



## **Thematic Network Project in the Area of Languages 3**

### **Subproject 3**

**Languages as an interface between  
the different sectors of education**

## **FINAL REPORT**

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# **1. Aims and Issues of the Subproject**

## **1.1. The Concept of Interface**

Subproject 3 of TNP3 has focused on a new concept in language learning and teaching. It has dealt with issues concerning “interfaces” between the different sectors of education, interfaces being defined and understood as “the area in which [two subjects or systems] affect each other or have links with each other” (BBC English Dictionary 1992). In other words, in the subproject and in this report interfaces are referred to as points of contact, communication and cooperation between different actors/players in the language mediation process. They are junctions, where on one hand different levels of language education intercept and where on the other hand different players, i.e. decision-makers and language providers both on the vertical axis of formal language education and on the horizontal axis of other language providers or language learning opportunities (could) meet. We were interested in the modes, effects, issues and structures of interfacing, i.e. if and how teachers at different levels, learners, stakeholders and any other partners cooperate and communicate with HEI in order to ensure the common goal of enhancing and improving language learning and multilingualism in a life-long-learning (LLL) perspective.

## **1.2. Rationales for the New Concept**

In spite of the fact that the learning of languages is generally acknowledged to be a life-long process par excellence and in spite of the various instruments being developed and actions undertaken on the European level to ensure more effective, transparent and comparable language learning results Europe-wide language specialists working in the different sectors of education are largely unaware of each other, as are the different sectors of education, the decision-makers and other providers. The goal of the subproject was to look into the practices and experiences of successful interlinking, to detect and analyse the needs and possibilities, where cooperation is not yet in place and could bring about synergetic effects, and to demonstrate, how communication between the different players would benefit both learners, institutions and countries in order for their citizens to attain the goal of mastering at least 1+2 languages. On the basis of national reports, discussions with different players and consultations the subproject members formulated a set of recommendations to be implemented on different levels of decision-making, education and language learning practise.

## **1.3. General theses themes and aims**

Three main issues are at the very heart of the subproject’s activities, reports, analyses and recommendations:

- Facilitating the continuity of language learning (and teaching) by making it more coherent and efficient, a goal to be attained by removing obstacles for a smooth progression and transparent and efficient learning paths.
- Thus making space and enhancing motivation for learning more languages, enhancing multilingualism and attaining the European goal of every citizen speaking at least 2 foreign languages in addition to the first one.
- Fostering individual and collective language-awareness-processes in the life-long-learning perspective.

The new perspective ties up with and is oriented towards the description of outcomes: particularly in language learning the outcome of the learning process must be competence, i. e. the ability of applying knowledge. This is of primary importance for the individual learner and for the professionals in language teaching and mediation. With every step of his path towards multilingualism the learner should be able to check the stages of competence reached, and accordingly should be able to choose from a large set of offerings to continue efficiently and without unnecessary delay in the direction set and with the language(s) he decides to learn or improve. In order to ensure such a transparent, efficient, individually diverse, therefore satisfactory linguistic progression, professionals from diverse sectors of the language industry and decision-makers are expected to step out of their own neatly kept enclosures, talk to one another and by concentrating on the outcomes of learning processes, optimize the results of their common endeavours. Such an approach will result in raising the awareness for learning languages and making European citizens see the advantages of knowing more languages as well as the need to take them up at different stages of their life.

#### **1.4. Role of HEI in this process**

One of the main objectives of the subproject was to identify the role of HEI in these processes. “Higher education occupies” in the words of Wolfgang Mackiewicz “a central position in the process of life long learning, both in terms of provision for the language learner and of producing the human resources needed for language education. Because of this, they should take the lead in designing language learning scenarios encompassing the whole spectrum of language learning.” We wanted to find out, if the other players think that this is still – or even more so – true, and how HEI might step in, take up, stimulate and initiate interface-activities. We started from the assumption that on one hand dialogues were already going on between players but that they were not noticed or generally known, so that they would have to be detected and mapped, and, on

the other hand, that it is the role of HEI to act as mediator and to ensure transfer of outcomes, knowledge and experience.

## **2. Outline of the Activities and the Course of the Subproject**

### **2.1. Structure of the Scientific Committee**

In order to ensure different views on the complex themes and issues of the newly detected and studied areas from the very start the so called Scientific Committee of the subproject, i.e. the group of people working closely together on it, was structured accordingly: besides people from HEI with different backgrounds in their working experience and different positions in university hierarchy, single members came from decision-making bodies as ministries, state-agencies, language associations and the secondary school sector. Moreover, in the yearly conferences and workshops the outcomes and activities of the group were discussed and evaluated by a larger and more heterogeneous group of players, mostly comprising other stakeholders, students' representatives and students of different subject areas.

### **2.2. Activities, stages, products**

In the course of work on the subproject the following main activities were carried out and the following results achieved:

Stage 1: Introduction, clarification and identification of relevant issues concerning „interfaces“; decisions on the structure of the national reports dealing with the mapping of existing and needed interfaces, reports on possibly existing examples of good practise. Product: National Reports (NR) and questionnaires on existing interfaces on the national level.

Stage 2: On the basis of the national reports a synthesis report (SR) was produced, discussed and evaluated; it was used as a reference paper for the production of a questionnaire in a Europe-wide survey. The questionnaires were translated and a list of respondents was produced: Products: Synthesis Report (SR), workshop reports, questionnaires in 11 languages.

Stage 3: Because of administrative and technical flaws the survey had to be repeated; the interesting consultation results confirmed some suppositions and added valuable information. On the basis of all three stages recommendations and proposals were formulated and discussed in workshops. Products: Consultation results, recommendations and proposals.

This final report follows the stages of the subproject in their results and concentrates on the outcomes in a condensed version. For details readers are referred to the NR and the SR; for an overall picture TNP3 and issues of the two other subprojects that might be relevant to subproject 3, please consult the TNP3

website.<sup>1</sup> There you will also find the activities, workshop reports and results of a large-scale investigation on language-teacher-training-issues: competences, entry and exit qualifications and professional development that were carried out at the University of Southampton under the lead of Mike Kelly.<sup>2</sup>

### **3. Mapping the Interfaces – National and Synthesis Reports**

The concept of interface, though self-evident at a first glance, defies a simple understanding: parts of the national reports and the synthesis report reflect how difficult it is to grasp the new perspective, on one hand because of its novelty, on the other because of the complexity of interfacing. However, this should not discourage from dealing with interface-related issues, on the contrary: we hope to encourage and stimulate cooperation and communication by showing how diverse and productive cooperation and communication between language players can be.

In order to make the NR comparable and not too heterogeneous as well as in order to get an overview of the various kinds of overlap, a structure for the reports was devised on the basis of organizing the different sectors of language education into a system of co-ordinates, i.e. two axes, a vertical and a horizontal one. The vertical axis represents the three (or more) levels of the formal educational systems. The horizontal axis brings together all the other language providers, formal or informal, such as adult education institutions, foreign cultural institutes, language schools and private language institutions as well as distance learning and e-learning organisations. It also comprises other sources of formal and informal language acquisition or validation, e.g. external certification agencies, media, study holidays, tourism, major cultural and sporting events. Initiators of language learning programmes may also be public bodies, private enterprises, charitable and church bodies and other associations. The axis structure is to be seen as an organizing instrument and not as a strict division. On the contrary, as some of the identified interfaces are to be found in the space between the two coordinates, overlaps could not be avoided, nor could all the interfaces be smoothly integrated into the model, which shows how dynamic the area is.

The short overviews of the formal educational systems on the vertical axis and the various kinds of language provision in the NR were meant to contextualize the interface issue. By outlining the enormous variety of regulations, solutions and practises for language teaching and learning, e.g. differences as regards the age when foreign languages are introduced, the discrepancies in curricula,

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<sup>1</sup> <http://web.fu-berlin.de/tmp3/>

<sup>2</sup> Website???

numbers of teaching hours, range of languages as well as the availability of resources and materials etc., one becomes aware of the difficulties in tackling interface issues and at the same time the potential of transferring successful cooperation to other environments. In a similar way the mapping of administrative structures, their responsibilities and competencies serves as a means to identify possible interfaces. In both areas the diversity is striking.

