee has identified the following priority needs in this area:

- raise awareness and enhance the status of these programmes by development of a stronger research base for languages for specific purposes;
- co-operation between "alternative" and "traditional" programmes should be firmly anchored in institutions and co-operation should be increased between institutions and external partners;
- the number of languages studied and the competence levels required need discussion, objectives need to be more sharply focused and assessment criteria standardised;
- development of materials for alternative language programmes;
- identify the potential career paths of students and adapt curricula in order to prepare students for entry into the “new” language-related careers.

The Scientific Committee recommends that the following measures be adopted to address the needs identified:

- work needs to be done to improve the quality of alternative programmes and to publicise good quality programmes. This can be achieved by establishing an infrastructure at all levels for the exchange of ideas and the dissemination of good practice and by developing pilot curriculum development projects;
- generalist programme aimed at securing an adequate standard of linguistic competence at degree level one, while at degree level two, more courses in which language and content are integrated and specialisation aimed at particular career outcomes;
- research on graduate career destinations, development of new programmes addressing the "new" careers, and focusing existing provision in a more targeted way.

## **Section 3 Teacher training**

### **Initial teacher training**

Initial teacher training refers to the training received before entering full-time service as a teacher at primary or secondary level. There is an important distinction between teachers of early language learning and others. Prospective early years/primary schoolteachers are trained to teach a variety of subjects, whereas prospective secondary school teachers receive specialist training in one or more subjects, including foreign languages. The Scientific Committee has identified the following priority needs in the area of initial teacher training:

- improve the status of language teachers;
- a greater practical training component in many countries;
- more development of specialised subject-based teaching methods;
- more access to the insights of applied linguistics;
- more courses for teachers of young language learners;
- more information on the training of teachers in non-native language schools.

The Scientific Committee recommends the following measures to meet the needs identified:

At institutional level:

- incorporate applied linguistics into curricula for trainee teachers, in relation to language acquisition and language education;
- integrate stronger practical teaching experience into programmes of teacher training;
- give greater priority to teaching methods specific to languages.

At national level:

- introduce more training programmes incorporating the teaching of foreign languages to young learners.

At European level:

- explore the introduction of a Europe-wide qualification for language teachers.

### **Continuing teacher education**

This section looks at continuing teacher education, often referred to as in-service training, provided by institutions of higher education. Provision is diverse and varied - it is a highly developed and innovative area in some countries, but limited in others. The Scientific Committee has identified the following priority needs in the area of continuing teacher education:

- link qualifications and salaries to continuing teacher education;
- develop e-learning in order to reach more teachers;
- chance for teachers to go back to university for one term in-depth study at regular intervals;
- better qualified teachers with a clear professional identity;
- more languages (Less Widely Used languages);
- adult language learning;
- teacher training for higher education;
- training in development of teachers' language competence is important.

The Scientific Committee recommends that the following measures be adopted to address the needs identified:

At institutional/regional level:

- more consultations between schools and higher education institutions should take place;
- institutions should design and offer more structured in-service training for language teachers on relevant themes.

At national level:

- in-service programmes should be provided as regular infrastructure instead of depending on periodic initiatives;
- provide opportunities (including funding) for all teachers to participate in in-service programmes at home and abroad every year.

At European level:

- explore the creation of Europe-wide e-learning resources for in-service training in languages.

#### **Section 4 Translators and interpreters**

Due to increasing internationalisation, there is a growing need for well-qualified translators and interpreters but little specialised training in this field. This is becoming an increasingly differentiated, specialised and “high-tech” sector. Extensive recommendations in this area have already been made by the T&I group in TNP1 ([www.fu-berlin.de/elc/en/tnp1prod.html](http://www.fu-berlin.de/elc/en/tnp1prod.html)) and their recommendations are still robust and relevant. The Scientific Committee has also identified the following priority needs:

- develop and expand provision at all levels;
- greater diversity in languages (EU and non-EU) covered;
- training including training for teachers of translators and interpreters;
- integration of practical/work experience into programmes.

The Scientific Committee recommend that the following priority measures be adopted to address the needs identified:

- develop national policies for translator and interpreter provision;
- greater diversity in languages is a difficult area and will have to be linked to provision for teaching less widely used languages generally;
- (a) where appropriate, relax legal restrictions on using professional translators and interpreters as teachers;
- (b) planned and focused in-service training for:
  - (i) practising translators and interpreters;
  - (ii) teachers training translators and interpreters.
- design a work experience component as part of the curriculum.

#### **Section 5 Students of other disciplines**

Within this area, there are two sorts of provision:

- 1) degrees where a language component is integrated into the programme as a compulsory element. These degrees are normally focused on another subject (e.g. law, engineering, business) but include a requirement to study a language as a minor, supporting element (often 25% of the degree);
- 2) language courses studied alongside (rather than integrated into) non-language programmes. This includes courses studied as options by students of other subjects, where they may choose to study a language, but could choose courses in another discipline instead.

For the purposes of this report, it is not useful to differentiate between language studies integrated into non-language programmes and general and subject-oriented language courses accompanying non-language programmes as they both have substantially the same needs and measures.

In this area, there is a great diversity of structure between different countries and between different institutions in the same country. The committee noted that examples of good practice in this area included certification of achievements. The European Language Portfolio could also be used in this context.

The Scientific Committee has identified the following priority needs in this area:

- organisational forms - more co-ordination/bringing people together where there is such a diversity of teaching;

- there needs to be an organisational structure that links Language Centres more to Language Departments. Language Centres are sometimes independent and sometimes part of a department;
- there needs to be closer co-operation in the curricula of language departments and between Language Centres and departments in terms of exchange of information and collaboration;
- Some Language Centre teachers are native speakers without training, but this is not enough for teaching purposes. People teaching languages should be appropriately qualified.

The Scientific Committee recommends that the following measures be adopted to address the needs identified:

- all universities should undertake to map their language provision, which is usually very diverse and lacking in coherence;
- language study should be made obligatory for all students as far as possible, and should be accredited as part of programmes of study;
- more research is needed on language learning for special purposes;
- a wider range of languages should be offered, together with a wider range of special purposes (linking the language learning closely to students' principal subject);
- more training is needed for language teachers, for both specialist and non-specialist teaching;
- closer relations need to be developed with enterprises, including funding of research;
- partial competencies need to be developed;
- new technologies are the solution in some areas.

### **Language provision and support for mobile students**

Provision for outgoing students does not match provision for incoming students. Students going abroad without adequate language training find survival in a European academic environment very difficult. Outgoing students need greater linguistic and intercultural preparation.

### **Non-language programmes or parts of programme taught through one or several other languages**

This is a relatively small but growing phenomenon. In some countries, whole courses are offered through a non-native language and in others, there may be lectures and/or course materials in a foreign language. The Scientific Committee has identified the following priorities in this area:

- there is much to be done in this area and action needs to be taken quickly;
- more languages besides the mother tongue and English;
- better continuity with teaching of languages pre-university.

