



General report on
VETPROs, Market
Needs and
available Teaching
Environments for
iPortal

The emphasis from an early stage in Council of Europe projects on successful communication skills, motivated by increasing opportunities for interaction and mobility in Europe, remains important, but globalisation and internationalisation pose new challenges to social cohesion and integration. Language skills remain essential if individuals are to benefit from opportunities in employment and mobility but they are also necessary to participate actively in the social and political processes which are an integral part of democratic citizenship in the multilingual societies of Council of Europe member states. This increasing focus on language policies for democratic citizenship and social cohesion reflects the priority which the Council of Europe accords to education for citizenship and intercultural dialogue in the 21st century. It is reflected in the goal of education for plurilingual and intercultural citizens capable of interacting in a number of languages across linguistic and cultural boundaries.

Council of Europe

http://www.coe.int/t/dg4/linguistic/division_en.asp?toPrint=yes&

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1. Introduction

This report is based on Internet research done by all partners in relation to the teaching environments in their countries as well as questionnaires sent out to VETPROs and Learners. It presents the background context and needs for the creation of the product of IPortal project i.e. a platform for online language training that integrates the most contemporary existing tools for online training - WEB2, virtual classrooms, social networks, Internet radio, mobile applications, etc. and to increase access to foreign language training for people not only from Europe but from all over the world. The platform will enable teachers to teach students of all nationalities in different languages in an attractive, interactive and effective way.

The Report is based on the information about teaching environments in the following partner countries: Bulgaria, Germany, Poland, Spain, Turkey and the United Kingdom.

The main objectives of this report are the needs of potential users of the IPortal platform - such as teachers and students as well as language training institutions in all partner

countries. In order to present the needs from different angles, the Report touches on the following aspects :

Language education in partner countries

Available web content for online foreign language education of partner languages and differences in accessing them

Teacher education in partner countries

Analysis of potentials target groups for iPortal

Market Needs

Conclusions

3. Language education in partner countries

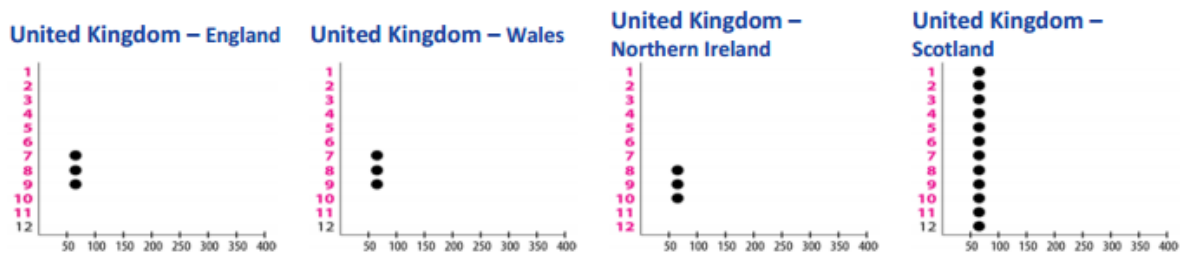
In different partner countries models of foreign language education vary a great deal as far as the overall number of compulsory foreign language hours are concerned and the importance given to learning many different foreign languages. At the same time, it can be noticed that in the majority of project partners' educational systems there is a strong focus on learning foreign languages; another thing in common is that foreign languages are taught from an early stage of education.

In the present report one can find general information regarding language education in all partner countries. Each description starts with a short presentation of the recommended annual taught time in full-time compulsory education according to Eurydice / Eurostat report issued in November 2013 . The statistical data are followed by an overview of each educational system and provide key information about different contexts in which VETPROS operate in partner countries. Additional and more detailed information about each country's educational systems can be found in the Appendixes to this report; these reports, prepared by each partner about their country's VETPROS needs and teaching environments form the core of the present report and are an integral part of it.

- UK

Recommended annual taught time in full-time compulsory education

- First foreign language – foreign language is being taught in different grades in different parts of UK (England 7-9; Wales 7-9; Northern Ireland 8-10; Scotland 1-12) number of hours is flexible



- Other foreign languages – in UK the programme does not cover other foreign languages

(Source :)

Primary School Education

The Primary School system is for ages 4 to 11 in England, Wales and Northern Ireland and from 5 to 12 in Scotland. English is a core subject in all regions. The Primary curriculum is organised by Key Stages, KS1 is for aged 5-7 and KS2 from 8-11. A Modern Foreign Language (MFL) is compulsory in Scotland after the age of 10. In the other regions it is not compulsory until the age of 11, although many Primary Schools teach some languages, some as part of the curriculum and some as an extra-curricular activity. There is a formal curriculum in Scotland and a suggested programme of study in the other regions. In Scotland there are also some schools where Gaelic is taught. The aim is for pupils leaving the Primary sector to have achieved A1 on CEFR. In Wales, all pupils have to learn Welsh as a second language and 20% of pupils are educated through the medium of Welsh. There is a lack of specialist language teachers in the Primary sector, so the programmes are often supplemented by on-line resources. From 2014 all pupils in England and Wales will have to learn a foreign language from the age of 7. There is no formal assessment at the end of the Primary sector but attainment is judged on the basis of teacher assessment. In all four regions, additional support is available to help those for whom English is not their first language.

Secondary School Education

Secondary school education starts at the age of 11 in England, Wales and Northern Ireland and at 12 in Scotland. Compulsory school education lasts until the age of 16. English remains a compulsory core subject for all. The learning of a Modern Foreign Language (MFL) is compulsory for the first three years in England, Wales and Northern Ireland and then becomes optional at the age of 14. In Scotland, languages are compulsory for the first three years of education with an aim of reaching level A2. Formal assessment takes place for those studying a language at the age of 16. In England, Wales and Northern Ireland, this is through the GCSE examination which tests Speaking, Listening, Reading and Writing. The most common language is French, followed by Spanish and German. Other languages such as Russian and Mandarin are becoming more popular but with very limited numbers. In Scotland, formal assessment takes place through the Scottish Standard Grade (a GCSE equivalent). Many schools will enter pupils from ethnic minorities for GCSEs in their home language. After the age of 16, pupils remaining in the formal academic education system will move into Sixth Forms. All subjects in England, Wales and Northern Ireland are optional at this stage and the standard qualification is 'A' level at the age of 18. An intermediate qualification called 'AS' level is available at the age of 17. There are three different English 'A' level possibilities, English Language, English Literature and a combination of both. MFL 'A' levels test the four key skills. In Scotland the terminal qualification is 'Highers'. These have a core element, which includes communication and numeracy, and then optional subjects which can include English and MFL. 'A' levels and Highers are the equivalent of B2 on the CEFR.

