MODULE 10
Learning Languages in the Learning City and Region

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Module description

1. This module will develop innovative approaches to widening participation in language learning

Memorandum on Lifelong Learning (2000), Communication "Making a European area of lifelong learning a reality" (2001) and many local programmes on lifelong learning in individual European countries underlined importance of learning languages in cities and regions. The impact is on encouragement and support of development of innovative approaches to widening participation in language learning with a particular emphasis on strategies to raise levels of self-esteem, confidence and motivation and improve access to learning opportunities.

2. It will continue to develop "specific" language learning and encourage learners to return to language learning.

It will be suitable for those who wish to improve their language skills. This includes:
- Professionals in local government from all departments
- Educators
- Business people
- Elected representatives
- Citizens with an interest to develop their community, etc.

3. It can further promote language learning in the city and region.

Language learning is based on a view of life long learning which enables individuals to develop their skills, knowledge and values. Language learning recognises the potential of everyone for self-development and encourages everyone to contribute beyond their personal interests for the benefit of the whole community. This module aims to:
- Include multiple settings and thus is not limited to school building
- Adapt quickly to a variety of learning needs
- Provide a sense of learner identity
- Provides for both general and specialised language learning

4. It can be delivered in
- Councils
- Departments of local authorities
- Adult education colleges
- Universities
- Schools
- Any hall with access to a computer point and a visual aids facility

Main aims
The module will be focused on

a) analysing learning needs in the region / community
b) language learning and active citizenship in the region
c) promoting the multicultural region through lifelong language learning
d) key competences and skills for adult learners of foreign language

- competence and critical approach to computer-based language learning
- communicative skills (organizing information, problem-solving, decision-making)
- specific language skills
- tailored language learning (eg. preparing for mobility; European citizenship, enlargement of the EU)

Objectives

At the end of this module learners will:

a) understand importance of learning languages in town, city or region
b) know framework for analysing learning needs
c) develop criteria for designing personal language plans
d) understand importance of using new technologies in language learning
e) identify need of training effective communication skills in language learning using modern language methods

Notes for Course Leaders

1. The topics and lessons in this module can be taught sequentially or can be mixed and matched to suit the audience. The first two topics give a basic understanding of the need for language learning and using new technologies and methods in language learning in a learning city, town and region This is followed by the topic and lessons with an example of personal language learning plan.

2. This is Learning module. Course leaders are encouraged to read the notes on methodology in the course notes.

3. Course leaders are provided with

a) for each topic and lesson, a description of its content and purpose
b) objectives for each topic and lesson
c) for each lesson, a set of suggestions on how to use these materials
d) for each lesson, a toolkit containing questionnaires, visual aids, charts, diagrams, papers, quotations, presentations, case studies etc to help with the presentation of the subject matter.

4. Course leaders wishing to update themselves on the subject matter of this module will find the following references useful. They can also find useful the references contained in the list of bibliography in Items 8 and 13 in the toolkit.

"The Local and Regional Dimension of Lifelong Learning – the TELS project" EC Policy Document found on http://europa.eu.int/comm/education/poledu/tels.pdf

"E.C. Memorandum on Lifelong Learning", E.C. Publications Office, Luxembourg

Longworth Norman: Lifelong Learning in Action. Transforming Education in the 21st Century. London 2003.

5. Course Leaders are encouraged to add to the diagrams and examples provided in the toolkit from their own experiences and sources and to build up a expanded toolkit of quotations, visual aids and references etc which will help others to 'teach' this module.

Module content

Within this module there are 3 topics and 6 lessons as follows:

Topic 1 Why language learning?
- *Analysing learning needs*
- *Identifying criteria for creating personal learning plans for language*
- *Designing personal language plans*

Topic 2 Technology in Language Learning. New Techniques and Strategies in Language Learning.
- *Understanding importance of new technologies from the perspective of language learning*
- *Educational portal developed for effective learning of specific language*

Topic 3 Example of personal language learning plan
- *Introduction to English for the European Union*

Case study

Power Point Summary

Topic 1 Why language learning?

Language competency is a key requirement in many areas of life. This module examines the need for learning languages for the development and transformation of cities, towns and regions into "Learning Communities".

Lesson 1 Analysing learning needs

Objective: to raise awareness of continuing language learning, creating of personal learning plans, ideas on continuous improvement

Suggestions for course leaders
  a) (20 minutes) After explaining the purpose of this lesson, learners will pack their "bag" for a long journey. Provide learners with a picture of rucksack. Ask them to read the warming-up questions in Toolkit Item 1 and to "pack" their rucksack with answers to the questions. Learners should write about their expectations, hopes, plans, anxieties, etc. in language learning. During their long journey in learning languages learners can add more "items" into their rucksacks.
  b) give each member of the group Item 1 in the toolkit. Ask the class to complete the Questionnaire.
  c) (30 minutes) Ask the class to go through the Questionnaire again and ask each learner to present and explain in more details their answers in the part B of the questionnaire (e. g. Question No. 1 in the part B Questionnaire – what is your priority in language learning and why? etc.)

d) (10 minutes) Explain to learners the need for creating personal learning plans and show them main factors affecting creating personal plans in language learning. Use Item 2 in the toolkit.

Toolkit Item 1

FRAMEWORK FOR ANALYSING LEARNING NEEDS

I. "Pack" your rucksack for the journey.
Answer the following questions.

What expectations have I brought?
What is my motivation for learning foreign languages?
What support would I like from my course leaders?
Have I brought any worries with me?
What do I think I can achieve in language learning on the road?
What would I like to feel more confident about at the end of the journey?

II. Questionnaire for analysing learning needs

A. Personal professional profile

1) Name:
2) Name of institution(s) you work in:
3) Job title:
4) How long have you held your present post?
5) What was crucial for getting your present post?
6) What are your job functions and responsibilities?

B) Personal language profile

1) What do need learners to learn?
   General language
   Language for specific purposes

2) How do learners learn?
   What is your learning background?
   What learning techniques do you like?