### **Section 6 Continuing education**

The term "continuing education" has a different meaning in different countries. In order to establish clarity and consistency, here the term is taken to mean language-related courses offered by higher education to business employees, or to general adult learners who are not full-time students. It could also include such courses taken by students outside their degree programme. The main objectives of language studies in continuing education are to promote lifelong learning and improve the linguistic and professional abilities of the general public. In this sector, higher education now finds itself in competition with commercial companies and in some countries private provision is widespread. The Scientific Committee has identified the following priorities in this area:

- to train teachers of continuing education;
- training in new technologies;
- distance learning;
- co-operation with external partners.

## Appendix I - examples of good practice

Examples of good practice are sub-divided into sections and listed alphabetically by country below, and the web site addresses (where available) are provided. The following examples are necessarily selective and readers are invited to propose further examples.

### Section 2.1 Traditional language programmes

Current thinking is that good practice in traditional language programmes involves a more student-oriented approach with greater emphasis on developing critical thinking. Good practice focuses on intercultural and European dimensions, develops fluency and accuracy in the target language and allows for greater student mobility.

#### Bulgaria

- LAC2000 Project - Language Curriculum for the Year 2000 (Tempus 13533-98). This project was initiated by a consortium of five universities from Bulgaria and three universities from the EU: [www.lac2000.revolta.com](http://www.lac2000.revolta.com). For information on the co-ordinating institution, see the web site of the Faculty of Classical and Modern Philology at Sofia University: [www.fcml.uni-sofia.bg](http://www.fcml.uni-sofia.bg). The Faculty was founded in 1888. Now, it has 200 teaching staff in 19 undergraduate degree programmes. In addition to the 19 major languages, over 20 other languages are taught as optional subjects. The faculty has 3000 students. It is an institutional member of the European Language Council.

The project has designed a curriculum for the teaching of modern foreign languages, based on constructivist learning theory. The product is a "hypertext learning strategy". The link of that outcome and the area being covered is direct. The need for curriculum innovation in Bulgaria is profound.

This example of good practice is outstanding because of its entirely novel approach to the design of language curricula. Constructivist educational philosophy creates a framework for invention of knowledge in the classroom. The ideas could be applied in or transferred to any other context. In fact they have been implemented in the teaching of about 70 per cent of the university students in Bulgaria.

For further information, contact Prof. Dr. Maya Pencheva who is the director of the NatNet (National Network of Language Teaching Institutions) in Bulgaria. Address for correspondence: 15 Tsar Osvoboditel Blvd, Sofia University St Kliment Ohridski, Sofia 1000, Bulgaria.

#### Czech Republic

- Faculty of Arts, Charles University, Prague. <http://www.ff.cuni.cz/awelcome.htm>
- Faculty of Arts, Masaryk University, Brno. <http://www.phil.muni.cz>
- Faculty of Arts, Palacky University, Olomouc. [http://www.upol.cz/UP\\_En/](http://www.upol.cz/UP_En/)

All these universities are the oldest universities with lots of experience. There are departments of English, German, Spanish, French, etc, there.

#### Denmark

- Culture and Society in Europe, organised by the Departments of English, French, Spanish and German at Aalborg University. Foreign language students are given a common course in the first semester on issues relating to European culture and society. The course represents an attempt to bring a European dimension to traditional language programmes. [www.sprog.auc.dk](http://www.sprog.auc.dk)

#### Finland

- English Department at the University of Tampere together with the Department of Translation Studies has created a 40 ECTS credits Technical Communications Programme. <http://www.uta.fi/FAST/TC/>
- Department of Slavonic and Baltic Languages and Literatures at the University of Helsinki has integrated lectures given by internationally acclaimed visiting scholars,



critics and authors into the curriculum by giving students the opportunity to gain credits by attending the lectures, which preferably form intensive courses, and writing an essay or commentary on them.

[http://www.slav.helsinki.fi/publications/ruletkar\\_ru.html](http://www.slav.helsinki.fi/publications/ruletkar_ru.html) (N.B. this web-page is in Russian)

- Langnet is a national graduate school for language studies that has 83 students and over 100 professors. <http://www.ling.helsinki.fi/tohtkoul/langnet/langeng.html>

### **France**

- University of Grenoble 2 offers language programmes combining collective courses and individual meetings in the Centre for Modern Languages, which contains a multi-media room, a tutorial room, and audio-visual rooms. In this centre, language students can improve their oral and written expression in the target language and practise translation. They can also prepare for foreign university examinations.
- University of Chambéry – French-Italian licence is carried out in Turin and the diploma is recognised by both countries.
- University of Dijon – French-German course in partnership with Mainz and French-English course in partnership with Manchester.

### **Iceland**

- It is not possible to give examples of good practice when only two institutions are working in this field.

### **Ireland**

- University of Galway – students can study a four year BA International where they follow a prescribed course of study at a partner EU university.

### **Latvia**

- Within the framework of co-operating between two universities: the University of Bremen and the University of Latvia, the Faculty of Modern Languages (the University of Latvia) has got involved in online simulation of the Project IDEELS (Intercultural Dynamics in European Education through on Line simulation) piloted by the University of Bremen.

The project IDEELS simulations are an inter-institutional virtual lab in which participants (educators and students) from institutions throughout Europe are linked via collaborative learning.

The Faculty of Modern Languages first experienced the intensive simulation of the Project IDEELS in November 2000. The objectives of the Faculty were as follows:

1. to provide students with intensive practice in writing summaries, reports and letters;
2. to develop reading skills (skimming, scanning, intensive and extensive reading);
3. to develop computer skills of the students;
4. to test students adaptability to the simulation as well as to tailor the simulation to the curriculum;
5. to develop the students' intercultural competence.

The integration of online simulations in academic writing course is another example. This innovative approach enabled our students to carry on a real correspondence with other learners of the English language throughout Europe.

[bankava@hotmail.com](mailto:bankava@hotmail.com); [zigvin@lanet.lv](mailto:zigvin@lanet.lv)

### **Lithuania**

- Department of Lithuanian Studies, Vilnius University was set up in 1990 with the aim of teaching contemporary Lithuanian to foreigners. It has developed into a very modern centre meeting the demands of a much broader and varied audience. The Department has also developed a plethora of new-generation textbooks of the Lithuanian language. The teachers of the Department together with their partners from abroad designed a whole package of tests for assessing the knowledge of the

Lithuanian language. The Department has elaborated and published a series of functionally oriented Lithuanian language descriptions ("Threshold" and "Vantage" modelled along the lines of the Council of Europe publications) and at present is working on the last addition to a series called "Waystage". The publications will provide a sound basis for a comprehensive, realistic assessment of the communicative requirements of non-native speaking residents using the state language. [www.vu.lt/english/menu/depar/philo.htm](http://www.vu.lt/english/menu/depar/philo.htm)

- Department of English Philology, Vilnius University offers a wide variety of courses, which can roughly be divided into language proficiency classes which comprise the study of grammar, phonetics, academic writing, vocabulary enhancement, translation and interpreting. Considerable emphasis is placed on developing oral fluency and writing skills. The second block of courses comprises theoretical subjects such as Introduction into Germanic Linguistics, History of English language, as well as Theoretical Syntax and morphology and innovative courses in many areas. The latest developments in linguistic theory are discussed in courses on Semantic Syntax, Psycholinguistics and Sociolinguistics. Areas of applied linguistics, very popular with students, are ELT Methodology and Second Language Acquisition. Finally, the department offers courses on Culture Studies of English –speaking countries, which include exploration of history, geography, culture and civilization of these countries. Besides British and American Studies, students are welcome to choose courses in the field of Canadian and Irish Studies.

