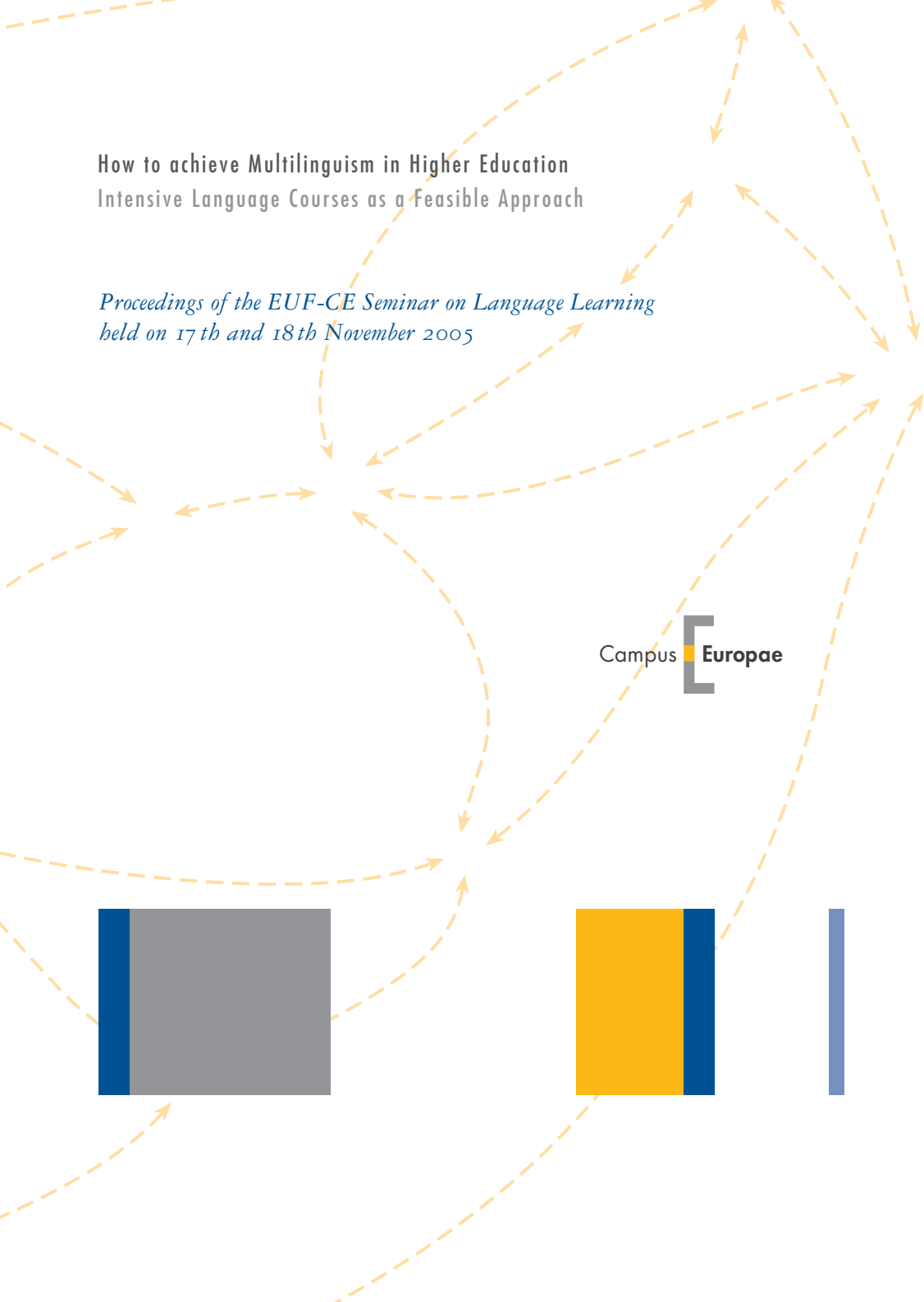


How to achieve Multilingualism in Higher Education
Intensive Language Courses as a Feasible Approach

*Proceedings of the EUF-CE Seminar on Language Learning
held on 17th and 18th November 2005*

Campus  Europae



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■ ___ **Foreword**

Introduction

The European University Foundation – Campus Europae aims to play an active part in the realisation of the “Bologna-process” and to promote Europe’s “unity in diversity” in its languages, cultures and traditions.

Language learning is an integral and fundamental component of the CE strategy. As CE is aimed at giving students a cultural experience, it is of paramount importance that the local language is learned as well. In line with the EU policy of multilingualism, CE considers Europe’s unity in diversity as a pivotal richness and advantage which should be fostered and nurtured as the ability to understand and communicate in other languages is a basic skill for all European citizens. Not only are language skills unevenly spread across countries and social groups, but also the range of foreign languages spoken by Europeans is narrow, being limited mainly to English, French, German, and Spanish. However, learning one lingua franca alone is not enough. Every European citizen should have a meaningful communicative competence in at least two other languages in addition to his or her mother tongue.

The EUF-CE encourages students to study for two years of a five-year BA/MA-study in two different European countries with two different languages, with a special focus on helping students to study not only in the countries of the “major” languages.

Aim

The seminar brought together Experts in the field of learning European languages as a foreign language, Professors of the language departments, the university Coordinators for student mobility, and the student representatives.

It provided the platform to:

- exchange experiences and best practices;
- demonstrate that the CE language concept is workable;
- start promoting the development of CE language learning methodologies.

Outcomes

The prevailing consensus of the seminar was that all experts and participants considered the CE language learning concept to be a feasible proposal. The key findings are:

1. Language learning is assimilated by students most efficiently in intensive language courses. Experience has shown that a six week intensive language course with 5hrs per day is equivalent in outcomes to a 4 semester 2-4 hrs/week course. However, after such a

course, a student who had no prior knowledge of the language cannot yet follow academic lectures in the new languages. To further improve the linguistic competence, more language teaching is needed throughout the rest of the stay abroad. With the beginning of the second semester, students should follow classes in the local language. To facilitate this support from language teachers who have subject specific knowledge could be of great help.

Prior to going abroad, the summer term could be used by students to familiarize themselves with the new language, ideally by a visiting teacher from the host university. However it should be ascertained that no “false beginners” are created who will not fit into the intensive language course during the summer, as this can frustrate students and impede learning outcomes.

2. Language learning needs sufficient resources

In times of financial cuts and tight budgets very often it is “soft” institutions such as language departments which suffer most from financial restraints and are the first ones to appear on the radar by financial departments to be targeted. In addition, 3-years BA study plans after implementation of the Bologna Process are often compressed into a conventional 4 to 5-years study programme which leaves little or no time for language learning. However, language learning needs not only sufficient financial support, but also sufficient time. This has to be considered and for CE-movers a six weeks time slot during the summer should be kept free of other study obligations like exams, etc.

3. CE member universities need a language policy

Despite the fact that languages are generally considered important, most CE universities do not have a master plan or general policy concerning how languages should be taught and learned. Such a language policy should take regard with both the learning of languages (number of languages a graduate should know, priority given to some languages, award of ECTS for language learning, time and resources allocated to language learning) and also the teaching (courses taught in other than national language, especially English; quality control for professors teaching in English). These language policies should be in line with the CE language learning concept.

4. Communication between language departments is very important

Intensive language courses can be more effective if the teachers familiarize themselves with the particularities of the native tongue of the incoming student. By means of getting

to know the linguistic background (grammar, morphology, phonetics) of the incoming students the methodology can be adjusted and learning can be made more efficient as it is easier to understand sources of mistakes. Additionally best practices in teaching the local language as a foreign language should be shared and further developed within all CE member universities.

Next steps

1. Establishing a network of language learning within CE

Within CE, language teachers of the sending and hosting university should be in close contact. In each member university one person from each language department, ideally someone who is dealing with teaching the local language as foreign language should be identified for this. The new webpage should be amended to include this group of language teachers to facilitate the exchange and to further elaborate the CE language concept and share experiences from the ongoing pilot projects.

2. Spreading the importance of language learning

CE should call upon its member universities to start creating language policies which reflect the importance of language learning and teaching which should be implemented at the executive level of each university.

3. Allocate the necessary resources to language learning

Despite tight university budgetary constraints, CE should ask its member universities to allocate the necessary resources to language learning.

■ ___ The Programme

Thursday, 17th November 2005

Introduction

13:15 – 13:30 The role of Language Learning for Experiencing the Unity in Diversity of Europe – The Language Concept of the EUF-CE University Network
Speaker: Prof. Dr. Christoph Ehmann, Secretary-General of EUF-CE

The European Perspective

13:30 – 14:05 Multilingualism
The Repercussions of EU Language Policies on Higher Education
Speaker: Mr. Luca Tomasi, European Commission

14:20 – 14:55 Diversity of Languages:
Knowledge of Foreign Languages and Cultural Tolerance as Prerequisites for European Integration
Speaker: Prof. Dr. Konrad Schröder, University of Augsburg, Germany

Experiences with Intensive Language Courses: Feasibility, Motivation, Outcomes

15:40 – 16:15 Intensive Language Training for Academic and Professional Purposes: The Bochum Experience
Speaker: Dr. Jochen Pleines, Director, Language Institute of the Land North Rhine-Westphalia, Germany

16:30 – 17:00 Intensive Language Courses for Polish at the Polonicum Mainz: Language, Culture and Literature for all University Disciplines.
Speaker: Prof. Dr. Brigitte Schultze, Director of the Intensive Language Programme Polonicum, University of Mainz, Germany

17:00 – 17:30 Intensive Polish Language Courses – Experience at the University of Lodz; The School of Polish for Foreigners in the University of Łódź, Poland

Friday, 18th November 2005

Turning the CE Language Concept into Reality

9:00 – 9:35 Intensive Serbian Language Courses for CE Exchange Students from Aveiro in Novi Sad – First Results

Speaker: Prof. Ljiljana Subotic, Ph.D., Head of Serbian Language and Linguistics Department, University of Novi Sad, Serbia and Montenegro

9:50 – 10:30 Teaching Portuguese within the CE Programme: experiences with Serbian and Latvian students in Intensive and Semestral Courses – first approaches

Speaker: Dr. Ana Margarida Belém Nunes and Dr. Helena Margarida Vaz Duarte, from the Department of Languages and Cultures, University of Aveiro, Portugal

Panel Discussion

11:15 – 12:15 Towards Linguistic Diversity within Higher Education

Speakers of the seminar: Mr. Tomasi, Prof. Dr. Schröder, Prof. Dr. Schultze, Dr. Pleines, Prof. Dr. Subotic, Dr. Nunes, N.N.

Moderator: Mr. Braun, EUF-CE

■ ___ Introduction

— The role of Language Learning for Experiencing the Unity in Diversity of Europae –

The Language Concept of the EUF-CE University Network

Speaker: Prof. Dr. Christoph Ehmann, Secretary-General of EUF-CE

Ladies and Gentlemen, dear colleagues.

I am happy to welcome you in this beautiful and idyllic chateau, the official seat of Campus Europae. We are here only thanks to the generosity of the Government of the Grand Duchy of Luxembourg. The Government under the leadership of Prime Minister Jean-Claude Juncker adopted Campus Europae in 2001, and since the beginning of 2004 we are financed with the support of the Luxembourg tax payers.

Luxembourg is an excellent location for a network such as this whose main purpose will be to increase student exchange in Europe. As long as there was no Luxembourg University all Luxembourg students had to go abroad after finishing the first or the first two years of studying. Now they have a university – and I am delighted to welcome the vice-rector Professor Lehnert – and the obligation for the students to study abroad is reduced to half a year. But on the other side Luxembourg University now offers an expanding full university program so that they can accept students from abroad for full recognized studies at the BA- and the MA-level. And students will study here already under “multilingual” conditions. The teaching languages in Luxembourg are French, German and – in some fields also English.

The Campus Europae language policy is an instrument to reach the main goal of the programme:

To give students the chance to become European citizens, to understand the unity in diversity of Europe and to increase their European employability.

The important role of the language policy becomes more obvious when you compare this policy with the role of the languages in other exchange programmes: If you wish to go abroad you have to know the language of the host university before you arrive or before you will be inscribed. That is the main reason why for example German

students prefer universities where the German language is spoken or where the teaching is held in English. Nearly 80 percent of all German students who go abroad have chosen such universities in the last years. Now also Spain has become very fashionable, more than France or Italy for example

But Europe is more than the UK, Ireland, France or Spain. So if we want to change the selection of the target-countries made by the students we have to change the language policy. Only very few people in Aveiro will learn Lithuanian one or two years in advance. A small minority of students will and can make plans so long in advance.

So we decided that the students should be free in the selection of the universities they will go and we will try to find a possibility to teach them the language in the country and shortly before the study year starts. The idea is to bring them until the start of the study year to something like an intermediate level, give them there lectures during the first half of the year mostly in English, continue the teaching of the local language during this first half of the study year so that they will be able to follow the lectures in the local language in the second half of the study year. Regarding the language in which they will write the exams they have to talk with their Professors.

We will use the English language as an interim-language. We are not making propaganda for whole study-programmes in English. We have the opinion that the learning of the local language is necessary for understanding the local culture, to understand the diversity as well as the unity in and of European culture, mentality and history. The so called minor languages have an important status in this concept. Only if the students will learn some of these languages too, then they will be able to make a judgement about if these languages, countries and people add more or less important ideas to the European history. When people don't understand the polish or serbian languages then they will be not able to judge these cultures or people.

Without the contributions of these countries to the development of Europe – in a good or in a bad sense – Europe would not be that entity as it is today.

Campus Europae will send the students not only to one country, but to two. Other than Erasmus does. Why? When you go to one other country you will compare this society with your own. You try to find out what is different. But if you will have the chance to compare three cultures then you have the chance to see what is common to them and why those common values may have European wide basis. After understanding, students will have also the criteria to separate European based societies from others – and will be able to give a rational answer to the question which new countries should join the European Union and which not and why.

So the language policy of Campus Europae is one of the crucial instruments for the realization of our concept. We hope that we will get from this seminar a response if we are on the correct way , but more: if we are on a realistic way.

Once more: Welcome and thanks for coming.

■ ____ **The European Perspective**

Multilingualism:

The Repercussions of EU Language Policies on Higher Education

Speaker: Mr. Luca Tomasi, European Commission, Directorate General "Education and Training" Lifelong Learning – Education and Training Policy, Multilingualism policy

Which language policy?

In 1993, when he was publishing "The Search for a Perfect Language in the History of European Culture" Umberto Eco declared that "The challenge for Europe is that of going toward multilingualism; we must place our hope in a polyglot Europe."

The European Union seems to have taken up this challenge with the current Commission where, for the first time, there is a Member explicitly in charge of most if not all pieces of this complex puzzle, under the rather generic heading of 'Multilingualism'. The designation of the portfolio of Commissioner Jan Figel' is an important step, because it demonstrates the awareness of the need for a coherent approach – it does not make sense to promote multilingualism for all citizens when you print your brochures in English only.

Let me first of all define the limits of my contribution. My institution, the European Commission, can be seen as designing and enacting several language policies, with different degrees of consciousness and transparency. These include:

- The issue of official languages (translation)
- The relationships with the citizens: correspondence, websites, publications
- The relationships with specialised professionals: Press conferences, press releases
- The relationships with national authorities and experts: Meetings (interpretation)
- The internal administration of the institution: Competitions, staff policy
- And, finally, the promotion of language learning and linguistic diversity in EU society

In the next few weeks, the Commission will publish a communication on multilingualism, bringing together all the different aspects in a single language policy. In the meantime, I would like to address the specific aspect that my unit is dealing with, that is the promotion of multilingualism in society, and its repercussions on higher education.

I am aware of course that other aspects of European Union policies have equally important repercussions on the interplay between languages in Europe and in higher education, which have been observed and criticised by several authors, but am not in a

position to discuss the choice of official languages or the languages used in open competitions for recruiting new officials.

Higher education in Europe is influenced in several ways by the language policies of the European Commission. The Action Plan for language learning and linguistic diversity, covering the period from 2004 to 2006, includes a series of specific recommendations for the establishments of higher education, but of course these must be embedded in the general philosophy of this document, the first organic statement of the language policy of the European Commission.

First of all, the principle. We believe that languages are in today's European Union a basic skill for all citizens. Nobody should be excluded from the possibility to learn languages, because this would mean denying access to the European dimension. Languages are important for many things: to travel, to work and study abroad, of course, but also to understand each other in an increasingly heterogeneous environment. They help us develop mutual respect and tolerance and give us access to other cultures.

In our view, language learning should be a lifelong activity. It should start as early as possible and continue as long as possible. This approach runs against what is still common practice in some countries. If early language learning is gaining increasingly wider acceptance in most Member states, many youths and many parents still think that this effort should end at the end of compulsory schooling, when young people start working or enter higher education.

This is not, of course, our opinion. Language learning should continue throughout higher education and indeed throughout all our life. This is why language learning in higher education should be placed in the framework of this lifelong effort.

Setting the picture

It may be interesting to consider a few elements, which I have taken from the recent Eurydice publication 'Key data on teaching languages at school in Europe':

- The teaching of one or more foreign languages is now compulsory in the primary schools of almost all countries covered by the survey, involving approximately 50% of primary school pupils.
- The curricula of the great majority of countries give all pupils the possibility to learn two or more foreign languages in the course of their compulsory education
- In addition, schools of many Member States can autonomously decide to offer more foreign languages as compulsory or optional subjects. In most countries, however, less

than 50% of pupils of lower secondary education avail themselves of this possibility (with great variations between countries).

- In mainstream secondary education, between 10% and 15% of total teaching time is devoted to foreign languages as a compulsory subject in most countries
- Content and language integrated learning (CLIL) exists in most countries, but only a minority of pupils currently benefit from this promising methodology
- In spite of the wide choice of foreign languages theoretically on offer in some countries, only five languages (English, French, German, Spanish and Russian) account for 95% of the languages taught in the majority of countries in secondary education
- The dominant role of English as the most widely taught foreign language is further increasing, in particular in the countries of Central and Eastern Europe
- In thirteen countries the study of English is now compulsory, but even where it is not the percentage of pupils learning English is close to 90%
- German (especially in Northern and Central Europe) and French (mainly in Southern Europe) vie for second place
- Foreign languages are mainly taught by generalist teachers at primary level and by specialist teachers in secondary schools
- Only Luxembourg and Scotland explicitly recommend that a stay in a country where the language they study is spoken be included in the curriculum of future language teachers
- 8% of 15 year old pupils declare that they speak at home a language which is not the language of instruction used at school
- Almost all countries have adopted measures of linguistic support for pupils coming from migrant families

The picture emerging from this analysis is certainly a complex one, with different and contradictory trends. Of course, the needs and objectives will vary from region to region; in many border areas, for instance, learning the neighbouring language first and another language – in all likelihood the lingua franca – later could make more sense than vice versa.

The awareness of the importance of language learning does not need demonstration; it is rather on the second aspect of our policy – linguistic diversity – that the approaches adopted by local, regional and national authorities, but also of parents, students and teachers, are less unanimous.

The Action Plan of the European Commission

As you probably know, in July 2003 the European Commission published the Communication entitled 'Promoting Language learning and linguistic diversity: An Action Plan 2004-2006'. This is a complex document, presenting our ideas on what can and should be done and announcing 45 actions that we are taking.

But of course the Community competence in this field is rather limited. The Commission therefore suggested that member States should take action to:

- Extend the benefits of lifelong language learning to all European citizen
- Improve the quality of teaching, and to
- Create a more language-friendly environment.

This point would include, for example, the promotion of a greater respect for all languages, irrespective of their status – regional, minority, migrant languages, as well as sign languages – making a better use of the human 'language resources' that surround us and increasing the demand for language learning and the supply of language teaching at all ages.

I will not deal with all aspects of the Action Plan, but will just mention a few. In primary and pre-primary, two languages should be taught from a very early age. This principle has also been approved by the Barcelona European Council of 2002.

The Action Plan however points out that Early language learning has to be well supported to be effective: small classes, a well distributed timetable, adequate materials are important elements to avoid disappointing the children and their parents.

It is in secondary and vocational education that a solid core of linguistic and meta-linguistic skills is developed. Our objective is not an unrealistic „native speaker competence“ but a realistic communicative competence.

Again, we propose to promote Content and Language Integrated Learning at this level.