3) Who are the learners?
   Age/sex/nationality
   What do they already know about foreign language?
   What subject knowledge do they have?
   What are their interests?
   What learning styles are they used to?

4) Why do learners plan to participate in language learning?
   Compulsory (e. g. job requirement) or optional
   apparent need or not
   are status, money, promotion involved?

5) When do learners want the learning to take place?
   Time of day
   Every day/once a week
   Full-time/part-time

Toolkit Item 2
Analysing of priorities for creating individual learning plans is the key requirement in language learning because background, motivation, aims and objectives of individual learners are varied.

Optional: Learners are provided explanation of the difference between "aim" and "objective"

Aim
   Is a general expression of intent
   Aims define the nature and character of overall educational programme in relation to societal and individual needs
   Aims will constitute the logical starting point for curricula construction and the devising of schemes of work

Objective
   Is characterized by greater precision and specificity
   Objectives expressing varying degrees of specificity will be derived from aims
   Objectives will represent translation of aims into specific and tangible terms necessary for planning a course of lessons, individual lessons or units of learning on which the ultimate realization of the aims depends

(Adopted from: A Practical Guide to the Teaching of English as a Second or Foreign Language OUP 1999)

MAIN FACTORS AFFECTING CREATING PERSONAL PLANS IN LANGUAGE LEARNING

WHAT?   HOW?
language description   forms of learning
subject and level   learning strategies

            WHO?
      characteristics of learners

WHY?
rationale for learning   WHEN?
purpose of learning   frequency

Lesson 2 Identifying criteria for creating personal learning plans for language learning

Objective: to present crucial need for continuing education in language learning

Suggestions for course leaders

a) (20 minutes) Hand out Personal Language Learning Plan Design. Use Toolkit Item 3. Ask learners to think and make notes about their "background" and their main "aims" in laguage learning individually. Discuss results in plenary.
b) (20 minutes) Small group exercise. Hand out Toolkit Item 4 and ask learners to discuss priorities for creating personal language plans in small groups.
c) (20 minutes) Hand out the list of main criteria for creating personal language plans. Use Toolkit Item 5. Ask learners to write down a list of priorities.

Toolkit Item 3
Personal learning plan design: Needs analysis

Learners´ characteristics

Background information

1. Assumed/known current level of English?

2. Assumed/known previous language learning?

3. Assumed/known preferred learning style(s)?

4. Knowledge of language for specific purposes? (e. g. as city employees or in a subject discipline)

5. Assumed/known beliefs about learning foreign language?

6. Assumed/known motivation in language learning?

Your aims

7. What learning processes do you want to experience? Why?

8. What do you want to know or be able to do to continue and improve your language knowledge?

Toolkit Item 4
What are your priorities in creating your personal language plan in terms of:

1) Content of language learning

Courses of general language
Courses of language for specific purposes

2) Forms

Presence learning
Distance learning

Combination of presence and distance

> 3) Organisation of language learning

Pilot modules for different levels of language
Pilot modules for language for specific purposes

> 4) New aspects in language learning

Open learning
Computer based learning (CDRoms)
Interactive learning methods (using internet and networks)

Toolkit Item 5

In creating your personal language plan you should:

identify your personal needs (motivational, social, cultural, etc)
identify your professional needs (promotion, active participation in a conference abroad, meeting with foreign colleagues, etc.)
identify your specific target language needs (e. g. improvement of individual language skill or skills, such as priority on writing skills and/or communication skills)
identify resources needed and available (textbooks, study materials, access to internet, etc.)
identify and resolve key constraints (time, frequency, etc.)
draw up personal language plan framework (content)
design criteria for content (e. g. variety, revision, grading, difficulty, usefulness etc.)
draw up approach to course evaluation (test, questionnaire, personal interview, etc.)

Lesson 3 Designing personal language plans

Objective: to activate learner´s background language knowledge and to set priorities for creating personal language plans (general language and language for specific purposes)

Suggestions for course leaders
> a) (20 minutes) Hand out the Item 6 in the toolkit to all learners. Explain that it contains the syllabus of general language course for professionals. Ask them to read it and tick each part in the syllabus they consider important for improvement of their language skills.
> b) (10 minutes) Ask learners to rank each part with a tick according to importance for designing their personal language learning plans. Learners should use numbers from 1 to 5 (1 = crucial importance, 2 = necessary, 3 = very needed, 4 = needed, 5 = not very needed
> c) (20 minutes) Brainstorming. Ask learners to work individually and to design syllabus priorities for personal language plan (general language). Learners will use syllabus in Toolkit Item 6 and may list more syllabus priorities.

d) (15 minutes) Optional activity. You may show learners the handout with different types of syllabuses used for language learning. See Toolkit Item 7. Handout can help learners in designing own personal language plans. Course leaders can find more info about syllabus in the list of literature in Toolkit Item 8. Learners can go back to syllabus in Item 6 and try to identify the type of syllabus. Same task can be used for the syllabus in Item 9.

e) (10 minutes) Hand out the Item 9 in the toolkit to all learners. Explain that it contains the syllabus of language course for specific purposes for professionals. Ask them to read it and tick each part in the syllabus they consider important for improvement of their language skills.

f) (20 minutes) Brainstorming. Ask learners to work individually and to design syllabus priorities for personal language plan (language for specific purposes plan). Learners can use syllabuses in Toolkit Items 6 and 9 and may list more specific language priorities.

g) Optional. (20 minutes) Course leader can explain the term "authenticity" in language learning and importance of using "authentic text" in learning language for specific purposes. See Toolkit Item 10.

Toolkit Item 6

Intensive general language course for professionals – syllabus (study plan)

This syllabus is focused on improvement communication and writing language skills.

TASK 1 FOR LEARNERS: Read each item and make a tick if you think that the item should be included into your personal language plan to improve your language skills.