### **3.1. (Foreign) Language Policies and Consultation Bodies**

To ensure European and national goals set in the area of foreign languages, i.e. to master at least two languages besides the native one, secure a diversity of languages to be learnt, provide the conditions for a smooth and undisturbed progression from one competence step to the other, engage in a systematic, effective and tuned provision for language learning in a life-long perspective and, last but not least, to guarantee changes in the awareness of the overall importance of language learning, national FL strategies or policies and consultation bodies on a national/regional level are devised. Policy making can be used as an excellent strategic tool for interfacing, as most or even all partners in language education will be affected by the consequent action plans. Making their representatives meet while designing FL strategies should be an excellent prerequisite for its overall transfer into practice and could serve as a solid basis for implementation. It is not yet known and certainly would be worth a Europe-wide project to research, how the above generally accepted goals could be attained in the most efficient ways with durable effects via creating national FL policies and consultation bodies. Members of academia have been mostly included in such bodies as individual professionals, but surprisingly HEI as institutions are not known to have taken the lead in such important national activities (probably because of a misinterpretation of university autonomy), despite the fact, that one of their social functions is to provide general concepts and guidelines and act as promoters of new perspectives. **The overall impression of the subproject findings in this and in all other interface areas on the vertical and horizontal axis can be reduced to a common denominator: many structural interfaces, points and ways of cooperation and communication between the partners engaged in FL do exist; they are, however, either undetected, scattered, have a reduced range of impact, are limited in numbers, size and effect, and – this must be explicitly stressed – they are not exploited to their full potential. Here HEI could step in and improve matters.**

The mapping of FL policies shows, that in almost all researched countries language policies exist; they are, however, focused either on preserving and enhancing the native language(s) and/or on securing the rights of minority languages, as well as integrating migrant languages and bilingual education. Although there are clearly discernible trends which focus on the development of policies for foreign languages and an emerging awareness of the importance

of life-long language learning for economic progress and social cohesion, countries priding themselves on an overall, comprehensive foreign language policy at national level such as developed for France, Hungary or some German Länder are rare. Measures of various kinds, such as the National Action Plan for foreign language learning in Austria, the National Languages Strategy for England launched in December 2002, the Progetto Lingue 2000 (Languages Programme 2000), the Italian government measure aimed at overhauling the teaching and learning of modern language in Italian schools, might not be as ambitious as the French and Hungarian examples, but they serve a similar aim, to foster language diversity, to secure public foreign language learning and internalization and to pave the way for life-long-learning. In some way or other most analysed countries reacted to the demand of a more systematic foreign languages provision, be it with ministerial resolutions or other national/regional activities, mostly in connection with curricular reforms (e.g. Slovenia and Germany, where conceptual reforms go back to the mid nineties) or in reaction to EU/EC resolutions (and the Year of Languages). Though in some countries academic professionals were included as consultants in FL policy development, HEI did not figure as initiators of change.

Thus, Hungary's World Language Programme, which officially started in 2003, was launched by the Ministry of Education. This is an excellent example of the creation of a comprehensive national language policy by covering all areas of language education and systematically developing people's language competences irrespective of their age, social status and/or profession. Within the programme long-term projects are to be elaborated and at the same time the World Language document tries to pinpoint critical areas and outline recommendations.<sup>3</sup> The Fins, who are known to play a leading role in educational issues, have developed a comprehensive approach to deal with the complexity of language policy issues and to use them as an interface between the different parties involved. They have also been pioneers in the field of institutional FL policies (e.g. University of Jyväskylä). Generally speaking, even less data than for national FL measures exist for institutional FL strategies in all the three sectors of education, which does not necessarily mean that there are none, but probably signals a more general lack of awareness of the need to make them widely known. A general trend towards a much more centralized, systematic and harmonized approach to FL teaching and the tackling of FL issues can be noted in the EU countries on the level of creating general, nationwide frameworks. It goes hand in hand with decentralisation and greater autonomy on institutional level, where individual schools and institutions – or regions – are instigated to decide on their own FL policies and thus design their own profiles. In some countries, such as the Netherlands and also some German Länder, profiling through the choice of FL is quite traditional and common. On both levels HEI could and should act besides their professional function as cooperation mediators. – At university level some institutions are already implementing exemplary FL policies, to name a few, the Freie Universität Berlin, Université Libre of Bruxelles, Southampton University, University of Jyväskylä, Université Rennes 2 and Umeå University. The need for a transfer of knowledge on how to create FL policies was met and taken up in one of the most acclaimed sub themes of the ENLU-project (cf. [www.fu-berlin.de/enlu/](http://www.fu-berlin.de/enlu/)) and will be followed up by a network.

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<sup>3</sup> [http://www.tpf.iif.hu/pages/content/index.php?page\\_id=59](http://www.tpf.iif.hu/pages/content/index.php?page_id=59)

### **3.2. Vertical axis: the formal educational sectors and their cooperation and communication with HEI**

As universities or similar types of HEI provide the training for FL teachers, cooperation with practitioners on the whole vertical axis, from pre-elementary to upper secondary, should be guaranteed. Needless to say, the main issues here are to enhance the quality of FL teaching and training; this can be only ensured, if there is an ongoing and continuous dialogue between the partners, school teachers being stimulated to express their needs, problems and experiences, university people to devise methods and ways to overcome and solve detected problem-areas. Theory and practice must be interlocked and also linked to the needs of the social environment they are part of. In order to guarantee smooth progression and continuity of learning without disturbing breaks, higher efficiency and quality, all educational sectors have to cooperate in the following tasks: curriculum design (for all sectors, also HE), entry and exit qualifications, validation and recognition, policy development, in-service training, student practise or trainees (and mentorship), teaching and assessment methods, esp. with IT-support, developing teaching materials, implementing EU/EC devised tools, i.e. CEFR and language portfolios, changing social awareness on the necessity of FL in the life-long perspective and the promotion of FL learning. This is a concern especially for HEI, as they deal with and lament over the low and diverse linguistic competence of their beginners.

In all the above areas some kind of cooperation and communication between HEI and the other sectors of formal education could be detected throughout Europe in the countries described. Nevertheless, the stressed finding on p. 8 applies here as well. Moreover, even there, where close contacts between university and school teachers traditionally exist, e.g. via mentoring students in pedagogical practise or via in-service training, offered by HEI, these are confined to solving concrete problems and are rarely used to discuss and set about general improvements to the benefit of all. What points of contact and encounter between HEI and the other educational sectors, mapped in the NR, could be functionalized to take on the above described tasks? Where could potential be activated? Where are examples that could be transferred to other environments?

In order to find answers to these questions an interface questionnaire (see appendix) additional to the NR was devised and answered by representatives from eleven countries (AT, DE, ES, FI, HU, IE, IT, MT, NL, SE, SI). We asked about the types of cooperation between HEI and the three other educational sectors: pre-elementary institutions (PEI), primary institutions (PI) and secondary institutions (SEI) and were interested in curriculum and programme design, entry and exit examinations, recognition and validation of outcomes, in-

service training, staff cooperation, cooperation in policy development, in diverse consultation bodies, in the field of research, in teaching and assessment methods, developing teaching materials and resources, portfolios and e-learning.

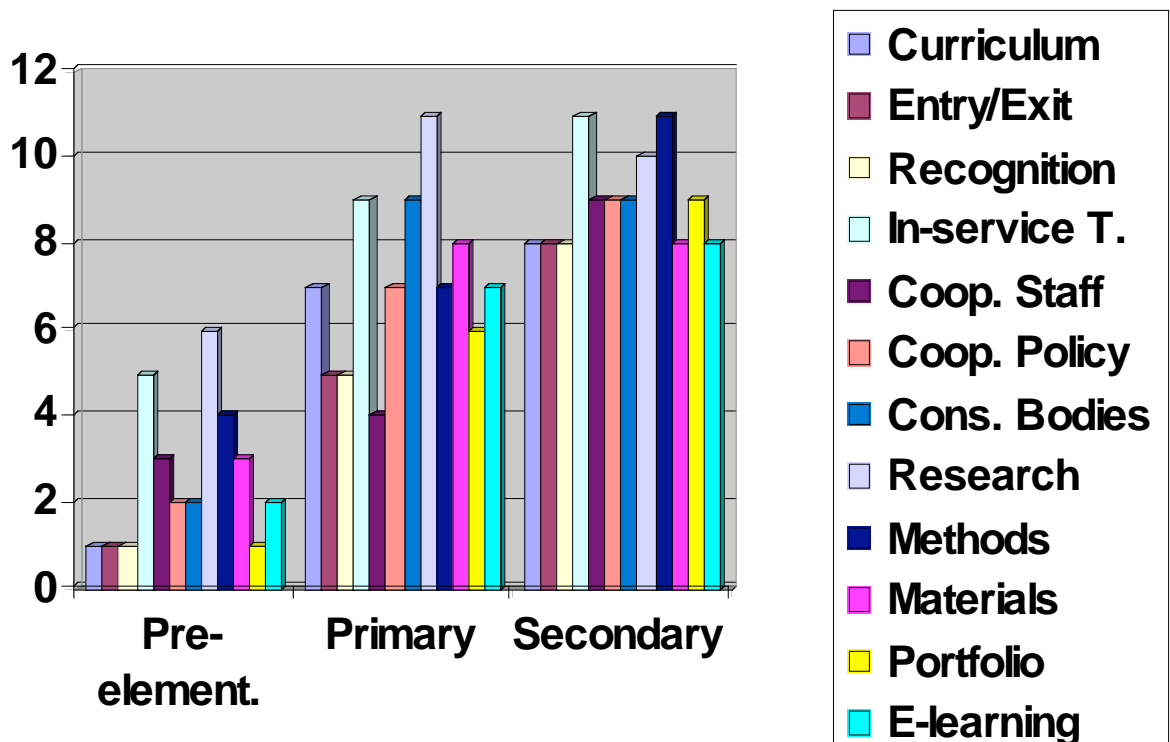


Fig. 1: The outcomes of the survey.