Concerning Higher education, the Action Plan emphasises that every student should 'study abroad, preferably in a foreign language, for at least one term, and should gain an accepted language qualification as part of their degree course'.

At the same time, every university should design and implement 'a coherent language policy, clarifying its role in promoting language learning and linguistic diversity, both amongst its learning community and in the wider locality'.

As a matter of fact, higher education institutions are linguistically rich environments, with teaching staff specialised in literature, linguistics as well as in foreign languages themselves. They often have extensive language learning facilities, with well

equipped language centres, international links and a significant number of guest students and teachers from abroad.

This privileged position entails in our opinion a responsibility not only to their students, but also towards the larger community, and this should be the object of the language policies that we are advocating.

These could be some elements of such language policies:

- How will the university help students of all subjects to improve the language skills that they have already developed in their former education, without starting from scratch?
- How can students be helped to choose the languages most suitable for them, in connection with the subject they are reading and with their needs and interests?
- Should language teaching in higher education be aimed at deepening knowledge in the language or languages already learnt at school – mainly English – or should it aim at adding new languages to the students’ repertoire of languages?
- What can this university do to make sure that all students spend some time – say, one term – abroad, studying their subject through a foreign language, as part of their degree course, and obtain an accreditation of their language skills?
- Should this university actively promote and safeguard its own language? And if so, how? For example, what facilities can it make available to incoming foreign teachers and students, including when the language is a regional or minority language (examples of good practice in this field can be found all over the continent, from Finland to Catalonia)?
- Should the university take measures to ensure that any course that is taught through a foreign language also continues to be taught through the university’s national language? Is a modular approach, with subjects taught through both languages, a valid alternative?
- What will this university do to open up its rich multilingual environment and resources to language learners from the local community?

If language learning should be a lifelong activity, our systems should also open up to adults. They should be encouraged to carry on learning languages - apparently it is also good for your brain – and facilities should be made readily available for that purpose, including at work.

We also want language learning to be open to everybody, including people with special education needs. The Commission has recently published an interesting study on this subject, which we are now disseminating.

Recommendations of working group

Parallel to the work being done on the Action Plan, the Commission co-ordinated a working group on languages, with expert representatives of 29 European countries, established in the framework of the 'Education and training 2010' process. Some of the policy recommendations made by this group directly or indirectly concern higher education as well:

- National, regional and local authorities should make a substantial and sustained effort to promote an awareness of the capital importance of linguistic diversity
- The competent authorities should ensure that mainstream education and training policies include provision for teaching regional, minority, migrant and neighbouring languages
- Each country should have a set of carefully formulated and clearly stated objectives for language teaching at the various stages of the education system, going from stimulation of mutual respect and language awareness to acquisition of specific linguistic skills
- National authorities should encourage a generalisation of content and language integrated learning (CLIL) by defining the standards of teacher qualification and supporting the preparation of appropriate teaching materials
- The education authorities should introduce or extend the schemes for dual or multiple recognition of language teaching qualifications.

Universities are also the places where future language teachers are trained. In order to help them prepare better language teachers, the European Commission has recently published a study, co-ordinated by Professor Michael Kelly and Professor Michael Grenfell from the University of Southampton, on the European profile for language teacher education. It is a very interesting study, which I recommend to all those involved in teacher training.

Erasmus and Bologna

Of course, the main opportunities for exchanges in higher education, acting both as a motivation and an instrument for improvement of the linguistic skills of European students, are to be found in the Erasmus action of the Socrates programme and the increased mobility between universities implementing the Bologna declaration.

As we know, the linguistic benefits of the Erasmus exchanges are not limited to what is learnt in the classroom, and extend to the concrete opportunity to put your skills to use in the street, at the disco or in a shared apartment with flatmates from all over Europe. This is probably the reason why Erasmus is one of the most popular actions run by the European Commission.

It is true that the demand for Erasmus mobility tends to concentrate on the English-speaking countries, with English taught programmes in other countries as a second choice. But as more and more young people end compulsory school with a reasonable communicative competence in a second Community language, we are confident that more choice could be offered to students wishing to engage in Erasmus mobility.

In addition, the figures for Erasmus intensive Language Courses seem to demonstrate a rapidly growing interest for these courses organised in countries where less widely used and less taught languages are used.

According to recent data, 6.4% of all Erasmus students going to LWULT countries take part in EILC. This is a step forward in order to reach the target of 10% participation rate, as identified in the Commission Action Plan on Languages.

The European Indicator of Language Competence

Another important contribution to improved language learning will come, we hope, from the European indicator of language competence. The Commission has published a communication in July about this indicator, whose establishment was requested by the European Council of 2002. After consulting the working group of experts, the Commission proposes to measure the four competences – on production and understanding of oral and written language – of European students at the end of compulsory education in two foreign languages.

So far, we only have data concerning the input – the number of hours of language classes given, the number of languages studied – or self-assessment figures, such as those collected through the Eurobarometer surveys. The establishment of this indicator will allow us to correlate input and output, thus allowing us to identify which educational systems work best and which could be improved, taking inspiration from the best performers.

It is of course a difficult challenge, which requires technical ability and financial and political support from Member States. But once in place, this indicator will demonstrate the importance that our systems attach to language learning and linguistic diversity.

It will also help universities to define their language policies, with a better knowledge of the level of proficiency of their first year students.

The Integrated Lifelong Learning Programme

The Commission is also working on the definition of the new programmes for education and training that will replace Socrates and Leonardo da Vinci for the period 2007-2013. The new programme will integrate education and training aspects into one single, life-long learning perspective and will include four actions – Comenius, for school education,

Erasmus for higher education and advanced training, Leonardo da Vinci for initial and continuing vocational education and training and Grundtvig for adult education. There will also be a transversal programme, including provision for language learning, policy development, information and communication technology and dissemination, and a Jean Monnet programme on European integration.

The European Commission has recently established a stakeholders group that will advise it on the scope, priorities and administrative arrangements for the proposed new transversal key activity on languages and on appropriate ways to promote language objectives throughout the whole Integrated Lifelong Learning Programme (including in specific programmes). Of course, all suggestions and recommendations are welcome, and I invite you to let me know how we can make our programmes more effective.

Conclusions

1. Languages evolve. When you read some papers or the letters that worried European citizens address to our Commissioner, it looks like we were facing a dramatic alternative between a defence of pluralism and a global domination of the language of the only superpower left on Earth, or 'Oldspeak', as English was called in Orwell's 1984. Of course all the academics here are much more authoritative than me on this subject, but I believe that languages have a life of their own, in spite of all our efforts and all our mistakes.
2. In a situation of intensified exchanges, with increased inner and outer mobility, they are bound to change, subject to conflicting forces. Our effort should be aimed at preserving their vitality, not at 'embalming' them.
3. Whatever this evolution might be, the EU is multilingual and is going to remain multilingual. To reap all the benefits of the European dimension, plurilingualism is a must for everybody, and in particular for all those involved in higher education: the students and their families, of course, but also faculty members. Limiting the language skills of the European intelligentsia of tomorrow would mean thwart our efforts to move towards a dynamic and competitive knowledge-based society.
4. The current move towards university programmes in English is an answer to a competitive pressure for ensuring a share of the coveted fee-paying students from outside the European Community and to retain the best and brightest, who might otherwise decide to flee to the British, Irish or American universities. But this is not the only way of going international. In the future, I am persuaded that other universities as well will join the game, offering different linguistic solutions.

5. Bilingual programmes – not just in English, but in other languages as well – could in this context prove both more popular and more democratic, avoiding the inevitable ‘elitist’ approach of ‘100% English’ universities. After all, if you start learning English at primary school and go on for twelve or thirteen years, it would make sense to look for something else when you reach higher education.
6. A reinforced offer of linguistic training in standard universities – through the inclusion of less perfunctory language courses, through CLIL-type teaching, visiting professors from associated universities and so on – will help to assuage the concerns about the best or more wealthy students having to go abroad to be able to function at European level.
7. The Université Libre de Bruxelles, for instance, is introducing these days its ‘Languages plan’, aimed at providing an assessment and compulsory language training in a foreign language (English or Dutch) to all students. It is admittedly just a first step, but we are confident that the trend in most universities in Europe will be towards a reinforcement of language teaching and – hopefully – of linguistic diversity as well.
8. It is of crucial importance that the staff who teach through the medium of another language have adequate communicative competence in that language, as well as the required competence in the subject they teach and a specialist training in the skills needed for Content and language integrated learning. Likewise, materials should be specially developed or adapted for this methodology. There is nothing wrong in adopting a foreign textbook, on the contrary, but it is important that that specific textbook contains the most advanced and up-to date academic wisdom available, whatever the language.
9. The market value of languages other than English will remain high in a situation of increased mobility. And if English is enough for conducting a business meeting, it is totally inadequate for a German moving to Portugal, or for a Pole spending his or her university years in Milan.
10. What is important, in the end, is not just which language you learn at school or at the university, and not even the number of languages you learn. The key competence, in our opinion, will be the ability to take up new languages if and when they are needed. Language learning and learning through languages should equip our youths to do just this.
11. Language learning should be more than a way to ensure basic communication between people from different origins; it should be a door to other cultures, to other traditions and other views of the world. Solidarity, tolerance and mutual respect are important aspects of language learning and basic skills for the citizens of the Union.

Diversity of Languages

Knowledge of Foreign Languages and Cultural Tolerance as Prerequisites for European Integration: European Multilingualism and the Plurilingual EU Citizen – The Reasons Why and A Plea for their Existence

Speaker: Prof. Dr. Konrad Schröder, University of Augsburg, Germany

1. Plurilingualism – The State of the Art

In its 1995 White Book on Teaching and Learning the European Commission has stated as one of its general objectives that the European citizen should be proficient in at least three Community languages:

Proficiency in several Community languages has become a precondition if citizens of the European Union are to benefit from the occupational and personal opportunities open to them in the border-free single market. (European Community 1995: 67)

Though the White Book does not give any further classifications apart from mentioning the mother tongue as one of the Community languages (which in a fair number of cases will create problems), it seems obvious that the three languages (as a minimum standard) are meant to be either

- the mother tongue (in case that this language is an officially recognized EU language), a neighbouring (EU) language and an international language (for obvious reasons: English), or, alternatively
- the mother tongue (in the case of a minority or immigrant language), the national language and an international language (again for obvious reasons: English).

In a world-wide perspective, individual multilingualism is the rule and not the exception. Yet in the EU with its large and traditionally centralized (and therefore more or less monolingual national states), trilingualism is still very much a thing to develop. Countries like Britain, France, Germany, Greece, and Italy (to the exception of their minorities and immigrant populations) are at best bilingual in a smallish way, with rather little knowledge of a foreign language (English or, in the case of Britain, French), and with almost nothing else. But the linguistic world in Europe, like elsewhere, is changing, not only because of the present renaissance of regional languages (Spain being a good example), but also because of the fact that the need to communicate in an international language has become self-evident at the level of the individual EU citizen.

At the same time, new models of intercultural communication (e.g. what has been called 'receptive multilingualism'), innovative approaches in the field of foreign language teaching (e.g. 'lateral learning' focusing on 'partial skills') and, of course, the language programmes of the EU (e.g. Lingua, now incorporated into Socrates and Leonardo), foster the advent of plurilingualism.

2. A Brief Historical Perspective

Ever since the early fifties, European authorities have held that "linguistic diversity is part of the European cultural heritage and that it should, through the study of modern languages, provide a source of intellectual enrichment rather than be an obstacle to unity" (Resolution 69/2 by the Ministers' Deputies on 25 January, 1969). The European Cultural Convention of 1954 had – three years even before the Treaties of Rome – stated that Each Contracting Party shall, insofar as may be possible,

- a) encourage the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory, and
- b) endeavour to promote the study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory.

Later international declarations have added new facets to this basic creed, strengthening e.g. the position of the less widely spoken European languages (cf. e.g. the Final Declaration of the Helsinki Conference of 1975), and thus preparing the way for a more benevolent and maybe more realistic approach to regional/minority languages. Gradually, the traditional idea of Europe as a compound of National States as fatherlands (*L'Europe des patries*) has been overcome by a more regionalized approach: *L'Europe des régions*. And though this new model may have its inherent weaknesses (amongst them: too many smallish administrative units with the ensuing *Kantönligeist*; too many languages competing at local, national and European level; the possible development of a political climate dominated by multiple local egoisms), yet the regionalized view is the historically more consistent approach to the European question, since national states have existed in Europe over a maximum period of just about five centuries only, whereas most of the present regions go back to early medieval times, and the people have lived in them for more than a millennium.

3. How Many Languages for Europe?

In 2010 the EU will have some 22 official ("national") languages with equal rights, which means 461 (21 times 22) directions of translation. Of course there is machine translation, and factually not every EU document is transported into all other Community languages – and if it has to be, then there is always the possibility of *relais-translating*. Nevertheless, the number of official languages (all of which are at the same time working languages, since there is no proper legislation regarding this point) may be called enormous. In fact, when it comes to languages, the EU seems to be a unique historical experiment: an emerging world power without a common language, unlike ancient Greece, ancient Rome, the US, the Soviet Union or China. And experiments can well go wrong.

Apart from the "national" languages (which also include Luxembourgian and Irish Gaelic, though both without full working status) there are the traditional regional languages of Europe, almost fifty of them (depending on how they are counted), some unfortunately moribund and without much of a written tradition, some others very strong indeed, and getting stronger under the auspices of devolution and regionalization. What is their future status going to be? There are no ready answers.

Even more difficult is the question of the community languages (without the capital "C"), the languages of immigrants – a problem hardly ever dealt with politically by Strasbourg or Brussels. The traditional approach has been that the languages and cultures of migrant populations have a somewhat lesser (though by no means properly defined) social status. The – somewhat innocent – idea goes back to the times before the recent burning of French cities, when officials (not only in France) tended to believe that immigrants would miraculously return, at some later stage, to their native lands, or be linguistically and culturally absorbed into the receiving nations. The immigrant workforce of the 1960s and 1970s did not live in clearly defined townships; the third generation very often does, and ghettos such as parts of the Banlieue de Paris, or parts of London or Berlin have long become emerging new regions, with their own languages and cultures, non-European in most cases, and even with their own plurilingualism.

Quantifications of the immigrant language scene are difficult; the number of different languages spoken in immigrant "micro regions" throughout Europe may confidently be put to in between 200 and 300. – The largest immigrant language in Central Europe may soon be Russian: a fortunate case, since Russian is a European language and Russian culture is part and parcel of the European cultural mainstream. Yet Russian is not – so far – an official EU language.

4. Why Remain Multilingual? – The Role of English

Are the upkeep of multilingualism in Europe and the ensuing endeavours to bring about a plurilingual population really worth the trouble? After all there is a world language, which – gladly enough – has its linguistic and cultural roots in the European tradition: World English. And has the EU not had a common language for a long time, unvenerated yet omnipresent: Euro-English? Is the way in which European authorities treat the undoubted benefits of English (by not even mentioning the language and its impact in their prime documents) not a sign of the double morale of the hypocrite?

It goes without saying that there is more communication in English internally and externally in the EU than there is in any other language. English is well established as a communicative tool, it is very often considered to be smart, and almost any EU school-boy or schoolgirl will learn it as their first foreign language.

Yet English has its serious drawbacks: it is by no means the easy language that people believe it is. Good English (even if it be English for everyday purposes), idiomatically correct and politely put, is tremendously difficult. The ensuing danger of regional pidginizations is great.

Statistically speaking English is in most cases used at rather basic levels of proficiency. As a polycentric language the cultural signals inherent in the English language are very often not easy to detect. This is one reason why English used at low levels of proficiency is normally either “culture-free” or the vehicle of somewhat plain conceptions of “world culture” as a cheap amalgamation of different kinds of pop.

English has been called a “killer language”, because it allegedly kills other languages and cultures. This is a very unjust name, because it is not the language that kills but the people who use it indiscriminately and wrongly: EU teachers of English teach it (with sometimes rather little success – cf. the German DESI study of 2005) as if there were no other languages; curriculum designers give it too much space and do not train their teachers to teach it as a gateway to other languages; companies use it internally and externally because it has an international ring about itself, as a booster of the company ego, and very often not because of clearly defined needs; they even tend to disregard well-established commercial traditions based on other languages; politicians use it to show off and to underpin their popularity; WE use it in this publication because in the international context we are in there seems to be no alternative. Is there not?

So far, international languages have had their beginnings and their ends. Latin has, French has, Russian has. Is English the exception, an international language everlasting,

as it were? How about the shares of (American) Spanish on the international linguistic stock market? And how about Chinese? Again these questions are difficult to answer.

English as an international language is big business, e.g. in the publishing domain, or in the domain of language education providers and language travel (130,000 language holiday bookings to English-speaking countries from Germany alone every year). It is also easy business for those who speak one of the established Englishes as their mother tongue, since they do not need translations and they get incoming offers first. How about equal treatment in the EU? And how about Queen's English as a culturally outstanding European language, when Euro pidgin takes over? Who are the long-term winners, and who are the long-term losers?

5. There Is Indeed No Alternative – to Multi- and Plurilingualism

The EU is not a remake, a second edition, of the United States of America, neither linguistically nor culturally. It is not a virtually empty space where the deprived of all nations will go and stand together to find a better life. Europe at the beginning of the 21st century is rather a densely populated fortress with inhabitants using elaborated strategies to fight off any attempt of the deprived of other nations to get in. Furthermore, the different groups of people inhabiting the fortress have had their own history, languages and cultures over the last 1200 years. They have their own identities which they do not want to lose. Under these conditions, *e pluribus unum* is not as simple as that, and "in God we trust" as an expression of ultimate hope is perhaps less evident. Linguistic and cultural melting pots will not function. (How well have they functioned in the US?)

Identity is first and foremost through language, and language is the incarnation of culture. It goes without saying that culture can be translated into other languages, but this is a highly complex and also time-consuming process demanding a high level of foreign language proficiency, finally leading to a transfiguration instead of the original. Under normal everyday circumstances and with normal people of average education, the productive use of a foreign language will always end up in a kind of communication which is linguistically and culturally impoverished. This is why – taking the European linguistic and cultural situation into account – the general use of Euro-English at Threshold Level (B1 of the European Framework) or below is so dangerous.

Of course it can be argued that the average European citizen's general proficiency in English could be lifted to the level of near-nativeness through more adequate training. This training, however, would be so time-consuming that there would be no space any more in the curricula for any other language training, including the learners' mother

tongue. The traditional languages of Europe would be drawn into a linguistic whirlpool: no proper training at school, decaying native speaker proficiency, falling publication figures, etc. After a few generations some of the former Community languages would qualify as endangered species – like some 90 % of the world languages today. Why is there no World Wildlife Fund for languages?

How would the EU citizens react to such a development? There would probably not be much of a reaction as long as there is prosperity and a positive economic and political development. But what would happen in case of an economic, ecological, social or political depression? Would people not argue that their language, their culture, their identity had been taken from them, and that now they were willing to fight back? In other words: Would a monolingual EU in bad times be culturally and politically stable? Recent political secessions plainly suggest that the answer to this question will most likely be a no.

European multilingualism and cultural variety are both an asset and a burden. They have to be preserved not only for heritage reasons, but also – and more importantly perhaps – for reasons of inner stability. The languages of Europe have to be subsidized regionally, nationally and at EU level in order to keep the (regional and national) cultures going, and the cultures have to be kept going in order to underpin the regional and national identities as an indispensable constituent of European identity. European identity could then be defined as the faculty to linguistically and culturally function in at least two different European cultures. A prerequisite for this ability to function is an adequate training in trans-border competence (competence transfrontalière), as it should be provided both in formal education and through the European programmes mentioned above.

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- **_____ Experiences with Intensive Languages Courses: Feasibility, Motivation, Outcomes**

Intensive Language Training for Academic and Professional Purposes:

The Bochum Experience

Speaker: Dr. Jochen Pleines, Director, Language Institute of the Land North Rhine-Westphalia, Germany

I am going to draw the basic lines of activities in the field of intensive language training as it is realized in the programmes of LSI. This abbreviation stands for Landesspracheninstitut Nordrhein-Westfalen.

