Facing the future
Language educators across Europe

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Preface

This book is one outcome of a project of the European Centre for Modern Languages on the future of language education and its impact on teachers, their initial training and continued professional development. It is based on an initial "think tank" in 1999 and on two workshops held in Graz in 2001 and 2002. The ideas and views of the participants have informed and influenced the work and "teachers' voices" are to be heard in the many quotations from them throughout the work. The project team wishes to thank them for their vital contribution to it.

The project team came from different backgrounds and professional environments. Teresa Tinsley is responsible for Communications and Publications in CILT – the Centre for Information on Language Teaching in London; Ksenija Leban is a free lance interpreter and teacher in Ljublana; Véronique Dupuis is Director of the Eurocentres school in La Rochelle; Margit Szesztay works in teacher education at CETT, the Centre for English Teacher Training in Budapest; and Frank Heyworth is secretary general of EAQUALS. The range of local and professional background is reflected in the book, with different angles and spotlights on the core issues of the future of language education and the impact of this on the profession of language educator.

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Introduction –
A new paradigm for language education

Frank Heyworth

Aims and objectives

- To propose a possible new paradigm for language education, emphasising the key contribution language teachers could make (a) to foster the development of a multi-cultural society and intercultural competence, and (b) to explore the educative role of language teachers;

- to reflect on how this broader view of the objectives of language education could be put into practice;

- to obtain a personalised, living description of the variety of jobs language teachers do, the roles they fulfil, the knowledge and skills they need, and the issues they face now, and to predict how these might change in the next 5 to 10 years;

- to promote discussion and debate on the implications of the above for teacher education programmes and for language education policies in general.

A new paradigm for language education?

A key question in this study of future needs for teacher education is the exploration of the need for innovation. Will teachers continue broadly to do what they have always done? – in which case future needs will be organisational and logistic, making better provision within existing parameters. Or will the nature of the job of language edu-

cators change so that a new paradigm for the profession will be required?[1] If so, what new elements will affect their work?

In the first chapter, Teresa Tinsley has raised the issue of the kind of language education appropriate to a multi-lingual society – how can the needs for effective communication be met? What contribution can language educators make towards the development of a harmonious, tolerant mixed society. She suggests that the present pattern, teaching one major European language – usually English outside the English-speaking world – quite well, with another European language taught ineffectively as a second foreign language does not correspond to the realities of present day society.

In Margit Szesztay's contribution, the role of the language educator has been defined very broadly; in addition to the task of teaching communicative language skills – which will remain the core task – she has defined a set of other areas where language teachers have a privileged position compared to teachers of other subjects and which give them opportunities to include activities which promote the individual development of the learner, both as learners and as people, and which can encourage awareness of issues important to society.

So, do we need a new paradigm for language education? To consider the issue, we need to explore the principles and parameters we apply to language teaching now, and to see what new features will arise if we define the aims in a different and broader way. Language teachers and those who decide on curricula and resources today seem to me to work with a number of explicit and implicit assumptions, concerning:

- What languages are taught in schools, with what objectives?

- What didactic and methodological approach is used?

- What is the content of language teaching – what do language learners and teachers talk and read about?

I will try to look at each of these and suggest how far present principles provide an adequate basis for the future.

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1 It may be helpful to look at innovation in the light of Kuhn's theories of paradigm change. Although Kuhn was talking about scientific change and was wary about the applicability of his theories to social sciences, it is still useful to consider whether language education is in a period of "normal" scientific progress or in a period of "crisis". Kuhn describes a paradigm as a set of principles and rules broadly accepted by the scientific or professional group involved in a field of activity. During periods, which he defines as "normal", scientific activity is concerned with refining the principles and rules, developing new instruments to apply them more effectively and using them to resolve problems and "puzzles". In periods of crisis, the accepted rules and principles seem no longer to provide a reliable basis for continued activity – in scientific research they no longer explain the observed facts satisfactorily; typically new discoveries propose a new paradigm which usually meets great resistance, but, once accepted, becomes the norm which is elaborated and developed. Kuhn defines these moments as scientific revolutions.

What languages are taught in schools, with what objectives?

Extract from a policy paper produced for the Council of Europe in Guide for the development of language education policies in Europe – From Linguistic Diversity to Plurilingual Education[1]

> Policy responses to multilingualism lie between two ends of a continuum of attitudes and approaches: on the one hand policy for the reduction of diversity, and on the other the promotion and maintenance of diversity. Both can be pursued in the name of improved potential for international mobility, of intercomprehension and of economic development.

> The Council of Europe and its member States have taken the position that it is the promotion of linguistic diversity, which should be pursued in language education policy. For in addition to mobility, intercomprehension and economic development, there is the further important aim of maintaining the European cultural heritage, of which linguistic diversity is a significant constituent. This means, then, that language teaching must be seen as the development of a unique individual linguistic competence ('knowing' languages whichever they may be) and also as education for linguistic tolerance.

> Policies for language education should therefore promote the learning of several languages for all individuals in the course of their lives, so that Europeans become plurilingual and intercultural citizens, able to interact with other Europeans in all aspects of their lives.

What would be the impact of the application of the Council of Europe's proposals for a plurilingual and pluricultural approach to language education?

Outside the English-speaking countries, English is the first main language taught and learnt. It is becoming more and more an international lingua franca, learnt for practical reasons – for travel, for work in international companies, to have access to the Internet and scientific and technical literature. This means that it makes sense to learn and teach it in a communicative way, that a relatively high level of competence is required and that the presence of the language in the environment will give a lot of opportunity for acquisition and learning outside the classroom. There is no specific need to relate the study of the international version of the language to the culture and civilisation of English-speaking countries, and the rationale for keeping English as the core language only applies as long as it is not replaced by Arabic, Chinese or Spanish as the major international language.

Typically in Europe, students learn a "second foreign language". This raises a number of questions – why a second language, and not a third, fourth or fifth? What level of competence is feasible, or desirable? Is it to be learnt for a sub-set of the communicative aims applied to the learning of a lingua franca? If the objectives are

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1   See Byram, Michael and Jean-Claude Beacco, *Guide for the Development of Language Education Policies in Europe (executive version)*, Council of Europe, Strasbourg, April 2003, p. 9.

"partial competences" which ones, and to what level? Should the aims concentrate on the receptive skills and leave productive skills aside? Why is the second language usually another western European language? What should be the place of the heritage languages?

At another level, we need to ask what the over-riding aims of language education are. Possible aims could include:

- the development of European citizenship, with an educated European understanding several languages, able to study and travel in many countries, knowledgeable about and with respect for many different nationalities and national cultures;

- the conviction that knowing different languages is a powerful factor in intellectual development, encouraging open-mindedness and flexibility, contributing to the development of other skills;

- the commitment to life-long language learning, accepting that it is unlikely that schools can predict exactly which languages their students are going to need, and that therefore the aim should be to train them to become good language learners, capable of acquiring the particular languages as they meet the need for them;

- the idea that language study offers opportunities to acquire independence and autonomy as learners, that it can be learnt in ways which encourage co-operation and other social values.

These aims can be combined with present approaches to language education, but it would be naïve to suppose that we can approach future needs with the simple assumption that we will be teaching the same languages for the same reasons and to the same levels as we do now.

What didactic and methodological approach is used?
Communicative methodology and beyond …

First a personal note; when I started teaching English in the 1960s, the job was perceived as relatively simple. Teachers taught grammar and structure and the language input was to illustrate structural patterns. The structural competence was complemented by applied use in the form of structural dialogues and the instructional method used drilling to establish automatisms of correct language use. The choice of materials to be used was limited to a preference for the red or green cover of the two available coursebooks.

Several methodological revolutions later, the job has in theory become much more complex. In addition to training in structural competence, teachers are expected to be aware of (and have read about them in the Common European Framework) socio-

linguistic, intercultural and pragmatic competences; linguistic competence is defined in much more detail and teachers must cope with developing lexical and prosodic skills.

A variety of didactic approaches have developed, including PPP – presentation, practice and production – or doing this in reverse order with a task-based approach – ESA, for engage, study, activate. The importance of cognitive and reflective approaches is now better understood, and the need to create a learning environment, which gives affective support is realised.

This isn't a nostalgic wish that everything was not so complex, so much as a realisation that it is difficult for teachers to develop an operationally effective didactic approach, one which can be translated into the practical decisions about syllabus and lesson plans. It is not surprising that many teachers adopt an "eclectic" approach. At its best, this means being able to apply a wide range of didactic approaches, according to individual or group needs; teachers are able to involve learners in decisions on content and approach, to encourage learner autonomy and negotiate syllabus. Unfortunately, it can also lead to choosing – not quite at random – whatever activity will keep the class busily or happily occupied.

In this context, it is clear that we cannot propose additional tasks for the language teacher – related to multi-lingualism, intercultural competence, the development of autonomous learning etc. unless this can be accompanied with a workable didactic and methodological set of approaches.

What is the content of language teaching – What do language learners and teachers talk and read about?

It is suggested that there is a unique feature, which makes language teaching different from other subject areas; because its main priority is to teach a means of communication, there is great freedom, especially in "general" language courses, to choose the content of what is being communicated. Typical choices have been:

▪ Teaching about the country or countries where the target language is spoken – *"Landeskunde"*. The reasons for doing this include the conviction that it is impossible to use a foreign language well without knowledge of the culture it stems from; that the language expresses a particular individual world picture and that the ideal learner will assimilate this to the extent of achieving "native speaker competence". In many cases the argument for learning one language rather than another has been that the society it represents has particular cultural values – English for democracy, German for scientific rigour, French for philosophy.[1] This often embodied in the past a stereotyped representation of the target culture, such

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1   See Neuner, Gerhard, in *Sociocultural Competence in Language Learning and Teaching*, Council of Europe, 1997.

as the nostalgic picture of France populated by cyclists with berets and baguettes under the arm and an England of moustachioed businessmen with bowler hats. The representation is/was very often strongly influenced by the self-image of the culture of the learner.

- Teaching the literature of the target culture – the rationale for this is very similar to the previous one; it's worth learning the language in order to have access to the summits of its civilisation, as represented by the great writers. Implicitly this sets the targets for linguistic competence very high, since very sophisticated language knowledge is needed to appreciate, say, Racine in the original.

- Language teaching for everyday life – the content of the language course imagines the learner either as a traveller to a target language country or as someone living or studying there. This frequently reflects reality and allows the teacher to choose topics and examples of language, which reflect everyday life and natural use of language.

- Choosing the contents of the language lessons to reflect topics of general interest to the learner and to involve his/her ideas and points of view – topics such as the protection of the environment and other social and economic issues. This forms a natural focus of communicative language learning, implying that if you want to learn to communicate in a foreign language you will want to talk about the same things that you talk about in your own country.

All of these choices of approach are justifiable; it is natural that language teaching should reflect value judgements like those implicit in the first two, and common sense is the basis of the last two.

Nevertheless if we look at the needs of teacher educators in the future it makes sense to examine other possible aims and approaches:

■ The development of general language learning competence as a step to encouraging plurilingualism

This would mean changing the focus of language learning programmes so that the objective is not just to teach a particular language, but to train learners to become good language learners, capable of assessing their needs and wishes in relation to languages they want to learn and to choose their approach to acquiring these skills. They would be aware of the concept of partial competences, of the difference between receptive and productive skills; they would have strategies for deciding whether they needed, for example, simple travel survival language or advanced reading skills without much or any competence in the spoken language. It would involve the integration of reflection about language learning into the activities in language programmes. Language awareness programmes and courses teaching a number of languages from the same family could complement or replace the teaching of single languages.

■ **The development of intercultural awareness
as a prerequisite for tolerance and respect for other cultures**

In order to do this, cultural differences and the notion of otherness would need to be integrated into the subject matter of language learning. It would involve going beyond the kind of stereotypes often communicated in language courses; a topic-based approach to language education could include language awareness programmes[1] for young children where learning about the differences among languages is used as an approach to awareness of the concept of difference and acceptance of otherness in general. At advanced levels language education could include some of the techniques of anthropological approaches to enquiry into cultural identity and difference[2]. And in mainstream language education there are many examples of the use of comparison and contrast to raise learners' awareness of their own cultural pre-conceptions and identity, while learning to appreciate other ways of looking at the world.

There would be dangers in this approach; of trying to do amateur social engineering, of supposing language teachers not to be affected by intercultural prejudice, perhaps of assuming that knowing someone else's language automatically promotes understanding and respect. There would need to be much more usable description of cultural differences and intercultural competences, to achieve teachability linked to successful language learning. However, I do not think we can make strong arguments for a crucial place of language education in general education without addressing seriously how this could be done with success.

■ **The development of general learning skills through the promotion
of reflective approaches to the task of learning a language**

Recent developments in approaches to language learning and teaching, and into teacher education have stressed the importance of reflective approaches to the development of "expertness". The combination of systematic learning and integrating knowledge and skills in a way that allows skills to be applied intuitively with an approach which stresses reflection and self-awareness as tools for continuous development is not of course specifically related to language learning. Nevertheless, the fact that medium and message are so closely linked when one is learning a language provides a special opportunity for developing reflective techniques – producing a learner diary is also an opportunity for using the language one is learning.

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1   See Michel Candelier, "*Introduction of language awareness into the curriculum*", ECML Project no. 1.2.1. (2000-2003) <www.ecml.at/activities/projectdetails.asp?p=8>, <http://jaling.ecml.at/>.

2   See Roberts, Celia, "Language and cultural issues in innovation: the European dimension", in Rea-Dickins and Germaine (eds.), *Managing Evaluation and Innovation in Language Teaching*, 1998, where the application of anthropological concepts is shown to give an extra dimension of intercultural enquiry to undergraduates on their year abroad.

The argument here is that language teaching and learning can and should be exemplary – it's probably true to say that language teaching, perhaps especially for the teaching of English has paid more attention to didactics in general and to methodics in particular. There is no literature I could find about the "good geography or history learner"; the good language learner is well documented and could be a springboard to developing good learning approaches. This is not assuming that one learns everything in the same way as one learns languages, but a reflective approach would equip learners with the self-awareness required for intelligent application to other areas.

In the section above I have tried to make very strong statements of a potentially key place for language education in general education as a vector of social values and a privileged position for it in the development of the individual. They may seem idealistically optimistic, but in the context of questioning of the worth of language teaching in many contexts and a perception of low prestige and status for the profession (see the questionnaire results in the Appendix) it is important not to trivialise the potentiality.

Part One:
An agenda for language education

Chapter One:
The intercultural framework

Section One:
Linguistic and intercultural diversity for Europe

Véronique Dupuis

An initial inventory

Cultural and linguistic diversity is present throughout our daily life, whether when we enter a classroom or an office, or are at the factory, in the worlds of work or leisure, or in verbal, artistic, musical or sporting exchanges. But while many of us have today accepted this diversity, has it really been transformed into a linguistic and cultural wealth has it become a "cultural and linguistic capital" in the sense meant by Bourdieu, "to communicate is to update social and cultural items through linguistic behaviour".

Following the European Year of Languages, can teachers of foreign languages and all the experts in the teaching and learning of languages and cultures really claim that the construction of the Europe of languages is already under way?

This construction must apparently be effected while respecting multiple and differing identities, but how is it possible, in an active process of discovering, listening and enlarging our "ethnocentric" points of view, to bring together all these languages that exist alongside each other and are interwoven within one country and that accompany our journeys and movements, stimulating and arousing our curiosity?

If we attempt to make a quick inventory and cast our eye over the last few years, there is no denying that many international projects, conferences and encounters have contributed to the establishment of new programmes and tools, of new stages in the didactic and methodological reflection aimed at defining new points of focus for linguistic policies. And we cannot but repeat what many experts have stated as being the initial consensus, namely that "the linguistic question is today thoroughly at the forefront of the global educational scene".[1]

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1 Poth, Joseph, "L'éloge du plurilinguisme", in *Courrier de l'Unesco*, April 2000.

The stages that have characterised the last few years

1987:   Creation of *Linguapax* following the World Congress on Linguistic Policies at the initiative of Unesco. Its function is to promote policies that protect linguistic variety and that encourage the learning of a number of languages in the conviction that "the respect of linguistic communities constitutes one of the factors for peace and that in a context of multiple linguistic contacts, learning a language can be a means towards intercultural understanding".

1994:   Creation of the European Centre for Modern Languages. The Centre's mission is to support the implementation of language policies and to encourage initiatives and innovations in the field of the learning and teaching of foreign languages within the framework of cultural co-operation, while respecting linguistic and cultural variety in Europe.

1999:   69 countries presented a draft resolution for the respect of multi-lingualism to the General Assembly of the United Nations.

2000:   Establishment of the European Language Portfolio (ELP) by the Council of Europe. This document allows the linguistic skills and the cultural experiences acquired by its holder during learning periods in an institutional or natural environment to be recorded in three documents.

             1. *The language passport*
             Identical for every member state of the Council of Europe. It confirms the level of communicative skills within the Common European Framework of Reference.

             2. *The language biography*
             Also called the "learner's travel diary". The holder can enter each of his learning stages.

             3. *The dossier*
             A selection of material chosen by the learner to document or illustrate his progress.

2000-2006:   The *Socrates II* action programme of the Community sets itself two new objectives:

             1.   The encouragement of life-long learning and training for teachers of modern languages

             2.   The development of a Europe of knowledge through co-operation and mobility in education

2001:   The Council of Europe and the European Union together with Unesco organise *"The European Year of Languages"*

2002:   *World Congress on Linguistic Policies* at Barcelona

2003:   The Unesco General Conference has just approved *four resolutions in favour of linguistic variety and multilingual education.*

All of these European programmes, developed over the course of the years, and the implementation of all of these projects and pedagogical tools have "the aim of making language teachers and public opinion aware of the educational mission of the teaching of foreign languages and the socio-cultural dimension of communication and co-operation".[1]

Cultural and linguistic variety versus the paradoxes of the teaching/ learning of foreign languages

However, is it not paradoxical that it is precisely at the time when so many projects are being set up, when so many activities with the same objective are being implemented, that a deep gap is developing between the awareness of the experts about the benefits of the learning of a plurality of languages and that of their interlocutors – parents, pupils, students and learners – all those who would be able to give meaning to all this activity? Is it a paradox or the result of linguistic policies that have failed to provide sufficiently clearly defined guidance, because of the absence of a more voluntary and better co-ordinated attitude amongst the different actors, experts on the ground, and within the hierarchical and institutional frameworks?

As an illustration of this paradox, let us take the example of the teaching/learning of German in France. January 2003 was the 40th anniversary of the Elysée Treaty between France and Germany following the second world war – a major political and symbolic act intended to mark the co-operation agreement between the two countries. In order to transform these words into actions, the Franco-German Office for Young People[2] was established, a two-headed institution set up in Paris and Berlin. Since its creation, countless projects have enabled encounters and linguistic and cultural exchanges within the framework of associations, school, universities, sports and the professions. However, what is the situation today? The latest figures reflect the extent of the crisis that the teaching/learning of German is undergoing. When choosing a first foreign

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1   Baumgratz-Gangl, Gisela, *Compétence transculturelle et échanges éducatifs,* Hachette, 1993.

2   OFAJ: Office Franco-Allemand pour la Jeunesse, established in July 5, 1953, provides financial, pedagogic and linguistic support to young people's exchanges carried out by youth and popular education associations, sports clubs, language centres, training centres, trade union and professional organisations, school and university establishments, local authorities and twinning committees.

language, only 8% of pupils select German (with 78% selecting English). However, in an opinion poll carried out in Germany and in France, 58% of the population think that Franco-German relationships play a decisive role for each of the two countries, and that it seemed important to get to know each other better by means of the languages and the cultures.

These figures show clearly that a programme of exchanges and encounters, a shared desire to discover the language and the culture of the other are unable to stem the decline in learner numbers. In attempting to find explanations, the replies reflect various points of view:

1. The fear, the concern in the face of a language that is said to be difficult because of its structure and its phonology.

2. Advice given in the family or by other learners or by friends to avoid a path strewn with obstacles. For several years, it has been noticed that the choice of the language within one family evolves. For the youngest children, the criteria for choice are made in terms of "ease" or of "profitability", the choice tending to be in favour of a language closer to the linguistic family of the mother tongue and hence less difficult to learn.

3. The advice given by teachers to parents in the light of all the child's school results as a means of directing it towards one or other language. In this way, the choice of learning a foreign language has the aim of setting up a so-called network of excellence, as was the case for German in France. Beginning German as first foreign language was to be reserved to good pupils capable of familiarising themselves quickly with a language, which, like Latin, has a system of declensions. Thus the classes in German were intended to take over the role of Latin classes. Hence it is not surprising that a few years later German classes in turn suffered the same downturn, having refused, when there was still time, to open themselves to a larger number.

4. The choice of the first foreign language can be made at primary school. Is it possible to help children to make their choice if one can only talk to them in terms of a future curriculum vitae that will be more appreciated and more effective when starting university studies or beginning professional life. Such a long-term projection has very few links to the child's or the adolescent's immediate reality.

5. The status of the language in its historic and cultural image within the family or the circle of friends is also seen as being a decisive factor. This image has been created over time, communicated by the media, the social and family tradition, and by the stereotypes that abound about this "different" language and culture.

6. Nevertheless, it is the cultural image that can be the starting point towards the linguistic image. Of the cultural and linguistic images, which is the end and which is the means? The images or knowledge about the culture of the other can prove to be the first stages towards the choice of a language or other languages, these "images help to trigger interest or motivation", while, conversely, the linguistic

image can also lead towards a choice. A child may want to learn a language that is very distant from the graphic and phonological system of its mother tongue, and it is precisely towards this complexity, this mystery that it wishes to direct its attention, while at the same time having no interest whatsoever in the country.

What can be proposed for the teaching and learning of foreign languages?

These few examples prove that when a language is being chosen it could easily be forgotten that, beyond all criteria of profitability or utility, time must be taken to allow a reflection to develop, to permit children to become more acquainted with the different languages and their history by integrating within the curriculum a discovery of regional and foreign languages and cultures that pursues the following objectives:

1. inclusion of regional languages through their history and their current reality;

2. inclusion of current multilingualism and multiculturalism within the classroom by providing space to the multiple linguistic and cultural identities of the children, their parents and indeed their grandparents;

3. inclusion of the encounter with associations, institutions and personalities that work towards the discovery and promulgation of regional and international languages and cultures, thereby developing tolerance amongst the mosaic of the communities;

4. encouragement of encounters within the school of multilingual and multicultural manifestations;

5. making known the institutions which at a European level defend and protect cultural and multilingual diversity and the organisations that will permit learners throughout their lives to encounter languages and cultures and participate in an exchange, helping them to implement a study or professional project or by providing financial support for it.

All these stages would enable a large number of different languages and cultures to be brought into the classroom, with the result that what we know about the importance of multilingual learning in our multicultural society will not remain a knowledge and know-how reserved to the experts, allowing everyone to form his opinion knowing that:

1. there are in the world as many bilingual children as monolingual children, and that two thirds of mankind is multilingual, in other words that monolingualism is the exception;

2. a language will remain in danger as long as it is not introduced into an educational system or programme;

3. if each parent is at ease in his or her culture and desires to make it known, the child will have no problem in identifying itself with this culture and in living a family bilingualism and biculturalism, from which it could then proceed towards other languages;

4. monolingualism encloses us in a reductive vision of the world that surrounds us but also involves the risk of generalising a monolingualism that tends to dominate;

5. the linguistic insecurity of parents speaking languages considered to be minority languages that are not lived or expressed outside the family framework contributes to reinforcing the insecurity of the children in their school learning. By integrating the languages spoken in the family environment, it is not a question of producing young geniuses but rather of permitting the children to develop the multilingual and multicultural potential that surrounds them, of helping them to acquire the language and culture of their family.

It is thus a question of developing and beginning as early as possible what George Lüdi of the University of Basle has called an *"educational language policy"*[1] by defining the following framework:

- beginning the learning of languages and cultures earlier, at the latest at primary school;

- not aiming at bilingualism but at multiple multilingual repertoires, at a level of skills allowing the individual to satisfy the different communication needs;

- creating bridges between the mother tongue and the second languages, in other words an "integrated pedagogy" of languages;

- introducing into the learning curriculum the preparation of the learners for different forms of exo-linguistic interaction, developing their autonomy, the learning contexts within the school and post-school framework throughout the learner's lifetime;

- giving the teaching of foreign languages in primary school the status of a discipline, responsibility for which is assumed by skilled contributors trained in the didactics of languages and cultures so as to reinforce the credibility of this teaching amongst the children, the parents and the teachers at secondary level. What is learnt must be taken into account in order to permit the learner to continue an uninterrupted chain when he or she arrives in secondary school.

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[1] Lüdi, Georges, *L'enfant bilingue: charge ou surcharge?,* University of Basle, Sprachkonzept Schweiz, April 2001.

The implications of bilingual and multilingual teaching

At the time of the implementation of the European currency, once the period of reflection, of moral, political and legislative commitment was passed, each country developed a number of measures to ensure that this change was made known, understood and accepted so that, when the time came, everything would proceed well. However, when it is a question of the multilingual linguistic heritage, the word is too frequently left to the experts in the different professional sectors, while the public, the users, everyone in search of training, of a project, whether parents, children, adolescents or business decision-makers, feel themselves somewhat powerless as to the places to address and the places of discussion that might enable them to know where, how and with whom they could find the appropriate responses in order to construct and nourish their reflection and to guide their choices and decisions.

If we take the example of a couple with a bicultural and bilingual identity, the birth of a child will give rise to the question of the language or languages of communication within the family, of the transmission of the binational cultural indicators. Often, the parents fear that bilingual education will have a negative effect on the development of the child, particularly when it enters school, that bilingualism is a brake on successful integration or that it is the source of conflicts in a social or educational environment that refuses to tolerate a different language that it does not know or over which it does not have a command.

Faced with this question, who can this couple turn to? What kind of communication structure will allow them to speak about their situation and all its corollaries for the construction of identity for the family and each of its members? Is the school capable of providing the replies to the parents whatever their language and socio-economic context? However, "if one considers multilingualism as an increasingly urgent necessity in the huge economic and cultural market that the European Union is in the course of constructing, it is clear that the increasing number of linguistically mixed marriages is one of the keys to the future of Europe … these unions quite simply represent a promise of the spread of multilingualism in Europe."[1]

It is thus necessary to develop communication structures, places of information and exchange outside the school framework to ensure equality of opportunities for everyone within bilingual or multilingual families. It is without doubt here that local politics and linguistic policies cross each other's paths.

Moreover, how do school institutions or educational systems take into account the bilingualism and the bi- or multiculturality of the child during its school life, and particularly during language courses? Have the teachers been trained to apply their competence to these increasingly frequent situations?

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1 "Le bilinguisme, mythes et réalités", on the website Enfantsbilingues.com <http://www.enfantsbilingues.com>, the first French website on bilingualism and languages, April 2001.

Let us take the example of a child living in France whose mother is Columbian and whose father French. The child does not grow up in equi-bilingualism (equivalent skills in the two languages). It understands Spanish and uses it to communicate orally, while making statements that are frequently incorrect at morphological and lexical level.

Within a Spanish class, the situations most frequently arising are the following:

1. the child attempts to conceal its dual linguistic and cultural membership for fear of disclosing its differentness, of having to expose its family situation or of feeling ridiculous as a result of the difficulties that it still encounters in expressing itself correctly;

2. the teacher is informed about the situation or has realised it but makes the child follow the same programme as the other pupils in the class because he/she has neither the time nor the materials to deal with the child more individually.