Not surprisingly, as the graph shows, the interface between HEI and Secondary Education Institutions (SEI) plays the most important role, the interfaces in-service training, research, teaching and assessments methods scoring highest in most countries. The analysed data indicate that in small countries with limited numbers of institutions staff communication and cooperation necessarily tend to be closer and cover more areas of contact. This leads to the assumption, supported also by some concrete examples for instance in the UK, Sweden and Italy, that regional networking might be helpful, especially as cooperation with external stakeholders, such as companies, public services etc. scored lowest, and that contacts to the world of work contribute to many of the issues mentioned above in the field of FL teaching and learning in the life-long-learning perspective. Moreover, the results show how little is yet being done to encompass the whole circle of FL learning and teaching, even on the vertical axis of formal education, not considering that LLL, i.e. starting at a very early, preschool, age and continuing after having finished one's formal education, goes beyond this. Communication and cooperation in early FL learning with its diversifications in different stages have to be developed and strengthened to achieve the desired results. (For concrete interfaces and solutions, please consult

the NR, the SR, the workshop reports and the Southampton reports on teacher training .)<sup>4</sup>

### **3.3. Horizontal axis: cooperation and communication of HEI with other FL providers**

The introduction of a horizontal axis of FL teaching and learning into the subproject, i.e. the mapping of and interest in all the various providers not included in formal education, from language schools to producers of materials and resources, goes back to several changes in perspective:

- The Lisbon agenda and the Bologna process focus on employability: a large part of FL-programme-graduates engage in activities and find jobs outside formal education. Therefore, it must be in the interest of all the three parties involved – the students, the HEI and the future employers – to cooperate in order either to adjust university curricula according to the demands and needs of the adult FL sector or to design additional modules, offering knowledge and the development of competences, necessary for a successful integration into the many niches of FL teaching.
- According to the above noted many new profiles in FL teaching and other related professions emerge. Close cooperation between the FL teaching “industry” and HEI enables to react to such new demands and brings advantages to both parties by reaching higher professional standards. (New profiles in the area of translating and interpreting have been dealt with in subproject 1; needless to say, interfacing is a prerequisite in this area.)
- The outcomes-driven view on education – also a principle of the Bologna-process – introduces all kinds of possible recognition and validation of informal, experiential learning etc. Communication between the different FL providers and HEI can ensure better motivation for FL learning as well as the use of a common framework and common assessment methods by applying tools developed within the EU/EC (CEFR, portfolios). Turning to checking competences instead of knowledge might instigate learners to take up more languages in the long run and also change their attitudes to FL learning.
- The much more individualized approach to teaching and learning, the demand for a broader range of languages offered and the diminishing financial means in HEI prompt task-sharing with external language providers, e.g. cultural institutes, language schools etc. Especially on the beginners level cooperation between HEI and such institutes makes

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<sup>4</sup> Especially worth noting is the report of our Finnish representative at the Closing Conference in Rennes, who related that the Language Centre of the University of Jyväskylä took on the task to bring together practitioners from the whole range of FL provision in order to match up all curricula with CEFR.

sense and has brought about positive results. HEI can concentrate on their very own field of study: the higher levels of linguistic and cultural competence as well as on academic presentation and writing.

- Coordination of assessment criteria, of exit and entrance qualifications, as well as of curricula according to tools developed within the EU/EC can make progression easier, enhance motivation for FL learning and promote multilingualism.
- Communication and coordination with producers of teaching materials, e-learning and other resources within HEI that in general up to now have worked only on an individual level would make FL learning more efficient, stimulate autonomous learning, guarantee smoother progression and benefit all parties involved.

Due to the differences in educational systems, the mapping of the interfaces on the vertical axis was complicated and demanding; on the horizontal axis with its extensive dispersion, the large variety of FL providers, and, moreover, with the scarcity and irregularity of cooperation, data were extremely difficult to gather. Therefore the following graph, resulting from a questionnaire, filled in by representatives of ten countries (AT, ES, FI, HU, IE, IT, MT, NL, SE, SI), only points to trends and, because of the small sample and different interpretations, does not give reliable statistical data. In the questionnaires themselves the qualitative data point to the same findings that are stressed on page 8. The NR and the SR name some cases, where existing interfaces were put to use for the issues at the centre of our attention here.

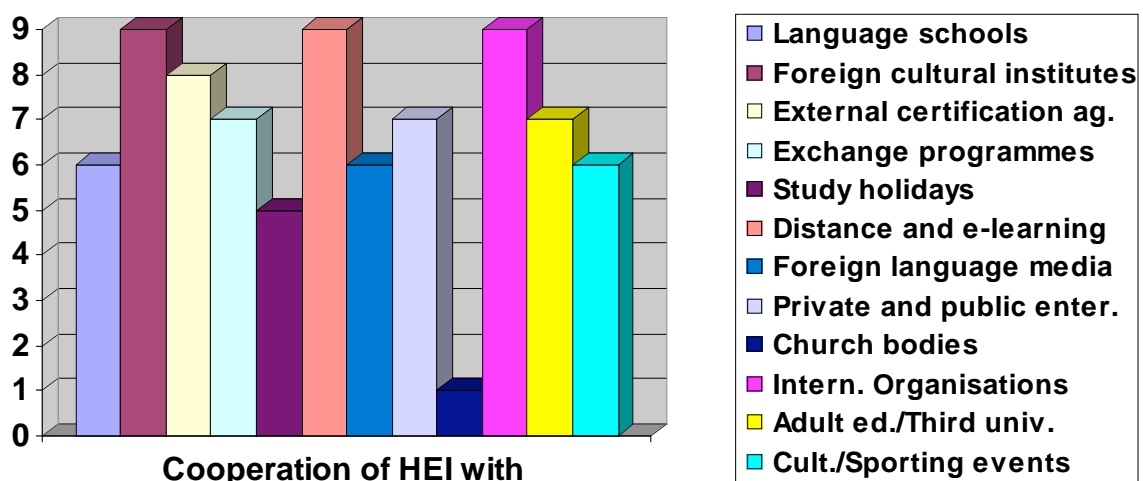


Fig. 2: Cooperation of HEI with other language providers outside formal education.

The above graph shows how many outside contacts HEI have; the qualitative data, however, clearly indicate that these contacts rarely result in dialogue and

joint action or activities in the line of the three main issues of continuous learning paths, multilingualism and life-long FL learning.

### **3.4. Needs Analysis and Recommendations**

The mapping of interfaces on the vertical and horizontal axis gave rise to a number of recommendations that were grouped according to the needs. Here is a short summary:

Needs-group 1: **Role of HEI in interfacing** (cf. p. 23)

- HEI should retain, expand and reinforce their leading role in the collaboration with all other sectors of formal and informal language education and with all players.
- HEI should increase their cooperation in order to promote, encourage and implement a wider range of languages thus contributing to social understanding and cohesion.

Needs-group 2: **Development of new interfaces**

- Development and implementation of comprehensive and transparent FL policies, action plans and guidelines at all levels of education in the life-long-learning perspective.
- Setting up of consultation bodies between HEI, schools, employers and administrative structures.
- Setting up and funding of a central body to coordinate research projects in language learning, teaching and applied research between the different sectors of education and other stakeholders.

Needs-group 3: **Use and expansion of existing interfaces**

- Consolidation, implementation, enhancement, dissemination, promotion, expansion and funding of already existing interfaces.
- Expansion of cooperation and communication along the LLL line towards early learning on the one hand and adult learning on the other.