Of special importance in the education of students is research paper writing, which creates opportunities for one-to-one interaction and comes close to tutorials. The students are expected to pursue research in linguistics, both theoretical and applied, ELT, Culture Studies and Literature (papers on literature are supervised by the World Literature Department). The Department offers programmes of study at the undergraduate and graduate levels leading to the following degrees: BA in English Philology; MA in English Linguistics; PhD in Linguistics.

[www.vu.lt/english/menu/depar/philo.htm](http://www.vu.lt/english/menu/depar/philo.htm)

- Department of Lithuanian Philology, Siauliai University. [www.su.lt/en/index.html](http://www.su.lt/en/index.html)

### **Poland**

- Institute of English Philology at the Jagiellonian University offers a five-year programme of continuous studies. While this is a traditionally philological programme, there are innovations in the areas of the didactics of the English language, specialist subjects and options. <http://www2.uj.edu.pl/ects/>
- Opole University offers students a (controlled) choice of a large number of courses, including German Literature of Silesia, cultural traditions in Silesia and European integration.
- Institute of Romance Philology at the Jagiellonian University. Besides following traditional courses, students are acquainted with various forms of French, e.g. Business French, and "Street" French. <http://www2.uj.edu.pl/ects/>

### **Portugal**

- University of Algarve (Faculty of Human and Social Sciences) carried out a study in 1999/2000, which looked into needs in the field of languages. They identified a requirement to provide linguistic courses specifically designed to meet the needs of companies and industry. A new course addressing these needs will begin in 2002/3
- University of Porto (Faculty of Arts) held a conference at the end of May 2001, "Training the language services provider for the new millennium."

### **Sweden**

- Newly established humanities computer lab at Umeå University constitutes a more open and flexible learning environment, where co-operation between the fields of computer technology, humanities, in particular modern languages, statistics, and cultural studies is facilitated. [www.humlab.umu.se](http://www.humlab.umu.se) Contact: [Patrik.Svensson@engelska.umu.se](mailto:Patrik.Svensson@engelska.umu.se)

- The Language Learning Resource Center at Stockholm University, Lärostudion, is part of and funded by the Faculty of Humanities (language departments). Open 65 hours per week, the Center is used mainly by language students, and has some 65,000 students log-ins per year. The students and teachers are able to access all facilities from computers that are more or less identically equipped: language software, 25 TV channels including tele-text, analogue and digital video movies, sound files, cd-roms, word processors, concordancers, the Internet, oral communication with administrative/technical staff and teachers, digital recording of oral tests. <http://www.larostudion.su.se>. (NB this web page is in Swedish). Contact: [Ulrike.Klingemann@larostudion.su.se](mailto:Ulrike.Klingemann@larostudion.su.se). See also <http://www.iallt.org/Pub.html> for information on the publication Stone, LeeAnn (2001): Module Six: Variations on a Theme: Different Centers for Different Needs. Language Center Design Kit, Third Edition. Edited by M. Ledgerwood.
- Co-operation in the area of evaluation. Nationwide co-operation between departments of foreign languages in constructing, assessing and evaluating written examinations in the course unit Translation. Departments are responsible in turns for constructing the test but are expected to invite the other departments to comment on the choice of texts, the marking, and the minimum pass grade. This test has an important standardising function. Contact person (German): [ingela.valfridsson@tyska.umu.se](mailto:ingela.valfridsson@tyska.umu.se)

### **Switzerland**

- University of Basle proposes a total re-examination of language courses throughout the university. This initiative emanates principally from the Faculty of Arts.

### **United Kingdom**

- Faculty of Modern and Medieval Languages, University of Cambridge allows students to choose virtually without restriction from the many different options available, and in this way take a course which, if the student wishes, may be but is not necessarily a predominantly literary one. [www.mml.cam.ac.uk](http://www.mml.cam.ac.uk)
- School of Modern Languages, University of Southampton offers a series of pathways through the main areas of language related study, including linguistic studies, literary and cultural studies, social and political studies, and film and media studies. [www.lang.soton.ac.uk](http://www.lang.soton.ac.uk)
- School of Modern Languages, University of Nottingham offers a variety of pathways, including a course in modern language studies which provides students with the opportunity to develop expertise in three modern languages while also acquiring specialist knowledge of various aspects of the cultures studied. [www.nottingham.ac.uk/schools/school-summaries/modern-languages-summary.html](http://www.nottingham.ac.uk/schools/school-summaries/modern-languages-summary.html)

## **Section 2.2 Alternative programmes**

### **Bulgaria**

- Modern Language Centre, Plovdiv University Paisii Hilendarski. At the Philological Faculty of the University of Plovdiv, both types of "alternative" degree programmes, which lead to Bachelor's degrees, are successfully implemented at the newly opened Modern Languages Centre. The aim is to raise the quality of language education by streamlining organisation and administration. For more information, please visit [www.ff.uni-plovdiv.bg](http://www.ff.uni-plovdiv.bg).

The link with the area being covered is quite straightforward. All Bulgarian universities need downsizing and streamlining of administration in the area of language education. Therefore, the experience accrued at that Centre is quite outstanding for the national higher education system. The ideas could be applied in or transferred at regional and national level.

A contact person might be Dr. Irina Tchongarova, director the Centre. Address: Plovdiv University Paisii Hilendarski, Plovdiv, Bulgaria.

### **Czech Republic**

- Mathematics in English, University of South Bohemia – Pedagogical Faculty, the Centre for New Technologies in Education.
- Russian and German for Business – University of West Bohemia.
- Summer School Slavonic Studies – Faculty of Arts, Charles University in Prague.