Vocational Education and Training

English - Although schools often offer some form broad vocational courses, most vocational education and training takes place after the age of 16 in Further Education Colleges, Training Centres or in the work place. The system is standard across the four nations of the United Kingdom. Where the level of English needs to be improved, the approach is generally to re-sit the GCSE and so the resources highlighted above will have relevance. However, at a lower level, the course may cover basic skills and so the resources covered below under Adult Education will be relevant.

Modern Foreign Languages - In general, there is very little provision for MFL in vocational courses and where it exists, for example in a Travel and Tourism course, it tends to be an optional module. Because students are likely to have dropped their MFL in school, the level of language in vocational education tends to be in the A1-A2 range on the CEFR

Adult Education

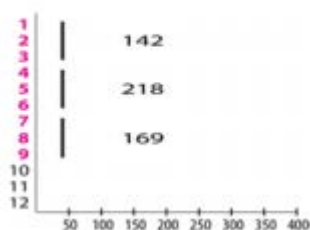
Formal provision for adult learners tends to take place primarily in Further Education Colleges as evening classes and has to be paid for privately. Formal courses usually reflect the formal qualification system of GCSE or 'A' levels or their equivalents. For those with limited literacy skills, a basic skills course is usually offered and is centrally funded

- **POLAND**

Recommended annual taught time in full-time compulsory education

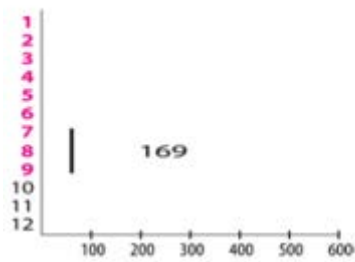
- First foreign language – programme consists of three modules lasting three grades each, first 142 hours for grades 1-3; second 218 hours for grades 4-6; third 169 hours for grades from 7 to 9.

Poland



- Other foreign languages – other foreign languages are taught in grades 7 to 9, programme consists of 169 hours

Poland



(source :)

There are five levels of the Polish Education system:

- Nurseries
- Primary schools
- Lower secondary schools
- Vocational schools or secondary schools
- Universities

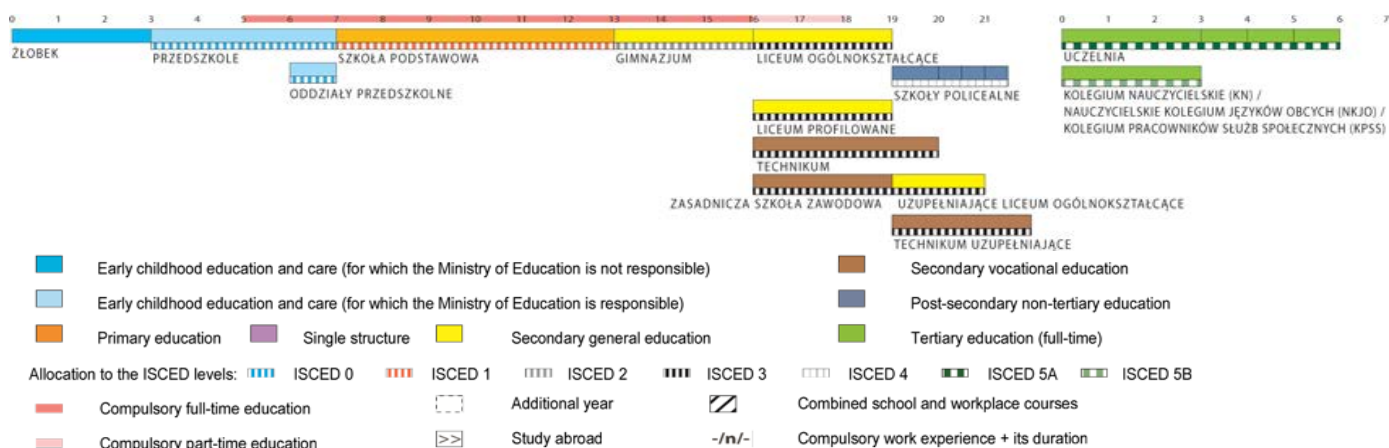
Education for children 6-16 years old is compulsory, which includes the last year of nursery, six years of primary school and three years of lower secondary school. Non-compulsory education aimed at people aged from 16 to 19/20 (depending on a chosen educational path) is based on vocational or secondary school education. Non-compulsory education is chosen by a great majority of young people.

Tertiary and adult education is based mostly on universities. Education in universities is offered on three levels :

- first level – Bachelor
- second level – Masters
- third level – Phd

Adult education is provided by special units like educational centres which provide mostly vocational training.

The following table shows an overview of the Polish educational system:



(source :)

Foreign languages in the Polish educational system

In Poland, foreign language education is a very important element of the educational system. European languages are being taught on a very large scale starting from the very early education up to universities.

One compulsory foreign language education starts in first class of primary school although most kindergartens offer elements of foreign language learning . In the upper secondary school and afterwards, two compulsory foreign languages are taught.

The two leading foreign languages in the Polish educational system are English and German. It can be noticed that the awareness of language education is quite high. The statistics show that in the last year the percentage of students learning one obligatory foreign language was 44,3%, two languages 51,8% and no foreign language 2,9%.

Polish in schools

In Poland, the Polish language is taught as a compulsory school subject at every level – from primary up to upper secondary . Language knowledge is being tested in schools in a written and oral form at three stages: in fourth grade of primary school, at the end of lower secondary school and at the final exam at the end of secondary schools.

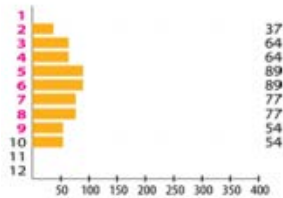
The Polish language curriculum still puts great emphasis on literature and poetry and these topics are mostly tested on final exams.

- **BULGARIA**

Recommended annual taught time in full-time compulsory education

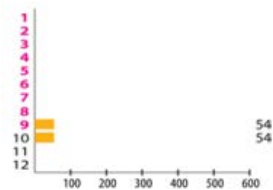
- First foreign language – foreign language is being taught in grades from 2 to 10, the 9 grade programme consists of 605 hours of learning

Bulgaria



- Other foreign languages – different foreign languages are taught in grades 9 and 10, programme consists of 54 hours in each year

Bulgaria



(source:.....)

