



EUROPEAN COMMISSION
Education and Culture

Lifelong Learning: Education and Training policies
Multilingualism policy

EXP LG 5/2006 EN Annex FIN

Follow-up of the Action Plan on language learning and linguistic diversity National Report Template

Country: SLOVENIA

INTRODUCTION

The Action Plan for language learning and linguistic diversity invited Member States to take actions on various issues. This document lists these points for action. It follows the same order as the chapters of the Action Plan: *1. Lifelong language learning; 2. Better language teaching; 3. Building a language-friendly environment.* Chapter four invites you to outline the global national strategy on languages and, if Member States so wish, to provide information on other language initiatives which do not fit into the framework of the Action Plan and/or plans for multilingualism.

Some actions recommended by the more recent Communication on Multilingualism are also included in the relevant chapters. They are shadowed in grey and are optional. Although the time allowed for these actions is shorter, Member States have the possibility to report on their initial work on them.

The national report should be written by filling in this template. Each point is followed by some key questions which guide Member States in presenting their work in progress. It is not compulsory to answer each point. If some of them were not a priority at national level it should be mentioned and the point(s) skipped.

Once completed, the national report should be posted on CIRCA: http://forum.europa.eu.int/Members/irc/eac/languages/library?l=/actionsplans20042006/follow-up_national&vm=detailed&sb=Title

For more information, please post a message on the CIRCA language newsgroup (http://forum.europa.eu.int/Members/irc/eac/languages/newsgroups?n=europa.eac.languages.bulletin_board) or contact Patrizia Baralli or Luca Tomasi (see contact details at the end of the document).

1. LIFE-LONG LANGUAGE LEARNING

1.1. 'Mother tongue plus two other languages': making an early start

It is a priority for Member States to ensure that language learning in kindergarten and primary school is effective, for it is here that key attitudes towards other languages and cultures are formed, and the foundations for later language learning are laid. The European Council in Barcelona called for "further action ... to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age.

In implementing this commitment, most Member States will be called upon to make significant additional investments. In implementing their commitment to teach at least two foreign languages from a very early age, Member States should consider whether adjustments are necessary to primary school curricula, and whether provision for the training and deployment of additional specialist teaching staff and other teaching and learning resources in primary and pre-primary schools is adequate.

Member States are invited to review their current arrangements for early language learning in the light of best practice from across Europe; and implement the Conclusions of the Luxembourg Presidency concerning Content and Language Integrated Learning, including raising awareness of the benefits of this approach, exchanging information and scientific evidence on good CLIL practice and specific CLIL training for teachers.

a) What concrete actions (if any) have been accomplished in this field since 2004?

Since 2004, according to the Action Plan 2004-2006, quite a few changes have been introduced into the National Plan for Foreign/Second Language Educational programmes in Slovenia. Besides "Language Education Policy Profile" of the Council of Europe was published end of 2005 (started in 2003/2004).

The education system in Slovenia includes:

- *Preschool education*
- *Primary education (single structure of primary and lower secondary education)*
- *(Upper) secondary education*
- *Higher education*
 - *undergraduate education*
 - *post-graduate education*

*The compulsory nine year education came into force in 2004/2005 for all schools (basic, compulsory education). It has been piloted before for four years and the new programme requires **that two foreign languages are taught within compulsory** (primary and lower-secondary) nine-year education. Teaching of the first FL has to start in the **fourth grade**; teaching of the second foreign language has to start in the **seventh grade**. The target levels for "basic" school leavers are based on the levels of the Common European Framework of Reference for Languages- CEFR (A1, A2). All change are being introduced gradually. These changes have been designed to achieve the following objectives*

- ✚ *to promote quality*
- ✚ *to set up mechanisms to provide equal educational opportunities*
- ✚ *to increase the mainstream inclusion of people (children) with special needs*
- ✚ *to introduce a greater variety of pre-school education programmes*
- ✚ *to improve the opportunities for mobility within the Slovene education system*
- ✚ *to improve access to full- and part-time studies*
- ✚ *to improve functional and "cultural" literacy among adults*
- ✚ *to increase the number of adult learners*
- ✚ *to establish a modern higher education system comparable to other European systems, with the focus on co-ordinated development*
- ✚ *to reform post-graduate studies and create a systematic link between research and teaching*
- ✚ *to enable co-operation between higher educational institutions and industry, local communities, and the general public*

The new curricula should include a shift from pure memorisation of facts to developing life-learning skills and problem solving abilities. They should pay less attention to content and place greater emphasis on the process of learning and knowledge-acquisition. According to the school law, quality assessment and assurance, based on the principle of institutional self-evaluation with external support of professional institutions, should become a key strategic goal. As our current Early English Language Teacher Training Programme qualifies

classroom teachers to teach English to primary schoolchildren in the second triad, and the programme could be extended to preschool education programmes, more information on preschool and primary education in Slovenia is provided here, with special emphasis on learning and teaching English as a foreign language within these two levels.

Preschool education

Preschool education is for children between the ages of 1 and 5 and is not compulsory. The curriculum is divided into two triads (from 1 to 3 and from 3 to 5). The new curriculum promotes different types of programmes such as: full-day and half-day care and short programmes. There is also a possibility of childminders or preschool education at home. The general educational objective of the public preschool institutions is to help children develop their potential. The curriculum for preschool institutions also contains six areas of activities: movement, language, art, nature, society and mathematics. Methods of work in preschool institutions differ and are tailored to the educational field and developmental characteristics of the children but are not specifically defined in the Educational Programme. Work in preschool institutions takes the form of target and non-target activities through games. The proportion of target activities increases with the age of children.

Organisation of preschool institutions

Most Slovene preschool institutions work in buildings designed and built for this purpose. Children of both sexes perform indoor activities together and play and learn in the same playrooms. The preschool institution is open every weekday throughout the year except on Sundays and public holidays. Children are mostly divided into homogeneous groups according to age. There can be up to 14 children in the age groups up to 3 years of age, and there can be up to 24 children in the groups from 3 years of age upwards. The staff of all preschool institutions consists of qualified preschool teachers and preschool assistants. Until 1994, preschool teachers were trained at university colleges (short-type education: a 2-year preschool teacher education and training course plus half a year to write a thesis). In 1993, a new 3-year higher education programme for preschool teachers was developed and is now offered at the Faculty of Education in Ljubljana and at the Faculty of Education in Maribor. This course contains education theory, preschool teaching, didactics, developmental and pedagogical psychology, sociology, philosophy, special pedagogy and health education, as well as basic theoretical and practical knowledge in different educational areas such as language, social environment, science, mathematics, movement, dancing, music and artistic creativity. At the end of their studies students are awarded a degree and the academic title of “diplomirani vzgojitelj predšolskih otrok” (Graduate Pre-school Teacher)

In-service training (INSET) is both a right and obligation for preschool teachers. They can receive at least five days of training a year or fifteen days every three years. These training days count as working days and are paid as such. Preschool teachers who participate in the INSET programmes are awarded points required to obtain a promotion to one of the three possible titles (Mentor, Adviser, Counsellor) as well as a salary increase. Preschool institutions are funded by municipalities and by fees paid by parents, the sale of services and products, donations and other sources.

Learning and teaching foreign languages during preschool education period

Teaching foreign languages at preschool education institutions takes place on a voluntary basis, which means that parents are allowed to decide whether their children will be enrolled in foreign language programmes. We assume that most of the foreign language programmes are carried out by a foreign language teacher (or a student of a foreign language) who is not employed by the institution itself but is rather hired by a private language school or some other institution, such as a primary school in the same town. Most children participating in foreign language programmes have foreign language lessons after their regular every-day activities, sometimes even after 3 p.m. The courses take

place once to twice a week and last for 45 minutes. Only few preschool institutions offer since 2004 the so-called “immersion” programmes. These courses are usually taught by kindergarten teachers who have no formal qualifications in English language teaching but have passed a certain general foreign language examination to prove their language competence. Children in such a programme learn the foreign language every day as part of their regular activities.

Teaching English to kindergarten children

In this kindergarten, English is taught to 5-7-year old children. Foreign language acquisition is integrated into children’s everyday communication. Children are taught English by their kindergarten teacher, who is with them for the whole day (i.e. 6 hours). There is no special programme for the children to follow, but the topics for language learning are based on the topics of the kindergarten curriculum, which the teacher adapts to the children’s cognitive level and their level of English. The main aim is to acquaint children with a foreign language in a spontaneous way. Through learning, children

- *see differences between mother tongue and foreign language,*
- *acquire pronunciation of foreign sounds,*
- *develop listening skills,*
- *respond to language in a simple way,*
- *name some basic words from their environment,*
- *can communicate in a certain situation.*

Learning takes place in a game-like manner and with meaningful activities. The teacher links verbal communication with movement and art. Communication is established through English and Slovene.

Primary education

Primary education has been extended from eight years to nine, which has been done gradually. Children that reach the age of 6 in a particular calendar year enter the first grade. Nine-year primary education is divided into three triads. Schools provide a compulsory and an extended curriculum. The compulsory curriculum must be provided by school and is studied by all pupils. It consists of compulsory subjects, electives, home-room periods and activity days (culture, science, sports, technology). The optional primary school curriculum must be provided by the school but pupils are free to decide whether they wish to participate in it. It provides educational assistance for children with special needs, remedial classes, additional classes, after-school care and other forms of care for pupils, interest activities and out-of-school classes. The general objective of primary schools is to enable pupils to understand the basic laws of nature, society and man, to become aware of the characteristics of linguistic culture, to develop pupils’ curiosity and a need for establishing good relationships, individual interests and healthy working habits. While the curriculum determines the weekly schedule of subjects in detail, teaching methods are at the professional discretion of the teachers. There is a variety of teaching materials on the market that teachers can choose from. Teachers are allowed to choose the textbooks that have been approved by the governing body, the Republic of Slovenia Council of Experts in General Education.

Organisation

The compulsory education is free of charge for all children and young adults. So far, no fees have been introduced. However, pupils have to pay their share for the textbooks and learning materials they use, and for their meals.