### **Denmark**

- European Studies module. Modern languages for international communication, Copenhagen Business School. Students may opt for this module combined with a foreign language. This option reflects an attempt to introduce a European dimension to the business language degree, but this is done at the expense of a second foreign language. [www.cbs.dk/stud\\_pro/sprogintrouk.shtml](http://www.cbs.dk/stud_pro/sprogintrouk.shtml)
- BA in Linguistic and Cultural Communication ("sproglig og kulturel formidling", Universities of Southern Denmark (Sønderborg and Flensburg. This programme combines 2 languages (English and German or English and Danish) with communication studies and didactics and involves cross-border collaboration on the teaching level. The programme reflects curriculum development based on co-operation between two institutions. [www.studieguide.sdu.dk/studier/index.php?uid=69](http://www.studieguide.sdu.dk/studier/index.php?uid=69)

### **Finland**

- Department of Languages and Communication at Helsinki School of Economics and Business Administration – programmes have been developed to better cater for the needs of business life. This has meant a more precise focusing of the aims of the courses as well as the introduction of new courses. The needs of business life have been explored, e.g. through research and commissioned theses. <http://www.hkkk.fi/kielet/>
- The Centre for Applied Language Studies at the University of Jyväskylä will be launching a study programme on language teaching technology in 2001/2. The programme is 10-40 ECTS credits and includes courses on, e.g. web-based language teaching, production of teaching materials and evaluation. <http://www.solki.jyu.fi/englanti/realdex.htm>

### **France**

- University of Clermont-Ferrand has established connections (via e-mail) between local students and students from foreign universities in order to support dialogue in a foreign language.
- University of Rennes created a "junior enterprise" in the 1990's, providing a commercial translation service in a foreign language that meets the needs of companies.
- University of Franche-Comté – has created a web site for German on which students can find press articles and recent technical documents, with lexical assistance to develop their competence in an autonomous way. <http://perso.libertysurf.fr/civalmecoc>

### **Iceland**

- Multimedia Language Centre of the University of Iceland – offers self-access programmes in 5 languages – Danish, English, French, German and Spanish. The courses are learner-centred and the learners keep a diary on their guided self-study. The courses are practical and the emphasis is on comprehension and expression.

### **Ireland**

- Dublin City University Applied Language programmes and BA in Languages and International Marketing.

### **Lithuania**

- BA programme for Information and Communication at Kaunas Technological University. The aim of the programme is to train specialists for the careers of translators and interpreters of technical language by providing both the foreign language skills and the basics of engineering sciences [www.ktu.lt/en/](http://www.ktu.lt/en/)

### **Norway**

- University of Oslo offers a programme in Liberal Arts and computer science entitled Language, Logic and Information. It allows a student to take all levels of studies from a semester unit to level two or three. Two courses are required – Logic and Symbolic Programming – while the other two can be chosen from a selection of courses. A student who decides to take a semester unit can choose freely two courses (e.g. Language, information and recognition, Cultural aspects of new technologies, Hypermedia). There is no prerequisite in mathematics to register for those courses. The aim of the programme is to gain a better understanding of the relationship between humanities and information technology. Language is the key element in communication in general and our communication with machines is also possible through the medium of language. In addition to a study of natural and formal language, it provides the students with a better understanding of what kind of information can be formalised and how information can be treated. It creates a necessary link between pure computer science and humanities and allows Arts students to be more than plain users of IT. A deeper understanding of IT can also result in the elaboration of an increased number of user-friendly systems. An English description of the courses can be found at <http://www.uio.no/english/ects/hf/linguistics/sli>

### **Portugal**

- these courses are so new that it is not yet possible to give examples of good practice. However, this is great expectancy and much discussion about these programmes.

### **Sweden**

- co-operation between Modern Languages and Economics on the International Business Administration programme. The need for foreign language skills in international business and other relations is generally recognised and co-operation in this area has been a well-working institution for a number of years.

### **Switzerland**

- The Faculty of Arts at the University of Freiburg has set up a teaching and research centre in foreign languages (CERLE). The centre is available to any member of the university community and to teachers. The centre contains a media library that offers modern means to progress in a largely autonomous way in French, German and English, as well as about thirty other languages.
- The Faculty of Arts at the University of Bern has a centre of applied linguistics that was born from the need for didactic and methodological support for foreign language teaching. Languages include German, Chinese, Russian, Modern Greek and Arabic and the centre includes multi-media facilities.

### **United Kingdom**

- European Studies at the University of Cardiff. The 50+ staff here specialise in the different histories, political systems, languages and cultural identities of Europe. The degree course in European Studies at Cardiff is typical of those that combine the study of languages with a range of other disciplines to produce an integrated analysis of the European Union and its member states. [www.cf.ac.uk/uwc/euros/](http://www.cf.ac.uk/uwc/euros/)
- Department of European Studies and Modern Languages, University of Bath. Students combine the study of two foreign languages with cultural and socio-political studies. [www.bath.ac.uk/esml](http://www.bath.ac.uk/esml)

## **Section 3 Teacher training**

### **Initial teacher training**

Current thinking is that good practice in teacher training programmes involves a balance between academic and professional competence, attention to cultural aspects, an emphasis on the creative, reflective and active aspects of teacher education, and high priority given to the use of IT.

## **Czech Republic**

- Faculty of Education at University of Hradec Kalové [www.uhk.cz/pdf/](http://www.uhk.cz/pdf/)
  - Faculty of Education at University of South Bohemia [www.pf.jcu.cz](http://www.pf.jcu.cz)
- There are departments of English, German, etc, there. Faculties of Education prepare language teachers for pupils aged from 6 to 15 years, and eventually to 19 years.

## **Denmark**

Given the nature of government regulations, there is little significant variation in structure and general content across institutions with regard to initial teacher training. Some teacher-training colleges differ with regard to the number of languages they offer; all teach English, most teach German, and some also teach French. The web-addresses of teacher-training colleges are available from [www.uvm.dk](http://www.uvm.dk) as is information about the "paedagogikum". Note that many of the web sites are in Danish only.

## **Finland**

- The Teacher Education Department at Åbo Akademi University (<http://www.abo.fi/>) started a research project called "Languages and Communication from a Pedagogic Perspective" in 1997. The project aims at developing language teaching and its methods, e.g. by surveying possibilities for a more flexible learning context, creating links between the teaching of foreign languages and native languages and making use of drama, literature and media to improve cultural literacy in the context of language teaching.
- The Department of Applied Education at the University of Joensuu has launched a 30 ECTS credits study programme called Vocationally Oriented Language Learning and Teaching. This programme is aimed at language teachers in vocational schools and colleges and in adult education. This programme, which focuses, e.g. on teaching languages for specific purposes and makes best use of the latest research developments in the field, can be included in the degree of teacher-training students. <http://www.edu.joensuu.fi/sokla/english.htm>
- The Centre for Language Immersion and Multilingualism at the University of Vaasa offers an 80 ECTS credit "Programme of Multiculturalism" which focuses on language immersion and multilingualism and is aimed, e.g. at teachers of multilingual children. <http://www.uwasa.fi/hut/svenska/eside1.html>

## **France**

- University of Avignon offers a pre-professional module of 45 hours which consists mainly of classroom observation starting with video materials.
- The CNED (Centre national d'Enseignement à distance) offers remote courses at both initial and continuing primary teacher education levels. The 100-hour course includes linguistic training in English and German and an introduction to didactics.

## **Ireland**

- National University of Ireland, Cork.
- National University of Ireland, Galway – the department of French offers an intensive course in oral French to trainee teachers.

## **Latvia**

- School-based observation practice. Observation practice was introduced by the Foreign Language learning/teaching methodology department at the Faculty of Education and Psychology, University of Latvia, in September 2001.

People involved: year IV students  
Mentors at primary and secondary schools  
Supervisor from the University

Length of the practice: 16 weeks (September – December)

Character of the practice: Students observe 2 classes every week delivered either by a mentor or any other language teacher. Observation is followed by group discussion



together with University supervisor. The first task is connected with the research of the school, its surroundings, distinguishing features, organization of the study process and it is represented in a form of a creatively written report. The reports are displayed at the department and school representatives have an opportunity to look at their schools from the students' point of view. Having been given a sheet of observation tasks, students themselves choose any observed classroom experience for deeper analysis at the University. During the practice students keep their diaries with their own evaluations of the lessons.