I.   COMMUNICATION, ORAL INTERACTION

A) Functions

1. Greetings, Introductions
2. Agreement/Disagreement
3. Requests
4. Please + Thank you
5. Apologies
6. Suggestions, Advice
7. Invitations
8. Opinions
9. Certainty, Doubt
10. Complaining, Regrets

B) Situations

1. Passport control, At the customs

2. Travelling by air, by ferry, by train, by bus, etc.
3. Accommodation
4. Food, Restaurant, Menu cards
5. Asking for/Giving directions; Maps, notices, traffic signs
6. Services, At the doctor´s, etc.
7. On the phone, Post office
8. Shopping
9. Library, Resource centre
10. Daily programme
11. Work schedule
12. Sightseeing
13. At a party, Small talk

C) Argumentation

1. begin
2. introduce a new point
3. give an example
4. ask for a reaction
5. ask for an opinion
6. give an opinion
7. bring in someone
8. summarize
9. agree
10. interrupt
11. take the floor
12. disagree
13. comment
14. come back to a point
15. prevent an interruption
16. ask for confirmation
17. ask for a repetition
18. correct a misunderstanding
19. rephrase
20. ask for further information
21. express certainty
22. make a proposal
23. express support
24. express opposition
25. persuade
26. express reservation
27. reassure
28. express uncertainty
29. play down a point
30. refuse a point

II. WRITING COMPREHENSION

D) Writing skills

1. Curriculum vitae
2. Structured curriculum vitae
3. Letters (formal/informal)
4. Job description
5. Note-taking
6. application filling

TASK 2 FOR LEARNERS: Rank each part with a tick according to importance for designing your personal language learning plan. Use numbers from 1 to 5 (1 = crucial importance, 2 = necessary, 3 = very needed, 4 = needed, 5 = not very needed

Toolkit Item 7.

Types of syllabuses:

a. Grammatical

A list of grammatical structures, such as the present tense, comparison of adjectives, relative clauses, usually divided into sections graded according to difficulty and/or importance.

b. Lexical

A list of lexical items (girl, boy, go away), with associated collocations and idioms, usually divided into graded sections.

c. Grammatical-lexical

A very common kind of syllabus: both structures and lexis are specified: either together, in sections that correspond to the units of a course, or in two separate lists.

d. Situational

These syllabuses take the real-life contexts of language uses as their basis: sections would be headed by names of situations or locations such as "Eating a meal" or "In the street" or "At the Doctor´s".

e. Topic-based

This is rather like the situational syllabus, except that the headings are broadly topic-based, including things like "Food" or "European Union Institutions". These usually indicate a fairly clear set of vocabulary items, which may be specified.

f. Notional

"Notions" are concepts that language can express. General notions may include "number", for example, or "time", "place", "colour"; specific notions look more like vocabulary items: "man", "woman", "afternoon".

g. Functional-notional

Functions are things you can do with language, as distinct from notions you can express: examples are "identifying", "denying", "promising", Purely functional syllabuses are rare: usually both functions and notions are combined.

h. Skills-based

These syllabuses rank and prioritise the four skills, speaking, listening, reading and writing, according to student needs. These syllabuses often subdivide skills in terms of e.g. reading reports, reading technical journals etc. and/or strategies used for reading e.g. skimming, scanning.

i. Task-based

These syllabuses specify the learning tasks to be done rather than the language itself or even its meanings. Examples of tasks might be: to read a map, to carry out a scientific experiment, to conduct a mock trial etc.

j. Mixed or "multi-strand".

Increasingly, modern syllabuses are combining different aspects in order to be maximally comprehensive and helpful to teachers and learners; in these you may find specification of topics, tasks, functions and notions, as well as grammar and vocabulary.

k. Process

This is the only syllabus that is not pre-set. The content of the course in negotiated with the learners at the beginning of the course and during it, and actually listed only retrospectively.

Toolkit Item 8

Bibliography
Language syllabuses
     1. A Practical Guide to Teaching of English as a Second or Foreign Language (1999) OUP. (A reference book concerned with every aspect of language teaching, providing a body of theory and a wealth of practical teaching tips)
     2. Brumfit, C. J. (ed.) (1984) General English Syllabus Design, (ELT Documents 118), Oxford: Pergamon Press. (A collection of articles on different kinds of English language syllabuses: useful summaries by Brumfit and Stern)
     3. Dubin, F. and Olshtain, E. (1986) Course Design. Cambridge: Cambridge University Press. (On the planning and development of English language teaching syllabus and materials in different contexts)
     4. Nunan, D. (1988) Syllabus Design, Oxford: Oxford University Press. (Mostly a series of tasks helping the reader to engage with and understand different issues)
     5. Ur, P. (1995) A Course in Language Teaching, CUP
     6. West, R. (1998) ESP – State of the Art, Opening address, Networking for ESP – An Anti-conference.
     7. White, R. V. (1998) The ELT Curriculum: Design, Innovation and Management, Oxford: Basil Blackwell. (A fairly detailed and comprehensive survey of various current types of syllabus and how they are used)
     8. Yalden, J. (1987) Principles of Course Design for Language Teaching, Cambridge: Cambridge University Press. (Discusses different options in course and syllabus design, and the theories underlying them; illustrated by case studies)

9. Candlin, C. N. (1984) "Syllabus design as a critical process" in Brumfit, C. J. (ed.) (1984b) General English Syllabus Design (ELT Documents 118), Oxford: Pergamon Press. (Rationale and description of the "process" syllabus)

10. Clarke, D. F. (1991) "The negotiated syllabus: what is it and how is it likely to work?", Applied Linguistics, 12, 1, 13-28. (Also about the "process" syllabus: some reservations about its application in practice and practical suggestions)

Toolkit Item 9
TASK FOR LEARNERS: Study all parts of the "Syllabus for the course of language for specific purposes" and make a tick if you think that the item should be included into your personal language plan to improve your specific language skills.