The following three mother tongues are spoken in Bulgaria:

Bulgarian – 5 659 024 citizens (85.2% of the population)

Turkish - 605 802 citizens (9.1% of the population)

Roma - 281 217 citizens (4.2% of the population)

Other features of language environment of the Bulgarian educational system include the following:

- Up to 1998 the learning of Russian language was compulsory for all pupils in Bulgaria
- There are many schools where foreign languages are the language of instruction

The formal education system in Bulgaria consists of the following levels:

- ISCED'97, level 0 – preschool or kindergarten education for children between 3 and 6-7. For children younger than 3 there are specialized institutions called “yasla” (crèche). Most kindergartens offer language courses - mainly English.
- ISCED'97 level 1,2, 2A – basic school education includes:
 - ✓ Level 1: 1-4 grades – primary school education which ends with a certificate in primary education.
 - ✓ Level 2, 2 A : 4-7 grades – basic school education which ends with a certificate in basic education.
- ISCED'97, level 3A – 8-12/13 grades - secondary school education could be separated into General and Vocational education : in most vocational schools 8th grade is dedicated to intensive foreign language learning (18-22 hours weekly). There are some specialized school for pupils with disabilities.
- ISCED'97, level 5B – Colleges (3 years after 12th grade) – professional Bachelor degree
- ISCED'97, level 5A, 6 - Universities (after 12th grade or colleges)– - Bachelor, Master and Doctor degrees

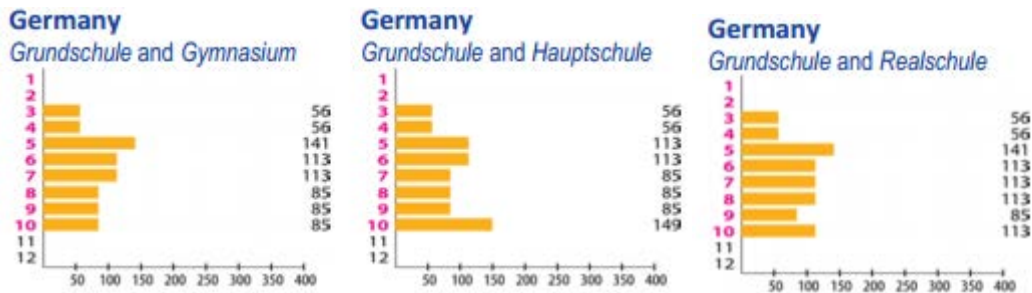
Bulgarian language environment

The Bulgarian language is a native language for 1.58% of the citizens in EU27 and 0,08 % of the adults in EU27 can speak Bulgarian as a foreign language. There is a need for providing more opportunities for learning Bulgarian as a second or foreign language for foreign students in Bulgaria, immigrants and Bulgarian schools abroad.

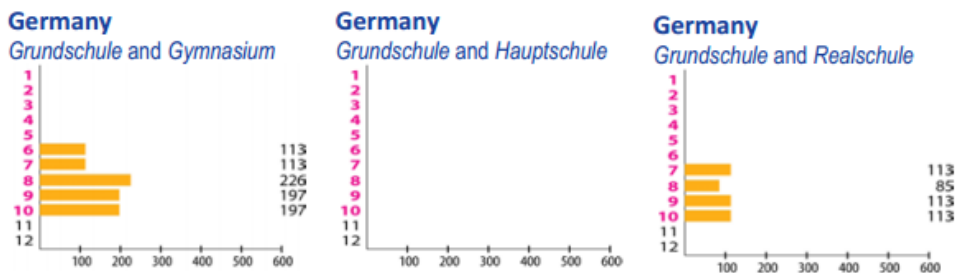
- **GERMANY**

Recommended annual taught time in full-time compulsory education

- First foreign language – foreign language is being taught in grades from 3 to 10, the 8 grade programme consists of 678, 686 or 734 hours depending on type of school



- Other foreign languages – in Germany other foreign languages are being taught in two types schools Gymnasium (grades 6-10, 846 hours) and Realschule (grades 7-10, 424 hours)



(source: Eurydice / Eurostat 2013)

In Germany the school system is not centralized by the German federal government. The responsibility for the education lies with the states (Länder). Therefore the report is only a general overview. Examples from the Länder are given when they differ significantly from the general system.

Kindergarten

All over Germany there exist pilot projects for foreign language teaching in the kindergarten. There are two main approaches to do so. In the first one the children have a course of the foreign language once or twice a week where they play different games, sing songs or hear a story in the foreign language. The second approach tries to integrate a foreign language into the everyday life of the children. In those cases trained educators or native speakers are needed.

Primary School Education

Primary School starts with the age of 6 and continues until the students are 10. Therefore they attend primary school for 4 years. Berlin and Brandenburg are an exception, because there students attend primary school for 6 years until they are 12 years old.

The first foreign language, in most cases English, is compulsory for all German students from the age of 10. In Saarland the first foreign language is French, since it is close to the French

border. A general recommendation exists to start the first foreign language at the age of 8. In Baden-Württemberg a foreign language is compulsory for all students from the age of 6. (Eurydice/ Eurostat 2012: p. 146/147) In primary education 63.9% of the German students learn English and 4.2% learn French. (Eurydice/ Eurostat 2012: p. 53) Compulsory foreign language teaching represents around 4.3 % of total taught time during primary education. (Eurydice/ Eurostat 2012: p. 121)

Secondary School Education and Vocational Education

After primary school students have to choose a type of school. They can either attend lower secondary schools (Hauptschule/ Realschule) and afterwards a vocational school or higher secondary schools (Gymnasium) to be able to study at a university afterwards. Foreign language learning depends on the type of school they are choosing. For example Latin and Classical Greek are only options for students in the Gymnasium, the most academic type of secondary schools.

A second foreign language is not obligatory for all students in Germany. But all schools have to offer two other foreign languages besides English. There is a list of languages as a recommendation which foreign languages to teach in school, but with an explicit reference to school autonomy. The school can still decide on its own which languages to offer. A third foreign language is only compulsory for Gymnasium students.

Some schools in Germany offer the possibility for non-language subjects to be taught in a foreign language, known as content and language integrated learning (CLIL). For immigrant children learning the language of instruction as a second language schools offer special programmes with language support.