Aim of the observation practice: to prepare students for their active teaching practice at school and to develop students' critical thinking and reflective approach towards teaching languages.

Distinguishing feature: observation practice bridges the gap between theoretical courses at the University and active teaching practice at school. The choice of the teacher's profession is either confirmed or rejected thus avoiding further disappointment in the profession.

Wider applicability: it can be adopted by any educational establishment as a prior to active practice in the field.

Contact person: Aina Kackere, [akackere@hotmail.com](mailto:akackere@hotmail.com)

#### **Lithuania**

- Vilnius Pedagogical University [www.vpu.lt/en/](http://www.vpu.lt/en/)

#### **Norway**

- The larger regional colleges (Oslo, Bergen and Stavanger), and the Institute of Teacher Education and School Development at the University of Oslo, give a high priority to the use of IT as a tool for teaching and learning. A web page is available for each course which students are required to consult for handouts and information.

#### **Portugal**

- The Portuguese National Institute for Accreditation of Teacher Education is an independent public body that aims to assure and improve the quality of teacher education. [http://www.inafop.pt/site\\_i/entep.html](http://www.inafop.pt/site_i/entep.html)

#### **Sweden**

- Separate Faculty for Teacher Education. At Umeå University teacher education forms a separate faculty, which is responsible for teacher training and postgraduate studies, a fact that facilitates an overall view on teacher training and contributes to raising its general status. Another aspect that facilitates the linking of teacher training with research at this university is that the respective language departments are responsible for the full programmes of teacher training, including the methodological and didactic aspects. See <http://www.educ.umu.se>.
- Integration of studies abroad. For teacher students in foreign languages training for upper compulsory school the faculty at Umeå University funds a two-week study tour in the country where the respective language is spoken. The tour is organized and supervised by the department in co-operation with the corresponding university department abroad. Students training for teaching in upper secondary school spend 10–15 weeks of their studies at a specific university abroad. These studies are integrated in the course programmes of the home university and the faculty funds extra costs caused by the stay abroad.
- Proficiency Courses. Proficiency courses in a country of the target language for students entering higher education in foreign languages except English have been introduced at several universities and university colleges, e.g. Umeå, Göteborg, and Skövde. The aim is to improve students' language skills in order to facilitate university studies as well as to motivate more students to take on university studies in the area of foreign languages.

### **Switzerland**

- Teacher training school of Coire for its pluralist option and attention to minority languages.
- Teacher training schools of Neuchâtel and of the Canton of Zurich contain strong elements of intercultural pedagogy in their courses.
- University of Bern – tandem learning will replace conversational courses for future French and German speaking trainee secondary teachers.

### **United Kingdom**

- University of London offers one year's post level 1 training to those who wish to teach French/German or French/Spanish at secondary school level. Some trainees have the opportunity to undertake part of their teaching practice in a school in France, Spain, Germany or Austria. <http://www.kcl.ac.uk/kis/schools/education/Courses/INSET/index.html>
- Moray House Institute of Education – for the training of language teachers for the primary level. <http://www.education.ed.ac.uk>
- CILT publishes an informative and stimulating twice-yearly bulletin, *Links*, which is designed for all involved in the training of language teachers. [www.cilt.org.uk](http://www.cilt.org.uk)

### **Continuing teacher education**

#### **Bulgaria**

- all three in-service institutes at Sofia, Stara Zagora and Varna are centres of good quality education.

#### **Czech Republic**

- Education Centre in Slapanice.
- Centre for the Further Education of Teachers, Masaryk University, Brno.

#### **Denmark**

Given the nature of in-service training, the notion of good practice is not really applicable. The types of in-service programmes and courses available can be seen online:

- Danish University of Education web site provides links to its various regional centres. Note that many of these sites are in Danish. [www.dpu.dk](http://www.dpu.dk)
- Danish Institute of Pedagogy for upper secondary teachers web site gives links to homepages of the various Teacher Associations and the courses they offer. Note that many of these sites are in Danish. [www.sdu.dk/hum/dig](http://www.sdu.dk/hum/dig)
- Department of Educational Research, Roskilde University [www.educ.ruc.dk/eng/](http://www.educ.ruc.dk/eng/)

#### **Finland**

- University of Helsinki's Vantaa Institute for Continuing Education has started a programme to educate a group of primary school teachers to become teachers of English in order to respond to the growing need for English teachers. <http://www.hyvan.helsinki.fi/EHYVAN/eindex.htm>

#### **France**

- Co-operation between the University of Paris 3 and UK primary schools in Sheffield relating to French as a foreign language. Teaching equipment is tested in early French classes in Sheffield.
- The French Alliance of Paris with the assistance of the CNED offers vocational training intended for teachers of FLE (French as a Foreign Language).

#### **Ireland**

- The EU funded TALLENT project enables, e.g. teachers of German to follow an ICT training course in Germany. <http://www.solki.jyu.fi/tallent>

#### **Latvia**

- A seminar model within the framework of the project "Reading and writing for development of critical thinking" which foresees acquiring theoretical understanding through practical activities, step by step learning and experiencing, returning regularly



- to seminar, sharing the experience, planning the next step. Thus the teacher gets used to the process: planning - implementing-reflection.
- Summer semesters organised by teacher education institutions – participants are from various regions and schools thus creating wider networks and exchange of experiences.
- The strong influence of the Association of Teachers of Latvian as a second language.

### **Lithuania**

- Vilnius Pedagogical University [www.vpu.lt/en/](http://www.vpu.lt/en/)

### **Norway**

- An example of good practice is the possibility for teachers to pursue their language education in the UK, Germany or France. The programme in France is described below and it was started in 1992. It is unfortunate that its funding was not renewed in 2001, but it will hopefully be resumed in 2003. It has not been interrupted in the United Kingdom and Germany. The programme is aimed at teachers who desire to acquire or further their qualifications in one of the three languages. It is accredited with 60 ECTS credits by one of the Norwegian universities. It is also advertised throughout the teacher colleges and can be taken as the fourth year.

While a standard foundation course is usually composed of 30 ECTS credits of Linguistics, 15 credits of Literature and 15 credits Civilisation, the French course in Caen incorporates a didactics component of 12 credits reducing the other components accordingly (literature 12 credits, civilisation 12 credits, Linguistics 24 credits). The didactics component is assessed by a term paper. In 1999, the students participated in an ELC transnational project whose main objective was to evaluate whether the European Language Portfolio was a valid tool at university level (see: [http://www.fu-berlin.de/elc/elp\\_pel/elpinten.htm](http://www.fu-berlin.de/elc/elp_pel/elpinten.htm) for the final report). The didactics course focused on the different aspects of the portfolio and out of 17 students, 5 chose to write their term papers on the portfolio and covered topics like: Comment utiliser le portfolio en Norvège?, Le processus d'apprentissage en utilisant le portfolio à l'université. After this experience, it was decided to incorporate the dossier into the final oral examination. The number of students in the programme does not exceed 25 (usually around 20), and the learning conditions are optimal. In addition school visits are organised and the French staff does its utmost to integrate the students in the local society. The teaching staff is both French and Norwegian. The French instructors either have a first hand knowledge of Norwegian or have a good grasp of the structure and phonetics of the language and can do contrastive analysis. The Norwegian instructor is a secondary school teacher on a two-year contract who is fluent in French and has a long experience teaching French in Norway. The programme is described at <http://www.unicaen.fr/unicaen/service/ofnec/indofnec.htm>. The cost of the programme is mainly covered by the Institute for In-service courses (*Satens Lærekurs*), but it can be prohibitive for countries with limited resources.