Syllabus for the course of language for specific purposes

Target audience:
- Professionals that need to know and use specific terminology used in important EU documents
Level of general English:
- Intermediate
Aims:
- Strengthen communicative skills
- Improve understanding of basic EU contexts
- Enlarge knowledge of specific terminology
- Introduce key information needed for closer cooperation with the EU
Objectives:
- Activate student´s background knowledge of relevant vocabulary, topic and interest
- Understanding specific terminology and context
- Reading for information
- Summarizing facts to express views and attitudes, agreement or disagreement, etc.
Key topics:
        a. EU Treaties and Institutions
- legal background,
- composition,
- powers,
- enlargement of the EU
        b. EU Law
- sources of community law,
- European Court of Justice
        c. Employment in the EU
- introduction into key terminology,
- free movement of persons,
- employment conditions in the EU
        d. Business Organizations in the EU
- introduction into key terminology,
- parties in business,
- commercial companies
Key study materials:
- Textbooks
- Study materials developed for this course and available on internet
- Video recordings for this course

- Authentic materials from www pages

Toolkit Item 10 (Optional)
What is authenticity in language learning and why is an authentic text so important in learning language for specific purposes?

Authenticity
Basically, when we refer to using authentic materials in language learning, we refer to the use of print, audio, video, and pictorial material originally produced for a purpose other than the learning of language.
Looking up the word "authentic" in a monolingual dictionary, one will probably come up to the following three definitions:

1 real, not false or copied: *The letter is certainly authentic.*
2 accurate or based on facts: *an authentic insight into Scottish life style*
3 traditional or original, or very similar: *authentic Italian food*

Authentic text
A newspaper article, a rock song, a novel, a radio interview, a traditional fairy story or a text of contract are examples of authentic texts.

Authentic task
A task which involves learners in using language in a way that replicates its use in the "real world" outside the language classroom. Filling in blanks, changing verbs from the simple past to the simple present and completing substitution tables are, therefore, not authentic tasks. Examples of authentic tasks would be answering a letter addressed to the learner, arguing a particular point of view and comparing various holiday brochures in order to decide where to go for a holiday.

Principles for the design of units of integrated language skills using authentic materials
- Authenticity (contained in any authentic text)
- Make sure that there is a continuity of language tasks
- Task continuity (where one activity builds on and naturally follows the activity that went before)
- Real worlds focus (where the task content reflects or makes a link with what happens in the real world)
- Language focus (where students have the opportunity to pay attention to patterns and regularities in the language data they are exposed to)

See more info in: Tomlinson: Materials Development in Language Teaching ed., CUP 1998

Topic 2 Technology in Language Learning. New Techniques and Strategies in Language Learning

Technology for language learning can be an effective force for improving foreign language instruction. Furthermore, it is much more powerful and affordable today than ever before, and there is evidence that this situation will only continue to improve.

Lesson 1 Understanding importance of new technologies from the perspective of language learning

Objective: to address areas such as
- different electronic technologies used in language learning
- potential for using technology to learn languages

Suggestions for course leaders
    a) (10 minutes) Course leader will explain to learners the difference between teacher focused learning and learner focused learning using Item 11 in the toolkit.
    b) (35 minutes) Brainstorm. Work with the list of roles for teacher of foreign language in teacher-focused learning (Item 11). Ask students-learners to make a list of roles of a learner in the learner-focused language learning. Students-learners may list roles such as "analysing needs – what to learn, how to learn, why to learn, when and where to learn", "designing personal plan for language learning - content", "finding study materials", "choosing materials", etc. Then work together with whole group of learners and draw a mind map with the list of roles of a learner in the learner-focused language learning. Explain benefits (in learner-focused learning learners through their "new" roles can become more independent, they can control the process of learning, they can "tailor" language learning according to their personal needs, etc.)

Toolkit Item 11

Teacher-focused learning	Learner-focused learning
Education and training is provided by a teacher. Offered for limited number of students.	*Learning is conducted by a learner. This form of learning is a concept of lifelong learning. Such learning is a continuous and never-ending process for all.*
Teacher of language is: 1. Language course designer - analysing the needs - planning the course - designing syllabus (content) 2. Materials provider - choosing materials - adapting materials - writing materials 3. Researcher - investigating the language and the skills - carrying out research to understand the discourse/genre of the texts that students use 4. Facilitator - manager and consultant, negotiate with learners about what is most appropriate to include, and when to include it	

5. Collaborator - collaboration with subject specialists - specialist checks and comments on the content of teaching materials 6. Evaluator - various types of evaluation: a) testing students b) teaching materials evaluation c) courses evaluation (From: T. Dudley – Evans: Developments in English for Specific Purposes, CUP 1998) You may wish to add: Effective teachers of language Knowledge and skills - Can identify learners´ target needs and learning needs (often have to negotiate with regard to the learners) - Can plan "tailored courses" - Can find and/or develop appropriate learning materials for their learners - Understand learning strategies - Have a range of teaching methodologies and techniques - Have adequate foreign language competence and awareness - Have tools for analyzing different target genres and text types - Can evaluate the effects of their teaching and their courses	

Suggestions for course leaders

  a) (15 minutes) Hand out Item 12 in the toolkit and explain to learners the importance of using new technologies in language learning and for learned-focused learning in particular.
  b) (Optional) You may wish to study more about this area. See Bibliography in Toolkit Item 13.

Toolkit Item 12

New technologies in language learning used primarily for learner-focused learning

Computer-Assisted Language Learning (CALL)
- is a relatively new and rapidly evolving field that explores the role of information and communication technologies in language learning and teaching.
CALL includes highly interactive and communicative support for listening, speaking, reading and writing, including extensive use of the Internet.
Computer-Assisted Language Learning, when used in language learning enables e. g.

- self-access language learning
- creating language learning database

In self-access language learning systems learners
- know what it is to be responsible for one´s own learning
- select content, plan and monitor activities, and evaluate progress
- become self-managing and self-regulating.

One way of doing this is by providing some kind of advisory service (see part on Educational portal); another way is by offering possibilities of interaction with other learners.