These situations, described frequently by the pupils themselves, by the parents and by the teachers, lead to the following constellation:

▪ the linguistic progress of the child proceeds at a level well below its skills and its linguistic and cultural potential;

▪ the cultural potential present in the class is denied, which leads to a feeling of insecurity and can only be prejudicial to the child's construction of its own identity.

However, since an ever-increasing number of families are bilingual or multilingual, bicultural or multicultural, the school system must take into account these situations and propose a "positive" path.

What we might call a "denial of languages or of culture" is expressed even more strongly for the children whose language or languages spoken at home are not to be found within the school or university curriculum. Our societies, in everyday life *de facto* multilingual and multicultural, become sadly monolingual once one leaves the security of the home! This means forgetting or denying "*the symbolic function of language*, which enables partners in communicative situations to leave a mark of their being and their membership."[1]

However, as Jean-Pierre Cuq rightly reminds us:

> Multiculturalism is the fact of considering the coexistence of a number of communities as being the constituents of a society … and it is no longer possible to ignore what socio-linguists call the identity function of language, which means the fact that participating in a linguistic community implies more or less consciously a cultural position. The latter induces in the second language learner what we can call a *learning posture*, which may be positive or negative.

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1   Cuq, J.P. and I. Gruca, *Cours de didactique du français langue étrangère et seconde*, Presses Universitaires de Grenoble, 2002.

The European Year of Languages in 2001 was a powerful springboard, providing so many places of encounter, of exchange of experience, knowledge and know-how for all. Now, this magnificent experiment must be confirmed in practice. This reflection on multilingualism must avoid the pitfall of a new "eurocentrism", and instead we must go well beyond our own frontiers. In effect, many languages of the European Union are spoken by majorities around the world – English, Spanish, French and Portuguese. Developing the teaching/learning of these languages will thus permit a veritable opening to the world, extending far beyond the European Union, and at least these four languages should be offered for learning from infancy.

More and more voices are being raised recalling that the objective at the beginning of this third millennium should be to develop trilingualism[1]:

- a mother tongue;

- a neighbouring language;

- an international language.

This classification has the benefit of expanding our reflection on the notion of "neighbouring language". Do we mean family neighbourhood, geographical neighbourhood or cultural or even socio-economic neighbourhood? So many tracks to be followed that will allow new languages to enter into the learning path.

Towards a "European linguistic ecology"

At present, almost all countries have to face multilingualism and an often difficult form of cohabitation. Throughout the world there are 5 000 languages for less than 200 constituted countries. India, for instance, has 18 national languages. However, the members of all these countries have always succeeded in communicating by means of "diglossia practices", often establishing a prestigious language variety, mastered by a minority, and another language for ordinary activities. … One can also observe the creation of contact languages (pidgins, linguae francae, mixtures in conurbations) or the emergence of common languages such as Swahili, which is in the process of replacing English in eastern Africa.

Within Europe, a large number of countries, thanks to their history or their linguistic situation, have one, two, three or even four languages existing side by side in daily life: Luxembourg, Switzerland and Belgium are examples, disregarding the daily cohabitation between standard language, regional languages, dialects or patois in Italy, Germany, Austria, United Kingdom, etc.

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1   op. cit, Joseph Poth.

Let us take an example that is perhaps less well known, that of the Val d'Aosta with its Special Autonomy Status in Italy. A short historical summary will be sufficient to set the linguistic framework. "The Val d'Aosta has always been a francophone language and cultural region, and the unification of Italy in 1860 and the history of the 20th century (first industrialisation and waves of immigration) have created a linguistic and cultural superstructure, so that today the dominant language in the Val d'Aosta is Italian, with French having become a minority language."[1]

Certain articles of the Special Autonomy Status provide for the teaching/learning of French in all the schools of the region, from nursery school to grammar school, and the long-term objective is a bilingual education well integrated in all the activities. For 25 years, the nursery school project has not been that of teaching French but rather of *teaching in French*. Today, there is a broad consensus on the idea that the construction of new knowledge can be done sometimes in one language, sometimes in the other, sometimes by alternating between the two, with French just as much as Italian is being used to establish knowledge. This situation is the result of the implementation of a regional educational plan that defines priority objectives. This example illustrates well that, far more than representativeness in statistical figures, it is policies specifically aimed at the maintenance of cultural identity that are conducive to the success of bilingual and indeed multilingual education.

We could also present the bilingual learning contexts in Andorra, which have for many years developed bilingual language learning programmes in primary schools by making use of two bilingual teachers.

Outside these regional particularities, these examples prove that didactic projects with defined objectives integrated in a linguistic policy that respects current realities and the historical-linguistic past endure beyond all reductive mathematical logic.

Language teachers are trained in the "didactic of languages and cultures", and their teaching task will amongst other things be to arouse the curiosity of their learners for a language that communicates cultural indicators in order to allow them to decode, understand and interpret better the linguistic and cultural environment of their interlocutors. The teaching/learning of a foreign language is not the acquisition of a single linguistic knowledge but of a plurality of knowledges – knowing how to behave and what to do in different national and international contexts. It is therefore not simply the question "why a foreign language?" but rather "a foreign language what for?" that should be behind the reflection on teaching/learning cycles, the context in which foreign language teaching is placed and the evaluation and certification applied at various stages of learning, thus doing away with the learning of languages "with no ultimate objective".

European multilingualism exists in the institutional sense of the word. In fact, the plurality of the eleven languages of the European Union – English, German, Danish,

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1   Decime, Rita, "La formation des enseignants en Vallée d'Aoste", in *L'enseignement précoce du français langue étrangère*, Lidilem, 1997.

Spanish, French, Greek, Italian, Dutch, Finnish, Portuguese, Swedish plus Gaelic, has been officially recognised. Let us recall that these eleven languages "plus one" of the European Union represent 370 million people. Up to the present, the "Official Journal of the European Communities" has always been published in the 11 languages plus Gaelic. This multilingualism also concerns working languages. From now on, we will have to imagine the situation that will arise in 2004 when the European Union will comprise 24 countries. New languages will be present, Czech, Estonian, Hungarian, Latvian, Lithuanian, Maltese, Polish, Slovakian and Slovene.

However, for many years now, English, French and German have been the languages most used in internal communications and English predominates in certain fields. This factual situation does not respect the Community's commitment and in the short or medium term threatens nine other languages. No doubt there is no ignoring the arguments that emphasise the financial costs of multilingual translations and the greater speed of exchanges between a number of interlocutors who share one foreign language in common. But what does this mean in terms of the quality of communication, the effectiveness and the precision of the exchanges, of the true comprehension? And above all, what does a rapid projection into the future indicate in terms of the respect for identity and cultural diversity, the very basis of this Community, in 20, 30 or 50 years? Maintaining multilingualism is thus more than ever a course to be followed.

C. Truchot readily uses the term *"European linguistic ecology"*, recalling that we must "reflect on the balances to be created, on what could be a 'European linguistic ecology', since Europe as a whole possesses a linguistic heritage which, if properly nurtured, would permit Europe both to increase its influence and to unite the peoples within its borders". Multilingualism must thus be constructed on the basis of the results of common and shared reflections in order to define new paths, new fields of application. Claude Hagège[1] proposes in his work a number of threads that are worthy of reflection:

1. to offer a choice of several European languages at primary school;

2. to ensure the respect of the "freedom of choice of languages" expressed by children and parents without institutional hegemony;

3. to begin the teaching/learning of English from secondary school on;

4. to offer German, Spanish, French, Italian and Portuguese as first modern language at primary school because of their international audience;

5. to give preference to the language of the neighbouring countries – a natural choice for future personal, professional or commercial relationships. Thus Italian becomes the "language of the neighbour" for France, Switzerland, Austria, Slovenia, Croatia, Serbia, Albania and Greece;

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1   Hagège, Claude, *L'enfant aux deux langues*, Editions Odile Jacob, 1996.

6. to draw up an inventory on the "status" of the languages, their images amongst institutions, learners and experts. German has, in France, the reputation of being a difficult language that is only to be learnt by "good pupils", without anyone knowing where these beliefs were constructed nor what are their didactic, linguistic or scientific foundations. "This practice is based on circular reasoning and is called into question if four other European languages are introduced alongside German";

7. to encourage reflection on the learning of foreign languages within the school. "Rather than introducing the teaching of a specific foreign language, it would be appropriate to address multilingualism and the diversity of cultures in their globality, presenting the children with a number of languages, whether they be foreign languages, regional languages, ancient languages or dialect varieties of the national language. This proposition is a response to the need to develop a pluralist demand, to intervene directly at the level of the images of the future learners… The school works against its own objectives of accepting diversity if its first structured intervention takes the form of a retreat into *one* specific foreign language and *one* specific foreign culture."

The aim for the years to come is for children to acquire language skills in their mother tongue, a foreign tongue learnt at nursery school and two other languages started at different stages of their school careers.

Multilingual and multicultural society has become a state of fact, and the field of "multilingual daily life" is spreading a little more each day. In daily life, each one of us is actively or passively in contact with one or more foreign languages. This exposure may be visual and/or auditory, and its implementations may be publicity, cinema, song, the totality of the media and the embodiments of new technology, the Internet. Shops, restaurants particularly under the name of "fast food", travel agencies, airports, railway stations, the most popular tourist sites, the different environments around the world are the privileged places for this new communication that is bilingual or multilingual depending on the country.

The facets of this multilingualism in perpetual movement and constant evolution are numerous and various.

Through greater mobility thanks to travel, exchanges and professional, school and university partnerships, everyone can be exposed to languages and cultures awaken their desire to hear, to communicate, to learn and to commence the "dialogue of cultures in a desire for difference, the differences in a world threatened by uniformity".

Classes in multilingual and multicultural identity have become a reality throughout all the countries of Europe for many years, and nevertheless, despite the examples of success in certain countries, linguistic and cultural policies remain at the stage of research, of paths to be explored and thus in the development stage. What are the reasons for this situation and towards what construction should we tend? An increasing and pluralist growth at the heart of a single family, with several nationalities, languages

and cultures existing side by side. How is this reality taken into account in the learning contexts? It is true that the experience, the language skills and the spirit of initiative of many teachers have permitted projects, encounters and debates to be implemented so as to give life to this "silent multilingualism". Nevertheless, different languages and cultures present in the classroom, transmitted by parents or grandparents, frequently fail to be identified at all. The pupils who themselves are in a situation of bilingualism or biculturalism most frequently fail to mention this dual membership, its riches and its constraints, for one should be wary of other-worldliness in this domain, and nothing is as simple as it might appear.

Since the 1970s, a reflection on the intercultural approach to education has established itself at the very heart of the Council of Europe in order to permit a "construction capable of encouraging the understanding of social and educational problems in liaison with cultural diversity", the objective being to permit ethnocentricity to be overcome, to encourage the opening up towards other languages and cultures, to open up to otherness.

However, despite the research and reflection effected over many years in the field of the teaching of languages and cultures, and despite an increasing social demand for the learning of foreign languages in multilingual and multicultural socio-economic contexts, the teaching/learning of foreign languages is in a difficult situation, if not in crisis. Each year, in different countries, language classes are closed, certain opportunities for learning disappear. The explanations given for this state of affairs are very varied and still confused, but it is already possible to suggest that certain languages have the image of being difficult to learn and, with the acquiescence of teachers, parents and pupils alike, they are reserved to good pupils or used as a justification for setting up "elitist" classes. The choice of these languages has too often become a means to an end that is very distant from the objectives of language learning. Moreover, the pupils have only a very reduced choice of languages, and often the choice of the first language will determine that of the second language, with insistence on the fact that communication in English functions very well with students or in professional relationships in their respective countries. It can be observed with increasing frequency that even within one country, the situation has developed as follows: a French-speaking Swiss and a German-speaking Swiss will prefer to communicate in English in a professional context rather than in their mother tongues, two of the languages of their own country! The situation of the teaching/learning of French is likewise in a difficult situation in Switzerland, in Germany and throughout the world. This situation, worrying as it might be, also requires that we reflect on our own language and its evolution, and that we listen to what Claude Hagège has to say[1]:

> The international development of French in the face of English, which I deeply wish for, can only occur if French spreads into all the layers of a society, and certainly not if, abroad, it remains a luxury language reserved to the elite. It is also for this reason that I regret that every proposal to reform French – and hence to simplify it – even the very

1   Hagège, Claude, "Une consécration de l'arbitraire", in *Le Monde Télévision*, January 25, 2003.

modest, encounters very strong rejection; reform could facilitate the learning of our language, both in France and abroad.

What is to be concluded if we accept the postulate that the plurality of the teaching of languages corresponds to the multicultural development in Europe? It would be necessary to expand more broadly the range of the choice of languages, to offer the learning of languages from infancy in the school environment, to increase the choices of the first modern language (at present two languages are offered) and, of course, to encourage and develop linguistic exchanges making use of new technologies and the good old principle of exchanges through twinning, partnership and other European programmes.

The teaching and learning of foreign languages from infancy

Nevertheless, we know that the challenges for the educational sector are numerous and varied. In 1991, Michèle Garabédian, in a special issue of *Le Français dans le Monde* dedicated to so-called "early" learning, reminded us that the "teaching/learning of languages is not an established field but one still under construction". What is the situation now, several years later?

Before drawing up an inventory of the different teaching/learning contexts of a foreign language from infancy, and before speaking of new methodological and didactic perspectives for today's children, the multilingual citizens of tomorrow, it is first necessary to stop and define a cross-disciplinary and explicit terminology. The term of early learning ("*apprentissage précoce*") to us, educational experts, teachers, parents and children alike, conjures up varying and most frequently erroneous images, induced by the idea of precociousness in the sense of "mature before the age". However, it is by no means a question of precociousness, or of time gained, but instead, following the definition proposed by Rachel Cohen, "of situations for the learning of a foreign language at as young an age as possible in order to activate the extraordinary potential of children at a time when they respond to stimuli, and as a means of exploiting their cerebral flexibility and the adaptability of their phonatory organs".

There is a certain reluctance to implement language courses from infancy that go beyond mere initiation and constitute a veritable bilingual or multilingual education, and a similar reluctance to implement linguistic policies that permit the "development of the child's multilingual skills".

In school institutions, the term "early" acquires a meaning that is not scientific or didactic, but rather arbitrary and normative. In fact, any learning made before the age of 11 in France is considered early learning, and should give way to what is generally referred to as sensitisation. However, learning a foreign language towards the age of 11 means implementing this learning in a period that is said to be "critical" since "there is the risk of encountering what certain experts (Selinker) have called the 'puberty

buffer'. This is a threshold beyond which adolescents, for a number of crucial years, become less and less willing to learn and are increasingly preoccupied by their state of transition towards adulthood. … Cheerful spontaneity is replaced by an obsession with the social image that they transmit, by an attitude that is concerned about the opinion of others and hence by a fear of making errors (lathography)."

If it is legitimate to reflect on the teaching/learning of a foreign language from infancy, it seems to me, however, that the course of our future didactic is strewn with uncertainties, mental blocks, questioning and concerns. Is this not a paradox in an age when the child's world today has undergone "a deep transformation of its social role, the child becoming the co-determiner of its own existence in those entities in which it occupies a position, a function with rights and obligations" in a context that is becoming more international by the day? The child extends its horizon every day thanks to and through television, the cinema and the Internet.

Every learner "… has become a traveller sitting in a classroom or in an armchair at home. He discovers and constructs a world that brings him otherness, the strange, the distant, the unknown. This world that opens up to him awakens his visual and auditory faculties and confronts him with foreign languages."[1] Would it not be paradoxical if parents, teachers and instructors were not to stand alongside the children to help them understand, decode and get their bearings in these new virtual or real spaces?

Moreover, if we accept the postulate that learning a foreign language is at the same time the acquisition of language know-how, the opening-up to a country and a culture, we have to define the know-how and the behaviour in the foreign language in order to encourage the development of intercultural or transcultural competence, which could be defined as follows:

- to experience cultural otherness;

- to clarify the relationships with the culture of origin and the culture of reference;

- to encourage an awareness of cultural roots.

The course of linguistic and cultural learning should permit the "triggering of a process of discovery towards the other that is marked by a dynamism of communication". This world of otherness should thus be given a place in the school and/or the family at a time when the affective, ludic and social needs of the child between birth and the age of 6 are at a peak. The course of teaching/learning from infancy should provide responses to the questions of the contextualisation of learning.

These three questions, *"Why?"*, *"For what purpose?"* and *"To do what?"* should guide us in the choice of the languages and the pedagogic and didactic approaches used to define the acts of learning that make sense (c.f. Hélène Trocmé-Fabre), and the paths that have meaning for the child and the parents. The teaching/learning of the foreign language should be firmly rooted in the biographic, relational and cognitive references

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1   Porcher, Louis, *Télévision, culture, éducation*, Armand Colin, 1994.

of the child. It is thus necessary to create a learning environment that allows the child "to observe with all its senses and to enable its relationship with the world and otherness to evolve without any impatience". Use must be made of this period in a child's life when play is at the centre of the expression of its self and its exploration of the world. In effect, all ludic activities allow the objective to be reached by means of play. One should exploit the pleasure of play by using it for the purpose of learning. Finally, to return to our initial question of the learning of modern languages from infancy, the press conference held by the Minister of National Education, Jack Lang, in June 2000 sets out a number of elements for future objectives with respect to the teaching of language in nursery and primary school in France: "The learning of modern languages (in these schools) is an absolute necessity. We are fully determined to move into top gear and to achieve an ambitious goal […]. The ambition for the next five years is that all the pupils at the beginning of secondary school will learn two modern languages, one begun in primary school, the other started at secondary school […]. With effect from the start of the 2000-2001 school year, there will be an effective implementation on a generalised basis of the learning of one modern language at the end of primary school. […] From 2002, we will effectively have the early learning of languages, which will concern younger and younger children from year to year, reaching the final pre-school year by 2005." This programme also includes the training of future school teachers, the creation of cyberspaces and the implementation of the European Language Portfolio.

From cultural competence to intercultural competence

The teaching/learning of foreign languages is also the carrier of symbolic implications.

Language is an object of power, and the same applies to a foreign language. It obviously has symbolic power. The learning of foreign languages was for a long time reserved to privileged social classes. France is a country of "historic monolingualism", where the common language is the object of national identity. Language and the learning of foreign languages is a social opportunity, an important element of 'cultural wealth'. In order to avoid an unequal distribution of multilingual skills, there is only one possible approach, that of shared multilingualism.

Languages have a status that today is still governed by too many inequalities. It is sufficient to observe the infatuation for the "early learning" of English or German, the rather naïve amazement at bilingual children of European parents, while at the same time we are also witness to the ignorance, the abandon of foreign languages spoken in families who have been living in a guest country for many years: Portuguese, Spanish and Arabic, African and Asian languages etc. They are completely ignored in the course of education and in the classroom and during the recreation period, which creates what has been referred to as "a subtractive bilingualism, with the use of the two languages being in an imbalance; if "the child disdains its own mother tongue, judging

its own culture, its own identity negatively, how could it acquire without difficulty the language of the other if not at the expense of a personality conflict?"

Linguistic and cultural diversity is a matter of fact, representing a cultural wealth and a linguistic capital. It is necessary to make a choice from amongst the variety of types of language and cultural learning. Accordingly, it is necessary to exploit the linguistic and cultural capital that already exists.

Language teachers must, within the framework of their teaching, set aside time to allow these common reflections on the linguistic and cultural indicators to emerge, showing that:

1. language is an ensemble of systems in which social interactions are rooted;

2. linguistic and cultural exchange is thus a social practice by means of which identities are constructed in interaction, and it is for the teacher to develop classroom activities and documents to create an awareness of the cultural and intercultural dimension both of indolingual and exolingual social interaction and encourage the acquisition of an intercultural competence in the diversity of perspectives and accepting the other.

Teachers of languages are in direct contact with languages and cultures, their wealth and their diversity, and their task is thus to help the learners to construct their view of otherness, a "decentration" as opposed to "ethnocentricity", all the stages of the school of tolerance. Indeed, by learning the language of the other, the learner opens himself to the other's culture, becoming able to put his own culture into perspective, and the objective of language learning should thus be "to develop, in addition to linguistic skills, skills in communication, listening and respect, an awareness of the variety of cultural realities".

The language class is the place where such "awareness" can be developed, and it would be well and truly the specific role of the teacher of languages to help the learner to construct linguistic and cultural skills.

For, indeed what would be "the sense of a linguistic command of a language" if it is not accompanied by cultural and intercultural skills? Teachers should thus be trained in activities that can be put into practice in the language classroom and which, through the interaction of coding-encrypting-decrypting, will permit the construction of the learner's view of otherness.

At this point, we should briefly recall that these are two levels of skills.

Cultural competence allows the development of knowledge about the culture of the other language and the other country, and may develop outside all acts of communication.

Intercultural competence permits the development of know-how, the capacity for the learner to find his way in the culture of the other, taking as his starting point a

comprehensive and non-descriptive process, and hence a "dynamic relationship between two entities that reciprocally give each other meaning".

Intercultural competence[1] is:

- a know-how;

- the ability of the individual to find his way in the culture of the other;

- a process of comprehension (giving meaning) that permits the development of an ability to anticipate.

The learning path

For a number of years, binational and bicultural "*tandem pedagogy*" has prevailed in language teaching as one of the possible responses to the desire to enable linguistic and intercultural competences to evolve in parallel.

The OFAJ (Franco-German Office for Young People) has developed linguistic and cultural training courses for German and French learners sharing the same professional experience and who are intending to follow a professional training course in the country of the target language.

The language course takes place in equal shares in each of the two countries. The working stages proceed in

- National stages: The learners are in a monolingual group

- Binational stages in tandem: The learners are in binational and bilingual *tandem*

- The binational stages in group: The learners are in binational and bilingual groups

The objectives of these courses are:

- to know better and discover a professional sector in the two countries;

- to acquire a know-how in the professional situation;

- to develop intercultural competence;

- to develop material and working documents in the professional sector;

- to encourage encounters between experts, linguistic and intercultural exchanges in situ.

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1   Porcher, Louis, "Cultures, culture...", *Le Français dans le Monde*, special issue, Recherches et applications, Hachette, January 1996.

These courses could equally be addressed to schools, universities or musical or sporting associations by adapting the total or partial feasibility of this training in tandem to the context and the training budget: the length of the course, the stay in the two countries or in one country only, the possibility of a course in the country, etc.

Binational and bicultural tandem pedagogy is an aid to the teaching of languages and cultures, because:

1. trainees no longer need to wipe out, eradicate their linguistic, cultural or indeed professional identity in order to learn. Their identity is at the centre of the learning process, it serves as reference point for the progress of each person;

2. the learners are involved in interaction centred on the meaning and the understanding of their partners in the bilingual linguistic tandems. The communication situation is always authentic, the aim being to understand and to make oneself understood by a speaker of the target language;

3. the source of knowledge is multiplied by the number of trainees, since each in turn will receive and transmit knowledge/know-how and *savoir-être*. This alternation of the status of the learner generates a learning dynamism that is more capable of encouraging progress in linguistic and intercultural competences;

4. the source of knowledge/know-how/*savoir-être* in the target language is multiplied by the number of trainees, the teachers being purely referents, experts in the target language. Communication, exchanges are simply richer and more varied;

5. the permanent presence of the two languages and the two cultures will gradually permit "the emergence of a cultural adjustment ability, the concern being to permanently renew the analysis criteria" (Louis Porcher);

6. the teachers share a common status with the learners, also working in "tandem" and also undergoing this coming and going between the two languages and the two cultures. In addition, although they make use of their teacher know-how, they are not experts in the professional sector that is common to all the trainees. Thus the skills are shared at all levels within the entirety of the group. The teachers are no longer the only ones to transmit knowledge and know-how, and instead they will accompany, supervise, propose work activities and help the learner to construct his views of the other.

This tandem pedagogy can be defined around the following key words:

- respect
- responsibility
- sense of reality
- shared listening skills.

Four stages that Hélène Trocmé-Fabre summarises as follows[1]

1. respect for the role of each person: *respect for the trainee's individuality, past experience, projects*;

2. giving trainees responsibility by asking them to *participate and contribute something of themselves*;

3. encouraging the sense of reality by promoting *genuine communication on the basis of the trainee's experience*;

4. remaining alert to *reply to the questions that are asked and not to the questions that the teacher would like to be asked*.

The classes described as bilingual and subsequently European that have been introduced into the French school system since 1992 had as their objective the "response to the expectations of an increasingly broad school public desirous of acquiring the command of a foreign language at a high level as close as possible to bilingualism and the sensitisation of the pupils to the benefits of European citizenship and the dynamism of exchanges with foreign institutions." Today, 2500 European classes have been set up in France, offering a choice of the following languages: English, German, Spanish, Italian, Portuguese and Dutch. In 2001-2002, 134 European sections were set up in professional grammar schools as an indication of the desire to open these classes to professional matters, to study-courses with a professional objective.

The first two years of secondary school serve as observation of the children's abilities, skills and motivation in a foreign language. If the child wishes to join a European class, it will follow 5 hours of teaching in the target language, with one hour being in history and geography or possibly in another subject. The 3rd year class allows a first voyage of linguistic and cultural discovery. In the final class, these pupils will receive a "European grade" on their baccalaureate certificate if their mark is at least 14/20.

Conclusion

The Council of Europe has provided the following definition of "intercultural pedagogy":

1. Today, every society is multicultural. A number of cultures coexist or interpenetrate, existing alongside each other or transforming each other reciprocally.

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1   Trocmé-Fabre, Hélène, *J'apprends, donc je suis*, Editions d'Organisation, 1991.

2. Every culture is equal in dignity to every other. A culture is a system that is both coherent and contradictory, with its own values and its own system of references, its own regulations.

3. All teaching in these conditions is thus effected in a multicultural context. A number of cultures coexist in the same class. The important element is to establish connections, relationships, articulations, passages and exchanges between the cultures.

And indeed, if "penetrating a foreign language and culture is always an act of decentration without forgetting one's own centre, i.e. one's own cultural identity", the challenge to be taken up by language teachers is to define in their training and their teaching practice an "intercultural/transcultural pedagogy" as a reference framework, in the conviction that by developing multilingual and multicultural skills, they are also imparting the ability to listen, respect and be tolerant.

Section Two:
Language policies for a multicultural society

Teresa Tinsley

Today's Europe is unarguably multicultural and multilingual. The forces of globalisation and migration, expectations of mobility and the availability of cheap travel mean that cultures are mixing at a rate not seen before in history.

Wherever you look in Europe, the figures are startling. Already, twelve million French do not have the French language as a mother tongue. Ten per cent of the German population is foreign-born. In the Canary Islands the cultural mix includes not only the many northern Europeans and Asians who now live and work there, but also, as a recent survey[1] showed, twenty-nine different African nationalities. Romania has 19 recognised minorities, Russia 176 culturally and linguistically distinct peoples. Ten per cent of the UK population has a background from outside the UK, and this is expected to rise to 15% by 2020[2]. And the process is continuing: 4 million asylum-seekers sought refuge in Western Europe during the 1990s.