Within lower secondary education 94.7% of students learn English, 25.1% French, 3.1% Spanish, 1.3% Russian and 1.1% another language. (Eurydice/ Eurostat 2012: p. 73)

For higher secondary education we have to distinguish between general and vocational secondary education. In general secondary education (mainly Gymnasium) 91.1% of students learn English, 27.3% French, 18.9% Spanish, 2.3% Russian and 2.9% other

languages. The picture is a lot different in vocational education, where only 34.5% learn English, 1.1% French, 0.7% Spanish and 0.2% another language. (Eurydice/ Eurostat 2012: p. 76/77) Looking at those numbers it is obvious that a lot of students in general secondary education learn more than one foreign language, whereas in vocational education a lot of students do not learn a foreign language at all.

Foreign languages occupy around 20 % of taught time in Germany. This proportion reaches around 27 % of the total taught time in the Gymnasium. (Eurydice/ Eurostat 2012: p. 121) For instance, over the eight years of provision, the total taught time devoted to the first language is 790 hours after attending Realschule and 733 after attending Gymnasium. (Eurydice/ Eurostat 2012: p. 117/ 118)

In Germany the priority skills at the beginning of compulsory foreign language education are listening and speaking. At the end of full-time compulsory general education the major skills of listening, speaking, writing and reading are equally important. (Eurydice/ Eurostat 2012: p. 128). The goal after secondary education is to reach the level of B1 or B2 for the first foreign language and A2 or B1 for the second foreign language according to the Common European Framework of Reference for Languages (CEFR). (Eurydice/ Eurostat 2012: p. 130) Also foreign language is a compulsory component on all school leaving certificates.

As already mentioned foreign languages are not compulsory in vocational education. Here it depends not only on the Land where a student is doing his vocational training but as well on the profession. For some professions foreign languages are compulsory as written in the curriculum, as for example bilingual secretary. Vocational schools in general offer additional courses of foreign languages, but they are not compulsory for everyone. Only in Baden-Württemberg since 2011 one lesson of English per week is compulsory for all students at vocational schools.

Higher Education and Adult Education

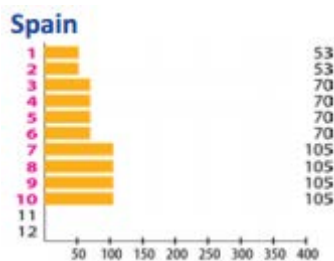
Foreign languages at university level are only compulsory for students of philology. But most universities offer affordable courses in foreign languages as extracurricular activities.

Adult education in foreign languages takes place in private language schools, adult education centres and community colleges. Those institutions offer general or special language courses focusing on conversation, writing or on a specific profession. Most of those courses are in line with the Common European Framework of Reference for Languages.

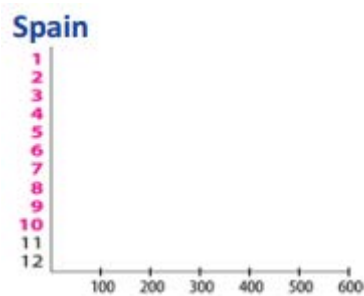
- **SPAIN**

Recommended annual taught time in full-time compulsory education

- First foreign language – foreign language is being taught in grades from 1 to 10, the 10 grade programme consists of 806 hours of learning



- Other foreign languages – in Spain other foreign languages are not included in the programme



(source:.....)

At present, the educational system is regulated by law LOE 2006 (*Ley Orgánica de Educación*), which is been in force since the academic year 2006/07. It has the following STRUCTURE:

STAGE	CYCLES	TYPE	AGES

Childhood Education	First cycle	Non-compulsory education	0-3
	Second cycle		3-6
Primary School Education	First cycle	Compulsory education	6-8
	Second cycle		8-10
	Third cycle		10-12
Secondary School Education	<i>E.S.O.</i>		12-16
	<i>Bachiller</i>	Non-compulsory education	16-18

Kindergarten – Childhood Education.

The childhood education goes from ages 0 to 6 years. It has two cycles:

- First cycle: 0-3 years
- Second cycle: 3-6 years

It is not compulsory, although it is recommendable and displays better results in the following stages. However, only the second cycle forms part to the free education system.

The areas of knowledge in the second cycle of the kindergarten are:

- Self-knowledge and personal autonomy
- Knowledge of the environment
- Languages: communication and representation.

They are also responsible for promoting an introduction to reading and writing, and to ensure early initiation experiences in basic numerical skills in information technology and communication and the visual and musical expression.

The study of foreign languages is merely introduced in the second cycle.

It corresponds to educational administrations promoting an introduction to foreign language learning in the second cycle of primary education, especially in the last year.

Primary School Education.

In Spain, the Primary School system is compulsory, free and covers ages from 6 to 12, organised in 3 cycles of two years each.

Starting from the age of eight, students start learning a foreign language.

The English language is a compulsory subject in the public education. Also, within 3rd cycle, the students can study a second foreign language. Nevertheless, this option is voluntary and depends on the preferences of the students and the available options of each school, which are not wide; usually they only can aim for French, and in the best scenario - German.

Secondary School Education

There are two different stages in the Secondary Education:

- 1) *Educación Secundaria Obligatoria (ESO)*: It is an obligatory educational stage that completes the basic education. It consists on four academic courses that are usually held between 12 and 16 years of age and it is organized in two cycles.
- 2) *Bachillerato* or *Bachiller*: It is an optional educational stage. It consists on two academic courses usually between the ages of 16 and 18 years old.

The purpose of this stage is to ensure that the students get the basic elements of culture: humanities, art, science and technology.

As far as foreign languages are concerned, the English language is a compulsory subject at this stage. Students can opt to study a second language of their preference as an optional subject.

Vocational Education

Vocational training is aimed at preparing students for work in a professional field, providing versatile training that allows them to adapt to job changes that may occur throughout life. It includes both basic training and professional training of middle and higher grade.

It has two modalities:

- 1) Intermediate (middle level)
- 2) Advance (higher level)

It has more than 160 different vocational types of certificates (75 of intermediate and 93 of advanced) and it consists of a minimum of 1300 teaching hours as well as vocational training in a workplace. The study of foreign languages at this stage depends on the speciality chosen. Given that there are degrees that don't require the knowledge of foreign languages, some students finish their studies in language at this stage.

Foreign Language Education.

The foreign language education has its own curriculum organised according to the following levels: basic, intermediate and advanced.

The features and organization of the basic level are determined by the Education authorities. Certificates showing its completion, issued by the Education authorities have effect throughout the country and allow access to the intermediate level of the language.

The intermediate and advanced levels are taught in the Official Schools of Languages (*Escuela Oficial de Idiomas*) throughout the whole country and they are organized into three or four courses depending on educational authorities. The curriculum for these levels has reference to B1 and B2 levels of the European Framework of Reference for Languages.

