

# **The Training of Teachers of a Foreign Language: Developments in Europe**

Main Report

A Report to the European Commission  
Directorate General for Education and Culture

Revised Report  
August 2002

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# The Training of Teachers of a Foreign Language: Developments in Europe

## Executive summary

This study examines the initial training and in-service training of teachers of a foreign language in Europe. It summarises developments over recent years, presents a number of case studies of good practice, and makes recommendations on how good practice and innovation can be spread more widely across Europe.

The study examines the broader social and political context and the immediate policy context in which it has been prepared, with the remit and methodology adopted. It outlines the context of foreign language teaching and learning, including the patterns of language education in pre-school, in compulsory schooling, and in the post-compulsory sectors. It outlines the diversity of social and professional contexts for language teachers, and the range of languages for which initial teacher training is available.

Drawing on an overview of thirty-two countries, the study examines the current provision of initial and in-service teacher training for secondary schools and for primary schools. It examines organisational issues of where and under what conditions training is provided, including the qualifications that may be obtained, and the forms of career recognition available. It reviews curriculum issues of what theoretical content is offered, and what arrangements are made for trainees to gain practical experience of teaching. And it analyses structural issues of how long training courses last and under what modes they are delivered.

The study presents fifteen case studies that were investigated in detail, identifying a broad range of good practices, from which wider lessons can be learned. Arising from these and the overview of provision, a series of main training needs are identified.

Extensive appendices contain further information on the fifteen case studies, national reports on language teacher training in each of the thirty-two countries studied, and the methodology adopted for the study, which was produced by a team at the University of Southampton, led by Prof. Michael Kelly and Dr Michael Grenfell.

The study concludes with recommendations proposing ways in which language teacher training can be further strengthened by actions at European level, adding value to actions at national and local levels. They are accompanied by a sample professional profile of the ideal European language teacher of the twenty-first century.

### ***Building a European Infrastructure for Training Language Teachers***

- A European Benchmark for Language Teacher Training should be developed, to provide a common understanding of the different processes and components involved, and guidelines for good practice.
- An accreditation framework should be established to provide a basis for comparability, and to recognise flexible routes to the status of qualified teacher at European level.
- A voluntary programme of Quality Assurance should be established at a European level with European factors as guiding principles.
- A support network for language teacher training should be established, based on a small team with the task of building capacity, providing an infrastructure, and offering recognition and long-term continuity for trans-European projects and networks.

- A major European resources service should be established, including a portal web-site, to provide access to information and materials for language teachers and trainers.
- The development of arrangements for dual qualifications should be further encouraged.
- Closer cooperation should be encouraged between training institutions and partner schools, and between education departments and language departments.
- All in-service training courses should be accredited at local or national level.
- An Advisory Group on European Teacher Training should be established to work with national agencies to co-ordinate key aspects of language teacher training.

### ***The European Language Teacher of Tomorrow***

- European Qualified Language Teacher Status should be introduced, qualifying its holders to teach in any member state, and use the title 'European Language Teacher'.
- Teacher trainees should be required to achieve agreed levels of linguistic competence corresponding to their specialist, semi-specialist or non-specialist teacher status.
- European Language Mentor status should be introduced to recognise key individuals involved in training.
- Teacher trainees should gain experience of teaching in more than one country.
- Teacher trainees should be able to compile their qualifications by taking different units in different countries.
- Specialist language teachers should be trained to teach more than one language.
- Language teachers should be trained in the skills and approaches necessary to make students aware of their role as European citizens, and more training materials should be developed to support this training.
- All teachers should be trained in using ICT approaches for interactive use with pupils in the classroom.
- Increased training should be provided in bilingual teaching approaches, and pilot projects should be implemented in each country.

### ***Areas for Further Study***

- Studies should be commissioned on three key areas:
  - developments in the teaching of native language as a foreign or second language, and the impact of these on the teaching of foreign languages.
  - how trainees might best be trained to recognise and respond to the diversity of social and linguistic contexts in which their teaching will occur.
  - the current level of ICT for language teacher training and future development needed in this area.
- More effort needs to be made to make initial teacher training modules and in-service course content available online and in other distance learning forms.

# Part One

## Contexts for Addressing Language Teacher Training

### *Summary*

*This part presents a brief summary of the study as a whole, and sets out the contexts within which it addresses language teacher training. It examines the broader social and political context and the immediate policy context in which the study has been prepared. It presents the remit and methodology adopted by the study. It then outlines the context of foreign language teaching and learning, including the patterns of language education in pre-school, in compulsory schooling, and in the post-compulsory sectors. It outlines the diversity of social and professional contexts for language teachers, and the range of languages for which initial teacher training is available.*

## **Introduction**

The present study examines the initial training and in-service training of teachers of a foreign language in Europe. It summarises developments over recent years, presents fifteen case studies of good practice, and makes recommendations on how good practice and innovation can be spread more widely across Europe.

The main report follows the phases of investigation and analysis, moving from an outline of the present situation, through an analysis of good practices, to conclude with recommendations on action that needs to be taken.

Part One sets out the broader social and political context, the immediate policy context in which the study has been prepared, and the approach adopted by the study. Examining the context of foreign language teaching and learning, it briefly outlines the patterns of language education in pre-school, in compulsory schooling, and in the post-compulsory sectors. It also outlines the diversity of social and professional contexts for language teachers, and the range of languages for which initial teacher training is available.

Part Two examines initial teacher training for secondary schools and for primary schools. The secondary sector is taken first, because it is commonly the main location for compulsory language learning, and for specialist language teaching. Arrangements there are typically more highly developed than for primary schools. In relation to each sector, the report examines organisational issues of where and under what conditions training is provided; curriculum issues of what theoretical content is offered, and what arrangements are made for trainees to gain practical experience of teaching; and structural issues of how long training courses last and under what modes they are delivered. There follows a discussion of in-service training (or continuing teacher education), taking both primary and secondary sectors together. This looks at the diversity of institutions responsible, the qualifications that may be obtained, and the forms of career recognition available. It identifies the main areas of content that are usually addressed, and the length and flexibility of training available.

Part Three draws out conclusions on good practices and areas of need. Summaries are presented of fifteen case studies that were investigated in detail, identifying a broad range of good practices, from which wider lessons can be learned. Arising from these and the preceding review of the current situation, the study outlines the main academic needs that have emerged from the analysis, focusing on areas of organisation, content and structure.

Part Four draws together the range of practices and issues identified, and presents a series of recommendations on action that needs to be taken. Twenty-two recommendations are grouped under three main headings, addressing the European-level infrastructure that is required, the kind of language teacher it should aim to produce, and particular areas on which more study is needed. Each recommendation is presented in the form of a short summary of the action proposed, an analysis of the reasons why the action is needed, a more detailed outline of what needs to be done, and a suggestion of the means by which it might be achieved. The recommendations are accompanied by a sample professional profile of the ideal European language teacher of the twenty-first century, outlining the training features that would need to be offered.

The Appendices contain more detailed information on the research undertaken, which underpins the main report. The first Appendix gives a detailed description of each of the fifteen case studies, including information on similar initiatives, analysis of the good practices and innovations exemplified, and how they could be extended more widely. The

second Appendix presents national reports on language teacher training in each of the thirty-two countries studied. The third Appendix offers a detailed description of the methodology adopted for the study, and information on the sources consulted.

### **The social and political context**

The study appears in a rapidly changing social and political context, and is part of a response to the growing strategic importance of languages in Europe and internationally. The processes of internationalisation in trade and industry are creating greatly increased language needs, with some languages, such as English and Spanish, playing a global role. These are accompanied by growing localisation through which enterprises and other organisations seek to adapt their activity to the specific languages and cultures of their customers and stakeholders.

The world's population is increasingly mobile, with large numbers of people migrating, working abroad and travelling for work and leisure purposes. This is leading to greater language needs both for the mobile people and for those whom they meet in professional or personal capacities.

New technologies of information and communication are providing greatly increased access to material in all languages. They accentuate the advantages of those who are able to work in several languages and the disadvantages of those who are functionally confined to only one language. This is becoming a more pressing issue as knowledge and information are assuming greater importance in economic terms. In the 'knowledge society' language competence is becoming a key factor in social inclusion and exclusion.

All of these trends are at work in Europe and are intensified by the processes of European integration, which aim to eliminate barriers to the movement of goods, services, capital and people across a growing number of countries. Cultural and linguistic barriers are emerging as key issues as other barriers are brought down.

The construction of European unity at a political level depends crucially on maintaining and respecting diversity. In this context, the value of language as a means of communication is set alongside its importance as a marker of identity. The Union has recognised this through a wide range of initiatives aimed at protecting language diversity, especially in respect of the less widely used and less taught languages. Member states have increasingly adopted measures in this direction, especially in respect of regional and community languages, and the languages of non-European partners. The recent EU Council decision to endorse the policy of citizens learning two languages in addition to their mother tongue is an important confirmation of this.

Education is deeply rooted in the social and political context, responding to the changes taking place and also helping to shape the pattern of change. The training of teachers has therefore a strategic role in preparing Europe's education systems to meet the challenges of change, and to equip students to respond effectively to those challenges. Language teachers have the particular task of developing their students' knowledge and skills in the domain of languages and cultures. Their aim is to enable their students to understand the world around them, to communicate across linguistic and cultural boundaries, and to play an active role at many levels in the world. This is a complex and challenging task, which requires teachers to be trained in a wide range of methods and approaches, to keep abreast of effective practices developed elsewhere, and to share their own ideas and practices with others.



Teacher trainers, educationalists and decision makers must in their turn identify the wider needs of society, and establish institutional and organisational frameworks that will improve the way the needs of teachers and students can be met.

### **The policy context**

The study was undertaken at the request of the EU Commission, DG Education and Culture, as part of the groundwork for a discussion paper planned by the Commission for early 2003. It is therefore a policy-oriented study, within the specific context of key policies of the European Union. These policies include:

- the promotion of linguistic diversity (including in formal education systems) and in particular the encouragement of people to learn the less widely used and less taught languages;
- the objective that every citizen should be able to speak his/her mother tongue plus two other European Community languages;
- improving the quality and quantity of foreign language learning and teaching.

In carrying out the study, the authors were aware of the discussions currently being undertaken at European level to develop greater co-operation and convergence in education practices, to achieve key objectives in improving education and training, and to define the shape of a European Higher Education Area. They also took account of a number of key priorities emerging from those discussions, especially the importance of employability, which sets teachers the task of equipping students to participate fully in the world of work; the knowledge society, which is placing new imperatives on education especially in communication and information technology; widening participation, which sets education the objective of contributing to wide social inclusion; and lifelong learning, which includes the need to prepare students with the skills and strategies that will enable them to continue to learn actively throughout their lives.

### **The remit of the study**

The terms of the study were specified under the title '**The training of teachers of a foreign language: developments in Europe**', and included the following remit:

*Summarise and assess trends, policy developments, innovations and pilot projects, in the past five years in (a) the initial training and (b) the in-service training of teachers of a foreign language in Europe, to cover such aspects as, for example,*

- *training in the pedagogy specific to the needs of particular language learner groups (e.g. primary, secondary, secondary vocational, further and adult education)*
- *the use of autonomous or open or distance learning for teacher training*
- *the use of mentoring systems in teacher training*
- *the Europeanisation of teacher training programmes (e.g. structured contact with trainers/ trainees in other countries, the use of training curricula or modules developed transnationally ...)*
- *improving the practical language skills of teachers of a foreign language*
- *the training of language teacher trainers*

*Present at least ten detailed case studies, from at least seven different countries, of high quality innovation or best practice in the training of teachers of a foreign language, together with practical proposals for extending best practice in these areas to other countries.*

The terms of reference included guidelines and definitions, which clarified the scope of the study. In particular, it concerns the teaching of languages *as foreign languages*, as distinct from the teaching of the same languages as *second* languages. Thus, for example, the teaching of Danish to Greek citizens in Greece is covered by this study, but the teaching of Danish to Greek immigrants in Denmark is not. Unless otherwise stated, this is understood to be the scope of expressions such as ‘language learning’, ‘language teaching’, ‘language teacher’ and ‘language teacher training’. The focus is on European languages taught as foreign languages, and where other languages are referred to, such as non-European languages or regional and minority languages, this is made clear in the text. The study also recognises the context of two complementary studies being conducted at the same time, on the teaching of a subject through a foreign language and the early learning of foreign languages. Where these topics are discussed here, the focus is specifically on the implications for teacher training.

The whole of Europe is an important context, the study has confined its attention to the countries of the European Union, EEA Member States, and other countries participating in the Socrates and Leonardo programmes. This is reflected in the 32 detailed national reports that are included, and the countries from which case studies are drawn.

The languages eligible under the Socrates programme’s Lingua action are: Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Icelandic, Irish, Italian, Latvian, Letzeburgish, Lithuanian, Maltese, Norwegian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Swedish. Where the study refers to the teaching of other languages (such as non-European languages or regional and minority languages), this is made clear in the text.

The word ‘teacher’ is understood also to mean ‘trainer’, including, for example, a person who teaches foreign languages in a vocational or professional training context. Conversely, the term ‘teacher training’ is understood also to mean ‘teacher education’, taking the widest view of the processes involved.

### **Conduct of the investigation**

Research and writing was carried out between January and June 2002 by a team at the University of Southampton. The team comprised:

Prof. Michael Kelly (Director), School of Modern Languages

Dr Michael Grenfell (Assistant Director), Research and Graduate School of Education

Ms Angela Gallagher-Brett (Research Assistant)

Dr Diana Jones (Research Assistant)

Mme Laurence Richard (Research Assistant)

Mrs Amanda Hilmarsson-Dunn (Secretary)

After the initial planning and design of the project, most of the work took place in an intensive period of four and a half months. Data was collected on language teacher training in thirty-two countries, and was analysed to identify examples of good practice and innovation. A synthesis was produced to provide an overview of language teacher training

across Europe. A range of training needs was identified and a professional profile was developed to encapsulate the aims of an ideal training programme. Examples of good practice identified in the initial data collection were followed up with detailed investigation, including extensive interviews with participants and visits to a number of institutions. This resulted in fifteen specific case studies. A series of recommendations was developed, drawing on the lessons of the information assembled, and proposing ways of achieving the academic and policy aims.

Two meetings were held in Brussels between the Directors of the study and the representatives of the Commission. An initial meeting clarified the overall parameters and intentions of the study. The second meeting provided the opportunity for an interim report on progress and further discussions. The provisional findings of the study were presented and discussed at a workshop on curriculum innovation, organised within the Thematic Network in languages (Bled, May 2002). Specialists with appropriate direct experience verified draft versions of the national and case study reports. Initial drafts of the overview, profile and recommendations were submitted for comment to a range of leading specialists in language teacher education across Europe.

## Methodology

The study adopted an iterative method of working. It proceeded by collecting and verifying data, analysing it to identify issues and good practices, further data collection and further analysis. This iterative process enabled the study to draw out and substantiate recommendations for possible future action. Fuller details of the methodology employed are given in Appendix III to the report. The structure of the research is summarised in the following table:

*Table 1 Stages of research*

| Stage  | Reports Produced   |
|--|--|
| Collection of data on language teacher education in 32 countries   | <ul style="list-style-type: none"> <li>National Reports</li> </ul>   |
| Analysis of data to identify examples of good practice and innovation  | <ul style="list-style-type: none"> <li>National Reports</li> </ul>   |
| Verification of data recorded in National Reports  |  |
| Development of an overview of language teacher education across Europe   | <ul style="list-style-type: none"> <li>Synthesis Report</li> <li>Training Needs</li> </ul>                                       |
| Identification of training needs   |  |
| Identification of activities meriting case studies   | <ul style="list-style-type: none"> <li>Case Studies</li> </ul>   |
| Collection of data for case studies  |  |
| Analysis of case study data to exemplify good practice/innovation and to recommend how good practice might be extended |  |
| Verification of case studies   |  |
| Collation of information for final report  | <ul style="list-style-type: none"> <li>Recommendations</li> <li>Professional Profile of the European Language Teacher</li> </ul> |

|  |  |
|--|--|
| Consultation with 10 independent experts about Synthesis Report, Professional Profile and Recommendations                    | <ul style="list-style-type: none"> <li>• Draft Final Report</li> </ul> |
| Completion of draft final report   |  |
| Study of the draft final report by DGEAC, with detailed comments for revision<br>Reworking and revision by project Directors | <ul style="list-style-type: none"> <li>• Final Report</li> </ul>       |

### ***1. Design of templates***

In the first stage, a template was constructed (see Appendix III, page 457) to include all major elements to be studied. The template was then used as a classifying framework to tabulate data collected from 32 European countries. Data sources included:

- Ministries of Education
- Eurydice and Eurybase (national reports)
- European Centre for Modern Languages in Graz
- Higher Education institutions
- Cultural organisations
- UNESCO
- Teacher Associations
- Personal contacts
- TNP 2 national reports

Web-based materials, printed publications and direct personal contact were used.

### ***2. Compilation of National Reports***

Data collected was used to construct a national report for each of the 32 European countries included in the study. The countries studied are shown in Table 2, and the reports are presented in Appendix II . Following a common structure, each report gives a brief overview of national policy on teacher education, and provides detail of particular characteristics, developments, and trends with respect to foreign language teacher training. The reports represent the main evidence base to the study. Wherever possible, these reports were verified by relevant professional experts in each of the countries. This was achieved for 24 out of the 32 countries included.

*Table 2 Countries Studied*

| EU             | EFTA/EEA      | Pre-accession Countries |
|----------------|---------------|-------------------------|
| Austria        | Iceland       | Bulgaria                |
| Belgium        | Liechtenstein | Czech Republic          |
| Denmark        | Norway        | Croatia                 |
| Finland        | Switzerland   | Cyprus                  |
| France         |               | Estonia                 |
| Germany        |               | Latvia                  |
| Greece         |               | Lithuania               |
| Ireland        |               | Hungary                 |
| Italy          |               | Malta                   |
| Luxembourg     |               | Poland                  |
| Netherlands    |               | Romania                 |
| Portugal       |               | Slovakia                |
| Spain          |               | Slovenia                |
| Sweden         |               |                         |
| United Kingdom |               |                         |

### ***3. Identifying good practices***

The national reports, and the data from which they were compiled, were scrutinised for examples of good practice and innovation. The criteria used to define good practice and innovation were based on evidence that the practices concerned had been implemented in at least one case, and that they appeared to be leading, or to be capable of leading, to improvements in language teacher training. Particular attention was given to aspects identified in the remit provided by the European Commission:

- Tailoring of pedagogy to the needs of particular groups of language learners;
- Greater emphasis on communicative aspects of language learning;
- Introduction of intercultural dimensions;
- Bilingual and multilingual education approaches;
- Use of new technologies, and of autonomous, open or distance learning approaches in teacher training, as well as training in their use;
- Use of mentoring systems in teacher training, and the training of mentors who are not themselves teacher trainers;
- Increased focus on school-centred initial teacher training;
- Europeanisation and internationalisation of teacher training programmes;

- Improving the competence of teachers in the foreign language and culture they teach.

#### ***4. Synthesising recent developments***

By an iterative process involving both qualitative judgement and quantitative assessment, it was possible to establish a list of recent developments and changes in the training of foreign language teachers in Europe. The outcome of this process was summarised in a synthesis report, giving an overview, together with exemplification, of the context and main phases of training – initial training for primary and secondary, and continuing or in-service education. The synthesis of educational contexts is presented below. The synthesis of training provision forms Part Two of this study.

#### ***5. Selecting detailed case studies***

A series of case studies was identified for more detailed analysis to highlight significant trends, innovations or examples of good practice. Out of an initial list of 25 possible cases, 15 were eventually selected to constitute the main corpus of the studies. The selection was carried out on both theoretical and practical criteria. Particular cases were required to be innovative or successful. In addition, it was necessary to ensure that the group of cases included a range of national contexts, different types of institution, different languages, and different learner groups. In the main, the size of the case was less important than the dimensions of interest it offered. A detailed analysis of each of the Case Studies is included in Appendix I.

Initial data was collected from printed and web-based sources. In most cases (13 out of 15), this was followed up with a visit by one of the research team to the local site in order to interview those concerned and see the element operating at first hand. The data collected in these ways was analysed according to a common template, which mapped on to the national reports. Each case study adopts a common reporting structure:

- Thematic summary
- Similar initiatives
- Detailed description of the case
- Analysis of the innovation and good practice exemplified
- Problems and issues
- Recommendations on how the practice can be extended to other countries
- Data Collection
- Acknowledgement of sources
- Key words

By adopting this format, it was possible to offer exemplification and evidence, an evaluation of its potential, and sources for further study. Verification of the case studies was undertaken by returning the final reports to those involved in the local sites for checking and correcting.

#### ***6. Identifying key issues***

It was then possible to develop a picture of the teacher training of foreign language teachers in Europe by identifying the salient issues in training and the way individual countries and/or institutions were responding to them. Again, this involved qualitative judgements (to what extent an individual site context was considered to be successful) and quantitative judgement (how extensive was a particular activity). These issues pertained to

three essential aspects of training: Organisation, Content and Structure. Using the evidence from the national reports and the case studies, a needs analysis was undertaken, which is presented in Part Three of the main report. This needs analysis then led to the formulation of recommendations.