Needs-group 4: **Smooth transitions and quality assurance and enhancement**

- Promotion, dissemination and implementation of CEFR and ELP for all levels and all FL providers. (cf. Development Project 1)
- Cooperation as quality regulator and a tool to enhance and ensure quality of FL teachers at all levels; introduction of a European FL Teacher Label and regular assessment procedures to be stimulated.
- Enhancement of teacher mobility and professional development on all levels.

For the closing conference in Rennes two members of the Scientific Committee prepared an extensive paper on Recommendations for Cooperation and Consultation, called **Strategies to foster sustainable cooperation and consultation**. As the document in most aspects synthesizes the findings of the SR and the workshops it is here included in a condensed version:

#### Cooperation and consultation with primary education stakeholders:

Primary education is a key sector in language education for several reasons. The learners' experiences of language learning from this level are decisive for their motivation and general interest in learning more languages further on in school and in the life-long perspective. The development of appropriate methodologies and teaching materials suitable for the respective age groups is therefore a central issue, where co-operation could be initiated and extended. Primary education should be the scene for demonstrating to learners the usefulness and importance of foreign languages for their future lives and careers. Therefore the training and in-service training of primary school teachers need to be changed. New needs – focus on young learners, competence-based LL and CLIL – are to be addressed by initial teacher training and also by in-service programmes. A common understanding of what particular skills should be promoted and fostered at this level and how to achieve this is an urgent need, which could be addressed by consultations and activities of new partnerships between primary schools and HEI.

#### Cooperation and consultation with lower secondary education stakeholders:

In this interface the most important aim is to give learners a smooth transition from the primary to the secondary level. Language courses at secondary level must offer an expansion of the knowledge and skills acquired at primary level, not a start from the beginning again, which unfortunately is often the case at present. This is partly due to a lack of communication between the different levels of education. In these areas partnerships between HEI, primary level and secondary level stakeholders could work together on developing curricula or, when central curricula are in place, on interpreting and implementing these in order to secure coherence and efficiency. This is where the CEFR is an essential instrument, which must be implemented in a variety of ways. Since many secondary schools offer some kind of specialization, CLIL can play an increasingly significant role at this stage. Twinning of schools and international mobility schemes between schools of similar profile need to be encouraged.

#### Cooperation and consultation with upper secondary education stakeholders:

Upper secondary level is a key stage in language education, for it lays the foundation for university and college programs, as well as for a person's future professional career. In view of this aspect the CEFR is a useful tool to identify the expected outcomes. Upper secondary language teachers should closely cooperate with language teachers from a wide range of secondary schools and the HEI (language and non-language programs alike). Cooperation is all the more important on this level, because the upper secondary level is the stage that comes to an end with general testing (intermediate or advanced level) and school

leaving examinations. The test-writing team should comprise teachers from the various sectors. The panels of the oral examinations should also have members from the various sectors. In a period when teachers' workloads are often debated across Europe it would be important to assign hours within the system to observe classes at other levels and have consultations with representatives from different levels of education. In order to create long-term structures for such co-operation on the various levels stakeholders must be prepared to secure financial support to cover the costs of working hours, travels etc. Regular workshops, coordinated by the HEI could also be of much help. ERASMUS trainees' outreach programmes and school exchange programmes should be put in place.

#### Cooperation and consultation with adult education stakeholders:

Adult education language courses must be tuned towards specific career needs and mobility on the European labour market but must also build on what students already know and can do in each foreign language. Thus, coherence must be secured in this sector as at all other levels of education. This is where the CEFR fulfils an important purpose as it can both give valuable information to employers throughout Europe about the language skills an applicant already possesses and serve as guidelines for formulating the needs a specific company has in the area of language skills. Thus, institutions of adult education need to co-operate with HEI as well as with the companies (businesses) in all phases of language education from needs analysis through materials development and teaching to testing and evaluation. Closer cooperation is needed with stakeholders, offering in-service programs. Models for LLL should be disseminated. In adult language education in-country and international professional organizations and cultural institutes also play a role. HEI should 'build bridges' across to them to bring language education closer to learners' lives.

#### Levels of co-operation and consultation

- European level: International educational associations, HEI, relevant EU bodies, cultural institutions, international publishers, business associations
- National level: Ministries, national educational organisations, national cultural institutes, HEI, national councils of Rectors, school directors etc., national textbook publishers, bodies in charge of accreditation and evaluation, Academy and other research organisations.
- Regional level: HEI, regional institutes, networks of various types of schools and relevant bodies from the world of work
- Local level: networks of various types of schools, local councils, educational institutions, private and foundation schools, local evaluation centres and study centres, relevant bodies from the world of work.

## Structural requirements for co-operation and consultation

### At European level

- establishing networks across borders and sectors
- strengthening twinning programmes across borders and sectors
- introducing ERASMUS outreach programmes in other sectors of education

### At national, regional and local level

- integration of CEFR and the Language Portfolio in LL curricula and materials (esp. national level)
- supporting language teachers' and language learners' special interest groups and supporting related joint events, projects and conferences initiated by them (esp. regional and local level)
- an emphasis on CLIL programmes at various levels of LL, also in initial and in-service teacher training
- making languages available for various groups of learners, including disadvantaged groups (language empowerment)
- institutions at all levels to identify contact persons responsible for initialising and institutionalising various kinds of cooperation along the lines suggested above
- European language teacher training modules should be elaborated, with special emphasis on lower primary and the interfaces.

## **4. Evaluation of the Consultation Results**

The Europe-wide consultation conducted in stage 3 of the subproject had two main aims:

- to check the findings of the previous project steps and to identify some of their quantitative relations
- to find out qualitative trends and tendencies in the needs for cooperation and consultation between the different sectors of education as well as between the different players in the field of language mediation on a life-long-learning scale.

The questionnaire translated into 10 languages, included 5 (6) sections (A to E): A informing about the respondents' coordinates, B focusing on the importance and the role of HEI for the interface-perspective, C dealing with areas of existing and desired cooperation, D going into the intentions and implementations of European standards and tools (CEFR and ELP) and, finally, E concentrating on quality assurance and Language-Life-Long-Learning (LLLL). The questionnaire in English is available in appendix 2.

In contrast to the other two subprojects, where consultation respondents were anonymous, subproject 3 addressed a defined range of respondents according to the mapping structure, preferably persons dealing with languages on the vertical and horizontal axes of education as well as in decision-making bodies. Therefore, the results had to be evaluated in consideration of the respondents' probable bias for language issues. But, from the very start, because of restricted resources and technical and administrative restraints the subproject could not aim at statistically relevant data, it intended at least to detect general tendencies and trends. The consultation turned out to amply fulfil the set goal. – The respondents came mostly, up to 87%, from educational institutions: all sectors of formal education from kindergarten to universities were included, 49% representing the primary and secondary education sector, 23% HEI, 27% all other sectors of language provision from adult education, language schools, cultural institutes to publishing houses. Ten percent of the respondents work in governmental and administrative bodies, while the remaining three percent belonged to professional bodies. If a similar consultation were to be taken up by interested parties, a correlation between the respondents' answers and their coordinates might lead to interesting and relevant results.

Section B dealt with the central question of the respondents' view on the importance of the exchange of experiences, cooperation and communication between HEI and other sectors of education in general and in language education in particular as well as on their opinion of the tasks HEI should take on when interfacing with the other sectors of language education. Not surprisingly, but nevertheless largely beyond expectations, 95% of the respondents (2/3 clicking very important and 1/3 important) stated the paramount importance of cooperation and communication and the leading role HEI have to play in ensuring progression and dialogue. Even if mostly the traditional roles of HEI as initiators, organizers, producers of material, active partners in cooperation as well as producers and providers of knowledge, were stressed, it becomes clear that HEI have to open up and fulfil the trust set in them by the other sectors and stakeholders of language teaching and learning. To a very low degree are they expected to act as problem solvers and/ or regulators, but a fairly high percentage of respondents expect HEI to be recipients of knowledge, experience and resources indicating that they should “listen” to other areas of education and other language providers. **The message here is clear: HEI should take the lead in bringing together people concerned with language issues, but in doing so they have to consider and take up the experiences and needs of other language providers as well as the possibilities they offer.**

Part C of the questionnaire listed 15 areas and types of possible cooperation and communication between the different sectors of education and tried to establish

the extent of already existing ones, as well as the need to strengthen or to initiate them. This section was rather difficult to process because of the number of issues addressed and the complexity of the questionnaire, thus the results could be read only as general indications: Respondents expressed their concern for cooperation and communication between HEI and other sectors in the field of policy development and consultation bodies, which should be initiated and enhanced especially on the regional and local level. In general the results indicate that policy development and consultation bodies seem to be in place to some extent (esp. on the national level) but not to a satisfactory degree. In the area of raising public awareness for language issues and foreign language education a certain amount of uncertainty could be detected, as quite a considerable number of respondents did not react to this question. This might be due to an unfortunate formulation of the question or might reflect a more general uneasiness with the task itself. Some of the respondents, however, are keen on improving this field as they are in favour of being engaged in the raising of public awareness for language issues. Concerning cooperation in curriculum design a strong need for enhanced and continued mutual dialogue between HEI and other providers was signalled. This could be interpreted as a signal for HEI to include other language providers in curriculum changes, brought about by the Bologna Process. It might be understood as willingness and desire of the other players in language education to be consulted and included in the creation of Bologna programmes and also considered as a challenge to create a stable relationship with those, who would eventually become the employers of language graduates.