Some Basic Ideas Concerning Intensive Language Training

I am beginning with some introductory remarks as to the dimensions of "intensiveness". As one might have expected there is no received set of definitions of what is to be understood by "intensive language training". However, practical experience has brought forward a number of basic principles that seem to be regularly involved when intensive language training is analyzed.

a) Aims and target groups:

- language skills and competences are closely described and delimited;
- linguistic and/or communicative learning aims are strictly defined, in many cases in a reduced scale;
- intensive trainings generally form a complex and hierarchical system of courses and levels;
- in most cases intensive language trainings are designed for adult learners;
- there is a general tendency towards professional needs defining the learning aims;
- intensive language trainings are usually strictly learner-oriented;
- learners' motivations and expectations are pragmatically defined.

b) Quantitative criteria:

It is quantitative criteria that often are given priority when definitions of intensive training are being debated:

- How many lessons per day or per week are taught?
- What is the total duration of an intensive training sequence?
- How many learners are there in a learning group?

There is no generally received dividing line indicating which quantities (lessons, duration, number of learners) would define intensive training and which not. It appears to me that one should reduce the importance attributed to this kind of quantitative criteria. On the other hand, it cannot be denied that one should not fall below certain indicators: it would hardly make sense to speak of intensive training when there are 20 or more learners in a group or when the training takes only three hours per week etc. But these are merely pragmatic hints rather than clear-cut definitions.

c) Qualitative criteria:

It is this type of criteria that merits attention when defining intensive language training. The nature of the setting and the quality of didactical and methodological processing make up the major part of intensive language training criteria.

Some of the most important parameters in this field concern the following questions:

- What is the learners' profile (age, educational and professional background, mother tongue, language learning biography etc.)? Is this profile of the individual group members homogeneous or rather diverse?
- Which are the basic didactical and methodological concepts implemented in the training process?
- What kind of teaching material is in use? Are the text books specially designed for the given training?
- Which is the role attributed to native speakers?
- How are motivational and psychological obstacles and particularities dealt with? By what means are attention and learning capacities kept up during the highly condensed intensive training process?

It is not at all surprising that there is a strong tendency towards alternative and holistic pedagogical approaches to be found in many intensive training programmes.

The Institutional Framework of LSI

The institutional framework of LSI can be described as follows:

The status of LSI is that of a state-run scientific institute basically financed by the government of the "Land" of North-Rhine-Westphalia. It is situated in the city of Bochum in the centre of the industrial area of Ruhr-District. This area, formerly famous for its coal-mining and steel production industries, had known a serious economical decline in the Seventies of last century. As an answer to this development, regional authorities decided to strengthen the attraction of the Ruhr-District location by creating a centre for intensive language programmes teaching languages that did not – at that time and still do not now – figure in the common syllabus of foreign languages as taught in schools, universities or further education.

The LSI has at its disposal two buildings, both of them located in the city of Bochum. On these premises are provided offices for about 40 persons (teaching staff, librarians, administration), libraries, 20 classrooms and 90 hotel rooms.

Historical Background

In a first step, it was the Russian department that was founded in 1973. Its vocation had been that of supporting and promoting international understanding in a period of time that was marked by the ending of Cold War ideologies, the cautious opening of the Iron Curtain and of beginning "Ostpolitik"-understanding between the Soviet Union and (West-)Germany.

→ Russicum: 1973

In the following years, politicians in North-Rhine-Westphalia became aware of the importance of world-wide political, economical and cultural relationships. In order to be able to meet the challenges of foreshadowing globalisation, a second institution was founded, consisting of three parts: the Chinese department founded in 1980, the Japanese department in 1981, and the Arabic one in 1985.

→ Sinicum: 1980

→ Japonicum: 1981

→ Arabicum: 1985

In 1993 these two institutions were merged into a unitary institute bearing the denomination "Landesspracheninstitut North-Rhine-Westphalia" (LSI) which has been in use since that date.

The target groups

The central concept underlying LSI intensive language training is that of integrating two major target groups of learners. These are constituted by

1. the academic audience;
2. the professional audience.

LSI participants from the academic audience consist of two major sub groups:

- a) students of corresponding fields of study
i.e. students of Slavonic, Chinese, etc. studies,
- b) students of all other academic subjects
i.e. mainly economics, engineering, but also all further disciplines.

The distribution of these two groups varies considerably depending on the language concerned: there is a strong majority of students of economics and engineering in the LSI departments of Chinese and Japanese, whereas students attending the Russian courses belong rather to social, historical, political and legal study fields; with regard to Arabic one can state a clear tendency towards philological and cultural studies. On the whole, however, it can be retained that university students attending LSI courses belong to all fields of study and faculties, ranging from archaeology to zoology. What is striking is that the number of students of corresponding philologies (i. e. oriental studies for Arabic, sinology for Chinese etc.) has been decreasing continuously during the last decade; it has come to approximate to the zero level. On the other hand, the number of students of all other subjects has been growing rapidly over the same period, which seems to prove that students are determined to look for linguistic competence in addition to their regular fields of study. This determination seems to be further strengthened by the effects of the Bologna process.

Participants from the professional audience form the second large group attending the LSI programs. In general, it can be seen that these persons belong to the whole range of professions and activities that – one way or the other – are in contact with representatives of Arabic, Chinese, Japanese and Russian societies. The largest number in this group is made up by business men and women, both specialists and executive staff. These persons are sent to attend the LSI programs mainly by top companies acting on a world-wide scale (“global players”). The large majority of these companies have adopted the policy of preparing their out-going staff including their families in the fields of linguistic and intercultural competences before they are sent abroad.

Besides active company staff one can find are representatives of chambers of commerce, of institutions working and lobbying for economic promotion. A further group of participants are diplomats of the German (and Austrian or Swiss) Ministry of Foreign Affairs before their mission to the countries where the LSI languages are in use.

A large number of representatives of Germany's international cultural politics get their linguistic preparation in Bochum before being sent abroad; the most important institution in this field are the German Academic Exchange Service (DAAD), the Goethe-Institute, InWent (formerly Carl-Duisberg-Gesellschaft CDG) and several others.

Another important group is formed by journalists and correspondents working for German television and radio stations as well as newspapers and other print media.

In addition to the groups mentioned so far, one finds professionals from all kinds of activities attending the LSI courses:

- medical staff preparing for a specialization in acupuncture;
- lawyers with a specialized regional focus;
- missionaries with a particular vocation for Russia, China or other countries.

As an example for a quite recent innovation let me mention the linguistic tuition in the Russian language for the European astronauts from the European Space Agency getting trained for joint space missions with Russian cosmonauts.

In summary, it is this integration of students and professionals, both coming from the whole range of studies and activities, that makes up the special vocational setting of LSI language courses.

The distribution of target groups of learners

In 2005 the audience of the LSI was distributed as follows:

- University students of corresponding philologies 9.4%
- University students of other disciplines 41.0%
- Active professionals 31.9%
- Pupils, trainees, jobless etc. 17.7%

The languages

As I already mentioned in the introductory remarks, LSI does not teach the standard range of foreign languages such as English, French, Spanish or Polish etc.; its activities concentrate on languages that are not – or not sufficiently – present on the syllabus of languages taught in German educational institutions, be it on the primary, the secondary, university or the vocational level.

The languages taught in LSI are Arabic, Russian, Chinese and Japanese. To a lesser extent, there are also courses offered for Korean (since 1996) and for Persian/Farsi (since 2004).

The LSI sees itself regularly confronted with questions concerning the criteria of selection for the languages taught in this institute. The most uncomfortable criterion put forward quite frequently is that of "exotic" languages. It is similarly senseless to speak of Arabic or Chinese etc. as "small" or "minor" languages. All these explanatory efforts have their origins in a period of eurocentric hypocrisy which has obviously become out-dated and inappropriate in times of global forms of cooperation and communication.

The Distribution of Learners

In the year 2004 participants booked a total of 3.404 weeks of tuition (learner-weeks). The distribution among the LSI languages was as follows:

- Arabic 25.1%
- Chinese 25.5%
- Japanese 20.1%
- Russian 24.7%
- other languages 3.7%

These figures show that the four central LSI languages are of a rather similar importance with regard to the public demand.

Didactical Principles

All LSI courses are designed as contrastive programs, which means that they contrast the structure of the target language with the learners' language (and culture!). A fundamental prerequisite for this approach is that LSI courses address themselves exclusively to a German speaking audience, where German-speaking means native mastery or a very good mastery of German as a foreign language.

The central objectives of LSI intensive language courses are:

- communicative competence in the target language, and not a theoretically based insight into linguistic structures;
- the linguistic competence achieved in these courses is designed and intended for communicational needs and for practical purposes in a real-world framework;
- all four basic language skills are taught in the LSI courses, with, however, active skills (speaking and writing) and spoken language being favoured;

- the courses aim at an integrated understanding and competence of as well linguistic as socio-cultural faculties;
- on the whole, communicative competence is seen as a natural element of an overall competence of action.

The LSI staff

The teaching staff, its qualifications and motivations, are to be considered as the most valuable component of an institute like the LSI.

The teaching staff being obviously the most important element, it must as well be acknowledged that an administrative staff equally well qualified and in close exchange and interrelation with the lecturers is a prerequisite of identical relevance.

For excellent work to be accomplished on all levels it is decisive that there be a body of highly motivated collaborators, a central nucleus of (teaching and administrative) salaried staff who are granted a payment corresponding to the quality demanded. This central body of permanent collaborators should be regularly completed by native speaker guest lecturers from the target societies who are invited for a limited period of time. In the case of LSI, this means guest stays for a period between three and twelve months.

For certain peaks of demand there should be a pool of local employees who can be integrated into the teaching process on a short-time basis.

It is a basic requirement for the LSI courses that there be a mixed staff composed of native speakers and German specialists. Although LSI finds itself regularly confronted with the demand for a staff of native speakers exclusively, we explicitly defend the position that a mixed staff is to be preferred by all means. Of course, native speakers standing for authenticity and mother tongue fluency form an obligatory part of the staff by all means!

The LSI staff (long term employment) is composed of roughly 40 persons whose functions are distributed as follows:

- teaching staff 24
- management/administration 10
- libraries 4
- others 2

In addition to this central staff there is a pool of short-time experts employed on demand.

The Methodological Framework

The above-mentioned didactical foundations form a kind of common basic platform. All language teaching activities starting off from this platform the heads of the four language departments are nevertheless free to design their course programs individually depending on and in accordance with the particular linguistic conditions and the demands of their "clients". There is no such thing as an over-all compulsory concept that has to be realized at all cost. This fundamental methodological flexibility allows an approach transforming LSI language teaching activities into a permanent construction site.

A second basic element in LSI language teaching is its highly condensed time-schedule: the daily time-table comprises between six and eight lessons (of 45 minutes each) to which have to be added further two to four hours of individual study per day.

The course units have a duration of two to three weeks each, with 5 ½ days of teaching per week.

The learning groups should by no means comprise more than eight persons. In most cases LSI learners are split up into three or even four parallel learning groups. During the period of the course unit the learners will form a closely knit community undergoing and living the language learning process as a joint experience.

As most of the participants make use of the boarding facilities on the premises of LSI, the learners not only work and study together during the lessons but also have their extra-classroom activities as preparing their meals, eating, relaxing, sports etc. in common. It therefore is quite frequently the case that these learning groups form "crews" that stay in contact and meet even after they have reached their "expat" destinations abroad.

The role of technology

The fundamental criterion for applying technical instruments as e. g. language laboratories, internet based programmes is the answer to their effects: what is the outcome of using this or that tool? One should bear in mind that this question cannot be answered independently from the given didactical context! Of course, a language lab will be an extremely useful instrument, and of course e-learning programs can be astonishingly helpful in the process of language learning. But these positive results do not necessarily apply to all learning contexts. It is especially the setting of intensive learning that is liable to provide comparable or better results than a setting relying exclusively on media-based tools. If the time reserved for learning the language is so short and the expectations of the participants are so high, it is rather the quality of the lecturers, the value of the didactic model and the motivation and concentration of the (small number of) learners that stand for success!

In LSI intensive courses technical infrastructure sees itself reduced to a rather peripheral position in the didactic process. Intensive course settings demand a high investment in real personal contacts between learner and lecturer, personal tuition being an extraordinary prerogative for high efficiency language learning.

As a result of this we are able to state already at this point of the presentation that intensive language teaching is inevitably extremely costly!

Fees: the financial part

Students enrolled in a German university have been used to not paying any fees for their studies. This practice is about to change radically in these days, as a large number of ministries of the "Länder" in charge of the universities in Germany are in the process of introducing study fees. Although the LSI is affiliated to the Ministry of Higher Education and Research of the "Land" of Northrhine-Westphalia it does not have the status of a university. As a consequence of this, the LSI intensive language programmes have never been available free of charge.

Presently, there are three categories of participants who are charged different fees for the same "product":

- Full fee companies, professionals
- Reduced fee civil servants (ministries etc.), public radio, tv stations etc.
- Low budget fee students, trainees, pupils, interns etc.

Fees vary depending on the daily volume of lessons and on the duration of the courses. In what follows I will present some examples of the fees participants are charged for particular programs (all prices in Euro):

Language	duration	Full fee	Reduced fee	Low budget fee
Russian	2 weeks	770	510	210
Arabic	3 weeks	1.325	875	360
Chinese.....	3 weeks	1.420	938	385

These fees are liable to constant evaluations and adjustments, which of course means that they will be increased regularly.

In addition to the fees mentioned above, participants have to pay for the teaching material (see below) and for the accommodation in the LSI boarding rooms. Depending on room standards the rent varies from 12.50 to 32.50 Euro per room and day.

The teaching material

Intensive language courses demand a specialized teaching material! It is absolutely out of question to make use of text books etc. developed for standard teaching contexts. This is due to the following particularities of intensive courses as offered in LSI:

- learners are adults,
- they are highly motivated,
- the teaching intensity demands permanent methodological variations,
- the heavy time load makes a high quantity of texts, exercises etc. necessary,
- communicative competence as a central target concept is rarely present in standard textbooks for these languages,
- most other textbooks are either English-based or use a neutral background, whereas LSI uses an approach contrasting the target language with German (linguistic and cultural) structures.

All this has led to the necessity to develop the language teaching materials as used in the LSI courses by the institute itself: all textbooks, audio-cassettes or CDs, grammatical handbooks etc. have been developed, tested and rearranged by the staff of LSI lecturers.

A smaller part of the teaching material is reproduced "on demand" for certain courses; the main part of the materials, however, especially those that are used most frequently, are being published with a publishers' in Wiesbaden: Otto Harrassowitz Verlag Wiesbaden.

This channel makes the LSI teaching materials available to a general public who can buy these products in bookstores throughout Germany.

LSI-Courses Abroad

It is a basic assumption for the LSI concept that it is preferable to have initial language tuition in your own country and that only after having laid thorough foundations students should go abroad for a further development of their linguistic competence.

LSI offers special courses in the countries of the target language on an advanced level for German learners for a short period covering just the time of the course concerned (mainly 3 to 4 weeks). Since 1997 we offer a different type of courses abroad that addresses itself to Germans already who are already living in the country: China, Japan or Russia. This is, of course, the outcome and effect of globalization that causes hundreds and thousands of German specialists and their families to follow a mission in these countries, often without having the opportunity of having a linguistic and/or intercultural training beforehand. In this particular case, LSI does offer courses for beginners abroad.

All courses taught abroad are obligatorily directed by LSI lecturers, which means that for all these courses one (sometimes even two) of the LSI lecturers' staff is sent to teach the course in Beijing, Shanghai, Nanjing or Tokyo.

In all these cases, the LSI courses are organized in close cooperation with local authorities, i. e. either a university of the target country or a German institution (German Embassy, German School, German Chamber of Commerce, German Centre) present in the countries. And in most cases the LSI lecturers is assisted by a local lecturer who – in general – is a former guest lecturer to Bochum who, thus, is fully initiated in the LSI teaching philosophy from his teaching experience during his/her stay in Bochum.

It should be underlined here that the teaching of courses abroad is a central factor in the concept of further education of the LSI staff, as well for German specialists, as for native speakers after a longer stay in Germany.

The LSI has intensive relationships with partner institutions in the target countries. The aims of these relationships are stipulated and agreed upon in bi-lateral contracts between LSI and ist partner institutions. The table below lists the partners of the four LSI departments followed by the year of the initial signing of the contracts:

– LSI-Arabicum	Ain Shams-University Cairo	(1999)
– LSI-Japonicum	Osaka University of Foreign Studies	(2000)
	Rikkyo University Tokyo	(2002)
	Keisen Women's University Tokyo	(2003)
	Waseda University Tokyo	(2003)
– LSI-Russicum	Lomonossov-University Moscow	(1998)
	Moscow Linguistic Center	(1999)
	Linguistic University Nishnij Novgorod	(1993)
	State University Simferopol/Crimea	(1993)
– LSI-Sinicum	Nanjing University	(1983)
	Foreign Language University Beijing	(1997)
	Tongji Universtiy Shanghai	(2003)

These contracts regulate three central types of exchange activities that the LSI cultivates with each one of these partner institutions:

- inviting of guest lecturers for up to 12 months to Bochum
- teaching courses for Germans in the country of the partner institution
- conducting joint projects of research and development of teaching materials.

Further Activities

In addition to the activities mentioned in the fields of linguistic and intercultural training there are numerous smaller activities where other institutions or persons address themselves to the LSI to obtain assistance, among others in the following fields:

- professional screenings for certain branches, testing:
 - _ Jetro test (for the Japanese Ministry of Economy)
 - _ TRKI test (for the Russian Ministry of Education)
 - language contests: "Russia...my own view"
 "Russian for Europe"
 "Japan...my own view"
- intercultural trainings: these are mainly weekend seminars for German managers, diplomats, lecturers or trainees going abroad;
- workshops: on relevant topics of language training such as the Common European Framework of Reference for Languages, multimedia elements in blended learning, etc.

The Balance Sheet

The central headline of this conference has been the question of how to achieve multilingualism in higher education, and it is subtitled "Intensive Language Courses as a Feasible Approach." I am tempted if not almost forced to understand this subtitle as being endowed with a question mark. Is intensive language teaching really a feasible and hence – realistic approach, an approach that can be regarded as an alternative or at least as a supplement to standard forms of language teaching?

The general question can be split up into several sub-questions:

1) *Is intensive language training easy to establish?*

The answer must certainly be a negative one: infrastructures, competences and scientific foundations are most ambitious prerequisites that demand permanent and qualified structures of conception, management and supervision.

2) *Is intensive language training time-saving?*

In this case the answer should be differentiated; it is evident that it is time-saving seen from the learners' standpoint, as there is no more efficient and quicker way of learning to speak and understand a foreign language; the investment of time – although apparently enormous at first sight – is rewarded by a quality and rapidity that could hardly be achieved in standard scattered forms of learning;

looked upon from the institutional standpoint there is no gain of time in sight: intensive language training meriting this label is necessarily more time-demanding than standard trainings, especially if one takes into account the conceptual and methodological foundations that have to be laid for this type of training as well as the permanent need for revising and adapting the didactical concept as well as the teaching materials.

3) *Is intensive language training cost-saving?*

The answer here is definitely negative: intensive language training is by far more expensive than standard types of language training! It needs a particular infrastructure: classrooms, technical equipment, a highly qualified teaching staff, regular phases of further education and didactic reflection. An elaborated concept demands a permanent presence of teaching staff which excludes the otherwise widely spread practice of personnel hired "on demand". High qualification has its price!

The other side of this balance is made up by the results of intensive language training that – if understood and realized the way it has been presented in this paper – are most promising and rewarding: there is no other way of learning a language that is more efficient and more fruitful than a well-designed intensive language training bringing together both strongly motivated learners and highly qualified and enthusiastic lecturers!

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Intensive Language Courses for Polish at the Polonicum Mainz:

Language, Culture and Literature for all University Disciplines

**Speaker: Prof. Dr. Brigitte Schultze, Director of the Intensive Language Programme Polonicum,
University of Mainz, Germany**

The intensive language course known as Mainzer Polonicum throughout the world has a fairly clumsy official name: Grundlehrgang der Polnischen Sprache und Kultur für Studierende und Graduierte aller Fachbereiche. For convenience, I shall use the name, which has become a label ever since.

My paper will touch upon the following aspects of the Polonicum, which – right now – is celebrating its 25th anniversary:

- the specific challenge connected with an acquisition of one of the west Slavic languages and also the specific gain from getting acquainted with the Polish language, literature and culture,
- the idea behind the Polonicum and special aspects of its founding phase,
- the financing, organizational structure and complete 'offer' contained in the course,
- the motivations and the profile of German and non-German students, who are and have been taking part in the course,
- the Polish and international context established at the University of Mainz and in neighbouring towns,
- the Mainzer Polonicum as an incentive to study abroad.