### ***7. Weighing the evidence***

Evidence in this report is of two basic types: factual and evaluative. As far as possible, all factual items have been checked. Expert consultants were employed at the end of the project to verify facts as well as comment on the interpretation of findings. In respect of evaluative evidence, in such a large-scale project involving a wide range of data collection, it is clearly not possible to offer evidence for each item of the report. In the national reports, the aim is to give a balanced account of the existing practices, identifying the potential strengths displayed in particular areas. In all cases, the particular idea or development behind the innovation was considered worthy of note, even if a full evaluation of its success was not possible within the scope of the project. In the fifteen case studies, the potential for a particular innovation or good practice example is examined in substantial detail, together with possible shortcomings and problems. A judgement was made, however, that each case was at least achieving positive results for it to be included. Conversely, of the 25 cases initially identified for detailed study, a small number were discarded on the grounds that there was insufficient evidence of positive results.

### ***8 Developing recommendations***

The recommendations were developed as part of an iterative process throughout the project. The elements feeding into their formulation included: the expertise of the team, the data collected and analysed, the evidence found, the qualitative and quantitative judgements made, the comments of experts consulted, an in-depth analysis of aspects of organisation, structure and content of training arising from the case studies, and the needs analysis.

It was necessary to develop a comprehensive but also coherent picture of the present situation, trends and needs. At the same time it was necessary to acknowledge the range of individual national contexts, which necessitated flexibility. Consequently, the recommendations primarily address areas where it seems possible that action or agreement at a European level may be beneficial. Each of the recommendations includes a detailed evaluative argument as to why the action is proposed, and identifies the specific case studies which are relevant to it. An outline of the preliminary findings and likely recommendations was presented for discussion at a workshop of the Thematic Network in languages, meeting in Bled (Slovenia) in May 2002. A first draft of the recommendations was submitted for comment to a panel of 10 experts in different European countries.

One of the key recommendations proposes that the status of qualified European Language Teacher should be introduced. This is linked to the recommendation that a European Benchmark should be developed for language teacher training. An important element in this Benchmark would be a Professional Profile of the European Language Teacher. An exemplification is offered of what such a Professional Profile might include. It is printed as an annex to the recommendations, and serves to summarise most of the features that have been identified in the analysis and recommendations

### **Language Teaching and Learning Contexts in Education**

In order to understand the issues of language teacher training, it is useful to understand the contexts in which languages are taught. This section focuses on the conditions in which languages are learned across Europe, especially in state provided education. It offers an

overall synthesis, based on 32 countries. Detailed data on each country may be found in the series of national reports presented in Appendix II.

### ***Languages in pre-school education***

Attendance at pre-primary school is not compulsory in any European country, though it is widely available in many countries. Most European pre-school curricula do not include foreign language study, although languages are sometimes taught in them according to curricular decisions taken internally. For example, in the German Community of Belgium, the Czech Republic and Spain, schools have complete autonomy in this regard, which means that languages may be taught in schools where appropriately skilled staff are available. Four countries, Austria, Italy, Slovenia and Spain, are currently running pilot projects at pre-school level to introduce foreign languages to very young learners.

### ***Languages in compulsory education***

In twenty-five of the thirty-two European countries surveyed, education is compulsory for a period of nine or ten years starting at age 5 or 6 and ending at age 15 or 16. Romania has the shortest period of compulsory education at just eight years (7-15), while Germany has the longest at thirteen years in most of the federal Länder. In Belgium, Northern Ireland and the remainder of Germany, compulsory schooling lasts for twelve years, while in Hungary, Luxembourg, the UK (Scotland, England and Wales) and the Netherlands children must attend school for eleven years from age 4 or 5. Foreign language learning is mandatory during some stage of compulsory schooling in all countries with the exception of Ireland, officially a bilingual community, in which English and Irish are both studied.

Compulsory schooling may be organised as a single structure, as in the Norwegian *grunnskole* and Danish *folkeskole*, or divided into two or more stages as in the case of the three stages of Portuguese *ensino básico*, or the British primary and middle/secondary schools. Significantly, the structure of the courses offered, particularly in the case of foreign languages, does not necessarily correspond to the structure of the educational system at large. That is to say, the introduction of a first or subsequent compulsory foreign language will not always coincide with the move to a new school or level of schooling.

Typically, a first foreign language is introduced at age nine or ten and continued at least until the end of compulsory schooling. Exceptions to this pattern are found in Austria, Luxembourg and Norway, where primary school students start their first language in year one. In Bulgaria, Belgium's Dutch community (outside of the Brussels area) and the UK, with the exception of Scotland, compulsory foreign language classes are not introduced until age eleven. Other optional or compulsory languages are usually introduced between the ages of twelve and fourteen or approximately two thirds of the way through compulsory schooling. There is a growing tendency for a foreign language to be introduced earlier in the primary school phase, either on a compulsory basis (as in France) or on a voluntary basis (as in the UK).

Primary schools tend to employ generalist teachers to teach all subjects at lower primary level. In countries such as Norway and Austria, generalist teachers are responsible for introducing a first compulsory or optional foreign language. In others, particularly where a choice of languages is offered, specialist teachers are called in to take language classes. At upper-primary level, languages are introduced to the majority of European school children and most commonly taught by specialist or semi-specialist teachers who teach a range of subjects including one or more foreign languages.



### ***Languages in post-compulsory schooling***

Post-compulsory schooling is offered in a variety of institutional contexts throughout Europe. These institutions usually specialise in providing either academic or vocational education. In recent years, vocational courses aimed at prospective teachers have been phased out as teacher training has been transferred to higher education. Most countries insist on the study of one, two or more languages during post-compulsory academic schooling, regardless of the disciplinary stream chosen. Foreign languages are optional only in Ireland, Italy and the UK. The emphasis on languages in vocational colleges tends to be less pronounced, although many institutions are now introducing optional or compulsory language courses for students of all disciplines.

The training requirements for language teachers in non-academic vocational institutions may differ from those of academically oriented schools. In Denmark, for example, where a dedicated university has been established to cater for the research and training needs of the vocational sector, a programme of initial teacher training for prospective vocational school teachers has been developed.

### ***Languages in higher education***

Many countries have a policy of compulsory foreign language learning at tertiary level. This is the case in the majority of the pre-accession countries and parts of Northern and Western Europe. In the remaining countries, it is usual for students in most degree programmes to have access to optional units in foreign languages, and many institutions also offer voluntary, non-accredited language courses. Languages may be taught in Language Departments, in Language Centres, or in other academic units such as Schools of Business or Economics. Language teachers at tertiary level normally have a university degree but in many cases have not received substantial training in general teaching or in language teaching.

### ***Languages in further education and life-long learning***

In recent years, many national governments have introduced initiatives to encourage Europeans to build up their language skills in line with established EU policies on the importance of language learning. These initiatives were emphasised collectively during the European Year of Languages in 2001. Language schools and/or language learning centres operate in all countries and provide courses for all levels of ability. Teachers in these contexts may not have received formal training as teachers. They are frequently native speakers of foreign languages, possibly with qualifications in teaching their own or another language to non-native adult learners. A range of flexible delivery options is available for language students including distance learning by correspondence and email, study abroad projects, evening classes and short courses.

## **Social and professional contexts for language teaching**

### ***Teachers' Employment Status, Pay and conditions***

Teachers working in state-run schools are employed as civil or public servants in approximately half of the European countries examined. This is the case in Austria, Belgium (Flemish Community), France, Germany, Italy, Liechtenstein, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovenia and Spain. In some cases contract work is available to qualified teachers who are not civil servants. In France, Spain, Luxembourg and Italy, a competitive exam open to holders of designated tertiary qualifications is used to regulate access to permanent teaching positions.

In Romania, a competitive exam is used as part of the selection process for teaching positions in both the state and private sectors, although the successful appointees, employed by the Ministry of National Education, do not hold the status of civil servants. In the Nordic countries, teachers are usually employed by the municipalities.

Teachers' pay and conditions vary greatly between countries, as does their status in terms of how they are seen by the general public. Currently, there is a shortage, or impending shortage, of qualified foreign language teachers in many European countries. This is typically the result of an ageing teaching population and the difficulty of attracting trainees to the profession. In Estonia and Latvia, for example, the recruitment of teachers is affected by the low rates of pay and prestige that apply to the profession. Research indicates that teachers here are often women who may be expected to work long hours of overtime without compensation. Many such teachers are employed on part-time contracts while others hold down two positions. In countries where teachers are employed as civil servants, their professional status may command a greater degree of respect than it would elsewhere, although this does not always correlate with higher levels of salary.

In certain cases specific allowances apply to particular groups of teachers. For example, French teachers employed as civil servants may receive transport allowances, child support and urban zone allowances, while newly qualified British teachers are awarded a "golden hello" and may also receive a London allowance.

### ***Induction***

Several countries insist on a trial or probationary period of teaching at the conclusion of which newly qualified teachers are required to present a report or, in some cases, sit further examinations. This system is used in France, Germany, Italy, Romania, Sweden and the UK. A probationary period also affects the promotion of teachers to civil servant status in Austria and Germany

### ***Career prospects for trained teachers***

Eurybase reports indicate that the opportunities for teachers to advance their careers are extremely limited in many of the countries studied. These include the Czech Republic, Denmark, Finland and Poland. In contrast, opportunities for advancement based on factors such as performance to date, length of service, willingness to work in difficult areas or "versatility" as employees and participation in in-service training are emphasised in France, Germany, Liechtenstein, Lithuania, Romania, Slovakia, Spain. Promotion is possible but not regulated on a national level in Iceland, Latvia, Norway, Sweden and the UK.

In some cases, length of service and participation in in-service training may lead to pay increases. However, this does not occur systematically across the continent. When Europe is considered as a whole, there appears to be a degree of correlation between the national regulation of teaching appointments, teachers' status as civil servants or otherwise, and opportunities for pay increases and promotion.

### **Languages taught**

Initial teacher training is available in nearly 30 foreign languages in different countries. However, the degree of availability is highly varied. All countries offer training in teaching English, French and German (where they are not native languages). Italian, Spanish and Russian are the next most widely available, being offered in more than half of the countries surveyed. Several countries offer teacher training in a range of less commonly studied languages (e.g. Asian languages), though in these cases the quantity of provision or take up

is usually quite small. Table 3 indicates the range of languages in which initial teacher training programmes have been identified. As the specific focus of this study is on foreign languages, regional, minority and community languages have been deliberately omitted from this list. While the list has been compiled as carefully as possible, it should not be read as exhaustive. Localised training programmes may be available in additional languages in some cases.

Table 3 Languages in which initial teacher training is offered

| Country           | Secondary education  | primary education              |
|-------------------|--|--------------------------------|
| Austria           | BSK, CR, CZ, EN, FR, HU, IT, RU, SI, SK, SP                    | CR, CZ, EN, FR, HU, IT, SI, SK |
| Belgium – French  | DU, EN, GE   | DU, EN, GE                     |
| Belgium – Flemish | EN, FR, GE   | EN, FR, GE                     |
| Belgium – German  | DU, EN, FR   | DU, EN, FR                     |
| Bulgaria          | AR, CH, EN, FR, GE, GK, IT, JA, PT, RU, SP, TU                 | EN, FR, GE, IT, RU, SP         |
| Croatia           | EN, FR, GE, IT, RU, SP   | EN, FR, GE, IT, RU             |
| Cyprus            | EN, FR, GE, IT   | EN, FR                         |
| Czech Republic    | BU, CR, DU, EN, FR, GE, HU, IT, PT, RO, RU, SB, SI, SK, SP, UK | EN, FR, GE, RU, SP             |
| Denmark           | EN, FR, GE, IT, JA, RU, SP                                     | EN, FR, GE, SP                 |
| Estonia           | EN, FI, FR, GE, HU, RU, SW                                     | EN, FI, FR, GE, HU, RU, SW     |
| Finland           | CH, EN, ET, FR, GE, GK, HU, IT, JA, RU, SP                     | EN, FR, GE, RU                 |
| France            | AR, CH, DU, EN, GE, HB, IT, JA, PO, PT, RU, SP, TU             | EN, GE, SP                     |
| Germany           | DA, DU, EN, FR, IT, JA, PO, RU, SP                             | EN, FR, RU, SP                 |
| Greece            | EN, FR, GE, IT   | EN, FR, GE, IT                 |
| Hungary           | EN, FR, GE, IT, SP   | EN, GE                         |
| Iceland           | DN, EN, FR, GE, NO, SP   | EN, DN, NO                     |
| Ireland           | EN, FR, GE, IT, SP   | EN, FR, GE                     |
| Italy             | EN, FR, GE, RU, SP   | EN, FR, GE, SP                 |
| Latvia            | DN, EN, ET, FI, FR, GE, IT, NO, RU, SW                         | EN, FR, GE, RU                 |
| Liechtenstein     | n/a  | n/a                            |
| Lithuania         | EN, ET, FR, GE, LA, PO, RU                                     | DN, EN, FI, FR, PO, RU, SW     |
| Luxembourg        | EN, IT, SP   | EN                             |
| Malta             | AR, EN, FR, GE, IT, SP   | EN                             |
| Netherlands       | AR, EN, FR, GE, IT, SP, TU                                     | EN, FR, GE                     |
| Norway            | EN, FI, FR, GE, HU, IT, JA, RU, SP                             | EN, FR, GE                     |
| Poland            | EN, FR, GE, HU, IT, JA, SP, SW                                 | EN, FR, GE, RU                 |
| Portugal          | EN, FR, GE, SP   | EN, FR, GE, SP                 |
| Romania           | EN, FR, GE   | EN, FR, GE                     |
| Slovakia          | EN, FR, GE, IT, RU, SP   | EN, FR, GE, SP                 |
| Slovenia          | EN, FR, GE, IT, RU, SP   | EN, FR, GE, HU, IT, RU         |
| Spain             | EN, FR, GE, IT, PT   | EN, FR, GE, IT, PT             |
| Sweden            | CH, FI, EN, FR, GE, IT, JA, RU, SP                             | EN, FR, GE, SP                 |
| Switzerland       | EN, (FR, GE, IT)   | EN, (FR, GE, IT)               |
| UK                | FR, GE, IT, JA, RU, SP, UR                                     | FR, GE, IT, RU, SP             |

Key to languages named

|             |     |          |    |            |    |          |    |
|-------------|-----|----------|----|------------|----|----------|----|
| Arabic      | AR  | Dutch    | DU | Hungarian  | HU | Russian  | RU |
| Bosnian     |     | English  | EN | Italian    | IT | Slovak   | SK |
| Serbo-Croat | BSK | Estonian | ET | Japanese   | JP | Slovene  | SI |
| Chinese     | CH  | Finnish  | FI | Norwegian  | NO | Spanish  | SP |
| Croatian    | CR  | French   | FR | Polish     | PO | Swedish  | SW |
| Czech       | CZ  | German   | GE | Portuguese | PT | Turkish  | TK |
| Danish      | DN  | Greek    | GK | Romanian   | RO | Ukranian | UK |
|             |     | Hebrew   | HB |            |    | Urdu     | UR |

# Part Two

## Provision of Language Teacher Training

### *Summary*

*This part of the study examines the provision of teacher training for secondary schools and for primary schools. Initial training for the secondary sector is taken first, because it is commonly the main location for compulsory language learning, and for specialist language teaching. Arrangements there are typically more highly developed than for primary schools. In relation to each sector, the study examines organisational issues of where and under what conditions training is provided; curriculum issues of what theoretical content is offered, and what arrangements are made for trainees to gain practical experience of teaching; and structural issues of how long training courses last and under what modes they are delivered. In-service training (or continuing teacher education) is then studied, taking both primary and secondary sectors together. This looks at the diversity of institutions responsible, the qualifications that may be obtained, and the forms of career recognition available. It identifies the main areas of content that are usually addressed, and the length and flexibility of training available.*

## **Initial Teacher Training for Secondary Education**

### **Organisation of training**

The organisational and institutional structures provide a systematic framework, whose configuration determines much of what is required and what can be achieved in teacher training. Each country has its own specific system, responding to the national needs, history and traditions, and often playing a significant social and political role in the life of the country. Across the specificities, there are also common patterns, which are tending to converge in response to common international pressures and the development of increased cooperation at European level and more widely. This section analyses the patterns of organisation of initial language teacher training for secondary education.

#### ***Institutions responsible for training***

Secondary foreign language teachers are usually trained by universities or teacher training colleges. Within universities, training is normally the combined responsibility of two academic units: on the one hand Faculties or Departments of Education, and on the other hand Faculties or Departments of Foreign Languages. In some cases, both groupings are located within the same grouping, such as a Faculty of Arts, Humanities or Social Sciences. But the degree of active co-operation between the units is extremely variable. This is an area in which improvements are needed.

There are three principal exceptions to this pattern. In France, training is carried out by the IUFM (Institut Universitaire de Formation des Maîtres). These are national institutions affiliated to the Ministry of Education, which operate in collaboration with universities and specialise in training teachers. In the UK, alongside the traditional higher education routes into teaching, it is possible for teachers to be trained by school clusters or individual schools. And in Liechtenstein, foreign language teachers are trained by institutions in neighbouring countries.

#### ***Level of study***

There is a range of different training options available across Europe. Courses may be either in the first cycle of higher education (undergraduate or equivalent) or in the second cycle (postgraduate or equivalent). In several countries both alternatives exist or a distinction is made between training for teaching at upper and lower secondary level. Details of the level of study in different countries are shown in Table 4, below.

Undergraduate teacher training generally lasts for four or five years, although three-year training programmes also exist in Austria and Belgium. Postgraduate teacher training takes between one and two years and follows on from three or four-year undergraduate first degree studies, in which language studies are usually the main component.

#### ***Access requirements***

A secondary school leaver's certificate is necessary for access to higher education in all countries surveyed. Many institutions offering undergraduate courses to prospective teachers expect them to sit an entrance examination. In countries with postgraduate provision, it is usual for the student to hold a first degree in the foreign language to be taught, in order to be granted access to the course. Several countries or individual

institutions have additional selection on the basis of interview. There is significant competition for places on initial teacher training courses in countries that do not experience problems of foreign language teacher supply. This is the case in France, for example.

### ***Qualifications attained***

The variety of training models existing across Europe is reflected in the diversity of qualifications available to prospective teachers. The majority of these qualifications are shown in the Table 4 below.

### ***Integration or separation of academic and teacher training studies***

The degree of integration or separation of academic and teacher training studies depends on the type of programme followed. Undergraduate routes into teaching are generally characterised by pedagogic and academic studies running concurrently, although this is not always true of practical components. In postgraduate programmes, training takes place after the completion of academic subject studies. It is here that links with subject studies appear least well sustained, and most in need of improved cooperation at institutional level.

### ***Level of specialisation of teachers***

Secondary teachers are expected to be trained subject specialists in all instances. However, a distinction at lower secondary level (or upper primary) is made in Finland, Iceland, Latvia, Lithuania and Norway, where teachers are only required to have undertaken an element of foreign language specialisation as part of their training.

It is noteworthy that shortages of qualified specialist foreign language teachers have been found to exist in most of the pre-accession countries and in the UK.

### ***Coordination***

Initial teacher training in each country is usually coordinated by the Ministry of Education. In some instances, Ministries act in accordance with parliamentary legislation. In others, they are advised by bodies made up of representatives from higher education institutions. Several countries have set up agencies with specific responsibility for overseeing the training of teachers and making recommendations to Ministries and to the training providers. Examples of this include the Teacher Training Agency in the UK (England and Wales) and the Standing Committee of Teacher Training in Hungary. Where such agencies exist, there is evidence that they appear to be valued for their high degree of focus on the issues of teacher training and for their close contact with teacher trainers and schools.

Coordination in Germany follows a slightly different pattern because of its federal structure. The Ministries of Education and Cultural Affairs of the 16 Länder have responsibility for training, but the Standing Conference of Ministers (KMK) aims to provide coordination at a national level.

Table 4 Initial training qualifications for Secondary school teaching

Postgraduate training:

| Qualification attained   | Countries  |
|--|--|
| <ul style="list-style-type: none"> <li>Initial Bachelor's style foreign language degree and a postgraduate diploma or certificate in teaching/education</li> </ul> | Bulgaria, Denmark, France, Iceland (upper secondary), Irish Republic, Italy, Latvia, Liechtenstein, Lithuania (upper secondary), Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovenia, Spain, Switzerland, UK |
| <ul style="list-style-type: none"> <li>Master's style postgraduate certificate for teaching at upper secondary level</li> </ul>                                    | Belgium (Flemish community), Switzerland   |
| <ul style="list-style-type: none"> <li>Initial Master's style foreign language degree and a postgraduate certificate or diploma in teaching/education</li> </ul>   | Finland, Norway  |
| <ul style="list-style-type: none"> <li>Joint qualification in PGCE/Maîtrise, PGCE/HSQA, Lehramt/Maîtrise</li> </ul>  | Austria, France, Germany, UK   |
| <ul style="list-style-type: none"> <li>Qualified Teacher Status resulting from school-based training</li> </ul>  | UK   |

Undergraduate Training:

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Bachelor's style degree with foreign language and educational components, combined with a teaching certificate</li> </ul>                               | Belgium (French and German communities), Bulgaria, Estonia, Hungary, Iceland, Latvia, Malta, Netherlands, Poland, Portugal, Romania, Sweden, UK (rare) |
| <ul style="list-style-type: none"> <li>Master's style degree in foreign language and education, with teaching certificate (often necessary for teaching in upper secondary schools)</li> </ul> | Austria, Czech Republic, Estonia, Finland, Hungary, Poland, Slovak Republic  |
| <ul style="list-style-type: none"> <li>Teacher training diploma</li> </ul>   | Austria, Germany, Romania  |
| <ul style="list-style-type: none"> <li>Lower Secondary Teaching Diploma</li> </ul>   | Belgium, Switzerland, Lithuania  |
| <ul style="list-style-type: none"> <li>Degree resulting in title 'Professor'</li> </ul>  | Croatia, Slovenia  |

No official teacher training:

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Bachelor's style degree in foreign languages without teacher training</li> </ul> | Cyprus, Greece (due for imminent reform in Greece) |
|---|--|



### ***Accreditation***

Teaching qualifications are accredited either by the training institution or by the Ministries of Education or by a combination of both in nearly all cases. There are specific accreditation bodies, which are related to Ministries in certain countries, for example Hungary, Portugal and the UK. In several cases, national guidelines have been established to regulate teacher training courses. Examples of this include the UK's Teacher Training Agency Requirements and Bulgaria's State Educational Requirements.