Not surprisingly staff cooperation already exists within institutions, however not to a satisfactory degree, whereas it is lacking between other language education sectors and HEI. This calls for initiation and enhancement. The following six areas, i.e. student trainees and mentorship, qualifications and examinations, recognition and validation, in-service training, teaching and assessment methods and development of teaching materials, indicated (as shown in the graph below), quite a remarkable extent of cooperation and communication, but the results confirmed our assumptions as they are more or less the traditional fields of professional exchange. Nevertheless, the need for initiation or enhancement of some of them is still strongly felt. In contrast to this, some new modes of cooperation such as e-learning, research cooperation and promotion of language issues are at a remarkably low stage and need to be initiated and enhanced.

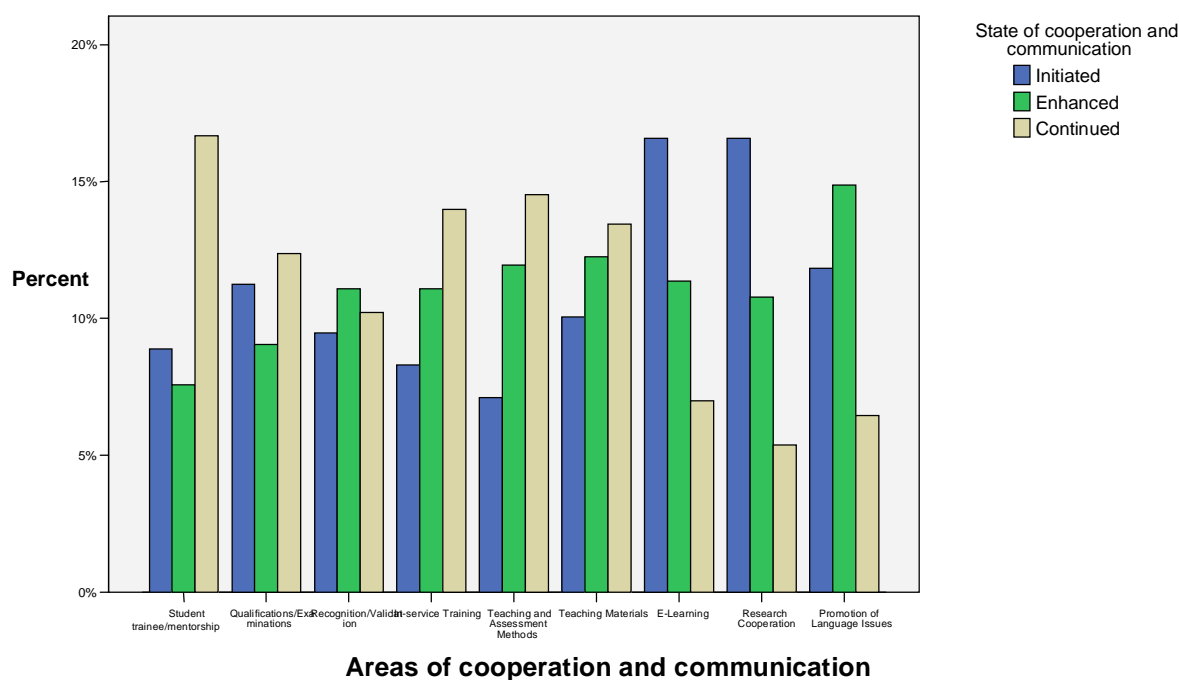


Fig. 3:

In the same section respondents were asked to indicate which of the 15 areas of cooperation they would choose to be actively involved in. Again the preferences of some respondents displayed rather traditional views on HEI and their activities as they signalled – somewhat inconsistently compared to former results – a certain degree of unwillingness to be involved in such interface activities as curriculum design for HEI, staff-cooperation with HEI or in-service training, whereas they were in favour of such cooperation in their own institutions. The questionnaire could not supply the reasons for such results: do they signal the wish for a distinct labour division, a lack of self-esteem or simply the lack of imagination and experience of how cooperation could function in these areas? Surprisingly, the promotion of language issues and their willingness to be involved did not range highly either on the agenda of some respondents. In contrast to this, communication in teaching and assessment methods, teaching materials, e-learning and of course student-mentorship scored quite highly. Working together in research activities seemed feasible to the respondents – a sign that a necessity for applied research is being recognized.

The slight discrepancies in the results indicated in section C , dealing with the continuity of language learning and the use of common European standards, developed in section D, into discernable conflicts between intention and implementation, wish and reality, theory and practice. This part of the questionnaire was meant to go into issues of continuity of language learning by establishing the degree of knowledge and implementation of European instruments, designed to ensure transparent progression, but also through open

questions by giving respondents the opportunity to add any other method, tool or measure to ensure continuity and to facilitate recognition of acquired competences. A surprisingly high number, 70,5%, –possibly due to the respondents’ bias – admits to adopting common European standards of reference and assessment criteria for language learning and teaching: They did so to the highest degree in materials (83,8%), to a slightly lesser extent in programmes and modules (82,4%) and even less in exit and entry qualifications (76,5%). It is symptomatic that the use of common European standards is mostly restricted to those areas, where active involvement and commitment are less demanded. When asked about the implementation of the CEFR a relatively high number of respondents support its introduction BUT the actual implementation seems to be hampered by a lack of teacher training availability as well as by insufficient knowledge about CEFR. If implementation were to be carried out, attention would be focused on programmes/modules on the one hand and materials on the other, to a lesser extent on entry and exit qualifications.

In the next subsections the gap between support and limited implementation widens: an overwhelming majority, 93,6%, is in favour of a nationwide introduction and implementation of CEFR, ELP and LLL, however when asked, if they have introduced measures of language self-assessment and awareness for the life-long learning process of foreign languages such as the European Language Portfolio, strikingly negative results (53%) have to be noted. The comments on the reasons why such measures have not been introduced sound very familiar: “no time”, “no opportunity”, “no resources”, “too much work”, “no financial compensation”, “too new”, “too rudimentary”, “no reason to do so” and “not officially recognised”. Together with the high percentage for the support of the introduction and implementation of ELP they signal that apprehension and fear of change must be removed by information and support, cooperation and motivation. The answers to the last, above mentioned open question, though quite numerous, did not add much to our insight, as they were mostly not pertinent to the question itself, but indicated wider concerns of the respondents. The call for more self-evaluation methods, independent test bodies, graded curricula, more ICT-material and especially the need for more cooperation between secondary education and HEI could be interpreted as measures to ensure continuity of language learning.

The final section E focused especially on the LLLL perspective. It first listed nine activities to enhance and supporting it, asking to range them according to their importance. Consciousness raising for the necessity of LLLL came up first on the list, followed by the opinion that the experiences of other language providers should be included in LLLL. Curriculum innovation occupied position three, while action plans, media promotion, institutional policies, dissemination of examples of good practise for LLLL and the organisation of events for LLLL

issues seemed less attractive to the respondents (here cited according to the ranking). Surprisingly respondents did not think much of developing and offering new specialised courses or modules in the Bologna programmes as a contribution to LLLL, the only exception being courses on LSP. Some of the respondents might not have been familiar enough with current deliberations on curricular innovations and HEI reactions to the needs of the labour-market. Possibly the questions were too elliptic. – When asked to decide on the measures for quality enhancement in LLLL, by far the highest response rate was given to regular in-service training and assessment of staff, followed by institutional self-evaluation and validation by professional associations. Fewer respondents confide in accreditation and validation agencies, in peer-evaluation or in the evaluation by European associations or agencies. The last question, an open one, was dedicated to the areas of possible common research of language providers and HEI. The results were rather disappointing as respondents did not come up with any fresh and innovative ideas: action research, intercultural communication, early, autonomous, adult learning, subject matter evaluation in schools, natural sciences vs. languages were some of the proposed themes.