Pupils attend school from Monday to Friday. The number of compulsory weekly lessons increases with age/and grade (from 20.5 lessons a week in the 1st grade to 29 lessons a week in the 8th grade). A lesson lasts 45 minutes. A school year is comprised of 38 weeks. Lessons are normally held in the morning and usually start at 8 a.m. Primary schools are well equipped with modern teaching technology. Each primary school has a computer classroom or small computer laboratories in school libraries. Primary schools differ in size from one municipality to another, and according to status: there were 815 primary schools in the academic year 1998/99, of which 201 were central schools, 370 were branch schools and 244 single-site schools. The school has formal and informal links with the local community. The school council is tripartite: in addition to the representatives of the teachers and parents, it consists of representatives of the local community (municipality), so that the information transfer between the school and the municipality is a two-way process. Wealthier municipalities often fund additional school activities, such as learning foreign languages.

Assessment

There is continuous assessment of pupils in all subjects. The assessment may be either descriptive (in the first triad) and/or numerical (second and third triad). The pupils are assessed by pen and pencil tests, oral questions, project work, or some other performance. At the end of the school year, a pupil's overall achievement is defined according to the marks obtained in individual subjects. A pupil's overall achievement can be: excellent, very good, good, satisfactory or unsatisfactory, unsatisfactory being a fail. The teacher is responsible for assessment, although alternative methods of assessment are slowly gaining ground (portfolio, reflection) and pupils are encouraged and trained to assess their own work and reflect on their learning strategies and achievements.

Teachers

The classroom teacher teaches in the first and second triad of primary school. There are three Faculties of Education in Slovenia which qualify classroom teachers: in Ljubljana, Maribor and Koper. Students who are enrolled in Classroom Teacher Education must know the basic principles of the following subject areas: Slovene Language and Literature, Natural Science and Craft, Social Studies, Math, Music, Art, Sports, and a foreign language (45 lessons in the first term) as well as their corresponding specialist teaching methodologies. The classroom teacher must also possess knowledge of philosophy, pedagogy, psychology and sociology, as well as basic methods of research work. Students of Classroom Teacher Education come into direct contact with pupils during classroom observations, by student-teaching and during teaching practice.

Classroom teacher education at the university level lasts for four years; before graduating, students have to write and present their diploma work. At the end of the programme, the graduates are awarded the title of Classroom Teacher.

Studying at Departments of Classroom Teacher Education is demanding, primarily due to the great variety of fields that classroom teachers have to master fairly well in order to be able to help their pupils acquire new knowledge, experiences and skills. Besides possessing a good working knowledge of their mother tongue as well as natural and social sciences, classroom teachers also have to possess well-developed musical, artistic, motor and technical skills.

In the 9-year primary school, first graders are taught by a classroom teacher and a preschool teacher (a kindergarten teacher) or by two classroom teachers.

Learning and teaching foreign languages (English) at primary level

One of the major changes brought about by the current curricular reform 2004/2005 in Slovenia has been the introduction of early foreign language learning/teaching. Most pupils (about 85%) learn English as their first foreign language.

At primary school, learners start studying English as part of the compulsory programme (first foreign language) in the second triad, i.e. in the fourth grade (at the age of 9), or as one of the compulsory elective subjects (second foreign language) in the third triad, i.e. in the seventh grade (at the age of 12) if they have studied another foreign language in the second triad as part of the compulsory programme.

Foreign language teachers who teach in the second triad of primary school can either be classroom teachers (10%) or foreign language teachers (70%), or teachers who are proficient in English but are not qualified to teach English (20%).

According to the curriculum, the number of classes (lessons) is:

Grade	1.	2.	3.	4.	5.	6.	7.	8.	9.	Overall number of lessons* at primary school
First foreign language lessons per week	-	-	-	2	3	4	4	3	3	
Number of lessons per year	-	-	-	70	105	140	140	105	105	665
Second foreign language	-	-	-	-	-	-	2	2	2	
Number of lessons per year	-	-	-	-	-	-	70	70	70	210

* A lesson lasts for 45 minutes

Below is an extract from the Language Content and Objectives for the grades 4 and 5:

	<i>Language content</i>	<i>Learning objectives</i>	<i>Specific methodological recommendations and examples of materials</i>
ME AND MY FRIENDS	<ul style="list-style-type: none"> ❖ <i>Hello!, Hi!,</i> ❖ <i>I'm Peter.</i> ❖ <i>yes/no answers</i> ❖ <i>numbers 0-10</i> ❖ <i>'be'</i> 	<p><i>Learners</i></p> <ul style="list-style-type: none"> - <i>say hello and goodbye</i> - <i>introduce themselves (say their names)</i> - <i>say how old they are and introduce their friends, classmates</i> - <i>recognize numbers and count to 10, add and subtract to 100</i> 	<ul style="list-style-type: none"> - <i>songs with greetings</i> - <i>counting out-rhymes (e.g. One potato, Ten green bottles, One, two, buckle my shoe)</i> - <i>Two Little Dicky Birds</i> - <i>Video: (e.g. Muzzy in Gondoland)</i>
MY PETS	<ul style="list-style-type: none"> ❖ <i>'be' (it is), have got, has got</i> ❖ <i>questions – Is this? What's this?</i> ❖ <i>like/don't like</i> ❖ <i>colours</i> ❖ <i>my, your</i> 	<p><i>Learners</i></p> <ul style="list-style-type: none"> - <i>recognize and name colours</i> - <i>recognize and name pets</i> - <i>say animal name</i> - <i>describe the colour and size of an animal (adjective+ noun)</i> - <i>say which animals they (don't) like and express possession</i> 	<p><i>Brown Bear (E. Carle)</i></p> <p><i>Rosie's Walk (P. Hutchins)</i></p> <p><i>'Stop' says the red light</i></p>
HAPPY BIRTHDAY	<ul style="list-style-type: none"> ❖ <i>'be'</i> ❖ <i>How old...?</i> ❖ <i>When's your birthday?</i> ❖ <i>months/calendar</i> ❖ <i>days</i> ❖ <i>prepositions (of time)-in, on</i> ❖ <i>feelings (happy, sad, surprised)</i> ❖ <i>the alphabet</i> ❖ <i>spelling names</i> 	<p><i>Learners</i></p> <ul style="list-style-type: none"> - <i>recognize and name months and days</i> - <i>make a calendar</i> - <i>say how old they are and ask about the age of the others</i> - <i>say when their birthday is (month, day) and ask the others</i> - <i>recognize the English alphabet and say it</i> - <i>spell their names and the names of their classmates</i> 	<p><i>A Little Red Riding Hood (C. Perrault)</i></p> <p><i>Spot's Birthday Party (E. Hill)</i></p> <p><i>CD-ROM</i></p> <p><i>Story World (Heinemann)</i></p>

		<p>- wish happy birthday</p> <p>- make and write a birthday card and say how they feel</p>	
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It must be pointed out that there is a widespread practice of teaching English before the official starting age, i.e. before students are aged nine. Primary schools offer English courses after the regular school activities, for example, after 1 p.m. or even later. The course may be taught by a foreign language teacher of the school, or by a teacher who is hired by a language school. Parents have to pay a course fee. There are more language courses in schools situated in big towns than in rural areas.

English is also taught in Grade 1 as part of the ongoing Teaching EYL within the Wambach Pilot (TEWP) scheme, involving 3 primary schools. Here students may be exposed to up to 6 hours of learning English per week.

Pre-service and in-service teacher training

Pre-service teacher training for English language teachers is provided by two universities, The University of Ljubljana and the University of Maribor (the Faculty of Arts in Ljubljana and the Faculty of Education in Maribor). The in-service training at the Faculty of Education, The Early English Language Teacher Training Programme qualifies classroom teachers to teach English in the second triad of primary school

BRIEF DESCRIPTION OF THE EARLY ENGLISH LANGUAGE TEACHER TRAINING PROGRAMME AT THE FACULTY OF EDUCATION IN LJUBLJANA (SEE APPENDIX)

The programme is divided into six courses (Practical English Classes and Grammar presented as one course, although carried out separately) and is worth 33 credit points. Optionally, students can write a diploma work, which brings additional credit points. See Appendix 1.

Project rationale

One of the major changes of the recent curricular reform in Slovenia has been the introduction of the compulsory early foreign language learning and teaching. At primary school, pupils used to start learning English at the age of 11/12 or in the 5th grade of the 8-year primary school. Now with the implementation of the nine-year primary school, pupils start learning a foreign language at the age of 9, i.e. in the second triad or in the fourth grade. The lowering of the starting age has resulted in a need to equip language teachers with the necessary skills in order to teach young learners. So far there has been no full time programme in Slovenia to qualify language teachers for this age. Therefore, there is a need to develop a modern Early English Language Teacher Training Programme which will meet the

demands of the present-day Slovene society and which will be comparable with other similar programmes across Europe and worldwide.

Preliminary activities

- *To select a British consultant with appropriate expertise in designing university foreign language teaching programmes*
- *To inform the selected consultant about the current status of the programme (via e-mail)*
- *To arrange a visit of the British consultant to the Faculty of Education, Ljubljana*

Inputs and conditions

In order to achieve the above, the following inputs have been planned for the academic year 2004/2005:

Delivery of a three-day consultancy for the publication of the guidelines on the programme, including a visit to some Slovene primary schools and kindergartens

Writing a report on the consultancy visit

Networking with similar institutions that are involved in developing programmes according to Bologna declaration

<i>Objective s:</i>	<ul style="list-style-type: none"> • <i>To develop in the trainees an understanding of the principles of language teaching based on current theories concerning language acquisition, linguistics, pedagogy, and the psychology of learning</i> • <i>To show the trainees how to apply these principles to their future professional role</i>
<i>Content:</i>	<i>How children learn languages. Learning a foreign language. The aims of early learning of English. The primary curriculum: cross-curricular planning. Assumptions about age and language learning. The main features of primary practice: teacher autonomy; a child-centred curriculum and methodology; individualised learning; a topic-based approach (i.e. topic-centred learning); activity-based learning (i.e. 'learning by doing'). Two models of primary classroom practice: (a) the classical/traditional EFL practice (i.e. a presentation and practice model); (b) the mainstream primary practice model (e.g. an activity-based approach). A teaching framework within an activity-based approach. General aims of a lesson (topic-based:</i>
<i>Reference s:</i>	<i>Brewster, J., G. Ellis, and D. Girard. 1992. The Primary English Teacher's Guide. London: Penguin Books.</i> <i>Ellis, G. and J. Brewster. 1991. The Storytelling Handbook for Primary Teachers.</i>
<i>Method of Assessment:</i>	<i>Continuous; optional term exam (written); final exam (oral); two assessment lessons</i>

For full-time students of Classroom Education, practical school experience is part of their regular internship, whereas part-time students arrange for their practicum at their school. The latter can either videotape one of their lessons, or a colleague, an English teacher, is asked by the university methodology teacher to observe two of the trainee's lessons and report on her/his performance.