The high level of oversight at national level is an effective guarantee of the quality and status of teachers. However, it frequently creates barriers to mobility, since teachers trained in other countries may find it difficult to secure recognition of their qualifications, especially where teachers enjoy civil servant status. There are several examples of bilateral or multilateral agreements aimed at overcoming these issues, and in Liechtenstein, where all teachers train in foreign institutions, the Department of Education is responsible for ensuring the quality and appropriateness of degrees obtained abroad. This is a key issue for the improvement of European integration and mobility in general, but is of particular importance for language teaching, where there is particular value for a country in employing teachers from other member states, especially native speakers of the foreign language to be taught.

### ***Fees and funding***

Funding arrangements vary in and between countries and are subject to frequent change. Most countries operate a combination of different types of financial support for secondary students undergoing teacher training. In nine countries, all tuition fees are paid by the state. Many countries have a grant or loan system in place to cover the cost of fees and partial living expenses. These can apply to all students, alternatively they can be means-tested or they can be linked to academic achievement. Scholarships can also be made available in some circumstances. Otherwise, fees are payable. Information on funding is not always clear, but the types of financial support for students currently operating are shown in Table 5.

*Table 5 Tuition Fees and Funding*

|  |  |
|--|--|
| No tuition fees payable by students                      | Czech Republic, Denmark, Estonia, Finland, France, Iceland, Norway, Slovenia, UK   |
| Grants   | Austria, Belgium, Denmark, Finland, Hungary, Irish Republic, Italy, Liechtenstein, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Spain, Sweden, |
| Loans  | Belgium, Bulgaria, Denmark, Estonia, Finland, Iceland, Latvia, Liechtenstein, Lithuania, Luxembourg, Norway, Poland, Romania, Slovakia, Sweden             |
| Partial exemption/deferral of fees possible              | Italy  |
| Scholarships   | Bulgaria, Czech Republic, Latvia, Liechtenstein, Lithuania, Romania, Spain, Sweden   |
| Training salary paid for all or part of teacher training | France, Germany, UK  |

## **Theoretical content of training courses**

All secondary school language teachers are required to acquire a body of academic knowledge in the course of their studies in higher education. The precise profile varies from country to country and from language to language, but the general areas of expected expertise are widely shared. The following section analyses the principal aspects of the theoretical content of language teacher training across Europe.

### ***Education theory***

In almost all instances courses include the study of general educational psychology and sociology. Students are also introduced to research methodology in Finland, Latvia and Malta.

### ***Languages***

Students can train to teach in a wide range of European languages as shown in Table 3 above (Part One): The diversity available in different countries varies enormously. Austria, Bulgaria, the Czech Republic, Finland and France appear to offer the broadest choice of languages for initial teacher training. Approximately half the countries surveyed enable students to train in at least one of the less widely spoken national European languages. It seems that these courses attract relatively small numbers of students, though the availability of the courses is important to promote linguistic diversity. Encouragement needs to be given in some countries to increase the range of languages offered.

Courses in language proficiency are included in the study programmes of foreign language student teachers in all countries. These either take place throughout the course of study or during the trainees' first degree.

### ***Subject/language combinations***

It is a customary requirement for foreign language students to train in two subjects (one foreign language and one other subject which could be a second foreign language) in nine of the countries surveyed (Austria, Czech Republic, Denmark, Germany, Hungary, Italy, Latvia, Malta and Romania). Many other countries offer the possibility of studying two subjects, on an optional basis.

The vast majority of countries enable students to train in or learn a second foreign language, but this is not necessarily available in all higher education institutions. There are often restrictions on the combinations of languages that can be followed. Students wishing to train in a less widely spoken language are normally required to combine this with the study of English, French or German.

The practice of training for two languages is already widespread, and needs to be further encouraged. It provides a good basis for teachers to see themselves as 'language teachers' rather than 'English teachers' or 'French teachers', and is a key mechanism by which less widely spoken languages may be fostered. The practice of training in a language and another discipline is also widely followed, and needs to be further encouraged. It provides a good basis for teachers to teach their other discipline through the foreign language ('bilingual teaching').

### ***Elements of language/culture studied***

All students undertake courses in the history, literature and culture of the target community either as a specific component of their teacher training, or else as part of their first foreign language degree. Where it is studied only in their first degree, the relationship between this knowledge and students' preparation for teaching may be insufficiently developed, and more effort may be required to integrate the two aspects.

Approximately two-thirds of the countries surveyed include grammar courses as part of their training. The study of the structure of the language in the form of applied linguistics is a compulsory element of training in 24 countries. The related fields of comparative linguistics, sociolinguistics and psycholinguistics are also incorporated in training in about half the countries, including all the pre-accession countries. There is evidence that some teacher trainers believe more attention should be devoted to applied linguistics. Courses in the development of teaching materials are specified in Iceland and by some Hungarian institutions.

### ***Language specific or general language teaching methodology***

Students receive instruction in language teaching methodology in all countries. There are great institutional variations in the amount of training in methodology undertaken. Information on the type of methodology is not always specified, but those institutions that do provide details stress the importance of a communicative approach to language teaching. Learner-centred approaches are also becoming increasingly popular. There is some evidence that the Common European Framework for Languages is assisting in dissemination of methodological approaches, though more needs to be done to share good practice and innovation in this area.

### ***Training conducted in the target language***

It is national policy that foreign language teacher training is conducted through the medium of the target language in Estonia, Iceland, Latvia, Lithuania, Poland and Slovenia. The extent to which this is the case in other countries depends mainly on individual institutions. It is evidently beneficial where it can be achieved, though there are limitations to its practical feasibility, especially where students are training in more than one language.

### ***Information and Communications Technology (ICT)***

Training in the use of ICT for a variety of purposes is a compulsory aspect of most training, though not yet in all countries. It tends to consist of a mixture of foreign language specific and generic elements. In the Czech Republic, Lithuania and the UK, students are additionally required to pass ICT skills tests as part of their final assessment. Some institutions in Austria and Italy have adopted the European Computer Driving Licence for teachers. Several cross-border projects have also taken place with the aim of disseminating good practice in ICT in particular regions of Europe, e.g. Nordic-Baltic. This aspect of training is as present at an early stage of development, and its exponents typically point out that the demand for further ICT related training exceeds what can at present be delivered.

### ***The European dimension***

Emphasis on the European dimension takes many different forms and can be found in the following:

- Explicit statements in course aims and institutional mission statements;
- Study of European issues as part of the subject content of courses;
- Recognition either nationally or institutionally of the need to meet internationally comparable academic standards and to implement recommendations of the Bologna Declaration;
- Development of courses offering teaching qualifications in two countries;
- Participation in EU programmes and student mobility schemes;
- Bilateral and multilateral agreements between countries and institutions;
- Development of regional networks to support training in neighbouring countries;
- Legislative promotion of the study of foreign languages as part of an attempt to realise the European dimension.

There are enormous variations in the extent to which European elements are highlighted in the different states. They seem to feature particularly strongly in Austria and the pre-accession countries. Within a given state, there are also significant variations in practice between different institutions. It appears that the strongest commitment to the European dimension is elicited by schemes that provide tangible benefits, such as student mobility and exchanges, or a supportive organisational framework.

### ***The role of the language teacher in promoting tolerance and understanding***

Seven countries (Austria, Denmark, Finland, Latvia, Malta, Slovenia, some UK institutions) include aspects of intercultural or socio-cultural pedagogy in the training of teachers. This can entail either specific courses or a general emphasis on themes such as intercultural relationships in Europe, education of minorities, promotion of minority or community languages and equal opportunities. Intercultural cooperation is very much a part of the course aims in the dual qualification programmes available in Austria, France, Germany and the UK. Some initial training includes preparation for teaching citizenship, moral education or similar subjects, and in Austria, for example, it includes political education. It is clearly an aspect that can, and should, be integrated more extensively into language teacher training.

### ***Period of study abroad***

It is not normally compulsory for students to spend time in the target community as part of their initial teacher training, although this is partly at the discretion of their training institution. However, a period of study abroad is recommended in the vast majority of the countries surveyed. Opportunities for this vary, but tend to exist through bilateral agreements between higher education institutions or between countries. For example, agreements between Austria and the Czech Republic, Hungary and Slovakia (Aktion Österreich-Tschechien, Österreich-Ungarn, Österreich-Slovakien) enable students to obtain grants for study abroad. Visits can also be organised through European programmes and actions such as Socrates, Erasmus and Tempus. Several public and private bodies provide funding for this purpose, including the German academic exchange services (DAAD and PAD), the Soros Foundation, the Hungarian Scholarship Committee and the Icelandic Student Loan Fund. Some countries (for example, France, Germany, Spain and

the UK) also participate in Foreign Language Assistant schemes. Study abroad is an integral part of the courses offering dual qualifications available in Austria, France, Germany and the UK.

In the UK, students will normally have spent part of their first-degree studies in the target community. In Germany, the Federal Land of Sachsen-Anhalt expects students to produce evidence of a stay in a country where their first foreign language is spoken. This is also required in most German bilingual training. Lithuania is hoping to introduce a mandatory placement abroad soon.

Where study abroad is optional, the available statistics (e.g. for Austria) suggest that a relatively small percentage of students actually take advantage of the opportunities on offer. There are also instances (for example, in pre-accession countries) in which inadequate funding makes travel abroad difficult.

### ***Teaching other subjects through the medium of a foreign language***

Training to teach other subjects through the medium of a foreign language is an optional feature of initial teacher training in Austria and Germany. In both these countries it is possible to gain an additional qualification in bilingual teaching. Germany seems to offer the most opportunities in bilingual training because several hundred of its schools have introduced so-called bilingual wings, in which a number of subjects are taught through the medium of English or French. Initial teacher training with additional bilingual accreditation is available at the universities of Bremen, Oldenburg, Wuppertal, Cologne, Bochum, Trier and Saarbrücken among others. The dual Lehramt/Maîtrise qualification on offer at the teacher training colleges of Karlsruhe and Freiburg also includes a degree of bilingual training. The University of Nottingham offers a PGCE BILD Programme, which trains students to teach History, Geography and Science through a foreign language, but this is the only course of its kind in the UK.

Students can train in a range of different subjects for minority language education across Europe. Otherwise, bilingual schools are expected to employ native speakers or teachers who have trained in two subjects (one of which is a language, the other the subject they wish to teach). This is the case in Bulgaria, the Czech Republic, Hungary and Slovenia.

It is evident that bilingual teaching has many advantages, and is beginning to gain increasing currency. It is certainly an area in which development needs to be encouraged.

### ***Assessment of theoretical component***

All countries operate a combination of different types of formative and summative assessment. In some instances, training institutions are free to assess students as they wish, while in others, there are clear guidelines or requirements laid down by the education ministries or agencies. The following modes of assessment have been found:

- Coursework assignments on individual subject components;
- Oral or written exams on individual subject components;
- Submission and defence of a thesis;
- Series of research or reflective papers;
- Final oral and written exams;
- Final state exams.

Many countries demand successful completion of previous components before students can be admitted to final exams.

There are several specific requirements, as follows:

- Training in Austria, the Czech Republic, France, Germany, Slovak Republic and Slovenia is partially assessed by state examination;
- In the UK, students are measured against a series of standards laid down by the Teacher Training Agency;
- In the Belgian French community, students are expected to present two public lectures;
- In France, the first year of training ends with a competitive exam, which has to be passed before students can proceed to the next year of mainly practical training;
- Romanian students take an additional exam to compete for jobs at the end of training;
- In Austria and Hungary there are exams during training designed to test foreign language proficiency;
- Students in the UK have to undergo basic skills tests in Literacy and Numeracy, as well as ICT;
- The Irish Republic, Norway and Sweden also assess students on the basis of attendance and participation in courses.

### **Practical components of training**

Nearly all countries surveyed expect students to undertake practical training in schools. This is not the case in Greece and Cyprus, although Greece does include a pre-service practical training of between 20 and 40 hours. The following section analyses the different components included in practical training.

#### ***School placement abroad***

The opportunity of a school placement abroad is available in countries offering dual qualifications (Austria, France, Germany and the UK). Possibilities exist under various bilateral and multilateral agreements (see above 'Period of residence abroad'). There is also a series of individual arrangements between institutions in different countries facilitating opportunities to teach abroad. Examples of this include the agreement between Vilnius Pedagogical University, Lithuania and the teacher training college in Heidelberg, Germany and the agreement between the Tirol teacher training college in Austria and partner schools in Rimini, Italy.

This opportunity is clearly highly advantageous to trainees, and it would be extremely beneficial to open the possibility to a larger number of students.

#### ***Length and structure of teaching practice***

The length and structure of teaching practice is very varied. Most countries stipulate a minimum amount of time to be spent on school placements, but allow for a certain amount of institutional discretion as to how this is organised.

Block teaching practices of a varying number of weeks take place everywhere. Micro-teaching sessions at higher education institutions are often included among practical components. Continuous placements in school throughout the training programme are emphasised in certain countries, for example, in Austrian teacher training colleges, in Icelandic lower secondary training, as well as in the Slovak Republic, Norway and the UK.

The UK appears to place most emphasis on practical teaching, with a requirement for two-thirds of a postgraduate course to be spent in two different schools in England and Wales. Austrian teacher training colleges provide opportunities for students to carry out teaching practice in five different schools. In Finland, practice is separated into two parts: an 'orientation' practice in which students familiarise themselves with schools, followed by an 'advanced' practice during which teaching, planning and analysis takes place. In Slovenia, teaching practice is largely undertaken after completion of academic studies. There is also a one-year additional practice in Austria and a two-year practice in Germany.

Each of the approaches has its strengths and its drawbacks, but the most evident drawbacks are seen in those cases where a suitable balance has not been achieved between theoretical and practical aspects. It also seems desirable that the links between theoretical understanding and practical implementation should be more closely drawn.

### ***Observation, planning, teaching and evaluation of lessons***

A period of observation of experienced teachers is stressed in 14 of the countries surveyed. This is also included in the pre-service Greek training. The University of Latvia has recently introduced an innovative observation programme of 16 weeks, which aims to bridge the gap between theory and practice.

Planning, teaching and evaluation of lessons is a requirement in all countries with compulsory teaching practice. There are considerable differences in the numbers of classes for which trainee teachers are expected to assume responsibility, for example in France and Hungary the student takes charge of one or two classes, whereas in the UK, they must take a range of classes.

### ***Mentoring and supervision of students on teaching practice***

Fourteen of the countries studied stress that students are supervised by experienced teacher mentors while on teaching practice. The exact role of mentors varies between different countries, but their responsibilities generally include acting as an adviser to the initial teacher training students and evaluating their performance in practical teaching. Particularly close levels of cooperation are apparent in the relationship between school-based mentors and higher education tutors in Bulgaria, the Czech Republic, Finland and the UK. In Bulgaria and the UK for example, mentors have a function in helping to plan initial teacher training programmes.

The training and recognition of mentors and the part they play in teacher training are areas of growing importance in several countries, for example Latvia. It is clear that their role has more potential and that it would benefit from further development in all countries. It would be useful to explore further the possibility of cross-border mentoring, specifically where placements abroad are available. The function might also usefully be introduced into the training and staff development of teacher trainers, who would also benefit from a mentoring relationship with a senior, more experienced colleague, especially in the early part of their career.

### ***Partnerships***

Partnership between schools and higher education institutions appear particularly strong in Finland, Hungary, Lithuania and the UK. In Hungary, certain schools specialise in taking students for teaching practice and in Austria and Finland there are special schools for this purpose, which are attached to and run by the teacher training colleges (Austria) or universities (Finland). The Finnish Ministry of Education is currently piloting several initiatives designed to strengthen the links between all agencies involved in training.

Stronger partnerships are clearly beneficial in enhancing the quality of teacher training, and this it is therefore desirable to encourage greater cooperation between schools and training providers in higher education.

### ***Assessment of practical components***

Students are normally evaluated on the basis of lessons observed by their school-based supervisor or mentor and their higher education tutor, or a panel of assessors, which might include the school's head teacher (e.g. Hungary). A written report is also produced about the student.

In certain countries or institutions, students are expected to produce a practice portfolio. The portfolio enables records of the practice to be kept and connections to be made between theoretical and practical aspects of training. Extensive portfolio use can be found in Austria, Finland, the Irish Republic, Latvia, Lithuania, Portugal and the UK. Alternatively, students may be required to carry out a research project into an aspect of their practice. This happens in Hungary, Lithuania and the Netherlands. In Poland, assessment is on the basis of the students' lesson preparation and evaluation.

## **Structure of training**

The structure of teacher training programmes varies significantly across Europe. The parameters of duration, modes of delivery and balance between components offer scope for a good deal of differentiation, and this section examines the patterns which have emerged.

### ***Length of training***

The length of training depends largely on whether the programmes are undergraduate or postgraduate. The patterns are normally common to training for teachers of all disciplines, not just for languages.

Undergraduate training lasts between four and five years, except in the cases of Austria and Belgium, where three-year training programmes are a possibility. There are instances in which undergraduate training lasts longer than scheduled. For example, in Germany training should take between seven and nine semesters, but in practice it often takes much longer to complete.

Postgraduate initial teacher training courses are shorter, but will have been preceded by undergraduate language degree studies. They are either one or two years in length. The pressures to extend training from one to two years in some countries, in order to improve practical and theoretical training, are offset by contrary pressures to improve the level of recruitment.

### ***Integration of theory and practice***

Most countries and institutions stress the importance of integrating the theoretical and practical components of training. A variety of strategies are in place across Europe to facilitate this. These include the organisation of school placements in such a way as to ensure that trainees have opportunities to reflect on the application of theoretical concepts in practical situations. Efforts are continually under way to improve this area of training,



for example in Finland and the pre-accession countries. However, there are still programmes in which the practical teaching is largely separated from higher education studies. This is apparent in Slovenia, for example. It is an area where sharing of good practice might be expected to lead to improvements in integration.

### ***Links between institutions in different countries***

Nearly all higher education institutions have well-established links with institutions in different countries. These can take the form of bilateral or multilateral agreements and participation in international and European schemes. Links between institutions facilitate the development of joint curricula and exchange opportunities.

Strong connections exist between the Nordic countries, which comprise the Nordplus organisation and the members of CEEPUS (Central European Exchange Programme for University Studies: Austria, Czech Republic, Bulgaria, Slovakia, Slovenia, Romania, Poland, Croatia and Hungary). Mutual recognition of qualifications exists across the three Baltic states.

The European Credit Transfer System has been introduced in many countries, making it easier for trainees to spend part of their study programme abroad.

### ***Flexible modes of course delivery***

Increasingly, opportunities are being provided for students to follow a more flexible route into teaching. Courses tailored to meet the individual needs of students and which incorporate the options of distance learning and part-time study can now be found in several countries, including Austria, Estonia, Germany, Hungary, Iceland and the UK. This aspect is particularly important in countries that are experiencing difficulty in recruiting teachers. If it could be coordinated and accredited adequately, it would also be a valuable means of enabling students to compile a qualification from units studied in different European countries.

## **Initial Teacher Training for Primary Education**

### **Organisation of training**

As in the case of secondary teaching, organisational configuration determines much of what is required and what can be achieved in teacher training. Each country has its own specific system, responding to the national needs, history and traditions, and often playing a significant social and political role in the life of the country. This is even more strongly the case in training for primary schools, where compulsory education has generally been established for a much longer period, and public and private interests often play a greater role. Across the specificities there are, however, common patterns. This section analyses the patterns of organisation of initial language teacher training for primary education.

### ***Institutions responsible for training***

Throughout Europe, the initial training of primary school teachers is conducted in higher education institutions of both university and non-university type. In eight of the countries surveyed, students have a choice of training institutions. This is usually, but not always, related to the level of subject specialisation to be obtained. In Norway, for example, prospective primary teachers may train in universities to become subject specialists, or in teacher training colleges to become generalist teachers. Both types of institutions offer courses for prospective semi-specialists. Estonia provides an example of a system in which training courses for generalist and subject specialist teachers are both offered at universities and at teacher training colleges.

Overall, the courses offered by teacher training colleges tend to offer a lower degree of subject specialisation and a higher degree of integration between the theoretical and practical course components. Additionally, their courses are usually shorter than those run by universities.