The overall impression given by the quantitative and qualitative data available from the consultation leads to some general comments and consequently to some important questions to be addressed in the recommendations:

- A sharp contrast between enthusiastic expression of intent and willingness as well as competence to implement the addressed issues cannot be overlooked, which leads to the question, how partners and stakeholders could be motivated to remove obstacles and to talk to one another.
- There is a remarkable lack of knowledge and thus a need for better information about European policies, initiatives, standards, tools and practices, such as CEFR, LLL, ELP and existing examples of working interfaces, cooperation and communication between different language providers and stakeholders. This raises the question, how language awareness can be enhanced and information and good practice be disseminated.
- As most of the respondents of the consultation were people interested in language issues and informed about them, the need for innovative thinking in language education is even more striking. Thus, how can language providers be motivated to take up new ideas in the perspectives of LLLL and multilingualism?

## **5. Recommendations and project proposals**

In the course of the subproject activities and as a consequence of their focus on interface issues at national and European level the Scientific Committee Members identified a large number of needs and formulated numerous

recommendations, directed to various addressees, but mostly to stakeholders on the European and national level as well as decision-makers in HEI, thus hoping to hand over the torch to relevant players. One of the tasks of the subproject was then to select from the list of needs and recommendations and come up with some general recommendations that could find their way into relevant documents on European and national level and attract the attention of relevant European and national bodies or structures. Moreover, a few concrete project proposals were formulated, that could be implemented in a shorter period of time and bring about the desired effects. Here is a short summary of both:

#### **5.4. General recommendations**

HEI are supposed to take the lead in all three areas, identified above as especially relevant to the interface issues:

- HEI should initiate and enhance cooperation and communication between different language providers and stakeholders.
- HEI should inform and disseminate European initiatives, standards and tools BUT they have to address relevant issues of teachers' daily practise, have to listen to the other providers' problems, needs and resources and have to include and motivate experiences from other sectors.
- HEI should come up with and disseminate innovative solutions, esp. on how to attain synergetic effects by interfacing.

The goals set initially (cf. p. 4) could be reached by enabling, creating and support interfacing via

- regional and local networking,
- new modules and curricula for areas lacking in cooperation and communication with the relevant players in the other sectors of education,
- changes in in-service training,
- stimulating the creation of contact points, bodies for communication,
- transfer of knowledge and collective problem-solving.

Motivation seems not to be lacking, willingness for change cannot be doubted and should be exploited.

#### **5.5. Project Proposals**

Development project 1: **CEFR as a general tool to evaluate language competencies across borders as well as different levels of education and sectors of work**

- Implementation of CEFR across the sectors; the implementation process must also involve employers in order to make them familiar with the instrument and how to use it effectively.

- Adoption of CEFR and adaptation to make it more user-friendly for the different sectors of education, including primary level, adult language education and also language education along the horizontal level.
- Spreading the knowledge of CEFR more widely to professionals of all levels by giving them examples of good practice from abroad and from their home countries. Demonstration of the usefulness of CEFR by applying it widely in materials writing (graded textbooks and other language teaching materials, graded tests, demo videos etc.) and production.
- Incorporation of CEFR in teacher training and in-service training programmes, teaching testing and evaluation.
- Elaboration and fine-tuning of a user-friendly system of evaluating language learners with the help of CEFR. Piloting of a system which switches from traditional marking to using CEFR in different sectors and on different levels.
- Setting up of programmes to promote and train the use of Language Portfolio among learners, even at an early stage as well as future employers.
- Introduction of CEFR in national curricula.

**Development project 2: Creation of educational language networks, in which a certain number of HE institutions, schools and educational authorities from the same area participate.**

The most effective way to enhance sustainability in LLLL policies is to create networks of partners. In practice, it will be necessary to stimulate these networks at different levels and important to base the process on real cooperation between partners working in the same geographical area, whether this is a single country, a region of a country, or a cooperative venture between two or more member states. Such networks would aim at ensuring curriculum coherence by bringing better transition and intelligibility among HE institutions and schools, making resources available, setting up research and development projects in which both teachers from different sectors are involved, stimulating the involvement of schools in determining the competences of language teachers and making language studies attractive for pupils. They would be implemented to promote the European idea of LLLL within the new programme but would also include the practical aspect of:

1. increasing the number of language students at all levels of education
2. improving the motivation of students at all ages to learn and continue to learn languages
3. enhancing the quality of teacher INSET
4. encouraging partnership projects between different institutions within the same area.

The project to build regional networks should be the responsibility of member states, with encouragement from the European-level network proposed in “Building a network of Comenius Competence Centres”. (see below)

**Development project 3: Creation of a network of centres, provisionally called “Comenius Competence Centres”, to enhance the quality of language learning and teaching through cooperation between sectors, through collection of examples of good practices and through dissemination of these examples**

The project comprises collecting empirical data combined with the latest findings in language methodology. With respect to various national language policies a common framework should be created to transport LLL in languages on a European level, and to implement them in different national contexts for the benefit of students, teachers and stakeholders, as well as policy makers involved in the provision of language education. The project aims to overcome a certain lack of cooperation across interfaces on a national as well as on a European level, as stated in the synthesis report of TNP3. Its aim is to provide a European network of “Comenius Competence Centres” which will not only monitor these interfaces but provide methods to overcome barriers and support a new and intensive practice-related cooperation of all participants involved in foreign language education.

**Development project 4: Creation of modules and/or a European masters programme aimed at the professional development of language teachers active in the adult provider sector, in HEI, cultural institutions, language centres, material development institutions and other language providing organisations.**

A large and diversified sector of language provision for adult learners is still very much a blank in most EU MS. Not only is information about its structure, needs and potential scarce, the co-operation and communication with HEI is even less developed than in the sectors of formal language education. Moreover, the whole sector is mostly overlooked in most teacher training programmes. They might include a tiny portion of didactics for the adult sector, but certainly only exceptionally comprise the manifold competencies, needed in the language industry, dealing with either adult learners, the development of curricula for such courses, the development of materials, ICT, management of language providing institutions and other similar activities. The value of the project lies primarily in higher employability of the graduates, educating and training for the needs of the labour market, enhancing and assuring quality for the adult sectors,

fostering multilingualism and securing progression on the life-long learning path.

### **Development project 5: Use of and access to native speakers in language education, at all levels from kindergarten to HEI**

Native speakers provide an indispensable additional source of linguistic and cultural competence in language learning. Exchange programmes already exist on bilateral as well as European levels (Socrates/Erasmus/Comenius 2) and very often there are a large number of native speakers living in different member states. The project develops structures for the use of and access to native speakers in language education, at all levels from kindergarten to HEI. The project will make it possible for native speakers to work in language teaching or in teacher training as authentic assistants teaching their mother tongue, regardless of the European or national programme in which they are participating, or regardless of the fact that they have been simply living in the country for a longer period. The project wants to remove obstacles to mobility between countries, as well as between the different institutions within the country. In addition, a new material will be developed or existing materials adapted for all language assistants working in language classes or CLIL, regardless of their position within bilateral, Comenius or Erasmus programmes or their “free moving”. The project aims at exploiting all possible synergies of existing native speakers in a country and create sustainable structures to support authentic language teaching in LLL.

### **Development project 6: Continuous professional development of teaching staff, with a special focus on novice teachers**

The continuous improvement of teaching competencies of newly qualified language teachers as part of in service training is a concern for all European countries. In several European countries methods and instruments have been developed or are being developed to support this continuous professional staff development. The following are amongst the methods and instruments:

- Facilitation of the continuity between initial and in-service teacher training
- Provision of better opportunities for reflection (through the use of CEF and language portfolio)
- Intersession and supervision
- Mentoring
- Portfolios for language teachers

These instruments have been most effective when they have been part of an overall school-based strategy developed and implemented by the school management and of an overall school based FL policy.

### **5.3. Research needs**

Research project: **The effectiveness of Content and Language Integrated Learning (CLIL) on various levels of education through different regions in Europe.**

CLIL learning, i.e. language learning through subject matter teaching in the target language, is rapidly becoming one of the major facilities of learning languages from primary over secondary and university level in the EU. While CLIL methodology is indeed rapidly expanding throughout Europe the need for more scientific knowledge about CLIL learning increases likewise. The project aims at examining the situation of CLIL on various levels of education throughout different regions in Europe since there is some evidence that the level of education and the area where CLIL schooling is carried out are of great importance regarding the outcomes of this approach. The first aim is to compare CLIL results obtained at the same level of education in different countries. The second target of the research will be the comparison of CLIL results as a variable influenced by the linguistic environment. The outcomes will be of great importance in order to help clarify and fine-tune the implementation of European language policies in various regions of the EU.