Language learning database (also see the part on Educational portal) enables:
- organisation of the linguistic data by the teacher: choice of material in relation to specific or institutional objectives,
- problem-solving activity: the communicative function of language implies simulating situations where the learner can read/listen to/watch a document in order to respond (information transfer),
- use of authentic materials (see Item 10 in the Toolkit),
- finding the answer: when reference and other complementary tools are available for the learner, their use is an important factor of acquisition as their interactive consultation means preliminary analysis on the part of the learner in order to define problems and to organize linguistic data,
- Learner answer + computer evaluation: this is a stage when the learner´s hypotheses (learning in a hypothesis-formulating process) are confronted with the correct answers planned by the tutor. This confrontation will take different forms according to the type of activity.
- What is crucial, in this perspective, is the relation between the three components of the CALL situation (tutor – computer – learner), as reflected in the following structure of the materials: - data organization (tutor)
  - problem-solving activity (computer)
  - search for answer (learner)
  - submission of answer (learner)
  - evaluation (computer)

Toolkit Item 13

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9) J. K. Phillips: Foreign Language Standards: Linking Research, Theories Practices, ACTFL, Illinois 1999, ISBN 0-8442-9375-X

Lesson 2 Educational portal developed for effective learning of specific language

Objective: outline main criteria for development of the Educational portal and explain main characteristics of the Educational portal

Suggestions for course leaders

a) Information to course leaders about the Educational portal available on the address: http://cdv.upol.cz/unifor/
b) (20 minutes) Provide learners with a sheet containing key criteria for development of the Educational portal and the Educational portal address (Item 14 of the Toolkit). Then they are asked to work with computer and to browse through the Educational portal (language part).
c) (15 minutes) Brainstorming. Learners are asked to think about advantages, which the Educational portal can bring to improvement of their language learning.
d) (15 minutes) Learners are provided with Item 15 in the toolkit (Main features of the Educational portal). Course leaders explain advantages of the Educational portal for language learning.

Toolkit Item 14

Key criteria for development of Educational portal:
-   European policy in language learning (White Paper, European language portfolio)
-   local and regional dimension in European Lifelong Learning policy (Memorandum on Lifelong Learning (2000), "Making a European area of lifelong learning a reality" (2001))
-   new approach to language learning in relation to the accession of new European countries to the European Union planned for 2004
-   Policy of the Czech Republic in learning foreign languages (Strategy of Human Resources Development 2003, Resolution of Czech Government no. 349)

The Educational portal available on: http://cdv.upol.cz/unifor/
The Educational portal contains several "modules" focused on different areas of life. One module of the Educational portal was developed for learning languages for specific purposes.

The "language module" of the Educational portal was developed in three versions – English, French and German. Password is needed for the full use of the Educational portal.

Toolkit Item 15

Main features of the Educational portal and the LMS Unifor System
1. main access gate with an offer of study texts
2. individual study texts are listed in the Educational portal environment and divided into modules, disciplines and units
3. creation of individual learner websites (each learner can communicate, study, test knowledge and evaluate through his/her website)
4. creation lists of references and internet links
5. each student is delegated with a tutor (=learning leader)
6. possibility to communicate with tutors, authors of modules and other learners in internal communication system
7. if required, each module enables to call "tutorials" (teacher-focused learning) and, thus, to combine presence learning and distance learning
8. possibility to create a virtual class and use visual methods for learning
9. clear assessment process
10. creation of assessment tests, testing limited in different ways depending of the assessment needs (limit by time, score, etc.)
11. LMS Unifor System can be connected with other SQL-based database systems
12. tutor can
        communicate with learners
        assess learners
        check tests
        assess tasks in cooperation with other tutors
        evaluate students statistically
13. search in literature databases, text references, news, authentic materials, etc.
14. notice of update information on the "News" page
15. creation of chat rooms
16. if required, all materials can be protected by copyright confirmation page

Topic 3 Example of a language learning plan

Creation of multilingual and multicultural Europe calls for quantitative and qualitative improvements in knowledge of languages and for improvements of language for specific purposes in particular. This topic can be divided into unlimited number of lessons depending on needs analysis for designing a personal language plan. Our main aim for the topic is to show learners how individual personal language learning plans can be designed.

Lesson 1 Introduction to English for the European Union

This plan will be focused on training terminology used in the context of the European Union. The lesson can be also found in the Educational portal (see Toolkit Items 14 and 15) in three language versions (English, French, German). It means that the Educational portal (language part) can be used for interactive learning of English, French and German. In this lesson we will use an example of a personal language learning designed for learning English for the European Union. This language learning plan is designed for professionals from different areas of life that need to learn and use terminology used in the context of the European Union.

Suggestions for course leaders

Time needed for this lesson depends on learners´ level of general language (in our case it means level of general English).

a) Warming up activity. Ask learners to think about the history and main institution of the European Union. Tell them to prepare a short outline of key historical events important for creation and development of the European Union. Also try to make a list of the key EU institutions.

b) Hand out Lesson 1. Explain to learners individual parts of the lesson.

Lesson 1 contains:

- general language requirements,
- references on websites,
- key terms,
- main texts (some of them are videotaped or audio-taped),
- glossaries,
- communicative tasks (practising all basic language skills)
- key

Toolkit Item 16 – Case study

Suggestions for course leaders

a) Different methods of learning can be used for studying lesson 1 depending on the needs of learners. Learners can study Lesson 1

- individually (e. g. as a homework) or
- with the assistance of the course leaders or
- computer assisted study (from the CD Rom, via internet) or
- combinations of individual study, assistance of the course leader and computer assisted study

LESSON 1 - INTRODUCTION TO THE EUROPEAN UNION

Before you start learning Lesson 1 it is recommended:

(1) to have intermediate knowledge of general English,
(2) to know key terms,
(3) to consult the "Europa" websites:

http://www.europa.eu.int

- It contains plenty of authentic materials related to the European Union, its historical background, institutional structure, main sources of law, agenda of the European Court of Justice, news and glossaries (explanation of key terms)

Key terms:

Agenda 2000 - a general document on enlargement and the reform of the common policies of the EU

Amsterdam Treaty - the Treaty is primarily concerned with the amendments made to
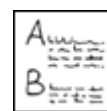
the Treaty on European Union (EU Treaty) and the Treaty establishing the European Community (EC Treaty). The Amsterdam Treaty came into effect in 1999.