### ***Access requirements***

As all training is offered at tertiary level, the minimum qualification for access to teacher training across Europe is a Secondary School Leaving Certificate. In most cases, students wishing to specialise in foreign languages are also required to take a language test. Where foreign languages are a compulsory unit of tertiary study, as in Hungary and Finland for example, a language test is usually required for prospective generalist teacher trainees.

### ***Level of study***

The majority of primary teacher training courses are offered at undergraduate level. Exceptions to this pattern are found in Finland and the Czech Republic where training lasts five years leading directly to a Master's-level qualification, and in France, where initial teacher training is offered exclusively to university graduates. Eight of the countries which provide initial primary teacher training at undergraduate level also offer postgraduate qualifications for degree holders who wish to become teachers or for practising teachers who wish to obtain formal qualifications or retrain as language specialists.

### ***Qualifications attained***

Primary teaching qualifications differ quite considerably from secondary, notably in aiming at generalist teachers, who are expected to teach over the full primary curriculum, or semi-specialists, who are particularly trained in one or two subjects, but also expected to teach over a wider range.

In many cases specialist teaching qualifications designed for the secondary sector allow teachers to work in primary schools. This is particularly relevant in areas where specialist foreign language teachers are in short supply. It is not normal for primary qualifications to be accepted at secondary level. Many countries offer a range of qualifications for prospective primary teachers and overall the level of training corresponds broadly to the level of teaching intended.

The minimum qualification for access to primary teaching is a University Diploma or otherwise named Primary Teaching Certificate. Generalist teachers are only officially qualified to teach languages where languages are included in the core training curriculum, although in practice prior knowledge of a foreign language may enable their teaching it to their own class. In Estonia, Ireland and Sweden, prospective semi-specialist teachers undergoing generalist teacher training may obtain a supplementary qualification in foreign language teaching. Specialist teachers usually have a more advanced level of qualification, comprising either a Bachelor's Degree in their area of specialisation possibly followed by a postgraduate teaching certificate, such as the British PGCE and French CAPE, or an initial Master's Degree in Education, which is the minimum requirement in both Slovakia and Finland.

### ***Integration or separation of academic and teacher training studies***

Undergraduate training courses offered by teacher training colleges or university teacher training departments usually follow an integrated model of training. Such courses are available in twenty-nine of the thirty-two countries surveyed. There are three exceptions. In Liechtenstein, teachers train abroad. In Cyprus, all language teachers are university graduates who, typically, have not received pedagogical training. In Norway, although the core of generalist teacher training is integrated for the first three years, the trainee's chosen specialism, e.g. a foreign language, is studied exclusively during the final year of training. However, even where integrated models of training are offered, additional routes to primary teaching may be available through "add-on" courses offered at postgraduate level. Training for specialist teachers follows the pattern described in the section on Secondary Education, above.

### ***Level of specialisation of teachers***

At primary level, foreign languages may be taught by generalist teachers to their own class, or by semi-specialists, who teach a small group of subjects to several classes within the same school, or by language specialists who teach only foreign languages (one or more) to several classes in one or more schools. As illustrated in Table 6, several countries use teachers of various levels of specialisation according to need.

Table 6: Teachers Responsible for Foreign Language Teaching at Primary Level

| Generalist  | Semi-specialist   | Specialist  | Various Models Used   |
|---|---|---|---|
| Austria<br>Luxembourg<br>Portugal (lower pri)<br>Slovenia (lower pri)<br>Sweden (English)<br>UK | Belgium (Fr, Flemish)<br>Croatia<br>Denmark<br>Ireland<br>Latvia<br>Switzerland | Bulgaria,<br>Cyprus<br>Czech Republic<br>Greece,<br>Iceland<br>Lithuania,<br>Malta<br>Portugal (upper pri)<br>Romania, Slovakia<br>Slovenia (upper pri)<br>Sweden | Belgium (Ge)<br>Finland<br>France<br>Germany<br>Hungary<br>Italy<br>Norway<br>Spain |

### ***Coordination***

As for secondary, primary initial teacher training in each country is usually coordinated by the Ministry of Education. In some instances, Ministries act in accordance with parliamentary legislation. In others, they are advised by bodies made up of representatives from higher education institutions. Several countries have set up agencies with specific responsibility for overseeing the training of teachers and making recommendations to Ministries and to the training providers. Examples of this include the Teacher Training Agency in the UK (England and Wales) and the Standing Committee of Teacher Training in Hungary. Where such agencies exist, there is evidence that they appear to be valued for their high degree of focus on the issues of teacher training and for their close contact with teacher trainers and schools.

Coordination in Germany follows a slightly different pattern because of its federal structure. The Ministries of Education and Cultural Affairs of the 16 Länder have responsibility for training, but the Standing Conference of Ministers (KMK) aims to provide coordination at a national level.

### ***Accreditation***

As for secondary, primary teaching qualifications are accredited either by the training institution or by the Ministries of Education or by a combination of both in nearly all cases. There are specific accreditation bodies, which are related to Ministries in certain countries, for example Hungary, Portugal and the UK. In several cases, national guidelines have been established to regulate teacher training courses. Examples of this include the UK's Teacher Training Agency Requirements and Bulgaria's State Educational Requirements.

The high level of oversight at national level is an effective guarantee of the quality and status of teachers. However, it frequently creates barriers to mobility, since teachers trained in other countries may find it difficult to secure recognition of their qualifications, especially where teachers enjoy civil servant status. There are several examples of bilateral or multilateral agreements aimed at overcoming these issues, and in Liechtenstein, where all teachers train in foreign institutions, the Department of Education is responsible for ensuring the quality and appropriateness of degrees obtained abroad. This is a key issue for the improvement of European integration and mobility in general, but is of particular importance for language teaching, where there is particular value for a country in

employing teachers from other member states, especially native speakers of the foreign language to be taught.

### ***Fees and funding***

As for secondary, funding arrangements for primary training vary in and between countries and are subject to frequent change. Most countries operate a combination of different types of financial support for secondary students undergoing teacher training. In nine countries, all tuition fees are paid by the state. Many countries have a grant or loan system in place to cover the cost of fees and partial living expenses. These can apply to all students, alternatively they can be means-tested or they can be linked to academic achievement. Scholarships can also be made available in some circumstances. Otherwise, fees are payable. Information on funding is not always clear, but the types of financial support for students currently operating are shown in Table 5 (above).

## **Theoretical content of training courses**

All primary school language teachers are required to acquire a wide body of knowledge in the course of their studies in higher education. The precise profile varies from country to country and from language to language, but the general areas of expected expertise are widely shared. The following section analyses the principal aspects of the theoretical content of training across Europe.

### ***Education theory***

Primary teacher training courses are all structured around a core curriculum focusing on aspects of pedagogy and child psychology. Some programmes also include compulsory units of ICT and foreign languages, which, although often taught in the pedagogical context, are increasingly seen as essential elements of study for all tertiary students.

### ***Diversity of languages offered***

All European countries offer primary teacher trainees the opportunity to qualify as a teacher of one or more foreign languages. In some cases a foreign language is a compulsory component of primary initial teacher training. This is the case in Austria for example, where English must be studied, with additional languages also available. In Luxembourg, all teachers are required to be trilingual in Letzeburgish, French and German. Overall, English, German and French are the most widely studied foreign languages and primary teacher training is available in all three in a majority of countries. Table 3 (in Part One above) lists languages in which teacher training is offered in each the thirty-two countries surveyed. It shows that generally a more restricted range of languages is available than for secondary teaching. This is not surprising, and may be compensated for by the emphasis on giving pupils an early experience of language learning, which they will be able to use at a later time to extend their personal range of languages.

### ***Subject/language combinations***

In some countries, course requirements steer foreign language teacher trainees towards particular combinations of languages or languages and other subjects. In Romania, for example, it is usual for students to combine their first foreign language with either

Romanian, or a second foreign language. In Poland, the acquisition of a second foreign language may be used as a training activity to provide an insight into language learning and teaching. Some countries do not generally allow trainees to study more than one foreign language during their initial training. This is the case in the UK and Norway, although some specialised programmes may allow for training in two languages at a time. Language diversity is particularly stressed in countries where more than one native language is recognised by the state. In the Flemish community of Belgium, for example, all primary teachers are trained in both Dutch and French. Where training is conducted in a second native language, for example, Swedish in Finland, Saami in Norway or Welsh in Wales, students are usually required to demonstrate competence in the other native language as well.

It appears that the contribution of primary teacher training to language diversity may best be located in providing trainees with insight into language learning and teaching. In this case, it will be important also to strengthen the 'learning to learn' dimension of their language training.

### ***Elements of language/culture studied***

Primary-level language teacher training courses tend to focus mainly on language structure and practical language skills rather than on the study of literature and culture. The majority of courses aim at building up prospective teachers' own language skills, through communicative techniques, and providing an advanced level of linguistic awareness (linguistics, stylistics, grammar, pronunciation, phonetics) as well as the specific didactic skills necessary for teaching the language at primary level. The majority of countries do teach elements of culture and civilisation alongside language skills although not much time is dedicated to their study.

Where primary teacher training is spread over a period of four or more years, as in, Bulgaria, Finland, Estonia and Poland, more substantial periods of literary and cultural studies may be integrated into the programme. Some countries also include elements of language history, research methodology and translation studies in specialist teacher training. These elements are typical of programmes offered in Latvia, Cyprus and Greece, where the emphasis of training remains on language specialisation rather than pedagogical skill.

### ***Language specific or general language teaching methodology***

Language teaching methodology is a compulsory unit of training for prospective language teachers in the vast majority of countries studied. Most programmes offer language specific courses, frequently taught in the target language. Non-language-specific teaching methodology may also be taught where teachers train in more than one language or in training institutions where linguistic and pedagogical skills are taught separately by language and education departments respectively.

### ***Training conducted in target language***

While foreign language teaching methodology is frequently taught in the target language, generalist teacher training is usually conducted in the student's native language. However, where teachers are training to be language specialists, or generalist teachers in a bilingual or immersion teaching context, large portions of the training may be conducted in the target language. In many of the pre-accession countries, specialist primary foreign language teachers will have received instruction in one or more target languages for the duration of their secondary schooling. In Bulgaria, access to specialist foreign language teaching is limited to graduates of a foreign language secondary school.

### ***Information and Communications Technology***

All countries have the provision to offer ICT instruction to teacher trainees. Usually, the technological skills taught are specific to the context of primary teaching. This is the case in Belgium's Flemish and German communities, Bulgaria, the Czech Republic, Denmark, Estonia, Germany, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Malta, Portugal, Romania, Slovakia, Spain, Sweden and the UK. Less frequently, ICT is taught in relation to foreign language teaching. This is the case in Finland and Poland for example. It would be advantageous for the specific application of technology for language learning to be included in a greater number of training programmes.

### ***The European dimension***

Emphasis on the European dimension of foreign language teaching is less evident in teacher training colleges, where the majority of primary teachers are trained, than in universities. Institutions in the pre-accession countries and Scandinavia as well as Belgium, Germany and Austria actively promote awareness of European issues. As the number of language teachers trained for primary schools increases, it is desirable that more opportunities be offered to them for participation in European schemes. This is likely to result in an increase in awareness of the European dimension.

### ***The role of the language teacher in promoting tolerance and understanding***

As a majority of primary teachers tend to be generalist and trained to teach all subjects, a focus on their specific role as foreign language teachers is not included in training. However, they do have a more explicit role in fostering the values of tolerance and understanding, at the appropriate level for primary children, and it would be desirable for language related issues to be more clearly incorporated in this aspect of their training. As in secondary education, almost a third of countries surveyed have been found to emphasise elements of intercultural or socio-cultural pedagogy in primary training.

### ***Period of study abroad***

Study abroad is very rarely a compulsory component of primary teacher training. Some specialised programmes, such as the JULIET Programme offered at the University of Jyväskylä, do insist on students showing evidence of a period of residence in an English speaking country prior to graduation. It would be valuable to increase the level of encouragement for primary teacher trainers to take advantage of voluntary opportunities to study abroad

### ***Teaching other subjects through the medium of a foreign language***

Although bilingual teaching, also known as CLIL (Content and Language Integrated Learning), is available in a great many primary schools throughout Europe, specifically-designed teacher training programmes are relatively few and far between. Only in countries whose population is composed of officially recognised bilingual subgroups is bilingual initial teacher training compulsory. Bilingual Primary teacher training in *foreign* languages is offered in English in Malta and Finland, English and French in Germany, and English and Danish in Iceland. The Austrian primary languages initiative means that all teachers are trained for CLIL across most subjects of the Year 1 curriculum.

The results of existing bilingual schemes need to be analysed in more depth to ascertain whether more training should be provided for primary teachers, and how best it might be implemented.

### ***Assessment of theoretical component***

Students' theoretical knowledge is usually assessed, at least in part, by written and oral exams coordinated at institutional or state level. Many of the pre-accession countries run state exams, as do Denmark, France and Germany. Individual subject studies may be assessed in additional exams, through written papers or oral presentations. Language skills are usually assessed independently under exam conditions. Where initial teacher training is conducted through a Master's programme a thesis is usually written on an academic subject, in the case of specialist teachers, or an area of pedagogy in the case of generalist teachers. An oral defence, or viva voce interview may also be required.

Given the limited scope for incorporating language learning in programmes and schemes of assessment, it seems desirable that primary teacher trainees should be encouraged to develop their own language enhancement plans outside the framework of their training course.

### **Practical components of training**

Teaching practice is a compulsory part of Primary initial teacher training in all European countries with the exception of Cyprus and Greece, where it is optional. It is usually possible for primary teacher trainees to experience teaching in a range of subjects and at one or more levels of schooling. Where language teaching requires a supplementary qualification, an additional period of teaching practice may be required, as in Ireland. The following section analyses the different components included in practical training.

#### ***School placement abroad***

The possibility of undergoing a period of study or teaching practice abroad is much less widespread at primary than secondary level. It tends only to be compulsory in specifically European or CLIL-oriented courses. In the pre-accession countries, all students are very actively encouraged to travel abroad and provisions are made for various study and teaching placements. Although some EU and CEEPUS funded scholarships are available, the cost of foreign placements is usually beyond the majority of students in these countries. In Germany, Austria and the Nordic countries students are strongly encouraged to travel abroad but participation rates are still quite low. Iceland has a very high rate of participation in foreign programmes as does Liechtenstein, where students undergo all of their training abroad. The UK currently offers school placements in France in the context of a pilot programme in Primary initial teacher training in French.

It seems likely that a significant improvement in the number of primary trainees participating in placements abroad will only be achieved within schemes that are well funded by national or European sources.

#### ***Length and structure of teaching practice***

In over half of the countries surveyed, the guidelines for teaching practice are the same for prospective primary and secondary teachers. In Austria and, from a recent date, Latvia, trainees prepare for a single practice teaching block through ongoing classroom observation. A single teaching block is also the norm in Iceland, where trainees prepare for their placement through micro-teaching assignments at university. Trainees in the Czech republic and Slovenia complete at least four weeks' training in schools while the Swedish



system involves school-based activities for one day per week for the length of the course as well as one or more blocks of teaching practice. In Estonia, Germany, Hungary, Poland and Lithuania, the structure of teaching practice varies between institutions and according to the types of courses offered.

Specific teaching practice requirements for primary teachers are laid out in eleven of the countries surveyed. In most such cases, primary teacher trainees have a greater degree of exposure to school life than their secondary counterparts. In the Netherlands, teaching practice comprises around a quarter of the primary teacher training course and is structured rather more rigidly than for secondary level teachers. In Belgium, Denmark, Ireland, Luxembourg and Norway, blocks of teaching practice lasting for between three and nine weeks are completed each year. In Romania, teaching practice comprises two three week blocks, and in Spain, a single block is completed in the third year of training.

### ***Observation, planning, teaching and evaluation of lessons***

The majority of courses provide exposure to the classroom environment through periods of observation (one day per week or in blocks) before students begin to deliver classes of their own. Students are also normally expected to show evidence of their ability to plan and evaluate their own teaching.

### ***Mentoring***

Teaching practice is always supervised and the practice of mentoring is growing. In Belgium's Flemish community, Bulgaria, the Czech Republic, Hungary, Latvia, Luxembourg, Spain and the UK, mentoring is actively encouraged by the education authorities. As in the case of secondary, it seems desirable that this trend should be further encouraged.

### ***Partnerships***

Universities typically have many well-established links with other national and international educational institutions and with professional bodies such as teachers' associations.

Typically, teacher-training colleges have closer links with schools and teachers' organisations than the university language departments do. This is particularly true in Lithuania, where collaboration between the various organisations aims to bridge the gap between teaching theory and practice. Additionally, in Finland (where teachers are trained by universities), specifically designed schools run by university Faculties of Education ensure a maximum of exposure to the realities of a working school for the duration of teacher training.

As for secondary, the value of partnerships is evident, and further efforts to promote them would be generally welcomed.

### ***Assessment of practical component***

The student's performance in the various elements of practice teaching is usually evaluated and contributes towards the final mark. Written pieces of assessment may include an essay or diary discussing the student's experience in the classroom as well as detailed class plans and teaching materials the student will have designed and may have used. These may also be presented in an oral or practical demonstration. In several countries, including Austria, Finland, the Irish Republic, Latvia, Lithuania, Portugal and the UK, a teaching portfolio must often be submitted for assessment.

The student's practical performance may be assessed either by the supervising teacher or an instructor from the teacher training institution. In Finland, Iceland and Latvia, this usually takes the form of a written report. In Denmark, trainees are also assessed periodically on their specific suitability for working with children.

## **Structure of training**

The structure of primary teacher training programmes varies significantly across Europe. The parameters of duration, modes of delivery and balance between components offer scope for a good deal of differentiation, and this section examines the patterns which have emerged.

### ***Length of training***

Integrated training programmes of two or three years are offered by Teacher Training Colleges in Austria, the three Belgian communities, France (ages 8-11), Ireland, Italy, Luxembourg, Norway, Spain, Sweden and the UK (Scotland). In Germany the minimum 6 semesters of training may be completed over a much longer period in "real time", before a seventh (or subsequent) semester is spent in preparation for the state exam.

In Denmark and the Netherlands, teacher-training colleges offer four-year courses.

Within universities, the initial training of primary foreign language teachers tends to be conducted by Departments or Faculties of Education over four years. This is the case in Bulgaria, France (age 8-11), Romania, Slovakia, Slovenia and the UK (except Scotland).

In the Czech Republic, Finland, Latvia and Poland, primary foreign language teachers are trained collaboratively over five years by Education and Language/Philology Faculties.

In Cyprus and Greece, minimal practical training is available through university Education Faculties prior to appointment.

### ***Integration of theory and practice***

Specifically designed primary teacher training courses tend to emphasise the integration of theory and practice to a much greater degree than secondary-specific or non-specific programmes, including many of the postgraduate certificates. This is evident through the dispersion of teaching practice across the training period either as a series of "blocks" or regular attendance at schools for one day per week during term time for example.

### ***Links between institutions in different countries***

University departments usually have links with foreign cultural institutions and may also have bilateral or multilateral partnerships with individual university departments or training schools abroad. Teacher training colleges tend to have fewer links overall. However, where discrete departments exist within colleges, institutional partnerships may have been established as a result of individual initiatives. In the pre-accession countries, extensive networks of links have been developed in recent years.

It is likely that there is greater scope for extending the institutional links between countries, especially in teacher training colleges, where these are less developed.

***Flexible delivery available (e.g. Distance Education)***

Teacher training colleges tend to be less flexible than universities in delivering their programmes. However, in countries such as Bulgaria, Estonia, Denmark, Iceland, Portugal and Romania, a portion of primary initial teacher training may be completed through distance education. It is also possible to study part time in countries such as Latvia. The Czech republic stresses that its five-year training programme may be interrupted several times, to allow for maternity leave for example. The good examples of flexibility could usefully be extended to countries and institutions which do not currently offer flexible delivery.

## **In-service Teacher Training for Primary and Secondary Education**

### **Organisation of training**

The provision of continuing or in-service training for language teachers is generally less systematic and more fragmented than initial training. By the same token, it is also more flexible and responsive to changing requirements. Whereas initial teacher training addresses only the new incoming cohort of language teachers, in-service training can potentially address the entire community of existing language teachers. It is consequently a key vector for change. This section analyses the patterns of organisation of in-service language teacher training for both primary and secondary education.

### ***Institutions responsible for training***

It is noticeable that the institutions responsible for in-service training are generally the same both for Primary and Secondary levels. Ministries of Education coordinate in-service training programmes to different degrees. They often delegate responsibility to other agencies to put the programmes into practice. Other agencies also often take the initiative in offering training programmes.

The agencies responsible for training generally include universities, training colleges, and other higher education institutions, cultural institutes, projects coordinated by the EU Commission (notably under SOCRATES and LINGUA), teachers' associations, distance learning institutions, Pedagogical Institutes (especially in the Central and Eastern European countries), cross-border associations (such as NordPlus in Nordic countries, Aktion Osterreich-Slovakian for Austria and Slovakia, CEEPUS for Central and Eastern European countries), or private foundations (for example, the Soros Foundation, Fullbright Exchanges).