General research needs were identified in the following areas:

#### **External collaboration**

The types of collaboration which might be developed between universities and external stakeholders, based on case studies of examples of good practice. - Identification of clear rationales for studying languages at every level for specialist and non-specialist learners, including comparative studies of member states. - Longitudinal data charting career development of language graduates and the contribution of language skills to that development

#### **Collaboration within education: horizontal and vertical**

Research to underpin and accompany increased collaboration between schools, further education, adult education and universities, based on case-studies at national and European level. - Research to underpin closer collaboration between universities, universities of applied sciences and the world of work

#### **Issues in language teacher education**

Collaborative research in a number of closely related areas in developments in language learning and teaching and in the integration of those into initial and in-service language teacher education, at national and European level. - Research into the ways in which CLIL can be incorporated into language teacher education programmes. - Research based on case-studies which could inform the

development of increased exchanges between teachers in secondary and higher education and their integration into the existing education systems. - A comparative study of the role of central bodies, the role of which is to coordinate research and development in aspects of language education.

### **Common instruments for transparency across Europe**

Research projects to underpin the implementation of the Common European Framework of Reference at all levels of language education in Europe. - Research projects to underpin the implementation of the European Language Portfolio at all levels of language education in Europe and in relation to lifelong language learning.

### **Language diversity**

Research to examine the success or otherwise of the 1995 White Paper recommendation that European citizens should learn two languages in addition to the mother tongue.

### **Language policy**

An integrated approach to research, policy and practice in language education at national and European level.

Appendix 1: Questionnaire for interface mapping

Appendix 2: Consultation questionnaire (in different languages?)

**Languages as an Interface between Different Sectors of Education**

**Language Studies in Europe:**

**The Interfaces between Higher Education and Other Sectors of Education**

**Questionnaire PART II - Mapping of interfaces on the vertical and horizontal axes**

**1. Structures of co-operation in the educational sector: HEI and other language providers**

**1.1. Vertical axis: *What kinds of co-operation are there between HEI and***

- 1.1.1 Pre-elementary educational institutions
- 1.1.2 Primary educational institutions
- 1.1.3 Secondary educational institutions
- 1.1.4 In-service training?

Put an “x” in the space provided to indicate one of the following alternatives NO (there isn’t this kind of co-operation) or YES (there is this kind of co-operation), or enter additional kind/s of co-operation not stated by the questionnaire in the space provided.

<b>1.1.1.HEI and PRE-ELEMENTARY educational institutions:</b>	NO	YES
<i>a. Learning and teaching</i>		
▪ Programmes/curricula		
▪ Entry-exit qualifications		
▪ Validation/recognition		
▪ In-service training		
Other:		
<i>b. Organisation</i>		
▪ Co-operation via staff		
▪ Co-operation in policy development		
▪ Relations with external stakeholders (business, public services etc)		
▪ Co-operation/consultation bodies		
▪ Research co-operation		
Other:		

<i>c. Materials and resources</i>		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

<b>1.1.2.HEI and PRIMARY educational institutions:</b>	NO	YES
<i>a. Learning and teaching</i>		
▪ Programmes/curricula	<input type="checkbox"/>	<input type="checkbox"/>
▪ Entry-exit qualifications	<input type="checkbox"/>	<input type="checkbox"/>
▪ Validation/recognition	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service training	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
<i>b. Organisation</i>		
▪ Co-operation via staff	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation in policy development	<input type="checkbox"/>	<input type="checkbox"/>
▪ Relations with external stakeholders (business, public services etc)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation/consultation bodies	<input type="checkbox"/>	<input type="checkbox"/>
▪ Research co-operation	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
<i>c. Materials and resources</i>		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

<b>1.1.3.HEI and SECONDARY educational institutions:</b>	NO	YES
<i>a. Learning and teaching</i>		
▪ Programmes/curricula	<input type="checkbox"/>	<input type="checkbox"/>
▪ Entry-exit qualifications	<input type="checkbox"/>	<input type="checkbox"/>
▪ Validation/recognition	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service training	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

<i>b. Organisation</i>		
▪ Co-operation via staff	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation in policy development	<input type="checkbox"/>	<input type="checkbox"/>
▪ Relations with external stakeholders (business, public services etc)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation/consultation bodies	<input type="checkbox"/>	<input type="checkbox"/>
▪ Research co-operation	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
<i>c. Materials and resources</i>		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

<b>1.1.4.HEI and IN-SERVICE TRAINING:</b>	<b>NO</b>	<b>YES</b>
<i>a. Learning and teaching</i>		
▪ Programmes/curricula	<input type="checkbox"/>	<input type="checkbox"/>
▪ Entry-exit qualifications	<input type="checkbox"/>	<input type="checkbox"/>
▪ Validation/recognition	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service training	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
<i>b. Organisation</i>		
▪ Co-operation via staff	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation in policy development	<input type="checkbox"/>	<input type="checkbox"/>
▪ Relations with external stakeholders (business, public services etc)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Co-operation/consultation bodies	<input type="checkbox"/>	<input type="checkbox"/>
▪ Research co-operation	<input type="checkbox"/>	<input type="checkbox"/>
Other:		
<i>c. Materials and resources</i>		
▪ Teaching and assessment methods	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching materials, learning resources	<input type="checkbox"/>	<input type="checkbox"/>
▪ Language portfolio	<input type="checkbox"/>	<input type="checkbox"/>
▪ E-learning	<input type="checkbox"/>	<input type="checkbox"/>
Other:		

**1.2. Horizontal axis: What kinds of co-operation are there between HEI and the organizations/institutions listed below?**

Put an "x" in the space provided to indicate one of the following alternatives NO (there isn't this kind of co-operation) or YES (there is this kind of co-operation) and describe in more detail the type of co-operation (e.g.???), or enter additional kind/s of co-operation not stated by the questionnaire in the space provided.

Is there a co-operation between HEI and...	NO	YES	What kind of co-operation?
▪ Language schools and private language institutions			
▪ Foreign cultural institutes			
▪ External certification agencies			
▪ School and university exchange programmes			
▪ Study holidays abroad			
▪ Distance learning and e-learning			
▪ Foreign language media (films, television, magazines, newspapers etc)			
▪ Public and private enterprise			
▪ Charitable and church bodies/ associations			
▪ International organisations			
▪ Major cultural or sporting events/ tourism			
▪ Adult education institutions, e. g. Third University			
OTHER:			

**Thematic Network Project in the Area of Languages 3  
Sub-project 3:**

**Languages as an Interface between Different Sectors of Education**

**QUESTIONNAIRE**

Please return this questionnaire by fax, e-mail or mail by February 12th 2006 to

Neva Šlibar  
Oddelek za germanistiko  
Filozofska fakulteta  
Aškerčeva 2  
1001 – Ljubljana  
e-mail: neva.slibar@ff.uni-lj.si

**A. General information about your organisation**

**1. Full name of your organisation**

\_\_\_\_\_

**2. Address of your organisation**

\_\_\_\_\_

\_\_\_\_\_

**3. Type of organisation:**

<b>1. Governmental/Administrative or other Decision-Making Body:</b>	
1. - National (ministries, education boards, language councils etc.)	<input type="checkbox"/>
2. - Regional (ministries, education boards, language councils etc.)	<input type="checkbox"/>
3. - Local	<input type="checkbox"/>
4. - Research agency	<input type="checkbox"/>
5. - Evaluation/Accreditation agency	<input type="checkbox"/>
6. - Language policy designing/implementing body	<input type="checkbox"/>
7. - Language council	<input type="checkbox"/>
<b>2. Professional Body</b>	
- Language teachers' associations	<input type="checkbox"/>
- Other, please specify:	<input type="checkbox"/>

<b>3. Educational institution:</b>	<b>Private institution</b>	<b>State institution</b>
1. Pre-school institution/kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
2. Primary school	<input type="checkbox"/>	<input type="checkbox"/>
3. Secondary education:	<input type="checkbox"/>	<input type="checkbox"/>
4. Vocational type	<input type="checkbox"/>	<input type="checkbox"/>
5. Upper Secondary/ Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>
6. University	<input type="checkbox"/>	<input type="checkbox"/>
7. Polytechnic	<input type="checkbox"/>	<input type="checkbox"/>
8. Other Higher Education Institution	<input type="checkbox"/>	<input type="checkbox"/>
9. Language centre:		
10. University language centre	<input type="checkbox"/>	<input type="checkbox"/>
11. Independent language centre	<input type="checkbox"/>	<input type="checkbox"/>
12. Language schools	<input type="checkbox"/>	<input type="checkbox"/>
13. Cultural institute	<input type="checkbox"/>	<input type="checkbox"/>
14. Third age university	<input type="checkbox"/>	<input type="checkbox"/>
15. Specific adult education institution	<input type="checkbox"/>	<input type="checkbox"/>
16. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>