The specific challenge connected with getting acquainted with the Polish language and culture is indeed manifold. Next to Russian and Ukrainian, Polish is one of the larger languages out of twelve living Slavic languages. With more than 38 million inhabitants in Poland and millions of native speakers throughout the world, first of all in other European countries, both Americas and Australia, Polish is anything but a 'small' language.

Out of the Slavic languages, this should not be held back, Polish is largely considered the most difficult one. A few details may illustrate the case. Polish does not belong

to those languages, which can just be 'picked up' by means of a good feeling for languages, musical ear, intuition. The grammar is quite complex, and there is an abundance of exceptional and facultative forms, i.e. two and more options one has to choose from. Moreover, the vocabulary is extremely rich and versatile, not only in written texts, but also in everyday conversation. After all, in the case of Polish, we have to do with continuous development of language and literature at least since Early Renaissance. In view of these preconditions, Polish is – different from a number of other languages – quite unsuitable for self-instruction. Language learning, thus, should start, much rather has to start from a highly professional and experienced introduction into the basic traits of the grammar and a set of basic vocabulary. Moreover, guided instruction should carry on for a while, so this competence can become stable enough. To be more explicit: a three weeks' crash course in Polish cannot prepare students for studying in Poland.

Of course, the benefits for those who gain access to the Polish language, literature and culture are tremendous. After all, Poland is one of the European countries equipped with long historical experience between East and West, Christianity and Islam, and also with repeated experience with foreign rule and totalitarianism, with both Nazi and communist dictatorship. Given the Poles' sense of history, students from other European countries, i.e. on this side of the former iron curtain, will gain insights not attainable in their home countries. At the very best, they will even learn about the many-tongued, multicultural Polish-Lithuanian Double-Nation with its fascinating traits of Europeanness.

Students who get prepared to spend a term, maybe even a year or two years, at a Polish university, will find a climate of openness to other cultures and an amazing eagerness to learn and to get ahead.

Coming to the idea behind Mainzer Polonicum, we owe a debt of gratitude to the Rhineland-Palatinate government: fairly soon after the Second World War, the government of Rheinland-Pfalz tried its best to foster the inhabitants' knowledge of France and to establish good neighbourly contacts with France on all levels possible. About two decades later, during the 1970ies, a similar project was started with the Eastern neighbour, Poland. This initiative led to a constantly growing number of town- and school-partnerships between the land Rheinland-Pfalz and Poland, increasing business relations (also between smaller firms, outside of official tracks).

What interests here is the idea of establishing a permanent Intensive Language Course for Polish at Mainz University. The successful foundation of this course in 1983 was due to amazing joint endeavours by the land Rheinland-Pfalz, the Robert Bosch foundation and the Volkswagen foundation. The land bore the costs for the lecturer, actu-

ally two native speakers, who teach two courses a year by turns. The Volkswagen foundation contributed to the creation of the first textbook and other educational aid for adult learners, and the Bosch foundation bore the costs for additional teaching materials and also for a small library attached to the Polonicum. In the initial phase, the Bosch foundation also paid for five weeks of intensive language training at the Szkoła letnia (Summer School) in Cracow.

By now, the costs for the training period at Cracow University are part and parcel of the budget of the University Faculty. The team in charge of the Polonicum consists of both lecturers and the two heads of management of this institution – a bilingual colleague who is responsible for the organization of every course, including the exams, and myself. I am responsible for academic contacts as well as for exams.

I am coming to the prerequisites for taking part in the Mainzer Polonicum and to the set up of this half year's intensive language course. The course is meant for students who have no knowledge of Polish whatsoever. On condition that the number of applicants is below sixteen, students with rudimentary knowledge of Polish can also be accepted. However, such exceptions were only possible before Poland was heading for the European Union. Since 2003, we've always had complete courses and also waiting lists.

Considering the number of applicants for the next years (some of which make their plea for admission quite urgent), this situation will last for a while. The basic prerequisite for admission to the course is that the applicant is a regular student at Mainz University. Some students enroll at Mainz University just for the sake of taking part in the Polonicum. Of course, they carry on studying their 'normal' first and second subjects during this period. In rare instances, students keep going their enrolment at their home university and achieve a place in the Polonicum, i.e. a second enrolment, by permission of the President of Mainz University. For regular students, participation in the language course is free of tuition fee. Students with the status of an auditor (*Gasthörer*), however, have to pay for the course. As far as the training period at Cracow University is concerned, regular students have to pay for their trip to Poland and also for food. Students with the status of a *Gasthörer* have to pay for the complete learning period at Cracow University. This amounts to about 1600 Euro. Needless to say, only few persons can afford such expenses.

Every language course for Polish consists of four training periods and two exams, an intermediate exam, the – as it is called – *Zwischenprüfung*, and the final exam. Students who fail the intermediate exam, are not allowed to move on to the training period in Cracow. The first phase of every language course starts inbetween the German uni-

versity terms, i.e. in March and September. This especially demanding period consists of five hours of instruction every day, additional training in the language lab and two or three hours of daily home work. Within five weeks of truly intensive studying, the lecturers offer an introduction into the basics of the Polish grammar and teach the students a minimum of vocabulary, phraseology etc. Though the teaching language is German, it is understood that the 'switch' to Polish will have to be managed pretty soon. For many students, this extremely demanding adult learning is a new type of self-experience. We tell our students that it is quite natural some of them are capable of progressing without too much strain, while others are having a hard time coping with the daily amount of new subject. We also let them share some of our experience – that almost everybody will manage to finish the Polonicum with at least average marks (e.g. "satisfactorily"), if he or she can summon up the energies necessary for attending classes regularly and doing the home work suggested by the lecturers both in Mainz and Cracow.

The intermediate exam, then, takes place at the end of the second training period. The second period lasts throughout the regular university term, i.e. the summer- and the winter-semester respectively.

Now, the Polish lessons consist of four hours of grammar, conversation, text paraphrase etc. every week. The programme also contains two or more hours of Cultural Studies – in the broadest sense. So, during one term, the students' knowledge of the Polish grammar is completed, language skills, both oral and written, are gradually broadened and improved. The introduction into a wide range of questions concerning Polish history, culture and every day life is connected with a series of guest lectures: whenever German or Polish specialists on questions of history, economics, architecture, literature, film etc. are around, the lecturers may invite these specialists (five or six of them during one term). Both lecturers have a small budget for guest lectures at their own disposal.

As a consequence, ever since the foundation of the Mainzer Polonicum, prominent specialists in all fields of science have been invited to the weekly sessions of Cultural Studies.

Lectures with prominent guests, of course, are open to everybody in the university, often also to the public. In this way, the Intensive Language Course for Polish has always been contributing to the outstanding programme of guest lectures, which is so characteristic of Mainz University.

With respect to the reduction of Polish lessons during the semester, the participants in the course have a good chance to carry on their regular studies. However, in order to

be able to do their weekly homework in Polish properly, they have to reduce the number of classes in their regular fields of study to a certain extent.

The next training period, then, starts right after the end of the university term. This is the highly demanding intensive course at Cracow University. The four weeks' course is completely adjusted to the needs of Mainz Polonicum. The intensive course is taught in Polish entirely. Most of the lecturers in Cracow speak English pretty fluently. Whenever my colleague and I sit in on classes with these highly professional lecturers, they manage to explain everything in Polish. We've never seen them resort to English or, maybe, German. Of course, the training period in Cracow somehow resembles a – as we call it in German – 'throwing the kids into cold water'. Some of the participants tell us (at least one of the head personal is in Cracow at the beginning of every course) that this complete switch to Polish causes some sort of crisis. As a rule, the initial crisis is soon overcome. The training period at Cracow University, to some extent, serves the students' getting prepared for their final exam at Mainz University. The students read and paraphrase newspaper articles on a wide range of topics, collect materials on themes they are personally interested in. For the oral exam within the final examination period starts out with the candidate's report on a topic of his or her own choice – of course, in Polish. Next to very intensive language training, the four weeks' stay in Cracow is also filled with a number of excursions, among others to Zakopane, with visits to museums and theatres. A further enriching experience stems from living in a Polish family. The students may choose between living in a family or in a students' dormitory. At the moment, most students prefer family surroundings. Needless to say, nowadays, Polish families tend to be just as incomplete as families are in Germany. (I remember, some fifteen years ago, one of our female students was 'adopted' by a Polish family with seven children already. She immediately became the tutor of two kids, first and second graders, in a primary school.)

Whatever the personal experiences, the extremely demanding training period at Cracow University is followed by a week's rest. Being settled at Mainz University again, the students get prepared for their final exams. This training period, which is conducted by one of the lectures, lasts two weeks.

The final exam consists of three tasks, the translation of a – fictional or non-fictional – Polish text into German, the paraphrasing of and commenting on a Polish newspaper article dealing with a topic of general or actual concern and finally, the oral exam. During the written exam, the students have an explanatory dictionary, i.e. a Polish-Polish dictionary at their disposal. Extremely hard or unusual vocabulary is explained in footnotes.

If there are candidates with a mother tongue other than German, i.e. English, French, Russian or further Slavic languages, they are allowed to translate from Polish to their mother tongue. This concession, of course, depends on my own language competence. It does indeed happen that participants from Russia or one of the Baltic states decide to translate from Polish to Russian or participants with an English speaking background prefer to translate into English. The final oral exam (fifteen minutes for every candidate) consists of a report on some topic of the candidate's own choice and of a talk on topics suggested by one of the persons in charge of the exam.

Those who pass the exam receive a certificate signed by a member of the examining committee, the head of the Slavic Department and the Dean of Faculty. So this half year's language course for Polish ends with a state-certified exam.

This exam, of course, raises the question how far students will get with the Polish acquired within half a year. The top 'graduates' of every course already talk Polish fairly fluently; they are capable of writing long papers, and they correct their own mistakes when talking in Polish. This is still not enough to study in Poland – unless the student is heading for a programme taught in English. Students who are planning to study in Poland at some later time, are allowed to enroll in Polish courses at the Slavic Department – i.e. to attend language courses together with students who study Polish as slavists. In order to improve the language skills acquired by attending Mainzer Polonicum, students are also advised to attend one of the very efficient summer schools in Poland, e.g. in Warsaw, Cracow and other places.

It should be mentioned that the 'climate' of getting prepared to studies in Poland is extremely favorable at Mainz University: the head of the chair for East European history is specialized on Russian and Polish history; there is a unique type of guest-professorship in Mainz, the "Schwerpunkt Polen" (Focus on Poland); this means that Polish specialists are invited to teach at Mainz University. Students who want to study in Poland have a good chance to get into contact with Polish professors of history, economics, law etc. at Mainz University already. There is the Deutsches Polen Institut at Darmstadt, about 30 km away from Mainz, there is a very active Deutsch-polnische Gesellschaft (German-Polish Society). With about 500 students from Poland on the university campus, the largest group of foreign students, the Polish culture has a 'stronghold' in Mainz. The Polonicum is, indeed, surrounded by activities connected with Poland.

Now, it should be made a bit more explicit who are the students enrolled in the Polonicum. A number of participants are future slavists. This includes students who want to study translating and interpreting at one of the branches of Mainz University – Germ-

ersheim. Since Germersheim does not offer a Polish course for beginners, future translators and interpreters of Polish are privileged candidates for the Polonicum. Then there are German students with practically all university subjects; students of East European history, law and economics are most likely to enroll in the course. Then there are students from all over the world – so far, from every continent except for Australia. Just to give some examples: a Korean student of history attended the Polonicum before studying in Poland. He is now a professor in Seoul. A student from Israel came to Mainz, because he had to read Polish texts for his PhD thesis. We also had a brilliant Turkish student, who is now in charge of Turkish-Polish-German business contacts. Former participants in the Polonicum are to be found everywhere. They are working for TV stations and newspapers, in research institutes in Germany and outside of Germany, in institutions connected with cultural contacts etc. We have plenty of evidence that the half year's Polish course offered by Mainz University for many students has worked as an incentive to study abroad. I hope I am not considered as being presumptuous when I call the twenty five years of Mainzer Polonicum a success story.

Intensive Polish Language Courses –

Experience at the University of Lodz

Prof. Iwona Słaby-Góral of the School of Polish for Foreigners in the University of Łódź, Poland

The University of Lodz is situated in the centre of Poland, in the city of 200-year-old multicultural and multinational traditions. It is a university of international renown due to its outstanding academic staff, scientific achievements, variety of disciplines and high quality of teaching. Most of the students attend full-time studies. The forms of educations vary – there are college studies, vocational studies and M.A. programs. The highest ranking Academies' achievements are in such scientific disciplines as biology, economics and sociology and these are followed by chemistry, physics, the philology's, philosophy and history, geography, mathematics, and law. According to assessments conducted by the committee of Research Studies, the University of Lodz belongs in the forefront of Polish universities as far as research studies are concerned.

The University of Lodz was founded on May 1945. Presently it exists of 11 faculties. Last academic year the total number of students was more than 41 000, and the number of teaching staff members was 2271. The University staff is involved in numerous international projects and programmes. For more information, please consult the University web site: www.uni.lodz.pl.

Nowadays the University of Lodz has new centers (in addition to the existing 11 faculties and a few inter-faculty and other units). For example: the Centre for European Studies, Centre for Modern Translations and Interpretation Studies, the Centre for European Local Development and Spatial Policy, Christian Thought Research Centre, Women's Studies Centre, the Centre of the Polish Committee for Cooperation with Alliance Française, Regional Centre for Patent Information at the University of Lodz as well as an English Centre.

The University of Lodz has entered about one hundred bilateral co-operation agreements in many countries throughout the world.

Students contribute to the exchange though their participation in Socrates Erasmus Program which allows them to study for one or two semesters at partner universities in European Union countries.

It is recommended that Erasmus students arrive 2 weeks before the actual start of the semester to take part in a free of charge, two-week intensive Polish language course and the Orientation Program. During the semester there is a continuation of the course: 60 hours in a semester.

A student might be given 6 ECTS credits for each semester and in addition 2 ECTS credits for the successfully completed exam in Polish.

We also recommend a module delivered in English "Poland – history, culture and society" (60 hours in a semester) for completion of which a student can be granted 8 ECTS credits.

We are able to arrange the Intensive Polish Language Course for Campus Europae students who will choose Lodz University and who would like to learn Polish during their first six weeks in Poland. We will also propose them the Orientation Program and a continuation of the course of specialized Polish during the first semester giving the possibility of taking part in all university lectures where only Polish is used.

Polish belongs to the West-Slavic group of the Indo-European family of languages. Its structure represents a synthetic, highly inflected system. As a language of its own, Polish appeared in the 10th century, playing an important role in the development of the Polish state after its Christianization in the year 966. Until the end of the 14th century Polish was used mostly only in several spoken variations. As a literary over regional language it developed first in the 15th and 16th centuries as it started to be used by a growing group of writers and scholars who were able to create renaissance literature of considerable quality in Polish. During the early stages of its development, the Polish language was highly influenced by the neighbouring languages – German and Czech – and by Latin. Later on, in the 18th century, Polish came under the strong influence of French. Nowadays the English language serves as the main source of borrowed words and phrases.

The estimated number of people who use Polish as their language is above 40 million, 90 percent of them live within the current borders of Poland.

The largest dictionaries of Polish contain up to 130 000 items. The estimated number of words used in everyday communication reaches 20 000. In recent times, a growing interest in learning Polish as a foreign language can be observed.

All types of courses of Polish as a Foreign Language are possible because the School of Polish for Foreign Students exists at the University of Lodz.

The University takes pride in the first School of Polish for Foreign Students in Poland which has been in operation since 1952. Studies in that School give you the ability

to master all important situations requiring the spoken and written use of the language. You have the knowledge and skills to be able to follow and take an active part in everyday conversations both in private and job-related contexts and are able to understand and express written opinions on a wide range of texts. During your stay here, you have the opportunity of becoming familiar with Polish culture, traditions and the life of the inhabitants of Poland.

The School of Polish for Foreign Students at the University of Lodz is the oldest and the biggest centre for foreign students which prepares them to study in Poland. We arrange basic Polish courses as well as specialized Polish language courses for history, geography, biology, chemistry, physics, mathematics and philosophy. We do this in order to give our foreign students the knowledge needed in Polish academies (there are many differences in school programs all over the world). Seventeen thousand five hundred students from more than 100 countries have studied in our School since 1952. Seventy five percent of foreign students who have completed studies in Poland were our graduates. The School arranges 9 month courses for candidates to medical, technical, agricultural, economic, classical, Ph.D. and D.Sc. studies. We also arrange various Polish courses of different levels (9 month, 5 month, one semester, 1 summer-month and 4 weeks EILC, 2 weeks twice an academic year especially for Socrates Erasmus students).

School of Polish for Foreign Students at the University of Lodz offers:

1. 2 weeks of Erasmus Intensive Language Course (EILC) especially for Socrates Erasmus students beginning in the middle of September, just before the first semester. (The academic year begins on the 1st of October). This is free of charge for Socrates Erasmus students.
2. 2 weeks of EILC especially for Socrates Erasmus students beginning in the first days of February, just before the second semester. (The second semester begins in the middle of February). So for Socrates Erasmus students, it is possible to enter university studies with some spoken Polish in either the winter or summer semester. The course is free of charge for Socrates Erasmus students.
3. a 9 months course of Polish (divided into two semesters) – 60 hours per one semester for Socrates Erasmus Students

¹⁾ it is the order of the Commission of the European Communities for Polish universities. The university which wins the competition for the best offer of the Polish Language Intensive Course Program is designed by the Polish National Agency of Socrates Erasmus for arranging the course. Our School won that competition six times – in 1998, in 1999, in 2001, in 2002, in 2005 as well as in 2006.

4. 4 weeks of Erasmus Intensive Language Course (EILC) beginning in the first days of September – for Socrates Erasmus students who prefer that variant.¹
5. a 1 month course of Polish - in July and in August
6. 6 weeks of Intensive Polish Language Course (IPLC) especially for Campus Europae students
7. 4,5 month of Intensive Specialized Polish Language Course (ISPLC) especially for Campus Europae students
8. a 5 months course of Polish beginning in October
9. a 5 months course of Polish beginning in March
10. a 9 months preparatory course of Polish beginning in October for applicants pursuing university studies in Poland (an applicant may choose one specialization – humanities, medical sciences, technical sciences, economy or agriculture for specialized course of Polish)
11. a 9 months preparatory course of Polish beginning in October for applicants pursuing postgraduate and doctoral studies (the permission of the Polish Ministry of Education is required)
12. a 9 months course of Polish for all applicants who want to speak fluent Polish and for those who are interested either in Polish culture or in cooperation with Poles and Poland beginning in October
13. preparatory courses for the State Certificate Exams in Polish as a Foreign Language
14. all types of courses according to students' needs.

To contact us: sjpdcc@uni.lodz.pl

All programmes include afternoon activities: lectures (contemporary Poland, literature and culture), sight-seeing tours, excursions and theatre and museum visits.

Diversified sport activities are offered in town and nearby. Special sport activities will be organised for the courses participants.

Students who complete our preparatory courses are accepted at all Polish universities. The experience has shown that our students are able to complete their studies in Polish successfully.

Our students are able to use in a correct way 40 000 – 60 000 words after 2 semesters of learning Polish. Beginners learn everyday conversation like introducing oneself; everyday activities; socialising; spatial relations; visiting places like: a post-office, banks, a railway station, an airport; travelling, visiting medical doctors, families, friends,

etc as well as some aspects of Polish declination and conjugation (cases, tenses, personal pronouns, possessive and demonstrative pronouns, adjectives, adverbs, etc) during 4 – 6 weeks of IPLC. Students can search a general communicative ability which will enable them to cope everyday situations. Adequate language forms have to be learnt to cope with the most important communicative needs. We apply the communicative approach to teaching language in particular at this level. The most important functions are asking for names, directions and prices, defining professions, nationalities; expressing time, places, etc. The focus of the course is on the development of oral skills, though many activities are adopted to provide practise in reading and simple writing.