Course Description

Study programme:	Early English Language Teacher Training Programme	Course:	LITERATURES IN ENGLISH
Study year:	1st	Lecturer(s):	PROF. DR. META GROSMAN
Lectures (hours):	15	Practical classes (hours):	15
		ECTS credits:	1.5
Objectives:	<ul style="list-style-type: none"> To introduce the trainees to literatures in English (in outline) and to the reading of individual integral texts as previously assigned for reading To further familiarize students with critical discussion focusing on the possibilities of developing trainees' linguistic sensibility and critical 		
Content:	Literatures in English as an intercultural challenge. Possibilities of critical reading and the terminology to discuss the literary discourse of a novel, drama and of selected poems. Reading and discussion of selected texts.		
References:	<p>Cuddon, J.A. 1979. <i>A Dictionary of Literary Terms</i>. Harmondsworth: Penguin.</p> <p>Quin, K. 1992. <i>How Literature Works</i>. London: Macmillan.</p>		
Method of Assessment:	Continuous, final paper and oral exam		

Course Description

Study programme:	Early English Language Teacher Training Programme	Course:	CHILDREN'S LITERATURE IN ENGLISH
Study year:	2nd	Lecturer(s):	DR. VERONIKA ROT GABROVEC
Lectures (hours):	30	Practical classes (hours):	30
		ECTS credits:	2.5
Objectives:	<ul style="list-style-type: none"> To offer insights into the genres of children's literature, its theory and criticism To develop students' descriptive and analytic skills as readers of literature To develop critical thinking about children's literature and offer a broad base of 		
Content:	A range of genres (picture books, cartoon strips, poetry/traditional rhymes, nursery rhymes, finger plays etc/, short stories, fairy tales, fables, novels, fantasy books, plays etc.). Theory and critical approaches to children's literature. Application of children's		

References:	<i>A selection of literary texts, audio & video tapes</i> <i>Mariott, S. 1991. Picture Books in Primary Classroom. London: Paul Chapman Publications.</i>
Method of Assessment:	<i>Continuous assessment (group-work + project work)</i>

Course Description

Study programme:	<i>Early English Language Teacher Training Programme</i>	Course:	<i>NON-VERBAL COMMUNICATION</i>		
Study year:	<i>1st, 2nd</i>	Lecturer(s):	<i>PROF. EDVARD MAJARON, DR. MIRKO SLOSAR, DR. RADO PIŠOT, DR. TONKA TACOL</i>		
Lectures (hours):	<i>0</i>	Practical classes (hours):	<i>45</i>	ECTS credits:	<i>2</i>
Objectives:	<ul style="list-style-type: none"> <i>To become aware of the essential elements of puppetry and some simple puppet techniques</i> <i>To become familiar with and acquire skills in singing, creating music related to texts, practising rhythm</i> <i>To acquire skills in drawing, modelling and sculpting</i> <i>To acquire skills in dancing and movement; students gain knowledge and experience</i> 				
Content:	<p><i>The puppet is a suitable method to arouse children's interest and is able to motivate children to communicate in another language. The use of the puppet encourages children to speak more openly, thus diminishing shyness and stress.</i></p> <p><i>How to breathe life into a puppet. How to make simple puppets and use them in non-verbal communication and in teaching English. When and why to use puppets. Dialogues and songs recited by puppets. Projects based on puppets, including other knowledge.</i></p> <p><i>Listening to and singing folk and art songs, rhythmic exercises with texts, chants and</i></p>				

Reference s:	<p><i>Bil Baird: The Art of the Puppet, 1965, The Ridge Press Inc.- Mac Millan Comp.- New York.</i></p> <p><i>Lutka (magazine) esp. No. 35 (1988) and No.56 (Puppets in Education - 1999).</i></p> <p><i>Slosar, M. 1994. Jezik in glasba. Novo mesto: Pedagoška obzorja.</i></p> <p><i>Slosar, M. 1998. Taksonomija vzgojno-izobraževalnih ciljev pri glasbenem pouku. Ljubljana: Sodobna pedagogika.</i></p> <p><i>Slosar, M. 2000. Izbrana poglavja iz didaktike glasbene vzgoje. Ljubljana: Pedagoška fakulteta (bound handout).</i></p> <p><i>Pišot, R. 1990. Method of Play - The Most Efficient Way of Achieving Integral Aims and</i></p>
Method Assessment:	of Group evaluation of classroom performance, seminar paper

Course Description

Study programme:	Early English Language Teacher Training Programme	Course:	MODERN ENGLISH			
Study year:	1 st , 2 nd	Lecturer(s):	DR. KARMEN PIŽORN			
Lectures (hours):	90	Practical (hours):	classes 375	ECTS credits:	20.5	
Objectives:	<ul style="list-style-type: none"> • To learn the structure and uses of tenses and modal verbs • To learn the morphological structure of the English language • To learn the syntactical structure of the English language • Practical application of grammatical rules and the enlargement of vocabulary, • development of the language skills, raising awareness of cultural and language 					
Content:	<p><i>Verb: the structure of verb phrases, the structure and uses of tenses, the modal verbs, the active/passive</i></p> <p><i>voice, the reported speech, the finite vs. non-finite verb forms.</i></p> <p><i>Morphology: the morphological structure of phrases (nominal, adjectival, adverbial, prepositional), plural</i></p>					

<i>References</i>	<p><i>Blaganje, D., I. Konte 1998. Modern English Grammar. Ljubljana: DZS.</i></p> <p><i>Graver, B. D. 1989. Advanced English Practice. Oxford: Oxford UP.</i></p> <p><i>Greenbaum, S. 1996. The Oxford English Grammar. Oxford: Oxford UP.</i></p> <p><i>Vince, M. 1994. Advanced Language Practice. Oxford: Heinemann.</i></p> <p><i>Walton, R. in M. Bartram. 2000. Initiative. Cambridge: Cambridge University Press.</i></p> <p><i>Video and audio cassettes, newspapers and magazines.</i></p>
<i>Method of Assessment:</i>	<p><i>Grammar: written exams in the English verb, E. morphology, E. syntax</i></p> <p><i>Practical English classes: three written exams during the year and/or a yearly</i></p>

Course Description

<i>Study programme:</i>	<i>Early English Language Teacher Training Programme</i>	<i>Course:</i>	<i>ENGLISH PHONETICS AND PHONOLOGY</i>		
<i>Study year:</i>	<i>1st, 2nd</i>	<i>Lecturer(s):</i>	<i>ASS. PROF. DR. RASTISLAV ŠUŠTARŠIČ</i>		
<i>Lectures (hours):</i>	<i>15</i>	<i>Exercises (hours):</i>	<i>45</i>	<i>ECTS credits:</i>	<i>2.5</i>
<i>Objectives:</i>	<ul style="list-style-type: none"> • <i>To give students basic information on English phonetics and phonology, contrasting the two areas with Slovene phonetics and phonology</i> • <i>To provide practical activities in order to improve the students' skills in terms of standard (RP, GA) English pronunciation and command of prosodic features (notably accentuation and intonation)</i> 				
<i>Content:</i>	<p><i>Lectures: Speech mechanism. English vowels and consonants. Phoneme and allophone. Standard British and American pronunciation (RP, GA). Pronunciation rules. Phonemic and allophonic transcription. Prosodic features: word stress, assimilation and elision, strong and weak forms. Intonation.</i></p> <p><i>Practical classes: Practice on English vowels and consonants. using phonolab facilities.</i></p>				
<i>References:</i>	<i>Collins B., Šuštaršič R., Komar S.: Present-Day English Pronunciation; A Guide for Slovene Students. Filozofska fakulteta, Ljubljana, 1996.</i>				
<i>Method of</i>	<i>Oral Exam</i>				

Early language learning: pre-primary and primary education-consultancy

The EELTT Programme was launched in the academic year 2003/04. The deadlines to put the EELTT Programme into force is academic year 2006/2007 (especially for the ages 6-9) with specific objectives. The aim of the consultancy visit was to discuss a proposed new curriculum for Teachers of English to Young Learners. Before the actual visit we had access to two versions of the proposed curriculum and I was asked to find and provide two valid pre-service curricula from European countries (but not from the UK) for comparative purposes. We engaged the consultancy meeting with the help of the ECML. Preliminary questions on the proposed document were sent before the consultancy. As a first step forward, we discussed some of the general questions concerning the overall structure of the document: what the required elements were and how the content could be rearranged within this frame. Then, we reorganized and paraphrased some of the aims to reflect more specifically two aspects: aims concerning professional skills and language proficiency. At the end of the first day we started to work on matching these aims with the competences graduates are expected to develop during their studies. In these discussions several other issues emerged; these were saved for the second day. On the second day we went through all competences in line with the aims of the programme. We ended up with a consistent list of aims and competences containing all areas we found relevant to include in the curriculum. As a next step, we discussed all compulsory and elective subjects/courses and negotiated their titles and content so that they reflect the actual aims and competences in the first part of the document. As a result, the names of some courses were reworded and the content was discussed at some length. What needs to be done as a follow-up:

1. All suggestions and actual wordings need to be reviewed once again by all four participants in the discussions;
2. One or two internal and one external experts need to read through the document to check whether the structure is clear and the content makes sense;
3. Some authority figure should be approached on the number of credits/course; this issue needs some further consideration/justification (how courses with 3, 4, 5, 6 and 7 credits compare to one another and where some explanation should be added on these ratios);
4. All new items need to be added to further sections in the document (5.3; 5.4; 5.5);
5. Entrance requirements need to be merged into one table under point 7;
6. Parts of the curriculum not included in the document need specification (who will teach general pedagogy and psychology courses in how many credits and what language?)
7. Teaching practice: as mentors are not paid for their work, this may result in a problem in the long run, though I understand mentoring means collecting points in an in-service professional development system. One way out may involve a course in training mentors and payment for their work with student teachers. Another solution may be a reduction in their teaching load if they undertake mentoring student teachers on practice for a semester or a shorter period.
8. we suggest that the team should publish their work (research and curriculum development) to publicize their achievements in international journals.