### **Sweden**

- Network Seminars based on regular sessions with permanent groups of teachers and university staff. The seminars are aimed at providing a basis for exchanging ideas, reflecting on teaching practices, as well as support and inspiration. The underlying ideas of this type of in-service training are that teachers should be involved on a long-term basis and that they should actively contribute with ideas and experiences. Furthermore, they should be trained to observe and reflect on their own teaching practices from a metaperspective as well as be prepared to develop methods and change attitudes.
- Regional networks e.g. at Karlstad University. Contact person: [june.miliander@kau.se](mailto:june.miliander@kau.se).
- Regional network at Umeå University: In the north of Sweden there is a particularly strong need for regional network seminars, as this part of Sweden is sparsely populated with extreme distances to travel for in-service training arranged by the in-service training division in Uppsala. Also, schools are comparatively small with few teachers of each subject, thus allowing limited exchange of ideas and experiences.

Seminars for teachers of German are arranged on a six-month basis and financially supported by the Department of Modern Languages/German section, and the Goethe-Institut in Stockholm, which regularly invites visiting professors and lecturers from Germany as speakers. Participants are expected to take an active part in discussions and other activities and to go back and organize local seminars in their respective municipality, thus disseminating the ideas and experiences from the network seminar. Among the advantages of such a network are that the costs of effective in-service training can be kept very low and that nevertheless the gains can be considerable. Contact person: [Ingela.Valfridsson@tyska.umu.se](mailto:Ingela.Valfridsson@tyska.umu.se)

- Local network at Umeå University, involving teachers of FL2 and/or FL3 at upper secondary schools in Umeå and methodology teachers at the German department. Costs are shared between the university and the municipality and teachers who participate can claim a small reduction of teaching hours. Lectures and monthly seminars based on literature studies and discussions on teaching experiments that have been carried out, inspired by the literature and the lectures. Contact person: [anita.malmqvist@tyska.umu.se](mailto:anita.malmqvist@tyska.umu.se)

### **Switzerland**

- Research teaching centre in foreign languages (CERLE) at the University of Freiburg.
- Department of Applied Linguistics (AAL) at the University of Bern.
- FALZ (Fachstelle für Fremdsprachenunterricht) at the University of Basle is a scientific centre of accomplishment and practical assistance for teachers.

### **United Kingdom**

- There are a number of postgraduate courses (full-time and part-time) in the UK that seek to exploit ICT in the teaching of modern foreign languages. See the list provided by a leading consultant, Graham Davies: <http://ourworld.compuserve.com/homepages/GrahamDavies1/courses.htm>
- For information on the EU-funded TALLENT project, which - for example - enables UK-based teachers of German to follow an ICT training course in Germany, see: <http://www.solki.jyu.fi/tallent>
- Centre for Information on Language Teaching and Research (CILT) offers a wide variety of opportunities for continuing professional development to teachers of modern languages at all levels. [www.cilt.org.uk](http://www.cilt.org.uk)

## **Section 4 Translators and interpreters**

The European Association for Terminology <http://www.eaft-aet.net/>

### **Belgium**

- European Grotius Project has resulted in two pilot-projects for the training of court interpreters. The Flemish project is a joint project between the Lessius Hogeschool and the Antwerp Law Court, and consists of a ten-week course providing basic training in court interpreting. Candidates are required to pass a language test.

### **Bulgaria**

- The Faculty of Classical and Modern Philology at Sofia University has recently installed new equipment for interpreting simulation, which is being used extremely successful.

### **Czech Republic**

- Institute of Translatology attached to the Faculty of Philosophy (Arts) at the Charles University in Prague is the only institution for this direction of studies. <http://www.ff.cuni.cz/awelcome.php>

### **Denmark**

Given that only two institutions are involved, examples of good practice are not really relevant here. Details of the programmes and courses are:

- Copenhagen Business School <http://www.cbs.dk/indexuk.html>
- Aarhus Business School [http://www.hha.dk/INDEX\\_UK.HTM](http://www.hha.dk/INDEX_UK.HTM)

### **Finland**

- Savonlinna School of Translation Studies offers students a wide range of minor subjects including other languages (e.g. Japanese), tourism, communication and culture. <http://www.joensuu.fi/slnkvl/englanti/english.htm>
- Department of Translation Studies at the University of Tampere has launched a 40 ECTS credits Technical Communications Programme which gives students the possibility to specialise in technical communications. The programme forms links between the university and the business sector. <http://www.uta.fi/laitokset/trans/>
- Department of English Translation Studies at the University of Turku offers a 40 ECTS credits minor in conference interpreting. The programme includes both consecutive and simultaneous interpreting. The department also offers a postgraduate course on conference interpreting together with other translation departments at the university. <http://www.utu.fi/hum/engtra>

### **France**

- Lille 3 - DESS Médiations des savoirs et multilinguisme: option 1 electronic writing and multilingual technical drafting; option 2 assisted language training (e-mail [walch@univ-fcomte.fr](mailto:walch@univ-fcomte.fr))
- Paris 7 – Business language and specialised translation (English/German – English/Spanish).

### **Ireland**

- Dublin City University
- University of Limerick

### **Lithuania**

- the Department of Translation Studies at the University of Vilnius offers two-year courses at MA level and one-year courses at diploma level. Most classes are taught by local academics who are practising interpreters, with sporadic contributions from visiting native speakers and part-time lecturers. [www.vu.lt/english/](http://www.vu.lt/english/)

### **Norway**

- Agder University College is the only institution offering a full study programme that prepares students for work as professional translators. Students spend their third year in a country whose language they have chosen to study. An important aspect of the year abroad is the opportunity it provides for students to gain first-hand knowledge of the host country and its culture and at the same time extend their theoretical skills while immersed in the foreign language of their choice. The details of the year abroad, including the place of study, and the subjects chosen must be approved by the teacher responsible for placing students abroad, and students are bound by these arrangements. Agder University College has entered into agreements with universities and other institutions of higher education in France, Germany/Austria and Great Britain/the US. In exceptional circumstances students may be allowed to study in locations other than those Agder University College has entered into agreements with. In order to meet the requirements relating to the year abroad, students must have attended lectures and classes in their chosen subjects and have sat the relevant exams. They must also be able to provide evidence that they have taken these exams. Where there are no final exams (this particularly applies in the case of France) the students in question are required to verify that they have presented themselves for the tests (the *contrôles continus*) that are held at various times during the academic year. In addition, every student must write, and submit, a written report in the foreign language containing a detailed account of their year abroad. <http://www.hia.no/studier/fagomraader.htm>

### **Poland**

- Faculty of Applied Linguistics at the University of Warsaw.
- Centre for Modern Translation Studies at the University of Lodz.