**4. Name of person completing this questionnaire**

---

**5. Function of person completing this questionnaire**

---

Address:

---

E-mail:

---

## B. Importance of interfaces – role of Higher Education Institutions

**1. How important do you consider exchange of experiences, cooperation and communication between your institution and (other) Higher Education Institutions IN GENERAL?**

- |                     |   |
|---------------------|---|
| 1. very important   | □ |
| 2. important        | □ |
| 3. not so important | □ |
| 4. unimportant      | □ |
| 5. no opinion       | □ |

**2. How important do you consider exchange of experiences, cooperation and communication between your institution, (other) Higher Education Institutions, foreign language departments, language institutes or language centres at HEI?**

- |                     |   |
|---------------------|---|
| 1. very important   | □ |
| 2. important        | □ |
| 3. not so important | □ |
| 4. unimportant      | □ |
| 5. no opinion       | □ |

**3. In your opinion what roles should Higher Education Institutions play in the cooperation between different sectors and levels of language education? (Tick all that apply.)**

<b>1. Initiators of cooperation</b>	□
<b>2. Organisers of cooperation</b>	□
<b>3. Active partners in cooperation</b>	□
<b>4. Regulating members in cooperation</b>	□
<b>5. Providers and producers of knowledge</b>	□
<b>6. Problem solving institutions</b>	□
<b>7. Providers and producers of materials and resources</b>	□
<b>8. Recipients of knowledge, experience and resources, produced in other sectors of language education and by other language providers</b>	□
<b>9. Other, please specify</b>	□
<b>10. None of the above</b>	□

### C. Areas and types of cooperation and communication

1. In what areas should cooperation and communication between Higher Education Institutions, other language education providers and decision-makers be initiated, enhanced or continued? (Tick all that apply.)

	Initiated	Enhanced	Continued
<b>1. Policy development</b>			
○ National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Local Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Consultation bodies</b>			
○ National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Local Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Public awareness for language issues and foreign language education</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Curriculum design:</b>			
○ in HEI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ in your Institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Staff-cooperation</b>			
○ with HEI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ within your institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Student trainee/mentorship</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Qualifications/Examinations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Recognition/Validation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. In-Service Training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Teaching and Assessment Methods</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Teaching Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. E-Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13. Research Cooperation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14. Promotion of Language Issues</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15. Other, please specify</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. a) In what areas has there already been cooperation between your institution and (other) Higher Education Institutions?  
b) In what areas would you be prepared to share your experiences of language education?  
(Tick all that apply.)

	a) Past experience in cooperation	b) Prepared to share experiences for

<b>1. Policy development</b> ○ National ○ Regional ○ Local Level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2. Consultation bodies</b> ○ National ○ Regional ○ Local Level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>3. Public awareness for language issues and foreign language education</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Curriculum design:</b> ○ in HEI ○ in Your Institution	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>5. Staff-cooperation</b> ○ with HEI ○ within your institution	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>6. Student trainee/mentorship</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Qualifications/Examinations</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Recognition/Validation</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. In-Service-Training</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Teaching and Assessment Methods</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Teaching Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. E-Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13. Research-cooperation</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14. Promotion of language issues</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15. Other, please specify</b>	<input type="checkbox"/>	<input type="checkbox"/>

3. What kind of cooperation and communication with Higher Education, other language providers and decision-makers would your institution want to be engaged in? (Tick all that apply.)

	Yes, Regularly	No	Yes, occasionally
<b>1. Policy development</b> ○ National ○ Regional ○ Local Level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2. Consultation bodies</b> ○ National ○ Regional ○ Local Level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>3. Public awareness for language issues and foreign language education</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Curriculum design:</b> ○ in HEI ○ in your Institution	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>5. Staff-cooperation</b> ○ with HEI ○ within your Institution	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

<b>6. Student trainee/mentorship</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Qualifications/Examinations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Recognition/Validation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. In-Service Training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Teaching and Assessment Methods</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Teaching Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. E-Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13. Research Cooperation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14. Promotion of Language Issues</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15. Other, please specify</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### D. Language Life-Long Learning: Continuity and Recognition

- 1. Have you introduced and/or adopted common European standards of reference and common European assessment criteria for language learning and teaching in order to facilitate transparency and academic and professional recognition across Europe?**

e.g. Common European levels of proficiency, such as the skill-specific levels of the Common European Framework of Reference of the Council of Europe, see [www.dialang.org](http://www.dialang.org))

Yes	No	If not, please specify reasons
<input type="checkbox"/>	<input type="checkbox"/>	

- 2. If you answered no to question 1 above, please explain in what areas you intend to implement common European standards of reference, such as those listed above:**

	Yes	No
<b>1. Programmes/modules</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Exit/Entry qualifications</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Other, please specify</b>		

- 3. Do you support a general, nationwide introduction and implementation of common European standards of reference as well as common European assessment criteria for language learning and teaching in all institutions for language education?**

Yes	No	If not, please specify reasons
<input type="checkbox"/>	<input type="checkbox"/>	

4. Have you introduced measures of language self-assessment and awareness for the life-long learning process of foreign languages such as the European Language Portfolio?

Yes	No	If not, please specify reasons
<input type="checkbox"/>	<input type="checkbox"/>	

5. Do you support the implementation and use of the European Language Portfolio as facilitating instrument for the assessment of language competences?

Yes	No	If not, please specify reasons
<input type="checkbox"/>	<input type="checkbox"/>	

6. In your opinion what other methods, tools or frameworks could be used or developed, and what measures could be taken in order to ensure the continuity of language learning and to facilitate recognition of acquired competences?

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### E. Language Life-Long Learning: Enhancing and Supporting Activities

1. In your opinion how could Higher Education Institutions contribute to introducing, accepting and implementing foreign languages as a life long learning process in the European context? (Tick all that apply.)

1. Design and implement institutional policies for LLLL	<input type="checkbox"/>
2. Initiate and implement action plans for LLLL	<input type="checkbox"/>
3. Curriculum innovation	<input type="checkbox"/>
4. Introduce (more) specialised courses, modules and degrees	
e.g. for Early learning	<input type="checkbox"/>
Adult learners	<input type="checkbox"/>
Learners with specific needs	<input type="checkbox"/>
Languages for special purposes	<input type="checkbox"/>
Academic discourse competences	<input type="checkbox"/>
European administration	<input type="checkbox"/>
(Inter)cultural management	<input type="checkbox"/>
Language teaching management	<input type="checkbox"/>
Translation/Interpreting	<input type="checkbox"/>
Development of E-learning	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>
5. Include the experiences of other language providers	<input type="checkbox"/>
6. Consciousness raising for the necessity of LLLL	<input type="checkbox"/>
7. Media promotion of LLLL	<input type="checkbox"/>
8. Organisation of events for LLLL issues	<input type="checkbox"/>
9. Collect and disseminate LLLL examples of good practise	<input type="checkbox"/>
10. Other, please specify	<input type="checkbox"/>

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**2. What measures should be taken to promote and assure quality in the life long learning process of foreign languages? (Tick all that apply.)**

1. Accreditation and validation agencies for programmes	<input type="checkbox"/>
2. Validation by professional associations	<input type="checkbox"/>
3. Validation by European associations or agencies	<input type="checkbox"/>
4. Regular In-Service Training and assessment of teaching staff	<input type="checkbox"/>
5. Institutionalised self-evaluation	<input type="checkbox"/>
6. Peer-evaluation	<input type="checkbox"/>
7. Other, please specify	<input type="checkbox"/>
<b>8. Quality of all diverse language provision institutions cannot be assured</b>	<input type="checkbox"/>

**3. In what areas do you think research should be undertaken in order to ensure continuity of the foreign language learning processes and the scientific basis for language life- long learning?**

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**F. Questionnaire Evaluation**

**Thank you for your cooperation in completing this questionnaire.**

**IF WE MISSED ANY IMPORTANT ISSUES, PLEASE MENTION THEM BELOW:**

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\_\_\_\_\_

**THANK YOU AGAIN FOR YOUR COOPERATION!**