Overall evaluation: **the proposed curriculum is a major achievement.** The aims are in line with what teachers of young learners should be able to do; the content is up-to-date and reflects a modern approach to language pedagogy. It integrates an appropriate number of credits and classes for language improvement and professional development. The

implementation of this innovative curriculum would mean a major milestone in teacher education in Europe, as known curricula aim for less and contain fewer credits.

b/What obstacles to the implementation of this recommendation have been identified?

Lack of qualified teachers, and teacher trainers, lack of methodology in early language learning teaching, lack of the support of the ministry. The National Plan tries to deal with this aspect. As you can notice we engaged the external consultancy, although we prepared our own curriculum for ELL, but the Action Plan in this aspect has only begun to be implemented. Higher education institutions, which are independent, did not get enough support, but we are on the best way to achieve the main objectives for this group in the near future. There is always a demand for more pre-primary and primary school teachers, but teacher training courses for this age group still do not reflect the national requirements.

c/ What are the proposed initiatives to overcome these obstacles?

The National Plan for Foreign Languages strictly follows the initiatives proposed by the Action Plan of the EU. The Action plan has been approved by the Government, and financial resources have already been allocated to its fulfilment. The deadline has not been set, neither the implementation measures. The ELLP project initiated within the NP is expected to have a long-term goal far beyond 2007.

Given the linguistic diversity of Europe and each European state, EU has developed the position of welcoming and promoting plurilingualism. Other “solutions” are conceivable: trying to find a single language for Europe, using English as the sole language of communication between the Europeans, leaving the “small languages” to their fates, ignoring the languages of newcomers which further “complicate” European multilingualism, etc. A consensus has been created between the Member States of the Council of Europe that the main aim guiding language policy in education should be for every European to be plurilingual. This position is set out in numerous documents and has been spelt out explicitly in the Guide for the Development of Language Education Policies in Europe.

1.2. Language learning in secondary education and training

In secondary education or training young people complete the acquisition of the essential core of skills that will serve them throughout a lifetime of language learning. Member States agree that pupils should master at least two foreign languages, with the emphasis on effective communicative ability: active skills rather than passive knowledge. ‘Native speaker’ fluency is not the objective, but appropriate levels of skill in reading, listening, writing and speaking in two foreign languages are required, together with intercultural competencies and the ability to learn languages whether with a teacher or alone.

Member States should provide adequate information to parents about the choice of their child’s first foreign language, and the flexibility of school curricula to permit the teaching of a wider range of languages.

*a) What concrete actions (if any) have been accomplished in this field since 2004?
Upper- secondary General Education*

Upper secondary education follows the 9-year compulsory general education. It is provided by gymnasia, and vocationally oriented schools. Programmes, which last from 2 to 4 years are designed for pupils between 15 and 19 of age. Since 2004 changes in the structure were introduced. Namely, the reintroduction of gymnasia at the beginning of this

decade changed the former uniform structure of the upper secondary education to a binary system again (general education leads to university type of studies mostly and technical education leads to professional type of higher education or to labour market). The general goal of gymnasia is a transfer of knowledge needed for the continuation of studies in higher education.

*Curricula that have been renewed twice up to the present, include four years and compulsory subjects, optional subjects and preparation periods for the **matura examination**. Student must pass the matura examination at the end of the final year. The matura is based on examinations which are set externally and marked partly externally and partly internal*

Matura started in all general secondary schools in 1995 and changes had started according to the national Framework for foreign/second languages in 2005.

Vocational Education and Training-

the reintroduction of gymnasia and the new legislation caused the new structural changes of vocational education . Vocationally oriented schools for students from 15 to 19 years of age offer a variety of content and levels of difficulty and provide various kinds of vocational and technical programmes lasting from 2 to 5 years and. In principle, they all end with a final examination. In order to enter vocational school, pupils must complete 9 years of elementary school successfully. All vocational programmes lead to a labour market, but 4-year programmes lead to a technical qualification, which enables access to professionally oriented higher education studies.

The structure of vocational education includes:

- **Technical programmes** (4 years) leading to a qualification of a technician
- **Vocational/technical programmes** (3 + 2 years); students complete 3-year vocational school and take another 2 years to acquire technical qualification
- **Vocational programmes** of a medium length (3 years) leading to vocational qualification (programmes are designed in a school form or as a dual system)
- **Short vocational programmes** (2 years) leading to vocational qualification; these programmes are opened also for pupils who have not successfully completed 8-year elementary school
- Programmes of vocational training are very short (few days) are designed for unemployed workers mainly
- In 1997 and 1998, new types of education between secondary and tertiary level were formed as post-secondary non-tertiary courses (up to 1 year):
- short matura courses are such post-secondary non-tertiary general courses that were introduced for those students who have completed technical courses and decided to enter the university; they have to obtain general education by completing these matura courses and pass matura examination
- short vocational courses were designed for graduates and school leavers from gymnasia; those students who have not passed the matura and those who have decided to change the vocation can obtain vocational education by completing these vocational courses and enter labour market

- *master craftsmen, foremen and managerial staff preparatory courses and exams are meant for those who have completed a 3-year vocational school and attained a minimum of 3-year work experience; those who will pass the master craftsmen exam will be allowed to enrol in post-secondary vocational college by passing bridging exams from general education subjects.*

The network of post-secondary vocational colleges was established anew. Courses last 2 years and end with a diploma exam. Students receive a diploma bearing the name of vocational qualification, which enables them to start work in specific occupations. From 1998-99, transition of these graduates to the 2nd year of the professional studies is possible. New vocational programmes within the National Framework of Language Education had been introduced last year, 2005/2006, for gymnasia and all vocational programmes. The work of professional advisory groups is still in process, especially to define the target level at the end of general upper-secondary general education which is supposed to be B2 for the first foreign language and B1 for the second foreign language and the target level for students of the secondary vocational schools which has been defined as A2 (2nd FL) or B1 (1st FL)

Within secondary education the level of involvement in EU programmes has increased. Slovenia has not got the typical CLIL type provision.

Curricular Framework for Innovative FLT - Adaptation of the gymnasia (Grammar School programme)

In Slovenia several projects have been devised by The National Education Institute to introduce additional changes and innovations into the gimnazija curriculum on the level of organisation, teaching and learning methods as well as content.

One of the short-term projects launched in a number of pilot schools this year is the European Classes Project, an adaptation of the general gimnazija curriculum whose main goal is to enhance and strengthen its already existing European and global dimension by focusing on the elements that actively contribute to the intellectual, virtual and physical mobility of both students and teachers.

It has had the effect of increasing direct mutual influences among various European cultures and, at the same time, provided grounds for a critical evaluation of each country's own culture and values. But promoting reflective study and appreciation of different cultures and values in school curricula has to go hand in hand with a proud claim to national identity. Though special emphasis is being paid to the learning of foreign languages in the renewed Slovene curricula as the best means of improving our communicative mobility, the Slovene language will remain the prime subject to inculcate and foster the sense of national identity. At the same time, though, we strive to make it recognizable as a foreign language for other European peoples too. We strongly support the ideas of language diversification and multilingualism endorsed by the European Union as a way to advance the recognition of less widely spoken and less widely taught languages.

In order to realise this European and global dimension in education, the school curricula should be designed so as to encourage awareness of:

- *the **geographical** diversity of the European region, with its natural, social and economic features,*
- *the **historical** forces that shaped Europe, including the development of European thinking on law, the state and freedom,*

- *the patterns of development and characteristic features of European **culture** in its unity and diversity,*
- *the **political** and **social** structures in Europe and other parts of the world,*
- *the tasks and working methods of the **European and international institutions**, and above all*
- *the **multi-lingual** nature of Europe and the world and the cultural wealth this represents.*

To give students greater exposure to the European and global dimension, particularly to the development of their communicative ability and mobility, special educational provisions have already been made, with more to follow, involving innovative forms of teaching and learning, particularly in the field of foreign languages. These include LTC (language through content), CLIL (content and language integrated learning), the appointment of native speakers as foreign language assistants or co-teachers as well as international school links, partnerships and exchanges.

European Classes

*Besides focusing on learning **foreign languages** - with a special emphasis on one of them (either English, French or German in the first phase of the project, with Spanish, Italian and Russian to follow next year) – and on the **cultures** of the people speaking the target languages, the European Classes curriculum aims at making students acquire a deeper awareness of their **mother tongue and country** and, consequently, help them develop additional knowledge and skills to present their homeland and culture in Europe and around the world.*

There are several ways in which the European and global dimension are integrated into the adapted gimnazija curriculum:

- *by introducing a new subject in the elective part of the curriculum, European Studies, which focuses on human rights and citizenship education;*
- *by upgrading the standards of foreign language teaching and learning, using a **CCLL** (content-centred language learning) and **LAC** (language across the curriculum) **approach**¹, which is realised by giving additional hours to the instruction of the target foreign languages in the elective part of the curriculum in the form of new subjects:*
 - *FL, Module II – to focus on the promotion of Slovenia in the world (e.g. English: Slovenia in the World),*
 - *FL, Module III – to focus on the culture and civilization of the countries in which the target languages are spoken (e.g. English: Culture and Civilization);*
 - *by broadening the aims and objectives of mother tongue instruction by providing additional hours in the elective part of the curriculum in the form of new subjects:*
 - *Slovene, Module II – to focus on the different social roles of the Slovene language in the past and now with a particular emphasis on Slovene as a foreign language;*
 - *Slovene, Module III – to focus on Slovene literature in translations, particularly into the target languages;*

- *by involving foreign teachers as native speakers of the target languages as co-teachers (on the basis of TEAM-TEACHING) in the teaching of foreign languages as well as in non-language subjects instruction;*
- *by engaging students in international school co-operation programmes and exchange projects,*
- *by introducing cross-curricular project work with a European and global focus*
- *by engaging students in extra-curricular activities with European and global dimension.*

They were launched in academic year 2004/2005.