In London, where I live and work, and where my children go to school, 32% of schoolchildren speak another language in addition to English[3]. Three hundred languages, from Albanian to Zulu, are spoken by London schoolchildren, yet most pupils' experience of another language within the school curriculum is French, possibly German or Spanish. Whether bilingual or monolingual, their experience of languages in the formal school context fails to take into consideration their experience of the languages they see and hear around them. It does not teach them to make sense of multilingual society, let alone how to operate within one. London may seem an extreme example, but equally startling statistics are being uncovered by surveys of cities like The Hague, Amsterdam, Brussels, Hamburg, Lyon, Madrid and many others. The challenge for language educators is the same across Europe: how to relate language teaching to pupils' experience of the languages around them, and at the same time broaden their experience of the world by introducing them to languages spoken outside their communities.

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1   Study by the University of Las Palmas, reported in *Canarias7*, 25 October 2001.

2   Runnymede Trust Commission, *The Future of Multi-Ethnic Britain (The Parekh Report),* Report from a Commission of Enquiry set up by the Runnymede Trust, London, 2000.

3   Baker, P. and J. Eversley, *Multilingual Capital*: *The Languages of London's Schoolchildren and their Relevance to Economic*, Social and Educational Policies, Battlebridge Publications, 2000.

In this chapter, I will outline a number of ways in which language education can respond to the growing multilingual reality which surrounds our pupils – shifts of policy and practice which, I argue, would help to make language learning more successful and enable it to play its full role in preparing learners to communicate and interact in a communication-rich, globalising society.

Replacing a monolingual perspective with a multilingual one[1]

It is no longer appropriate to assume all learners begin from the same monolingual starting point – Chomsky's idealised native speaker was probably in any case never a realistic model for foreign language learning. Similarly, we cannot assume that pupils' only experience of other languages is within a formal education setting, following a rigid and often exam-focused scheme of work. European citizens today often have rich and complex language biographies. It is rare today for language teachers to encounter a class of students with homogenous experiences of languages in their lives.

Sophia Mohammed, who recently graduated in French from a UK University, is a case in point:

> My family comes from Kashmir. I was brought up to speak English with my dad, and a dialect of Mirpuri with my mum. As a Muslim, I also learnt early on to understand Arabic, and I'm attending sessions at the mosque to improve my reading and writing. So, as you can see, I was always able to switch languages and cultures. I'm also very positive about being from England, especially when I'm in France – I'm proud of what I am, and I strongly supported the England football team in the World Cup. I think it's really important to keep up your home language, which is so much part of your identity, and adding further languages was not too hard for me, because I felt it was just adding on another layer of identity. I even found it really easy to speak back-slang. I've always enjoyed manipulating language, perhaps being bilingual very early was a help here, as I quickly understood that you think in a slightly different way in each language you speak.

> I studied German up to GCSE, which I found more difficult than French, but I would have liked to carry on with both languages to A Level. I really regret not having been able to do German; it would be good in career terms to have two European languages. I know that I want to work with people, not computers, and I think I might go into teaching. When I was at VIth Form, I taught English to new arrivals from India, Pakistan and the Middle East.

> (from a number of profiles at www.les.aston.ac.uk/langlife/sophia.html)

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1 The title of this section reflects the subtitle of an important collection of papers on this subject presented at a seminar at Royal Holloway, University of London in 1997 and published by CILT (Tosi and Leung (eds), *Rethinking language education: from a monolingual to a multilingual perspective*, London, 1999).

The Council of Europe's Common European Framework of Reference for Languages provides a description of plurilingual competence:

> ... where a person … has proficiency in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw.

Bearing in mind learners' multi-faceted language biographies outside the classroom we need to re-examine the practice which calls some languages 'foreign' – indeed which we call 'European'. What is required, first and foremost, is a move to a multilingual perspective, a pluralist conception of language experience which takes into account individuals' varying levels of contact with and competence in a range of different languages, and supports the development of their plurilingual competence.

The European Language Portfolio has been developed as a tool to support this. It is designed to recognise language learning experiences both in and outside of formal education, and provide the individual with a record of their achievements in all the languages they have learnt.

Which languages?

It has been observed[1] that the 19th century conception of the nation state was based on a monolingual model. There is a national language and one or two select 'foreign' languages are taught within a more-or-less rigidly defined curriculum. In the early 21st century, this model is surely too narrow for our needs. In the context of globalisation and increasing European integration we need to approach language education from a wider perspective.

Compared to the rich diversity of languages spoken in Europe, our education systems offer an impoverished range of options – based variously on tradition, cultural prejudice or logistical considerations. Our current arrangements favour high status European languages over low status 'immigrant' languages – even when these are world languages such as Arabic, Chinese or Hindi and in many cases highly relevant for economic, social and cultural purposes. (Such languages are not necessarily inevitably doomed to eternal low status. In France Chinese now enjoys high status and in many countries, Spanish, from being relatively low status has become a much more desirable language to learn.)

There is a course a limit to what it is possible to resource, and market forces have an important part to play. Yet in Australia, an ostensibly monolingual country has shown how it is possible to implant a wider range of languages, which reflect more accurately

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1   e.g. Stern, H.H., *The Early Teaching of Modern Languages*, Nuffield, 1977.

citizens' needs and cultural contacts outside the school system[1]. Japanese is now the most commonly taught language, followed by Italian, then Indonesian. There is ample evidence that learner motivation is increased (and consequent linguistic attainment) by offering languages, which are truly relevant to the social, geographical and economic context of learners.

We need to re-examine the basis on which languages are offered within the school system and address the logistical considerations, which would allow us to offer a wider range of languages. This policy would also reflect the reality of the jobs market: a brief survey of job advertisements in one issue of a UK newspaper revealed requirements for speakers of Arabic, Japanese, Korean, Hindi, Bengali, and Urdu, as well as German and Spanish.

Community languages

Linked to this is the need to pay more than lip service to the teaching of 'immigrant'[2] languages. Within a multilingual perspective, all languages add to the individual's plurilingual competence, yet frequently resources are directed into the teaching of the national language and little support given to the maintenance and development of other mother tongues. Although there is a wealth of research which shows that the development of literacy in the mother tongue supports overall language development, there is a fear, whether implicit or explicit, that the acquisition of literacy in the home language is somehow a threat to literacy in the national language. However, those working in this field have drawn attention to the dangers of linguistic deprivation where competence in the home language is not supported and starts to decline, but competence in the national language is not yet sufficient to replace it. Such children (mainly children, but also adults too) are effectively left 'unlanguaged'. We need to ensure that all members of society, and especially children, benefit from rich linguistic input, which enables them to develop their language ability and become articulate citizens.

The teaching of community languages – where it exists – frequently takes place outside the school curriculum and receives little support from educational authorities. The infrastructure of available qualifications is undeveloped (in England, for example, a GCSE qualification is only available in a very limited number of languages). There is a poverty of materials and resources and little or no training for teachers. Improved support for the teaching of community languages would address all these issues.

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1   Lo Bianco, Joe, *Language Australia* (unpublished paper).

2   In the UK the preferred term is 'community' or 'heritage' languages. The latter term also includes languages, which are indigenous to the UK: Gaelic, Irish, Welsh etc.

Another area related to the availability of accreditation is the recognition of pupils' achievements in these languages. From visits to community languages classes in Wolverhampton and London, I know that most children who attend them are far from 'bilingual' and certainly not literate in them. Their dedication in attending Saturday classes, often learning another script – and perhaps a variety of the language not used at home[1] deserves greater recognition, yet their achievements are frequently dismissed as worthless because 'they're bilingual anyway'.

We need to grant equal respect to qualifications in community or home languages to those in other foreign languages. The Council of Europe has a key role to place in facilitating exchange and development in this area across Europe.

As was demonstrated during the European Year of Languages, the promotion of multilingualism in Europe needs to go hand in hand with the recognition of the rights of all citizens to use and learn their own national and home languages. The numerous symposia, conferences and declarations during 2001 drawing attention to this included a manifesto published by the Austrian Academy of Sciences entitled 'The cost of monolingualism', which called for 'more emphasis on minority and migrant languages in the general educational system'.

'Regional' minority languages

A similar argument pertains in the case of regional minority languages, which receive widely varying levels of support across Europe. Wales and Catalunya stand out as examples of language policies, which incorporate arrangements for these languages within a multilingual perspective.

Regional minority languages are different from community languages where a territorial dimension comes into play. However, let us not forget that with increasing mobility and interchange across the continent, speakers of these languages will increasingly inhabit more disparate areas of Europe. How many Welsh speakers are there in Amsterdam, Catalans in Rome – or indeed Kurdish speakers in Prague or Budapest? These are challenging questions. In a mobile, inter-related Europe, can the right to learn and maintain one's mother tongue be tied to staying in one place? The opportunities to use the language will clearly be reduced by moving from the area where it is commonly spoken, but with internet access, virtual language communities, satellite TV and above all, school systems which encourage plurilingual competence, much more can be done to support all mother tongues. Support for the teaching and maintenance of these languages may need increasingly to be treated within the same context as community languages.

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1   e.g. Bengali is one of the most widely taught community languages in the UK, yet most Bangladeshis in London speak Sylheti (a related language from the eastern part of Bangladesh) in the home.

Sign languages

Sign languages – and also braille – are also important elements in the multilingual mix, which should not be overlooked. Deaf children need high quality sign language input – preferably from native speakers (ie those for whom sign language is their first language) or those with near-native competence – to develop their linguistic abilities. The hearing population could do more to learn sign languages and thus make social situations more inclusive to deaf people. Signers themselves need opportunities to learn the sign languages of other countries in order to take advantage of opportunities for mobility, interchange and cultural enrichment.

Creating links between the teaching of different languages

Many different professionals contribute to the language education of the individual, yet too often their work is compartmentalised and there is no sense of sharing a common purpose. The 'Facing the Future' project has drawn attention to the weakness of a discipline fragmented across countries, languages, and educational sectors, with no shared purpose. Mike Byram[1] criticises the separation, purism and perfection, which for example 'corrects' the use of German in a French lesson. Rather, he says, learners should be praised for drawing on their plurilingualism and being as effective communicators as possible at that point in time.

In the case of language teaching, which takes place outside the normal curriculum (community, minority or regional languages) teachers are unable to make links with the language teaching in the 'foreign' language classroom. Teaching methods, approaches, terminology, preconceptions of all kinds, may differ. The opportunities for the learning of one language to support another are lost. The pupil is expected to make the leap not only between the different cultures embodied in the target languages but between different educational styles, with no support or linkage. He or she may become confused or frustrated. Teachers are isolated and cannot share insights, which might assist their own professional development as well as their pupils' learning.

We need to make links between language teaching and learning outside formal education and the teaching of 'foreign' languages – by sharing training opportunities and resources, setting up joint projects, entering into dialogue, discovering synergy.

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1   Byram, M. (ed), *Reflections on Citizenship in a Multilingual World,* CILT, 2003.

Drawing on pupils' plurilingual competence as a resource

Teachers who work in multicultural areas have already started to develop ways of drawing in pupils' knowledge of different languages into their teaching. This has the dual benefit of improving learning, and giving respect to pupils' home languages. It also normalises plurilingualism as a natural and everyday phenomenon.

In the primary school, this may take the form of 'language awareness' activities. Primary school children have engaged in surveys on languages spoken in their class, school, or neighbourhood. They have been encouraged to 'bring and tell' examples of different scripts, newspapers, storybooks, etc. and write language biographies of themselves or members of their family. At a closer linguistic level, they can engage with the languages by learning songs and rhymes in different languages, comparing groups of words in different languages (e.g. the days of the week), comparing traditional tales and stories from different cultures, or focusing on proverbs and linguistic borrowings[1].

In the secondary school, work in Liverpool (Margie Raynor, presentation at Language World conference in York, 2002) has drawn on word families in the teaching of French, making links between similar words in languages such as Hindi, Urdu and Arabic. She has reported that this approach has been very successful, with pupils readily contributing and extending the activity with their own observations and reflections. Extending this approach will have significant implications for teacher training, but it is surely the direction in which we must be heading.

Children who may be disadvantaged in other subjects through having the national language as their second or third language, are often able to shine in the foreign languages classroom, particularly if teaching establishes a 'level playing field' by taking place in the target language. Drawing on the plurilingual abilities that they have already developed gives them an opportunity to do this.

Representations of the target language culture

In the foreign language classroom, it is all too easy to reinforce rather than challenge stereotypes. Very often materials selected for their linguistic content fail to present the diversity and plurality of the target language culture. We may see very few black or Asian speakers of English in text books; hear only a narrow range of voices. A Czech participant in the 2002 workshop expressed her consternation at having to decide 'how many cultures we should teach' through English.

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1   see Datta and Pomphrey, *A world of languages! Developing Children's Love of Languages,* CILT, 2003 (forthcoming).

Commentators[1] have reported that language teaching materials are frequently poor in terms of cultural content. This prevents the learner from engaging with the target language culture in all its complexity. Situations where learners are asked to imagine themselves in the target language culture are often limited to tourist type activities. Yet to prepare students to operate within the culture, they must engage with it, reconsider their attitudes to it. There is an agenda here for publishers, as well as curriculum planners.

We need to break the connection between 'nation state' and 'language'. French is not just spoken in France, nor English in England. Modern social theory recognises ambiguity, hybridity and complex cultural affiliations within one individual. Language teaching needs to reflect this too.

Learner needs in the multi-ethnic classroom

There is a growing body of research which points to ways in which learners' cultural or linguistic backgrounds affect the way they interact with classroom culture[2]. For example, the degree to which children expect to speak in class may vary widely between cultures and this may be of particular significance in the languages classroom. It will be increasingly necessary for teachers to be aware of cultural differences and to adopt an approach, which supports all learners and does not penalise difference. If teachers are to provide effective role models of intercultural competence this too has important implications for training, as well as research.

Pupils who do not speak the national language well may be disadvantaged in their acquisition of further languages if it is assumed that access to the new language must be via the national language first. Research in Norway has pointed to the need for support materials such as monolingual dictionaries in the target language, rather than those based on Norwegian.[3]

The true extent of linguistic diversity

Cities like London and Amsterdam have started to collect comprehensive data on the true extent of linguistic diversity. The European Cultural Foundations's Multilingual Cities Project is taking this work forward in 5 other cities in Belgium, Germany, France, Spain and The Netherlands. To underpin policies such as the ones described in this chapter, there will be a need for much more accurate mapping of data on children's

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1   Aplin, Richard, quoted in Byram, op. cit.

2   see Edwards, Viv, "Teaching and learning styles in multi-ethnic classrooms", in *Rethinking Language Education*, op. cit.

3   Solberg, Helle, "Teaching English in a Multicultural Classroom", in *Språk og Språkundervisning* 3/01.

linguistic background, which languages are known, at which levels of competence and how they are used.

There is also a need for further study of the languages themselves and their associated cultures. We are barely at the stage of recognising the names of many of the languages spoken, let alone understanding the mental and cultural universes that come with them. Contrastive studies could help show how different languages affect the learning of others and how cultural factors come into play. Teachers will need to have access to this research, and to have some knowledge of the most commonly represented languages in their schools – at present they would be hard-pressed to even recognise them and this sends out a very negative message about the value attached to them.

Languages spoken at Hampstead Comprehensive School, London			
Akan	Albanian	Arabic	Armenian
Bengali	Czech	Creole	Edo
Fanti	Farsi	French	Ga
Greek	Gujarati	Guyanan	Hausa
Hebrew	Hindi	Hungarian	Ibo
Italian	Japanese	Krio	Lingala
Luo	Malay	Mandarin	Memon
Norwegian	Patois	Persian	Polish
Russian	Serbo-Croat	Singhalese	Slovak
Somali	Swahili	Thai	Tibetan
Tigrinya	Tagalog	Turkish	Twi
Urdu	Punjabi	Yoruba	Portuguese

(as reported in school newsletter, January 2003)

Languages for all

Finally, we need to state loudly and clearly that languages are for everyone. There is an argument which maintains that children who have difficulty reading or writing in the mother tongue should not be taught a second language ('What's the point in teaching them French if they can't even speak English?'). Yet copious research supports the alternative view that 'foreign' language teaching can support the pupil with difficulties in the mother tongue and increase their communicative potential. Likewise schools may 'excuse' pupils whose first language is not that of formal education from language lessons in order for them to concentrate on learning the national language.

We need to state clearly that plurilingual competence is a vital skill, achievable by everyone. If citizens are to play a full role in today's Europe, take advantage of the opportunities open to them and live up to their potential, they will all need competence in a range of languages, as well as positive attitudes towards speakers of languages from outside their immediate communities.

A change of paradigm

As Frank Heyworth suggests in his Introduction, we are facing a change of paradigm in language education as old ideas and preconceptions are rapidly becoming replaced by new ways of understanding its role and purposes in 21st century society. I have tried to summarise what this change of paradigm might involve in the table below. Readers may wish to consider the extent to which the ideas in the right hand column have already taken root in their own context. From my own standpoint, I do not think that we have yet reached the point of 'scientific revolution' described by Kuhn in which the new model is widely accepted as the norm, although there are strong movements in this direction, spurred on by the European Year of Languages and the work of the Council of Europe in general. Once this revolution does happen, and the new paradigm is accepted not only by language specialists but by policymakers and society at large, I believe that the context for language learning will be much more positive.

Old model of language education	New model
Focus on nation-state and national language as source of identity	Emphasis on European citizenship and the plurilingual individual
Multilingualism is a problem for society	Multilingualism enriches society
Assumes learners start from monolingual base	Takes into account diverse language experiences outside the classroom as a basis for continued learning
Bilingualism and diverse cultural backgrounds 'silenced'	Bilingualism and diverse cultural backgrounds celebrated
Bilingual children's education is seen as problematic – focus is on developing national language	Bilingualism welcomed – focus on developing ability in mother tongue as well as other languages
Speakers of other languages are 'foreign'	Speaking another language is the norm
Learning another language is difficult	Learning another language is the norm

Near-native speaker competence is the ultimate goal	Even low levels of competence are valuable and add to communicative repertoire – to be built on throughout life
Language teaching focuses mainly on linguistic goals. Cultural element tends to be poor, or focused solely on 'high' culture. Static view of culture.	Language teaching has strong cultural element and includes intercultural awareness. Dynamic view of culture.
Language learning focuses narrowly on one language at a time	Language learning focuses on links between languages, and on developing language awareness
Language learning tends to be elitist and problematic for the majority	Language learning can be successful for everyone

Conclusion

This agenda may seem over-idealist or naïve. It is indeed a full agenda, but how we respond to multicultural reality is arguably the most important issue facing Western society today. It has implications for democracy, for equality and for respect for pluralist cultural identities – all issues at the forefront of the Council of Europe's work.

The Council of Europe has identified language education as a key area in taking forward its agenda – to do so effectively it needs to be based on a more realistic understanding of multilingual society and thereby present a more credible proposition to learners.

Chapter Two:
Language education for individual development

Teresa Tinsley

> The first and foremost goal for me in this school is to make these kids feel accepted and to help them to see that they are valuable people.
>
> (Teacher, Budapest)

> [The most valuable thing I do is] inspiring my pupils and giving them confidence. They may walk out of my classroom and never use German but I'd like to think that when they go abroad and they meet other people and they talk about the languages that they did at school, I want them to be able to say that they really enjoyed it. I want them to be confident enough to walk up to anyone and speak the language. I want them to have learnt the skills and gained the confidence to be able to do that, even if it's just two words.
>
> (Rebecca Poole, Head of Languages
> at a North London secondary school)

> … kids have to know about each other and respect each other. In my classroom that is number one.
>
> (Samira Miftah, Moroccan-born teacher of French
> at Hampstead Comprehensive School, London)

> You can't teach language without teaching culture, and there's very little training in how to do that.
>
> (TEFL teacher, Belgrade)

One of the most striking themes to emerge from the interviews and questionnaires with language teachers from over twenty countries conducted as part of the 'Facing the Future' project, is that those who are engaged in language teaching see their role as being much, much more than simply imparting a knowledge of words and grammar. They see the most important part of their work from a much wider educative perspective: an essential part of their role is to develop their learners' confidence, social and intercultural skills, and the ability to communicate and connect with the world. They are not simply trainers – the equivalent of driving instructors – passing on a body of knowledge or skills. They focus on language in use, and that means developing the individual's power to communicate.

An important outcome from our initial workshop in November 2001, was a checklist put together by participants of what language teaching does, besides simply imparting linguistic knowledge:

- Build confidence and self-esteem

- Inspire, raise curiosity

- Raise awareness of different learning styles and strategies.

- Enable learners to become more autonomous

- Stimulate critical thinking

- Develop effective communication skills

- Develop social skills

- Raise awareness of global issues

- Develop intercultural competence

- Inspire creativity

- Give a taste of new ways of learning

- Engage students in democratic ways of working together

- Engage students in reflection and foster self-awareness.

At the 2002 workshop, the following points were added:

- Literacy

- Appreciation of 'otherness'

- Autonomy.

It was felt at both workshops that in the mind of the general public, examination-setters and, all too often, policy-makers, these wider purposes and objectives of language learning are often overlooked. Yet if language education is to maximise its potential to prepare the individual for life in a multilingual society, should not all these benefits be taken as objectives from the outset, rather than seen as felicitous by-products of good language teaching?

Leading thinkers in language education are pointing in a similar direction. In a paper published earlier this year Professor Ros Mitchell[1] has described six possible rationales for language education:

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1 Mitchell, R., "Foreign language education in an age of global English", inaugural lecture, University of Southampton, 27 February 2002 <http://www.soton.ac.uk/~rfm3/inaugural.htm>.

1. As a vehicle of 'high' culture, literature, philosophy etc (based on the model of the classics)

2. As an intellectual/cognitive discipline, developing language awareness and providing an 'apprenticeship in language learning' (along the lines proposed by Professor Eric Hawkins[1])

3. For instrumental purposes, as a tool for practical communication

4. For personal self-development, expression, creativity and identity formation

5. As a means of exploring different cultures and developing intercultural competence

6. As a tool for European integration.

She points out that in secondary education in England, only no. 3 is explicitly given value through the assessment system. Emphasis is placed above all on the four skills, plus grammar and vocabulary. Although there is lip-service to other objectives (particularly 5), teachers are not held accountable and pupils are not required to demonstrate learning in these areas. Parents in particular have a very narrow conception of what their children's language learning is for.

A leading educational commentator quoted recently in a UK national newspaper characterised language learning as 'learning to buy ice-creams on some foreign beach'. In the face of such limited views of the purposes of language learning, we need to be more explicit about what good language teaching methodology is already achieving, and raise our sights to what more it could do.

The aim of our project was to look forward to the next 5-10 years to identify how language education policies will need to develop to respond to social change. We were also concerned to present a vision and an agenda to policymakers of how the resources put into language learning could achieve more effective results. With this in mind, David Block's assertion that 'language teaching will fail if based on a partial theory of communication'[2] seems highly relevant. We need to adopt a broader frame of reference for what we are trying to achieve which takes into account social identities and concepts such as hybridity, transition and ambivalence, derived from modern social theory. This means broadening out what we are doing to encompass more than teaching vocabulary and grammar.

Language teachers may have an instinctive grasp of the wider purposes of their roles, but how to articulate this and make it explicit to policy-makers and other people with decision-making powers who may not be linguists or specialised in the language teaching field? The project team discussed at length how best to express this

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1   See, for example, Hawkins, E. (ed.), *Thirty Years of Language Teaching*, CILT, 1996.

2   Block, David, "McCommunication: a problem in the frame for SLA", in *Globalisation and Language Teaching*, Block and Cameron, 2002.

broadening out of the aims of language education, and agreed that a new paradigm might include three new areas:

- Learning how to be a good language learner

- Social and personal development

- Intercultural competence.

In the rest of this chapter I will discuss these three areas in further detail, and then to on to outline some approaches which are conducive to incorporating this wider paradigm within language education.

1.   Learning how to be a good language learner

In today's changing world it is increasingly difficult to predict which languages students will need in their future lives. Language learning is being conceived more and more as a lifelong activity, in which individuals are constantly improving and maintaining their skills in existing languages, and acquiring new ones. In today's Europe, partial competence is becoming regarded as something extremely useful rather than something to be ashamed of. The aim of language education might be reformulated as the preparation of plurilingual speakers who have a high level of competence in at least one other language besides their mother tongue, and varying levels of partial competence in a range of other languages. Additionally, they have developed language learning strategies which will enable them to acquire a degree of competence in new languages as the need arises.

In order to prepare students to be lifelong language learners, language education needs to provide an 'apprenticeship in language learning'. This might include the following:

- Language-related skills and knowledge:

    - Education of the ear, along the lines suggested by Professor Eric Hawkins[1]

    - Developing an understanding of how language (in general) works by incorporating comparative and analytical approaches into the study of a particular language or languages

    - Developing an awareness of language families, and where appropriate inter-comprehension skills building on similarities between languages to increase plurilingual competence.

- Learning-related skills:

    - Development of language-learning skills

    - Specific strategies for acquiring new language

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1   Hawkins 1996 op. cit.

- Awareness of one's own preferred learning style.

▪ Strategic skills:

- How to communicate effectively with only a low level of competence.

- Strategies for using the mother tongue in ways, which will be comprehensible to non-native speakers

- 'Translingual' skills and strategies to support communication where there is no common language.

In many cases the incorporation of these aims may not involve a major change of methodology, but rather simply making regular classroom tasks explicit to learners. In other cases, how to learn languages might be taught explicitly, as a unit or strand in a course.

Some university language centres[1] already run learner-training programmes, which help learners to make the most of their language centres and self-access facilities. Learners are taught to assess their own needs, their preferred style of learning, strategies to help them acquire, practice and develop their competence and how to select appropriate materials.

Such programmes could prove of immense value in producing adults who are able to make the most of the language learning opportunities available to them throughout their lives – and in ensuring the most efficient use of resources. Consideration might be given to whether such programmes might replace for example the FL2 where time is available for this.

2. Social and personal development

Communicative language teaching, with its emphasis on performance and language in use, inevitably focuses on more than the structures and vocabulary of the language. Language teachers know that, however good their learners' mastery of linguistic elements, they need something else to be able to function as effective communicators.

We all need to be more articulate. In England a 'literacy hour' has been established for all primary schools. Recent research has shown that only one in ten pupil utterances during this period are of more than three words. Concern has been expressed about a perceived deterioration in children's language development through declining levels of interaction with adults. Good foreign language teaching methodology provides positive interaction. It encourages learners to 'have something to say' and to develop longer and more complex contributions to discussions.

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1 See *Training Learners for Self-instruction* (1999) and *DIY Techniques for Language Learners* (2001) by María Fernández Toro, both published by CILT.

Language is a form of behaviour, and also a medium through which we learn behaviour. When we learn a new language we also learn a new repertoire of behaviours – many of which impinge on individual personal development and benefit the individual far beyond his or her ability to use the new language.

In the language teaching classroom – and indeed through language learning activities outside it – learners take part in encounters and situations which take them beyond their normal experience. For example, students at a school in South West England took part in a face-to-face survey of shoppers at a French hypermarket. Another example involves a partnership of university departments in Germany, Sweden and the UK. Students take part in a business challenge involving them in planning, negotiating and establishing successful working relationships in international teams. Pragmatic and functional competences are developed explicitly through language work.

Through role-plays and drama, learners take on new identities, imagine themselves in new situations, exploring who they are and who they might be. They may take part in presentations or set-piece debates in the foreign language, which show them they can be successful beyond their 'comfort zone' and encourage them to take up new challenges.