Then we offer an intermediate level. Students occupy themselves also of some chosen social problems (comparing, characterizing, justifying opinions, etc) as well as grammatical problems (conditional sentences, result structures, reason structures, etc). It takes about 4 months of courses of Polish. Students can search a general communicative ability which will enable them to cope everyday situations. Adequate language forms have to be learnt to cope with the most important communicative needs. We apply the communicative approach to teaching language at this level. The most important functions are asking questions, giving answers, characterizing people, planning future, making and cancelling appointments, describing people's appearance, defining professions, nationalities; expressing time, places, etc. The focus of the course is on the development of oral skills, though many activities are adopted to provide practise in reading and writing.

If the students want to continue the advanced and superior level, it is possible to study cultural, historical, political, psychological themes as well as specialized Polish language and phonetics, morphology and syntax of it. It takes 4 and half of month.

In the School of Polish Language for Foreign Students we also carry on our own research work, we cooperate with many countries and the foreign Slavic centres, we have our own methods of teaching Polish as a foreign language, as well as our own textbooks, language exercises and tests. Regularly our teachers go abroad teaching foreign students Polish language, culture and literature at various universities all over the world. Our lecturers are professional, qualified and friendly.

The results of our work based on profound teaching experiences are published in the School's periodical "Polish Language and Culture for Foreigners" and other specialist magazines.

Some of our teachers are the members of the State Commission for the Certification of Proficiency in Polish as a Foreign Language. They are involved as the examiners as well as the authors of exams.

We also offer some preparatory courses of Polish language for all levels of these exams. State Certificate Exams in Polish as a Foreign Language have been developed by a team of experts at the Ministry of Education and Science in Warsaw in order to establish a reliable licensed system of competence certification for the Polish language. On August 1, 2003, the State Commission for the Certification of Proficiency in Polish as a Foreign Language was nominated. The exams are offered of general adult audience at three levels of proficiency:

- threshold, envisaged CEF level B1
- vantage, envisaged CEF level B2
- mastery, envisaged CEF level C2

Procedures for aligning these examinations to the Common European Framework of Reference for Languages (CEF) are in progress.

The following five aspects of language competence are tested:

- Listening Comprehension
- Accuracy (Grammar)
- Reading Comprehension
- Writing
- Speaking

Exams are arranged in every academic centre in Poland (including our School of Polish for Foreign Students at the University of Lodz) and also all over the world according to the needs of voluntaries who want to pass them.

For more information: www.buwiwm.edu.pl/certyfikacja, e-mail certyfikacja@buwiwm.edu.pl

The School, where classes are held, and the student hostel are located in the centre of Lodz. The students will have an easy access to all entertainment places in the city (cinemas, theatres, discos, pubs, etc.).

We offer our students double rooms – all with WC, shower and a small kitchen. Meals are served during the day in the student's cafeteria. Special dietary arrangements are possible for vegetarians. There is also a shop with books (in the University library, close to our School), and a shop with food and cosmetics in our dormitory. The students can use an internet link: RJ-45 socket which is in every room. Everything (including classes) exists in the same building.

Our School of Polish for Foreign Students is located near the centre of Lodz (5 minutes by tram). The railway station (Fabryczna) is about 1 000 m away. It is also possible

to take a bus from the Warsaw airports (Chopin or Etiuda) to Lodz. A bus stop in Lodz is close to our School.

By Rail: There are numerous railway connections between Lodz and Warsaw and other Polish cities. One can take trains from Warsaw to Lodz almost every hour. Detailed information is available on the web site of the Polish Railway: www.pkp.pl/english/index.php.

By Road: Coach services operate between Lodz, Warsaw and other cities as well as from all major capitals in Europe. There are also Polski Express and PKS Buses from Warsaw airport "Fryderyk Chopin" to Lodz. Flights to Lodz: airport Reymont (www.airport.lodz.pl). Lodz has an efficient transportation system including buses and trams. Tickets can be purchased at newsstands.

Lodz was granted its municipal rights in 1423. The city became a well-known centre in Europe in the 19th century. Due to its advantageous geographical location it took charge of some of the transit traffic between the West and Russia. The town has developed very fast and attracted settlers of many nations, especially Poles, Jews, Germans and Russians. Their presence can be seen in the architecture that has survived until today. Unique complexes of buildings in the art nouveau and eclectic styles as well as industrial enterprises are very interesting examples of architecture. Today Lodz has one million inhabitants. All roads lead to Piotrkowska street extending for 4 km. Alongside this street there are public administration offices, the most important institutions, banks and pubs. In Lodz there are over 20 higher education institutions (among them: University, University of Technology, University of Medicine, Polish Filmschool and several private HEIs). The Filmschool Lodz – "Polish Hollywood" – is one of the most important film academies in Europe. – For more information, please consult Lodz web site: www.lodz.pl

Numerous festivals and other kinds of cultural events are organised each year in Lodz, e.g. "Camerimage", international film festival of the art of cinematography (www.camerimage.pl), European Cinema Forum, theatre festivals, festivals of art (e.g. Lodz Biennale), song festivals (Boat Songs – shanties, for example) and many others.

Lodz theatres and the Opera House (Teatr Wielki) offer a diversified programme of spectacles, and the Philharmonic – regular concerts. There are many art galleries and museums (e.g. Museum of Arts, Museum of Archaeology and Ethnography, Museum of Cinematography, Museum of Textile Industry and the Museum of Interior, and other).

We welcome foreign students. The city and the University of Lodz are waiting for you. We also wish you a lot of successes in learning Polish language at the University School of Polish for Foreign Students.

■ ____ **Turning the CE Language
Concept into Reality**

Intensive Serbian Language Courses for CE Exchange Students from Aveiro in Novi Sad

First Results

Speaker: Prof. Ljiljana Subotic, Ph.D., Head of Serbian Language and Linguistics Department, University of Novi Sad, Serbia and Montenegro

Serbian as a Foreign Language

Despite the importance of learning and teaching Serbian as a foreign language, in domestic as well as in foreign environments, a number of questions arise regarding the theoretic and practical problems in this field. A great step towards solving these problems has been taken by the Council of Europe through the effort that it has put into developing a project in which the standards for learning foreign languages in Europe were set. One of the first steps, as far as Serbian was concerned, was defining the threshold level as the language minimum, both lexical and grammatical, needed for communicational competence in elementary communicational situations.

In the recent years, interest in learning Serbian as a foreign language has been growing; this has resulted in better organisation and the development of more systematic programmes for teaching and learning Serbian, respectively. Since the basic aims of language education are set according to acquiring communicative language competence, which can be considered as comprising of several components: linguistic, sociolinguistic and pragmatic, in developing our teaching methodology, we have used a common basis for the elaboration of language syllabuses, curriculum guidance, examinations and textbooks. This is elaborated in projects like The Common European Framework, The Threshold level and European Language Portfolio.

At the University of Novi Sad, Serbian as a foreign language started to be taught at the International Summer School which was founded in 1996. The Summer School's mission is to stimulate, promote and spread knowledge of Serbian language, literature, culture and history beyond the physical frontiers of Serbia and Montenegro. The School offers an interdisciplinary programme for students of Slavic studies or Regional studies, for researchers, lecturers, professors and teaching assistants at foreign universities and scientific institutions. Students and scholars come from all over the world; as well as journalists, diplomats, businessmen and others who need Serbian Language in their work. In

2001 these activities were expanded and, since then, have taken place throughout the whole academic year at the newly founded Centre for Serbian as a Foreign Language. The main purpose of the Centre was to teach preparatory Serbian to foreign students who come to study at the University of Novi Sad.

Courses at the Summer School & at the Centre

Students are divided into the groups according to their level of proficiency in Serbian language. The optimal group size is between 5 and 8 students per group students in order to achieve the best working conditions. The students take a preliminary exam, the results of which are used to place the students in a course appropriate to their abilities. We offer four course levels: basic course (absolute and upper beginners), intermediate course, upper intermediate and advanced course. Our levels have been developed in accordance to the set of Common Reference Levels:

- A1 – Breakthrough
- A2 – Way stage
- B1 – Threshold level
- B2 – Vantage
- C1 – Effective Operational Proficiency
- C2 – Mastery

Each level is matched to an appropriate analysis of functions, notions, grammar and vocabulary.

Until 2003, at the University of Novi Sad, the teaching of Serbian as a foreign language at the newly founded Centre for Serbian as a Foreign Language (2001) was conducted using several course books which all differed in their purpose, concept and size. All of them were primarily based on teaching grammar. The communication aspects and development of language skills were far from the authors' main intentions. For instance, in lessons where the focus was on the acquisition of the Locative case and its usage, the given examples were irrelevant with regards to the development of actual communicative skills (Zec je u šeširu: A rabbit is in the hat). As a reaction to the course book 'situation', we developed our own course book *Naučimo srpski I: Let's learn Serbian I*.

This course book is a cumulative result of the professors and assistants mutual experience in working with foreign students at the Centre. Although the book was completed in 2002, it was firstly tested and evaluated by the students at the University of Novi Sad International Summer School of Serbian Language, Culture and History during July and

august 2003. Following this trial of the materials it was formally published in 2004. This book has been devised for adult learners – absolute beginners. The book was designed with any single linguistic aim in mind but to encompass as many aspects of the Serbian Language as possible. The book comes with the workbook and an accompanying CD.

The structure of the course book; the selection and presentation of the material as well as its size are intrinsically connected with its purpose and its goals. A beginner, who, it is assumed, has no linguistic knowledge, should be able to acquire elementary grammatical structure and vocabulary quickly and easily. This knowledge should enable them to communicate in a new environment.

The starting point of the book uses the communicative method, which is largely applied in contemporary glotodidactics. The authors chose a combination of relevant situations, notions and functions, and, based on this material, formulated topics, texts and exercises. The main goal of this course is acquiring communicative competence, as well as gaining the necessary grammatical rules incorporated in communicative functions.

It is known that teaching a foreign language (including Serbian) can be classified under two main areas: language systems and language skills. By learning a language system a student acquires vocabulary and grammar (this also includes phonology and function). Language skills can be divided into “receptive skills” (reading and listening) and „productive skills” (speaking and writing). Although the authors of the course book *Let's learn Serbian 1* tried to counterbalance these two areas, the main focus, among other language skills, was placed on listening and speaking. The main reasoning behind this being that in everyday life we tend to do far more speaking and listening than we do reading and writing. Despite the fact that grammar is a necessary segment in acquiring a foreign language, the course book provides not only mechanical reproduction and drilling, but also semantic connection with a main topic of a lesson. In addition to this it is important to note that the grammar is incorporated into an appropriate semantic field, chosen with regard to its relevance to acquiring the basic knowledge of Serbian language. For example, acquiring understanding on the Locative case begins by learning one of its basic meanings – location. So, within a grammatical drill students are presented with examples such as: *Živim u Koreji / Francuskoj / Londonu* (I live in Korea / France / London); *U restoranu sam / Na fakultetu sam* (I am in a restaurant / I am at the faculty); *Radim u školi* (I work in a school). Since the central topic of that particular lesson is making introductions; these examples are entirely relevant and essential to the acquisition of basic knowledge and understanding of Serbian language.

Methodology in teaching and/or acquiring Serbian case system is based on semantics and this is one of the biggest problems for foreigners with uninflected native language. Since cases do have a lot of meanings, the process of acquisition is divided into several steps; students do not learn all of them in the same time, but meaning by meaning within different time and different lessons, for example within a set context. This method has proved to be a huge success when learning cases because students, when acquiring case ending, on one hand, develop their awareness of when the case should be used and, on the other, develop the skill of creative language usage. This enables the student in later classes, when it is necessary to express location, for instance, they are able to do so using the Locative case that they studied in a previous class. For example: Šta ste radili za vikend? Bili smo u bioskopu – What did you do during the weekend? (We were in the cinema).

Since no single area of language skills or systems exists in isolation, they are reliant upon interaction between all of them. There can be no speaking if you do not have the vocabulary to speak with, so, there is no point in learning words unless you can do something useful with them; skills and systems are often combined, such as vocabulary and speaking.

The course book, has been developed so that it is divided into 10 lessons which cover all of the concepts that should be embodied in a beginner's course. Each lesson is dedicated to a certain semantic field or to a few fields (relevant for that stage of learning), organized on the basis of priority according to the needs of the students. As a result the content covers arrange of topics from personal identification, food and drinks, house and living, clothes, orientation in space and time, to free time, travel, and advertising. The principle of gradualism have been firmly adhered to: from concrete to abstract, from known to unknown, from easier to more difficult, from simple to complex.

After every two lessons in the course book there is a revision of the material covered, these checks the students' progress and improvement in the language. There is also a grammar review at the end of the book. Workbook follows the course book and it was conceptualised as an additional resource to provided extra exercises which supplement the material in the course book. It provides a wide range of exercises from grammatical and lexical exercises to speaking and listening comprehension practice.

One of the primary issues addressed in the book from the very beginning and to which special attention is paid, is the phonological system and orthography of Serbian language. With consideration to the phonological system of Serbian, Problems appear when a phoneme from Serbian does not exist in the native language of a learner; the most frequent are problems which relate to the Serbian palatal affricates: /č/, /ć/, /d/,

/đ/, and sometimes to palatal fricatives /š/, /ž/. Bearing this in mind, students are taught the speech organs and tract with precise and detailed descriptions of the articulation of the appropriate sound, such as the position of the tongue and lips. After this, students practice pronunciation by repeating of spoken words via dictation, for example: /đinđuva/, /đurđevak/, /đakon/, /đevrek/ and /đaćić/. Serbian accentuation is not in the key focus at this level. Standard Serbian accentuation is considered “polytonic” since it comprises of four types of “accents” with a complicate pattern of distribution, depending on pitch and syllable relation.

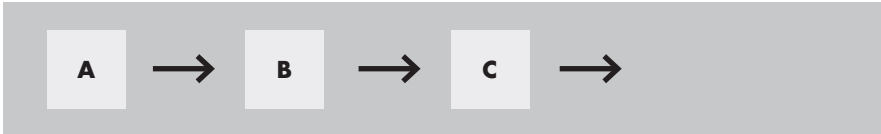
Taking in to account Serbian orthography, during the first classes students are introduced to and acquire the two alphabets which exist in Serbian: Latin and Cyrillic. Since students usually acquire the Serbian Latin alphabet without problems, I will say a few things related to teaching Cyrillic alphabet. Firstly, it is compared and contrasted with Latin alphabet in order to find and mark those letters which are the same or different from corresponding letters in the Latin alphabet. Special attention is given to the letters which are featured in both alphabets, but have different values. For example: <C> corresponds to /s/ in Cyrillic, and with /c/ in Latin alphabet. The aim set by the teacher is to prepare the student, from the first until the fifth lesson (which is written in Cyrillic) to be able to read and write in Cyrillic without any problem. This is achieved via a variety of different activities. For every homework students get at least one exercise that is to be written in Cyrillic. During contact hours, there are a variety of activates all devised to achieve this aim of fluency in Cyrillic. These range from crosswords and memory games to mime practices of vocabulary where the student, when they have guessed the word, should write it down on the board in Cyrillic.

As mentioned previously, in each lesson there are one or more semantic and/or thematic fields which make the core of the lesson. Within each area students are obliged to acquire basic vocabulary and grammatical categories closely connected to that field, and so, at the same time, developing a plethora of language skills. During contact hours, for example when food and drink are the main topics (3rd lesson), students should acquire notion of Accusative as a direct object and the use of the Accusative without a preposition because it will appear as a complement to verb. It is necessary that it is learnt in that semantic field (such as *jesti, piti, naručiti, kupiti ... / to eat, drink, order, buy*). This knowledge is then incorporated in short dialogues, which relate to or are connected to everyday situations in such as restaurants, shops and bakeries. In these exercises students are able to develop all of their language skills, so that they can use Serbian actively in real-life situations.

In the classes the students are often divided into pairs or smaller groups. The aim of this division is to enable them to have contact with different persons each time. This helps students to achieve the competence and self-confidence which is necessary for successful communication with other speakers of Serbian.

The most frequent lesson types are:

1. LOGICAL LINE

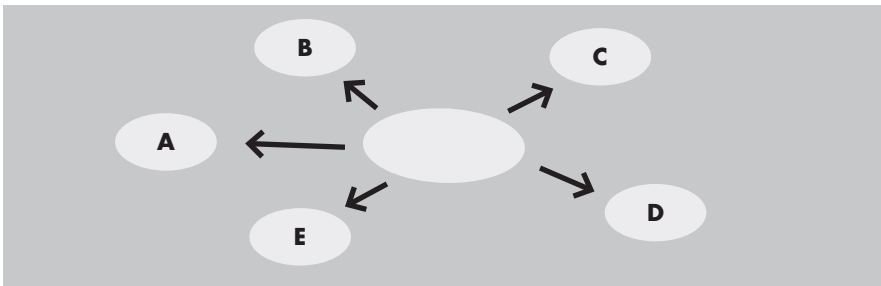


In this lesson there is a clear attempt to follow a 'logical' path from one activity to the next. Activity A leads to activity B leads to activity C. Activity C builds on what has been done in activity B, which itself builds on what has been done in activity A. When working on a grammar point, for example, the sequence of activities might be:

1. Understanding the concept of case
2. Adopting case ending(s)
3. Practicing it orally in drills
4. Written exercises
5. Speaking comprehension related to that case.

During this type of lesson there is only one goal, for example to acquire case endings and to understand its usage.

2. TOPIC UMBRELLA



In this type of lesson, a topic (e.g. house and living – 6th lesson) provides the main focal point for a student's work. The teacher might include a variety of separate activities (such as reading a text about living in London and Novi Sad; vocabulary such as pieces of furniture; speaking activities like describing pictures of apartments; grammar addressing Prepositions ispod – under, iznad – above, pored – beside, oko – around etc. + Genitive, which are needed for describing places.

There may be a number of related aims within this lesson, rather than a single objective.

These strategies were applied during the course whilst teaching two Portuguese students, who came to Novi Sad in the second part of September this year. They attended a course especially organized for them for the six weeks prior to the beginning of the winter semester. Once the Centre's regular courses began, they attended classes together with other foreign students at the Centre.

Since we usually have more than two students in a course, we needed to adjust our teaching strategies to accommodate the two Portuguese speaking students. In order to be prepared for this 'tailor-made' course and to overcome difficulties that Portuguese speaking students may meet in acquiring Serbian language, we had to become familiar with the main and specific features of the Portuguese and compare and contrast them with the features of Serbian language. That is, we had to be prepared to teach Portuguese speaking students and be ready to address and solve problems they may meet during their acquisition of the Serbian language.

Now, I should say something more about the methodological conception of teaching Serbian at the Centre, with consideration of the two main areas of language systems and all language skills.

Grammar

In the course book as well as in our courses grammar is given in short transparent formulas and, as previously mentioned, there is grammar review at the end of the book. Special attention is given to the declension system since it is the most complex issue for foreign language learner, then to system of conjugation and then, at the end, to the indeclinable such as grammatical words, which have shown to be the easiest ones to acquire at this particular level. Taking conjugation into consideration, it should be said that for beginners tenses are taught first (present, past and future tense), and this is then followed by moods (imperative and conditional). To foreign students, whose native language is not Slavic, the main problem is verbal aspect. The starting point in explaining the concept

of verb aspect is also semantic. So, within a few examples such as: *Da li pijete kafu?* (Do you drink coffee?); *Koliko šoljica kafe popijete dnevno?* (How many cups of coffee do you drink per day?); *Šta radite dok pijete jutarnju kafu?* (What do you do while you are drinking morning coffee?); *Šta radite kad popijete jutarnju kafu?* (What do you do after having coffee?) a lecturer interprets each of them by giving them in a wider context. Considering the syntax of sentences, students on this level acquire compound sentence and temporal, final and conditional (subordinate) clauses.

After the course is successfully completed, students have knowledge of the whole morphological system of Serbian language, the most frequent case meanings and the above mentioned sentences.

A grammatical category taught for the first time is repeated in every contact hour which follows, until lecturer is sure that students have acquired it. The conception of these exercises vary, in order to skip the monotony, and are often combined with other issues, representing a good method of introduction to the target language; the so called 'warming up'.

Vocabulary

With regard to vocabulary, it should be said that the process of acquiring new words can be divided into a few phases:

1. Meeting new words and understanding their meanings and the way they are used.
2. Practice in using these new words.
3. Finding the way that will help students memorize them.
4. Recalling and using the words appropriately.