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- 4. by engaging students in international school co-operation programmes and exchange projects,*

5. *by introducing cross-curricular project work with a European and global focus,*
6. *by engaging students in extra-curricular activities with European and global dimension.*

What obstacles to the implementation of this recommendation have been identified?

There is no CLIL provision existing in Slovenia.

A very successful CLIL project (teaching Geography in English, in primary school, ISCED 1, level 2) in Slovenia was closed in 1998 (it lasted for four years). Since then there has been no indication of support in the field of CLIL due to different obstacles in the light of teaching and learning Slovenian as a mother tongue and of trying to keep and preserve our linguistic and cultural heritage.

The bilingual Si/Hu teaching has no CLIL status. It is considered as a minority language with official status. The Hungarian language has a status of the second language of the environment.

CLIL provision as part of mainstream school provision

CLIL provision combining use of the state language with one or several non-indigenous languages

- *Primary education – not applicable in Slovenia*
- *General secondary education – not applicable in Slovenia*
- *CLIL provision combining use of the state language with the Hungarian minority language with official language status*
- *Basic education (ISCED 1, 2)*
- *General upper secondary education (ISCED 3)*

CLIL provision within a pilot project

Pilot project combining use of the state language with one or several non-indigenous languages

- *Primary education– not applicable in Slovenia*
- *General secondary education– not applicable in Slovenia*

Pilot project combining use of the state language with one or several non-indigenous languages, or with a minority or regional language with (or without) official language status

- *Primary education– not applicable in Slovenia*
- *General secondary education– not applicable in Slovenia*

CLIL provision as part of mainstream school provision

Minority language with official language status. The constitution gives members of Italian and Hungarian minority the right to be educated in the language of their nation and to learn the culture of their mother nation in pre-school, primary school and secondary school education. Due to different historical circumstances and international obligations, Slovenia has established two education models for the members of the two national communities, one of them is bilingual education.

According to the law on Slovene language all subject in our national curriculum must be taught in Slovenian and therefore Slovenian as a language less widely used and taught, was being considered as the only possible language to teach other subjects except of course teaching and learning foreign languages. No form of CLIL in Slovenia has received enough support since 2002.

b/ What are the proposed initiatives to overcome these obstacles?

We have started a research project on CLIL some years ago. Three schools (two ISCED 1-2 and 1 ISCED 3) are pioneering this project. The results are going to be widely debated during the presentation, planned for the November. A non-formal debate has started already. It is focused on the practical implications of introducing CLIL into the school curriculum as a modular option. Other questions have been raised of what should be the best approach to CLIL teaching (team-teaching; solo teaching; collaborative teaching), should it be only one uniform solution supported or should schools be allowed to introduce a variety of solutions according to their specific needs and possibilities. What materials should be designed to suit the needs of students, this is also a question expected to be raised in a debate and with different proposals.

Another example of national debate is the discussion on the prospective development of the bilingual education. Since there is a persistent decrease in school population and schools in the Hungarian minority area are becoming more and more deserted, several ideas of their prospects have been born already, such as "multilingual education" (lessons offered to various border nationalities, Austrian, Hungarian, Slovenian and Croatian population in 4 languages). This is just an idea for the moment, but the development in CLIL directions has becoming the matter of survival for the schools placed in that area.

"Higher Education institutions play a key role in promoting societal and individual multilingualism. Proposals that each university implement a coherent language policy clarifying its role in promoting language learning and linguistic diversity, both amongst its learning community and in the wider locality, are to be welcomed. All students should study abroad, preferably in a foreign language, for at least one term, and should gain an accepted language qualification as part of their degree course"

Member States are invited to review training programmes at universities to ensure that they equip students in the language professions with the right skills for rapidly changing working conditions.

1.2. What concrete actions (if any) have been accomplished in this field since 2004?

Higher Education

Higher education in Slovenia follows a binary model:

- *academically oriented university studies and*
- *professional studies.*

Universities and free-standing faculties established as private institutions offer both types of programmes, while professional higher education institutions provide only the professional programmes.

University sector

The original pattern of the study of foreign languages was formed in the sixties at the Faculty of Arts with the establishment of a ratio where two thirds of weekly hours of the program were dedicated to language and one hour to literature. The hours dedicated to language included lectures on the linguistic system, practical linguistic work (i.e. lector exercises) and historic grammar, while the study of literature was divided into the general sets of lectures and sets of lectures for particular periods and authors. Starting in the second (sophomore) year, all students of the linguistic departments also had to attend the general/common educational courses and special didactics of individual languages, which educated them in the field of foreign language teaching. The latter requirement was abolished in the study programs of the Faculty of Arts in 1988, due to the explicit demand (of several years) of the students; a non-educational orientation program and degree was introduced in addition to the educational orientation of the studies. According to the law, the candidates holding a degree without the educational component are not allowed to teach foreign languages; however, if they wish to become foreign language teachers, they can add the entire educational module even after obtaining a degree in the field of language and literature. The educational module is required for all graduates of the study programs of the Faculty of Education in Maribor. At the Faculty of Arts, it is currently possible to obtain a foreign language degree in the following languages: English, French, Italian, German, Russian, Serbian and Croatian language (before Serbo-Croatian), Spanish, and in the recent years also Chinese and Japanese. At the Faculty of Education in Maribor, it is possible to graduate in German as a single-major or double-major program, and in English and Hungarian. Furthermore, on this level it is also possible to obtain a degree in Latin and Ancient Greek at the Faculty of Arts. The Faculty of Arts has been striving for the introduction of an undergraduate study program of other Slavic languages; the programs for Czech and Polish have been proposed; however, the Faculty did not receive the needed resources for the implementation of these programs, even though they have been approved. Due to this reason, these two languages are still taught on the lectureship level, together with other lectureship level languages. These languages are: Slovak, Romanian, Dutch, Swedish, Hungarian, Arabic, Catalan, and Valonese; the Faculty has national experts and/or foreign lecturers for these languages. Also, the program of Slovene language as a foreign language is performed for foreigners. In addition to the undergraduate study program, a

program on a graduate level (masters and PhD) is also organized for all of the above-mentioned languages with a degree program.

In the framework of the curricular reform, a great need for appropriately educated foreign languages teachers in the second triennium of primary school was indicated since 2004. The solutions were found in the following two directions:

- *with additional education of foreign language teachers, which started with systematic education (in service teacher training) of approximately 70 teachers who were involved in the FOREIGN LANGUAGES IN THE PRIMARY CLASSES - project in the years from 1990 to 1996;*
 - *with an increased offer of additional education of teachers in the field of these subjects for a wider circle of foreign language teachers (in 1994, already approximately 60% of primary school, which did not cooperate in this project, were offering extra-curricular forms of foreign language teaching on the class-based level).*
 - *with newly established programs for education of teachers of class-based instructions in the field of English, German, and Italian language teaching in the second triennium of primary school.*
- *as a part-time study program for the teachers, who **graduated** in a university program in the field of class-based instructions, and who graduated in a college program in the field of class-based instructions.*

Faculty of Arts for translating and interpreting

Faculty of Arts for translating, established in 1997. The initial selection of foreign languages, established in 1997. The initial selection of foreign languages With the financial help from the TEMPUS project for the introduction of new university study programs, the translation oriented program of the Department for Germanic Studies, developed into a new department of the Faculty of Arts for translating, established in 1997. The initial selection of foreign languages widened, and thus the Department for Translation enables the study of translation and interpretation for the following languages: English, German, French, and Italian in different possible connections; it is expected for the selection of languages to additionally widen. In the last two years, a postgraduate specialization was also developed in the department with foreign experts.

All foreign languages with degree programs also enable the continuation of studies on the postgraduate level, on master as well as doctoral level of study. On the level of a master study program, the majority of departments offer different orientations for different linguistic fields and literary specializations, contrasting studies with historical grammar are particularly important in both of these fields. Among these, the program in the field of special didactics is particularly interesting for postgraduate students, and an increasing number of postgraduate students are enrolling to this program. Therefore, the master theses and doctoral researches in the field of didactics have important applied value. Systematic organized research work in the field of foreign language teaching would undoubtedly contribute to the higher quality of foreign language teaching. Research work would be particularly important in the field of the introduction of new curricula and programs for testing the possible changes of teaching.

Individual linguistic departments of the Faculty of Arts are not only concerned with the undergraduate and postgraduate study education of foreign language teachers, but they also regularly fulfil their legally assigned duty to attend to their continuous professional education.

*The new **Faculty of Humanistic Sciences in Koper** is introducing a novelty with the implementation of English in the study program of Slovene language.*

The University of Primorska: Languages at non-philological faculties (2004/2005)

The Faculty of Management has:

-
- *business language I, II (English, German, Italian): 90 hours*
 - *elective subject (German, Italian): 90 hours*
-

Note: Among the offered elective subjects are also the preparations for the exams BEC 2, ZDfB, CILS and English – beginner level, which were not performed in the school year of 2002/2003 due to the low number of applications.