<u>Committees</u> - alongside the key institutions are advisory bodies like the Economic and Social Committee or the Committee of the Regions. Most Committee members are elected representatives of regional and local government in their own countries.

<u>Council of Ministers</u> - is the main decision maker of the European Union. Foreign ministers and ministers relevant to the issues being discussed debate, amend and adopt Commission's proposals.

<u>European Commission</u> - acts as a guardian making sure the treaties supporting the Union are being observed.

<u>European Court of Auditors</u> - keeps an eye on the Community's budget.

<u>European Court of Justice</u> – settles disputes about Community decisions. Legal action can also be taken against the institutions by individual citizens.

<u>European Parliament</u> – members of the European Parliament (MEPs) debate and amend the legislation. Parliament also introduces its own proposals and since the Maastricht Treaty has much greater influence and with many issues the last word on European Union policy.

<u>Intergovernmental Conference</u> - this is the term used to describe negotiations between the Member States´ governments with a view to amending the Treaties.

<u>Maastricht Treaty</u> - the Treaty on European Union, which was signed in Maastricht in 1992, entered into force in 1993;

<u>Merger Treaty</u> – The 1965 document, in effect in 1967, which merged the executive authorities of the EURATOM, the ECSC and the EEC.

<u>Treaty of Paris</u> - the Treaty establishing the European Coal and Steel Community (ECSC), which was signed in Paris in 1951 and entered into force in 1952.

<u>Treaty of Rome</u> - the Treaty establishing the European Economic Community (EEC) and the European Atomic Energy Community (Euratom), which was signed in Rome in 1957 and entered into force on 1 January 1958.

TEXT 1. SHORT HISTORY OF EUROPEAN INTEGRATION

(Note for course leaders: This is a transcript of the video tape. Learners can view the video.)

The European Union consists of three separate, yet closely related, communities each established by independent international agreements. The first European Community was the European Coal and Steal Community formed in Paris in 1951 by six states – Belgium, France, Germany, the Netherlands, Italy and Luxemburg. Its success encouraged the expansion of the concept of the common market to other aspects of economic production. In 1957 two new communities were successfully negotiated, the European Economic Community and the European Atomic Energy Community. Membership was increased by the admission of Denmark, Ireland and the United Kingdom in 1973, Greece in 1981, Portugal and Spain in 1986 and Austria, Finland and Sweden in 1995.

Since 1986 the flag adopted by the Council of Europe has been used as the European Union flag. It consists of a circle of twelve gold stars on a blue background, twelve being a number that represents perfection and completeness. The European Union anthem is the Ode to Joy from Beethoven´s Ninth Symphony**.** Europe Day is 9 May, commemorating the declaration by Robert Schuman in 1950 which is regarded as marking the creation of the European Union. First integrative measures were taken by two men, Robert Schuman, the French Foreign Minister, and Jean Monet, an

administrator in the French civil service.

European integration is based on the three founding treaties:
- the Treaty establishing the European Coal and Steel Community (ECSC), which was signed in Paris and entered into force on 23 July 1952;
- the Treaty establishing the European Economic Community (EEC), which was signed in Rome and entered into force on 1 January 1958;
- the Treaty establishing the European Atomic Energy Community (Euratom), which was signed in Rome and entered into force on 1 January 1958.

The founding treaties were amended on several occasions, in particular when new Member States acceded in 1973, 1981, 1986 and 1995. There also were three more far-reaching reforms bringing major institutional changes and introducing new areas of responsibility for the European institutions:
- the Single European Act (SEA), which entered into force on 1 July 1987;
- the Treaty on European Union, which was signed in Maastricht and entered into force on 1 November 1993;
- the Treaty of Amsterdam, which entered into force on 1 May 1999.

Since Maastricht, the Union has been based on the three pillars. These are:
- the Community dimension, comprising the arrangements set out in the EC, ECSC and Euratom Treaties, i.e. Union citizenship, Community policies, Economic and Monetary Union, etc. (first pillar);
- the common foreign and security policy, which comes under Title V of the EU Treaty (second pillar);
- police and judicial cooperation in criminal matters, which comes under Title VI of the EU Treaty (third pillar).

The Treaty of Amsterdam transferred some of the fields covered by the old third pillar to the first pillar (eg. free movement of persons).

The European Union´s mission is to organise relations between the Member States and between their peoples in a coherent manner and on the basis of solidarity.
The main objectives are:

- *to promote economic and social progress* (the single market was established in 1993; the single currency was launched in 1999);
- *to assert the identity of the European Union on the international scene* (through European humanitarian aid to non-EU countries, common foreign and security policy, action in international crises; common positions within international organisations);
- *to introduce European citizenship* (which does not replace national citizenship but complements it and confers a number of civil and politic rights on European citizens);
- *to develop an area of freedom, security and justice* (linked to the operation of the internal market and more particularly the freedom of movement of persons);
- *to maintain and build on established EU law* (all the legislation adopted by the

European institutions, together with the founding treaties).

Translate:
to promote economic and social progress
to assert the identity of the European Union on the international scene
to introduce European citizenship
to develop an area of freedom, security and justice
to maintain and build on established EU law

Explain orally the following terms:

- *Founding treaties*
- *Treaties of accession*

Treaty is a document which binds two or more countries to do something together. It is therefore a collection of commitments which are negotiated, ratified and implemented.

EC Treaty (presently called the European Community Treaty) is the treaty establishing the European Economic Community. It was signed in Rome on 25 March 1957 and came into effect in 1958.

EU Treaty (presently called the Treaty on European Union) was signed in Maastricht on 7 February 1992 and came into effect in 1993.

The Amsterdam Treaty, agreed by the European Union's political leaders on 17 June and signed on 2 October 1997.
The Treaty is primarily concerned with the amendments made to the Treaty on European Union (EU Treaty) and the Treaty establishing the European Community (EC Treaty). The Amsterdam Treaty came into effect in 1999.