The types of vocabulary exercise offered are also different: matching pictures to words, exercises of collocations, finding lexical intruders among words given in a row, classifying items into lists, using given words to complete a specific task, filling in gaps in sentences, memory games. Teacher should try and find the best way in which to help students memorise the words: This can be done in different ways: paying attention to: derivation (for example *naočari su na očima*); antonyms (e.g. *visok-nizak*), suffixes (-ara: *pekara, knjižara, cvečara ...*) and contextual changes of meaning (*Volim Petra, Volim da plivam – I love Peter, I like to swim*). We are also aware of the importance of the lexical phrases, and entire sentences which are also addressed in the book, such as *Nemam vremena, Sviđa mi se, Možete li da nam preporučite ...?* Before students reach the level where they can be taught grammatical structure of a particular phrase or a sentence, by

putting such chunks together in different contexts and acquiring them as a whole phrase, they are taught to express themselves clearly without needing constantly to refer to the grammar which, at this level would over complicate the learning process.

Language skills

Listening

All exercises are thematically connected with the main topic of a particular lesson and lexically and structurally applicable to the student's knowledge. There are different types of exercises: repeating words (phonetic exercise), filling in the blanks, and answering the questions, are examples of this. Each exercise is listened to at least twice.

Speaking

Speaking comprehension is usually designed as work in pairs, small groups or individually. Students participate in 'interviews', different dialogues (as a simulation of everyday situations), role-plays and describing pictures. For example, according to the pictures they should say what people in the illustrations, must do, should not do, should do, and so on and so forth.

Reading

Since the course book is aimed at beginner's level the text that are featured in the book are concise, but thematically incorporated into the main topic of the lesson. New grammatical categories or lexis will appear in a text only if the main topic of the lesson is acquiring those particular categories. Reading exercises, for example, may consist of one of the following aims: finding out whether a statement, related to a text, is true or false or marking the correct answers and answering the questions.

Writing

In writing practice the students cover a variety of different writing skills. For instance, students may either write short essays about themselves, their families, usual day, national cuisine, their homes, or an informal letter to a friend.

Conclusions

Acquiring the ability to communicate in the target language is the main goal when learning any foreign language. That is why the communication is proposed at the most

relevant aspect with regards to both learning and teaching. If student, after successfully finishing the course, is able to participate actively communication in a wide array of situations, creating their own original, logical and grammatically correct sentences with minimal mistakes, then our major goal has been achieved.

So far, to my knowledge, no studies have been conducted in the field of contrastive analysis of Serbian (formerly Serbo-Croatian) and Portuguese languages and I had no written linguistic evidence that could serve as a *tertium comparationis* for this paper. This should be considered a pilot attempt to compare these two languages in the process of foreign language acquisition where one of them (Portuguese) is a first language (L1) in the process and Serbian is a target language (L2).

Serbian language (brief review):

- A South Slavic language, closely related to Slovenian, and less closely related to Bulgarian and Macedonian. It is one of the standard languages generated from the dia-system of Serbo-Croatian.
- Today Serbian is the official language of the State Union of Serbia and Montenegro.
- In the former Socialistic Federative Republic of Yugoslavia, the language known as Serbo-Croatian (or Croato-Serbian), was spoken by more than seventeen million speakers and was the main language in all the republics which made up Yugoslavia, except for Macedonia and Slovenia. Although, several other languages were, and still are, used by sizeable minorities.
- Shared features and the ease of mutual comprehension suggested a single language, Serbo-Croatian or Croato-Serbian language. In the former Yugoslavia this language had two varieties: Serbian and Croatian. Even then some felt it was important to recognize Croatian and Serbian as two distinct languages.
- Bosnia-Herzegovina and Montenegro used to have intermediate varieties, but today Bosnian is one of the distinct standard languages in Bosnia and Herzegovina, in unison with Serbian and Croatian.
- In Montenegro Serbian is still the standard language but it is evident that the Republic of Montenegro, as soon as it declares its independence from the State Union of Serbia and Montenegro, it will announce and constitute its own language.
- The standard Croatian, Standard Bosnian and Standard Serbian, which are spoken in Montenegro, among the Serbian (minority) population in the Republic of Croatia, and among Serbs in Bosnia and Herzegovina (i.e. in the Republika Srpska) are Ijekavian based varieties of the languages.

- Ekavian is the basis of the Standard Serbian language spoken in the Republic of Serbia.
- Ijekavian and Ekavian varieties are named according to their treatment of the Common Slavic vowel *ě – “jat”: thus the word “child” is [dijete] and [dete] respectively.
- Serbian (Standard) language uses two writing systems: Cyrillic and Latin alphabets. Both the Cyrillic and Latin alphabets are completely phonemic with the exception on three phonemes in the Latin alphabet which are each represented by two letters.
- Orthography is almost completely phonemic: morphophonemic alternations, with a few exceptions, are indicated in writing.

Table 1. The Alphabets of Serbian

Latin	Cyrillic	Latin	Cyrillic
A a	А а	L l	Л л
B b	Б б	Lj lj	Љ љ
C c	Ц ц	M m	М м
Č č	Ч ч	N n	Н н
Ć ć	Ћ ћ	Nj nj	Њ њ
D d	Д д	O o	О о
Dž dž	Џ џ	P p	П п
Đ đ	Ђ ј	R r	Р р
E e	Е е	S s	С с
F f	Ф ф	Š š	Ш ш
G g	Г г	T t	Т т
H h	Х х	U u	У у
I i	И и	V v	В в
J j	Ј ј	Z z	З з
K k	К к	Ž ž	Ж ж

Alphabetical order in Cyrillic:

A, Б, В, Г, Д, Ђ, Е, Ж, З, И, Ј, К, Л, Љ, М, Н, Њ, О, П, Р, С, Т, Ћ, У, Ф, Х, Ц, Ч, Џ, Ш

Phonology

The inventory of segmental phonemes in Standard Serbian Language is small by Slavic standards. It has 25 consonants and 5 vowels (shown in Table 2).

Table 2 Serbian Vowels and Consonants

Place of rriculation	Labial		Dental	Alveolar	Palatal		Central	Velar Back (V) Rounded
	bi-labial	labio-dent.			Alveo-palatal	Palatal Front (V)		
I							[a]	
II						[e]		[o]
III						[i]		[u]
IV Sonorants	[m]			[r], [l], [n]		[j], [ɲ], [j]		
V Fricatives		[v] : [f]	[z] : [s]		[ž] : [š]			[h]
VI Affricates			[c]		[č] : [ć]	[č] : [ć]		
VII Stops	[b] : [p]		[d] : [t]					[k] : [g]

Sonorant [r], which is trilled, can be syllabic, as in [trg] meaning “square” or as in [prst] meaning “finger”. The five vowels are long or short; one vowel in a word is accented, with either a rising or a falling tone contour. These prosodic features are transcribed as in:

Table 3. Serbian Accentuation

Accented Syllables	Long	Short
Falling Tone	â	ä
Rising Tone	á	à
Unaccented Syllables	ā	ǎ

Due to technical problems with diacritics, letter <a> is used as a symbol for a vowel, which is usually represented by a V-symbol. The accent symbols are used mainly in reference works.

Table 4. Distribution rules of Serbian accents

Syllables	Single	Initial	Medial	Final
Accents Falling	+	+	-	-
Accents Rising	-	+	+	-

Morphology

- Nominal morphology.
- Serbian language has seven cases, two numbers and three genders. The morphology is predominantly 'fusional'; gender correlates strongly with declensional class. Nominal declension is divided into three classes according to the stem vowel, as a-Stem (feminine and masculine), o-Stem (masculine and neuter) and i-Stem (feminine). Genitive/Accusative syncretism is found with masculine animate nouns in singular. Syncretism is widely present in plural paradigm (usually D=I=L; N=V), but also in singular (N=Am,n; D=Lf,m,n).
- Agreement of case, number and gender within nominal words.
- Verbal morphology.
- A multi-tense system of verbal morphology is in the process of being replaced by one in which aspect has a central role. Aspect in Slavic verbal system, and especially in Serbian language, is one of the most difficult categories for learners to acquire. Serbian (Serbo-Croatian) distinguishes between perfective and imperfective aspects. The problem with acquisition is not so much in the terms of morphology but in terms of semantics for which a speaker needs to have linguistic competence; which is the most complicated and the most difficult competence for a non-native speaker to acquire. The perfective views a situation as a single whole, while the imperfective views it as having internal constituency. Unlike Russian, however, Serbian forms a present tense from perfective verbs, distinct from the future; this has a range of uses, but is not employed for events occurring at the moment of speech.

- The main conjugation can be classified by the vowel in the present tense takes form in three major classes: I Conjugation (-ā-Type), II Conjugation (-ī-Type) and III Conjugation (-ē-Type).
- The two remaining past simple tenses are imperfect and aorist. However, as part of the growing importance of the aspectual opposition, both tenses are being supplanted by a compound past tense, the cold Perfect Tense. On the other hand in SMS or 'text' messages aorist and, some linguists say, the imperfect as well, are being reintroduced into the system due to reasons of language economy. The Perfect Tense can be formed from the verbs of both aspects: {Pisala, Napisala} je pismo – "She {was writing / wrote} a letter". There are also infrequently used tenses in Serbian: the Pluperfect tense, Conditional Tense and Past Conditional (in Serbian Grammar tradition they are being named [Potencial]). Compound tenses are formed with enclitic forms of the verb /biti/ "to be" as an auxiliary verb. Unlike other compound tenses, the future tense is formed with /hteti/ "to want" (usually in its enclitic forms) plus the infinitive and it is formed with verbs of both aspects.

Syntax

- Serbo-Croatian enclitics, due to the difficulties their placement in one verb sentence can cause, are familiar to many linguists because of the problem they have posed for transformational theory and in the acquisition of Serbian as a foreign language. Serbo-Croatian, like a number of other languages, is known for its second position clitics but the problems arise when enclitics appear in a string in a one verb clause. Though enclitics stand in the second position in a clause, there are six "slots" and each may be occupied by one enclitic.
- (I) Interrogative particle: li
- (II) Verbal auxiliaries: sam, si, smo, ste, su (not je); ću, ćeš, će, ćemo, ćete, ćeć bih, bi, bi, bismo, biste, bi
- (III) Dative pronouns: Singular mi, ti, mu, joj; Plural nam, vam, im
- (IV) Genitive pronouns: Singular me, te, ga, je; Plural nas, vas, ih
- (V) Accusative pronouns: identical to Genitive pronouns with the addition of the reflexive se and of ju (f.sg.)
- (VI) 3.sg. form of biti: je.
- Consider the following examples:

- (1) *Gde ste me videli?*
 where are(encl.II) me(encl.V) seen
 "Where did you see me?"
- (2) *Želim mu ih dati.*
 wish to him(III) them(V) to give
 "I wish to give them to him."
- (3) *Našao ga je.*
 found it(V) is(VI)
 "He found it."
- If the combination *se je* is expected, then *je* is dropped: The combination **je je* is replaced by *ju je*, for example: *Video ju je* "He saw her" (lit. "saw her(V) is(VI)").
- The notion of "second" position is complex. Clitics regularly stand after the first accented constituent.
- (4) *Taj pesnik mi je napisao pesmu.*
 As well as after the first phonological word (within a phrase):
Taj mi je pesnik napisao pesmu.
 "The poet wrote me a poem."
 An initial constituent may be discounted:
- (5) *Ove godine, taj pesnik mi je napisao pesmu.* – As well as:
Ove mi je godine taj pesnik napisao pesmu.
Ove godine mi je taj pesnik napisao pesmu
 "This year, that poet wrote me a poem."

Portuguese language (brief review):

Portuguese belongs to the Roman family of languages; originally it was the dialect of the county of Portugal in the Kingdom of Galicia. Portuguese achieved linguistic independence when Portugal became a separate kingdom during the 12th Century.

- With nearly one hundred fifty million native speakers in Brazil and ten million in Portugal, Portuguese ranks fifth in population among world languages.
- The national standards of Portugal are the varieties spoken in Lisbon and Coimbra; the dialects of Sao Paulo (Paulista) and Rio de Janeiro (Carioca) dominate Brazilian Portuguese. EP [European Portuguese] and BP [Brazilian Portuguese] differ noticeably, but in limited number of features in both syntax and phonology, without dilution of the sense of shared linguistic unity and literary heritage.

Phonology

Table 1. The consonants of Portuguese (21 phonemes)
(Orthographic equivalents are given in angle brackets)

	Labial	Dental	Palatal	Velar	Uvular
Stops	p : b	t : d		k <c, qu>: g <g, gu>	
Fricatives	f : v	s<s, ss, ç, c>: z<s, z>	ʃ<x, ch> : ʒ<j, g>		
Nasals	m	n	ɲ <nh>		
Vibrants		ʀ <r>			ʁ <rr>
Laterals		l	ʎ <lh>		
Semivowels	w <u>		j <i>		

- The dental sibilants /s : z/ are systematically replaced by their Alveo-palatal counterparts /ʃ : ʒ/ in word-final and syllable-final position in EP and in Cardiac BP.
- EPs strong vibrant /ʀ/ usually is a uvular or alveolar trill.
- The most notable feature of Portuguese phonology is the richness of its vowel system. Besides the nine oral monophthongs in EP (including /ə/ and /ɐ/) and seven in BP there are five nasal monophthongs and an extensive set of diphthongs; both nasal and oral.
- EP has predominantly stress-timed rhythm, with marked reduction and weakening of unstressed vowels, many of them which are completely affected in fast speech, leaving syllable-final consonant clusters not found in citation forms.
- The orthography uses the Roman alphabet, with <k>, <w> and <y> excluded or limited to foreign words.
- Orthography is largely phonemic, although morphophonemic (and stress-related vowel) alternations are not indicated.

Word order

- The prevalent word order of PE is S-V-O. Other features typical of VO typology are the use of prepositions and of auxiliaries preceding the verb, quantifiers preceding

the noun, and negatives preceding the verb, and (with more exceptions) adjectives follow the noun.

Noun phrase

- Concord of gender (masculine and feminine) and number (singular and plural) is marked on all elements of the noun phrase.

Pronouns

- Personal pronouns fall into two groups: tonic (subjects and prepositional objects) and clitic (verbal objects). The latter are variably enclitic or proclitic in EP. Clitic pronouns are frequently involved in sandhi with preceding elements, leading to fusion and modification.

Verb inflection

- Portuguese verb forms are divided semantically into two groups: the experiential (non-past), consisting of present, perfect, and future; and the historic (past), consisting of imperfect and pluperfect. The preterit functions both as a narrative past tense and as an experiential present perfect. There are also future and conditional tenses.
- Portuguese verbal morphology has two forms virtually unique among the Romance languages: (1) a person-marked form of the infinitive, and (2) the future subjunctives, so called because of its typical use in temporal and conditional clauses dependent on a future tense main verb.

Auxiliaries and copulas

- Portuguese, like Spanish, has two distinct verbs "to be" (-ser and -estar) – which differ primarily in terms of verbal aspect.
- Compound past tenses are formed using the auxiliary *ter*.
- Passives are formed with the auxiliary *ser* and the past participle. However, the preferred forms of the passive are the reflexive passive and the impersonal passive, in which the overt reflexive *se* indicates indefinite agent (*Abre-se as portas* "The doors are opened, one opens the doors").

Syllabus & Record book

Introductory course for Portuguese students: 5 hours per day for 6 weeks

After six weeks (19th September 2005 to 1st November 2005 – 150 total contact hours, with 2 lecturers)

The students have acquired complete morphological structure of the Standard Serbian Language, its systems of Declensions and Conjugations as well as basic indeclinable forms (grammatical words). The students have gained knowledge of compound sentences and temporal, final and conditional (subordinate) clauses. They also have acquired essential vocabulary related to the basic language functions, notions and situations. They have successfully managed to develop reading skills in both Serbian Latin and Cyrillic alphabets and they are capable doing small written exercises: essays and informal letters. Their speaking and listening skills developed in the expected directions, respectively. They are now capable to lead short conversations on certain topics, to exchange information, to express their wishes, needs and thoughts. We have recorded a short interview with both of them. ²

2)

- Both Serbian (Cyrillic and Latin) alphabets as well as the sound system of Standard Serbian (in 2 days except for Cyrillic, which took 3 weeks to manage fluent reading and writing).
- The students are taught the present forms of the verb "to be" and how to make questions.
- The main strategy was to repeat previously taught content in the next class session. During the first week they learnt and successfully acquired the Nominative singular and possessive and interrogative pronouns system; the present tense and the system of modal auxiliaries; Locative singular and connected with it prepositional constructions and adverbial phrases; Genitive singular and connected with it prepositional constructions and adverbial phrases. The students were acquiring vocabulary connected with the particular grammatical issues and pragmatic skills; demonstrative pronouns as well as the plural of possessive pronouns, Nominative plural and have also acquired a great deal of lexical knowledge; such as the names for the most common fruit and vegetable. The previously acquired content was also repeated.
- The students were taught how to count up to 10. Genitive Partitive was introduced through the vocabulary connected with food and drinks.
- The students learned forms of Nominative singular of adjectives together with forms of nouns in Accusative singular and plural. They also practiced dialogues based on particular situation (in a bakery shop, in a fast food restaurant) together with related vocabulary. The students showed great enthusiasm when writing their own dialogues on the topics. In this lesson the Cyrillic alphabet was also repeated. Comparing their current abilities with the skills that they showed in previous lessons, the students have advanced in writing and reading Cyrillic. Although making mistakes, they are able to build more complex sentences.
- They learnt Accusative singular and plural adjective forms. Dialogues were conducted based on a situation in a restaurant and in a coffee shop. The students wrote the dialogues on their own. For the first time a listening exercise was introduced.
- The students have learned numbers (11-29) as well as noun and number agreement. They also learned Genitive plural noun forms, adverbs referring quantity (malo, puno, dosta, mnogo) as well as how to read time.
- For the first time verbal aspect was introduced in the lesson. They also learned Accusative and Locative singular and plural forms of personal pronouns together with verbs of speech and thinking, which take these cases. The students had three exercises of listening comprehension.
- The students exercise usage of the verbs /doručkovati, ručati, večerati/ in the context of describing one day of their life in Novi Sad. They also learned temporal Genitive and the usage of common prepositional constructions with that case as well as temporal adverbs together with the names of the days of the week. Verbs of seeing and modals were introduced as well.

- They learned vocabulary connected with the lesson *Moja porodica* (My family) and were able to describe their own families. The students were taught the specific morpho-semantic noun forms like *braća* (brothers) and *deca* (children). Possessive adjectives were introduced as well.
- Terminology related to clothes, dressing, shoes – nouns and verbs were introduced as well as the difference between transitive and reflexive verbs and their aspectual counterparts were pointed out.
- Comparison of adjectives was introduced. The students had problems with using the correct comparative forms due to complicated consonantal alternation related to certain adjectives as well as different endings employed on different stems. Since the students did not complete their homework as they were supposed to, written exercises were repeated.
- Terminology related to housing was introduced. Two dialogues based on the related situation were performed (In a department store – looking for furniture and buying refrigerator). The students practiced usage of ordinal numbers, collective nouns and how to identify dates.
- Instrumental was introduced (both instrument and sociative meaning).

Conclusions

1. Due to differences in Serbian and Portuguese language and orthographic systems, Portuguese students have articulatory problems with certain consonants, which are not part of their phonetic experience. These are problems we were expecting: (a) students are used to pronounce phoneme /r/ as uvular Portuguese like [R], especially in the words initial position and before vowels instead of pronouncing it as an alveolar sonorant which is also known in their native language; (b) (c) they have articulatory problems in pronouncing Serbian affricates except for [c].
2. Initially they had difficulties in reading Cyrillic alphabet, but they also transfer Portuguese reading convention, pronouncing Serbian letter <c> as sound [k]. After a week they managed to read Serbian texts in the Latin alphabet without problems.
3. Besides phonetic problems, they had difficulties in understanding positions of Serbian enclitics (verbal and interrogative enclitic /li/, reflexive /se/), verb aspect, case endings, certain problems related to agreement.
4. Since the students have no linguistic knowledge (both of them are the students of Electronics) they are not familiar with linguistic categories and notions like „noun“, „adjective“, „adverb“. After three weeks they show no problems with these terms.
5. The students are now able to correct themselves when make mistakes in grammar or in pronunciation, what is considered as very important improvement of language skills.