A minority of countries (Poland, Norway, French Community of Belgium, Bulgaria, Germany, Lithuania, Switzerland and UK) have an institution specialised in in-service training. Some programmes are especially designed for language teachers, others are more generic.

### ***Qualifications attained***

It is striking that there is little consistency between countries in offering qualifications, and in making reliable information available. Some countries do not offer any qualifications, while others offer some qualifications at the end of certain in-service training courses. Some countries make extensive information widely and systematically available, while others provide information only on an intermittent or local basis.

On the whole though, the situation may be summarised as follows:

- Accreditation of in-service training by the award of certificates at the end of courses: Belgium, Denmark and Malta offer various types of accreditations. Iceland, Latvia and Norway operate a system of credits. Austria, Bulgaria, Estonia, Germany, Greece, Hungary, Liechtenstein, Lithuania, Luxembourg (Certificat de Perfectionnement), Netherlands, Portugal (courses of 15 hours and above), Slovakia, Slovenia, Spain, Sweden all offer a range of certificates at the end of some (but not all) in-service training courses.

- Postgraduate qualifications (MA, PhD) available and considered as in-service training: Bulgaria, Denmark, Iceland, Ireland, Latvia, Poland, Romania, Sweden.
- Retraining of teachers from one subject specialisation to another. This mainly concerns retraining from Russian to English, or from Russian to German. It is available in: Czech Republic, Lithuania, Poland, Hungary, Romania and Finland (in the case of a tiny minority of Russian or Finnish-speaking people who have migrated to Finland from Russia).

### ***Career recognition***

There is no common pattern of recognition of the qualifications awarded at the end of in-service training courses. Several trends however do appear:

- For postgraduates and often university degrees, career recognition usually comes in the form of a financial reward.
- Qualification for full-accreditation. Practising unqualified Polish teachers need full teaching qualifications to get the full accreditation and a pay increase (as in most other countries). In Eastern European countries, teachers need a retraining degree (usually a 2- or 3-year university degree part-time, equivalent to a Bachelor's degree) to get full accreditation as a teacher of a language in demand.
- In some countries, in-service training is *mandatory* to achieve career advancement: Flemish Community of Belgium (where in-service training qualifications are necessary to apply for higher-level positions), Germany, Liechtenstein, Lithuania, Luxembourg, Norway, Poland, Portugal, Slovakia, Slovenia (on successful completion of a course of 2 days or more, teachers receive one point for professional promotion), Spain (in-service training constitutes a requirement for pay increases and other forms of promotion for Spanish teachers).
- In some countries, in-service training courses *may* enhance promotion prospects: Austria, French Community of Belgium, Bulgaria, Iceland, Italy, Latvia, Liechtenstein, Malta, Netherlands (prior to promotion to the maximum pay-scale, teachers are expected to have participated in at least one in-service training activity), and the UK. It generally means that teachers who apply for promotion are expected (unofficially) to be aware of the latest trends or methodologies, and hopefully have participated in some in-service courses. This may also be the case for Croatia, Cyprus, Czech Republic, Estonia, Finland, Greece, Hungary, Sweden, and Switzerland, though there is a lack of public information in these countries.

### ***Links with European partnerships/ networks***

There is a good deal of consistency in this area. All the countries surveyed show some good and strong signs of European partnerships or networks in their in-service training courses, although both their extent and energy differs. They all participate in either European programmes and actions (Comenius, Lingua, Socrates) or have built lively and active connections with other countries through cross-border programmes, such as CEEPUS, for Central and Eastern European countries, or NordPLUS for Scandinavia. Most countries participate in both sorts of programmes (European and cross-border).

### ***Mandatory/optional in-service training participation***

In some countries, in-service training is mandatory. This is the case for Austria, Croatia, Cyprus (compulsory for probationers), Estonia, Finland, France (only for newly qualified teachers), Hungary, Liechtenstein (strongly recommended), Latvia, Lithuania, Malta, Poland (unqualified teachers must participate in training in order to extend their school contracts), Portugal, Romania, Slovenia, and the UK.

In other countries, in-service training remains optional. This is the case in Belgium, Denmark, Germany, France, Greece, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Poland (for qualified teachers), Spain and Sweden.

The relationship between mandatory and optional training is complex. Mandatory programmes are likely to be of more limited scope and impact. In some countries, only a few hours a year are mandatory (Hungary, Latvia, Lithuania), and the programme is already set (UK, Slovenia). In other countries, where in-service training is optional, the courses are very common practice and teachers appear enthusiastic about applying to take them. For instance, in-service training is optional in Sweden but the average number of hours spent per year is 120 per person. This is the same amount of time that a Hungarian teacher is required to spend in seven years in the compulsory programme. Similarly, up to half of the mandatory in-service training is directed at the generic teacher, whose aims, strengths and weaknesses differ from the teacher of foreign languages. Hence, mandatory in-service training may not be more effective than optional in-service training.

The length of compulsory in-service training courses remains another highly variable point. Most of the compulsory courses last between three to five days per year (UK, Slovenia, Portugal, Romania, Luxembourg, Liechtenstein, Lithuania, Estonia, Finland), with a minimum of one day and a half or two days (Latvia and Hungary respectively), to a maximum of five days a year (UK). The highest average time spent in in-service training is fifteen days a year in Sweden, where the training is not mandatory.

### **Objectives and content of courses**

The objectives of in-service teacher training are less sharply defined than in initial training. It aims primarily at achieving three main outcomes:

- to refresh the existing expertise of teachers, and introduce them to new ideas and approaches, such as ICT;
- to remedy perceived deficiencies, or enable further career development;
- to act as a means of implementing new policies decided on at a ministerial level..

The objectives also include less measurable outcomes, such as increasing teachers' motivation and encouraging the sharing of good practice. As a result, the content of courses varies widely, not only from country to country, but also from year to year. The following paragraphs describe the main areas and activities commonly included in in-service training.

### ***Pedagogy***

There is a large variety of in-service training courses directed at language teachers in all the countries surveyed. In all countries, courses including pedagogy of second language teaching and target language skills are available both for regular language teachers and for

retrained teachers (e.g., in Eastern European countries). This is clearly an area where sustained effort will continue to be required.

### ***Information and Communication Technology (ICT)***

Most countries offer ICT training courses for teachers (Croatia, the German community of Belgium, Italy and Malta do not). While many such courses are directed at generic teachers, others have been developed specifically for the foreign language teaching context. Ireland, for instance, provides a course of ICT to teach languages in primary schools, and a Masters Degree part-time, specialised in ICT for languages. Switzerland offers on-line training courses through the medium of different web programmes (e.g. Swissling). ICT courses are reported to be popular with teachers, who welcome the opportunity to improve their personal skills in this area as well as improving their ability to use ICT in classroom teaching.

### ***CLIL (Content and Language Integrated Learning)***

Eleven countries currently provide courses in CLIL. The Czech republic has an in-service training course in ICT carried out through the medium of English, Germany offers an in-service training course aimed at primary level teachers in bilingual education (through LINGUA) and Slovenia introduced a pilot project on teaching Geography through the medium of a foreign language. The most active countries, as far as CLIL is concerned, remain, however, the countries where there is a historical, political, cultural or social need for it, as in the Netherlands and in Switzerland. The latter, being a multilingual country, shows a strong need for multilingual education and offers a wide range of courses, seminars, workshops, and better materials. In the Netherlands, much of the teaching in schools is carried out in English, without any special provision in initial teacher training, but thanks to a wide range of in-service training courses.

### ***Training abroad***

All countries have at least some arrangements to enable teachers to receive elements of in-service training abroad, usually in a country where their foreign language is spoken as native. A principal aim is normally the enhancement of Target Language skills. This is often accompanied by training in pedagogy. Some countries (for example, Estonia, Finland, the Netherlands, Slovakia, Spain and the UK) send teachers abroad for specialised ICT classes. Finland and Norway are the only two countries that provide their teachers with courses abroad on CLIL. This form of training is usually much sought after by teachers, and is clearly an area where there is great scope for further development.

### ***Teachers' exchanges***

The most successful provision abroad remains teachers' exchanges. Almost all countries offer exchanges to their teachers, either thanks to European schemes, such as Socrates actions, cross-border organisations (e.g. CEEPUS), large bilateral programmes (like Puesto por Puesto in Spain, that sends Spanish teachers to France, Canada, the UK, Germany and the USA), or small-scale bilateral programmes (for example, between France and Ireland).

There are limitations on these exchanges. In particular, financial constraints affect participation rates, especially in less wealthy countries. But also in some countries, like Poland, teachers have limited opportunity to go on exchange programmes, because their own language is very rarely taught abroad.

On the other hand, the cultural links between some countries are extremely resilient, and therefore facilitate exchanges and in-service training courses abroad. For example,

Liechtenstein and Luxembourg are very much outward looking and are keen to participate in many kinds of programmes. Similarly, Slovakia is keen to expand its links with Germany.

## **Structure of in-service training**

The structure of in-service training is extremely varied and flexible. Many different formulae are used, reflecting organisational constraints within schools as well as the requirements of particular training contents or activities. The main variables may be grouped under length of training and flexibility of provision.

### ***Length of training***

The length of in-service training courses is highly variable. However, a common trend, in most of the countries covered, is to have a combination of short courses and longer courses.

#### *Short courses*

Short courses are the most widely used, since they offer the greatest possibility of securing attendance by teachers. In some countries, this consideration is strengthened by national teacher shortages. For example, in the Netherlands, the length of in-service courses has to be quite short, and does not usually exceed three to four days for this reason. On the whole, shorter courses do not last more than ten days, and most last only one or two days.

#### *Longer courses*

Longer courses are generally postgraduate courses and are considered successful in some countries because they offer a full accreditation (Norway, Poland, Romania, Switzerland, and Bulgaria).

#### *Mid-length courses*

Mid-length courses exist for a wide range of courses and countries. For example, in Denmark a study-trip abroad is available during the school holidays; in Iceland, after five years of teaching, teachers can apply for between two and four months paid-study-leave of absence.

#### *Teachers' exchanges*

Teachers' exchanges within a multilingual country (Belgium, Switzerland) or community (Netherlands, Belgium, Germany) do not exceed one or two weeks at most. Other programmes can last for one or two months (France and Ireland, and the "guest lecturer" formula in France, CEEPUS in Eastern and Central European countries). There is also a small number of programmes that offer one-year long exchanges (Fullbright commission in Belgium, Puesto por Puesto in Spain).

#### *In-service training courses abroad*

The majority of in-service training courses abroad last between one and three weeks. They are constrained by financial implications, and by the difficulties that a longer stay would imply in finding replacement teachers.

A few of these courses last longer. For example, there is a "study-holiday" concept in Liechtenstein, where full-time teachers may apply to government to be granted a study-



holiday of up to six months for the purpose of attending continuing education. A remunerated study-holiday may be granted after 10 working years at the earliest, with a maximum of three months to be granted prior to the 40<sup>th</sup> year of age. Similarly, the DAAD organises semestrial scholarships in Slovakia.

### ***Flexibility of courses***

Flexibility is highly valued in in-service training, as a means of overcoming the constraints of incorporating training within working schedules and of offering training to teachers dispersed over a wide area.

### *Distance-learning*

Distance-learning is very popular with some Eastern European countries for financial reasons and also for some teachers who need to retrain. For instance, in the Czech Republic, teachers at primary level, can study on a two-year distance programme to retrain in English or in German. At secondary level, Czech teachers have the opportunity to take a distance course organised by the Goethe Institut in Prague in collaboration with the Goethe Institut in Munich for teachers of German and for teachers who wish to retrain.

Distance learning is popular in France and in the UK for instance, with many courses offered by the CNED (Centre National d'Education à Distance) and the Open University. These two organisations, particularly the latter, provide a lot of courses and opportunities for countries with geographical (Malta, Cyprus) or financial problems (Eastern European countries).

### *Part-time courses*

There are some opportunities for longer courses, whether in retraining (Eastern Europe), or as part of a postgraduate programme to study for a part-time degree in a university (Denmark, Sweden, Ireland and Iceland).

A variety of countries offer shorter courses either during holidays, or after lessons in the afternoon (Belgium, Austria, Cyprus, Czech Republic, Estonia, France and Italy). Some short courses are also held during school time, when teachers have received day-release (Germany).

# Part Three

## Good Practice and Training Needs

### *Summary*

*This part of the study draws out conclusions on good practices and areas of need. Summaries are presented of fifteen case studies that were investigated in detail, identifying a broad range of good practices, from which wider lessons can be learned. Arising from these and the review of the current situation in Part Two, the study outlines the main training needs that have emerged from the analysis, focusing on areas of organisation, content and structure.*

## Good Practice and Innovation

### Identifying case studies

The detailed survey of language teacher training provision in thirty-two countries yielded to principal outcomes. The first was an overview of the situation across Europe, which is presented in Part Two. The second outcome was a long list of potential examples of good practice. This was the basis on which a series of case studies was identified for more detailed analysis to highlight significant trends, innovations or examples of good practice.

Out of an initial list of 25 possible cases, 15 were eventually selected to constitute the main corpus of the studies. The selection was carried out on both theoretical and practical criteria. Particular cases were required to be innovative or successful. In addition, it was necessary to ensure that the group of cases included a range of national contexts, different types of institution, different languages, and different learner groups. In the main, the size of the case was less important than the dimensions of interest it offered. A detailed analysis of each of the Case Studies is included in Appendix I.

Initial data was collected from printed and web-based sources. In most cases (13 out of 15), this was followed up with a visit by one of the research team to the local site in order to interview those concerned and see the element operating at first hand. The data collected in these ways was analysed according to a common template, which mapped on to the national reports. Each case study adopts a common reporting structure:

- A thematic summary presents the main features of the case study, including the aspects of good practice it exemplifies.
- Similar initiatives are identified, which situate the example in a wider context.
- A detailed description of the case identifies the co-ordinating body and partner institutions, the form of funding, the timeframe, and details of activities undertaken.
- An analysis is presented of the areas in which innovation and good practice are exemplified
- Problems and issues are noted
- Summary recommendations are listed on how the practice can be extended to other countries or to other institutions in the same country
- Information is given on the data collection methods used, including an acknowledgment of sources

By adopting this format, it was possible to offer exemplification and evidence, an evaluation of its potential, and sources for further study. Verification of the case studies was undertaken by submitting the draft reports to those involved in the local sites for checking and correcting.

A summary follows of the fifteen case studies, identifying the elements of good practice exemplified in each case.

### 1 Initial teacher training in bilingual education: The BILD Project

The BILD Project, which ran for three years under the auspices of a Lingua A research project, brought together a team of bilingual trainers and researchers from four countries to develop methods and materials for the initial and continuing training of bilingual teachers. Bilingual teaching, or CLIL (Content and Language Integrated Learning), is the teaching of “content” subjects, such as history, geography or music, through the medium of a foreign language. The resources developed were published by the University of Nottingham in CD-Rom format.

Rather than on the BILD Project *per se*, this case study focuses on two initial teacher training courses which informed, and were informed by, the research. These are the BILD PGCE offered by the School of Education at the University of Nottingham, UK and the Additional Qualification in Bilingual Training offered by the University of Wuppertal, Germany. Attention is also paid to the provision of bilingual training to German trainees in the second phase of training at the Studienseminar Bonn.

Elements of good practice exemplified by these courses include:

- Bilingual teaching;
- Bilingual teaching practice;
- Mentoring;
- Integration of theoretical and practical aspects of training;
- Networking between training institutions;
- European focus.

## **2 Bilingual in-service training**

While bilingual teaching has occurred in German schools for over 30 years, little provision has been made for the formal training of practising bilingual teachers. This case study examines an in-service training initiative which took place in the Federal Land of North Rhine Westphalia in 1997 and 1998. A series of bilingual training courses were run for practising teachers with qualifications and teaching experience in a language and subject combination appropriate to bilingual teaching. Content subjects offered included Biology, Geography, History, and Political Studies. The “bilingual” teaching of foreign languages was also addressed. At present, bilingual teaching in Germany is conducted principally in English (60 schools) and French (18 schools) with some provision in Italian (1), Greek (2), Russian (2) and Spanish.

This report looks specifically at the course run for teachers of History and English by an experienced bilingual teacher working in the Mataré Gymnasium, Meerbusch.

Elements of good practice exemplified by the course include:

- Bilingual in-service training;
- European Dimension;
- Networking;
- Co-operation;
- Reflective Practice.

## **3 Regional exchange programme for university studies: CEEPUS**

CEEPUS (Central European Exchange Programme for University Studies) is a grant network, which following the example of ERASMUS, aims to provide new and additional encouragement for academic mobility in Central Europe.

The objectives of CEEPUS are to promote academic mobility in and with Central Europe by introducing a multilateral dimension; to promote complete programmes and networks; to provide the necessary infrastructure; to stress specific features typical of the region, thus to contribute to the formation of the European Higher Education area.

CEEPUS promotes complete programmes and networks, provides the necessary infrastructure, and stresses specific features typical of the region. In this way, it contributes to European integration. CEEPUS supports the university networks within which exchanges of students and faculty members take place.

Currently, there are nine member countries: Austria, Bulgaria, Croatia, the Czech Republic, Hungary, Poland, Romania, Slovakia and Slovenia. FYROM (=Macedonia) has applied for accession.

Elements of good practice exemplified by this project include:

- Mobility;
- Diversity of languages;
- User-friendliness of CEEPUS;
- Regional identity.

#### **4 Teaching practice abroad: “Formation Croisée” exchange**

The Primary Languages Teacher Training Project is a joint initiative of the Teacher Training Agency in England, and the Ministère de l'Éducation Nationale in France, supported by the Centre for Information on Language Teaching and Research (CILT). The project has brought together five higher education institutions in England and five IUFM institutions in France, with the common purpose of providing teacher training for the primary sector, which includes an element of teaching a foreign language. Each University has been twinned with an institution in the partner country, allowing the exchange of ideas between students and trainers, as well as the opportunity to spend a period abroad in the partner country as part of the training.

Elements of good practice exemplified by this project include:

- Exchange for Primary Trainee-Teachers;
- Teaching abroad;
- Flexibility and adaptability;
- Networking;
- Mentoring.

## 5 **ILIAD: International Languages In-service Training at a Distance**

ILIAD is an interactive CD-ROM in five languages covering a range of themes related to foreign language teaching throughout Europe. The languages featured are English, French, German, Spanish and Swedish. The CD includes 110 minutes of video footage shot in 14 European language classes at primary and secondary level. Linked screens feature background information and key questions to promote discussion of the themes presented. Each theme is illustrated by several short passages of video. All text, including transcriptions of the video clips, is available in each of the five languages featured. A library of on-line and print resources is also included with several full-text articles included on the CD.

ILIAD is a good example of the use of ICT approaches to the pre-service and in-service training of language teachers with emphasis on distance learning and flexible delivery. The materials in question are presented in the form of a CD-Rom available to trainers and practicing teachers.

ILIAD exemplifies elements of good practice such as:

- Emphasis on the European dimension;
- Networking;
- Language diversity;
- Innovation in primary language teaching;
- ICT;
- Distance learning.

## 6 ***Joint qualifications/European teacher programmes***

Joint qualification teacher training programmes have been developed as a result of cooperation between higher education institutions in France and the UK, Austria and the UK and France and Germany. These programmes offer foreign language students the opportunity to gain teaching qualifications in two European countries and to spend part of their training abroad. The courses are often referred to as European Teacher Programmes and the qualifications obtained are known as the PGCE/Maîtrise, PGCE/Hauptschulqualifikation or Lehramt/Maîtrise.

This type of teacher training programme emphasises the following features:

- Realisation of the European dimension;
- The enhancement of social and cultural values while teaching and learning in an international context;
- Collaboration and networking between institutions in different countries;
- Opportunities to teach in more than one country;
- Thorough training in language teaching methodology;
- Integration of theory and practice;
- The importance of team-work in teaching.

## 7 Primary intercultural teacher training: JULIET

The JULIET (Jyväskylä University Language and International Education for Teachers) programme is a package of specialised courses offered to selected students within the Jyväskylä University's Teacher Education Programme. It offers students a specialisation in teaching English language at primary level, and teaching other subjects through the medium of English in addition to elements of international experience and intercultural education. The course is open to both Finnish and international students and is taught primarily in the target language of English. Trainers involved in the JULIET programme were initiated into CLIL methods through ROMEO, an in-service training course developed by JULIET programme coordinator, Glyn Hughes. Funded by Socrates – Lingua Action A, ROMEO was seen as a means of “increasing the authenticity of English medium-instruction.” The course ran for three years and involved participants from Finland, Austria, Portugal, Spain and Norway. This case study considers initiatives specifically designed to prepare teachers for their role in an integrating and mobile Europe.

Elements of good practice exemplified by the case include:

- Training modules on international teaching;
- Emphasis on the European dimension;
- Pedagogical training conducted in the target language;
- Bilingual teacher training;
- Bilingual teaching practice;
- Period of study or work abroad.

## 8 *On-line consultancy, resources, networking and in-service training courses for foreign language teachers.*

The Languages Centre, Reykjavik, is developing and implementing distance language teaching. It provides consultancy and resources on-line for teachers of Norwegian and Swedish, not only for teachers in schools within Reykjavik but also for instructors in these languages in remote areas of Iceland. The centre runs in-service training courses for all foreign language teachers. It also has the task of providing assistance to all primary/secondary schools within Reykjavik in the teaching of Danish and English. It is responsible for allocating native speaking teachers of Danish to Icelandic primary/secondary schools.