Agenda 2000 is a document adopted by the Commission on 15 July 1997 as an official response to requests by the European Council that it present a general document on enlargement and the reform of the common policies and a communication on the Union's future financial framework after 31 December 1999. Agenda 2000 tackles all the questions facing the Union at the beginning of the 21st century. Attached to it are the Commission's opinions on the countries that have applied for Union membership.
Intergovernmental Conference (IGC)
This is the term used to describe negotiations between the Member States´ governments with a view to amending the Treaties. An IGC is of major importance as regards European integration, where changes in the institutional and legal structure - or simply in the content of the Treaties - have always been the outcome of intergovernmental conferences (e.g. Single European Act and Treaty on European Union).

Explain orally the following terms and abbreviations:

Treaty (give examples)
Agenda 2000

ECSC
EEC
EURATOM
SEA
IGC
EC Treaty
EU Treaty
MEP

TEXT II. EU TREATIES

Since the Second World War a number of initiatives have drawn Europe and its people together.

In 1951 Belgium, France, West Germany, Italy, Luxembourg and the Netherlands signed an agreement of common coal and steel production. Six years later the six countries signed two further treaties: one regulates the nuclear energy industry, the other is the most ambitious – the planned free movement of goods and services across the borders of Europe.

Other countries join this European Economic Community: the UK, Denmark and Ireland (1973), Greece (1981), Spain and Portugal (1986), the united Germany (1990), Austria, Finland and Sweden (1995).

The main aim of Europe's expanding community is to strengthen its economic position and to further integrate the partner nations.

The Maastricht Treaty of 1992 sets out the new European Union supported by three pillars. The European Community extended to include the goal of economic and monetary union, joint agreements on matters of foreign policy, security and defence and closer co-operation on domestic affairs like justice and immigration.

Today's European Union is run by five key institutions:

- the European Commission
- the European Parliament
- the Council of Ministers
- the European Court of Justice
- and the European Court of Auditors.

There are also advisory bodies like the Economic and Social Committee and the Committee of the Regions. The Union also has an ombudsman.

Embracing all of these institutions is the European Council – a summit of government leaders and heads of state.

The European Commission in Brussels acts as a guardian making sure the treaties supporting the Union are being observed. It's Europe's civil service overseen by twenty independent Commissioners. At least one is chosen by every member state and their appointments have to be approved by Parliament. The Commissioners initiate legislation submitting policy proposals to two other key institutions – the European Parliament and the Council of Ministers.

The European Parliament in Strasbourg and Brussels is the Union's democratic voice. 626 elected MEPs vote on the proposals drawn up by the Commission. The Commission is reported then in committee when MEPs debate and amend the legislation. Parliament also introduces its own proposals and since the Maastricht Treaty has much greater influence and with many issues the last word on European Union policy.

The Council of Ministers, which meets in Brussels and Luxembourg, is the main decision maker of the European Union. Foreign ministers and ministers relevant to the issues being discussed debate, amend and adopt Commission's proposals. Unlike MEPs though the ministers are representing not the European Community but their own governments. The Council can also ratify treaties and delegate some of its powers back to the Commission. The Council presidency is past between member states every six months.

Disputes about Community decisions are settled in Luxembourg, at the European Court of Justice. Senior judges from across Europe rule for example on possible treaty infringements spotted by the Commission. They also review decisions taken by the Commission, by Parliament and by the Council of Ministers. Legal action can also be taken against the institutions by individual citizens. European law take precedents over national law and so Court of Justice rulings are often used as pointers by law makers in member states.

The European Court of Auditors also in Luxembourg keeps an eye on the Community's budget. Financial specialists from each member state check that the European Union's money is wisely allocated and spent.

Alongside the key institutions are advisory bodies like the Economic and Social Committee in Brussels. ECOSOC as it's known is how special interest groups around Europe get to advise the Commission and the Council of Ministers.

The Committee of the Regions advises Commission and Council on the likely impact decisions will have locally. Most Committee members are elected representatives of regional and local government in their own countries.

The European Community also has an ombudsman appointed by Parliament. He is there to investigate complaints about administration brought by citizens of any member state.

Embracing all of the Community institutions is the European Council. That's summit of European leaders and heads of state. The Council is syntacted behind of many European Union's most challenging initiatives.

There are two main ways that the European Union policy is implemented: co-operation and co-decision.

With co-operation policy the Commission forwards a draft proposal to the Council of Ministers. Parliament gives Council its opinion. The ministers form a common position which is referred back to Parliament for the second reading. If amendments are required the proposal goes back to the Commission, but the Council has the final say on whether or not it's incorporated into the laws of member states.

Socrates is one European Union initiative that came into being under the co-operation procedure. It's a scheme to improve the teaching of languages and to promote exchanges between students and teachers across Europe.

The other main route the European policy takes is co-decision. Here it's the Parliament that has that crucial final veto and more and more areas of policy follow this newer procedure.

Rearrange the words below to make questions. You may have to use „did/do/does". Then answer the questions. If you are not able to answer the questions, look for them in Task V.

Example: European governments/the French proposal/welcome and accept/how many/French proposal about a unified Europe

Question(Q): How many European governments did welcome and accept the French proposal about a unified Europe?

Task IV
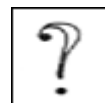
Answer(A): The French proposal about a unified Europe was welcomed and accepted by six European States, France, West Germany, Belgium, Italy, the Netherlands and Luxembourg. They became founding member states of the European Union.

(4) sign/the Treatyof Paris/countries/when/six/the

Q:

A:

(5) merge/to become the EC/how many/in July 1967/communities

Q:

A:

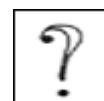(6) accept/the EU/Austria, Finland and Sweden/when

Q:

A:

(7) members/the EU/nowadays/how many/consist of

Q:

A:

Complete this summary of the history of the EU, using verbs from the list below. Put each verb in its correct form.

| to agree | to sign | to develop | to admit | to create |

| to merge | to create | to eliminate | to enter | to accept |

| to propose | to establish | to welcome |

Robert Schuman (1) ……… the creation of a common authority to regulate the coal and steel industries in West Germany and France. This proposal (2) ……. by six European countries. France, West Germany, Belgium, Italy, Luxemburg and the Netherlands (3) …………. the ECSC in 1951. Later the foreign ministers of the ECSC (4) ……………. to examine the possibilities for further co-operation. The EEC treaty (5) …………. trade barriers among its member nations. It also (6) ………. a common tariff for imports from the rest of the world and (7) ………. a common policy for supporting agriculture. In July 1967 the EEC, the ECSC and Euratom (8) …………. to become the EC. In January 1973 the United Kingdom, Ireland and Denmark (9) …………. the EC. In April 1990 East Germany (10) …… to the EC after the reunification of Germany. The European Union (11) ………. on the 1st November 1993, when the treaty of Maastricht (12) ………. In 1995, three more Member States (13) …………. by the EU – Austria, Sweden and Finland. At the time of writing (September 2003) the EU has 15 members, and expects this number to increase.