### **Portugal**

- The Catholic University. <http://www.ucp.pt>
- The postgraduate diploma in terminology and translation at the University of Porto. <http://www.letras.up.pt>
- Portuguese Association of Translators at the level of continuing education. <http://www.appt.pt>

### **Slovenia**

- Department of Translating and Interpreting at the Faculty of Arts, University of Ljubljana makes use of the active involvement of professionals from a range of institutions and organisations outside the university.

### **Spain**

- difficult to find examples as all 15 centres have to conform to norms laid down by the Ministry of Education so not much difference between courses. It is also a time of considerable change so it is too early to see the effects.

### **Sweden**

- The Institute for Interpretation and Translation Studies organises first degree studies, in-service training, research, post-graduate seminars, and educational development work. [www.tolk.su.se/languages](http://www.tolk.su.se/languages)

### **United Kingdom**

- Heriot-Watt University is the only UK university offering a programme in interpreting and translation at level one. The programme aims to provide students with a very high level of language skills, combined with a thorough knowledge of the EU and international current affairs. The third year of the four-year course is spent at a partner institution abroad. [www.hw.ac.uk/langWWW/](http://www.hw.ac.uk/langWWW/)
- University of Bath's level two diploma in interpreting and translating includes the possibility of a short-term placement in an EU/international institution. [www.bath.ac.uk/Departments/ModLang/madiploma.html](http://www.bath.ac.uk/Departments/ModLang/madiploma.html)

## **Section 5 Students of other disciplines**

### **Language studies integrated into non-language programmes**

#### **Bulgaria**

- New course curricula have been designed with the support of the Tempus Phare Scheme, e.g. the new English course at the Higher Institute of Architecture and Building in Sofia and the modern foreign language curriculum at the Institute of Foodstuffs and Nutrition in Plovdiv (Tempus 13533-98).
- New Modern Foreign Language Centres have been founded, e.g. at Plovdiv University [www.ff.uni-plovdiv.bg](http://www.ff.uni-plovdiv.bg). They provide high quality language teaching to all university students.

#### **Czech Republic**

- University of Hradec Kralové - Faculty of Management and Information [www.uhk.cz](http://www.uhk.cz)
- University of Pardubice [www.upce.cz](http://www.upce.cz)

#### **Denmark**

- International and Intercultural Communication at Aalborg University. This programme is designed to give students an understanding of communication in the intercultural context. It is taught in English. The programme represents a move to design courses for a cross-faculty base and as such may have wider applications (e.g. in relation to language programmes and not just communication programmes). [www.sprog.auc.dk/~firth/IIC.html](http://www.sprog.auc.dk/~firth/IIC.html)
- Arabic, University of Southern Denmark. This programme is a subsidiary degree in Arabic, open to students who have completed 2 years of foundation study in any discipline. A more advanced programme is also available for those who complete this

subsidiary degree. The programme illustrates how a "non-traditional" foreign language (at least in the Danish context) can be made attractive for students from varying disciplinary backgrounds. [www.studieguide.sdu.dk/studier/index.php?uid=62](http://www.studieguide.sdu.dk/studier/index.php?uid=62)

### **Finland**

- Department of Languages and Communication at the Helsinki School of Economics and Business Administration has a wide range of courses that students can combine into a minor subject. <http://kielet.hkkk.fi/english/index.html>

### **France**

- University of Montpellier: languages and culture multimedia centre accommodates nearly 2,000 students per year. The centre is open from 9.00 to 19.00, Mondays to Fridays and offers six languages: German, English, Arabic, Spanish, Hebrew and Russian. Non-language specialist students can obtain credits for languages. They spend alternate weeks with a teacher and carrying out guided independent study.
- Centre for language resources at the Pôle Universitaire Européen de Strasbourg is established in several faculties: life sciences, economic and management sciences, physical sciences and medicine. Generally, the language of study is English although a choice of English/German is offered in some disciplines.
- National Institute of Oriental Languages and Civilisations (INALCO) specialises in international exchanges involving little-taught languages – Chinese, Korean, Hindi, Arabic, Japanese. <http://www.inalco.fr>

### **Iceland**

- co-operation between the Faculty of Economics and Business Administration and the Language Centre at the University of Iceland.

### **Ireland**

- Carlow and Dundalk offer diplomas for IT and computer systems students in the Institutes of Technology.
- The University of Limerick requires the whole of the second year to be spent at a French engineering school.
- Galway places its students in the IT industry in France.

### **Latvia**

- ESP teaching at Venstpils College. ESP is taught as:

1. a basic foreign language continuing the course started at the secondary schools
2. a second or third foreign language.

The students learn the foreign language for 4 semesters. There are 12-17 students in the group. The groups include students of equal level of knowledge.

Students:

- Majority of them are high school graduates and that means they do not have relevant work experience.
- Their language skills are between intermediate and upper-intermediate levels and some students have already taken a course in Business English at their high schools.
- Despite students' improving language knowledge, the analysis of students' needs points out the most essential need for them - speaking (communication) skills, leaving reading, listening, writing skills far behind.
- Students are motivated as, firstly, they have managed to get through the high competition in entrance examinations and, secondly, students are aware of studying facilities and opportunities the college offers.

The content of the course includes topics chosen on the basis of students' needs analysis. The teachers choose the necessary functions, structures, vocabulary according to the students' level.

There are good resources for learning:

- Wide choice of materials for learning: dictionaries, course books, CD-ROM's;
- The materials are accessible to each student;
- The students can use Internet freely;
- There is a language lab;
- There is satellite TV.

The many-sided resources allow the use of various forms of autonomous work:

- Extensive reading (periodicals, research papers, case studies, etc)
- Preparation of short presentations (product presentation, presentation on one ethical problem, culture, etc)
- Individual work with CD-ROM on Business English;
- Independent work with literature, dictionaries, the internet, reference literature, etc;
- Preparation of course assignments (assigned by a lecturer).

The value of the ESPELL project supported by the British Council was great.

- "English for Special Purposes" in Latvia Sports Academy. The objectives of the course:
  - To enrich the special vocabulary;
  - To acquire skills of reading special literature;
  - To develop communication skills based on the field of studies;
  - To acquire skills of public speech, business writing.The course content is linked with other courses in the programme: pedagogy, psychology, anatomy, sports history and field of sports the students are studying [www.lspa.lanet.lv](http://www.lspa.lanet.lv)

### **Poland**

- The programme of FLE (French as a foreign language) carried out successfully in several institutions.

### **Portugal**

- University of Evora – nearly all non-philology programmes have one compulsory language.
- University of the Algarve – English is obligatory for the majority of non-philology programmes.
- New University of Lisbon – there are language courses for many non-philology programmes.