Elements of good practice exemplified by these programmes include:

- European dimension;
- Diversity of language;
- Distance learning;
- On-line networking;
- Networking through in-service training;
- Training in use of portfolios;
- Training in methodology.

## 9 Action research Masters Degree in foreign language teacher training: M.Paed

This case study considers an action research Masters Degree specifically designed for language teachers, and language graduates who want to go into teaching. This unique Icelandic postgraduate degree (available both for qualified teachers and language graduates) allows for reflexivity, partly through theory on second language acquisition, and partly through action research in attempting to cater for real pedagogical issues that emerged in the trainee's classroom.

The programme is oriented towards teaching and research in the field of English, Danish, German and Icelandic as a second language at Compulsory and Upper-Secondary school levels. It features modules on second and first language acquisition, research methods in pedagogy, discourse analysis, foreign language literacy skills, teaching spoken languages, and a dissertation on the candidate's chosen research project; this chosen research project consists of a dissertation on a particular issue arising from the M.Paed's student's classroom.

Elements of good practice exemplified by this programme include:

- Diversity of languages;
- European Dimension;
- Student Mobility;
- Adaptability of the course;
- Reflexivity.



## **10      *Observation programme***

The University of Latvia Observation Programme is a new initiative designed to support foreign language students on initial teacher training courses. The programme entails a 16-week schedule of pre-teaching practice observation in schools, which is aimed at bridging the gap between the theoretical and practical aspects of training and at developing students' reflexivity and autonomy through the use of reflective diaries and participation in group seminars. Close cooperation between students, higher education tutors and school-based mentors is an integral part of the initiative, which is combined with in-service mentoring training.

The Latvian Observation Programme emphasises the following elements of teacher training:

- Integration of theoretical and practical aspects of the course;
- Partnership between the University Faculty of Education and the teaching staff in schools;
- A critical and reflective approach to teaching and learning;
- The importance of the mentor's role in teacher training.

## **11      **Primary languages initiative (initial teacher training and in-service training)****

A programme of integrated foreign language learning was introduced into the curriculum of Austrian primary schools in 1998. This is a nationwide initiative, which becomes compulsory in 2003. The transition period of five years has been considered essential in order for the foreign language training needs of beginning and serving teachers to be addressed. Primary teacher education (both initial and in-service) now includes a greatly increased focus on foreign language competence and language teaching methodology.

This case study highlights provision at the Pädagogische Akademie des Bundes in Tirol, Innsbruck, where the foreign language dimension in the education of primary teachers emphasises the following features:

- The training of integrated studies teachers able to teach the primary curriculum through a foreign language;
- The maintenance and enhancement of personal language competence;
- Use of the European Languages Portfolio for personal evaluation;
- The opportunity to teach in more than one country;
- Additionally, in-service training programmes in Austria underline the importance of methodological enhancement.

## **12      **TALLENT: Teaching and Learning Languages Enhanced by New Technologies****

TALLENT is an in-service training module specifically designed for teachers and trainers of European foreign languages. Lasting 60 hours, the course consists of a series of

seminars and workshops providing a theoretical and practical grounding in language-teaching related ICT applications.

Elements of good practice exemplified include:

- Emphasis on the European Dimension;
- Language diversity;
- ICT for languages;
- Networking;
- Integration of theory and practice.

### ***13 Teacher-Line: Partnerships and team-work in initial teacher training programmes***

The development of partnerships between different agencies involved in the training of teachers has become an important element in teacher education in several countries. Joint supervision of students on teaching practice by higher education tutors and school-based mentors is one area of increased collaboration in recent years. This case study focuses on a new initiative aimed at enhancing cooperation between university departments and practice schools and at promoting team-work among foreign language trainees. The University of Helsinki and the Finnish Ministry of Education have introduced a joint pilot project called Teacher-line, which differs from traditional initial teacher training programmes in that it enables students to be admitted directly to teacher training courses and undergraduate subject studies simultaneously. The new programme is designed to improve the status of foreign language teachers by strengthening their sense of vocational identity. Teacher-line offers a cooperation-oriented model of training with a strong focus on partnership and team-work in all aspects of training.

Teacher-line provides clear examples of the following features of training:

- A critical and enquiring approach to teaching;
- The importance of self-evaluation;
- The benefits of peer observation;
- The significance of team-work in teaching;
- The importance of partnerships and networking.

### ***14 Teaching practice portfolios***

The assessment of the practical component of initial teacher training takes a variety of different forms and usually includes evaluation of trainees on the outcomes of practical teaching. In a number of countries and training institutions, students are also expected to produce a teaching practice portfolio of material, which is designed to enable them to establish connections between the practical and theoretical aspects of training and to keep detailed records relating to their school placements. This case study examines the use of portfolios among foreign language trainees in Finland (universities of Helsinki and Jyväskylä) and in England (University of Exeter). Reference is also made to a recent innovation at the University of Newcastle upon Tyne.

The portfolios examined in this case study provide clear examples of the following features of training:

- Emphasis on a critical and enquiring approach to teaching and learning;
- Recognition of the importance of self-evaluation;
- Integration of theory and practice;
- Emphasis on educational and foreign language research and its application in the classroom;
- Importance of ICT for diverse uses;
- Enhancement of language teaching methodology;
- Use of the European Language Portfolio for personal evaluation.

## 15 Reflexivity in training: Tomorrow's Teachers' Project

This case study considers a reflexivity programme to improve the teaching in the Faculty of Education and in schools, the learning of pupils and students, and the training of teachers in Malta. Although it is not designed specifically to cater for foreign language teachers' weaknesses or strengths, its findings have some important consequences for the training of Foreign Language Teachers.

Established in 1996, the goal of the Maltese "Tomorrow's Teachers' Project" is to discover "the strengths and weaknesses of current pre-service teacher education and training programmes; to systematically compare current local practice with that obtaining in other countries; to identify trends, as well as to develop insights in addressing perceived problems, and to make recommendations regarding changes in structures and practices that will help improve this contribution to the national educational enterprise".

Elements of good practice exemplified by this project include:

- Reflexivity;
- Team Work;
- Socialisation of teachers;
- Integrated ITT Programme;
- Specialist Teachers in two subjects.

## **Training Needs**

### **Identifying key issues**

Taking together the overview of the current situation and the insights afforded by the fifteen case studies, it has been possible to identify the salient issues in language teacher training and the way individual countries and/or institutions were responding to them. This involves qualitative judgements, to assess how far an individual site context should be considered successful. It also involves quantitative judgements, to assess how extensive a particular activity has been. The key issues therefore have two distinct dimensions: the academic needs that have been identified, and the changes in practice that are likely to enable the needs to be better met. The two dimensions are combined in discussing the proposed recommendations in Part Four.

In the following summary, the main areas of training need are separately identified. In the first instance, they concern member states or regional authorities, which have responsibility for teacher training. However, there are several areas of need that can only be addressed through co-operation at European level. It is recognised that in many cases, there are significant cost implications in taking action to address the issues. The areas are grouped under three headings, corresponding to the essential aspects of teacher training: Organisation, Content and Structure.

### **Organisation of training**

There is currently no Europe-wide agreement on the accreditation and recognition of teaching qualifications, including in-service training, though significant benefits would accrue from bringing different systems of accreditation closer together;

There are no shared curricular guidelines for European language teacher training;

Access to initial teacher training and in-service training are highly diverse and would benefit from a degree of convergence;

Cooperation between training institutions, schools and education authorities is uneven, and there would be clear benefits from strengthening cooperation;

Cooperation between national and European education authorities and advisory bodies is currently limited, and needs to be improved;

Existing international networks need to be extended to include non-university training institutions (particularly those training primary language teachers) and teachers' associations.

### **Content of training**

#### ***Initial training – general needs***

There is a need to increase the availability of courses that focus on perfecting trainees' language skills, especially if an objective of teaching two languages is adopted;

Greater emphasis on reflective practice/critical thinking is needed in many countries;

There are relatively few courses that enable trainee teachers to compare and contrast education systems and language teaching methods across Europe;

Not all countries provide pedagogical training in one or more target language;

More extensive training in ICT for language teaching and research is needed in the initial training programmes offered in most countries;

All trainees need be encouraged to develop international networks of contacts;

Training which situates the role of the language teacher in the European context is needed in all countries.

### ***Initial training – primary***

There is a need for more extensive training in language skills and language specific methodology in countries where generalist teachers are used;

Training programmes focusing on languages other than English need to be extended in many Nordic and other countries;

Bilingual training is proving a successful approach and needs to be extended, particularly in countries where bilingual schools are already widespread;

Periods of study and/or teaching practice abroad need to be made more widely available for trainees in most countries;

All countries need additional funding for study and/or teaching practice abroad;

Greater emphasis needs to be placed on the European dimension in all countries, especially in non-university colleges, where this dimension is often less developed..

### ***Initial training – secondary***

There is limited diversity in many countries in the languages available for teacher training;

Access to formal training in at least two languages needs to be increased in most countries;

Training in bilingual teaching methods needs to be introduced where they are not yet available, especially in the pre-accession countries, and needs to be made more widely available elsewhere;

In most countries, specific training for language teaching in vocational schools/colleges should be developed.

### ***In-service (continuing) teacher training***

In-service training in the European dimension is lacking in most countries;

Training in language specific ICT for practising teachers needs to be more widely available, especially in less wealthy countries;

Formal training and teaching qualifications in additional languages are needed in the majority of countries where teaching only a single foreign language has been the main pattern for teachers;

Training in bilingual teaching techniques for non-language specialists need to be introduced in most countries;

Additional training in language skills for prospective bilingual subject teachers is required across Europe;

A greater range of European “summer school” courses is needed, especially in topics other than ICT;

There is little provision for training of teacher trainers in Europe, and this should be examined in the light of the need for developing new courses for a changing Europe.

### **Structure of training**

Theoretical and practical components need to be more fully integrated, particularly in countries where the consecutive model of training is used;

Academic and pedagogical components need to be more fully integrated in countries where language teacher training is offered as an “add-on” course;

Mentoring programmes need to be introduced or expanded in most countries;

The formal training of mentors is still to be introduced in most countries;

Flexible delivery and distance learning options have considerable potential, especially for in-service courses, and provision needs to be improved in all countries;

Foreign teaching practice placements (or domestic placements in a different language community) are a key component of language teacher training, and need to be extended in most countries;

The majority of initial teacher training courses do not make allowance for trainees to spend periods of study abroad;

The majority of initial teacher training courses are not well adapted to cater for visiting teacher trainees, for example, by awarding ECTS credits in relevant subjects;

The European languages portfolio has proved a popular and successful learning tool, and should be more widely incorporated into the assessment courses;

The teaching practice portfolio is a valuable assessment practice, but there are many courses where it is not used;

The duration of initial teacher training courses is highly variable across Europe, and there would be significant benefits in further convergence.

# Part Four

## Recommendations for Action

### *Summary*

*This part of the study draws together the range of practices and issues identified, and presents a series of recommendations on action that needs to be taken. Twenty-two recommendations are grouped under three main headings, addressing the European-level infrastructure that is required, the kind of language teacher it should aim to produce, and particular areas on which more study is needed. Each recommendation is presented in the form of a short summary of the action proposed, an analysis of the reasons why the action is needed, a more detailed outline of what needs to be done, and a suggestion of the means by which it might be achieved. The recommendations are accompanied by a sample professional profile of the ideal European language teacher of the twenty-first century, outlining the training features that would need to be offered.*

## Recommendations

This study has confirmed that a great deal of effective language teacher training is taking place throughout Europe. Many initiatives have been taken to improve it further at national and local levels, and assistance has often been provided through additional funding from Socrates and other European programmes. There is nonetheless a recognition among teachers, trainers and trainees that more needs to be done to improve the training of language teachers, and that the pooling of ideas and practices at European level provides an enormous potential resource, which has not been sufficiently exploited.

The following recommendations draw on the pool of trans-European experience, and propose ways in which language teacher training can be further strengthened by actions at European level, adding value to actions at national and local levels. In most cases, there are likely to be financial implications at the different levels, but the authors take the view that defining the scope and cost of particular actions falls outside the remit of the present study.

The recommendations are grouped under three main headings, addressing the European-level infrastructure that is required, the kind of language teacher it should aim to produce, and particular areas on which more study is needed. Each recommendation is presented in the form of a short summary of the action proposed, an analysis of the reasons why the action is needed, a more detailed outline of what needs to be done, and a suggestion of the means by which it might be achieved. In addition, each recommendation includes cross-references to the particular case studies of good practice on which it draws, and a cross-reference to relevant keywords in the accompanying Profile of the European Foreign Language Teacher.



# Building a European Infrastructure for Training Language Teachers

## 1. A European Benchmark for Language Teacher Training

### *Summary recommendation*

A European Benchmark for Language Teacher Training should be developed, to provide a common understanding of the different processes and components involved, and guidelines for good practice.

### *Reasons (why it needs to be done)*

An agreed shared body of terminology, concepts and analytical tools is necessary to support a shared understanding of language teacher training across Europe. The lack of such a framework is an obstacle to cooperation in training, and to mobility in both training and teaching. Its development would provide momentum for cooperation and would facilitate mobility.

There are lessons to be drawn from the experience of the Common European Framework of Reference for Languages, initiated by the Council of Europe. On the one hand, it provides a model of good practice in establishing a basic guide for the teaching and assessing of modern foreign languages in Europe. It sets out a range of learning theories and principles in a non-judgemental manner, it identifies a number of implications for teaching in a non-prescriptive manner, provides a structure of guidance allowing for diversity, and acts as a source of reference to guide policy and practice. On the other hand, its practical implementation has suffered from limited support in terms of organisation, resources and political commitment; and its main impact has been in the dissemination of scales of attainment through the European Language Portfolio.

A Benchmark Statement for Language Teacher Training would therefore need to be supported by an organisational structure capable of developing, disseminating and monitoring the implementation of the shared understanding. This is addressed in the later recommendation that an Advisory Group should be established.

### *Detailed recommendation (what needs to be done)*

A European Benchmark Statement for Language Teacher Training should be developed as the focus for an open process of co-ordination between member states. The Benchmark should define an ideal professional profile for trained language teachers, summarise the agreed understanding of what the objectives of language teacher training should be, and identify good practices in organisation, content and structure. The Benchmark should be produced by an expert working group, and developed incrementally through successive editions to embody key themes, objectives, and examples of good practice. A sample professional profile is attached to indicate what aspects the Benchmark should address, based on the issues identified in the present study.

The Benchmark should summarise the principles of training and various models of training. It should compare modes of delivery and access, the structures of training, and its content. It should also set out information on pedagogic matters, methodology, and theoretical perspectives in second language learning and teaching. A suggested reading list might also be included of key works, research and texts on training principles and methodology, and principal European texts relating to language learning and teaching.

The Benchmark should provide guidance on the balance of theory and practice in initial teacher training, giving consideration to the content and structure of practice and the relative lengths of time it requires; to the range and level of theoretical material to be

introduced in training, and amounts of programme time required. It should take account of the recommendations of the present study, which provides a starting point on matters of structure, content and organisation. It should draw on examples of good practice and innovation. It should be written in such a way as to provide guidance for practice at a national and European level, and to serve as a guide to individual institutions and trainers in developing teacher training for language teachers.

The Benchmark should address aspects of professional competence supplementary to language. These include, for example, the teacher and the law, health and safety, classroom management, psychology of learning, gender issues, equal opportunities, European citizenship, basic skills in numeracy, literacy and ICT, and the philosophy of education. In each case, a European perspective should be taken and European contexts used as a basis for designing programme content. The competences described should include the personality attributes typical of the good language teacher, and how these effect classroom learning; the characteristics of a supportive classroom climate, and how this can be created and maintained; and the ways in which a teacher can create and sustain learner motivation, willingness to speak and group motivation, taking account of individual learner differences and individual contexts.

The Benchmark should consider issues specific to the career development of teachers: from newly qualified status, to acknowledged basic competence, and on to advanced and expert status. It should provide a means of identifying professional progression, including a scale of performance levels in each of the areas which have been agreed to contribute to the professional profile of the language teacher.. The Benchmark should not replace certification awarded in individual European countries, but should make possible a Europe-wide mapping of certificates, diplomas, degrees, masters and advanced level courses against a common point of reference. Such a mapping would facilitate mobility, dual qualifications and mutual recognition of training components aimed at various levels of professional training.

The Benchmark should include guidelines on good practice in incorporating peer observation and peer review into teacher training. They should address the role of peer observation and review in encouraging critical awareness of each trainee's own approach to teaching; in accepting responsibility for maintaining the effectiveness of this approach; and in raising awareness of alternative methodologies and philosophies of teaching.

The Benchmark should include guidelines on fostering the knowledge and skills needed for independent language learning. They should identify ways of equipping learners with a consistent body of knowledge, which can be applied to the learning of further languages. They should propose ways of developing personal skills, such as discovering resources, working in teams, managing one's own learning, understanding different learning styles, and applying different learning strategies. And they should encourage the values of self-development and continued learning throughout life.

The Benchmark should provide guidelines on incorporating elements of pedagogical research into teacher training. They should seek to incorporate an introduction to existing models of educational research; the ability to access and assimilate the implications of new research findings; a broad introduction to educational research methods; and experience in conducting small-scale action research projects.

*Agency (who should carry it out)*

The Benchmark Statement should preferably be produced by an Advisory Group on European Teacher Training, as recommended in this report, in consultation with a reference group of teacher trainers across Europe.

### *Relevant case studies*

Since the Benchmark would comprise a compendium of good practice, all of the case studies included in this report have a bearing on it.

### *Keywords*

The Benchmark would have relevance to all of the keywords identified in this report.

## **2. European Accreditation of Teaching Status and Qualifications**

### *Summary recommendation*

An accreditation framework should be established to provide a basis for comparability, and to recognise flexible routes to the status of qualified teacher at European level.

### *Reasons (why it needs to be done)*

In most European states, teachers are awarded the Status of Qualified Teacher on successful completion of training. In some states, additional status recognition is given, for example, to advanced teachers who have met additional requirements. At present this is not easily comparable from country to country. An agreed framework of accreditation or system of equivalences would improve recognition and mobility. This framework could provide a means of calibrating all training certification according to a common reference, and acknowledging it as part of a system of monitoring and quality assurance. It should operate in conjunction with the Benchmark for Language Teacher Training, and should be linked to the awards of European Language Teacher and European Language Mentor, as recommended in this report.

It is also necessary to cater for diversity in modes of access to training, diversity in the social and academic background of trainees and the requirement for continued professional development. Flexibility must be a guiding principle in establishing an accreditation framework and putting it into practice, reducing barriers to access to information, recruitment and training. Future European language teachers will be global, mobile, and able to operate in diverse contexts and according to a wide range of curricula and syllabus requirements. They will come from a range of backgrounds, including previous professional experience and linguistic competence. It is important that individual training needs are matched against provision and this latter is available in various forms: full-time and part-time courses; distance learning; self-access; short courses and seminars. Individuals should also be able to take training modules in more than one country. Each component of training should therefore be available in flexible forms of delivery, and units should where possible be transferable between different countries, different phases of training, for example, between pre-service and in-service, and between different sectors of education (primary, secondary etc.). The current European Credit Transfer System may provide a stepping stone towards these aims.

### *Detailed recommendation (what needs to be done)*

An accreditation framework should be established at European level. It should provide an EU-wide system of equivalences, and enable more effective credit accumulation and transfer. It should acknowledge equivalence of awards and components of training from country to country. It should recognise different levels of professional development, for example, the newly qualified teacher, the professional teacher, and the advanced or expert teacher, as recommended in this report. In-service and pre-service courses should be accredited in relation to these levels, enabling individual teachers to achieve specific levels of professional development.

The system should be flexible in enabling a diversity of routes to achieving the status of qualified teacher. It should recognise the combination of modules of different types, including distance learning modules and components shared between in-service and pre-service programmes.

In the first instance, the framework should be a means of bringing the different systems of accreditation across Europe closer together. In the longer term, it may form the basis of a common system of accreditation.

*Agency (who should carry it out)*

The framework of accreditation should be established by the Advisory Group on European Teacher Training and embodied in the Benchmark, recommended in this report.

*Relevant case studies*

Joint Qualifications, Bilingual INSET, TALLENT, ILIAD, Languages Centre, M. Paed, Teacher-line

*Keywords*

Accreditation, European, Quality, Adaptable

### **3. European Programme of Quality Assurance**

*Summary recommendation*

A voluntary programme of Quality Assurance should be established at a European level with European factors as guiding principles.

*Reasons (why it needs to be done)*

There is an enormous amount of language teacher training taking place in Europe within a diverse range of systems and associated structures. If there is to be greater co-ordination in policy and practice, it will need to allow for diversity whilst moving in the direction of shared common practice. Principles, policy and practice need to be sensitive to traditions, particularities and local necessities. At the same time, comparability of quality can only be gained and acknowledged through a shared system of quality assurance.