Complete the text with the missing terms:

European integration is based on the following treaties:

- *The **Treaty establishing the ………………. (ECSC), which was signed on 18***

April 1951 in Paris, entered into force on 23 July 1952;

- *The **Treaty establishing the ………………** (EEC);*

- *The Treaty establishing the **…………..** (Euratom), which was signed (along with the EEC Treaty) in Rome on 25 March 1957, and entered into force on 1 January 1958. These Treaties are often referred to as the "Treaties of Rome". When the term "Treaty of Rome" is used, only the EEC Treaty is meant;*

- *The **Treaty on …………..,** which was signed in Maastricht on 7 February 1992, and entered into force on 1 November 1993, created the political Union amongst the Member States and brought about considerable changes to the existing Treaties. The treaty created the European Union, a concept comprising the European Communities (which had also been amended to the term European Community on the same occasion), as well as other forms of cooperation.*

Moreover, those treaties have been amended on several occasions, in particular when new Member States acceded in 1973 (Denmark, Ireland, United Kingdom), 1981 (Greece), 1986 (Spain, Portugal) and 1995 (Austria, Finland, Sweden). There have also been more far-reaching reforms bringing major institutional changes and introducing new areas of responsibility for the European institutions:

- *The ………… **Treaty**, signed in Brussels on 8 April 1965 and in force since 1 July 1967, provided for a Single Commission and a Single Council of the then three European Communities;*

- *The **……………**(SEA), signed in Luxembourg and the Hague, and entered into force on 1 July 1987, provided for the adaptations required for the achievement of the Internal Market;*

- *The **Treaty of ………….,** signed on 2 October 1997, entered into force on 1 May 1999: it amended and renumbered the EU and EC Treaties. Consolidated versions of the EU and EC Treaties are attached to it. The Treaty of Amsterdam changed the articles of the Treaty on European Union, identified by letters A to S, into numerical form;*

- *The **Treaty of ………….,** signed on 26 February 2001, will amend the existing Treaties. It will enter into force once the 15 Member States have ratified it according to their respective constitutional procedures.*

Build your own legal vocabulary. Write down useful language related to the TEXT I "Short history of European integration" and the TEXT II "EU Treaties".

Write down the answers to these questions:

1. What effect did World War II have on the economy of Europe?
2. Who initiated the negotiations about unified Europe?
3. When and how did the European Community start?
4. What was the purpose of the founding Treaties?
5. What was the significance of the Treaty of Maastricht?
6. Which countries have joined the EU since Maastricht?
7. What is your country´s relationship to the EU?

Key to exercises

Founding treaties
Treaties establishing European Communities.
European integration is based on the three founding treaties:

- the Treaty establishing the European Coal and Steel Community (ECSC), which was signed in Paris and entered into force on 23 July 1952;
- the Treaty establishing the European Economic Community (EEC), which was signed in Rome and entered into force on 1 January 1958;
- the Treaty establishing the European Atomic Energy Community (Euratom), which was signed in Rome and entered into force on 1 January 1958.

Treaties of accession
The founding treaties were amended on several occasions, in particular when new Member States acceded in 1973 (UK, Denmark, Ireland), 1981 (Greece), 1986 (Spain, Portugal) and 1995 (Austria, Finland, Sweden).

Treaty (give examples)
A Treaty is a document which binds two or more countries to do something together. It is therefore a collection of commitments which are negotiated, ratified and implemented. From its beginnings, European integration has progressed from treaty to treaty (1951 Treaty of Paris, 1957 Treaties of Rome and so on).
Agenda 2000
a general document on enlargement and the reform of the common policies of the EU
ECSC
European Coal and Steel Community
EEC
European Economic Community
EURATOM
European Atomic Energy Community
SEA
Single European Act
IGC
Intergovernmental Conference
EC Treaty
(presently called the European Community Treaty) is the treaty establishing the European Economic Community. It was signed in Rome on 25 March 1957 and came into effect in 1958.
EU Treaty
(presently called the Treaty on European Union) was signed in Maastricht on 7 February 1992 and came into effect in 1993.
MEP

Member of European Parliament

(1) sign/the Treaty of Paris/countries/when/six/the
Q: When did the six countries sign the Treaty of Paris?
A: The six countries signed the treaty of Paris in nineteen fifty-one.

(2) merge/to become the EC/how many/in July 1967/communities
Q: How many communities did merge to become the EC in July 1967?
A: In July 1967 three communities merged to become the EC.

(3) accept/the EU/Austria, Finland and Sweden/when
Q: When did the EU accept Austria, Finland and Sweden?
A: The EU accepted Austria, Finland and Sweden in 1995.

(4) how many/nowadways/the EU/members/consist of
Q: How many members does the EU consist of nowadays?
A: Nowadays the EU consists of fifteen members.

Task V

(5) proposed   (12) merged
(6) was welcomed   (13) entered
(7) established   (14) was admitted
(8) agreed   (15) was created
(9) eliminated   (16) was signed
(10) developed   (17) were accepted
(11) created

- The Treaty establishing the European Economic Community (EEC)
- The Treaty establishing the European Atomic Energy Community (Euratom)
- The Treaty on European Union
- The Merger Treaty
- The Single European Act (SEA)
- The Treaty of Amsterdam
- The Treaty of Nice