Reading poetry or creative writing in the new language introduces them to new concepts or juxtapositions of ideas, which can stimulate their own creativity. Learning to be a good language learner often means learning to be a risk-taker – learning comes from having the courage to try to make meanings from the language you have, and from receiving feedback on your efforts.

All these activities extend the learner in all areas of their development. It is instructive to note how self-improvement courses aimed specifically at personal growth and development use many of the same techniques used in language learning – development of listening skills, preparation and rehearsal of appropriate responses, feedback and analysis, concern with body language, tone and interactivity, etc. Similar techniques are also used in workplace training for example in communication or assertiveness training courses. Language learning may often provide a similar experience, and teachers often report their pupils 'blossoming' as a result of learning to speak another language. Perhaps now is the time to recognise this and broaden out the aims of language teaching to include explicitly personal growth and development.

3.   Intercultural competence

Intercultural competence is closely related to language, but is not strictly linguistic. It also has a citizenship dimension and underpins much of the Council of Europe's educational work in seeking to combat xenophobia and racism. Like languages, intercultural competence is important at different levels – it can affect individuals, organisations, communities, nations and society as a whole. At the interpersonal level, its absence can easily provoke conflict, misunderstanding, embarrassment, or

disillusionment. This may have serious commercial or political implications when translated to a professional environment.

The intercultural dimension to language learning is one which has already sparked a great deal of interest across Europe. Teachers who attended the 2002 workshop had a range of different experiences in implementing it, and were keen to see it developed further. It was seen as important not only as a means of developing openness and understanding on an international level, but also as a way of encouraging greater openness to difference within one's own country. It therefore has an important moral dimension. Members of the workshop put forward the following definition of intercultural competence:

> An interplay of knowledge, awareness, attitudes, skills and strategies needed for functioning as a conscientious member of a multicultural society.

This echoes Byram and Zarate's description of intercultural competence[1] in terms of four kinds of knowledge or skill:

Savoirs

The knowledge of aspects of a culture. Knowledge of particular institutions, behaviours or customs.

Savoir être

An ability to abandon ethnocentric attitudes towards and perceptions of other cultures, and to see and develop an understanding of the differences and relationships between one's own and a foreign culture. This involves cognitive and affective change in the learners.

Savoir faire

The ability to draw upon the other three savoirs and integrate them in real time and interaction with people.

Savoir apprendre

An ability to observe, collect data and analyse how people of another language-and-culture perceive and experience their world, what beliefs, values and meanings they share about it.

> *(Adapted from Mike Byram, Face to Face: learning language and*
> *culture through visits and exchanges, CILT, 1997)*

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1   Byram, M. and Zarate, G., "Defining and assessing intercultural competence: some principles and proposals for the European context", in *Language Teaching* 29:14-18, 1997.

This description provides a useful starting point for developing educational programmes. It makes clear how receiving information about a culture is only one aspect of the process, and that teaching intercultural competence involves much more than an exhortation to 'be nice to people'. It specifically addresses questions of compound identity, hybridity and transition and gives a sophisticated definition of the concept not as the ability to 'go native' but as the ability to stand at the interface between two perspectives and to anticipate conflict and misunderstanding on both sides.

It is clear that there is already a great deal of useful developmental work in this area[1]. More work is needed to research and develop practice appropriate to different age groups and learners in different contexts – incorporating work in and outside the classroom and cultures in and outside the home country.

Language teachers have a key role to play in what Eric Hawkins calls 'opening hearts and minds to the real challenges of difference'[2]. The languages classroom, he says, can provide a safe environment where children can learn that 'the new, however strange, can be worth exploring'. Language education has a role to play in creating a society where there is respect and curiosity about the ways other people do things, equal regard for difference, and an openness towards the creation of new, compound identities as individuals develop an ability to move between cultures. Our message is that this role should be made explicit and its potential developed.

Implications

Re-formulating the aims of language education to incorporate these three wider aims will have important implications for the curriculum, for assessment systems and for teaching methods and materials. We will need to reassess what we teach, at what ages, and how.

Currently many of our education systems tend to focus exclusively or almost exclusively on linguistic competences. If we are to broaden our understanding of the aims and objectives of language education in the ways described above, we will need to take a close look at what we want to assess, and this will inform our planning. How would we assess students' language learning capability, growth in confidence, or intercultural competence? Many of the objectives described above do not lend themselves easily to objective assessment. There is no clear description of levels of development through which learners might progress. These issues require some creative thinking and present an important agenda for research and development.

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1   For example, work in UK universities to develop the potential of the 'Year Abroad' which commonly forms part of a degree in languages <http://www.lancs.uk/users/interculture>.

2   Hawkins, E., *Listening to Lorca*, CILT, 2000.

As we have seen above, the best language teaching practice already includes scope for creativity, project work, collaborative and team working, and opportunities to engage critically with the target language culture. There are activities and approaches to language education already in existence which promote the wider educational agenda which we have been describing. The remainder of this section will describe some of these, and point to ways in which they could be implemented more widely or given greater prominence.

An early start to language learning

The expansion of early language learning across Europe has in itself been a contributing factor to the need to re-formulate language education to incorporate a wider range of objectives. In the primary phase there is less of a tendency to see foreign language education as separate from the rest of the curriculum. Primary language methodology tends to stress wider educational objectives, linked to cultural awareness and the developing individual. The belief that a second language learnt early in life develops an intercultural facility which is more difficult to acquire later often explicitly underpins the rationale for an early start in languages. Similarly, it is thought that those who have learnt a second language at an early age find it easier to pick up other languages later on.

The continued development of early language learning will no doubt reinforce a broader perspective on language education throughout all phases.

Visits, exchanges and intercultural experiences

We have all seen how visits, exchanges and intercultural experiences of all kinds move learners on both linguistically and in terms of their personal development and ability to operate interculturally. However, ironically, these experiences tend to be marginal to the curriculum. This is perhaps one of the most serious problems holding back language education today. Such experiences are currently not accessible to everyone, but those who have experienced them, or seen children benefit from them, need no convincing of their value.

At the same time, the fact that they are so effective – but marginal to the programme of study – detracts from the value ascribed to classroom-based language learning. Why should I care if my son doesn't concentrate in English when I can send him on a study trip in the summer where he will learn far more? This devalues the role of the languages teacher and undermines the point of giving the subject time and resources in the curriculum.

Visits, exchanges and intercultural experiences of all kinds must be made integral to the language learning process. There should be an expectation that *all* learners should take part in at least one extended experience of this sort during their school career. They should not be an elitist activity, as so often they are now. The visit or exchange is to language teaching what practical experiments in the laboratory are to the scientist, or field work to the geographer. This message is one policy makers cannot afford to ignore if they are serious about improving language competence. In particular, work experience abroad can be of great benefit.

Such experiences are also a vital part of the language teachers' preparation and training, both before and after qualification.

Bilingual and through the medium teaching

Policy-makers should be interested in bilingual and through the medium teaching (sometimes called Content and Language Integrated) for a number of reasons. It provides real content and stimulus, therefore motivating learners and encouraging higher levels of competence. It is time-efficient since learners make progress in two curriculum areas at the same time. It encourages a deeper level of competence as new concepts are acquired directly through the target language and through the use of authentic materials. The development of this type of teaching is surely essential to the process of normalising the idea that one does not just learn to speak the language, one learns to operate through it.

Linking with other subjects

The sort of language education we have been describing is clearly very closely linked to education in the mother tongue and national language (where this is different). There is a need to develop much closer links with teachers in these subject areas at all levels. Similarly, language education conceived as preparation for life in multilingual multicultural Europe has important crossovers with work carried out in geography, history, religious education, citizenship education, personal and social education and careers, to name but a few. Language educators should actively seek links with these other subject areas.

Foreign language learning has all too often been seen as an 'academic' subject, as opposed to a vocational one – and indeed it has often been taught in an academic way. However it is also an extremely practical subject and one which if appropriately-conceived, combines well with almost all vocational subjects – particularly those which are about communication or international contacts – ICT, Business studies, Tourism,

etc. In many countries there is a need to boost the link between languages and vocational courses.

All subject areas can now benefit from taking part in international links and transnational projects. The value of working with colleagues in a European or international context is widely appreciated. However in all too many international projects the language element is marginalised or downgraded. By working with colleagues in other disciplines language educators can raise the status of their discipline and draw attention to the crucial role that language has to play in cross-cultural experiences of all kinds. Senior managers and policy-makers can help ensure that there is a language element integrated into all projects of this sort.

Creating a single discipline

Within a plurilingual conception of language learning, linguistic competence is seen as holistic, not differentiated into different sectors for different languages, from this perspective all language development work supports all languages. Therefore all those engaged in language education should see themselves as part of the same discipline, not fragmented by language, or type of language, by sector, by level or by education system. The Council of Europe has a key role to play in developing this sense of community of all language educators across Europe. Language associations also have an important role.

Conclusion

What may seem like a big agenda may be eased by evidence from interviews that teachers and schools are already applying many of these principles. In many cases it is a question of making explicit what is already implicit in good practice.

However, we believe it is imperative to do this, in order to overcome many of the problems and issues, which are currently responsible for holding language teaching back and preventing it from achieving effective results.

There are of course risks. We must beware of downgrading the linguistic dimension, and replacing it with something less solid and less open to measurement and control. In order to minimise these risks, we would need to do two things. On the one hand, ensure shared understanding of the purposes of a broad language education agenda by communicating its aims and objectives to a wide public including parents and learners themselves. On the other, promote research and development into all aspects of language education – particularly the 'extended' areas described above – to ensure the most effective methods and approaches and to encourage innovation. We already have in place tools such as the European Language Portfolio and Common European

Framework of Reference, let us use them to bring language education within a wider frame of reference which will allow it to contribute positively to a diverse multicultural world.

Intermezzo – Teachers' voices

As part of the project, which prepared this book we carried out a series of interviews with participants in workshops, and sent a questionnaire to teachers in a number of countries around Europe. Here, as a backdrop to the more general statements we are making, are teachers' reflections on their jobs and on the experience of being a teacher.

Sarolta Berke, Hungary	"I have always wanted to work with people, so the personal touch, making links and relationships, have always been important to me. I like to have an effect on others, their way of thinking and their life. ... To me education is about transmitting values, helping children to develop a positive relationship with adult life. ... It's very difficult for someone who chooses teaching as a profession because here in Hungary you can't afford to be a teacher, it's very hard to make ends meet."
Eszter Falus, Hungary	"Next year I'm going to teach at a secondary school, actually the one I attended as a student. I'm excited, but also apprehensive; motivating adolescents seems quite a challenge. I feel like a beginner doctor, in a way, I need the experience even if it's going to be tough. Without the experience I cannot become a professional, and this is really what I want to do."
Carmen Fernandez Santas, Spain	"Teaching is a very dynamic profession, every day you are faced with new challenges! You need to be a constant learner. ... There is a quotation, which says, "Education is what survives when what has been learnt has been forgotten." For me, this is the most valuable part. It's great to see your ex-students as adults, working as doctors or drivers or whatever, but seeing them as responsible and critical people."
Tatjana Filipovica, Latvia	"The most valuable thing that I do is to help my students become better personalities. For me that's priority number one, to see them growing into more responsible and understanding human beings."

Gabi Kiss, Hungary	"I teach at a bank and one of my challenges is to create the kind of atmosphere which is good for language learning. It's so important for me that my students WANT to come to class, that they like each other and like being together. So when they come, they calm down a little bit, they forget about their everyday problems for 90 minutes. Of course we work hard, but it's still relaxing."
Edit Halmai, Hungary	"I'm just 23 years old and I find it hard to tell my students (who are older than me!) to stop shouting in the answers when it's not their turn. I can teach them English, but keeping discipline, or pushing them to work harder is quite tough. The age difference somehow makes this hard."
Margaret J. Einhorn, Switzerland	"I like the exchange with students, and keeping up with their interests. It helps me to stay young and keeps me motivated. ... One of the most valuable things I do, I think, is to help my students to set goals and then to guide them, to help them achieve their goals. To make them feel a sense of achievement."
Leena Marita Hamalainen, Finland	"I enjoy working with young people. I'd like them to have the kind of experience I had, realising that when you learn a language you learn so much more than just the language. You can learn about other cultures, and, I think, the best part is learning about yourself, and your own background. ... I think this is what I enjoy most about my job, having the chance to guide others, to show them a way to widen their horizons."
Maria Franchetti, UK	"Working in an English speaking environment it's extremely difficult to persuade young people that there is value in learning a foreign language, so motivating them becomes essential. This involves establishing an atmosphere with the class in which people can relax and work together."

Anja Van Kleef, The Netherlands	"I'm now involved in a project aimed at getting the European Language Portfolio implemented. I think this is a really exciting project because I can see that the Portfolio gives you the possibility to realize all the innovative aspects of language teaching of the present day."
Rebecca Blakey, Italy	"Teaching makes me think – about how to do a particular point in a different way, about how I react to people. I'm quite organised myself and I enjoy organising things and projects. I get a lot out of decorating the class and making posters."
Brana Lisic, Serbia	"When you run a school, you've got to be positive with everybody. I apply "I'm OK, you're OK" techniques with my teachers and it works. Even with young learners I try to establish adult-to-adult relationships. In our situation people don't just come for language learning; they want somewhere where they can get away from the problems outside and feel free to talk."
Raul Santiago, Spain	"... the whole administrative apparatus which surrounds education at all levels frequently acts as a brake to action, instead of encouraging development. Nothing that I learnt at University had anything to do with what I had to learn ... I had to learn for myself all the disciplines and content that I needed. Language teachers are generally more open to innovation and more concerned with their own professional development. I think that learning one or more languages gives them a very broad perspective from which to draw conclusions."

Samira Miftah, UK

"I love being around kids and watching them develop and become part of it... seeing them come from nothing to fluent is very satisfying.

I was born in Morocco and lived in France and now I live here, so mixing cultures is very important to me. To work in a good environment kids have to know about each other and respect each other. In my classroom that is number one.

There is a girl called Bonnie in my class who is very shy and reserved, who I wouldn't expect to take languages. But she took A-level French and is going to France; it has made her such a more confident person. Bringing out the qualities in students is so important."

Part Two:
Profession – Language educator

Chapter Three:
The professional profile of language educators

Ksenija Leban

1.   Towards a profile of the language teacher

It is commonly believed that in order to be a language teacher, all one has to do is speak a language, walk into a classroom and talk. More than that, it is often assumed that in order to teach a language to a foreign-language audience, owning the right passport proving that one is the native speaker of a particular language is the only requirement. Consequently, native speakers, speaking their mother tongue and able to walk into a classroom and talk, are sometimes regarded as better professionals than people who have gone through specialised training to become qualified language teachers.

Among the most persistent stereotypes in the world, there is, undoubtedly, that of the language professional. The reason for this is fairly simple. All the members of a linguistic community are convinced that they know their mother tongue. People who learn a foreign language believe that they know that particular foreign language. As soon as they know more than one language, they are sure that they can translate or even interpret between them. Although they hardly ever ask themselves what it means to *know* a language and their knowledge of a language, especially if compared to that of a language professional, may be described as that of a lay person rather than that of an expert, they consider themselves to be experts in the subject – after all, they successfully use their linguistic knowledge on a day-to-day basis. Hence, lay persons often do not perceive language professionals as professionals and the only experts in the field and, out of the above-mentioned four profiles of the language professional, they show most respect to interpreters, preferably conference interpreters working in a booth. Interpreters are followed by translators, then by foreign-language teachers, with mother-tongue teachers usually lagging far behind. It is the (remarkable, considerable, satisfactory or poor) proficiency in languages put into practice every day that blurs the dividing line between the knowledge of the lay person and that of the professional. Similarly, it is the lack of a comparable proficiency in other fields, such as medicine, that prevents lay persons, perfectly capable of recognising and curing their flu symptoms, as well as of making camomile tea, of performing neurosurgery on themselves or of producing a polio vaccine.

The truth, however, is that not many people know what goes on behind the scenes and that the profession of the language teacher requires a broad scope of knowledge and

skills of which section 2 of the present chapter attempts to provide a comprehensive description which, most probably, is far from being complete.

1.1.   The language teacher

One of the paradoxes associated with the language teacher is that there is no language-teacher prototype. There are, however, many language-teacher profiles. To prove this, a simple experiment should suffice. All we need to do is recall all the language teachers we have encountered in our lives – from kindergarten or primary school, mother-tongue or foreign-language teachers, to private tutors, secondary school teachers and many others.

The following tentative list of possible language-teaching-related jobs is anything but complete:

Language-teaching-related jobs

- 1 – 1 language teachers
- adult-education tutors
- advisers
- curriculum developers
- distance-education tutors
- heads of language departments
- inspectors
- language assistants
- language teachers in higher education (for specialists and non-specialists)
- materials writers
- mentors
- primary school teachers (language specialists and general)
- private tutors
- resource centre managers
- resource centre staff
- special school teachers
- specialist language teachers in secondary schools
- specialists in languages for special purposes

- subject teachers teaching a subject through a language

- teacher trainers (pre- and in-service)

- teachers in private language schools

- teachers in vocational schools

- teachers of heritage languages

- teachers of languages for academic purposes

- teachers of languages for business

- webmasters.

In spring 2002, a questionnaire on jobs, roles and tasks of language educators was distributed by the European Centre for Modern Languages. Among 59 contributors involved in language teaching who completed the questionnaire there were administrators and managers of resource or self-study centres, directors of studies and academic managers, language inspectors and advisors, languages testers, test writers and developers, materials writers and developers, specialist teachers of languages in a primary school, specialist teachers of languages in a secondary school, teacher trainers, teachers and lecturers in tertiary education, teachers in adult education, a co-ordinator of ESP teacher development projects, a director of a centre for life-long education, an executive manager, a member of the team developing a new system of teacher training for university students, a research paper supervisor, a senior team leader for oral exams, as well as a teacher of general subjects in a primary school (also teaching languages).

It goes without saying that a teacher not only teaches but is usually responsible for other tasks as well as may be well inferred from the following profile of a language teacher.

> I do a lot of teaching, from year 7 to A-level. This year it is mostly French, but I used to do Spanish as well – at Hampstead all the teachers are trained in at least two languages. As second in department, I am also responsible for looking after the Beginning Teachers (BTs) and acting as a mentor for Newly Qualified Teachers (NQTs). I'm also in charge of Key Stage 4 exam entries and assessment in Key Stages 3 and 4. I'm also the co-ordinator for Key Stage 5. I am responsible for co-ordination and planning work. I'm also a form tutor for Year 7, which involves registering my class in the morning and in the afternoon, as well as taking them once a week for a lesson known as 'Tutor Period'. In these lessons, we discuss various issues, such as bullying and friendship.

> (Samira Miftah, United Kingdom)

1.2.   The subject language

The plethora of language-teaching-related jobs is further enriched by enormous possibilities of the subject language or language-related skills.

Language teachers may be teaching their A-language (the mother tongue), B-language (their first foreign language), their C-language (their second foreign language) to an A-language or to a B-language (C-language, etc.) target audience. A French native speaker and a language teacher may thus be teaching French to other French native speakers or, either at a French school for foreigners or at a school abroad, to an ethnically mixed foreign audience, to a homogeneous foreign audience, to a B-language immigrant community or to an ethnically mixed immigrant audience.

Moreover, language teachers may be teaching general or specialist language or they may be teaching special language-connected skills, such as communication skills, presentation skills, report writing, phone conversations and many others. When teaching in state schools or in private schools aiming at preparing their students for state school-leaving exams, they teach according to the prescribed curricula, when working in the private sector though, they tend to satisfy their learners' particular needs.

Finally, they teach at different levels, taking into account their learners' age, level and previous learning experiences, i.e. they may be teaching young learners, beginners, false beginners, pre-intermediate, intermediate or advanced learners, not to mention learners with learning difficulties or behavioural problems and other special groups they may be asked to cater for.

1.3.   Language teachers' perception of their role

Many language teachers show a strong personal involvement and sometimes believe that teaching is their mission in life and are convinced that teaching a language does not stop with the language and does not only include information about the life and culture of the target language, but has more far-reaching goals, such as helping the learners to develop good study habits and become more independent, as well as promoting tolerance and respect for others and oneself.

> Teaching is my life.
>
> (Samira Miftah, United Kingdom)

> View of teaching as my life mission and the confidence that I could bring about quality in the future adults' lives.
>
> (Mihaela Dascalu, Romania)

Being a language teacher requires MUCH MORE knowledge and skills and personal involvement.

(Participants in the November 2001 Workshop)

Education is my life and my hobby, but it is getting easier to separate my job from my personal life.

(Participants in the November 2001 Workshop)

In the ECML survey (spring 2002), the language teachers described their professional role either as that of a *creator*, providing and carrying out new ideas, *critic*, pointing out difficulties and raising important issues, *co-operator*, helping group cohesion and collaboration, *mentor*, helping less experienced colleagues or teachers in training, *organiser*, contributing to the organisation of the work in their institution, *consultant*, especially on curriculum, methodology and training issues, *co-ordinator* or *facilitator*.
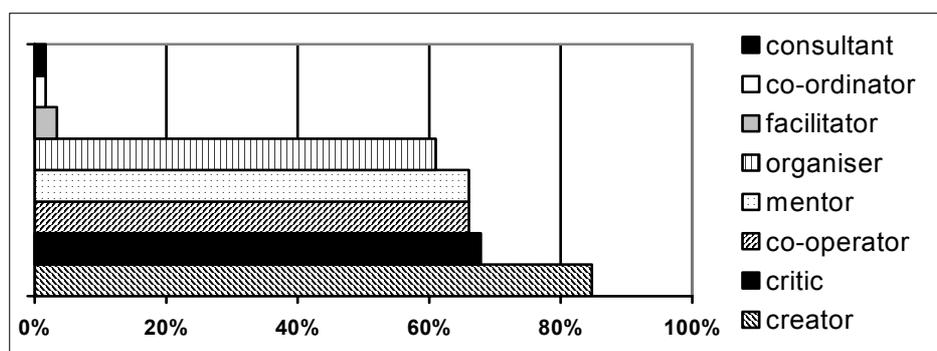
Descriptions given by language teachers themselves show that language teachers are not only teachers of a language. Interestingly, these descriptions usually consist of a list of personal traits that make a good teacher.

You have to have humility, you have to be humble and accept criticism. You have to be a good listener, good at organising and planning things. You've got to be creative and be able to take risks. You must be unselfish, particularly in working with other colleagues. You have to have a good sense of professionalism and commitment, reliability and responsibility.

(Rebecca Poole, United Kingdom)

1.4. Language teachers versus teachers

I'd say that being a teacher is more important than the subject you teach.

(Mojca Belak, Slovenia)

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The teacher makes the subject.

<div align="right">(Andrej Salobir, student, Slovenia)</div>

Still, it seems that language teaching is far from being language teaching only and language teachers do differ from their colleagues. Not all the differences are caused by the subject matter although some definitely are. When asked about what distinguishes language teachers from other teachers, Slovene students came up with an arm-long list, including methodological approaches, which shows that, apparently, language teachers, given a relatively free choice of topics, are equally concerned with the content of their subjects and their teaching, while other teachers, restricted to their subject matter, focus on the content side.

Language teachers teach how to think rather than how to learn everything by heart.

<div align="right">(Damijan, student, Slovenia)</div>

Language teachers do not transfer facts, formulae, terminology and similar information, they teach pupils the actual usage of a language and everything that is connected with it and its originating country.

<div align="right">(Alenka Morel, student, Slovenia)</div>

Language teachers have to devote much time to finding an appropriate way of teaching a language, whereas teachers of other subjects are mostly concentrated on the content of the subject.

<div align="right">(Lili Puhner)</div>

A language teacher has to observe the classroom situation much more in detail and from more angles than teachers of other subjects.

<div align="right">(Maja Matusinovič, student, Slovenia)</div>

English lessons were easier to follow because of the constant eye-contact with others and because I could take equal part in the conversation.

<div align="right">(Anita Ivič, student, Slovenia)</div>

Language teachers seem to be constantly using various teaching methods and diverse supporting material, such as interesting texts, songs and videos, opting for interactive lessons during which they make sure that students actively participate. Students are not only expected to co-operate, they are required to present their own points of view, either in discussions and essay writing or other activities. Similarly, language teachers are not only expected to be communicative, but also to vary in their teaching and to stimulate their students' creativity. Such expectations and interdependence allow for greater and more intense communication between the teacher and the student, as well as among the students, when teaching a (foreign) language. Students are usually well aware that language teachers do a lot of work outside the classroom; they not only

<div align="center">74</div>

prepare but also correct the homework, prepare their lessons and teaching materials and even prepare their students for competitions in languages and organise trips abroad. Consequently, language teachers are perceived as more approachable than other teachers and as more inclined to having personal contact with their students. Moreover, it is the very nature of language as one of natural systems and as such inclined to constant development, as well as to its context dependence, that forces language teachers into constant learning.

> A teacher of English must stay up-to-date to keep the ability of passing the real spoken and written language to inquisitive learners.
>
> (Renata Krivec, student, Slovenia)

> Language teaching may sometimes be more demanding because language changes occur every day. This calls for the teacher's constant commitment.
>
> (Barbara Fon, student, Slovenia)

> Language teaching is an ever learning experience.
>
> (Maša Resinovič, student, Slovenia)

> Maths teachers teach what they have learnt at the university, while languages are constantly developing.
>
> (Martin Robič, student, Slovenia)

> Language has a flux. It is constantly developing, changing, expanding. It is like an anthill that was built throughout history and stands before us as we see it on the outside. Inside, huge changes occur within a single hour. Teachers are here to monitor them, first labelling changes as exceptions and then adapting the rules. The bottom line is that language teachers are not merely teachers but also students.
>
> (Luka Dahskobler, student, Slovenia)

> The teachers of English are more flexible than other teachers because the language is constantly changing and often take suggestions from their pupils, especially about newer words or slang expressions.
>
> (Katarina Vlašič, student, Slovenia)

> Language teachers are more open to accept new ideas because every rule depends on the situation or the context.
>
> (Anita Ivič, student, Slovenia)

After all, when it comes to languages, truly, most of the learning process occurs outside the classroom and teachers often meet with a mixed audience, ranging from highly advanced students, putting their knowledge into practice all the time and acquiring further knowledge outside the classroom, to unmotivated or non-confident students. As

language teaching aims at preparing the students for their lives in the real world outside the school walls, the umbilical cord stretched between the curriculum and practical teaching and real life should never be cut. It is for this particular reason that teachers must not only follow current events, but also television programmes, radio programmes, latest films, theatre performances, technological discoveries, etc, not only because of their personal up-to-dateness but also because in such a way they more easily work on their rapport with the students and function as necessary role models.

> Pupils will actually make use of the knowledge acquired in language classes much more than that of other subjects. This is why I believe that language teachers carry a greater responsibility.
>
> (Mojca Bartol, student, Slovenia)

> Language is a real thing that can be used immediately. It therefore requires learning situations that are true to life.
>
> (Monika Kavalir, student, Slovenia)

> I learnt that studying was not only about sitting beside books but also watching television, reading newspapers and following current events.
>
> (Anita Ivič, student, Slovenia)

> Students try to imitate their language teachers, especially their pronunciation. That is why it is of extreme importance that the teacher is a good example for them.
>
> (Barbara Fon, student, Slovenia)

> Pupils are more sensitive about demonstrating their knowledge of a language than that of history.
>
> (Maja Matusinovič, student, Slovenia)

Finally, the subject matter of the language teacher surpasses by far that of language as it also includes not only many communication-related skills, but also culture, intercultural awareness and many other important aspects on which language teachers wish to shed light in the language they teach. In spite of the complexity of their work, students seem to agree that language teachers handle their work with vigour and professionalism.