*Detailed recommendation (what needs to be done)*

A voluntary programme of Quality Assurance should be established in order to monitor policy and practice in language teacher training in Europe. This programme and its component procedures should build on the Benchmark for Language Teacher Training recommended in this report, with particular focus on assessment, accreditation and certification. Trainers, institutions and programmes should be able to apply for quality assessment to acquire the status of a 'recognised' training centre for language teachers. This status will require a programme of quality assurance activities including validation and follow-ups. The European Quality Assurance programme should aim to co-ordinate with existing national and local quality procedures, and should establish its own infrastructure of quality assurance to which access is available on a voluntary basis.

*Agency (who should carry it out)*

This should be the responsibility of the Advisory Group on European Teacher Training, working with the Benchmark, both recommended in this report, but in its absence, a separate advisory group could be established to oversee the development of a Quality Assurance programme.

### *Relevant case studies*

There are no case studies of direct relevance, but many of the national reports refer to national or local quality assurance procedures.

### *Keywords*

Quality, European, Curriculum

## **4. Support Network**

### *Summary recommendation*

A support network for language teacher training should be established, based on a small team with the task of providing an infrastructure, building capacity, and offering recognition and long-term continuity for trans-European projects and networks of exchange, whether virtual or face-to-face.

### *Reasons (why it needs to be done)*

There is a thriving culture of networks related to teacher training, some of them based on bilateral or multilateral agreements between member states, but many dependent on short-term project funding - for example under Socrates, or other EU programmes. Some consortia, brought together for a specific project, develop into dynamic networks, with spin-off benefits beyond the immediate remit of the project. However, the existence of these networks tends largely to be dependent on project funding, and when this ceases at the end of the project, the network may fall rapidly into decay. They do not contribute substantially to building Europe's capacity to sustain and improve its performance in this area.

Some projects succeed in finding exit strategies that secure longer-term funding or a mainstream position to enable the continuation of the work they have carried out, or to maintain the network of participants. But these are relatively few. A frequent result is that the products achieved by the end of the project are not well disseminated afterwards, and do not achieve the impact expected. Conversely, not every project achieves its aims, and not every consortium brought together for a specific purpose develops the momentum or cohesion to become an effective longer-term network.

Several countries provide support networks for particular aspects of language teacher training, and these take many different forms, including separate government agencies, voluntary organisations and extended roles for particular institutions. There are examples of good practice in co-operation between such bodies, which has been given impetus by the European Year of Languages, 2001. The European Language Council, and the Council of Europe's European Centre for Modern Languages in Graz, have also contributed to improving cooperation, through workshops, conferences, project groups and networking opportunities. There is a need for further concerted development in this area at a European level because existing actions do not provide the breadth or continuity of service and support, which is needed.

### *Detailed recommendation (what needs to be done)*

A support network infrastructure should be established, comprising a small team with a specific remit to:

- amplify existing networks of contacts in the area of language teacher training;
- provide opportunities for continued exchange and contact between participants in short-term projects and networks;

- disseminate and develop the outcomes of projects;
- provide a networking and information service for language teachers and language teacher trainers;
- encourage and facilitate innovation and cooperation.

*Agency (who should carry it out)*

The support network infrastructure could be the task of a new knowledge-brokering service established for the purpose, or of an existing national or cross-European agency, institution or association. DG Education and Culture should commission a feasibility study and consider allocating pump-priming funding.

*Relevant case studies*

CEEPUS, ILIAD, BILD, TALLENT, Joint Qualifications, Formation Croisée, Primary Languages. Several national reports also give examples of national support networks of different kinds.

*Keywords*

European, Links, Networking, Quality

## **5. A European Resources Service**

*Summary recommendation*

A major European resources service should be established, including a portal web-site, to provide access to information and online materials for language teachers and teacher trainers.

*Reasons (why it needs to be done)*

There are many organisations and agencies providing different types and levels of information online. It would be useful to establish a gateway to them aimed at the specific requirements of European language teachers. The same web-site would be able to host online teaching and learning materials and, if adequately funded, could convert existing CD-ROM or hard-copy material to web format. It could also play a facilitating role in making existing online materials in individual institutions more widely available.

*Detailed recommendation (what needs to be done)*

Funding should be identified to establish a resources service, including a portal, to make information and materials available to language teachers and teacher trainers across Europe. It should have the task of providing network links to libraries, information centres, on-line catalogues and national portals in different countries.

*Agency (who should carry it out)*

It should be funded initially on a pump-priming basis by DG Education and Culture, and could be provided in a number of ways. It should be an additional task of the support network (recommended above), if that is established. Alternatively, it could be a task allocated to an existing national or cross-European agency or institution. In the latter event, it would need to be offered for tender.

*Relevant case studies*

Formation Croisée, CEEPUS, Joint Qualifications

### *Keywords*

European, Accreditation, Resources, ICT

## **6. Dual Qualifications**

### *Summary recommendation*

The development of arrangements for dual qualifications should be further encouraged.

### *Reasons (why it needs to be done)*

In the long term, it is desirable to achieve a measure of standardisation of European qualifications, mutual recognition of qualifications and acknowledgement of a European Qualified Teacher status, as recommended in this report. It is also hoped that enhanced mutual recognition of qualifications will result from the Bologna process. However, the current high level of diversity in qualification is likely to continue for a considerable time, and it is probable that EU member states will wish to retain their own local qualifications systems.

In these circumstances, several examples of good practice provide evidence that dual qualifications provide significant benefits to trainee teachers and to the education systems of participating countries. This arrangement exists in European ERASMUS programmes and some courses involving language teacher training. In these cases, there is agreement on sharing teaching and assessment across more than one institution and country. Where appropriate, a 'two-for-the-price-of-one' system operates, in which students receive a qualification from each respective institution or national qualification system, which has comparable validity in the relevant country. The arrangement could be extended so that potential language teachers train by accessing components in different countries, by using the web through self-access, and by undertaking teaching practice in more than one country. In these circumstances, it would be feasible for an individual trainee to receive a qualification from each participating institution, so long as these formed part of an acknowledged European network, including common policy, practice and quality assurance.

### *Detailed recommendation (what needs to be done)*

The system of dual qualification should be instituted wherever possible in initial teacher training. A similar approach should be adopted where possible for in-service training and professional development courses. Additional funding should be allocated to establishing networks and consortia of institutions with dual qualification arrangements, and in extending existing consortia.

### *Agency (who should carry it out)*

In the first instance, responsibility for funding additional consortia should lie with DG Education and Culture. Responsibility might subsequently be transferred to the Advisory Group on European Teacher Training, recommended above, with the intention of co-ordinating the arrangements and developing a coherent system of qualifications at European level.

### *Relevant case studies*

Joint Qualifications, CEEPUS, Teacher-line

### *Keywords*

European, Links, Accreditation

## **7. Cross-institutional Co-operation**

### *Summary Recommendation*

Closer cooperation should be encouraged between training institutions and partner schools, and between education departments and language departments.

### *Reasons (why it needs to be done)*

There are currently varying levels of cooperation between foreign language departments, education departments and practice schools with regard to the supervision of trainees. This is particularly apparent in the school placement phase of training. A mismatch in expectations and practices between higher education tutors and staff in practice schools sometimes puts the trainee at a disadvantage and makes it difficult for the theoretical and practical components of training to be successfully integrated. If trainees are to benefit fully from the available expertise, a partnership between all the stakeholders needs to be developed. Schools need to be encouraged to see their important role in the training of future teachers in a more positive light. Similarly, while there are good examples of co-operation between language departments and education departments, there are many cases where little communication exists between them. This can produce tensions between subject expertise or linguistic competence, and professional focus. It can also inhibit curriculum innovation to meet changes in education and in the disciplines related to languages.

### *Detailed recommendation (what needs to be done)*

In the first instance, a study should be commissioned into models of good practice in the area of cross-institutional collaboration. Drawing on this research, a framework should then be drafted setting out the respective responsibilities of language departments, teacher education departments, schools, teacher trainers, trainees, mentors and administrators with regard to ensuring the overall coherence of training. On the basis of this, guidelines should be established detailing the desired level of cooperation between the parties involved in training.

### *Agency (who should carry it out)*

Under the direction of the proposed Advisory Group on European Teacher Training, a working group of teacher-trainers could be formed to examine models of good practice and co-draw up the recommended framework of cooperation.

### *Case Studies*

Teacher-Line, Observation Programme, BILD, Tomorrow's Teacher, JULIET.

### *Keywords*

Networking, Teamwork, Links, Integration, European

## **8. Accreditation of In-service Training**

### *Summary recommendation*

All in-service training courses should be accredited at local or national level.

### *Reasons (why it needs to be done)*

The provision of in-service training is currently highly diverse, and is likely to remain so. This range is a strength in offering flexibility and responsiveness. However, it is a weakness that in-service training undertaken is often not given formal recognition, and is usually not



closely associated with the ability of teachers to compile additional qualifications, such as higher level degrees (particularly Masters-level). There are, however, examples of good practice in developing accreditation. The advantages for teachers of formally accrediting training include career progression and motivation. For the education system, benefits follow in the areas of quality enhancement, coherence and management of change. For society more widely, this is an example of good practice in developing and recognising life-long learning.

*Detailed recommendation (what needs to be done)*

National and local authorities should be encouraged to develop mechanisms for accrediting in-service training courses. This should be articulated with the EU-wide system of credit accumulation and transfer recommended in this report.

*Agency (who should carry it out)*

Responsibility for implementation lies primarily with national and local authorities, but EU policy statements should be made supporting this approach. In the longer term, overall responsibility for credit accumulation and transfer might be vested in a European level agency.

*Relevant case studies*

M. Paed, Languages Centre, Bilingual INSET, TALLENT

*Keywords*

European, Accreditation

## **9. Advisory Group on European Teacher Training**

*Summary recommendation*

An Advisory Group on European Teacher Training should be established to work with national agencies to co-ordinate key aspects of language teacher training.

*Reasons (why it needs to be done)*

It is clear that many aspects of language teacher training need to be more effectively co-ordinated at European level. The principal reason for this is the pressing requirement to facilitate and increase teachers' mobility. While there is a general objective to increase mobility of all teachers across Europe, it is particularly important in the case of language teachers, who are increasingly required to train and work outside their home country, and who have a special role in facilitating mobility for those they teach. The second reason is that the variety of contexts in which teacher training is currently carried out (structural, academic and cultural) makes it difficult to develop the recognition of qualifications, as well as exchanges and sharing of good practice. This inhibits quality enhancement and European co-operation in the field of education.

This report recommends a number of concerted actions needed at a European level. For them to be coherent, successful and sustainable, it will be necessary to establish a mechanism for co-ordination. Development of this mechanism could be achieved by a representative advisory group, with responsibility for implementing, monitoring and developing those actions. In the longer term, a European institutional infrastructure may need to be established, especially in the area of accreditation.

### *Detailed recommendation (what needs to be done)*

An Advisory Group on European Teacher Training should be established with the following remit:

- to work with national teacher training agencies and Ministries of Education to co-ordinate key aspects of language teacher training;
- to oversee the development of a European Benchmark Statement for Language Teacher Training;
- to develop a scheme of European credit accumulation and transfer for language teacher training;
- to promote teacher training programmes leading to European Qualified Teacher status;
- to develop arrangements for the award of the status of European Mentor;
- to develop a programme of Quality Assurance;
- to focus EU level initiatives aimed at teacher training programmes.

The Advisory Group should be established with representation of one ministerial member and one teacher trainer from each participating country, and should act as an initiator of the open co-ordination process in the first instance. Individual countries should choose whether to participate in specific co-ordinating activities and to adopt specific principles, policy and practice.

### *Agency (who should carry it out)*

It should be the responsibility of DG Education and Culture to propose to member states the formation of the Advisory Group, and to recommend on how the Group should be located in the EU decision-making structures.

### *Relevant case studies*

There is no specific case study, but the National Reports describe the mechanisms that individual states have adopted to coordinate teacher training at national level.

### *Keywords*

European, Accreditation, Benchmark, Quality, Diversity

## **The European Language Teacher of Tomorrow**

### **10. The European Language Teacher**

#### *Summary recommendation*

European Qualified Language Teacher Status should be introduced, qualifying its holders to teach in any member state, and to use the title 'European Language Teacher'.

#### *Reasons (why it needs to be done)*

At present, qualified teacher status is awarded by national government ministries and their agencies, and is specific to the country concerned. Bilateral procedures exist in some cases for converting or obtaining recognition so as to teach in another country. Similarly, some initial training programmes offer qualified teacher status in more than one country as an

outcome. However, these solutions are a limited response to the undoubted barriers to mobility of language teachers. The problems could be largely overcome by an over-arching Status, which was recognised throughout the Union. Such a Status would also have the advantage of establishing a standard for other programmes to aspire to. Teachers holding this Status would be likely to see it as enhancing their professional standing, and they could be expected to set an example for other teachers to emulate.

*Detailed recommendation (what needs to be done)*

Arrangements need to be set in place to define the learning outcomes required, and to establish the award of European Qualified Language Teacher status, as a recognised EU-wide award, entitling its holder to teach in any member state, and to use the title 'European Language Teacher'. These should build on the Benchmark and accompanying professional profile proposed in this report.

All initial teacher training programmes meeting the requirements for learning outcomes should be entitled to award the status in addition to, or instead of, their existing qualifications. Existing teachers should also have access to in-service training that would enable them to add the European award to their existing national qualifications.

Pilot projects should be funded, based on consortia of institutions, to develop the European award in initial and in-service training.

*Agency (who should carry it out)*

Development of the award should preferably be carried out by the Advisory Group on European Teacher Training, recommended in this report. However, the European Status could also be sought by agreement between member state agencies, and it would be the responsibility of DG Education and Culture to oversee the process of co-ordination. The requirements should be summarised in a Professional Profile and incorporated in the Benchmark for Language Teacher Training, recommended in this report. Funding of pilot projects should also be the responsibility of DG Education and Culture.

*Relevant case studies*

JULIET, BILD, Joint Qualifications, Formation Croisée, Tomorrow's Teacher

*Keywords*

European, Accreditation, Benchmark

## **11. Language Competence**

*Summary recommendation*

Teacher trainees should be required to achieve agreed levels of linguistic competence corresponding to their specialist, semi-specialist or non-specialist teacher status.

*Reasons (why it needs to be done)*

At present, language teachers can be viewed as falling into three broad categories. Specialist teachers concentrate professionally on language teaching only. Semi-specialists teach language in addition to another discipline. Non-specialists teach language as part of a broad portfolio of subjects, most often in the primary or lower-secondary sectors. The level of linguistic competence varies considerably, and it is in the interests of good practice and the transparency of qualifications that agreed norms should be established, defining what minimum level of language competence teachers have achieved. The European Common Framework offers a basis for comparability.

*Detailed recommendation (what needs to be done)*

It should be established as part of European Qualified Language Teacher status that teachers should have reached agreed levels of linguistic competence corresponding to their specialist, semi-specialist or non-specialist teacher status. In the initial stages, the following levels should be set: specialist language teachers should achieve a minimum of European Common Framework level C1 in one foreign language, and level B2 in a second; semi-specialist teachers should achieve level B2 in one foreign language; and non-specialists should achieve level B1 in one foreign language. Consideration should be given to how these levels might be increased in the longer term.

*Agency (who should carry it out)*

The proposed Advisory Group on European Teacher Training should have responsibility for this.

*Relevant case studies*

Primary Languages, Formation Croisée, Tomorrow's Teacher, JULIET

*Keywords*

Language, Diversity, Accreditation

## **12. The European Mentor for Language Teacher Training**

*Summary recommendation*

European Language Mentor status should be introduced to recognise key individuals involved in language teacher training.

*Reasons (why it needs to be done)*

There are very many examples of good and excellent practice in modern foreign language teacher training in Europe. They usually involve outstanding contributions by individual trainers, teachers and administrators. It is important that the experience and expertise of these individuals should have as wide an impact as possible in the training of teachers at a European level and on the development of training processes. There is already a well-established literature base on the role of the mentor in teacher training. It is therefore desirable to have a means of formally recognising such key individuals, and facilitating their contribution to modern language teacher training within European networks.

*Detailed recommendation (what needs to be done)*

The status of European Language Mentor should be introduced, designed to identify key individuals in language teacher training. These Mentors may be trainers, teachers or individuals with senior administrative responsibilities. By virtue of accepting European Mentor status, these individuals will be expected to share with others their exemplary practice in designated areas. Systems of incentive and reward will need to be established in order to acknowledge this expert contribution.

Such individuals will be identified within member states but will be acknowledged as having a European perspective on training gained from experience and further professional development. They will be actively involved in training at a European level and able to receive and advise others. Such contributions may be real or virtual. Within their own institutional base, Mentors will have the role of furthering training from a European perspective at a trans-national level. They will also connect with systems, programmes and networks concerned with training language teachers in Europe. In the medium term, in-

service training provision will need to be developed to train potential Mentors and to enhance the expertise of established ones.

*Agency (who should carry it out)*

Potential European Mentors should be identified within existing national or European networks in the first instance. The Advisory Group on European Teacher Training should assume responsibility for developing criteria for the award of the title of European Language Mentor. The award should be made by institutions responsible for accrediting initial or in-service teacher training, on the basis of a curriculum vitae and personal statement.

*Relevant case studies*

Formation Croisée, Observation Programme, Teacher-Line

*Keywords*

Mentor, European

### **13. European Dimension**

*Summary recommendation*

Teacher trainees should gain experience of teaching in more than one country.

*Reasons (why it needs to be done)*

The experience of teacher trainees participating in existing exchange schemes has been very positive in improving their effectiveness as language teachers, and in encouraging a stronger commitment to the European values of diversity and mutual understanding. It has also provided a real basis for future professional mobility, which holds out the prospect of a stronger European dimension to teaching in member states.

*Detailed recommendation (what needs to be done)*

In the immediate future, encouragement needs to be given to trainee teachers to take advantage of opportunities already available to experience teaching in a country other than their home country. In particular, more opportunities need to be provided by increasing the number and size of schemes that offer them. Pilot projects should be funded to explore 'virtual participation', enabling people to gain this experience by participating in classrooms in other countries via web-based links.

In the long term, it should be an aim that every qualified language teacher should have gained experience of teaching in more than one country in the course of their initial training. This is an ambitious aim. However, in the medium term, this requirement should be included as a condition for the accreditation of programmes wishing to offer European Qualified Teacher status, as recommended in this report.

*Agency (who should carry it out)*

The increased provision of appropriate schemes and pilot projects is clearly the responsibility of DG Education and Culture, and the Lingua programme. The incorporation of a requirement in qualifications should be examined by the Advisory Group on European Teacher Training, recommended in this report. It could also be adopted by national teacher training agencies, with appropriate encouragement from DG Education and Culture.

*Relevant case studies*

BILD, ILIAD, CEEPUS, Joint Qualifications, Formation Croisée, Primary Languages

*Keywords*

European. Links, Diversity, Residence Abroad

#### **14. Trans-European Credit Accumulation**

*Summary recommendation*

Teacher trainees should be able to compile their qualifications by taking different units in different countries.

*Reasons (why it needs to be done)*

At present a number of bilateral or multilateral exchange schemes allow for teacher trainees to take part of their programme in another partner country. This has proved very successful in encouraging mobility, but has been limited to a relatively small number of students, within a restricted range of partners. In the short term, it is possible (and desirable) to extend the number of schemes offering this opportunity, and funding will be required to facilitate this. However, there are limits to how quickly such a process could develop to embrace more trainees, and limits to the range of opportunities for mobility they could offer. In the longer term a mechanism needs to be established that would enable any trainee to receive part of their training in another country, preferably with a wide range of potential locations. This could be achieved through a credit accumulation and transfer scheme, building on the existing ECTS, extending it more effectively to teacher training programmes, and offering co-ordination of recognition at the level of programme units.

*Detailed recommendation (what needs to be done)*

There should be a mechanism at European level for recognising programme units as carrying credits that can be transferred and accumulated to contribute to a teaching qualification. At the same time, there needs to be agreement on the part of a sufficient number of awarding bodies that they will recognise these units as contributing towards the teaching qualifications that they award. Additional funding should be provided for SOCRATES programmes that incorporate these elements.

*Agency (who should carry it out)*

This process should preferably be developed by the Advisory Group on European Teacher Training, recommended in this report. However, the same aim could be achieved by a system of reciprocal agreements between a sufficiently large group of agencies from member states. In the latter case, it should be the responsibility of DG Education and Culture to broker the system of agreements. The DG has responsibility for funding these schemes under SOCRATES.

*Relevant case studies*

CEEPUS, JULIET, BILD, Joint Qualifications, Formation Croisée, M. Paed., TALLENT

*Keywords*

European, Mobility, Links, Accreditation, Residence Abroad, Teaching Abroad, Flexible

## 15. Language Diversity

### *Summary recommendation*

Specialist language teachers should be trained to teach more than one language.

### *Reasons (why it needs to be done)*

The stated requirement of schools across Europe is increasingly for teachers who are capable of teaching more than one language. This demand will increase with the European commitment to multilingual citizens, capable of speaking two languages in addition to their mother tongue. Language teachers will be key people in implementing this commitment, and in fulfilling the wider European aspiration to linguistic and cultural diversity. In order to do this, they should themselves be capable of diversity in teaching. It will also assist the process if they learn to think of themselves as language teachers rather than as teachers of a single specific language. There is now a body of evidence that learners of one language can more rapidly learn a second language from the same 'family' (e.g. Romance languages, Slavonic languages), and methods are being developed that may provide valuable support in this area.