Motivation

They are fairly fluent in English. At the very beginning both of them showed high levels of motivation when it came to learning Serbian and they are very communicative young persons. Although linguistics is not their area of interest, they both have showed significant skills when observing certain specific Serbian language features. By the end of the sixth week the students got a little bit tired and their motivation slightly decreased. The fact that they could also communicate in English spoiled their strong wish to learn to speak better Serbian. One of the students was more industrious and his improvement is much more evident. He put a lot of effort in and he is still strongly motivated and keen to learn and speak Serbian, which is very important.

Since the one of the goals of this Campus Europe project is developing mutual understanding among different European nations which implies taking care of small European languages as well, I would strongly suggest for the future that incoming students should learn more about the project and its goals in order to develop full motivation for learning a language of the host country. Otherwise we will be faced with the predominance of English language.

Teaching Portuguese within the CE Programme

Experiences with Serbian and Latvian students in Intensive and Semestral Courses – first approaches

Speaker: Dr. Ana Margarida Belém Nunes and Dr. Helena Margarida Vaz Duarte, from the Department of Languages and Cultures, University of Aveiro, Portugal

Abstract

The University of Aveiro receives every school year a great number of foreigner students through programmes as Erasmus, Socrates and more recently Campus Europae (CE). Our objective, with this paper, is to present some experiences as Portuguese as a Foreign Language teachers with Campus Europae students. They had attended an Intensive Course in September, during 30 hours, and they had continued their Portuguese learning in the semestral Course.

Based on that, we want to present some experiences, suggestions and conclusions about the importance of a more personalized teaching to aim the student's integration in the University and accomplish the goals of Campus Europae project.

The University of Aveiro dimension

The University of Aveiro (UA) is the only one in Portugal receiving students from the Campus Europae project. This University was created in 1973 and quickly became one of the most dynamic and innovative universities of the country. With almost eleven thousand graduating students, the University of Aveiro offers 58 graduation courses, in so different areas as engineering, sciences and the technologies, the health, the economy, the management, the accounting and the planning, the arts, the humanities and the education. These courses are divided in superior education and polytechnic superior education. The 17 courses of polytechnic superior education are distributed among different schools: the Superior School of Health (ESSUA); the Superior School of Technology and Management of Águeda (ESTGA) and the Superior Institute of Accounting and Administration (ISCAA).

Due to its vocation for the linking of education and the research with the industry and the community in general, the University of Aveiro has a position of prominence in the scientific, technological and artistic progress. One of the most important goals of this

University is the cooperation and national and international interchange, through the establishment of some agreements and protocols and the participation in different programmes of Education, Science and Technology of the European Commission.

Portuguese as a Foreign Language Courses

Beyond all the graduation Courses, in the Language and Cultures Department, the foreigner students have the possibility to learn Portuguese during a complete school year. This annual course is divided in two semesters with 13 weeks each. Per week they have two theoretical-practical hours and two hours in the Language laboratory. This way the students can have a more complete formation and progression. At the end of each semester, after the results of the exam, the students can make their enrolment form to the next level.

In the annual course the students have different status. They come from all over the world, through different programmes, attending different graduation courses. We have assisted to a large increase of the number of students since a few years. This considerable number of graduation students enlarges with invited teachers of several departments and with emigrants especially from East.

After a school year in which the beginners level had indistinctly Latin and non-Latin students, we realized the necessity to form different groups according to the mother tongue. Consequently, at the moment, in the same level, we have two classes. In our opinion the really beginners are the non-Latin language students and the Latin students are considered false beginners. We do not include in this last group French students because although Latin's they have more difficulties than Spanish, Italian and Romanian.

Beyond the beginners level we also have the intermediate and the advanced levels. Every year we feel the same problems due to the great number of students per group and it is known the relation between the number of students and their learning progression.

Even with our preoccupations these groups are hardly homogeneous because they have necessarily different knowledge and some of them arrive in the middle of the course.

In July and in September the coordinator of PFL courses and we normally organize intensive courses with 60 hours distributed by four hours per day.

Objectives per Level in PFL Courses

— Beginners level

In this level our first concern is to frame the students in the city, the culture, the history and Portuguese uses. Therefore our principal thematic contents are always connected to the daily situations in the city and in the country. In order that they feel comfortable

in these situations they should learn basic vocabulary, apply basic grammar structures. They are able to use this knowledge through written and oral exercises developing comprehension and production skills.

— Intermediate level

With these students we expect they are able to establish communicative interaction in daily unexpected situations. As they have a deeper knowledge of the language and culture they should be able to comprehend and produce written and oral texts of different types (media; literature; traditional and cultural) because these texts have a different degree of difficulty and more complex grammatical structures. Therefore they contribute to a better integration of the students in the Portuguese context and they develop their competence and performance.

— Advanced level

The interaction in class with these students is completely different. Our objectives concern not only the typical reading and comprehension exercises, although given attention to the lexical-syntactical and semantics structures of the language, but we expect to develop the critical point of view about more expansive themes. We encourage them to expose their own opinions and to establish communicate interaction in predictable and unpredictable situations about the social-political, economical and cultural aspects.

The Campus Europae Students — School year 2005/2006

The University of Aveiro was invited in 2001 to participate in the Campus Europae project. However for the first time, in the school year 2005/2006, an intensive course, in September, was organized for Campus Europae students. The class was composed by 7 students coming from Serbia and Latvia. They all were graduation students aged between 20 and 27.

In order to have a deeper contact with the students situation, concerning the language learning we presented them an inquiry after the 30 hours of the intensive course. We divided this inquiry into three large items: their previous knowledge about Portuguese language and culture; their reality concerning the acquired aims and their suggestions to improve the course and classes.

The Students impressions inquiry – previous knowledge

About the Portuguese language the most of the students had no information, only knowing that it was similar to Spanish. In what concerns to the Portuguese culture they knew a few things such as: the kindness and usual hospitality of the people; the food; the music

and some aspects of the Portuguese history namely the discovery time.

The students revealed they got these informations talking to people, through internet research and one of them had an intensive course of Portuguese language, during two weeks, at home.

The Students impressions inquiry – after the Intensive Course

Another item of the inquiry was about their skills after the intensive course. We presented them several tasks and they choose those they considered easiest to perform. Most of them were able to greet and thank; to give personal information's (name, age, profession, nationality, country); to ask personal information's; to identify and describe objects and colours; to describe their daily routine; to understand and use informations about the house, the family, the food, the shopping and transports. They assumed they were not prepared to understand and to ask informations about schedules and understand and give simple instructions about orientations and displacements.

Answering in what concerns their more developed skills they felt they were more prepared to talk and to read than to write or to make grammar exercises.

The major difficulties were connected with the pronunciation due to the big difference grapheme/phoneme in Portuguese Language. The problems related with grammar are the irregular verbs and the great number of rules and exceptions. For that reason the oral expression is also considered as one of the difficulties. Knowing their difficulties we intend to recognize the easiest contents. They reveal to have more facilities with the counting, the regular verbs and the gender of the words. As justification to this last item they recognise the similarity of the Portuguese to the Latvian language, because normally words ending with -a are feminine and those finishing with -o are masculine.

Finally when they had to talk about their preferred activities in class, they admit several including different tasks and competences. In fact they preferred above of all oral expression exercises like loud reading, conversation, oral translation and laboratory classes. Only some of them referred the written and grammar exercises.

The Students impressions inquiry – Suggestions

We also wanted to know some of the student's opinion about what we could do to improve and to diversify the classes and course. Using the same context they suggest activities according to their preferences meaning more oral expression even being this one of the most worked aspects, for us, in the class. It is important to underline that the most difficult and less preferred task for them is also the one that they do not want to practice,

as we could see in the answer: Less grammar.

To improve the course they suggested more hours per week and more homework. Framed in the same idea that they had related previously they point as essential the constitution of homogeneous and smaller groups.

Our opinion as PFL teachers

After the analyses of the inquiries we easily perceived that the components we consider more problematic are indeed the same for them. Related with the oral expression problems we understand that their pronunciation problems emerge from the Portuguese difference between grapheme and phoneme. We can explain these difficulties through some examples of the different oral realization of the same grapheme, as -s-: in the word *saco* (bag) in which the grapheme appears in the beginning of the word we read it as [s]; between vowels as in *casa* (house), the same grapheme, as the sound [z]; at the end of a word like *lápis* (pencil) it has the [S] realization and when it is near a vowel and an oral consonant as in *desde*, (since), we pronounce it as [Z].

Another problem connected to the oral expression difficulties concerns the number of Portuguese vowels. Differently from the other Latin languages in Portuguese we have 9 oral vowel realizations, as we can see in the table below:

Vowels	Oral realization	Examples
a	[a]	pateta – [patEtó]
	[ó]	
e	[E]	pateta – [patEtó]
	[@]	treze – [trez@]
	[e]	de – [d@]
i	[i]	
o	[O]	bolo – [bolu]
	[o]	bola – [bOló]
u	[u]	

According to all these Portuguese phonetics characteristics are obvious the pronunciation difficulties of the students more connected with talking than with reading because in the last activity they always have the text as a support.

Has we said before the students considered harder tasks that involve oral interaction as understand and to ask informations about schedules and understand and give

simple instructions about orientations and displacements. In this case we think the difficulties are a consequence connected with the establishment of a dialogue and the use of the grammar structures and not a lexical problem.

Conclusions

Since we started the PFL courses we felt the difficulty of teaching and learning a new language in groups with 30 or more students. It is obvious for us now that students feel the same way. Besides that we all agree to the importance of the constitution of homogeneous groups according to the student's mother tongue.

Concerning the CE students we would like to emphasise a specific problem: after attending the intensive course, being false beginners, they should not join the real beginner's level, neither the Latin group neither the intermediate level. Therefore to minimize all those problems we know the establishment of particular and different strategies is absolutely necessary. Beyond the increase of oral exercises in theoretical-practical classes we assume the great importance of laboratory classes. We also make different planning according to the intrinsic characteristics of each group as a diagnosis test and several mini-tests during the semester to check the students progression. Another strategy we apply is the formation of pair group and group work to have a more personalized attendance. We also ask for individual written homework about their countries or cities with oral presentations in class, in order to develop their performance.

In our laboratory classes and due to their importance to the students we increase activities as listening texts about history, culture, traditions, music and cinema, the recording of their own texts allowing us to detect and correct some pronunciation incorrections. We also use to present Portuguese sketches.

An individual work we proposed had a great student's reception: the realization of a personal dictionary. We verified they include, besides words and synonymous and verbal forms, entire oral expressions, like *Não vale a pena!* (is not worth to ...); *O tempo custa a passar.* (it is hard to spend the time.); *Deixa lá!* (leave it!) and *Quero lá saber!* (who cares!).

To conclude we think that the language teaching must be related with the idiosyncrasies of each language and with the daily and common dialogue situations.

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Inquiry

Universidade de Aveiro Departamento de Línguas e Culturas

Portuguese Foreign Language Course

Name _____ Nationality _____

YOUR EXPECTATIONS:

What did you know about Portuguese language before the intensive course?

What did you know about Portuguese culture before the intensive course?

1. How many hours, in your opinion, were necessary to have a brief conversation in Portuguese?

YOUR REALITY:

1. After your intensive course you were able

- to greet, to thank _____

- to give personal information's (name, age, profession, nationality, country) _____

- to ask personal information's _____

- to understand and to ask informations about schedules _____

- to identify and describe objects and colours _____

- to describe your daily routine _____

- to understand and use informations about the house, the family,
the food, the shopping and transports _____

- to understand and give simple instructions about orientations
and displacements _____

2. After your intensive course, which were the skills you felt more prepared?

- talking _____

- writing _____

- reading _____

- grammar exercises _____

3. Which were your biggest difficulties? _____

3.1 Why? _____

4. What was the easiest content of the Portuguese grammar? _____

4.1 Why? _____

5. Which were the activities in class that you preferred?

YOUR SUGGESTIONS:

1. What do you suggest for further activities?

2. What do you suggest to improve the course?

3. The 30 hours of the course were enough to have a brief conversation in Portuguese? Why?

4. How many hours do you think that you need to be able to maintain a dialogue in a daily situation?

5. How many hours per week do you think are better to learn a language?

■ ___ Panel Discussion

____ Panel Discussion

Towards Linguistic Diversity within Higher Education

Speakers of the seminar: Mr. Tomasi, Prof. Dr. Schröder, Prof. Dr. Schultze, Dr. Pleines, Prof. Dr. Subotic, Dr. Nunes, N.N. Moderator: Mr. Braun, EUF-CE

To initiate the final discussion, Mr. Braun asked the members of the panel to give a short statement attempting to answer if the language learning concept of Campus Europae, ambitious as it is was perhaps too ambitious.

Statements of the panel:

Dr. Pleines strongly affirmed that he considered the language concept to be a feasible approach. In his opinion it would be possible to attain the level of linguistic competence as foreseen by the concept. However, for this to succeed close cooperation and communication on the level of teachers would be necessary. He said that even if at a cursory glance experiences in teaching would seem to be divergent in reality at the end these experiences would be very similar but to establish a common core of experience improved communication between teachers was imperative.

Dr. Nunes stressed the importance of this communication and also of smooth administrative support for the success of a language course. E.g. it would be important for the teachers to be informed well in advance how many incoming students would take part in the course. In Aveiro this was only ascertained at a late stage and thus little forward preparation was possible.

Prof. Dr. Subotic concurred with Dr. Nunes, recalling the experiences of the first year of implementation of the CE language concept in Novi Sad whereby it was known that it would be students from Aveiro who wanted to learn Serbian and thus the specific linguistic background of the students and their mother language could be taken into consideration when the course was planned. Moreover she said that good cooperation with the International Office was also crucial for the success of the course.

Prof. Dr. Schultze referred to the experiences of the "Mainzer Polonicum": Even if directly after the intensive language course the participants could not go abroad and study any subject in Poland the necessary language skills could be acquired with an additional summer course that would allow for consolidation of the language skills. Another possibility would be to go to Poland straight away and use one semester for improving

language skills and then carry on. In saying that however Prof. Dr. Schultze stressed that it would be feasible to study using Polish although with the proviso that some extra assistance would be required.

Dr. Goral shared a variant of these experiences from Lodz University. She said that the language courses as offered for Erasmus students could be valuable for Campus Europae. However, the main problem was lack of time. To illustrate this Dr. Goral reported about two different courses offered in Lodz. The first type was for Erasmus students and comprised two weeks of intensive language course with approx. 50 contact hours, followed by a continuation of 60hrs during semester or 120hrs in two semesters, each at 4hrs per week, 15 weeks per semester.

The other type of language course was the so called "Brussels" type: In February there would be a competition for selecting the students who would then in September take part in four weeks of intensive course. Here the main aim was to learn how to behave in everyday language situations. The time between the competition and the beginning of the course was used by the teachers to learn as much about the students as possible, e.g. what mother language they used, what background they had in order to adjust the intensive course to the students' needs. This course was very effective and had good results.

However, until 1999 this very course had lasted not four but six weeks, but then funding from Brussels was reduced. While the comparison of the results of the four and the six weeks course Dr. Goral formulated a recommendation: It would be more effective to offer CE students a six weeks intensive course because experience had shown that there are some psychological barriers in the process of learning a foreign language which were easier to overcome if the course lasted longer. She referred to the four steps in language learning advance: a first step, lasting for approx. 10 days, in which students learned to master easy questions about their personal situation. As a result students were very happy as they could express themselves quite well after a relatively short time with as she said, excellent results. Then, in a second step next step which lasted for another 10 days, students had made more progress in expressing themselves in Polish but they had problems in understanding as native speakers, who encouraged by the progress of the students started to use more complex structure when they addressed the students. As a result in a third step of another 10 days students tended to understand more but they were also reluctant to utilize the language competence that they had garnered for a variety of reasons. Then finally, in a fourth step the last 10 days, students would speak more again as they gained confidence again. Therefore Prof. Goral said that far better results could be reached if the intensive language course lasted six weeks (42 days).

Returning to the question if the Campus Europae language concept was too ambitious, Dr. Tomasi said that he was not an expert in intensive language courses. However, he said, there was nothing wrong with being ambitious and that the EU should maybe be even more ambitious in many fields, maybe also when it came to promoting language learning. Dr. Tomasi found Campus Europae ambitious in more than one way, namely the idea of sending students abroad twice for one year, to do this on a mass scale and to have intensive language courses. He then listed a few points he considered important: As intensive language learning could only take place in small groups, there was a need for a large number of very good language teachers because in a very limited time slot a lot of students must be taught in small groups. From his perspective that was why teacher training was a priority and he recommended that special attention should be given to this issue.

However, he said he was delighted by the reports from the other speakers who gave accounts on how the language concept had been implemented on a small scale during the pilot projects and which seemed to work as a concept as such. He only wondered if the language concept was also applicable on a larger scale. Despite the fact that quite a few administrative and organizational issues had to be solved (e.g. "How can the courses be organized in the limited time frame at the beginning of the semester?" or "And even if good teachers were available which tasks could be given to those teachers in rest of the year?") he was confident that these issues could be resolved.

Prof. Dr. Subotic strongly concurred with this assertion and proposed to hold a seminar on teacher training for intensive language learning. Thus different approaches experiences on methodology could be exchanged and a common framework on the methodology of learning languages in intensive language courses could be established. Mr. Braun said that this was an idea worthwhile being considered. Prof. Dr. Subotic said that there was a demand and a need for such a framework. In teacher training, teaching Serbian was generally taught as Serbian for native speakers while teaching Serbian as a foreign language was not a priority. She added that her department which deals with this question was only self-educated in this area as even in all of former Yugoslavia there hadn't been a study group for teaching Serbian as a foreign language.

Dr. Tomasi said he had followed a personality study dealing with language learning for people for special needs and at the beginning he had thought that the outcome would be a recipe for people with dyslexia or with other problems. However finally he had realized that these problems never go alone that there are always several sorts problem which go together and make a standard approach impossible. This he said, was the main result: we all had special needs as far as languages are concerned as every

learner always needs an individual learning plan. This he asserted was a consideration: how could an individual study/learning plan be achieved and at the same time attain a level of multilingualism on a large scale. A way to deal with this should be explored.

Prof. Dr. Schultze warned that one should not have too high an expectation as far as reaching a high percentage in a large scale approach was concerned. She called for a realistic view as very ambitious goals were generally never fully realised as such a programme would normally include fewer students than originally foreseen. However, she stated that even a single student really convinced of a multilingual Europe can do so much if motivated and willing to learn. Even a handful of such ambassadors could trigger long term changes and it was tremendous what a handful of such students could do for the cause of multilingualism.

Mr. Braun returned to one of the next steps for Campus Europae which had been identified earlier by the participants of the conference, namely the improvement of communication between language teachers from sending and hosting university, the imparting of knowledge of the language to the host students using the new website in order to be able to create a specific individual study plan. At the moment, he pointed out Campus Europae was still in a pilot phase with modest student numbers, with in the first year 50-60 students being exchanged. With these modest numbers it was feasible to create individual study plans on this scale. However, according to the 2008 Global Strategy and Action Plan, Campus Europae envisaged exchanging 1000 students by 2008, accumulated in the three years to come. He referred to what Mr Tomasi had said that it was a very great challenge to have large scale student exchange and at same time follow the very ambitious aim of multilingualism. At the same time he said, referring to what Mr. Pleines had stated, the evaluation had been very encouraging. In the end it was a question of motivation and not only financial means, but also of soft skills and soft factors, like human resources, of commitment of teachers and also of students. Mr. Braun said that this was something like a universal management problem, namely how to motivate these resources and that there modern means like the use of the web site could assist in this regard once these micro issues are addressed.

Mr. Plasa, from Greifswald University thanked the contributors for their presentations, especially Prof Schultze for having pointed out how important it was to prepare students adequately that they would possess the academic linguistic competence they enable them to study successfully. This lead him to pose the question: As within Campus Europae it was important and a central tenet that students would get full recognition of their study achievements while studying abroad for one year, it was very important that

they started with a sound level of linguistic competencies. He said that no doubt, the intensive language courses which had introduced so far were a very good tool, but he surmised if better results could be obtained if some language teaching would take place prior to going abroad, e.g. during the summer semester before going abroad.

Mr. Braun agreed and said that this was a very good point as one observation of the first year had been that due to different academic calendars the time slot available for language courses was very small. He said that even if resources had been in place, results from Aveiro and Novi Sad had shown that some students hadn't had the time for attending courses because there had been summer exams as late as September. Therefore the idea of using the summer term or spring semester was a very good one. At this point he reminded that Campus Europae – even if it now focused on student exchange – was also aimed at teacher exchange. Therefore in the future maybe also language teachers could come to the sending university for a given time and teach there to start the learning process earlier.