> Language teachers put more effort in doing their job because they have to do two things at once; they have to explain a new topic and they have to do it in a foreign language paying attention that everybody can understand it.
>
> (Barbara Fon, student, Slovenia)

Language teachers are also teachers of culture, literature, ethnology, history and other important aspects and subjects which are closely connected to a particular language.

(Tina Košak, student, Slovenia)

The language teacher facilitates learning of the language in a relaxed, pleasant atmosphere, guides students through difficulties. (Opens new horizons language-wise and "personality-wise" – the latter is what every teacher can do.)

(Mojca Belak, Slovenia)

1.5. From language teachers to language educators

I like to be among people and I like to have an effect on others, their way of thinking and their life.

(Sarolta Berke, Hungary)

But what I wanted to be is more like an educator, I've always wanted to be a second parent for children, not just to teach the subject.

(Eszter Falus, Hungary)

And the educational side of my work is also very important for me. Of course, it is important that the kids I'm working with learn English and are able to speak the language, but I want to teach them other things as well, and be part of their lives.

(Edit Halmai, Hungary)

Language teachers are not only language teachers for at least two reasons. First, they not only teach language but – as will be further elaborated in the present chapter – many other language- and non-language-related aspects. Second, their educational role surpasses that of merely teaching by far. More than that, teachers do believe that their work is their mission and that their mission is not only to teach but rather to educate. The role of the language teacher might therefore be better described as that of the language educator.

2. Language educators as professionals

What makes a good teacher: personality and knowledge – that's why there are few good teachers.

(Participants in the November 2001 Workshop)

Being a language teacher is one of the most challenging subjects. You have to impose on the kids something that they occasionally have negative pre-conceived ideas about. Also,

you have to make sure that all your students have all four skills (reading, writing, speaking and listening). It's not easy!

<div align="right">(Samira Miftah, United Kingdom)</div>

That of the language educator is a profession in its own right requiring a broad scope of knowledge and skills, such as:
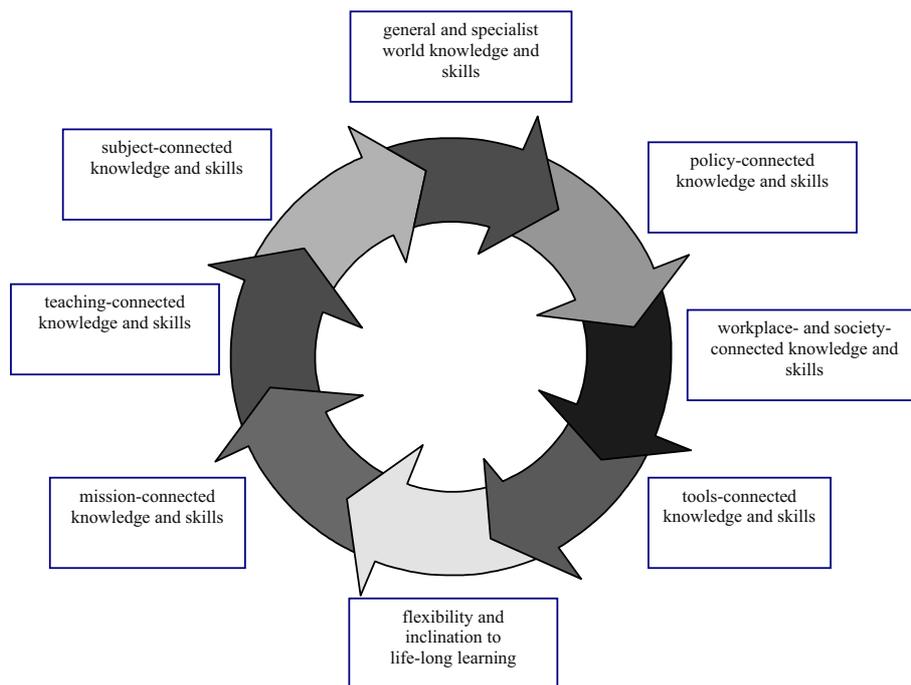
Not only do language educators require such a vast knowledge and accompanying skills, they need to incorporate them into their everyday work. As mentioned before, the following list and description of the scope of knowledge and skills is merely tentative, its purpose being that of shedding light on the complexity of the professional profile of the language educator.

2.1. Subject-connected knowledge and skills

These, for example, comprise the knowledge of the language(s), both general and specialist, the knowledge of the topics dealt with and the subsequent knowledge of the lexical and language usage connected with them, the knowledge of the four skills, i.e. listening, reading, speaking, writing, as well as the knowledge of special skills, such as a range of communication skills and behavioural skills reflecting also the etiquette and

cultural differences, negotiation and presentation skills, as well as, in the case of the so-called through-the-medium teaching and cross-curricular language teaching, the knowledge of the subject(s) taught through the medium of a particular language. The language educator's decision as to what segments of their vast knowledge to apply in a particular context depends on their ability of understanding and satisfying their learners' needs, as well as on their ability to adapt the subject knowledge to the audience.

> The teacher should be able to cater for the needs/wants of the learner.
>
> (Participants in the November 2001 Workshop)

2.2. General and special world knowledge and skills

Content-wise, the language educator has to draw from much more than merely their subject-matter knowledge and skills. Not only do they need to be familiar with the topics of their courses, but they also have to be familiar with special branches of knowledge, especially if they are involved in language-teaching for specific purposes or are catering for target audiences specialising in certain fields of human activity, such as banking, finance, medicine, politics or technical fields. The language educator must follow current events and show familiarity with society, at regional, national, international and world levels, as well as boast of a good knowledge of culture, literature, music and film production, television programmes, sports, etc.

> As a language teacher, this is particularly important, it's not just about teaching but it's about the culture.
>
> (Samira Miftah, United Kingdom)

> This year, too, I wanted to start my classes one way, but then, after 11 September, decided to dedicate the first few classes to the current events instead. I like going with the flow.
>
> (Mojca Belak, Slovenia)

2.3. Policy-connected knowledge and skills

Whether working in the public or private sector, language educators need to be familiar with various policies which have a direct bearing on their work, as this is influenced by international teaching policy, international standards and certificates, threshold levels and more recent tools promoted by the Council of Europe, such as the Common European Framework of Reference and the European Language Portfolio, described in greater detail by Frank Heyworth in Chapter Five of the present publication. International teaching policy is further enriched by (or sometimes (partly) clashes with) national teaching policy with, for example, the prescribed curricula and school-leaving

exams, as well as the knowledge and skills expected at the next level of teaching. Language educators need to be acquainted with teaching and teaching-connected bodies, their policies and, particularly, policy makers introducing changes in their work. In order to be aware of their role, rights and obligations, as well as the status attributed to their profession by society, they ought to be familiar with the national legislation, such as various legal acts, applying to their activities, the statutes of their schools and professional organisations, collective trade-union contracts and legislative proposals which might affect their work and position. Finally, language educators, particularly those working, either full- or part-time, in the private sector, benefit greatly from a familiarity with market forces as this allows them to truly identify and meet their learners' needs and, therefore, be competitive.

2.4. Teaching-connected knowledge and skills

There is a broad scope of daily duties requiring special knowledge and skills, such as those relating to didactics, methodology, classroom preparation, materials development and writing, course design and assessment. In the ECML survey in Spring 2002, 59 contributors were asked which of the several suggested tasks they undertook in their work. Their answers clearly indicate that the duties of a language educator greatly surpass the walk-into-the-classroom-and-talk stereotype.
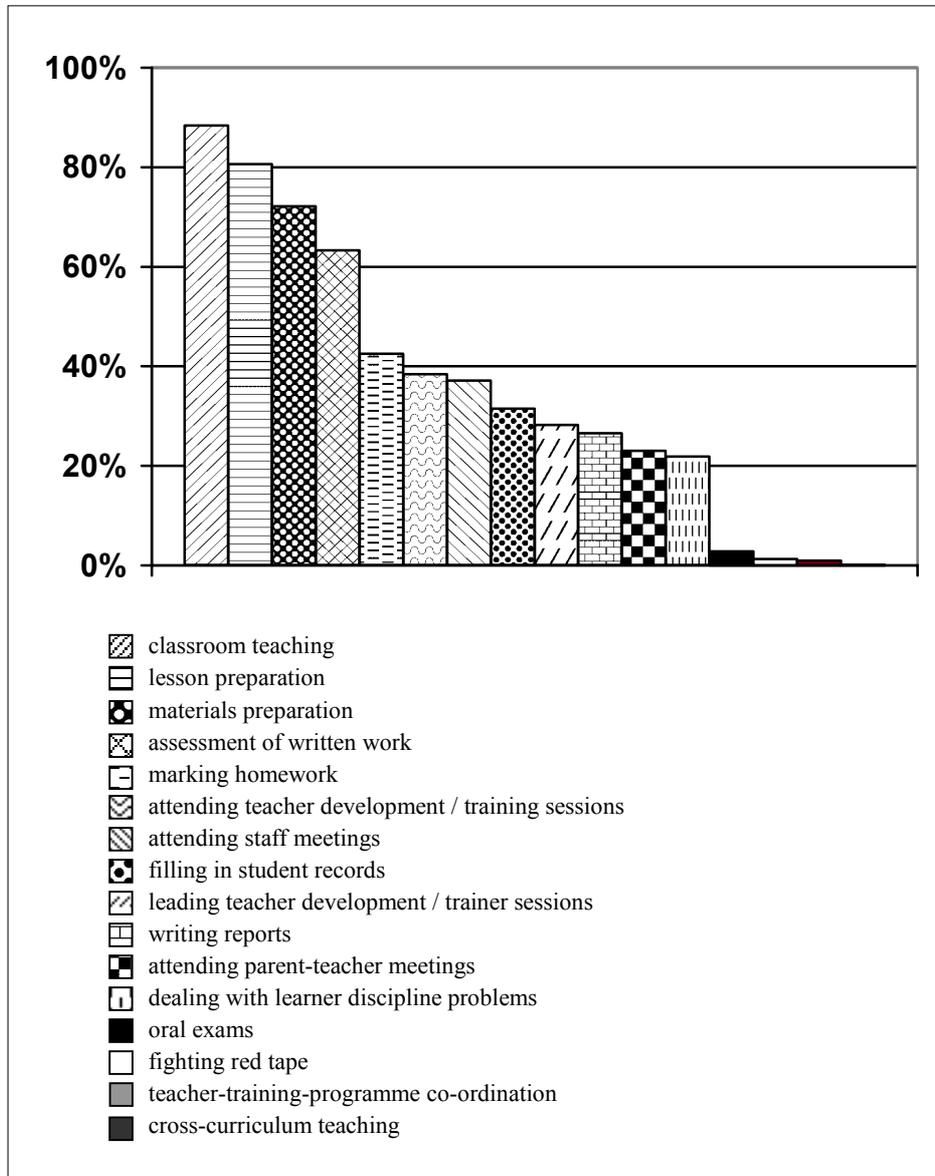
A survey conducted among 29 Slovene language educators in 2001 revealed similar results. The following chart shows what tasks the work of these language educators included.

Several of the above-mentioned tasks are workplace-related and therefore depend on external factors, such as the school's policies or national teaching policy.

classroom teaching
test correction
class preparation
exam / test writing / preparation
material sampling
material writing
office hours for parents
office hours for students
class tutoring
oral exams
running a departement / private language school
involement in international projects
observing and attending lessons
organising seminars / workshops
paperwork
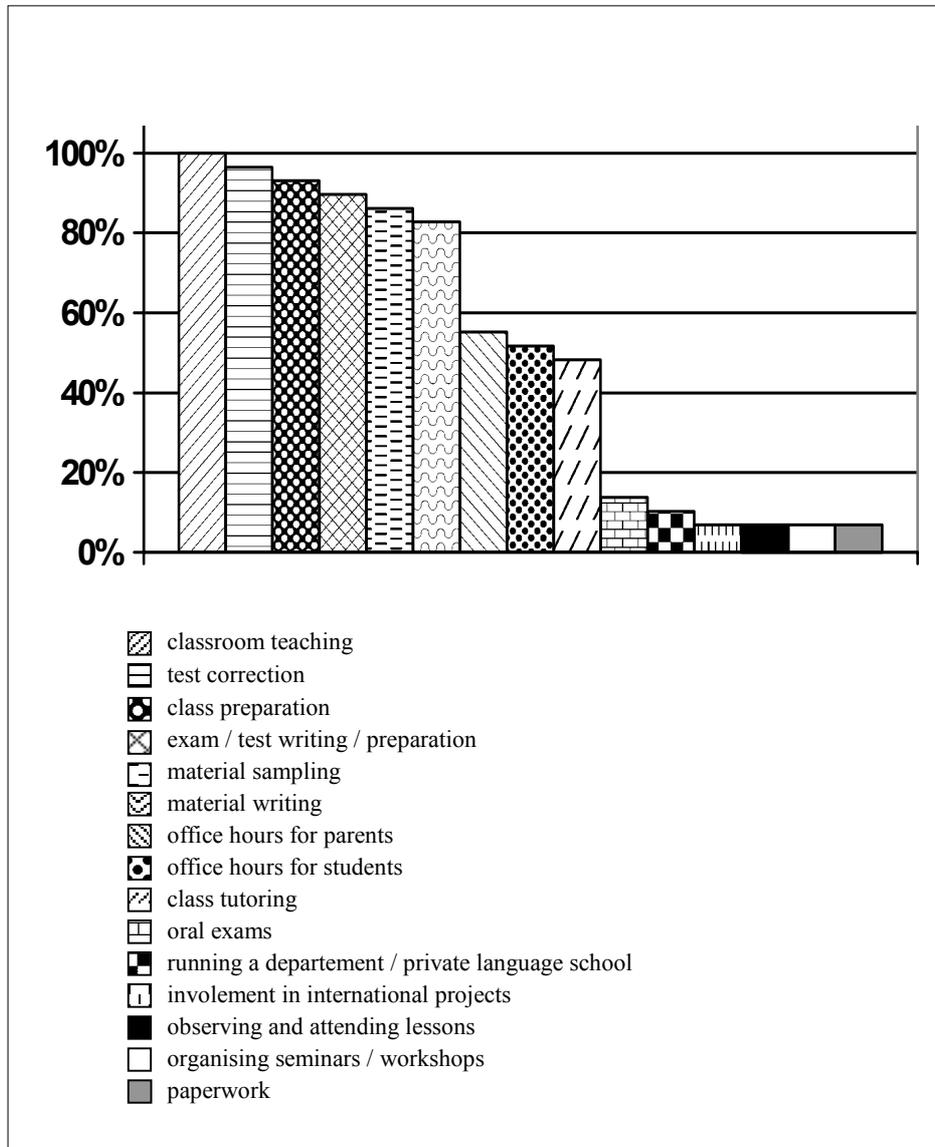
Teaching-connected knowledge and skills are susceptible to changes as new methodological approaches may be introduced or, for example; depend on the target audience or the language educator's personal commitment and teaching goals.

The work I am doing now is somewhat special as most of my students are dyslexic or have other learning disabilities. Therefore, I need to use special methodology designed to teach these students […]

(Sarolta Berke, Hungary)

There is a lot more aural and practical work and more independent learning. […] The lessons are a lot more interactive, the kids make the lesson, it's like a play, they are the actors and I just direct them.

(Samira Miftah, United Kingdom)

I also enjoy the fact that teaching allows for a lot of creativity. Although I am using a coursebook, I try to prepare a lot of extra materials and I try to think of ways of getting my students involved in preparing materials for themselves. I try to find different ways to make my lessons more interesting, challenging and colourful.

(Sarolta Berke, Hungary)

2.5. Mission-connected knowledge and skills

It's not just about teaching English, that's just a second purpose, the first and foremost goal for me in this school is to make these kids feel accepted and to help them see that they are valuable people.

(Sarolta Berke, Hungary)

The teacher has to know his/her subject, be interested in the students' well being and development and respect them including those who have learning disabilities and/or behavioural problems.

(Participants in the November 2001 Workshop)

[The most valuable thing that I am doing as a language teacher is] inspiring my pupils and giving them confidence.

(Rebecca Poole, United Kingdom)

A good teacher is one who inspires students. You should be an expert but you have to know how to transfer your knowledge.

(Participants in the November 2001 Workshop)

Teaching makes me think – about how to do a particular point in a different way, about how I react to people.

(Richard Baudoins, Italy)

What changed in a way is the way I communicate with my students. The more I know about self-growth and psycho-dynamics, the more this influences my communication with them.

(Mojca Belak, Slovenia)

A good teacher respects herself and her students.

(Participants in the November 2001 Workshop)

Nothing can match the feeling that they trust you, confide in you, enjoy being there.

(Breda Arnejšek, Slovenia)

Bringing up students through English, involving issues of values, personality, etc. in the English lessons.

(Ágnes Enyedi, Hungary)

One of the most challenging areas of my work is providing equality of [learning] opportunities for all my students.

(Participants in the November 2001 Workshop)

Language educators show profound personal involvement and are convinced that their job involves more than just teaching a language. This was also confirmed by the results of the 2002 survey in which the vast majority of contributors stated that they try to include information about the life and culture of the target language in their teaching, that language teachers have a special role in promoting tolerance and respect for other cultures, that they can help learners become more independent and autonomous, as well as help them learn to learn more efficiently and develop good study habits.

100%

80%

60%

40%

20%

0%

▨ I try to include a lot of information about the life and culture of the target language.

▤ A language teacher can help learners become more independent and autonomous.

⬤ In my language lessons, the learners "learn to learn" more efficiently and develop good study habits.

▨ Language teachers have a special role in promoting tolerance and respect for other cultures.

▯ The educational role includes other aspects as well.

▽ My job is just to teach the language.

This shows that language educators are intuitively aware of the broadening out of the aims of language education as described by Teresa Tinsley in Chapter Three of the present publication. There are many aspects of the educative-role-related knowledge and skills, such as developing both social and communicative skills of learners, teaching moral values, e.g. reliability and responsibility, teaching how to gain self-respect and building confidence, taking care of students' well-being, developing enthusiasm and endurance, as well as assertiveness and empathy (for example, by introducing arts and culture into the teaching of foreign languages).

As Margit Szesztay in her contribution to the November 2001 Workshop rightly suggests, "the educative role of a foreign language teacher is context-specific and can only be understood with regard to the social, economic, and political background of the country in question. In addition, the role of teacher as educator is also influenced by the immediate teaching context, for example the climate of the school or department, and

the needs, expectations and personalities of the students. Above all, for a teacher to act as an educator requires flexibility and the intention to start from where the learners are. Anything a teacher does becomes educational if it truly meets with the needs of her learners, and is sensitive to the immediate context." In order to obtain educational goals, however, language educators need to develop a relationship based on trust and respect with their learners.

> Even with young learners, I try to establish adult-to-adult relationships. In our situation, people don't just come for language learning; they want somewhere where they can get away from the problems outside and feel free to talk.
>
> (Brana Lisic, Serbia)

> I've always taken my students as my equals, always tried to make my lessons dynamic and fun, and relaxed atmosphere has always been very important to me, too.
>
> (Mojca Belak, Slovenia)

> I want to show them that the adult society is not their enemy and so they don't have to rebel.
>
> (Participants in the November 2001 Workshop)

> I would like to create an atmosphere that makes them want to come to class. Of course, it's about language learning, but it's also important for me that they want to come to class, that they like each other and like being together.
>
> (Gabi Kiss, Hungary)

> I have a very good relationship with my students which are so important if you want to teach them properly. […] Hampstead teaching works around respect.
>
> (Samira Miftah, United Kingdom)

The issue of respect is linked to the promotion of tolerance and respect for other cultures, i.e. the educational role most of the contributors to the 2002 ECML survey recognised as their own.

> I'm very much into mixing cultures. […] To work in a good environment kids have to know about each other and respect each other.
>
> (Samira Miftah, United Kingdom)

> A language teacher teaches intercultural understanding – it is an inseparable feature of language teaching.
>
> (Participants in the November 2001 Workshop)

I teach British Studies – we compare Slovene and British cultures and try to view Slovene habits as if seen from the eyes of a foreigner.

(Mojca Belak, Slovenia)

Bringing out the qualities in students is so important. Introducing them to whole new cultures and ways of life – it's not just important but it's also incredibly satisfying.

(Samira Miftah, United Kingdom)

Often, language educators perceive their educative role as that aspect of their work which gives them most personal satisfaction, either because they are able to observe the results in their learners or because the educational aspect to their language teaching stimulates their personal growth.

I truly do just love to teach, I love being around kids and watching them develop and become part of it all. Quite often I teach a student from year 7 through to A-Level and seeing them come from nothing to fluent is very satisfying.

(Samira Miftah, United Kingdom)

I like my work because it involves a lot of communication and the exchanging of ideas. I enjoy the fact that this communication changes my thoughts, gives me new ideas and different perspective to things. It is a constant challenge to express myself better, to know myself, my colleagues, the students and their parents better.

(Sarolta Berke, Hungary)

2.6. Tools-connected knowledge and skills

Nowadays teachers should turn into facilitators of the learning process, should just guide students in this process, and as such they should be well acquainted with latest technological developments (internet!) and should be able to use the latest achievements of technology at their work.

(Breda Arnejšek, Slovenia)

Not so many years ago, language educators needed to be familiar with resources such as literature, newspapers, magazines and library systems. Then technological development entered the language classroom with overhead projectors, tape, video and CD players, which made the classes more interactive and which most language educators found manageable. With the computer era, however, many teachers felt lost. Not only were there computers, a clever version of old-fashioned typewriters, but there came e-mail, CD-ROMs and the Internet.

The major breakthrough in my thinking happened when I started listening to their [learners'] needs. I was trying hard to understand how their way of thinking influences their perception of a language. I could not understand how it was possible for them to

write computer programmes in English, surf the Internet far better than I ever will, but they were not able to write a short English composition. The magic word at the time: computers. Which English teacher used a computer for more than just writing tests? But I knew the Internet was becoming a popular and useful tool for finding new teaching materials. The problem was that when it came to computers, I felt lost. I knew that the solution was more than obvious – I should ask my students for help, but it took a lot of courage to admit my ignorance and ask them to help me. They have been my best teachers ever since.

(Vida Vidmar, Slovenia)[1]

Although the situation differs from country to country and, even within countries, from one language educator to another, significant changes, related to the application of new tools, may be observed in language teaching.

We tailor our lessons according to the technology that's in that room, Internet use, speaking work, listening work, TV use. We try and do carousel activities so it's made us have to become IT literate and have to plan lessons that are more carousels like, rather than just holding the class together all the time and having control all the time. We've become a lot more adventurous.

(Rebecca Poole, United Kingdom)

I also think that the less able students are able to work better on computers, boosting confidence. It's easy to work at different levels on a computer and go at your own pace, which is more difficult in a classroom.

(Samira Miftah, United Kingdom)

New technologies have made things better for teachers and students – I can constantly refine my materials.

(Participants in the November 2001 Workshop)

Computer literacy, combined with the knowledge about the best possible application and exploitation of these new tools, has become one of the essentials for language teachers, some of whom have rediscovered their creativity through this medium.

I would say that it has had a profound effect on my teaching inside the classroom. I use the Internet all the time for downloading authentic texts for the 6th form and for the more able year-11 students in classes and we play around with them. I've also found a really good graphics website so I do all my OHP work with this website. I think I've taught the whole of the GCSE course using Eastenders because I've been able to download things and then use them within the class. […] IT has helped me become much more creative

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1   Vidmar, Vida, Committee member, Computer and Media SIG Co-ordinator, *IATEFL Newsletter*, Slovenian Branch, Vol. 7, No 26, Winter 2003, p. 4., 2003.

and I've become much more of a risk taker in class now. I get a real buzz from the constant exploring.

(Rebecca Poole, United Kingdom)

Computers have become an essential tool for my work. […] With the introduction of Vocational Matura [vocational-secondary-school leaving exam], the Internet has become the most important source of new materials. I have been trying to produce my own exercises, which should, together with the introduction of PBL (Problem Based Learning) prepare my students for their professional life or further studies.

(Vida Vidmar, Slovenia) [1]

2.7. Workplace- and society-connected knowledge and skills

Everyday teaching-related duties often require workplace- and society-connected knowledge and skills as may be inferred from the charts indicating the everyday duties performed by the language educators who participated in the 2002 survey (cf. 2.5.). Furthermore, these language educators had other tasks as may be observed in the following chart.

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1   Vida Vidmar, Committee member, Computer and Media SIG Co-ordinator, *IATEFL Newsletter*, Slovenian Branch, Vol. 7, No 26, Winter 2003, p. 4.

	writing language tests or examinations
	academic management (deciding on curriculum, syllabus, programmes, etc.)
	writing teaching materials for use by others or publication
	staff management (deciding on aims, selecting managing staff, etc.)
	running a resource, media or self-access centre
	other duties
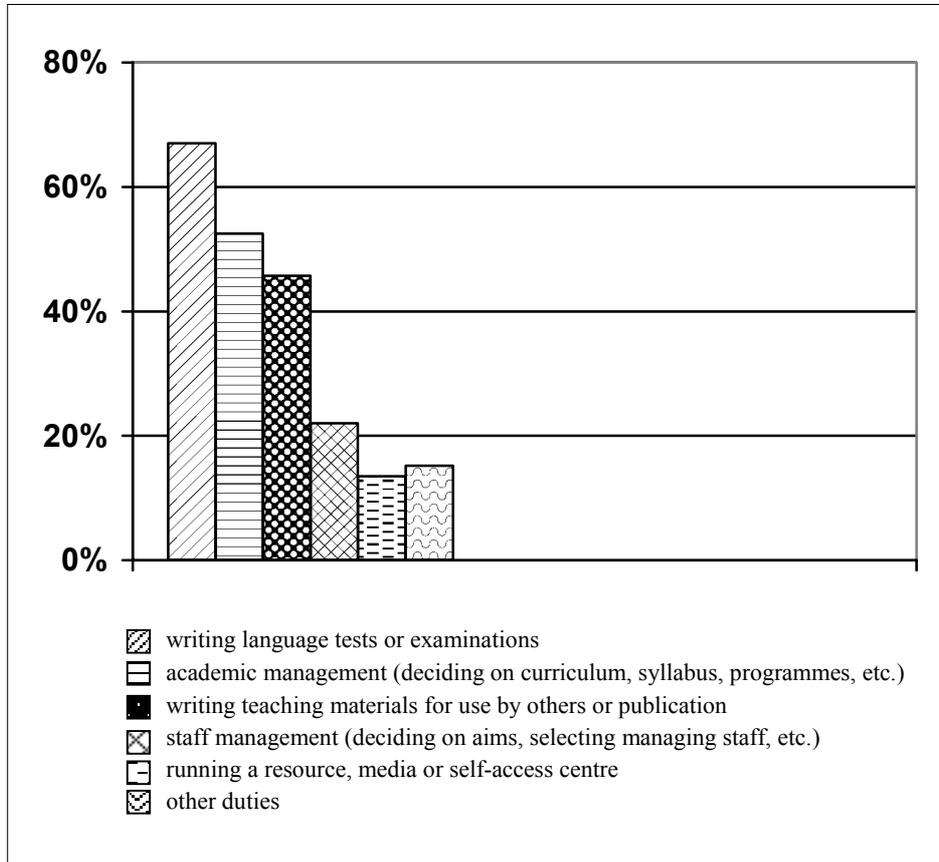
In order to fulfil these duties, language educators require managerial skills, such as organisation, administrative and time-management skills.