To obtain certificates for intermediate and advanced levels it is necessary to undertake a process of certification. The certificate corresponding to the intermediate level allows access to the advanced level of a given language throughout the country.

Official Language Schools may also organize and deliver specialized courses for the improvement of language skills in all levels from A1 to C2. In 1996 the Ministry of Education and Science and the British Council signed a cooperation agreement that aims to develop a program of bilingual education in Spanish public schools through an integrated curriculum Spanish- English, from 3 to 16 years. The program involves 82 public schools and 42 secondary schools.

Adult learning

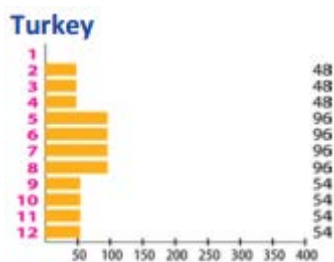
The courses offered by Adult Education are intended for people over 16 who have not completed their basic studies, have no vocational certificate or want to upgrade their

professional knowledge. The main objective of the formal education for adults is to provide them with basic training to enable them to access the various levels of education, improve their qualifications or acquire an introduction to other professions, as well as develop their capacity to participate in social, cultural, political and economic citizenship. The Adult Education in Spain is based on the principle of lifelong learning.

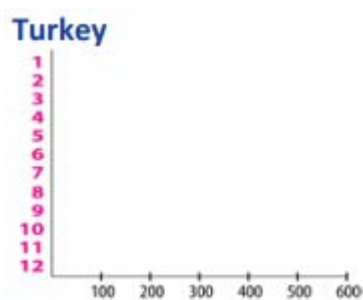
- **TURKEY**

Recommended annual taught time in full-time compulsory education

- First foreign language – foreign language is being taught in grades from 1 to 12, the 12 grade programme consists of 744 hours of learning



- Other foreign languages – in Turkey other foreign languages are not included in the programme



(source:.....)

Turkish Educational System

The compulsory education system in Turkey consists of three stages, namely the Primary Education, Secondary Education and High School Education, each stage being comprised of four years. The school starting age, which had been 7 beforehand, was reduced to 6 by means of a statutory regulation carried out in 2012. In primary education and high schools, the textbooks determined by the Ministry of Education are used in general. Use of these

books is compulsory in the public schools. Though the textbooks used in private schools vary, they again have to be approved by the Ministry of Education.

Throughout the 12 years of compulsory education, Turkish is given as a compulsory subject. The weekly course hours gradually decrease throughout the 12 years of compulsory education, starting with 10 hours in the 1st and 2nd grades, decreasing to 8 hours in the 3rd and 4th grades. Beginning from the 5th grade, selective courses 'Reading Skills', 'Writing and Writing Skills', "Living Languages and Dialects", and 'Communication and Presentation Skills' can also be taken. After they have completed the primary and secondary schools, the students are given a test by which the high schools they will attend is determined. In these tests, Turkish and Mathematics have more weight than other subjects.

In universities, there are two main departments on Turkish language education. The first one is the Turkish Teaching Department and the second one is the Turkish Language and Literature Department. These departments give a four-year education. Additionally, compulsory and selective Turkish language courses are given in other departments of universities. For instance, all programs from the Economics departments to Medical Schools have Turkish courses in their first year.

As for the content of Turkish courses, though the grammar topics are predominant in these courses, they include reading, writing and literature topics as well.

The university entrance exam, which students take after they graduated from high school, also includes questions from the Turkish language subject, and students aiming to enter any department in any university have to answer the Turkish language questions. Besides the Turkish language questions, the students aiming to enter verbal departments have to answer literature questions as well. However, it is normally enough for the students aiming to science and engineering departments to answer only the grammar questions.

Foreign Language Education in Turkey

In Turkey, great importance is attached to foreign language education. Beginning from the 2nd grade in primary schools, students take compulsory foreign language courses until the 2nd year in university regardless of the department. Some private colleges and some public and private universities provide education in foreign languages. The number of this kind of public and private universities is gradually increasing.

Based on the cabinet decree, the foreign languages which can be provided as selective courses in primary education include the following: English, German, French, Japanese, Italian, Spanish, Russian, Chinese, Arabic, Dutch, Hebrew and Greek.

The departments for foreign language education in Turkey comprise 81 English Teaching departments, 95 English Language and Literature departments, 17 German Teaching departments, 16 German Language and Literature departments, 9 French Teaching

departments, 11 French Language and Literature departments, and 2 Spanish Language and Literature departments. Though there are some other languages for which education is provided in universities, there are only few of them.

In general, the English language is predominant among foreign languages for which education is provided. The other languages following English in an order of predominance in foreign language education are German, French, Spanish, Italian, Russian and Chinese.

A common exam is applied for determining the foreign language level of individuals in Turkey. Until 2012, different exams were applied for people pursuing an academic career and for the ones who want to work in public institutions. In 2012, however, these two separate exams were replaced by a single exam which is given twice a year for the majority of foreign languages. The subjects tested in this exam are mainly grammar, vocabulary and reading skills.

The Foreign Language Exam (FLE / *YDS in Turkish*) is applied twice a year for German, Arabic, French, English and Russian and once a year for Bulgarian, Chinese, Danish, Armenian, Persian, Georgian, Dutch, Spanish, Italian, Japanese, Korean, Polish, Hungarian, Portuguese, Romanian, Serbian, Ukrainian and Greek. Individuals pursuing an academic career or aiming to work in universities, as well as the ones who want to work in public institutions, are required to get certain points in YDS.

There are some problems connected with foreign language education in Turkey. From the beginning of compulsory education, the foreign language education mainly focus on grammar subjects and reading comprehension. Listening and speaking skills remain problematic areas. Though the educational system has developed curricula to overcome this problem in recent years, the problem still continues to exist in the practices of the educators. Thus, the phrase "I can understand most of what I read and what I listen, but I cannot talk in foreign language" can be heard quite commonly in Turkey. The fact that the learners of foreign languages are subjected to programs consisting predominantly of grammar, and that the exams do not include listening and speaking tasks, results in the lack of interest in these skills. Therefore, individuals who want to practice listening and speaking in a foreign language, in order to adapt better to globalization, have difficulty in finding appropriate materials.

Turkish Language Education for Foreigners

Today, there are a number of Turkish teaching centers and Turcology departments which have opened abroad for various purposes. The people receiving education in these Turkish teaching centers are usually either foreigners who study Turkish, Turkish Language and Literature or Turkish History as an academic field or Turks living abroad, who can be considered as bilingual and bicultural. Besides, people of Turkish origin living in countries such as Romania, Greece, Bulgaria and Macedonia also study in these centers. An important

drawback concerning these centers is the fact that there is no coordination of curriculum among them and the course materials vary significantly in quality and subject matter.