### **Sweden**

- Jönköping International Business School offers English for Business at four different levels.
- The Baltic Business School at Kalmar University College is being established as of autumn 2001. [www.hik.se/io/index.html](http://www.hik.se/io/index.html)

### **Switzerland**

- The University of St Gallen includes in its Faculty of Economic Sciences, a department of cultural studies, which offers courses in English, German, Italian, Spanish, Russian and Japanese together with psychology, sociology and history. Students must study at least one foreign language and a cultural strand.
- The University of Italian Switzerland places high importance on foreign language study. The Faculties of Communication Sciences and Economic Sciences offer advanced courses in English, German and French, as well as less advanced courses. In addition, the Faculty of Communication Sciences offers two additional courses in each of the three foreign languages: a course in specialist language and a course with a cultural slant.



### **United Kingdom**

- University of Sheffield offers an Institution-Wide programme in French, German, Italian and Spanish. The Modern Language Teaching Centre's Language Programme is accredited as part of the University's modularised degree (level one). [www.shef.ac.uk/mltc/courses/courses.html](http://www.shef.ac.uk/mltc/courses/courses.html)
- At the University of Plymouth there are currently 93 undergraduate awards that include a reference to a language study in their title (most of them combining a language or languages with a non-language subject and approximately 700 students taking at least one language module. [www.plymouth.ac.uk](http://www.plymouth.ac.uk) and [www.pbs.plym.ac.uk](http://www.pbs.plym.ac.uk)

### **General and subject-oriented language courses accompanying non-language programmes**

### **Bulgaria**

- A network based curriculum for modern foreign languages, which is the outcome of a research and development project, co-ordinated by Sofia University, within the framework of Tempus is an attempt to get around the shortcomings of the dualistic model of language teaching for general versus specific purposes. A National Network of language teaching institutions has been set up for the dissemination of the new language curriculum. [www.lac2000.revoluta.com](http://www.lac2000.revoluta.com)

### **Denmark**

- Language Centre at Copenhagen Business School. This is an interesting initiative in the Danish context, where there is no tradition for university-based language centres. [www.cbs.dk/departments/langcen](http://www.cbs.dk/departments/langcen)

### **Finland**

- The Language Centre at the University of Helsinki <http://www.helsinki.fi/kksc/> is the biggest of the university language centres in Finland. 100 teachers provide tuition in 20 languages and self-learning facilities for 42 languages. A new innovation is short courses in press language in Spanish and Russian where beginners quickly gain an elementary knowledge of the languages. The Language Centre has developed ALMS based teaching for the needs of students (Autonomous Language Learning Modules). <http://www.helsinki.fi/kksc/alms>
- The Swedish-speaking sections of the universities located in Helsinki have launched a joint project called the 'Language Alliance' under the Department of Languages and Communication at the Swedish School of Economics and Business Administration in Helsinki. The aim is to provide language courses for Swedish-speaking university students. <http://www.shh.fi/depts/sprak/allians/index.htm> (N.B. this web-page is in Swedish)
- The Department of Languages and Communication (<http://www.shh.fi/depts/sprak/index.htm>) at the Swedish School of Economics and Business Administration ([http://www.shh.fi/index\\_eng.htm](http://www.shh.fi/index_eng.htm)) has developed a course called Environmental Communication that deals with companies' environmental reporting, focusing on the students' presentation and argumentation skills in English. <http://www.hkkk.fi/~tammelin/envicom98/info.html>. The Department has also revised the programme for Russian, including a portfolio course.

### **Ireland**

- University College Dublin
- University of Limerick

### **Latvia**

- Stockholm School of Economics in Riga ([www.sseriga.edu.lv](http://www.sseriga.edu.lv)) in which all courses are taught in English. The programme offers a theoretical basis in all main subject areas concerning business and industry. Students acquire theoretical and practical skills both in entrepreneurship and business administration. Graduates are involved in setting up new business as well as participating in the restructuring of existing business and other organizations. The study language is English. Strong emphasis is placed on teamwork, case studies and problem solving. The programme also covers

study trips to different companies and organizations in Latvia and other countries. Students have to complete internship in companies. The programme gives a broad basis in Business Administration and Economics both theoretically and practically. The first part of this programme covers the following subjects: business administration, accounting and finance, marketing, economics, economic statistic, commercial law, business English, management and organization theory, international business, small business management, service department, computer and information processing, business simulation. Students have to prepare a Bachelors thesis which covers both knowledge and practical skills acquired during their studies at SSE Riga.

### **Lithuania**

- Department of English for Social Sciences at the University of Vilnius where staff actively and successfully participate in the pioneering work of the EuroFaculty and other projects funded by the British Council.

### **Norway**

- Østfold University College at Halden offers programmes in business English, French and German. Common to the programmes is a compulsory stay in the foreign country where the student either works for a private company (French, German) or studies at the university (English). In the first year there are a large number of obligatory oral and written tasks and term papers and strong emphasis on language development. Assessment makes ample use of a portfolio. For example, in a course entitled *Written Market Communication* a component is devoted to functional translation while the other part of the course concentrates on analysing and producing various text genres. Assessment in that course is an individual portfolio comprising functional translations into English and a number of other texts of different genres within market communication. The texts should be based on research done in one particular company. <http://olaf.hiof.no/~sf/englishindex.html>

### **Sweden**

- NBC English. This course was initiated by the Department of Modern Languages, Umeå University and the National Defence Force. Students learn to demonstrate protective equipment, to make oral presentations on the effects of biological, chemical, and nuclear weapons, and to summarize texts and articles in the specific areas. Co-operation within the Nordic countries has been initiated and will hopefully be developed further.  
Contact person: [Janet.French@engelska.umu.se](mailto:Janet.French@engelska.umu.se)
- Languages and Culture Studies. Organised by the Department of Modern Languages, Umeå University, courses are aimed at students of other faculties than the humanities and comprise 7,5 ECTS per semester in English, German, or French. The courses have no specific bias. The objectives are to improve students' communicative (oral and written) skills as well as their cultural awareness, and thus bring them to adequate socio-cultural functioning. Contact person: [Anita.Malmqvist@tyska.umu.se](mailto:Anita.Malmqvist@tyska.umu.se)

### **Switzerland**

- the Language Centre at the University of Lausanne teaches six languages to students and staff. It prepares them for internationally recognised examinations. Teaching and methodological reflection is intense and based on needs analysis. The Centre contains a multi-media space, has contacts with various national and international associations and also engages in research.

### **United Kingdom**

- University of Sheffield offers an Institution-Wide programme in French, German, Italian and Spanish. The Modern Language Teaching Centre's Language Programme is accredited as part of the University's modularised degree (level one). [www.shef.ac.uk/mltc/courses/courses.html](http://www.shef.ac.uk/mltc/courses/courses.html)
- At the University of Plymouth there are currently 93 undergraduate awards that include a reference to a language study in their title (most of them combining a



language or languages with a non-language subject and approximately 700 students taking at least one language module. [www.plymouth.ac.uk](http://www.plymouth.ac.uk) and [www.pbs.plym.ac.uk](http://www.pbs.plym.ac.uk)