> I've been teaching for ten years now and so planning lessons doesn't take very long at all, I've learnt to do that very quickly. Looking after the department takes a lot longer. I've got two new student teachers coming in every year that need looking after. This requires a lot of time because you've got to sit down with them and look at the work that they have done, and they often ask for help. I've also got to organise observation lessons for the other teachers.
>
> (Samira Miftah, United Kingdom)

I'm also responsible for sessional teachers that we have in to teach enrichment courses. […] We teach the modern languages component of a school-centred initial teacher training programme at the North London Consortium. My colleague and I deliver the main core curriculum for the modern languages teachers. […] I'm the first person they contact for OFSTED (Inspections).

(Rebecca Poole, United Kingdom)

A lot of it is supporting staff with ideas and materials. As well as teaching, I run the in-service training programme, observe teachers, act as an intermediary between the school owner and the staff. I run a CELTA course every summer.

(Richard Baudains, Italy)

I analyse data, but I don't mind that because it tells you interesting things about the students and teachers that you are working with. […] We're starting to use data to set realistic targets for pupils which is something that we never would have dreamt of before.

(Rebecca Poole, United Kingdom)

Often, it is this very aspect of the profession that language educators do not appreciate.

I like the administrative side of the job less, all the filling-in of papers and reports.

(Samira Miftah, United Kingdom)

I hated the administration at first and I still put off paperwork if I can avoid it.

(Richard Baudains, Italy)

Apart from the above-mentioned skills, stress-management and interpersonal skills also play a significant part. Language educators are involved in different relationships which all affect their work and role, such as the relationships with their colleagues and staff members, learners, headmasters, heads of departments, clients, companies, employers, the school council, policy makers and parents.

As an academic manager, I'm in charge of a group of teachers and I don't find it easy to tell teachers they're not doing things right. Sometimes I have to carry out ideas my boss wants, even though I don't agree with them and that's difficult.

(Richard Baudains, Italy)

As a school owner, you have to make compromises – sometimes you can't afford to buy the equipment you need; or you have to put students together in a class even though their levels are mixed.

(Brana Lisic, Serbia)

It is difficult to work in such an environment and probably things could work better if the person in charge of leading the school would have better problem solving skills, and would be more positive towards his colleagues.

(Sarolta Berke, Hungary)

There are times when these relationships bring additional stress to the work of the language educator, also because of clashing views about language education.

[The most challenging part of my work is] coping with traditional views of colleagues about what teaching English is.

(Slavko Cvetek, Slovenia)

[The most challenging part of my work is] the resistance of experienced teachers (of the old generation) to innovations.

(Olena Korol, Ukraine)

People do not dare argue with judges, or with doctors; but with teachers, well, the sky's the limit. It seems to me that more and more parents interfere with the teaching process in an unprofessional way, and teachers are often forced to defend themselves and justify their methods. Are parents so critical because teachers really are so bad, or is it the lack of respect that causes such reactions?

(Mojca Belak, Slovenia)[1]

2.8. Flexibility and a commitment to life-long learning

Flexibility is an absolute must for language educators as they cater for their learners' needs, depend on their facilities and working environment, constantly adapt to technological and other changes influencing their work and are involved in an on-going interaction and communication process not only with their learners, but also colleagues, staff management, clients, companies, employers, parents and others. Still, flexibility does not stop there. There are language educators who feel the need to expand their language-educator-role-related activities or experiment new approaches fostering their creativity.

I've been a member of IATEFL International since 1987, I'm in IATEFL Slovenia Committee, I'm the editor of IATEFL Slovenia Newsletter.

(Mojca Belak, Slovenia)

I have always liked painting and drawing, and lately I have started to experiment with mixing art and language in my lessons. It has proved to be effective and enjoyable.

(Sarolta Berke, Hungary)

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1   Editorial, *IATEFL Newsletter*, Slovenian Branch, Vol. 7, No 25, Autumn 2002, p. 3.

Similarly, the complexity of their work, as well as the above-mentioned innovations and developments further enriching not only their subject matter but also related areas of expertise, call for an inclination to life-long learning.

> Training can never prepare you completely for the job. As a teacher you have to be a life-long learner.
>
> (Participants in the November 2001 Workshop)

> A teacher can never stop learning; education is changing all the time. You'll never reach perfection but you can always make things better.
>
> (Samira Miftah, United Kingdom)

> Teaching is a constant learning process and it keeps me alive and kicking.
>
> (Sarolta Berke, Hungary)

> I tend to think of myself as a permanent learner and would like to continue teaching.
>
> (Participants in the November 2001 Workshop)

3.   Challenges for the profession

Although the situation depends on the country, several tendencies may be observed, such as those of teachers leaving the profession or taking on several other, i.e. part-time, jobs, as well as teachers suffering from bitterness, stress and even dissatisfaction, often connected with a state of burn-out.

Several of the above-mentioned tendencies are closely linked to the status of the language educator. This differs from country to country and not all language educators are of the opinion that their professional status is low as can be inferred from the results of the 2002 ECML survey.

Teachers / educators have a low professional image and are inadequately rewarded for their work.

Language teachers have a high professional status compared to other teachers.

Teachers / educators are respected, have a positive image and fair working conditions and pay.

Language teachers have a low professional status compared to other teachers.

None of these, but, for example, educators have a high professional image but are inadequately rewarded for their work.

Nevertheless, the participants at the November 2001 Workshop and the language educators interviewed by the team involved in the *Facing the Future* project revealed that status plays an important role and may be identified as one of the reasons why language educators in certain countries are leaving the profession or are taking on other jobs in other countries. The phenomenon of teachers leaving the profession – or sometimes never even entering it – may be observed in countries, such as the Netherlands, Hungary and Slovenia. The Dutch participant to the November 2001 Workshop was of the opinion that language educators are leaving the profession, while others prefer not to enter it because of the increasing workload, with many tasks, especially extra administrative work, being added to the daily routine of the language educator. In other countries, such as Slovenia, language educators and especially beginner teachers seek better job opportunities elsewhere first.

We're finding it increasingly difficult to recruit staff.

(Rebecca Poole, United Kingdom)

The students I teach in my classes fall mainly into two groups: the good and the not-so-good ones. I know from experience that the former won't end up teaching in some primary or secondary school unless teaching is what they've always wanted to do, and unless they are convinced that the only purpose of their present incarnation is to teach. Most of the good students will find more respected and better-paid jobs. What about the careers of my not-so-good students? They'll try for more respected and better-paid jobs first, and if they fail everywhere else, they'll end up teaching.

(Mojca Belak, Slovenia)[1]

Inadequate remuneration, which again is closely linked to the status of the profession, forces language educators to take on other jobs. In a survey I conducted among Slovene language educators in 2001, only 1 out of 29 contributors did not work on the side, with 57,1% of the teachers having two more regular working activities, 19% of them having one extra regular working activity, 4,8% with three and 9,5% with as many as four more regular working activities. The Bulgarian participant to the November 2001 Workshop confided that since July 2001 Bulgarian teachers in state schools had not received their salaries but continued teaching because of their commitment to learners and attachment to the permanent post comforting them with the idea of both job and social security.

In Hungary you can't afford to be a teacher – if you have a family it's just not possible. So I don't know because even now it's a sacrifice because I have two kids and I make very little money teaching. I'm just doing it because my heart is in it.

(Sarolta Berkle, Hungary)

[It is a challenge] to keep doing it for so little money.

(Octavian Patrascu, Romania)

I think of teachers in state schools who look poor and depressed; they have an impossible job and often they're really looked down on. People say – 'oh, you're just a teacher'. It's better in a private school, but teachers should be properly paid everywhere and have some respect.

(Rebecca Blakey, Italy)

I don't think that people regard English [as a foreign] language teaching in England as a proper profession… French teachers in state education have more status.

(Participants in the November 2001 Workshop)

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1   Editorial, *IATEFL Newsletter*, Slovenian Branch, Vol. 7, No 25, Autumn 2002, p. 3.

Often, language educators reveal signs of bitterness, stress and dissatisfaction resulting from their working conditions.

> The equipment is old – I'd love to have a whiteboard, a CD player ALWAYS in the classroom, a GOOD cassette player with a counter and walls I could stick posters on. I'm not allowed to do that.
>
> (Mojca Belak, Slovenia)

> I am still full of ambitions and ideas, I like what I am doing and these reasons are strong enough to keep me in the profession. But, especially as I have a family of my own, there are moments when it starts to disturb me not to be able to lead the kind of life I would like to. It disturbs me to find it difficult to provide for my family. […] It is depressing in the long run and has a direct bearing on the quality of my work too as I believe I could invest more into my work if I was satisfied in this respect.
>
> (Sarolta Berke, Hungary)

With a number of teachers, the bitterness, stress and dissatisfaction have almost reached the stage of burn-out. If worse comes to worst, will we live to see the day when the language educators staying in the profession may be described either as people with a mission, enthusiasts and idealists, or those who have learnt to keep their teaching-related obligations to a minimum? Is it too early to ask ourselves whether we are heading in the direction of burning-out professional and non-professional teachers?

> The more I teach, the less I enjoy it.
>
> (Several contributors to the 2002 survey)

> I get so tired sometimes. You can never relax if you're teaching and you're giving, giving all the time.
>
> (Biljan Novakovic, Serbia)

4.   Concluding remarks

The world of language teaching is constantly changing. These changes are introduced by factors, such as the economic situation and purchasing power affecting the remuneration and status of the language educator, changes in policy and market forces, changes in society, technology and resources available to the language educator, as well as the growing need for professionalism of the language educator.

The main challenge I foresee in the next few years is how to motivate new young teachers to come into teaching and stay there.

(Participants in the November 2001 Workshop)

As I work in the private sector, I envisage that the commercial aspect will continue to undermine the educational component.

(Patricia Gatt, Malta)

Unless financial reasons force me to leave the profession, I would like to make progress and become a better, more skilful teacher than I am today.

(Sarolta Berke, Hungary)

Enthusiasm keeps me in the profession.

(Participants in the November 2001 Workshop)

It's a very multicultural school; I believe there are over 50 mother tongues spoken throughout the school.

(Rebecca Poole, United Kingdom)

Almost intuitively, language educators have been broadening their educational role, bringing into the classroom educational goals promoting intercultural awareness, personal and social development, as well as better study habits. In this way, they mirror other changes in society, such as the awareness that our societies are (becoming) multicultural and multilingual, even those which traditionally consider themselves as homogeneous, such as Slovenia. They have also introduced technological developments allowing for more autonomous and independent learning, not only in the case of distance learning, but also with the daily exploitation of all the resources and exposure to languages outside the traditional school environment, breaking down the classroom walls. All these developments have been bringing about changes in the role of the language educator which may be observed in the application of the Common European Framework of Reference – introducing common standards, a coherent description of the field and a systematic exploration of options – and the European Language Portfolio, an instrument empowering the learner. The language educator – who has always been a professional – is becoming aware of the need for an even increasing professionalism which may be inferred from learners' needs, quality standards and objectives.

My students' knowledge of English is very advanced and they sometimes know more than I do. I'm not perfect and I don't know everything, so I admit it when it comes to it. In a society where people are discouraged from making mistakes or being wrong, this is sometimes quite a challenge.

(Mojca Belak, Slovenia)

There will be greater pressure on language teachers since more and more students will want to speak foreign languages at a higher level.

(Judit Heitzmann, Hungary)

The pupils/students will be much more demanding (though it seems they couldn't be more); things will have to be custom-made, teachers will have to worry more about pleasing their pupils/students, satisfy <u>their</u> demands. English language teachers will have to be good entertainers.

(Anna Gonerko, Poland)

Students will rely more and more on themselves and depend less on their teachers… It will be more difficult to motivate them to work – if the lessons are not really interesting, students will be restless and will show their boredom openly…

(Breda Arnejšek, Slovenia)

If we, at this point, ask ourselves the question with which the project team started, i.e. whether language educator is a job, an occupation or a profession, the answer is fairly simple. It is a profession in its own right and language educators – often unaware of their complex professional profile – are professionals aiming to meet all the professional requirements.

The problem I personally see is, however, that language educators often do not perceive themselves as professionals, displaying pride over their professional achievements and profile, but tend to identify with the status attributed to them by society and, although with resentment, take on other jobs which they cannot carry out professionally, such as translating, interpreting, compiling dictionaries or simply teaching learners whose needs they cannot meet (as is the case of many Slovene language educators teaching Business English courses although they are not familiar with this area of human activity at all).

So, perhaps, this means that language educators have jointly to work towards the greater professionalism and, consequently, better status and respect of their profession. Accordingly, common quality standards, quality assessment and quality assurance could be agreed on and a code of practice defined as the basis of their professionalism. After all, professionalism is what is expected from the language educator. At the same time, professionalism is the basis for status and respect.

I think that there has been greater responsibility placed upon teachers; teachers are held to be much more responsible for what they do. But I think that's good, I think that shows that we're professionals.

(Rebecca Poole, United Kingdom)

Hopefully, the future will see language educators as professionals staying in the profession or entering it not only because this is what they have always wanted to do or because they have been left with no other option, but rather because the profession of the language educator will have achieved the status and respect it deserves and continuous personal and professional development of the language educator will be regarded as one of the trademarks of the profession.

> The teaching profession serves endless possibilities and is potentially a constant developmental process.

<div align="right">(Sarolta Berke, Hungary)</div>

Chapter Four:
Knowledge and resources for language educators

Frank Heyworth

The initial objective for the project 2.1.2 – *Facing the Future – Language Education and Teachers* – was to forecast the needs for teacher education in the five or ten years to come. We realised quickly that this was impossible without a view of likely developments in language learning and teaching; these will define the nature of the work and, with it, the kind of teachers who will be needed. Some of the elements the project team have identified as pre-requisites to meet the future challenge are:

1.   A new look at the aims and contents of language education

The Common European Framework of Reference (CEF) and the European Language Portfolio (ELP)

The CEF attempts a comprehensive description of the whole field of language learning and teaching, but I will restrict the discussion here to four key areas of especial importance to the training of those involved in language education.

The common scale of reference

The scale descriptors in the scale of reference provide a set of statements, expressed in terms of communicative competence and which can therefore be applied across languages to provide a framework for setting objectives, talking about progress and describing achievement. This is of enormous importance for curriculum design as it allows institutions to define the language learning objectives in terms, which are both commonly accepted and comparable. National curricula, which adopt the scale as a basis for setting the standards for target achievement, for example, would be able to compare their standards of attainment with those of other countries.

The definition of language use and the language user

The introduction to the CEF summarises a major part of the content of the work as follows[1]:

> Language learning activities are based on the needs, motivations, characteristics of learners:
>
> - What will [they] need to do with the language?
>
> - What will they need to learn in order to [do what they want]?
>
> - What makes them want to learn [...]?
>
> - What sort of people are they?
>
> - What knowledge, skills and experiences do their teachers possess?
>
> - What access do they have to [resources]?
>
> - How much time can they afford [...] to spend?

The CEF deals in detail with the choices open to those designing language courses, either as teachers or managers; a systematic analysis of the options available as answers to these questions will provide a coherent and comprehensive guide to the issues involved in course design and will ensure that it is centred on learners' needs, wishes and characteristics. It can also serve as a checklist for quality control of course design. The very detailed classification of user competences makes it possible to take into account and choose what needs to be learnt.

The outline of methodological options

In Chapter 6 of the CEF there is a systematic account of general methodological options and application of these to particular areas of teaching and learning – for example, pronunciation teaching, the development of listening and reading skills, the choice of texts and tasks, the choice of learning strategies, the teaching and learning of grammar. The options described for the choice of a general approach pose the central question of the balance between input and output; for providing opportunities for acquiring and using the language and for examining critically how instruction is to be structured. The CEF does not suggest "right" answers, but invites readers to reflect on the options open to them in a systematic way.

This, too, is relevant to the training and work of language educators; first of all, it encourages a comprehensive and reasoned approach to methodological decisions and, by listing the options, aids the teacher or course planner to make explicit the reasons for choosing one approach rather than another. It also – by providing a "public" set of

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1 Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Council of Europe/University Press: Cambridge, 2001, p. xii.

categories – makes it easier to provide a transparent description of methodological choices in a much more flexible and broadly based way than the adoption of a particular "method" or a fashionable refuge in an eclectic approach. The CEF promotes a reflective approach, involving both learner and teacher in reflective processes and this involvement in itself is a feature of a quality driven approach to learning and teaching. An example of the reflective approach in this section will illustrate this[1]:

> Learners may be expected to develop their study skills and responsibility for their own learning:
>
> a. asimply as spin-off from language learning and teaching, without any special planning;
>
> b. by progressively transferring responsibility for learning from the teacher to the [learners] and encouraging them to reflect on their learning [...];
>
> c. by systematically raising the learners' awareness of the learning/teaching processes in which they are participating;
>
> d. by encouraging learners as participants in experimentation with different methodological options;
>
> e. by getting learners to recognise their own cognitive style and to develop their own learning strategies accordingly.

The Framework as a resource for assessment

The existence of a common set of descriptors providing a framework for course design and certification will increase the need for teachers to be able to assess performance, progress and achievement in a valid and reliable way. This includes assessment of the learners' language performance and achievement for purposes of placement at an appropriate level, for monitoring progress and for evaluating and certifying the level attained at the end of the course. It is also necessary to have instruments of assessment to evaluate the use and efficiency of the resources chosen, to evaluate teacher and staff performance, to check on how well the institution is fulfilling its declared aims.

Chapter 9 of the CEF provides a categorisation of the different approaches to assessment, which provides a conceptual basis for a reasoned choice of a range of procedures to meet the different needs of an institution. The contrasts between norm- and criterion-referencing, between achievement and proficiency, formative and summative evaluation are clearly presented and explained. There is advice on steps to be taken to improve the reliability and validity of testing procedures[2]:

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1 Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Council of Europe/University Press: Cambridge, 2001, p. 149.

2 Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Council of Europe/University Press: Cambridge, 2001, p. 188.

- developing a *specification for the content* of the assessment [...];

- using *pooled judgements* to select content and/or rate performances

- adopting *standard procedures* [...];

- providing *definitive marking keys* for indirect tests and basing judgements on *specific defined criteria*;

- requiring *multiple judgements* and *weighting/or of different factors*.

In short it provides guidance for a professional approach to the management of assessment, which is an essential area of language educators' knowledge and skill.

These four examples of issues from the CEF illustrate its potential importance to the professionalisation of the work of teachers. The CEF also includes systematic categorisations of the notion of competences (socio-linguistic, strategic, pragmatic, existential competences are defined, as well as linguistic ones) of the nature and difficulty of tasks, of issues related to decisions on curricula (especially with regard to partial competences). Throughout there are invitations to readers to reflect on their present practice in relation to the description. The CEF is not always easy to understand, but it must surely become a standard component of the teacher education pre- and in-service courses.

The European Language Portfolio

The European Language Portfolio was launched at the beginning of 2001 as part of the European Year of Languages 2001.

The Council of Europe describes the Portfolio as follows[1]:

> *What is a Language Portfolio?*
>
> The European Language Portfolio fulfils two functions: it is simultaneously an *information tool and an accompaniment to language learning*. It should provide *information about language proficiency and intercultural experiences in a clear, easily comprehensible way, with internationally comparable descriptions*. At the same time it should *stimulate and help with language learning*. It is based on the overall *reference system for language learning* developed by the Council of Europe ('Common European Framework of Reference'/'Cadre européen commun de référence').
>
> The European Language Portfolio consists of three sections: the *Language Passport*, the *Language Biography* and the *Dossier*.

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1   Council of Europe's website on the European Language Portfolio: http://www.coe.int/portfolio.

The European Language Portfolio reflects the Council of Europe's concern with:

- the deepening of mutual understanding among citizens in Europe;

- respect for diversity of cultures and ways of life;

- the protection and promotion of linguistic and cultural diversity;

- the development of plurilingualism as a life-long process;

- the development of the language learner;

- the development of the capacity for independent language learning;

- transparency and coherence in language learning programmes;

- the clear description of language competence and qualifications in order to facilitate mobility.

The Portfolio

- is a tool to promote plurilingualism and pluriculturalism;

- is the property of the learner; values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education;

- is a tool to promote learner autonomy;

- has both a pedagogic function to guide and support the learner in the process of language learning and a reporting function to record proficiency in languages;

- is based on the Common European Framework of Reference with explicit reference to the common levels of competence;

- encourages learner self-assessment (which is usually combined with teacher assessment) and assessment by educational authorities and examination bodies;

- incorporates a minimum of common features which make it recognisable and comprehensible across Europe;

The development and the widespread use of the European Language Portfolio – and it has already been adopted by a number of countries – is going to have an important (and beneficial) effect on the work of teachers and, in consequence, there will be a need for appropriate pre- and in-service training in its use. This will include areas of knowledge and skill, such as:

- having assimilated the European levels on which the Portfolio is based, in such a way that course content and materials can be related to them;

- being able to assess learner performance and achievement in terms of the levels;

- being able to construct parallel level descriptors for languages for special purpose;

- having integrated learner self-assessment as an essential part of the approach for setting learning aims and evaluating progress;

- developing creative ways – projects, field work etc – of working with the ELP dossier as a regular part of language learning work;

- using the ELP as a tool and stimulus for a reflective approach to language learning.

Chapter Five:

Initial teacher education – A developmental approach

Margit Szesztay

Introduction

This chapter focuses on the role of teacher education in making the kind of language education described so far in this publication a reality. It starts out with outlining the need for initial teacher education programmes which are practice-oriented, and which are based on a reflective model of teacher preparation. It then considers the way the wider purposes and objectives of language education detailed by Teresa Tinsley in Chapter 2 might be reflected in initial teacher education programmes. Finally, it highlights the importance of life-long teacher learning.

As the reader will appreciate, in this publication we are outlining a framework for language education, which is relevant to today's changing European context in general. However, the writer of each chapter has his/her own professional biography and is presently working in one particular context. Who we are as professionals, our immediate work context, as well as the social reality of the country where we live and work all have a direct bearing on the way we see and describe the challenges facing language educators. This is true, I believe, even if we acknowledge that all the countries in Europe are multi-cultural to a lesser or greater extent.

Therefore, I find it important for the reader to know that I am a Hungarian language educator and have been working in initial English language teacher preparation for the past thirteen years. The department where I work runs a practice-oriented programme and its curriculum is modelled on the reflective approach of teacher preparation (Medgyes and Malderez, 1996)[1]. Here is how a British colleague working at another university in Hungary writes about the Centre for English Teacher Training (CETT):

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[1]   Medgyes, P. and A. Malderez (eds), *Changing Perspectives in Teacher Education*, Oxford: Heinemann, 1996.

> CETT Budapest was founded [in 1990] as the pilot centre for initial training of English teachers in just three years, with an emphasis on practical language and teaching skills. In those heady days when Hungary was newly liberated from 'under the frog', almost everything must have seemed possible, and the small, dedicated team [of staff] aimed for the very best with a wide-eyed optimism and idealism, which is perhaps unimaginable in any other historical context.
>
> (Parrot, 1997:78)[1]

This present publication makes several recommendations for educational change at various levels. However, I consider it important to note that successfully implementing educational change at an institutional level requires the existence of a team and the kind of collaborative culture that I have been fortunate enough to work in since 1990. It might seem like a commonplace, but I think it is important to bear in mind when focusing on teacher education reform that there is no real curriculum change without staff development.

It will be clear to the reader from the above short introduction that the issues I write about in this chapter originate in my own lived, professional reality, as well as in the teamwork of the ECML project that this publication is a product of. I shall now turn to what the project survey showed us about the way teachers across Europe view the initial training that they had received before entering the profession.

Preparing teachers for the realities of the classroom

Teachers' voices: what my initial training did not prepare me for

> My initial training didn't focus much on teaching. It focused mainly on linguistics and literature.
>
> ("The former Yugoslav Republic of Macedonia")

> We had very short pedagogical practice. Almost no experience of work in the class.
>
> (Latvia)

> We were totally unprepared for practical work in the classroom. We didn't know how to adapt our teaching to the level of our students, and worse, how to cope with different situations in everyday teaching. We had never discussed marking students' papers, dealing with students' personal problems, disciplinary problems [...]
>
> (Slovenia)

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1   Parrott, J., "The set book of the year", *Novelty*, Vol. 4/1, 1997.

Psychological training was given theoretically [...]

(Ukraine)

The social aspects of dealing with young people aged 13-15 [were missing.]

(Norway)

As the preceding quotations illustrate, the strongest criticism that teachers in our survey raised about the training they received is that it wasn't practical enough and did not prepare them for the realities of the classroom. Before 1990 the normal qualification for secondary-school foreign language teachers in Eastern Europe, for example, was a five-year philology degree providing trainees with thorough linguistic and literary knowledge (see Quotation 1). As the Latvian example shows (Quotation 2) the actual teaching practice was as short as two-three weeks (Enyedi and Medgyes, 1998)[1]. The traditional model of university-based teacher training in many Eastern European countries was characterised as a strong applied science model, using Wallace's (1991)[2] terminology. According to this model, theory is the foundation of the training programme. In fact, the assumption is that theory comes first, and that the application of a sound theoretical knowledge base is fairly unproblematic. As Quotation 4 illustrates, however, this is often not the case e.g. theoretical knowledge of psychology does not ensure that teachers will know how to handle *real* problems with *real* learners.

After the political and social changes of the late 1980s early 1990s, innovative approaches to language teacher education were being introduced in Eastern Central Europe. Among these the so called fast-track programmes were offered as an alternative to the traditional five-year philology-based education. This three-year practice-oriented programme was introduced in the Czech Republic, Slovakia, and Hungary, but seemed to have been firmly established only in Poland, where it is still run in 52 teacher-training colleges (Enyedi and Medgyes, 1998)[3]. Here is how a graduate of a fast-track programme writes about the training she received:

All in all, I can say that the training I received was thorough; it was very practical and helped me get acquainted with the various aspects and methods of language teaching. [...] I attended various methodology courses. I learned about coursebook evaluation, materials design, lesson planning and structuring, grammar teaching, [...] testing, evaluation and reflective teaching.

(Hungary)

Apart from its emphasis on practical methodology, the fast-track programme also differs from the traditional five-year programme in its approach to education; it is based on the reflective model of teacher preparation. As the reflective model has been

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1   Enyedi, A. and P. Medgyes, "ELT in Central and Eastern Europe", *Language Teaching*, 31, 1-12, 1998.

2   Wallace, M. J., *Training Foreign Language Teachers*, Cambridge: CUP. 1991

3   Enyedi, A. and P. Medgyes, op. cit.

gaining ground internationally, beyond the fast-track programmes mentioned above, in the following I will focus on some of its main tenets.

The reflective model of teacher preparation

One of the main tenets of the reflective model of teacher preparation is the belief in autonomous professional development. Accordingly, the trainee should be encouraged to find her own way, rather than be told. This reflects Schön's (1983)[1] ideal of the autonomous, constantly developing 'reflective practitioner'. It is connected to the principles of action research and exploratory teaching (Allwright, 1993)[2].