The Turkey Turkish is being taught to foreigners in many countries around the world in universities, academies, Turkish cultural centers, institutes, private high schools and courses, Turkish embassies, foundations as well as through internet sites.

Turkish language education is being provided in more than 100 countries mostly for academic and educational purposes but also for commercial purposes and tourism. In universities, institutes and academies, the Turkey Turkish is taught in departments and centers under different names such as Turkish Research Programs, Turkish Language and Literature Department, TÖMER Turkish Teaching Practice and Research Center, Turkish Language and Culture Center, Turkish Teaching Center, Turkish Research Center, Department of Turkish Philology, Turcology Department and Turkish Language Department. Depending on the demand, courses also are held in embassies, foundations and other institutions.

In the countries where Turkish language education is provided, Turkish courses including listening, reading, speaking and writing skills are offered at the beginner, intermediate and advanced levels. Some courses also include other subjects such as Ottoman Turkish, Turkish Culture, Turkish Sufism, Research on Ottoman Texts, Turkish and Ottoman Literature and Text Reading.

The Turkish teaching centers seems to concentrate mostly in the United States of America, Russia, Ukraine and Germany. The fact that the number of the internet sites concerning Turkish learning is on the rise is also an indication of the increasing importance attached to learning Turkish.

4. Available on-line teaching materials and differences in access to teaching materials between partner languages

The results of a web-research done by each partner in the field of available on-line teaching materials for learning English, German, Spanish, Polish, Bulgarian and Turkish show that there is a visible difference in access to on-line teaching/ learning materials between partner languages. Internet is full of learning materials that are of a different value. In our analysis each partner tried to concentrate on free content; however, there are also many websites that charge for their teaching services. Almost every material available on-line is protected by copy rights and its further use must be consulted with the author / owner on individual terms. It can also be noticed that there are not many materials, regarding all the

languages, that are accessible by the disabled. All the websites provide some help in learning vocabulary and grammar but only few take the four skills into account.

English The web-research for the online English language learning materials shows that the educational offer is very rich and of high quality. Materials are available on all levels from A1 to B1 in many sources. They are also suitable for individual use and for group work. All the materials focus on many aspects of language learning such as reading, vocabulary, speaking, audio and video content. Some of them include Pictionary materials. All the content is available for various age groups from age 4 to 5 up till adult learning. The full table can be found in Appendix A1.

German A similar situation can be noticed in the case of the German language (Appendix A2). There is also a very large data base of online courses and portals that help to learn this language. Most sources contain materials on all levels of language proficiency and they seem to focus on adult individuals. The educational content is varied and all the standard materials focus on reading, vocabulary, speaking, including audio, video and Pictionary resources.

Spanish In the case of the Spanish language the situation is different (Appendix A3). There is a large choice of websites but most of them are dedicated to children and early youngsters on level A1 and a bit further. Most websites focus on reading, vocabulary, speaking, audio and video. Few websites contain the Pictionary content.

Polish The available quality online materials for learning Polish (Appendix A4) are protected by copyrights. Materials that are available as freeware have very basic content and cover limited material mostly on level A1 or below. They make use of tools that focus on reading, vocabulary, speaking, including audio and video resources but in a very simple form.

Turkish In case of online materials for learning Turkish there is a good choice of materials that are available for levels A1, A2 and B1. All the materials are dedicated for individual adult learners. Most websites offer free content but almost all of them are protected by copyrights. Online courses and learning materials cover topics such as grammar, speaking, listening and reading. Materials include audio and video. There are no materials that are disabled friendly.

Bulgarian.....

5. Teacher education in partner countries

UK

Initial Teacher Training

There are now two main routes to train as a teacher. The first is the traditional University route.

You can complete a Bachelor of Education (BEd) or Bachelor of Arts (BA)/Bachelor of Science (BSc) with qualified teacher status (QTS) course. These courses enable you to study for a degree and complete your initial teacher training (ITT) at the same time. They cover both the subject content and the pedagogical approaches. These courses usually last three or four years full-time.

For graduates there is a one year Post-graduate course, the Post-graduate certificate in education, this will usually have a specific subject specialism (e.g Maths).

In all courses trainees spend a significant amount of time on teaching practice in schools.

The second route is school based training. The current government have expanded this route significantly recently. There are two main options.

The first is School Direct, open to new graduates, or graduates with three year's work experience. Schools Direct trainees are trained in the school by school staff. They should qualify for teacher status after one year.

The second is School Centred Initial Teacher Training (S.C.I.T.T). This involves the school working in partnership with a University. The trainee will attend the University for one day a week and the school for the other four days. At the University they will study pedagogical theory and in the school, pedagogical practice and how schools operate (policies and procedures). A S.C.I.T.T course usually lasts one year and will lead to qualified teacher status.

Continuing Professional Development (CPD)

All teachers are entitled to professional development and this works at two levels, at a school level and an individual level.

All schools have five days per year when the pupils do not attend and the staff undertakes training. How the training is organised and what the topics are will be decided by the schools themselves.

All individual teachers have a set of performance management targets each year. One of these will be about their own professional development and will often identify a training need. This need can be addressed by the school either internally or externally.

External courses are provided, often by Local Authorities, examination boards and national or regional agencies. However in recent years fewer and fewer teachers have attended external provision due to the cost to the school. Schools have a budget for professional development, but it is usually quite limited.

The consequence has been a growth of in-house training, sometimes using external consultants, and, in a more limited way, on-line training.

POLAND

In order to train as a teacher in Poland (at primary and secondary levels) one has to follow a university route. The three-year cycle (Bachelor degree) covers both subject content and pedagogical approach and students are encouraged to continue for two more years and graduate with Masters degree in the subject content. Teaching practice takes place in the two final years at the university (usually before the academic year begins, or at its end). Therefore, a fully qualified teacher in Poland is a university graduate (Masters) with a minimum of 150 hours of pre-service teaching practice.

Teachers are encouraged to take part in in-service training and many of them do it in order to reach higher levels of professional development linked to achieving successive steps in professional hierarchy and related financial benefits.

Recently the education of future teachers has been extended to include ICT . Polish schools have been in a process of digitalization for the past 15 years. There is a large

disproportion between some regions of Poland as well as between teachers themselves. To help this situation, the Centre for Professional Development (CED) was established on 1 January 2010, as the result of a merger between the National In-Service Teacher Training Centre and Methodological Centre of Psychological-Pedagogical Counselling. CED is a national teacher training institution.