The Faculty of Humanistic Studies in Koper

English language 1 (studium generale) 75 hours

English language 2 (geography of contact spaces) 75 hours

English language 2 (cultural studies and anthropology) 75 hours

Italian language (basic level) 90 hours

Italian language (advanced level) 90 hours

French language (elective subject) 90 hours

Greek language and culture in humanistics, 75 hours

Slovene language (formation of professional texts) 75 hours

UNIVERSITY COLLEGE OF HEALTH CARE IN IZOLA OFFERS PROFESSIONAL ENGLISH (60 HOURS).

Note: The subjects of Italian (advanced group, professional language; elective subject, 3rd year) and Italian (beginner group, general and professional language; elective subject, 3rd year) are also offered; however, they were not performed in the school year of 2004/2005 due to the fact that the 3rd year was not enrolled yet.

The basic admission requirement for a university study programme is a Matura exam. The study is organised at two levels:

- *at the graduate level students get a diploma and the first degree title after 4 – 6 years of study*
- *upon completion of the post-graduate level study, the academic degree is awarded: either academic title of a magister (Master) after 2 years of study and doktor (Doctorate) after 4 years of study.*

In principle, graduates from the higher professional type of programme can transfer into the third or fourth year of university study if the higher education institution approves such a transfer. With effect from the 1998/99 academic year, graduates from the professionally-oriented course for social workers have been allowed direct entry into the magister (university-type) degree course, on completion of which they may embark on a doctoral programme too.

Secondary school graduates who will pass a vocational matura examination as a type of final examination differing from the current matura, will be given a possibility to gain access to university studies if they pass an additional exam in one subject. So far, secondary school graduates without a matura examination have been admitted to professional colleges only.

High-school graduates from nationally mixed regions can continue their education on higher or university level either in Slovenia, Italy, or Hungary. In Slovenia, it is possible to continue the study of Hungarian language, literature and culture on the university level at the Department for Hungarian Language at the Faculty of Education in Maribor, which primarily deals with the education of the educational workers. A lectureship of Hungarian language is offered at the Faculty of Arts of the University of Ljubljana. Italian language with literature is offered as a course at the Faculty of Education in Koper and at the Department for Roman Languages of the Faculty of Arts of the University of Ljubljana.

a) *What obstacles to the implementation of this recommendation have been identified?.*

In a similar fashion, certain departments of the Faculty of Arts determined certain languages to be mandatory, since they were needed for the study of certain orientations due to the study material; often, Latin was also mandatory. The Faculty of Arts also enabled free facultative instructions of individual foreign languages, which were changing based on the interests of the candidates and the availability of the lecturers. In the

recent years, the teaching of Japanese is organized in such a way; also, based on the wishes and availability, such cooperation is possible in the field of lectureship instructions of those foreign languages (total of 10), which are organized on the level of lectureships (example above). Several study orientations, within particular faculties, did not introduce foreign language instructions; such examples at the Faculty of Arts are departments for psychology, education, geography, etc. Also, some of the larger faculties did not introduce a foreign language, i.e. Faculty of Medicine of the University of Ljubljana; however, the entrance exams for this faculty had a very strong foreign language constituent. Thus, the existing foreign language knowledge of English, German, or Italian, which the candidates acquired in secondary school, had a crucial influence on the entire accumulation of points for the admission to the medicine study program. The Academy of Theatre, Radio, Movies, and Television also did not introduce a foreign language.

b) *What are the proposed initiatives to overcome these obstacles?*

-to introduce a foreign language in all study programmes of all faculties within higher education

1.3. *Adult language learning*

Every adult should be encouraged to carry on learning foreign languages, and facilities should be made readily available to make this possible. Workers should have the opportunity to improve the language skills relevant to their working life. Cultural activities involving foreign music, literature or films, holidays abroad, town-twinning activities, voluntary service abroad can be promoted as opportunities for learning about other cultures and languages”

a) *What concrete actions (if any) have been accomplished in this field since 2004?*

Adult education is provided by the so-called Ljudska univerza (folk high schools, peoples' universities), educational centres and study centres, schools and higher education institutions, as well as companies, administrative bodies, organisations and associations. Programmes of adult education include school and out-of-school education, formal, organised independent learning and self-directed learning. In the framework of curricular renovation of adult education programs, the renovation of language programs began in 1998. Based on the analysis of existing publicly acknowledged adult educational programs for foreign languages, and based on the survey of the performers of these programs the Program Curricular Commission for Public Programs for Adult Education of Article 7 of the Law on Adult Education, which operated at the Regional Curricular Commission for Adult Education, decided to renovate the programs for English, German, French, and Italian. Based on the national and international documents, and guidelines and directives of the Council of Europe, workgroups, which involved the experts from the Faculty of Arts, from the Institutes for Adult Education, and private language schools, prepared new or renovated educational programs for English, German, French, and Italian. Due to the smaller number of attendees and the limited implementation in the bilingual region of Eastern Slovenia, the renovation of the program for Hungarian will begin in the school year of 2004/2005.

On the 14th of April of 1999, the Professional Council for Adult Education adopted four adult educational programs in the field of foreign languages:

- *English for adults,*
- *German for adults,*
- *French for adults,*
- *Italian for adults.*

Several novelties introduced in the new programs are particularly worth mentioning, because they represent a big step forward in the field of assuring the quality of teaching and comparability of achieved knowledge standards:

- *The most important novelty is external knowledge examination on two levels – basic and higher – after 300 and 500 hours of teaching*
- *The program content chapter contains precisely defined subjects, particularly for basic and higher level, and text types for all four linguistic abilities.*
- *Communication functions for basic and higher level are also added.*
- *The chapter of didactic-methodic instructions is modernized and expanded. It addresses several important subjects of contemporary foreign language teaching (i.e. pronunciation, grammar, vocabulary, auditory comprehension, verbal ability, reading comprehension, written expression, correction of mistakes and motivation) and dedicates special attention to the characteristics of an adult in the educational process.*
- *Furthermore, the structure and evaluation of the exam are also changed (all four abilities are examined in five exam sheets, the written section of the exam lasts from 135 to 145 minutes on the basic level and 175 minutes on the higher level; the oral section of the exam lasts up to 20 minutes, the candidate has 15 minutes available in order to prepare for the oral exam).*
- *Measures for evaluation of separate parts of the exam are precisely established (particularly in the field of written and oral expression) and attempt to reduce subjectivity of evaluation.*
- *Knowledge standards are precisely determined and are divided into two levels.*
- *Exam catalogue, which is intended for the performers and attendees, is also added; it summarizes the elements from the catalogue of knowledge, but mainly, it explains the structure and evaluation of the exam.*
- *The programs are also placed based on the international standards (Common European Framework of Reference 2001), namely the exam on the basic level to the A2 level and the exam on the higher level to the B2 level.*

The State Examination Centre began implementing external knowledge examinations with a test exam date in April of 2001 and a first exam date in June of 2001. Until now, 765 candidates took the exams during nine exam dates. The table displays the number of candidates based on individual languages and levels.

<i>English Basic Level</i>	<i>English Higher Level</i>	<i>German Basic Level</i>	<i>German Higher Level</i>	<i>Italian Basic Level</i>	<i>Italian Higher Level</i>	<i>French Basic Level</i>	<i>French Higher Level</i>
69	390	34	192	16	54	1	9

Source: State Examination Centre

External knowledge examination in the field of adult education in Slovenia is a novelty and without a doubt a big step toward assuring the quality of education itself (as a return effect of examination) and comparability of achieved knowledge standards for all participants in the educational process. This, in particular, is the reason, which conditions the plans for further development of external knowledge examination system in the field of foreign languages for adults. Most important is the renovation of the program for Hungarian and formation of the program for Croatian (neighbourhood languages). Furthermore, the development of programs for Spanish and Russian, which have, according to the statistical data (see table of programs, which are not publicly acknowledged), the largest number of attendees among the remaining languages, is also highly necessary. Programs and knowledge examination system on the academic level (C1 according to Common European Framework of Reference) would also be needed for the above-mentioned languages. The fact that only a perfect knowledge examination system will enable the people to acquire publicly acknowledged certificates for formally and informally acquired knowledge and thus prove their knowledge in a formal fashion, dictates our development plans. Furthermore, we have to strive for the recognition of publicly acknowledged certificates in the countries of the European Union, which will enable and facilitate the mobility of citizens. The Ministry of Education, Science and Sport also devotes funds for co-financing of the implementation of adult language education programs. Based on the public notice, funds for implementation of publicly acknowledged programs are given each year to organizations, which are enrolled in the register.

Programs, which are not publicly acknowledged:

Educational organizations, which deal with adult language education (according to the latest data of the Statistical Office of the Republic of Slovenia, there are already 99 of such organizations) and not only organizations, which are enrolled in the

register of the Ministry of Education and Sport, offer a number of other language education programs. This includes programs for all other languages, and programs, which do not include only general language, but are specialized – adjusted to individual goal groups (people from different professions, and business and non-business branches), different needs (i.e. preparations for exams, courses for strengthening of subject knowledge) and different language functions (i.e. courses intended only for conversation). Since 2005 steps have been made towards inclusion of these programmes into the register of the Ministry of Education.

The largest number of attendees is obtaining education through general language programs, which are not publicly acknowledged. This displays the fact that language schools are adjusting to the needs of the attendees and are adjusting their educational programs according to the demand.

It is worth emphasizing that, in the case of informal language education, a large number of adults acquired the knowledge of cognate Slavic languages (languages of the former SFRY) in the past through a partially formal and mainly informal method, which will be very important in the future. In addition, many adults acquire and enrich their knowledge of different languages through their work. This knowledge cannot be formally proven; therefore, the creation of the European **Language Portfolio for Adults**, which has been well accepted already during the trial period by the adults and the teachers who are teaching adults, is an important achievement. Particularly welcome are the records on informally acquired language knowledge and linguistic experiences, which can be registered by the language portfolio users, who can thus effectively inform their employers regarding these experiences.

Programs for Increasing the Level of Literacy and Development of Reading Culture

Slovenian Institute for Adult Education since 2005 performs three programs, which are intended for increasing of the level of literacy and development of reading culture of adults. It is important to note that the programs are performed in local environments and are thus available to a wider circle of people.