There are several reasons why the reflective model has gained such prominence in recent years. In the language teaching profession there has been a definite move away from the search for the best method. At a recent conference of English language teachers (IATEFL, Edinburgh, 1999) in his opening plenary Mike Wallace talked about the 'Death of Method'. He was calling our attention to the growing belief that the success of any method depends on such factors as e.g. the cultural background of the students, the personality of the teacher, or the amount of trust between students and teacher. It would seem to be the case, therefore, that good teaching involves finding the best possible method for a particular group of students of a particular school set against the background of a particular culture. This fits in very well with the notion of autonomous professional development mentioned in the previous paragraph.

Another impetus for the growing interest in reflective practice has come with social and political changes. With a move towards a more unified Europe the need to work for tolerance and mutual understanding within the landscape of multicultural societies has become highlighted. As Teresa Tinsley has argued in Chapter 2, far from being only subject-matter specialists, teachers of all subjects need to see themselves as educators working towards aims such as mutual understanding and respect for other people. And in order for such work to be truly effective teachers need to work together, school communities need to reach a shared understanding of common educational aims.

Reflective practice can be a means both for establishing an appropriate methodology for a teacher working in a given context, as well as a means for groups of teachers to work together. The essence of reflective practice lies in valuing and learning from our experiences while at the same time valuing and learning from the experiences of our students and colleagues. The life-force behind reflective practice can be found in attitudes such as open-heartedness, open-mindedness and responsibility (Dewey, 1938)[3]. It is these qualities which provide the real motivation for teachers to keep on

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1 Schön, D.A., *The Reflective Practitioner*, New York: Basic Books, 1983.

2 Allwright, D., "Integrating Research and Pedagogy", in Edge, J. and Richards, K. (eds), *Teachers Develop Teachers Research*, Oxford: Heinemann, 1993.

3 Dewey, J., *Experience and Education*, New York: Macmillan Publishing Company, 1938.

asking questions about their practice with a view to understanding it better, and ultimately, improving the quality of learning in their classrooms and in their schools.

One of the challenges facing present day initial teacher training, then, is to provide practical training, while at the same time encouraging autonomous professional development. In the following I will focus on some of the ways in which these goals can be reflected in the content and methodology of initial training courses.

Some guidelines for practice-oriented, reflective teacher education programmes

The cornerstone of a practice-oriented training programme is an extended period of teaching practice. As a colleague put it, letting someone loose on the classroom with minimal teaching experience is like giving a degree to a dentist after having pulled out just one tooth. How much teaching experience is required is hard to pinpoint; it is important, however, to have enough time in the classroom for the trainee to get a more realistic feel for the longitudinal, process side of learning (Bodoczky and Malderez, 1996)[1]. A two-week teaching practice can do nothing more than provide a glimpse. It is neither sufficient to reveal to the trainee what the real challenges and indeed rewards of teaching can be, nor is it sufficient for developing the basic survival skills that a teacher needs in order to be successful.

In addition, it is not just the amount of time spent in the classroom that is significant. It is crucial that trainees receive on-going support while facing the challenge of working with a group of students for the first time. Therefore, there needs to be a mentor who gives guidance and whose experienced pair of eyes can be a source of invaluable feedback to the beginner teacher. However, in line with the principles of autonomous professional development, experienced teachers in a mentoring role need to be aware of the dangers of being prescriptive. Giving support while at the same time encouraging autonomy is something most experienced teachers need to learn how to do on special mentor training courses. It is, therefore, important that teachers working in a mentoring role receive special training for their jobs, and that their work is appreciated and rewarded by the school and by educational authorities.

In addition to the length and nature of the teaching experience, the content and the methodology of the university or college training programme is also significant. Perhaps the most important guideline here can be that language teachers must receive *professional*, as opposed to an *academic* education. Future teachers need to learn how to act and think as professionals in the classroom. This requires a number of interconnected skills, such as for example listening actively, communicating effectively, or giving clear instructions and explanations. Therefore, the training

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1 Bodoczky, C. and A. Malderez, "Out into Schools", in Medgyes, P. and Malderez, A. (eds), *Changing Perspectives in Teacher Education*, Oxford: Heinemann, 1996.

programme must provide opportunities for developing these skills though practical methodology courses.

A professional programme of teacher preparation, then, devotes a considerable amount of time to developing basic teaching skills, such as the ones listed above. However, it doesn't stop there. It is important that these skills are not developed in isolation and take account of the realities of the classroom where they will be applied after the training programme. This is why tertiary institutions running teacher training programmes need to work in close partnerships with the schools where their graduates will end up teaching. The university department where I work, for example, runs a course called Classroom Studies which takes trainees to both public and private language school on a regular basis for guided tasks and projects which involve observing and interviewing teachers and learners.

Through such university and school training partnerships, student teachers are regularly exposed to the realities of their profession, while at the same time asked to observe and reflect on these experiences. It is the central role of observation and reflection which can ensure that the practice-oriented training they undergo does not become prescriptive and that, referring back to the beginning of this Chapter, each trainee is encouraged to become the best teacher that only they can be. Observing and analysing several 'model' teachers while developing one's own teaching style can be helpful in opening up a range of options to student teachers.

Preparing teachers for their broader educative role

When describing the broader purposes of language education in a changing Europe, Teresa identified three strands; (1) Learning how to be a good language learner, (2) Social and personal development, and (3) Intercultural competence. She argued that being a language teaching professional means incorporating these strands into one's practice. My concern here is to consider the way initial teacher education programmes could reflect these broader aims.

In the preceding section I highlighted the need for practice-oriented teacher education. It stands to reason that the content of such programmes needs to be built on what good professionals do. In other words, if language teachers are seen as language educators who do more than teach grammar and vocabulary, they need to be prepared for these wider, educational roles. They need to develop the skills required for helping their future students become good language learners, for facilitating their personal and social development, and for guiding them towards intercultural competence.

A note about the use of the word *skill*. I believe that a skilful teacher draws on an extensive knowledge base and that in the midst of practice she relies on intuition and sensitivity and a whole range of personal qualities, as well. Still, I prefer to use the word *skill*, as it highlights that what good teachers require above all is what Schön

referred to as 'knowing-in-action', or 'professional artistry' (Schön, 1983)[1]. They need to be good at on-the-spot decision making, responding to novel situations, working with real people in real contexts. The kind of analytic knowledge that might help academics write clear and logical papers about our profession is not going to be of much use in the classroom.

So the focusing question of this section is: how can we train language teachers who are skilful educators, as well? I would like to explore this question by focusing on one tool among many that could be further exploited on teacher education programmes; the use of discussions.

Using discussions on teacher preparation programmes

There are several ways in which discussion as a learning tool can strengthen the educative role of future teachers and help to develop skills needed in language education. In fact, discussions are probably already used on most teacher education programmes; e.g. trainees might discuss controversial issues on language improvement courses, engage in tasks which get them to talk about teaching related issues in a methodology class, or take part in a heated debate over stereotypes on a course focusing on culture. However, my argument is that trainees need a conscious understanding of the way discussions work and need to develop the skills needed for positively influencing the course of a discussion both as group members and as group leaders.

As discussions take place within a group, an understanding of group dynamics is essential to successful group membership and leadership. This involves giving attention to the process side of what goes on in the group, identifying key roles and patterns of communication. For example, by attending to the dynamics within a learning group trainees can notice and reflect on why certain members tend to dominate, while others hardly ever say anything. Starting to ask simple questions about participation patterns can lead trainees to identify the factors which influence group dynamics, such as trust, openness, cohesion, and self-direction (Szesztay, M., 2001)[2]. In addition, trainees can also become sensitised to the ever changing group energy which Bentley describes as "the moment-to-moment fluctuating balance of mental, emotional and physical intensity and vitality that can be felt like a positive or negative electrical charge" (1994:23)[3].

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1   Schön, D.A., *The Reflective Practitioner*, New York: Basic Books, 1983.

2   Szesztay, M., *Professional Development Through Research: A Case Study*, Unpublished PhD thesis, Exeter University, 2001.

3   Bentley, T., *Facilitation*, London: McGraw-Hill, 1994.

Apart from an understanding of group dynamics there are several other key areas for trainees to explore related to discussions. These include the way individual learning styles influence participation, or the different roles and function that a teacher can take up to guide the discussion. For example, such leadership functions include *clarifying, personalising, probing,* and *keeping the discussion on track* (Szesztay, 2001). There are several ways in which trainees can begin to explore these areas the most important of which, I believe, is an awareness-raising approach. This approach combines reading about group dynamics and discussions, identifying key terms and principles while at the same time taking part in discussions and reflecting on these experiences. It is crucial to note that for most trainees just engaging in discussions may not lead to an understanding of the group discussion process.

I would like now to return to the focusing question of this section; ways of developing language teachers who are skilful educators. With respect to discussions, awareness-raising of what makes for fruitful group talk is only the first step. Several skills training programmes have been designed to work explicitly on group discussion skills. For example, the Scottish 'Learning to Discuss' programme identifies the following group work skills: *initiating, clarifying, contributing, summarising, observing, and responding*) (Francis, 1982)[1]. The programme is built on the premise that you can become a better discussion member if you consciously identify and work on the necessary skills. In addition, the suggestion is that this is best done in a supportive group where members are committed to the same objectives.

There are several ways in which such an approach could be implemented on teacher preparation courses. For example, the kind of awareness-raising and skills development described above can be woven into any course, which has a strong group discussion component. Alternatively, it can be carried out within a separate course, as well. I have run several 'Learning to Discuss' courses as a teacher educator along the lines suggested above. The feedback by Hungarian trainees below points at some of benefits of the course as perceived by the participants themselves:

> For me the most enjoyable discussions were the ones in which the leader wasn't really a leader but rather an equal member who was responsible for the flow and the direction of the conversation but didn't try to overcontrol it. What I've concluded from this is that flexibility on the part of the leader is very important, as well as the ability to handle or react to different responses even if they are off track.

> I'm learning consciously to monitor and control the way I take part in discussions. This to me is very important since sometimes I get carried away and tend to dominate, or say too much when it's my turn [...].

The above quotations give illustrative glimpses of the process of becoming a better discussion participant and leader. I would now like to focus on the rationale for

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1   Francis, E., *Learning to Discuss. Discussion Development Group*, Edinburgh: Morey House College of Education, 1982.

including a discussion training component on teacher preparation courses and relate this to the broader aims of language teaching.

The most often cited, and most in-depth study of group discussions is *Education, Democracy, and Discussion* by Bridges (1988)[1]. The author clearly demonstrates that open discussion has a central place in the pedagogy of a teacher who is concerned with creating opportunities for democratic education. Kelly also remarks that one of the major aims of education is to prepare young people for a truly democratic way of living. This to him is the essence of education for citizenship. He writes, "... we should note that open and free debate, undirected discussion, is the method favoured by all the advocates of education for citizenship as the only appropriate method for achieving its aims" (1995:187)[2].

In addition, it has also been shown that engaging in discussions can help to stimulate reflection and critical thinking (Brookfield, 1995)[3], inspire and raise curiosity by revealing alternative ways of looking at issues, and can also be a powerful tool for problem solving (Gall and Gall, 1990)[4]. Added to these goals, a programme which also involves an awareness-raising and a skills development component can develop effective communication skills and better interpersonal skills. These potential learning outcomes cover most of the goals and objectives of language education for individual development (Chapter Two).

So far I have considered the process of group discussions and not looked at the content. By making educational issues the content of an open discussion trainees can develop further skills and understandings which they will need in their future work as language educators. For example, resource materials which highlight social, cultural and political issues can provide a fruitful starting point for a discussion (Pulverness, 2002)[5]. This way, discussions can become a tool for raising awareness of global issues. In addition, discussions can also be a powerful tool for developing intercultural competence.

'Zoom In on Britain'[6] is an example of a coursebook which systematically integrates language learning with a cultural component. In line with Byram and Zarate's[7] description of intercultural competence, the book focuses on developing skills and abilities such as *observing, interpreting, critical thinking, comparing*, and *empathising*. It is written for Hungarian learners of English and as the caption explains it sets out to 'Look into Britain through Hungarian eyes'. As one of its authors writes in the

1   Bridges, D., Education, *Democracy, and Discussion*, Windsor: NFER, 1988.

2   Kelly, A.V., *Education and Democracy*, London: Paul Chapman Publishing, 1995.

3   Brookfield, S.D., *Becoming a Critically Reflective Teacher*, San Francisco: Jossey Bass, 1995.

4   Gall, J.P. and M.D. Gall, *Outcomes of the Discussion Method*, in W.W. Wilan (ed.), *Teaching and Learning through Discussion*, Springfield: Charles C Thomas, 1990.

5   Pulverness, A. *et al*., "Survey: Resource materials for social, cultural, and political issues", *ELT Journal*, Volume 56/1, 2002.

6   Andrews, M. and U. Pohl *et al*., *Zoom in on Britain*, Swan Communication Ltd., 2001.

7   Byram, M. and Zarate, G., "Defining and assessing intercultural competence: some principles and proposals for the European context", in *Language Teaching* 29, pp. 14-18, 1997.

teacher's book, "By exposing students to the values and meanings of a different culture and by encouraging them to observe and think critically, to form their own opinions, to question taken-for-granted concepts and practices, and rethink their own identities [...] the teacher is working towards much broader educational aims."

The above-mentioned coursebook stands as an example of resource materials which can serve as triggers for discussions aimed at developing intercultural competence. It would be important for teacher trainees to find out about such materials during their training programme, and to learn how to lead successful discussions based on them.

Concluding remarks: the modelling function of teacher preparation programmes

Summing up, if "there is more to teaching than [transmitting knowledge], then there is more to the preparation of teachers than providing them with the knowledge content to transmit, and the methodological skills to transmit it most effectively" (Kelly, 1995:135)[1]. In other words, if we want language learners to become autonomous, critical thinkers, as well as sensitive and responsible citizens who are able and willing to work in collaboration with one another, it becomes crucial that teacher education programmes are designed with these goals in mind. My intention was to show that engaging in discussions together with training in discussion skills can go a long way in helping to achieve these goals.

Naturally, there are a number of other tools already referred to in this publication, which could also play a central role in designing teacher education programmes that help to prepare future teachers for their broader educational roles. These include, for example, becoming familiar with the Common European Framework of Reference, learning to use information technology, or drawing on the trainee's mother tongue or knowledge of other languages as a resource. With respect to these tools, I would like to highlight the powerful modelling function of teacher education programmes.

The methodology of the teacher preparation programme needs to model the methodology that future teachers are expected to be using in their classrooms. In other words, if we are hoping to see future generations of teachers use information technology confidently and meaningfully in the language classroom, they need to have had experience of using ITC as learners themselves. Even more importantly, modelling should take place at the level of values and attitudes, as well. To go back to the example of discussions, experiencing a liberal, interaction-based approach as learners might motivate trainees to use a similar approach when they become teachers. Also,

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1   Kelly, A.V., *Education and Democracy*, London: Paul Chapman Publishing, 1995.

seeing that their trainer is open-minded and tolerant to alternative viewpoints might strengthen these values in the trainee, as well (Loughran, 1996)[1].

I would like to end with a quotation that all the participants at our 2001 workshop considered important to bear in mind:

> Training can never prepare you completely for the job. As a teacher you have to be a life-long learner.

Taking this quotation to heart, one of the most important functions of teacher preparation programmes would seem to be to inspire and motivate, to strengthen the attitude and commitment required for life-long learning in future generation of teachers.

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1   Loughran, J., *Developing Reflective Practice: Learning About Teaching and Teaching About Learning Through Modelling,* London: Falmer Press, 1996.

Conclusion

In the book we have tried to make very strong statements of a potentially key place for language education in general education as a vector of social values and a privileged position for it in the development of the individual. They may seem idealistically optimistic, but in the context of questioning of the worth of language teaching in many contexts and a perception of low prestige and status for the profession (see the questionnaire results in the Appendix) it is important not to trivialise the potentiality.

The challenge of quality

Frank Heyworth

In order to make this vision realistic, language educators must face the challenge of quality. Language learning and teaching are complex matters and cannot be reduced to a single, simplistic model of quality. They are influenced by the personalities of learners and teachers and by the relationships between them. The content is also defined by what is happening in the world around them and the topics they choose to discuss. Nevertheless it is important to aim for high standards and to set criteria by which the quality of teaching learning operations will be judged. Factors which might be taken into account in setting quality criteria include:

- *The basic educational principles and beliefs underlying school systems*

Is there a consensus on the aims of language teaching and learning? The Common European Framework is deliberately not prescriptive – "We do NOT set out to tell practitioners what to do or how to do it ...", but at the same time clearly sets out broad principles. The Framework "supports methods which help learners build up attitudes, knowledge and skills they need to become more independent in thought and action and be more responsible and co-operative in relation to other people".

Lasnier, Morfeld, North, Borneto & Späth in the "Quality Guide for the evaluation and design of language programmes learning and teaching programmes and materials"[1] propose a number of quality principles, shown in the table below:

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[1] Lasnier, Morfeld, North, Borneto & Späth, *A* Quality *Guide for the Evaluation and Design of Quality Language Learning and Teaching Programmes and Materials*, Brussels: European Commission, 2000.

Principles	Sub-principles
RELEVANCE	Learner centredness Accountability Appropriateness
TRANSPARENCY	Clarity of aims Clarity about achievement Clarity of presentation Clarity of rationale
RELIABILITY	Consistency Internal coherence Methodological integrity Linguistic integrity Textual integrity Practicality
ATTRACTIVENESS	User friendliness Interactivity Variety Sensitivity
FLEXIBILITY	Individualisation Adaptability
GENERATIVENESS (i.e. does the learning generate further learning or development?)	Transferability Integration Cognitive development
PARTICIPATION	Involvement Personal interest Partnership
EFFICIENCY	Cost-effectiveness Ergonomy
SOCIALISATION	Social skills Intercultural awareness

- *A process-oriented model of the organisation of language teaching and learning*

  Is there a clearly stated curriculum with clear level descriptors? Is it applied with suitable resources? Is there appropriate assessment to place learners in groups, to evaluate progress and to certify achievement? Are there systems for observation of teaching and for getting feedback from learners so that the efficiency of the process can be monitored?

- *A client-centred view of teaching/learning*

  which includes analysis both of the uses to which learners will put the language they have learnt and of their learning needs and preferences. It will also analyse other stakeholders in the language education system – parents, potential employers, the needs of the society etc. The system will include procedures, such as questionnaires or focus groups, to ascertain clients' satisfaction with the learning activities.

- *Criteria focusing on the management of human resources involved in the teaching/learning process*

  Are there proper opportunities for the training and development of teachers? Are there arrangements for peer observation and reflection on the teaching process? Are there appropriate resources available?

- *Evaluation of the results of the teaching/learning activities*

  Are objectives set for progress and achievement? Are these objectives attained? Are the results in public examinations satisfactory?

Institutions involved in language teaching will need to take factors such as these into account in order to define the criteria they will apply to assessing whether they are doing things right and the standards they set for themselves. A serious approach to the future of teacher education will need to address the quality of the individual teachers to meet the requirements a new and broader definition of the role of teacher educators will bring.

Status and support – a wider view of the role of language teachers cannot take place in a vacuum; it will require public understanding of what could be achieved and official national and international support. The European Year of Languages was an important and effective start in promoting language learning in a major way and the establishment

of an annual European Day of Languages will provide regular opportunities for reinforcing this. The ECML project 2.1.1 on the Status of Language Teachers explores ways in which teacher status issues can be specified and discussed.[1]

European organisations can give the lead in defining the vision and the opportunities; a the same time it is important that at all levels, language educators get better at communicating what they can do, and become more professional in lobbying, in public relations, in marketing the profession – and developing the skills to do this could be an important part of teacher education.

Comprehensive and coherent descriptions – the Common European Framework of Reference provides a coherent description of learning, teaching and assessing languages[2]. If language educators are to (a) to promote intercultural awareness and competence (b) to have an educative role in developing learner independence and autonomy and (c) to teach language learning skills in addition to teaching languages then there will be a need for similarly coherent descriptions in order to:

- Set learning objectives

- Produce curricula

- Provide schemes of work and syllabi

- Create or choose teaching materials

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1   "The 'Charter of Principles' intends to identify some key constituents of the professional and social status of language teachers, a kind of self-definition that members of the foreign language teaching profession wish the outside world to acknowledge and respect as worthwhile in a ever-changing, multilingual and multicultural Europe. Ultimately, the charter planned, particularly if it is well disseminated, will help to enhance the social and professional status of foreign language teachers and their work within the world of education and in the wider social context." – from the project description 2.1.1 of the ECML.

2   "Transparency and coherence are essential features of setting standards. At the level of a national curriculum, this will mean that clear statements of the 'purpose and content' of language education, together with the ways in which it is to be organised must be available and communicated. This means that decisions must be taken on what languages are to be taught in schools, at what age and with what aims. The level of attainment required to pass from one part of the school system to the next must be defined as must the means for assessment of this. In order to ensure that these decisions are taken in a reasoned way, it will be necessary to have systems for taking account both of parents' wishes, of the needs of society and of educational and linguistic experts. It will also be necessary to define feasible objectives and to avoid unrealistic expectations. The *Common European Framework* will be an instrument of major importance; the definition of objectives for language teaching at some point must involve statements of the level to be aimed at. One of the aims of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparison between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed. Between them they provide a conceptual grid which users can exploit to describe their system." – from: Heyworth, Frank, Quality assurance, in Trim et al., *User Guide to the Common European Framework of Reference*, Council of Europe.

- Assess learning
- Certify achievement.

Doing this will be a major challenge with the same degree of commitment to research and to development which was needed for the Common Framework – which took over 10 years to develop. In this book we have tried to communicate the vision, which can and will make it achievable.

Professionalisation – in this chapter I have used "language educator" rather than "teacher", not with any intention to devalue the term. In the modest survey of teachers around Europe[1] the following profile of what teachers do in their work:

4.1	Classroom teaching

4.2	Preparing lessons

4.3	Materials preparation

4.4	Assessing learners' written work

4.5	Marking homework

4.6	Filling in student records

4.7	Attending staff meetings

4.8	Attending teacher development/training sessions

4.9	Leading teacher development/trainer sessions

4.10	Writing reports

4.11	Attending parent-teacher meetings

4.12	Dealing with learner discipline problems

4.13 Others – please specify
- ☐ Exams (oral):2; Fighting red-tape for recourses, arranging and organising teaching and seminars;
- ☐ Co-ordination of teacher training programmes at Slovak universities and at the training centres in Slovakia;
- ☐ Cross-curricular teaching

5.1	Administration – timetables, staff meetings etc

5.2	Staff Management – deciding on aims, selecting managing staff etc.

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1   see Appendix for survey report.

5.3   Academic management – deciding on curriculum, syllabus, programmes etc.

5.4   Writing teaching materials for use by others or for publication

5.5   Writing language tests or examinations

5.6   Running a resource, media or self-access centre

5.7   Other duties (please specify)
- ☐ Writing academic articles for publications and conference papers
- ☐ Mentoring
- ☐ Writing school-based curriculum
- ☐ Project consultancy
- ☐ Intern project co-ordinator
- ☐ Following the book market and ordering course books
- ☐ Organising conferences and teacher training courses
- ☐ Administrating IATEFL, running SIG

This gives an incomplete overview of the range of administrative, resource management, people management, training and other skills required of "teachers". Most teacher education programmes probably don't provide a systematic preparation for these competences and many teachers feel professionally uncomfortable when they take on management and administrative tasks. Likewise the profession of language educator includes many jobs outside the classroom – and these are likely to increase as the opportunities for out-of-class learning become more widespread. Teacher education programmes in the future should be preparing language educators for careers, which will include periods of teaching in classrooms – in a variety of contexts – but also for the variety of other jobs that are likely to be open to them.

Resources and working conditions – an ambitious vision of what language educators could achieve is not possible in the present working environment of most teachers. It would need sufficient school and class time being made available for teachers who can earn a decent living without having to do four different jobs. It would mean having proper hardware and software and administrative support facilities. It would mean opportunities for personal and professional development. As one of the respondents in the interviews which were carried out in the project preparation said,

> I learn most when I talk about teaching with my colleagues, but everyone is so busy we haven't a lot of time. You go to these great courses about the reflective approach, but I only have time to reflect on whether I can get to the shops in time to buy something for dinner.

Which is perhaps a good reminder that realising grand visions of what could be depends on every day practical workability.

Appendices:
Questionnaires on teachers' roles &
analyses of results

Sarolta Berke

Teachers facing the future – Questionnaire

I. BACKGROUND	
Name:	Nationality: Age: ☐ under 25 ☐ 25 – 35 ☐ 35 – 50 ☐ over 50
1. Where do you work? (location, kind of institution etc.)	
2. What does your work involve? (teaching, languages taught, other responsibilities)	
3. What professional training did you undergo to become a teacher/language educator?	
II. YOU AS A TEACHER	
4. What motivated you to become a teacher?	
5. What do you enjoy most about your job?	

6. What do you find most challenging about your work?	

<table>
<tr><td colspan="2">III. TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT</td></tr>
<tr><td>7. Is there anything in your present job that your initial training did not prepare you for?</td><td></td></tr>
<tr><td>8. What training/development needs would be priorities for you at present?</td><td></td></tr>
<tr><td>9. What changes do you anticipate in your work/professional life in five years time?</td><td></td></tr>
</table>

Teachers' voices – Questionnaire for interviews

Section one – About your job

1. What does your work involve?

2. How would you describe your job?

3. How is time allocated among the different tasks?

4. Do you work for more than one employer?

5. Describe your working environment

Section two – Feelings and attitudes

6. What do you enjoy / not enjoy about your job?

7. Describe yourself as a learner

8. What motivated you to become a teacher?

9. What do you find most challenging or difficult about your work?

10. What is the most valuable thing you do?

11. What doesn't work at the moment in your professional situation?

12. How do you perceive your professional status?

13. What keeps you in the profession?

The changing environment

14. What changes in your work or your working environment have you experienced recently?

15. What has caused these changes?

16. How have the developments in new technologies influenced your job?

17. Has your way of teaching changed in recent years? In what ways? Why?

18. What are the main challenges you foresee in the next few years?

19. How do you see yourself and your work in five years time?

Your views on training needs

20. Did your training provide you with the knowledge and skills you need for the work you do at present?
21. What training needs would be priorities for you at present?

International aspects

22. What networks are you involved in?

23. Do you belong to / are you involved in European networks?

About the profession

24. Describe what in your opinion makes a good teacher.

25. Describe the intercultural aspects of language education – do you see this as an important feature?

26. Are there differences between being a teacher and being a language teacher?

Teachers' voices –
Analyses of the open ended questionnaires

59 people answered this questionnaire as well. The different age groups are the same here as those in the other questionnaire as the same people answered both questionnaires. At first sight there seem to be a lot of different answers to the questions, but when I looked at them closely I could see that many of the answers correspond and relate to each other.

I will now take the questions one by one and describe the major categories I found. I will also cite contributors so as to make points clearer.

What motivated you to become a teacher?

Examining the motivating factors we get a very diverse picture. Altogether, I counted 19 different factors teachers mentioned.

The most frequent motivating factor came up 11 times in the answers. It is at the same time the most general one: *like working with people*.

The next group *having interest in children* was mentioned 10 times. I have considered it a separate category, as it focuses on a more concrete age group. But obviously the two factors are connected, and they have to do with the social aspect of teaching.

The *love of the language* was also mentioned 10 times.