CED organises various courses in all parts of Poland helping teachers to improve their skills and meet new standards. There are some courses and projects aiming to improve teachers ICT skills and their awareness of the application of modern technologies to teaching such as eTwinning (<http://etwinning.pl/kursy-internetowe>) or Cyfrowa Szkoła (digital school - <http://www.cyfrowaszkoła.men.gov.pl/>).

BULGARIA

In order to become a teacher in a Bulgarian kindergarten or at school a person should have at least a Bachelor degree and to meet the State standards concerning the pedagogical knowledge and teaching qualifications.

Unfortunately, Bulgaria heads the list of European countries with the highest rate of dismissed teachers as a result of economic crisis.

Teachers can up-date their qualifications in many different ways : through a national training institute organizing various of courses for all profiles, via national projects supported by Operational Program Development of the Human Resources (85 % financing from EC and 15 % national), postgraduate courses and projects co-organized by international institutions.

GERMANY

The training for all teachers in Germany lasts 5 years. After a Bachelor's Degree you are not allowed to teach in schools, but there might be exceptions in some Länder if there is a lack of teachers. There are special studies for teachers in Germany. Already at the beginning of the studies students have to decide for which kind of school they want to become a teacher – either for primary school, lower secondary school (Hauptschule/ Realschule) or higher secondary school (Gymnasium). Students of English or French philology are not allowed to teach at schools.

Teachers for primary school are in most cases general teachers, teaching all the main subjects. In some cases they are semi specialised in two or three subjects. Teachers for secondary school have to choose two or three subjects they are going to teach after their

studies. For those subjects for example the students who want to become foreign language teachers attend courses together with students of philology. Besides they have courses in methodology, sociology and educational studies.

There exists a curriculum on the content of initial teacher education for foreign language teachers which includes for example the recommendation to spend a period in the target language country, but it is not compulsory.

The studies end with the first state exam, followed by a practical training, the so called Referendariat, between 12 and 24 month at a school, depending on the Land. Afterwards the students have to do their second state exam before they become a fully-fledged teacher.

German as a foreign language is a special study course. To become a teacher for German as a foreign language no state exams are needed. Some universities offer special courses in German as a foreign language to students of German philology or students of foreign languages in general. Also the Goethe Institut offers correspondence courses to become a teacher of German as a foreign language. Only when having finished studies in German as a foreign language or special courses, practical experience and the authorization by the Federal Office for Migration and Refugees a teacher is allowed to teach German integration courses for immigrants.

Most teachers in Adult Education do not have teacher training. Language teachers at the university ought to have studied philology of the foreign language they are teaching. In language schools and adult education centres there are sometimes native speakers who do not have a formal degree in teaching their language as a foreign one.

SPAIN

In Spain, regardless of the different degree studies, in order to be able to teach, teachers and trainers need to do a course that is called Pedagogic Aptitude Certificate (*Certificado de Aptitud Pedagógica - CAP*). It consists on 130 teaching hours that include:

- Psychology (30 hours)
- General didacticism (20 hours)
- Special didacticism (30 hours)
- Practical phase (50 hours)

Teachers that have a university degree on Teaching or in Pedagogic don't need the CAP certificate to teach classes.

TURKEY

(we need input from Turkish partners 😊)

6. Market Needs and Target Groups

Project partners have carried out field research with different project target groups in order to find out what interests and needs there exist in the market in relation to language learning through e-learning and to what extent the IPortal project needs to address the demand. Three main target groups have been selected for this purpose and three types of questionnaires were designed :

1. VETPROS (you can view the questionnaire in Appendix 13)
2. Language learners (you can view the questionnaire in Appendix 14)
3. IT specialists (you can view the questionnaire in Appendix 15)

The market research and target groups needs analysis took place between May and November 2013 and, altogether, 323 questionnaires were collected in six partner countries. The results of the needs analysis can be presented according to the three project target groups:

VETPROS (teachers) - 119 responses :

- The vast majority of teachers (75%) are familiar with e-learning and have used e-learning methods of teaching. At the same time, it has to be said that the term “e-learning” meant many forms of ICT related learning tasks and consisted of different tools.
- Nearly half of the e-learning courses mentioned by respondents were classroom based, while the other half were strictly online.
- About 50% of e-learning tools were used for group work and 50% for one to one teaching.

- Depending on the above there was a possibility to contact students live but mostly in one to one courses. Respondents gave clear message that contact with students is very important to them in all the forms (audio, video, e-mail) and the lack of contact channels with student was criticised.
- E-mail contact was possible and considered to be essential in 90% of cases.
- The most popular content for e-learning courses were video and audio materials and on-line tests, than - reading materials with video conference and voice chat
- Respondents have rated different e-learning course materials on a scale from 6 to 1 (1-least useful; 6-most useful)
 - o Tests on line – 3
 - o Video materials – 4,8
 - o Audio materials – 5
 - o Reading Materials – 4
 - o Video Conference – 4
 - o Audio conference– 4
- Most teachers have valued the possibility of being able to contact and get to know their students. They also suggested that the more interaction is possible with the student the better the platform is and said that possibility to give online lectures was an important opportunity for them to communicate with students.
- Second life – 50% respondents haven't heard about Second Life, and among those who have - hardly anybody used it for teaching or otherwise.

Language students – mostly adults (171 responses)

- About 55% of respondents have taken part in an e-learning course. For over 1/3 of them, e-learning course was a part of traditional course. For nearly 90% of

respondents it was a group course. Over one third (35%) had a possibility to contact the teacher live online – which appears to be very important for both students and teachers. Nearly everybody (over 90 %) could contact their teachers via e-mail. This should be the basic method of contacting every teacher.

- Most e-learning courses (65%) that language students have referred to consisted of reading materials, and tests on-line (55%); video materials were available in 45% and audio in 35%; voice and video conferences were possible in about 10%
- Respondents have rated different e-learning materials they have used in the following way : (1-least useful; 6-most useful)
 - o Tests on line – 3,8
 - o Video materials – 4,2
 - o Audio materials – 4
 - o Reading Materials – 3
 - o Video Conference – 3,5
 - o Audio conference – 3
- 32% respondents have not had a chance to contact other students, while the other 35% have. 48% have never heard of Second Life, 40% heard of it but never used it, and only 12% have used it . Some students declared that they would like to be able to exchange files with their teachers, and would also like to have a possibility to pick teachers and be able to work in groups. Respondents also suggested that they would like to be able to record themselves speaking and share these files with a teacher while someone else said they would like to have a online 3D teacher and a virtual blackboard.
- IT Specialists

The market research among IT specialists and the questionnaire (Appendix 15) has brought little contribution to the Needs Analysis issues. 33 IT specialists have answered the questionnaire and the majority of them did not have contact or experience with

the making of an e-learning platform. Only 4 respondents have participated in the design and implementation of a learning platform; two of them had an experience of online learning with a tutor, one has some experience in mobile teaching applications and three IT specialists would like to be a part of an advisory group.