### *Detailed recommendation (what needs to be done)*

It should be adopted as a long-term European aim that all specialist language teachers should be qualified to teach two or more languages.

In the short term, further pilot projects should be funded to develop expertise in initial teacher training for two languages, and expertise in in-service training enabling qualified teachers of one language to develop competence in a second language, and qualifications to teach it.

In the medium term, it should be a requirement of European Teacher status that specialist language teachers should be qualified to teach two languages.

### *Agency (who should carry it out)*

Development of the qualification requirement should preferably be carried out by the Advisory Group on European Teacher Training, recommended in this report. However, the requirement could also be sought by agreement between member state agencies, and it would be the responsibility of DG Education and Culture to oversee the process of co-ordination. Funding of pilot projects should also be the responsibility of DG Education and Culture.

### *Relevant case studies*

Languages Centre, Tomorrow's Teacher, Primary Languages, ILIAD, JULIET

### *Keywords*

European, Diversity, Specialists, Language

## 16. European Citizenship

### *Summary recommendation*

Language teachers should be trained in the skills and approaches necessary to make students aware of their role as European citizens, and more training materials should be developed to support this training.

### *Reasons (why it needs to be done)*

The incorporation of European citizenship is unevenly represented in teacher training around Europe. It is better represented in the secondary sector than in the primary, and is more visible in initial than in in-service training, but is often not given a high profile even there. Evidence suggests that it is more strongly emphasised in bilingual teaching approaches (CLIL). In addition to pressure on curriculum time, there is a lack of suitable teaching materials, especially for initial teacher training.

### *Detailed recommendation (what needs to be done)*

In the long term it should be a requirement that all trainee teachers should study a component which equips them to make students aware of their role as European citizens, and that all teachers who have not studied this should be required to address it through in-service training.

In the medium term, this should be a requirement of European Qualified Teacher status (as described in another recommendation).

In the short term, project funding should be provided to develop course materials suitable for this purpose. Encouragement should also be offered to publishing and broadcasting organisations to develop suitable materials.

### *Agency (who should carry it out)*

Development of the qualification requirement should preferably be carried out by the Advisory Group on European Teacher Training recommended in this report. However, the requirement could also be sought by agreement between member state agencies, and it would be the responsibility of DG Education and Culture to oversee the process of co-ordination. Funding of projects should also be the responsibility of DG Education and Culture.

### *Relevant case studies*

JULIET, BILD, Joint Qualifications, CEEPUS, Bilingual INSET

### *Keywords*

European, Accreditation

## **17. Teaching with ICT**

### *Summary recommendation*

All teachers should be trained in using ICT approaches for interactive use with pupils in the classroom.

### *Reasons (why it needs to be done)*

The value of ICT approaches is well established and is increasing as more material becomes available in electronic form, especially on CD-ROM, on the Web, and in software packages. There are many examples of good practice in introducing teachers to the relevant techniques, but there is strong evidence that many teacher training programmes do not include this as a component. As a result, some teachers are poorly equipped to take advantage of the resources now available, and their pupils are likely to be disadvantaged in turn.



#### *Detailed recommendation (what needs to be done)*

In the short term, additional funding should be identified to extend the range of in-service training in ICT, through summer schools and similar initiatives. In the medium term, national teacher training agencies should be encouraged to insist on initial teacher training programmes including a component of training in ICT. In the longer term, it should be a condition of accreditation for European Teacher status that an ICT component has been studied.

#### *Agency (who should carry it out)*

In-service modules should be funded by DG Education and Culture, and by national teacher training agencies. Ensuring the requirement for initial teacher training should be the responsibility of national teacher training agencies in the medium term, in consultation with the Advisory Group on European Teacher Training, recommended elsewhere.

#### *Relevant case studies*

TALLEN, M. Paed, Teaching Practice Portfolios, Tomorrow's Teacher

#### *Keywords*

European, Accreditation, ICT

## **18. Bilingual Training (CLIL)**

#### *Summary recommendation*

Increased training should be provided in bilingual teaching approaches (content and language integrated learning), and pilot projects should be implemented in each country.

#### *Reasons (why it needs to be done)*

Bilingual teaching approaches, particularly aimed at Content and Language Integrated Learning (CLIL), are demonstrating many advantages, especially in increasing language diversity, improving motivation for language learning, and introducing a more international perspective. These approaches have emerged from the great diversity of methodologies across Europe. Traditionally, second languages were taught through grammar study and translation. In recent decades, this has often been replaced by communicative language teaching, which stresses oral skills, and competence in transactions and interactions, though some teachers still use grammar study to complement the development of oral work.

A key weakness of the communicative approach has been its relation to content. In it, the topic for language study often involves the learner as host or tourist, which in some cases can be very successful. In the early stages of language learning, in particular, this content may enhance learners' motivation. However, there is evidence that in sustained teaching, such content can pall and result in demotivated learners, leading to disappointing linguistic progression. There is also evidence that by continuing to work and think through this limited content learners can lose opportunities to develop thinking and learning skills that generate more advanced language competence.

Content and Language Integrated Learning addresses both these issues, and others, by providing a more content-rich environment for language learning and teaching. CLIL builds from the communicative approach and has a developed programmatic research base. It is necessary, therefore, that more teachers are trained to use it. There are various models of CLIL, which can be adapted for various age phases of education, and for contexts, which include regional languages, bilingual states, national languages and full international languages. At the same time as addressing language learning needs, CLIL has a major focus

on the content based disciplines, such as history, geography, with which it is used. These issues lie outside the remit of this report, but in some senses, CLIL has the potential to enable teaching in all disciplines to contribute to language learning. It also has the potential to extend language diversity, especially in situations where specialist language teaching is unavailable.

*Detailed recommendation (what needs to be done)*

Provision to train teachers in CLIL approaches should be increased. It may be delivered through full-time courses (as core or complementary), short courses and at a distance through web-based and other ICT based materials. Policy and practice should be further developed through pilot projects, with the aim of providing guidance for practice in training. Such practice needs to cover all age phases of education as well as training at pre-service and in-service levels. Guidelines for training in CLIL should be included in the European Benchmark referred to in another recommendation.

*Agency (who should carry it out)*

Coordination should be provided by the Advisory Group on European Teacher Training, recommended in this report. It could also be provided by a separate European unit, with responsibility for coordinating the work of the numerous national and trans-national networks and offices dealing with CLIL. Pilot projects should be funded by DG Education and Culture, and where possible by national or local agencies.

*Relevant case studies*

BILD, Bilingual INSET, JULIET, Primary Languages

*Keywords*

Bilingual, European, Integrated, Diversity, Theory/Practice

## **Areas for Further Study**

### **19. Teaching of Native Language as a Foreign or Second Language**

*Summary recommendation*

A study should be commissioned on developments in the teaching of native language as a foreign or second language, and the impact of these on the teaching of foreign languages.

*Reasons (why it needs to be done)*

Strong evidence has emerged that teachers of foreign languages are finding valuable methodological innovations and examples of good practice in the teaching of native language as a foreign or second language. A growing trend is emerging of teachers trained in the teaching of their native language taking up posts as teachers in other countries where they contribute to the convergence of methods between this and the teaching of foreign languages. It is also evident that a great deal of public and private investment is being directed into developing the teaching of native language as a foreign or second language in very many countries, with results that add to existing knowledge and research into language learning. This area was excluded from the remit of this report, but is clearly an important area for further investigation.

*Detailed recommendation (what needs to be done)*

A study should be commissioned on developments in the teaching of native language as a foreign or second language (English as a Foreign Language, Français Langue Étrangère etc), and the impact of these on the teaching of foreign languages.

*Agency (who should carry it out)*

DG Education and Culture should fund a study in this area.

*Relevant case studies*

Joint Qualifications, M. Paed. Formation Croisée, Languages Centre

*Keywords*

European, Accreditation, Research

## **20. Social and Linguistic Context Training**

*Summary recommendation*

A study should be undertaken of how trainees might best be trained to recognise and respond to the diversity of social and linguistic contexts in which their teaching will occur.

*Reasons (why it needs to be done)*

There are very many languages in Europe and a high diversity of educational structures. Native and foreign languages can exist in contexts where they are involved as regional languages, bilingual national languages, national languages and international languages, as well as so-called minority languages and ‘non-European’ languages. In any one local context of language learning, one or more of these may apply. Language teachers therefore need to understand the issues pertaining to each of these contexts and should be trained to respond and operate effectively in them. Similarly, the future modern foreign language teacher will be mobile and able to teach within a range of European education systems. Again, it is necessary for them to be trained in these differences and prepared to be flexible and adaptable.

*Detailed recommendation (what needs to be done)*

Trainees should be trained to recognise and respond to the diversity of social and linguistic contexts in which their teaching will occur. In order to achieve this, the content of language teacher training should include comparative studies in national education systems, linguistic diversity and language policy issues, focusing on the practical implications and strategies for addressing them in teaching. A preliminary study should be commissioned to develop proposals as a basis for wide consultation.

*Agency (who should carry it out)*

The study should be commissioned by DG Education and Culture.

*Relevant case studies*

JULIET, ILIAD, Joint Qualifications, Language Centre, Formation Croisée

*Keywords*

European, Social, Personal, Critical, Research, Diversity, Links, Adaptable

## 21. ICT for Language Teacher Training

### *Summary recommendation*

A substantial study should be commissioned to identify the current level of ICT for language teacher training and make recommendations for future development in this area.

### *Reasons (why it needs to be done)*

The value of ICT is well established, but its implementation in language teacher training is very uneven. Much development is poorly disseminated and there is a need for systematic information to be made available, to inform decision-making.

It is noted that DG Education and Culture has commissioned a project on the impact of the use of new information technologies and Internet on the teaching of foreign languages, and on the role of teachers of a foreign language. It may be that the findings of this project will form a basis for a study of ICT for language teacher training.

### *Detailed recommendation (what needs to be done)*

A substantial study should be commissioned to identify the current level of ICT for language teacher training and make recommendations for future development in this area.

### *Agency (who should carry it out)*

It should be commissioned by DG Education and Culture.

### *Relevant case studies*

TALLEN, ILIAD, BILD Teaching Practice Portfolios, Tomorrow's Teacher, Languages Centre

### *Keywords*

Research, ICT

## 22. Online Modules

### *Summary recommendation*

More effort needs to be made to make initial teacher training modules and in-service course content available online and in other distance learning forms.

### *Reasons (why it needs to be done)*

There are several examples of good practice, where consortia have produced excellent materials, usually on CD-ROM. CDs and Websites can be used to store and disseminate large quantities of information (textual and audio-visual), as well as complex applications. The resulting materials have two key advantages: they provide a resource base well beyond what could be offered by an individual tutor or even a single institution; and they embody multilingual, multicultural aspects of the European dimension in both form and content. They are also an excellent vehicle for improving trainees' skills in using ICT for three main purposes: for their own personal and professional organisation; as a data sources; and for interactive use with their own pupils. CDs and Websites can be used within a class-room based programme, or as part of a distance-learning programme. Typically, they can be used in both initial and in-service training.

### *Detailed recommendation (what needs to be done)*

Project funding should be provided to enable consortia to develop further packages of materials for initial and in-service training. The terms of funding should specify the

particular components of training to be addressed, and should ensure that the finished product and the process of producing it embody the European values of diversity and mutual understanding.

*Agency (who should carry it out)*

DG Education and Culture should build projects in this area into future Lingua actions. There may also be scope for linking to the 6<sup>th</sup> Framework.

*Relevant case studies*

Languages Centre, BILD, ILIAD

*Keywords*

European, Accreditation, ICT, Flexible

## Sample Professional Profile of the European Language Teacher

### Introduction

This sample professional profile summarises the key components in the training of language teachers, as identified in this study. It encapsulates examples of good practice and the aims and objectives toward which training should be directed. Taken as a whole, it represents a composite profile of the ideal twenty-first century language teacher in Europe, and of the training that should be offered to produce such a teacher.

The sample profile is therefore a synopsis of the areas that should be addressed in the European Benchmark, recommended in this study, and sets a standard against which actual teachers and training might be compared. Some of the items are already widespread practice, while others will be more difficult to achieve. The training of teachers requires an enabling context of organisational infrastructure, and the profile therefore refers to features of an infrastructure that would ideally support and accredit the teacher.

The profile is expressed in two complementary versions. The first version provides a list of **training features** that need to be addressed, together with corresponding keywords, which are used elsewhere in this report to cross reference the profile with case studies of good practice and recommendations for action. The second version paints an individual **portrait** of the European language teacher that an appropriate training programme should aim to produce.

### Training features

The European Language Teacher of the twenty-first century should have access to the following elements of initial and in-service training:

| <i>Element</i>  | <i>Keyword</i>            |
|---|---------------------------|
| <b><i>Status</i></b>  |                           |
| Award of European Language Teacher status   | Accreditation             |
| Award of European Language Mentor status  | Mentor                    |
| Language specialists trained to teach two languages   | Specialists               |
| Non-specialist integrated studies teachers (earlier years of schooling) trained in the curriculum range required for younger students, including teaching a foreign language                              | Integrated                |
| Semi-specialist integrated studies teachers (later years of schooling) trained in teaching a foreign language and in a curriculum discipline other than languages, for example, history, geography, music | Integrated                |
| Integrated studies teachers trained to teach their other discipline(s) through at least one foreign language  | Integrated                |
| <b><i>Organisational context</i></b>  |                           |
| European Benchmark Statement for Training of Language Teachers  | Benchmark                 |
| European-level accreditation framework for initial teacher training and in-service training programmes, enabling flexible delivery of training.   | Accreditation<br>Flexible |

|   |                              |
|---|------------------------------|
| Access to European Support Network and European Resources Service for developing networking, co-operation and access to information and resources   | Networking<br>Resources      |
| <b>Values</b>   |                              |
| Training addresses the importance of teaching foreign languages and cultures for the development of Europe as a whole   | European                     |
| Training addresses the importance of teaching foreign languages and cultures for the economic, social, political and cultural development of the country or area  | Social                       |
| Training addresses the importance of teaching foreign languages and cultures for the personal development of students   | Personal                     |
| Training addresses the importance of a diversity of languages and cultures to Europe, including the range of languages present at local, regional, national and international levels  | Diversity                    |
| Training emphasises a critical and enquiring approach to teaching and learning  | Critical                     |
| Training emphasises the development of independent learning strategies, which can in turn be fostered in students   | Autonomy                     |
| Training provided in reflective practice and self-evaluation  | Reflective                   |
| Training provided in action research and in incorporating the findings of pedagogical research into teaching  | Research                     |
| Training provided in peer observation and peer review   | Peer observation             |
| Training includes experience of a multicultural environment   | Diversity                    |
| Training emphasises the importance of team-work in teaching   | Team-work                    |
| Training emphasises the importance of collaboration and networking outside the immediate school context   | Links<br>Networking          |
| Training provided in adapting teaching approaches according to the vocational, socio-cultural and personal needs of students  | Adaptable                    |
| Training provided in incorporating European citizenship into teaching content   | European                     |
| Training in teaching basic skills   | Basic skills                 |
| Training emphasises the importance of social and cultural values  | Values                       |
| <b>Competences</b>  |                              |
| Language competence demonstrated at an appropriate level in the Common European Framework scales:<br>Specialist: level C1 in one foreign language, and level B2 in a second;<br>Semi-specialist: level B2 in one foreign language;<br>Non-specialist: level B1 in one foreign language. | Language                     |
| Training includes use of European Language Portfolio for personal evaluation  | Portfolio                    |
| Training provided in maintaining and enhancing personal language competence   | Language                     |
| Evidence of a period of work or study in a country or countries where the foreign language(s) taught is/are spoken as native, either before or during teacher training  | Mobility<br>Residence abroad |
| Opportunity provided to teach in more than one country  | Mobility<br>Teaching abroad  |
| Opportunity provided of working within a bilingual context  | Bilingual                    |

|   |                         |
|---|-------------------------|
| Training includes a clear balance of theory and practice, including a framework for teaching practice   | Theory/practice         |
| Training includes working with a mentor and understanding the value of mentoring  | Mentor                  |
| In-service training provides a programme of methodological enhancement  | Methodology             |
| <b><i>Teaching approach</i></b>   |                         |
| Training in learning models presented in the Common European Framework for Foreign Languages Teaching and Learning, and the European Benchmark for Language Teacher Training (proposed)               | Framework<br>Benchmark  |
| Thorough training in language teaching methodology, and in methods of fostering students' independent learning skills   | Methodology<br>Autonomy |
| Training in applying methodology flexibly to a range of contexts and learners   | Methodology             |
| Critical study of the theory and practice of language teaching and learning   | Theory/practice         |
| Training in bilingual approaches of content and language integrated learning  | Bilingual               |
| Training in creating supportive classroom climate, and in state-of-the-art classroom techniques and activities  | Classroom               |
| Critical evaluation of teaching materials and of nationally or regionally adopted curricula in terms of aim, objectives and outcomes  | Curriculum              |
| Training in practical application of curricula and teaching materials   | Curriculum              |
| Training in information and communication technology for personal planning and organisation, for professional development and for discovery of resources and information                              | ICT<br>Resources        |
| Training in information and communication technology for pedagogical use in the classroom with learners, especially for developing independent and lifelong learning skills                           | ICT<br>Autonomy         |
| Training in the application of various assessment procedures and ways of recording learners' progress, and understanding how they compare with the assessment scales of the Common European Framework | Assessment<br>Framework |
| Training in the theory and practice of internal and external quality assurance  | Quality                 |
| Participation in links with partners abroad, including visits, exchanges or ICT links   | Links<br>Mobility       |
| Training in developing relationships with training institutions, colleges or schools in an appropriate country  | Links<br>Networking     |



## **Portrait of the European Foreign Language Teacher.**

### ***Status***

- You have achieved the status of a European Language Teacher, which is recognised academically and professionally across Europe. You attained this status either by graduating from an initial teacher-training programme that is accredited to confer this status, or by completing a suitable programme of accredited in-service training.
- You are working towards achieving the prestigious status of European Language Mentor.
- If you are a language specialist, you can teach two foreign languages.
- If you are an integrated studies teacher, you have specialist expertise in a curriculum discipline other than languages, for example, history, geography or music, or alternatively, you have general expertise in the curriculum range required for younger students. In either case, you can teach a foreign language, and teach your other discipline(s) through at least one foreign language.

### ***Organisational context***

- You are familiar with the European Benchmark for Training of Language Teachers, and with the accreditation and developmental work co-ordinated at European level. You understand the flexibility they offer you for your professional development.
- You participate in the activities of the European Support Network and regularly consult the European Resources Service for developing networking, co-operation and access to information and resources.

### ***Values***

- You understand that teaching foreign languages and cultures is important for the development of Europe as a whole, as well as for the economic, social, political and cultural development of the country or area in which you are teaching, and for the personal development of your students. You also understand the importance of non-European languages and cultures to Europe, and appreciate the added diversity they bring.
- You have a critical and enquiring approach to teaching and learning, which involves self-evaluation, peer observation and review, action research and applying the findings of pedagogical research to your own teaching.
- You are an enthusiastic and independent learner, and are able to foster the same strategies for learning in your students.
- You are comfortable working in a multicultural environment, see teaching as a team-work activity, and recognise the importance of collaboration and networking outside your own school context.
- You can adapt your teaching according to the vocational, socio-cultural and personal needs of your students. You incorporate European citizenship into your teaching content, and you work to promote basic skills, as well as social and cultural values through your teaching.

### ***Competences***

- If you are a language specialist, you are competent at least to level C1 in one foreign language, and level B1 in another. If you are a semi-specialist teacher, you are competent at least to level B2 in a foreign language. If you are a non-specialist you are competent at least to level B1 in a foreign language. You have a European Language

Portfolio to demonstrate this. You have a personal programme of maintaining and enhancing your language competence.

- You have undertaken a period of work or study in countries where the foreign language(s) you teach is/are spoken as native. You have taught in more than one country, and you are comfortable working within a bilingual context where necessary.
- You have undertaken teacher training with a clear balance of theory and practice, including a framework for teaching practice. You have worked with a mentor and you recognise that you may in due course have the opportunity act as a mentor yourself.
- You have an ongoing programme of methodological enhancement, and undertake in-service training that is accredited and recognised at a European level.

### ***Teaching approach***

- You are aware of the range of learning models presented in the Common European Framework for Foreign Languages Teaching and Learning, and the European Benchmark for Language Teacher Training (proposed). You have a flexible and insightful view of language teaching methodology to suit a range of contexts and learners. You have a clear rationale for the theory and practice of language teaching and learning.
- You are adept at creating a supportive classroom climate for learning, and you are up to date with thinking about classroom techniques and activities.
- You can evaluate teaching materials critically, and can also assess particular national curricula in terms of aim, objectives and outcomes. You are able to adapt your own practice accordingly.
- You are trained to use ICT for your own planning and organisation, for your professional development and for discovering resources and information. You use ICT regularly in the classroom with learners, and value its role in developing independent and lifelong learning skills.
- You have been trained in the application of various assessment procedures and ways of recording learners' progress. You understand, broadly, how they compare with the assessment scales of the Common European Framework.
- You support and contribute to internal and external quality assurance.
- You have several contacts abroad, on which to build partnerships for activities such as visits, exchanges or ICT links. For each of the languages you teach, you have a specific relationship with a training institution, college or school in an appropriate country.