It was interesting to see that 9 people wrote it was a *mere coincidence*. At first sight it might seem as though these people did not make a serious decision, but in most cases it meant that they were not sure at the beginning whether they wanted to become teachers or not, and it become confirmed once they had tried it.

> At first it was a temporary thing but it is so much fun that I decided to stick to it even if the pay is low.
>
> (Michele Miljkovic, Norway)

7 people mentioned one of their *ex-teachers* as motivator.

Having had a *teacher in the family* seems to be a recurring motivating factor as well (5 people). Like *sharing knowledge and enthusiasm* with others come up.

> I wanted to help others realise the beauty and excitement of learning another language.
>
> (Gabi Kiss, Hungary)

Like to *help/observe development of their learners* is mentioned 6 times.

Some people were motivated because they thought that being a teacher was a *creative task*.

> I felt teaching involves many sub-tasks where I can carry through my ideas.

> (Gabi Kiss, Hungary)

Some teachers wrote *market forces* as motivating factor and *good working prospects*.

There were some others mentioned, such as a *rewarding profession*.

> Love to work with people feel it is rewarding to disseminate knowledge and encourage students to raise their consciousness.

> (Natasa Hirci, Ljubljana)

Interest in psychology was mentioned. The *interest in different cultures* and the *wish to transmit one's culture* were expressed; a wish to *make a difference for future generations*. Some people wrote they *didn't know* or *didn't remember* why they became teachers.

Some interesting quotes, which show the depth of why people might decide to become teachers:

> View of teaching as my life mission and the confidence that I could bring about quality in the future adults' lives.

> (Mihaela Dascalu, Romania)

> A desire to make a difference for the future generations and save them from the way I was taught.

> (Urska Sesek, Slovenia)

What do you enjoy most about your job?

I have found a list of 25 different items, which again shows a great diversity. Some of the answers imply that certain teachers are involved in the teaching process with their whole personality and the enjoyment they get out of their job is very personal to them. Some other teachers enjoy it for less personal reasons, because they can try new methods, they like discussing topics with their learners etc. Most of the answers profess a higher educational aim besides language teaching.

Quite a number of teachers wrote (23) that what they really enjoy in their work is *interacting with their students*, so as some put it: *working with people*. For these teachers the social aspect gets a priority.

being together with young people, each of them having a specific world of their own.

<div align="right">(Valija Rezevska, Latvia)</div>

Some teachers wrote that it makes them happy *to see the results* of their work: getting positive feedback, or seeing their students go on to higher educational institutions.

> The learning "show", watching students grow and become self-confident, curious, and responsible; … and the 'thank you's after years.

<div align="right">(Mihaela Dascalu, Romania)</div>

> It is rewarding when you see how pleased they are to have made progress… Nothing can match the feeling that they trust you, confide in you, enjoy being there.

<div align="right">(Breda Arnejsek, Slovenia)</div>

Some teachers enjoy the fact that *they are loved* by their students or when they see that their *students get to love learning* the language.

Some teachers like the fact that they can be *free* (that they have the autonomy) to make decisions on their own, to choose the method and the particular activities they like to use.

It is mentioned several times that the job of the teacher is never boring, and is always *changing, challenging* and *dynamic*.

> It is challenging and dynamic and offers a lot of opportunity for my own growth, the opportunity to spend time with young people and the privilege of making an impact on their lives.

<div align="right">(Urska Sesek, Slovenia)</div>

A social aspect again: some teachers like *to change students' perception of life* and *see them turn into people*. They feel that they have the privilege of making an impact on students.

Some contributors feel that they *grow as teachers* and they enjoy the *life-long learning and development.*

Some teachers were less positive and wrote. "The more I teach the less I enjoy it".

Other teachers wrote that they liked to plan activities and experiment with new approaches.

What do you find most challenging about your job?

There are 25 major different angles that teachers worded in their answers and their opinion is divided among these phenomena. Some of these angles correspond to the answers in Question II.4. about the motivating factors.

Most teachers find *motivating their students* the most challenging task. Their impression is that it is getting more and more difficult to motivate learners, at least in the public sector.

Many people wrote *working with children/students* was the most challenging task for them. Although, supposedly teachers interpreted "challenging" differently. To some it probably meant a task, an area, which is somewhat difficult to solve. The difficulty is seen as positive, though, since it enhances professional development. To others it meant a task/tasks or an area which is enjoyable and which they like doing. Hence might come the wording: "Working with children/people" is challenging.

There are points that could be put in the same category. These all have to do with *providing for the personal needs of the learners*.

> As students have different aims, future plans – the challenge is how to satisfy their needs.
>
> (Skaidrite Bukbarde, Latvia)

> Helping inhibited learners on one side, but also working with talented and interested pupils.
>
> (Metka Kosir, Slovenia)

Some contributors wrote for example that the most challenging thing for them is to *solve problems with individuals*, to *give individualised attention*, to *face the demands of different students*, to *notice learning patterns* and *help the students* along the lines of their own learning styles.

Helping students with *learning disabilities* was mentioned several times as challenging, as it is not part of teacher training in most countries. More teachers wrote that managing *mixed ability* classes is challenging for them.

Some teachers find most challenging to *create a supportive* and *pleasant atmosphere* in the class, to *build a rapport* with their students.

Others are concerned about the *personality development* of their students. For them it is a challenge to *raise the self-confidence* of their students, to teach their students to *express their own opinion* and to assist in *forming their learners perspective on life*.

> Bringing up students through English, involving issues of values, personality, etc. in the English lessons.
>
> (Ágnes Enyedi, Hungary)

It is a challenge for some to *use* or *design new materials*, for others to *keep up to date.*

One teacher wrote that it was a challenge for her to *make learners forget about exams*.

(Judit Heitzmann, Hungary)

For some teachers the most challenging is to *deal with office politics* and pushing *innovations* in a system that isn't based on enthusiasm, achievement and competition. It is mentioned also that in some cases it is a challenge *to cope with colleagues*:

Coping with traditional views of colleagues about what TE is.

(Slavko Cvetek, Slovenia)

Resistance of experienced teachers (of the old generation) to innovations.

(Olena Korol, Ukraine)

For some the *endless professional development* or the *ongoing decision-making process* are challenging, while for others it is the *discipline problems*.

The unexpected that I have to face each day; seeing the students leaving a class a bit richer in knowledge and skills than when they entered the class

(Michaela Dascalu, Romania)

I spend too much time managing behaviour… It might be better to separate more precisely the strong pupils from the weaker ones…

(Nicky Walter, United Kingdom)

One person wrote *financial difficulties* as the most challenging thing:

To keep doing it for so little money.

(Octavian Patrascu, Romania)

Somebody wrote:

… working towards not only linguistic competence but intercultural awareness as well!!

(Karastateva Violetta, Bulgaria)

Lack of time for creativity.

(Karastateva Violetta, Bulgaria)

Is there anything in your present job that your initial training did not prepare you for?

How teachers see their initial training is quite diverse again, although it is much less so, than the answers to questions under paragraph II.

I have found that the central area most teachers mention as a deficiency of current teacher training is the *lack of sufficient practical training*. Training that prepares teachers for work in the classroom.

What is mentioned by most teachers is the lack of sufficient *methodological training* concentrating on the *practical side* of teaching.

Somebody wrote that her initial training simply did not prepare her *how to teach*; some wrote they had *no teaching practice* whatsoever and had to learn things by doing them. Some contributors wrote that they didn't learn enough about *communicative methodology*, some would have needed more training in dealing with *large* or *mixed ability classes*.

> My initial training didn't focus much on teaching. It focused mainly on linguistics and literature.
>
> (Kusevska Marija, "the former Yugoslav Republic of Macedonia")

> We had very short pedagogical practice. Almost no experience of work in the class.
>
> (Skaidrite Bukbarde, Latvia)

> We were totally unprepared for practical work in classroom. We didn't know how to adapt our teaching to the level of our students, and worse, how to cope with different situations in everyday teaching. We had never discussed marking students' papers, dealing with students' personal problems, disciplinary problems…
>
> (Breda Arnejsek, Slovenia)

The lack of a *practical psychology* training was mentioned; as somebody put it more concretely: how to deal with the *personal problems of teenagers*.

> Psychological training was given theoretically…
>
> (Olena Korol, Ukraine)

> The social aspects of dealing with young people aged 13-15.
>
> (Helle Solberg, Norway)

Some teachers expressed the fact that they didn't have training in teaching language to *handicapped* children or to *students with learning disabilities*.

How to help less talented children who find the demands of their course too difficult and who really are tired of going to school.

(Michele Miljkovic, Norway)

Training in teaching *language for special purposes* was mentioned as well.

Another major area that appeared from the answers was the lack of sufficient training in *course design*. Some people felt they had not been prepared to *design curriculum*, some others *to design* materials.

A number of teachers wrote that their training lacked courses on *evaluation and assessment* in practice.

How difficult to assess pupils' work using a grade system

(Helle Solberg, Norway)

The lack of training in *computer skills* was mentioned as well.

Somebody mentioned *cross curricular teaching.*

Out of the 59, two teachers actually wrote that they had been *well prepared*.

Some people mentioned that they were not prepared to deal with the *parents* and with their great expectations in some cases.

A teacher trainer wrote:

… classroom observations, supervision, thesis supervision, classroom research.

(Ágnes Enyedi, Hungary)

What training/development needs would be priorities for you at present?

The most frequently mentioned need is connected to *methodological training*. Obviously, some of the needs correspond with the answers in Question III.1, (Is there anything in your present job that your present training did not prepare you for?).

Some teachers wrote that they would like to learn more about *mixed ability groups*, about *differentiating* and about the *management of large classes*. Some concretely mention that they would need training in *drama methods*.

Some teachers wrote that they would need further training in *language acquisition* and in the *psychology of learning*.

Some people feel they would need to know more about *motivating*, some about the *cross-curricular approach*. It was mentioned that training in implementing the *multiple intelligence theory* in teaching would be needed.

More training would be needed in course preparation, material and curriculum design.

More teachers wrote that they would need more *contact with other teachers*. There would be a need for *sharing experience* in the profession.

> … seeing a more experienced teacher dealing with a similar group as mine in the long run; to get more experience this way.
>
> (Eszter Falus, Hungary)

> Rather sharing than training; finding out what people do in similar conditions in other places (across Europe definitely). I am at the stage where my greatest benefits come from discussions between professionals, sharing ides, and experience.
>
> (Anna Gorenko, Poland)

Somebody wrote, that studies in intercultural communicative competence would be needed. To refresh their language skills would be a need for some, even by going abroad.

The need to know more about assessment and evaluation comes up again.

More teachers wrote they would need training in using modern technology in language teaching.

> Nowadays teachers should turn into facilitators of the learning process, should just guide students in this process, and as such they should be well acquainted with latest technological development (internet!!!) and should be able to use the latest achievements of technology at their work.
>
> (Bread Arnejsek, Slovania)

An interesting suggestion is that an intensive dialogue between school and economy is needed.

Classroom action research and classroom observation, statistics and scientific research were mentioned in several cases.

What changes do you anticipate in your work/professional life in five years time?

The answers to this question are again diverse. First, I would list the things written about the future of the profession in general. Some people interpreted the question on a more general basis, while others took it more personally, and described a personal perspective.

It was mentioned in several cases that the *use of computers* in language teaching will increase.

Quite a few teachers said that learning will become more *autonomous*, the demand for *distance learning* will increase.

Some teachers wrote that demand for higher language proficiency will be required.

> There will be greater pressure on language teachers since more and more students will want to speak foreign languages at a higher level.

<div align="right">(Judit Heitzmann, Hungary)</div>

It was also mentioned, in the case of English teachers, that the *demand for general English will decrease*, and there will be an increasing *demand for ESP*.

According to some, *market forces will influence* language teaching.

> As I work in the private sector, I envisage that the commercial aspect will continue to undermine the educational component.

<div align="right">(Patricia Gatt, Malta)</div>

Some teachers wrote that they anticipate a shift towards more *practically motivated learners*.

Some teachers think *students will be more demanding*.

> The pupils/students will be much more demanding (though it seems they couldn't be more); Things will have to be custom-made, teachers will have to worry more about pleasing their pupils/students, satisfying their demands. English language teachers will have to be good entertainers.

<div align="right">(Anna Gorenko, Poland)</div>

The role of the English teacher will be not only that of an educator and facilitator but of an *intercultural mediator*.

One person thinks that there will be a *"drop in the standard of language teachers"* (*Ágnes Enyedi, Hungary*), somebody else anticipates more financial cutbacks in education (*Martina Preisegger, Graz*).

Some people predict a rather dark future:

> Students will rely more and more on themselves and depend less on their teachers…It will be more difficult to motivate them to work – if the lessons are not really interesting students will be restless and will show their boredom openly…

<div align="right">(Breda Arnejsek, Slovenia)</div>

Teachers taking this question more personally were rather hesitant. A number of people answered they anticipate *little or no change* at all. A few people wrote they *didn't know*, somebody said *change of job*. Some of the teachers plan to do *post graduate studies, PhD*.

The jobs, roles and tasks of language educators –
Results of a questionnaire

1.	What is your job? (Tick more than one if you need to)	
1.1	Teacher of general subjects in a primary school, also teaching languages	1 - 1,7%
1.2	Specialist teacher of languages in a primary school	9 - 15,2%
1.3	Specialist teacher of languages in a secondary school	23 - 39,0%
1.4	Teacher/lecturer in tertiary education	24 - 40,6%
1.5	Teacher in adult education	24 - 40,6%
1.6	Teacher trainer	27 - 45,7%
1.7	Director of studies / Academic manager	3 - 5%
1.8	Administrator / manager of resources or self-study centre	4 - 6,7%
1.9	Materials writer / developer	23 - 39%, occasionally: 1 - 1,7%
1.10	Language tester / test writer / developer	14 - 23,7%, occasionally: 1 - 1,8%
1.11	Language inspector / advisor	5 - 8,4%
1.12	Other job (please specify) ☐ Director of the university centre for lifelong education ☐ Senior team leader for UCLES Oral exams ☐ Research paper supervisor for secondary school ☐ Executive manager ☐ Co-ordinator of the all-Russian ESP teacher development project ☐ Member of team developing new system of teacher training for university students…	6 - 10,1%

2. What language(s) do you teach / are involved in your job?			
	My own first language	Taught as foreign language (e.g. French taught to learners who live in Sweden)	Taught as second language (e.g. German taught to learners living in Germany)
2.1 English	3	47 - 79,6%	2
2.2 French	2	11 - 18,6%	3
2.3 Spanish	1	2 - 3,3%	
2.4 German	5	4 - 6,7%	
2.5 Russian	3	2 - 3,3%	1
2.6 Italian		1 - 1,7%	1
2.7 Japanese			
2.8 Arabic		1 - 1,7%	
2.9 Others (please specify) Slovak:2, Slovenian, Romanian:2, Chinese, Polish, Norwegian:3, Latvian:1, Bulgarian:1,	12		1 (Maltese)

3. Where do you work? (tick both if appropriate)
In the public sector?   ❑   55-93%   In the private sector?   ❑   13-22%

4. Which of the following tasks do you undertake in your work? (put them in order of the amount of time they take, in an average working week: write "1" for the tasks which take the most time, then "2", "3" etc.)	
Teacher duties	
4.1 Classroom teaching	36:**1**, 10:**2**, 3:**3**, 6:**4**
4.2 Preparing lessons	13:**1**, 27:**2**, 8:**3**, 2:**4**, 1:**5**, 2:**7**
4.3 Materials preparation	8:**1**, 16:**2**, 15:**3**, 6:**4**, 4:**5**, 1:**10**
4.4 Assessing learners' written work	4:**1**, 6:**2**, 17:**3**, 16:**4**, 6:**5**, 1:**8**, 1:**10**
4.5 Marking homework	4:**2**, 4:**3**, 8:**4**, 8:**5**, 7:**6**, 5:**7**, 1:**11**
4.6 Filling in student records	2:**2**, 3:**4**, 4:**3**, 3:**5**, 6:**6**, 2:**7**, 4:**8**, 3:**9**, 2:**10**, 1:**11**
4.7 Attending staff meetings	1:**1**, 2:**3**, 5:**4**, 10:**5**, 5:**6**, 8:**7**, 4:**8**, 2:**9**, 1:**12**
4.8 Attending teacher development / training sessions	1:**1**, 2:**2**, 5:**3**, 3:**4**, 8:**5**, 5:**6**, 1:**7**, 5:**8**, 3:**9**, 4:**10**
4.9 Leading teacher development / trainer sessions	2:**1**, 4:**3**, 6:**4**, 5:**5**, 4:**6**, 1:**7**, 1:**10**, 1:**11**, 3:**12**
4.10 Writing reports	4:**3**, 2:**4**, 2:**5**, 3:**6**, 8:**7**, 5:**8**, 2:**9**, 1:**10**, 4:**11**, 1:**12**
4.11 Attending parent-teacher meetings	2:**3**, 2:**4**, 1:**5**, 4:**6**, 9:**8**, 4:**9**, 3:**10**, 3:**11**
4.12 Dealing with learner discipline problems	3:**2**, 3:**3**, 1:**4**, 3:**5**, 3:**6**, 2:**7**, 1:**8**, 2:**9**, 3:**10**, 1:**11**, 2:**12**
4.13 Others – please specify ☐ Exams(oral):2 ☐ Fighting red-tape for recourses, arranging and organising teaching and seminars ☐ Co-ordination of teacher training programmes at Slovak units and at the training centres in Slovakia ☐ Cross-curricula teaching	2:**3**, 1:**4**, 1:**6**, 1:**13**

5.	**Other language educator tasks**	
5.1	Administration – timetables, staff meetings etc	30 - 50,8%
5.2	Staff Management – deciding on aims, selecting managing staff etc.	13 - 22,0%
5.3	Academic management – deciding on curriculum, syllabus, programmes etc.	31 - 52,5%
5.4	Writing teaching materials for use by others or for publication	27 - 45,7%
5.5	Writing language tests or examinations	40 – 67,0%
5.6	Running a resource, media or self-access centre	8 - 13,5%
5.7	Other duties (please specify) ☐ Writing academic articles for publications and conf. Papers ☐ Mentoring ☐ Writing school-based curriculum ☐ Project consultancy ☐ Intern project co-ordinator ☐ Following the book market and ordering course books ☐ Organising conferences and teacher training courses ☐ Administrating IATEFL, running SIG	9 - 15,2%

6.	**Your educational role:** **Which of the following correspond to how you see your role as an educator? (Indicate as many as are relevant for you)**	
6.1	My job is just to teach the language	13 - 22,0%
6.2	In my language lessons the learners "learn to learn" more efficiently and develop good study habits	52 - 88,0%
6.3	I try to include a lot of information about the life and culture of the target language	53 - 89,8%
6.4	Language teachers have a special role in promoting tolerance and respect for other cultures	47 - 79,6%
6.5	A language teacher can help learners become more independent and autonomous	53 - 89,8%
6.6	Other aspects (please specify) ☐ Develop social/communicative skills of learners:4; ☐ Teach moral values: reliability:2 ☐ Responsibility; to teach to love the language; teaching gaining self-respect ☐ Take care of well-being of students ☐ I try to build confidence and integrate the skills with an emphasis on oral and writing skills ☐ Teaching foreign languages through arts and culture develops students skills in assertiveness and empathy ☐ Develop enthusiasm, endurance ☐ Do personal research ☐ A good language teacher stimulates the students, encourages students in their work outside the classroom and boosts their confidence ☐ Never stop to learn and promote change among colleagues	15 - 25,4%

7.	**Your professional role:**	
	Which, if any of the following professional roles do you think you fill	
7.1	Mentor (helping less experienced colleagues or teachers in training)	39 - 66,0%
7.2	Organiser (contributing to the organisation of the work in your institution)	36 - 61,0% (Head of Slovak Council of Teachers of Russian)
7.3	Creator (providing and carrying out new ideas)	50 - 84,7%
7.4	Critic (pointing out difficulties, raising important issues)	40 - 67,8%
7.5	Co-operator (helping group cohesion and collaboration)	39 - 66,0%
7.6	Other (please specify): ☐ Provider of up-to-date info ☐ Consultant (on curriculum, method. and training issues) ☐ Facilitator, team members conferences, publications ☐ Action research ☐ Co-ordinate work of Slovak organisations in the area of teacher training in foreign languages ☐ Facilitator ☐ Directing money as member of the works council of our institution	6 - 10,0%

8. Your status: Do any of the following statements correspond to your views about the professional status of language educators in your professional environment?	
8.1 Teachers/educators are respected, have a positive image and fair working conditions and pay	9 - 15,2% (Malta, Austria:3, France:2)
8.2 Teachers/educators have a low professional image and are inadequately rewarded for their work	33 - 56% (are not respected by the public-England)
8.3 Language teachers have a high professional status compared to other teachers	25 - 42,3% (at least English teachers-Slovenia) (Austria:4)
8.4 Language teachers have a low professional status compared to other teachers	8 - 13,5% (Malta) (Russia-at the uni.) (Ireland) (France)
8.5 None of these, but (please specify) ☐ Professional status is the same for all the teachers ☐ 8.1. and 8.2 depends on the type of school and headquarters ☐ Professional status of language teachers is about the same as that of other teachers (Austria); ☐ High professional status, low pay (Austria) ☐ Teachers, educators have a high professional image but are inadequately rewarded for their work. ☐ Language teachers in the private sector have a higher professional status than other teachers.	7 - 11,8%

Thank you for contributing to the study. We'll be grateful if you could complete the following details. If you would like to receive the results of the survey, please complete the contact details:

Nationality:

Andorran:	1	German:	1	Norwegian:	3	Slovenian:	9
Austrian:	7	Hungarian:	5	Polish:	3	Russian:	2
Bulgarian:	3	Irish:	1	Romanian:	2	Spanish:	1
Croatian:	1	Latvian:	3	Serb:	1	Ukranian:	1
French:	3	Maltese:	1	Slovak:	8	Macedonian:	1

Age:

Under 25	☐	2 - 3,3%
25 - 40	☐	20 - 33,8%
40 - 50	☐	32 - 54,2%
Over 50	☐	5 - 8,4%

Country in which you work:

Andorra:	1	Germany:	1	Norway:	3	Slovakia:	8
Austria:	6	Hungary:	5	Poland:	2	Slovenia:	11
Bulgaria:	3	Ireland:	1	Romania:	2	Ukrania:	1
Croatia:	1	Latvia:	4	Russia:	1	UK:	1
France:	5	Malta:	1	Serbian:	1	"the former Yugoslav Republic of Macedonia":	1

Points to consider

In a few paragraphs I would like to gather what I thought are interesting points to consider.

Just a reminder:

This questionnaire aimed to get a clear picture of the jobs, tasks connected to language education. It aims to show the diversity of the jobs of language educators, and the different skills teachers need to do their jobs.

Preliminaries:

The number of those completing the questionnaires was 59. Out of the 59 the most, 32 people (54,2%) were between the ages of 40-50. Twenty people (33,8%) completing the questionnaires were between 25-40, there were 5 people (8,4%) over 50 and 2 (3,3%) under 25.

79,6% of the contributors are teachers of *English* in different contexts. The reason for this is that most people completing the questionnaires came across the ECML cover letter either on IATEFL-PAL or on the ELTeCS lists.

Question 1 – What is your job?

Under this question there is a list of possible jobs that language educators do.

45,7% of the contributors are teacher trainers. 40,6% are involved in adult education and the same number professed to be teachers/lecturers in tertiary education. 39% of the contributors are language teachers in a secondary school, and 39% again are materials writer/developer. 23,7% of the contributors are language testers, 15,2% are primary school teachers, and 8,4% are Inspectors/Advisors. 6,7% are administrators/managers of resources or self-study centres. 5% are directors of studies/academic managers and one of the contributors (1,7%) is a teacher of general subjects in a primary school, who also teaches languages.

Out of the 59 contributors, most people – 55 (93%) – work in the public sector, 13 (22%) in the private sector. Some of these people work in both spheres.

Question 4 – Teachers duties ranked according to the time they take in an average working week

According to the responses, *classroom teaching* takes up most of teachers' time. The second in line is *lesson preparation*. It is very interesting that *assessing written work* scores rather high and is the third most frequently done duty in an average working week. Meaning that teachers put an emphasis on written work and on evaluating written work.

Then comes attending teacher development meetings. Marking homework, filling in student records and attending staff meetings score the same and are ranked as the fifth most frequently done duty in a working week. Teacher development/training sessions come next, then writing reports. The last in the line is attending parent-teacher meetings.

Question 6 – Educational roles

As one of the main interests of this project is what the roles of language teachers are it is interesting to consider the scores received here. The questionnaire gives evidence that besides the basic tasks their teaching job includes, language teachers have various other, subtler aims as well.

Out of the 59 contributors 13 (22%) thought that their job was *just to teach the language*.

89,8% of the teachers believe that language teachers *can help learners to become more independent and autonomous*. Although it might apply for teachers of other subjects as well, it could well be more of a privilege of language teachers, since they can be rather free when choosing topics or contexts to their actual classes. They are freer to adapt the topics of the lessons to the interests of their students and therefore can leave more decision-making to the students.

A rather high percentage of teachers, 89,8%, consider it important to *include a lot of information about cultural issues* of the target language. It has a direct bearing (although it can be two separate categories) to *promoting tolerance and respect for other cultures*. 79,6% believe that language teachers have a share in this.

A rather high percentage of teachers think that they can *develop their students' teaching habits, methods*. See Q.6.2. – 22%.

There were some other aspects mentioned in point 6.6, such as developing social/communicative skills of learners, to teach the love of the language. Some teachers take up the task of *seeing after the well-being of their learners*. Some aim to *build confidence/self-confidence*. Some use cross-curricular methods, such as teaching language and art hand-in-hand. More teachers think their role is to *encourage, stimulate and motivate their learners*.

The answers clearly show that language educators take on other responsibilities besides just teaching the language. These results correspond with the answers to Question 6 in the other questionnaire: "What motivated you to become a teacher?". Although, some people write "the love of the language" as a motivating factor, most of the answers profess an interest in other people, a responsibility felt for the well-being of the students and for their personal growth.

Question 7 – Professional role

Out of 59 teachers, 50 (84,7%) think of themselves as *creators*. It is a rather high percentage and it shows that language teachers do not only rely on pre-prepared, written materials, course books, but they do actively work with/on new ideas, methods, materials.

40 (67,8%) wrote that they were *critics* (pointing out difficulties, raising important issues), 39 (66%) fill the role of a *mentor* and 39 (66%) are *co-operators*. 36 (61%) wrote that they *contribute to the organisation of the work in their institution*.

Question 8 – Status

56% of the teachers wrote that they feel they have a *low professional image and are inadequately rewarded for their work*.

42,3% think that in their country language teachers have a *high professional status compared to other teachers.*

15,2% of the contributors *feel respected* and *have fair working conditions and pay.*

13,5% wrote they had low professional status compared to other teachers.

Somebody mentioned that professional status in their country *depends on the type of school* where one teaches.

In my opinion these questions and answers don't shed light on the whole area of teacher status. It takes a more focused, more precise study to give a detailed picture. It is just to get an impression of how teachers feel. It is interesting however, that although more than half of the teachers think they have low professional status and are inadequately paid they are still in the profession. One could see two reasons for this. The reason for this could either be fear, since this is the only thing they know and they don't want to take risks and start doing something else. Or it could be that they do consider their work a real profession, a responsibility that has a real meaning and importance in their eyes.

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