The Slovenian Institute for Adult Education developed two programs for increasing the level of literacy of adults. These programs were based on their experiences and the evaluation of the »Programmes for Enhanced Life Efficiency – UŽU« (1994) program, whose goal was also the improvement of literacy. Furthermore, the findings of an international research on the literacy of adults in Slovenia, which display a lack of literacy of a large number of adult citizens, were also taken into consideration.

Individual programs are intended for different goal groups and are based on their educational needs. They are performed based on the principle of project work, which incorporates four fields included in the programs (basic skills, social skills, lifetime learning and active citizenship). The contents of individual projects are selected from the everyday life of individuals, and include the acquisition of skills needed by the attendees at their workplace, in their family and society.

Programs are performed by specially qualified teachers with the help of volunteers. The work is performed in small groups with two teachers and one volunteer. Both programs are publicly acknowledged.

Bridge to Education

»Bridge to Education« program is intended for less educated adults who wish to continue their education on the high school level or are already obtaining their education. The goal of this program is that the individuals would, by revising basic knowledge and skills, be better prepared in order to more easily master the new teaching material. The program is performed in 100 to 120 hours in the period of three months.

Reading and Writing Together

»Reading and Writing Together« program is intended for less educated parents of children in lower grades of elementary school, who wish to help with literacy and learning, but do not know how. Ultimately, the motivation of the majority of these parents is the improvement of literacy for personal needs. The goal of the program is for the parents to acquire the knowledge and skills corresponding to their needs in order to be able to help their children with literacy in everyday life. The program is performed in the framework of 50 hours, while 25 hours consist of guided individual attendee work. This program is different in the fact that both parents and children participate in the program together.

Reading Clubs

In reading clubs, the attendees read the books of national authors together with the mentor; they discuss these books and share the findings with the local environment in an appropriate fashion. In the school year of 2002/2003, approximately 200 attendees in 20 groups participated in these clubs. The clubs last from one to three months and have, according to organizers, long-term effects on the reading habits of the attendees. (Source: Slovenian Institute for Adult Education).

Plans for the Future:

In addition to the already mentioned plans for the development of new and the renovation of old programs, supplementation of the external knowledge examination system and expansion of the use of European language portfolio for adults, it is necessary to mention the meaning of the assurance of funds for adult language education. The knowledge of languages is simply too important to allow the dependency of learning and teaching on the momentary economic interests of the candidates and employers. Both, in the school systems, as well as in the case of adults, planned funds investments and careful planning of education are crucial. The awareness of the fact that we will need certain experienced experts, who will know certain languages, in many areas in the future, would have to lead to planned learning acceleration of these languages in adult education. At the same time, we cannot forget the promotion of awareness regarding the meaning of language learning, which, in addition to direct financing and co-financing of programs, conditions and accelerates the inclusion of the adults in education. Furthermore, we have to be aware of the fact that the teaching of adults demands different knowledge and skills than the teaching of children and adolescents. It is a fact that, during their undergraduate education, the teachers cannot prepare for all teaching situations (Skela 2004), which they are going to encounter in their profession (different

programs and textbooks, general English and professional English, teaching of children, adolescents, and adults); therefore, we have to view the continuous professional education as a right and a duty of each teacher (Trim 1994: 27). In the »White Book on Education in the Republic of Slovenia«, the authors of the chapter on adult education also find that one of the reasons for the problems in adult education is the lack and poor qualifications of human resources in the field of adult education (Krek 1995: 305). Programs for continuous professional education of teachers only exceptionally include the contents dealing with the specialities of adult teaching. In the future, it would be therefore necessary to assure more quality, diverse and regionally dispersed education for teachers who are teaching adults. The development of this field is naturally inevitably conditioned with planned research work, the findings of which can be systematically transferred to everyday practice. The assurance of funds for the execution of research work, formation of theory and later transferring of findings into practice in the form of undergraduate and postgraduate education, and continuous professional education of teachers is necessary for extensive solution of these problems. Thus, we can assure long-term quality teaching of languages on all levels and for attendees of all ages and professions.

“ Third Age University”

The Third Age University of Slovenia³ is a voluntary educational movement, meant for 50+, mostly retired people, but also for elderly workers out of work. It has been established to provide access to culture and education for the elderly and to contribute to changing the social and economic position of the elderly. The Third Age University encompasses 27 »universities« in bigger and smaller cities all over Slovenia. Each Slovenian university organises study circles, lectures, and some of them also summer universities, educational camps, study trips, etc. The Third Age University has different goals to accomplish, be educational or social. The activities comprise 31 different fields, among them foreign languages (French courses:8, Italian: 17, Spanish: 6, English: 56, German: 28 courses, Chinese: 2). In the year 2001/2002 3756 students took part in the programme.

- b) What obstacles to the implementation of this recommendation have been identified?

Recommendations proposed were almost all carried out and adult education improved since 2004 a great deal.

- c) What are the proposed initiatives to overcome these obstacles?

Plans for the future action have already been mentioned and the high awareness of adult language education is being taken over according to the recommendations in the Action Plan.

1.4. Language learners with special needs

Language learning is for everybody. Only a very small minority of people has physical, mental or other characteristics that make language learning impossible. Provision for learners with special needs of one kind or another is increasingly being made within mainstream schools and training institutions; however, such learners

are still excluded from language lessons in some cases. Good practice in teaching languages to learners with special needs can be further developed and new methods and approaches need to be developed for the teaching of foreign languages to such learners

What concrete actions (if any) have been accomplished in this field since 2004?

***Education of children with special needs** is provided either as mainstream education with additional professional assistance, by special classes offering modified curricula in mainstream kindergartens and schools, or by special schools and institutions for the education and training of children with severe disabilities. The new law has entered the parliamentary proceedings in 2005 and was approved by the National Council of Education in July 2005. Changes are made towards more integrated forms of education of these children.*

SIGN LANGUAGE

Legal Basis

*The Resolution on Sign Languages is the international document, which acknowledges the sign language as the fundamental right of deaf persons. It was adopted by the European Parliament in 1987 with an appeal to all members of the European Union to officially acknowledge the sign language as the mother-tongue of deaf persons. In accordance with the Constitution of the Republic of Slovenia, the National Assembly unanimously adopted the Act on the Use of Slovene Sign Language during its meeting on November 29th of 2002. The Act regulates the right of deaf persons to information and the assurance of their equal rights to be included in the living and working environment. It defines the techniques and possibilities of such inclusion, the procedures of the enforcement of rights and protection of these rights in more detail. The local centre for social work, which issues, based on the audiogram, a special provision to a deaf person, is responsible for the acknowledgement of the rights stated in the Act. Based on this provision, a deaf person has the right to the help of a sign language interpreter in the extent of 30 hours per year, in case this person has pupil or student status, then, due to additional needs in connection with education, the person can require more hours; however, not more than 100 hours per year. In the regions with Italian or Hungarian national communities, a deaf person can enforce the interpretation of Italian or Hungarian spoken language to Italian or Hungarian sign language, and the interpretation of Italian or Hungarian sign language to Italian or Hungarian language for hearing persons. The work of a sign language interpreter, to the above-mentioned extent, is paid by the deaf person using a voucher issued by the centre for social work on the basis of the acquired rights. The Association of Interpreters of Slovene Sign Language is responsible for the communication between the users of interpretations, the sponsors, and the performers, interpreters, themselves. In addition, a registry of interpreters exists at the Ministry of Work, Family and Social Affairs, thus a list of qualified interpreters of Slovene sign language (28 interpreters are currently registered in the region of Slovenia), which enables deaf persons to be better informed; furthermore, it enables the availability of interpretation in all Slovene regions. The following are subordinate regulations of the Act: a) Resolution on the Establishment and the Nomination of the **Council for Slovene Sign Language** (Official Journal of the Republic of Slovenia, No. 30/2003) and b) Regulations on the Certificate and the **Voucher** for the Enforcement of the Right to an Interpreter of Slovene Sign Language (Official Journal of the Republic of Slovenia, No. 67/2003).*

The Council of Slovene Sign Language is designated by the Government of the Republic of Slovenia, while its members are nominated by: each University (one member, a professional in the field of linguistics or special pedagogics), Association of Interpreters of Slovene Sign Language (2 members), 4 members are from the Association of Deaf and Hard-of-Hearing Persons of Slovenia, one member is nominated by each, the Ministry of Education, Ministry of Health, Ministry of Justice, Ministry of Work, Family and Social Affairs, one member is nominated by the Office for the Slovene Language, one member by the educational institutes for deaf persons, and one member by the Social Chamber of Slovenia.

Linguistic Norm

In the Act on the Use of Slovene Sign Language, sign language is defined as a visual-sign language system with a specified placement, position, direction, movement of hands and fingers, and facial mimics. For the users of this language – meaning the deaf persons or hard-of-hearing persons – this is their natural language. In Slovenia, we have two forms of sign language (Globačnik, ...p. 5): a) Slovene sign language for deaf persons or spoken language of deaf persons and b) sign supported Slovene language (Sign supported Speech or Signing exact Slovene), meaning the literal translation of assembled sayings of Slovene language with the use of the vocabulary of Slovene sign language, which is used in public situations (television, public events, legal procedures etc.). Two judicially sworn judicial interpreters of the sign language are operating in Slovenia. In judicial situation, the interpretation has to be adjusted to the general education level of a deaf person. Three analyses comparing the Slovene literary language with the Slovene sign language were performed in Slovenia since 2004.

Training of Sign Language Interpreters

The first generation of interpreters completed their education in 1985. Later on, the program was improved and since 2005 it consists of 240 hours. Citizens with a minimum of secondary school education, with a successfully completed exam of sign language signals (ons), and with appropriate psycho-physical capabilities are eligible to participate in the program. The interpreter education program is professionally verified by the Association of Interpreters of Slovenia, Social Chamber of Slovenia, and Ministry of Education, Science, and Sport. The exam consists of the interpretation from Slovene sign language to a written form of Slovene language, interpretation from spoken Slovene language to Slovene sign language and role playing, which checks the ingenuity of interpreter in different situations.