Prof. Dr. Schultz said that at Mainz University that for studying Slavonic languages it was obligatory to follow an intensive course for beginners and that nobody could start the first semester unless he or she had taken this intensive course. This rule had been followed for years with excellent results. Mr. Braun added that a similar approach was applied by the Institute for Eastern European Studies at Free University Berlin. Students of the subject "Regional Studies of Eastern Europe" had to take an intensive course of 24 hrs a week of Russian lasting one year before they were actually allowed to study the subject as such. Exceptions from this rule were only made if someone had already sufficient language skills.

Dr. Nunes said that in Portugal there was no such thing as an institutionalised and obligatory intensive language course. In saying this talking about intensive courses and the time when they should begin she said that intensive language courses in Aveiro could only take place in July or in September, the latter only if the semester started later. This was the first time that for CE we had intensive language course in September and then only for two weeks. Returning to the question if students should try to acquire some knowledge of the local language before going abroad she said that they had experiences in Aveiro, though not with Campus Europae students, but with students who had learned not European Portuguese but Brazilian Portuguese before coming to Portugal and upon arrival in Portugal they had said that European Portuguese was difficult and hard to understand. So there were also some dangers in starting learning the language earlier.

Then Mr. Braun raised the question concerning a multilingualism concept or foreign language learning concept at the member universities. He explicitly asked if participants had experiences at their home universities if a concept had been developed for multilingualism as part of the general study plan, of language competencies as part of the concept of what students should achieve during their studies. He asked all participants present to share their experiences and expectations.

Dr. Pleines said that even if or because he was not representing a university institution, he felt in a position to remark upon this issue. He said he was quite pessimistic about the answer. Of course, he said, universities would probably be in agreement that such a concept was desirable but little demonstrable action would possibly follow. He feared that the probable outcome would be merely a focus on promoting English. They would proclaim the mantra: "Everyone speaks English – Let's promote that idea!" Even if a university would place the language issue high on their agenda, it may not necessarily mean that a multilingualism or multilingual concept will be prepared and enforced.

Prof. Dr. Schultze strongly agreed with these sentiments. According to her, there were no multilingualism concepts but rather several disjointed binary concepts, e.g. at Mainz University the so-called "Dijon Concept". This means that everybody who studied French could spend some time in France and finally be awarded exams which are mutually accepted, in this case a German-French double degree. Similarly, students of Slavistics would be bilingual and things would work in both ways. However it worked only in a practical context, only for students of a language as a main subject and only in binary structures; not as a real fully approved concept, the lesser one that included several languages.

Mr. Tomasi added the following: Within the New Framework of the new programmes which the Commission was developing to replace Socrates, Leonardo, etc, the Commission was asking universities to include into their Erasmus contracts a statement about their language policy. Of course, he said, it remained to be seen if the statement would be translated into something more concrete and actionable. At least, he said, such an Erasmus contract would have the effect that universities will give some thought to their language policy, to extrapolate an answer to the question of which importance should be given to their own language, to one or more several foreign languages. However, he said, to be realistic, the general trend was to reduce foreign language teaching to rationalize teaching which means to cut down language learning chairs in faculties across Europe. At the same time, he said one could witness a growing awareness of this problem and universities were realising that they must offer courses of their local language as a foreign language in order to be an attractive destination when studies are

internationalised. Another related issue, he said, was the problem of competence and of power within a university which sometimes made it hard to allocate the needed resources for language learning, e.g. if someone from Serbia came to Portugal studying Electronics, attending a language school– then it was not clear to which department this should be assigned to.

Prof. Dr. Subotic said that the term multilingualism could be understood in different ways. E.g. in Novi Sad which was the capital of the multilingual province of Vojvodina there were a number of study programmes in the different languages of Vojvodina besides Serbian, e.g. Ruthenian, Hungarian, Slovakian as native languages were also the languages of instruction in higher education. The students enrolled in these programmes were truly bilingual or even multilingual.

Mr. Braun agreed that multilingualism was a very complex term and that many people understood it very differently. At Campus Europae there was a gap apparent here as this term had never been defined or explained, e.g. in the Charta of Campus Europae, even if the language issue had been taken very serious and discussed right from the beginning. However, he said, it was rather the implicit result of the project as such. As he saw it, multilingualism was laid down explicitly in the mobility concept of Campus Europae, namely to send students from any given member university twice during their studies to two different countries, not excluding so called minor, not school based languages like Polish or Latvian or Serbian and at the same time using English as a so-called bridge language.

Prof. Dr. Subotic reported that in Novi Sad the practice had always been that students studying a foreign language could spend one semester or a year in the respective country. Before it was complicated to recognize the courses taken abroad but now with the introduction of ECTS also in Novi Sad it should be easier. However, she said, going abroad had only been a normal progression for students studying a foreign language.

Mr. Braun said that even with ECTS already being introduced in many CE universities, the question whether to award credits for language courses or not was highly disputed. The first year of pilot projects had shown that in some universities this was no problem while in other universities no credits could be accepted for language courses. Mr. Bacelar said that he'd like to play the devil's advocate regarding the role of English. Recalling his own experiences as biologist, everything in this subject was undertaken in English anyway, regarding research papers, text books, even exams. So he wondered what would be the benefit for a biologist to learn a smaller, less widely used language when internationally seen, it was English which he needed.

Mr. Braun agreed that the role of English and the internationalisation of studies were very important issues. Here, Campus Europae would take a different approach than many other study programmes or networks which use English languages programmes to attract foreign students, e.g. Medicine being offered in Novi Sad also in English. The disadvantage of this approach was that the local language was given up as something worthwhile being taught and learned. Campus Europae, on the contrary, wanted to use English only as a bridge language and make it compulsory for the student to also learn the local language.

Prof. Dr. Schultze reported of other possibilities to combine English and the local language. The DAAD (Deutscher Akademischer Austauschdienst - German Academic Exchange Service) asked students who wanted to take part in English language programmes in Eastern Europe to learn the local language first. In order to be eligible for a scholarship from the DAAD, the students have to take part in an intensive language course which is paid for by the DAAD. Interestingly, she said, students very often, after some time, e.g. two or three years, after having finished their original year abroad, were studying in the local language – so they ended up using the local language more often than English. This policy of the DAAD was very successful, especially as they would pay for the course.

Dr. Goral recalled a similar experience. After six weeks of learning Polish in an intensive language course, students could then continue with their Polish language studies on a tailor-made basis and choose an approach of differentiation, of specialization, as not every student needed to reach the same level. She said it was more important to discover different cultures, attitudes and after six weeks or 150 hrs of language course it was already possible to live in a country and to find one's way through everyday's life.

Dr. Rudzinski (Lodz University) added that after the intensive language course and subsequently having followed an additional language course during the first semester, the change to the local language as language of instruction could be made easier if there was a continuation with subject specific language teachers who e.g. were biologists and at the same time teachers of Polish. This could be very effective, he said.

Mrs. André (Liège University) mentioned the problem that the number of courses offered in English was limited and that increasing the share of English (so that during the first semester English could be used as language of tuition) wasn't an easy task and met with quite some resistance within universities. She said that this was also part of the language concept and that therefore a focus should be given to this. She compared today's role of English with that of Latin in the Middle Ages.

Mr. Braun recalled an experience from a recent meeting of the Business Studies subject committee meeting where Chair Prof. Pegoretti warned of the imminent danger of the increasing dominance of English whereby there may well be no lectures given in the local language. That is especially true for Business Studies which is a subject in which English is already very strong, with English text books, lectures in English, programmes were offered in English then Campus Europae couldn't implement its language concept.

Dr. Moll (Munich University) said that the presentations had demonstrated that with intensive language courses it seemed possible to learn a language quite rapidly in order to find one's way through everyday situation. However, she said, so far little had been said about teaching the academic language and she wondered if there was a concept for preparing students for the academic life, to explicitly teach academic subject specific language.

Dr. Goral said that after the intensive language course it was possible to continue and to specialize as of course six weeks of intensive language course was not enough. She shared the experience made in Lodz with a concept of language teachers who are specialized in an additional subject. She warned of an "overkill" of language classes: during the intensive course, there were already five hours of Polish a day, excursion, homework – so it could be too much to start with subject specific language at too early a stage and said it would be better to concentrate on the first steps of language adaptation in order to avoid the danger of asking too much from the students.

Dr. Rudzinski added that one problem was also information about the needs of the students– if it was known too late what was their specialisation; it was harder to adapt the classes to these needs. However, he said, it would be possible to use subject specific texts or situations at an earlier point.

Dr. Goral mentioned a text book for Polish learners who wanted to study Medicine. It was designed for foreign students who plan to spend all of their studies in Poland, e.g. students from China who came to Poland to study in Poland like Polish students do. This was a different situation than at Campus Europae or Erasmus where the focus was rather on culture and on the acquisition of language skills that allow for mastering and refining everyday communication.

Mr. Braun reminded the seminar that most of the students were absolute novices and that first things should come first, then they could move ahead. However, he said, a good teacher could recognise a student's background and could prepare subject specific learning items. E.g. a law student who would take part in the Campus Europae exchange would, in his or her third year would be akin to a senior student and know

the intricacies of the subject. Once he or she would familiarize themselves with a new language and had reached an intermediate level, he or she could acquire the subject specific terminology quite easily where it was harder to understand what a contract regarding the sale of goods was as such and when students knew what it signifies in their mother language whereby they had understood the concept of this legal institution, it was relatively easy to learn the translation of this term in the new language.

Dr. Nunes added that at the moment, modest CE student numbers would not allow having a full set of subject specific language teachers at hand and that everything was still in a trial period.

Mr. Bacelar asked if from a research point of view the seminar was something the participants could build a network on.

Prof. Dr. Subotic said that a network was a necessary outcome and that contact between language learning departments was very important. She pointed out that the web page could be utilized for this purpose.

In his final statement, Dr. Pleines said that there were some loose ends, of course, which was in fact a positive outcome for a conference. He pointed out that the exchange of experiences was very important and in order to facilitate this he offered to the participants to organise an intensive language course of any language for all those interested. By this, those of the participants who were in charge of language teaching could get first hand experiences and have then an exchange of these. In conjunction he referred to Mr. Tomasi who had earlier said it still has to be found out how the language concept operates on a bigger scale with large student numbers and said that this might also be of interest to the Commission, reminding participants that such a project was always worthy of EU funding.

In conclusion, Mr. Braun expressed his thanks to the members of the panel and the other participants for their contributions, also on behalf of Secretary-General Prof. Dr. Ehmann, and said that even if there were still some loose ends to tie up, a lot had been covered and that now the findings had to be translated into the next positive steps.

■ ____ **List of participants**

List of participants

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Svetlana Artioushevskaja	EHU Vilnius
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Matthias Braun	Campus Europae
Robert Carroll	Campus Europae
Jelena Cvejic	University of Novi Sad
Iryna Dubinskaya	EHU Vilnius
Christoph Ehmann	Campus Europae
Natasa Gajic	University of Novi Sad
Philippe Guerci	Henry Poincaré University Nancy
Ingeborg Hofmann	University of Greifswald
Maxime Hosotte	Henry Poincaré University Nancy
Michael Kelly	University of Limerick
Christelle Laub	Henry Poincaré University Nancy
Jean-Paul Lehnens	University of Luxembourg
Céline Letawe	University of Liège
Irene Lindgren	University of Örebro
Stina Magnusson	University of Örebro
Melanie Moll	University of Munich
Ana Nunes	University of Aveiro
Edgars Osins	University of Latvia
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Georgie Pope	University of Liège
Barbara Prediger	University of Hamburg
Grzegorz Rudzinski	University of Lodz
Konrad Schröder	University of Augsburg
Brigitte Schultze	University of Mainz
Iwona Słaby-Góral	University of Łódź
Aneta Sorbjan	University of Łódź
Ljiljana Subotic	University of Novi Sad
Luca Tomasi	European Commission
Helena Vez Duarte	University of Aveiro
Gerhard Wagner	University of Vienna

■ **Annex**

Studia Baltica: Intensive Language Courses of Estonian, Latvian and Lithuanian

Presentation by Dr. Magdalene Huelmann, University of Münster to Campus Europae, CE-Coordiators' Meeting, Luxembourg, 20th March 2005

In 1989, the University started the project "Studia Baltica". Its aim was to offer to students to learn one language of the Baltic states, that is: Estonian, Latvian or Lithuanian in a very short time. These languages are not taught very often in Germany but only at few faculties that offer Baltic Languages (Lithuanian and Latvian) or Finno-Urgic Languages (Estonian), and, I might generalize, that is true for all of Europae. Therefore, usually only a very limited number of highly specialized students will get to know these languages.

However, Studia Baltica chose a different approach. The language courses should be offered to students of all subjects and all faculties, not only to future linguists. The reason behind was that the employability of students should be improved by giving them the chance of learning such a niche language. We believed that there would be demand for graduates of all faculties with special knowledge regarding the language and culture of one of the Baltic states. However, we also had to implement one requirement – the overall duration of studies should not be prolonged by taking part in the course.

These requirements were all met by a language course concept for the Polish language that had been successfully operated as "Polonicum" at the University of Mainz for some years. This concept was therefore transferred and slightly modified to fit the aims of Studia Baltica. It has been followed ever since up to the present year, now operating in its 16th year.

1. Aims

After completing the course, the participants should have command of the new language that would allow them to:

- master everyday situations
- independently read and understand any kind of text
- follow professional/technical discussions as well as take part in them
- independently compose texts

2. Structure

The Course takes place between the middle of February and the middle of October, that means that it takes 8 months to complete the course. For the intensive phases, the long German "Semesterferien", academic breaks between the semesters, are used. It is not necessary to enroll at the University of Münster for taking part in the course. Moreover, no prior knowledge is needed to be accepted for the course.

The three languages Estonian, Latvian and Lithuanian are taught in small groups of not more than 8 students.

The first intensive phase lasts 6 weeks with five hours of tuition everyday. The teaching staff is made up of German and native speakers with the German teachers focusing on the morphologic structures of the respective language taught while the native speaker teachers primarily work on the vocabulary and idiomatic structures. The native speaker teaching staff comes from the partner universities in Tallinn, Riga and Vilnius. To evaluate the progress the students make, there are weekly tests at the end of each week. After six weeks, the students take an overall language exam that they have to pass in order to take part in the next phases.

During this first phase, the students are lodged together with the teaching staff in "Haus Annaberg", a mansion in the hills above the city of Bonn that is owned by an Estonian-Latvian-Lithuanian Student Association. On the premises, students find many things that are related with the Baltic states, a library, films; moreover, some other native speakers live there as the mansion is also used as a student dorm. The time spent during this first phase is a retreat from everyday business, meals are served according to a fixed schedule, thus the students can concentrate fully on their studies.

For the following summer-semester after the intensive phase, the students return to their home universities and follow their normal curriculum there. Besides that, they are sent weekly home works that they are obliged to return; this distance learning phase is aimed at keeping them in touch with the new language and deepen the knowledge of it.

This is followed by a second intensive phase that takes place in Tallinn, Riga or Vilnius and is organized in cooperation with the partner universities. It lasts for four weeks, everyday the students have four lessons of tuition. Usually, for this phase, the same teacher is responsible who already taught during the first phase. He/she knows the students and their level of knowledge of the language and guarantees the continuity of the curriculum. During this phase, the students start with reading text in their original version; moreover, some of the more complex issues of the grammar are dealt with in detail. However, the most important aim is improving of oral and written communication

skills. That is helped by the fact that the students live in host families. So they get to know the everyday life of their hosts, gain insights into the society and first hand cultural experience. Besides, they can improve their communication skills in ever changing everyday situations within the families.

The language instruction is complemented by a cultural programme: the group takes part in presentations, excursions to museums and theaters or touristic areas within the country. Upon return from the Baltic states, all participants meet again in the Annaberg Mansion to take the final exam. This exam consists of three parts:

- Translation of a recent, unknown newspaper article from the foreign language into German
- Composing of an essay in the foreign language, students can chose from three topics offered
- Colloquium: the participants prepare a presentation in the new language about a topic related to the host country and give a presentation of about 10 min; after that they are interviewed on cultural aspects of the host country

The written part of the exam last for about 90 min, the oral exam around 15 min.

3. Findings and Experiences

The cornerstone of this concept is human resources. The intensive phases of the course are extremely strenuous for the participants as besides the five hours of language lessons they are required to further study and revise the newly learnt grammar and vocabulary which takes at least another five hours every day. Therefore it is not enough to just offer the lessons to the students. Rather, it is decisive to motivate them and keep this motivation on a high level for a long period of time. That in turn requires a highly motivated teaching staff with excellent pedagogic skills and a strong commitment. However, especially during the first years of the course, problems occasionally occurred because teachers did not meet these requirements. But during the last years a team was build that works together very well and on a very friendly basis.

Not only the teachers but also the participants need a high degree of social competence. Living and studying together puts a lot of pressure on the participants. In most cases, this has a positive effect as the students tend to motivate each other. We have found out that it is decisive for the success to make sure every participant knows how intense this learning experience will be. Moreover, we have also found that those students did best who were not only talented but had already concrete plans for what they would use the language after the course.

4. Funding

Over the course of time, a number of different institutions have contributed financially to Studia Baltica. The costs for creating the needed text books – as there were none available – were covered by the Volkswagen Foundation. The first courses were made possible because of contributions by the German Federal Government and the Land Northrhine-Westfalia. Also the University of Münster is contributing with the “Institute for Interdisciplinary Baltic Studies” that organizes the courses. Moreover, the Robert-Bosch-Stiftung gave wide support for many years. Most recently, the DAAD (German Academic Exchange Service) provides funding for mobility costs while the Governments of the Baltic states also contribute.

To give an example of the cost structure: For 2004, the budget was 100.000 €. That means that each participant incurred costs of around 4.000 € of which 775 € were covered by an application fee each participant has to pay. The by far most costly item on the budget list is the boarding-school-like housing of the students and the teachers; second come the wages for the teachers.

5. Career Development of Studia Baltica Alumni

In order to gain an insight into the effectiveness of Studia Baltica, two evaluations were carried out in 1998 and 2003. Up till 1998, around 200 students had participated in one or more courses, around 170 of them could still be identified and were sent a questionnaire. 80% of them (136 alumni) replied. Here are some findings:

Three quarter of the alumni could use the language competences for their studies: e.g. 18 had written their diploma thesis about a “Baltic” topic, another 13 had dedicated their PhD-Thesis to such a topic with relation to the Baltic states. Two thirds of the alumni had already finished their studies and were working in a variety of jobs, many of which were related to the Baltic states. E.g. a quarter of those who were already working were doing so in the Baltic states (Lectors, Coordinators in Cultural Institutions, German Embassies, Baltic ministries, research). The range of jobs is wide: teaching at various institutions of higher education, research institutes, Foundations are mentioned very often. 10 work as Journalists, 8 work in the cultural field.

Among the not job related activities translation and interpreting were mentioned very often, at least a quarter had done so at least occasionally. Literary and technical translations were carried out and translated. 13 persons were involved in youth exchange programmes, conferences and seminars all dealing with some aspect of the Baltics. 10 alumni are active in German-Baltic organizations. 19 have scientific publications with

relation to the Baltic states. Most of the alumni still had contact to the Baltic states, more than 90% still had friends there.

The second poll carried out in 2003 confirms the findings made in 1998. Two thirds of those already working said that they can use the language learnt or that the language skills were the reason for them finding their job. However, the range of activities that are related with the Baltic states has become even wider.

6. Remarks and comments of former participants

Former participants evaluate the course almost entirely positively. Here is a selection of some remarks that cover a variety of topics:

- Tough, intensive, but highly effective.
- The ideal way of learning a language: fast, intensive and orientated on practical requirements.
- A tough but successful method.
- The language course is structured in such a way that one can grasp a whole new foreign language within just six weeks – and this could be transferred onto any other language in the world.
- The language courses helped to build up some kind of a private information network.
- Because of the language skills one gets to know of special (job) opportunities.
- Former participants act as promoters of the Baltic states and spread positive word-of-mouth about these countries.

Summing up, I can only say that the Studia Baltica project has been very successful. We would be glad if it could serve as a model for language teaching at Campus Europae.

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