7. Conclusions

The present report provides a multi-dimensional picture of the learning environment in the context of which the product of the project – a Portal for learning many languages - is going to appear. The analysis of each partner educational system characteristics, as well as existing resources and Target Groups' needs allows to draw some conclusions that support the need for creating such an e-learning tool and sets guidelines for its construction. The following conclusions result from the reading of individual country's reports, the questionnaires and web research:

a. Although the educational systems in all partner countries put emphasis on learning languages, they differ in their approaches to it. The number of hours spent on foreign languages in compulsory education differs from country to country, and, in four partner countries out of six, only one foreign language is offered at school. Young people across Europe, and especially those leaving school after compulsory education are in great need to be able to learn foreign languages in an accessible way through IPortal. This tool will be equally important to all adults, as well as teenagers who want to improve their command of a foreign language and are looking for an interactive tool that is available online.

b. Important findings from Eurostat statistics presented below show that the population of the six partner states forms over 55% of the total population in Europe and more than 13% of the people who now live in Germany, UK, Spain, Poland, Bulgaria and Turkey were born in another European state. Many of them are planning a permanent stay in their new country of residence and need an accessible tool to learn a language in order to exist in a new society. The other group for whom the IPortal could become an attractive way of keeping up with the language would be the children of immigrants who have lost

touch with their mother tongue and need to improve their skills.

	Total population (1 000)	Foreign-born					
		Total		Born in (another) EU Member State		Born in a non-EU-27 country	
		(1 000)	%	(1 000)	%	(1 000)	%
EU-27	499 433.1	:	:	:	:	:	:
BE	10 750.0	:	:	:	:	:	:
BG	7 606.6	:	:	:	:	:	:
CZ	10 467.5	384.2	3.7	135.1	1.3	249.1	2.4
DK	5 511.5	486.0	8.8	145.6	2.6	340.4	6.2
DE	82 002.4	9 548.9	11.6	3 421.1	4.2	6 127.8	7.5
EE	1 340.4	220.3	16.4	15.4	1.1	204.9	15.3
IE	4 450.0	625.9	14.1	485.8	10.9	140.1	3.1
EL	11 260.4	1 247.0	11.1	312.8	2.8	934.2	8.3
ES	45 828.2	6 339.3	13.8	2 282.1	5.0	4 057.2	8.9
FR	64 366.9	7 103.6	11.0	2 111.5	3.3	4 992.2	7.8
IT	60 045.1	4 375.2	7.3	1 391.1	2.3	2 984.1	5.0
CY	796.9	:	:	:	:	:	:
LV	2 261.3	352.0	15.6	37.2	1.6	314.9	13.9
LT	3 349.9	220.1	6.6	28.9	0.9	191.2	5.7
LU	493.5	159.0	32.2	131.6	26.7	27.4	5.6
HU	10 031.0	:	:	:	:	:	:
MT	413.6	27.7	6.7	13.5	3.3	14.1	3.4
NL	16 485.8	1 793.7	10.9	410.1	2.5	1 383.6	8.4
AT	8 355.3	1 268.4	15.2	507.5	6.1	760.9	9.1
PL	37 867.9	1 014.9	2.7	232.5	0.6	782.4	2.1
PT	10 627.3	782.0	7.4	182.2	1.7	599.8	5.6
RO	21 498.6	161.6	0.8	60.1	0.3	101.5	0.5
SI	2 032.4	243.4	12.0	28.1	1.4	215.3	10.6
SK	5 412.3	50.5	0.9	30.0	0.6	20.5	0.4
FI	5 326.3	214.1	4.0	76.9	1.4	137.2	2.6
SE	9 256.3	1 280.9	13.8	468.6	5.1	812.3	8.8
UK	61 596.0	6 769.3	11.0	2 165.5	3.5	4 603.8	7.5
IS	319.4	37.6	11.8	25.6	8.0	11.9	3.7
NO	4 799.3	488.8	10.2	192.5	4.0	296.2	6.2
CH	7 701.9	:	:	:	:	:	:

Source: Eurostat (online data code: [migr_pop3ctb](#))

c. There is no single pattern that could apply to all partner countries as far as teacher education and professional development are concerned. Although teachers are encouraged to update their skills, there are no common points of reference that would apply to their teaching skills and, for example, their ability to apply modern technology to teaching. Therefore, the IPortal project needs to provide teachers with training on two levels – that of training materials that are user-friendly (like a step-by-step, visual guide through the

platform) and courses which allow teachers to have hands-on experience of working with the platform.

d. There is a large number of high quality websites for learning English and German while the free on-line resources for Spanish tend to focus on lower levels with limited vocabulary. In the case of Polish, Bulgarian and Turkish the amount of good quality on-line materials for learning these languages is very limited. Therefore, there is a strong need to create a common platform for all these languages that would combine quality content with available modern technology in order to facilitate effective language learning. There is also a need to produce a platform that addresses the needs of disabled learners as most available online materials and tools do not address their needs .

e. The work on IPortal materials needs to be guided by the fact that all existing and so-called “free” materials are protected by copyright and project partners need to address this issue when providing the platform with the language content.

f. The findings from VETPROS survey suggest that the platform needs to respond to the following needs :

- clarity of design and clarity of instructions for users

- focus on audio and video materials with a possibility to include online lectures and conferences as well as tests

- ability to adjust the platform to online group work as well as individual classes

- provisions of various channels of contact with students (in real time and via e-mails)

- need to raise awareness how platform users can benefit from Second Life and clear instructions on how to use it as a teaching tool

g. The needs of teachers are mostly confirmed by students who say that the new tool :

- should be very user friendly for users unfamiliar with e-learning

the platform should be easily adapted as a part of a traditional course as well as a tool for individual work

Interaction with teachers is very important and there should be a basic method of contacting every teacher (like e-mail)

interaction with others is a very important aspect for students who want to create social connections probably connected (like Facebook etc)

There has to be a clear introduction to the Second Life environment as very few students know how to use it

Some students would like to have a 3D teacher and use virtual blackboard