ROMANY LANGUAGE

Second Languages

Slovene Language Policy in the field of Slovene as the Second Language

With the Law on Foreigners, the Republic of Slovenia has obliged to, within the framework of assuring the conditions for inclusion of foreigners, who have received the residence permit in the Republic of Slovenia, into the cultural, economic, and social life of the Republic of Slovenia, organize classes of Slovene language for foreigners. Commitment has not been fulfilled. The right to budgetary financing of Slovene language classes in the Republic of

Slovenia – mainly in the form of scholarships – is currently given only to persons with Slovene background. All others have to pay in order to learn Slovene. Furthermore, with the Law on Asylum, the Republic of Slovenia has obliged to assure the conditions for incorporation of refugees into the cultural, economic and social life of the Republic of Slovenia; within this framework, it is supposed to organize Slovene language classes for refugees.⁴ The government has not yet fulfilled this commitment either. However, a dialogue has been established between The Office for Refugees of the Republic of Slovenia and the Centre for Slovene Language as a Second/Foreign Language. The government was supposed to pay a certain amount of hours for a Slovene language course for those, who have already attained asylum status (the suggested amount was from 200 to 300 hours); furthermore, their exam of Slovene as a second language would also be paid. Of course, those who attain asylum status represent only a small portion of the entire immigrant population, which would, in order to achieve satisfactory social integration, need to be able to communicate in Slovene, but they cannot attain this ability only by acquisition from the environment. The government should also offer financial support for learning Slovene language to these immigrants, maybe in the form of co-financing of a certain number of hours, in the same way as it has been arranged in several European countries.

b) What obstacles to the implementation of this recommendation have been identified?

c) What are the proposed initiatives to overcome these obstacles?

1.5. Range of languages

Promoting linguistic diversity means actively encouraging the teaching and learning of the widest possible range of languages in our schools, universities, adult education centres and enterprises. Taken as a whole, the range on offer should include the smaller European languages as well as all the larger ones, regional, minority and migrant languages as well as those with 'national' status, and the languages of our major trading partners

throughout the world. The imminent enlargement of the European Union will bring with it a wealth of languages from several language families; it requires a special effort to ensure that the languages of the new Member States become more widely learned in other countries. Member States have considerable scope to take a lead in promoting the teaching and learning of a wider range of languages than at present.

a) What concrete actions (if any) have been accomplished in this field since 2004?

Range and choice of languages, Starting age, length of study, hours per week **Basic Education**

In primary schools, one foreign language is compulsory. English or German may be studied, with English chosen in 85 % of cases and a share of 15 % for German. We are striving to broaden the choice of languages to be learnt as the 1st FL and include at least French if not others too. In bilingual areas, Slovene, Italian and Hungarian are also taught as second languages.

We are currently in a transition period, with the old 8-year primary school curriculum (ages 7-14) being gradually replaced by the new 9-year curriculum (ages 6-14). Within the 8-year curriculum, only one foreign language is taught whereas in the 9-year curriculum two foreign languages are taught: the 1st FL is

compulsory, the 2nd one elective (German, English, French, Italian, Spanish, Croatian, Latin).

It is obligatory for all pupils in Slovenia to start with the first foreign language in the 5th year of the 8-year primary school, when pupils are 10 or 11 years old, or in the 4th year of the new 9-year primary school, when they are 9 years old. Teaching foreign languages to children that young still remains at an experimental stage in our country. Its implementation in the regular school system will be carried out progressively, adjusted to overall changes within the national school curriculum.

LANGUAGE / STARTING AGE	LENGTH OF STUDY	HOURS PER WEEK	TOTAL HOURS
OLD: 1 st FL: age 11	4 yrs (4 th – 8 th grade)	3/3/3/3	420

LANGUAGE / STARTING AGE	LENGTH OF STUDY	HOURS PER WEEK	TOTAL HOURS
NEW: 1 st FL: age 9	6 yrs (4 th – 9 th grade)	2/3/4/4/3/3	655
NEW: 2 nd FL: age 12	3 yrs (7 th – 9 th grade)	2/2/2	210

4.2.2 (Upper) secondary education

In secondary schools (ages 15-18/19), from one to three or even four foreign languages are taught.

- *The **first foreign language**, English or German, is compulsory. It is taught at an advanced level (intermediate), built on the foreknowledge gained in the primary school (as 1st FL).*
- *A **second foreign language** (German, English, French, Italian, Spanish, Russian) is studied in some four-year programmes; it is compulsory in general education programmes (the so-called gimnazija, gymnasium, liceo) and some technical programmes while only one foreign language, if any, is taught in vocational schools.*

The second foreign language may be taught at two levels, the beginner and the advanced (pre-intermediate) one, the latter being a continuation of what has been learnt at the primary school within the elective 2nd FL syllabus.

- *(a compulsory option). It may be any of the above, or Latin. In the classical In addition, the gimnazija programme offers a **third foreign language** as an elective subject gymnasium (klasična gimnazija, liceo classico), Latin is an additional compulsory foreign language to be taught at the beginner or advanced level, with classical Greek as either the 2nd FL or the 3rd FL and an option of a **fourth foreign language**.*

The following presents an overview of language instruction in secondary schools in Slovenia:

LANGUAGE / STARTING AGE	LENGTH OF STUDY	HOURS PER WEEK	TOTAL HOURS
1 st FL: age 15	3-4 yrs	3/3/3/3	420
	(variations)	4/4/2	350
		2/2/2	210
		3/3/3	315
		4/3/4	385
2 nd FL: age 15		4 yrs	3/3/3/3
3 rd FL: age 16/17	2-3 yrs	3/3	210
	(variations)	3/3/3	315
		3/3/6	420

Curricula & syllabi

The National Curriculum prescribes the scope of individual subjects, their goals and content. One of the main goals of the 1996 reform was to make a step forward from the content-based curricula to the goal and process-oriented syllabi at both the primary and the secondary school level.

As far as foreign language teaching is concerned, the two essential new aims 2004/05 have been:

- *a focus on process rather than product and*
- *a focus on linguistic strategies rather than content.*

The teaching and use of language for specific purposes (LSP) [English for specific purposes (ESP)] appears in vocationally-oriented secondary education. Language teachers at those schools are additionally trained on how to tackle LSP/ESP: how to involve students fully in both the content and the language topics, how to teach the students skills rather than highly specialised vocabulary, and how to give them tools for learning, for acquiring new knowledge or dealing with knowledge already acquired.

Examinations and qualifications

Basic education

In the 8-year primary school curriculum, no national examination is required in FL at the end of primary (compulsory) education. Pupils are expected to pass the beginner and, possibly, the pre-intermediate level and be able to continue at

intermediate or pre-intermediate level in secondary schools. The evaluation of results at the end of primary school (age 14-15) is the responsibility of the teacher.

With the new 9-year primary school, however, two new approaches to foreign language teaching & learning are being introduced:

- a) level-differentiated instruction (internal, flexible & partially external) and*
- b) external assessment.*

Level-differentiated instruction is based on recognition of the fact that not all children can be expected to learn at the same rate, acquire the same standard of skills and knowledge or reach the same goals.

External assessment in FL is done as a free option at the end of the second cycle and as a compulsory option at the end of the third cycle to assess the level of achievement of 1st FL goals and to ensure the same level of knowledge for all the pupils, particularly at the school leaving stage.

(Upper) Secondary Education

*A newly-designed, external final school leaving examination, **matura**, was introduced in 1995. The examination replaces internal final examinations in general secondary schools and is the only route to university study (entrance or matriculation exam).*

Matura consists of five subjects. Three subjects are compulsory: mother tongue, mathematics, and a foreign language (1st or 2nd FL).⁵ In addition, there are two optional subjects required in Matura. There are also two levels in mathematics and foreign languages: the basic and the higher level.

Aims and objectives of the matura

- to assess the level of achievement of educational goals in secondary education (more reliable results are ensured through testing done at a national level and by external examiners),*
- to ensure the same level of knowledge for all the school leavers,*
- to ensure international comparability of the level of achieved knowledge,*
- to give students and teachers a shared goal in the task of pursuing the necessary knowledge,*
- to ensure a successful start of university studies.*

In support of these goals,

- special subject catalogues have been published for students and teachers as guidelines for the teaching process and self-study,*
- assessment criteria have been developed for the Writing Paper and Oral Exam at basic and higher level.*

- a) What obstacles to the implementation of this recommendation have been identified?
- b) What are the proposed initiatives to overcome these obstacles?

2. BETTER LANGUAGE TEACHING

2.1. The language-friendly school

It is important that schools and training institutions adopt a holistic approach to the teaching of language, which makes appropriate connections between the teaching of 'mother tongue', 'foreign' languages, the language of instruction, and the languages of migrant communities; such policies will help children to develop the full range of their communicative abilities. In this context, multilingual comprehension approaches can be of particular value because they encourage learners to become aware of similarities between languages, which is the basis for developing receptive multilingualism.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Holistic approach to language teaching is one of the main goals to build the basis for multilingualism and this approach has been further developed and piloted since 2005/06 in Slovenia and according to the Action Plan it includes all -mother tongue (1 st languages), foreign/second languages, the languages of instruction, and the languages of migrant communities. It raises cultural awareness, gives support to teacher training programmes, develops communicative competences in a foreign language and besides gives a lot of positive feedback from the Socrates exchange programmes increasing pupils' and students' motivation.

- b) What obstacles to the implementation of this recommendation have been identified?

The piloting phase started only a few months ago and it is too early to give any feedback in approaching the method of multilingualism within the topic language friendly schools.

- b) What are the proposed initiatives to overcome these obstacles?

-implementation into PRESETT and INSETT programmes, organized seminars by the Board of Educaiton, developing school friendly methods to include the main principles into the national curriculum and even more intensive co-operation with the Socrates agency and mobility programmes (Comenius..)

2.2. Language teacher training

Language teachers have a crucial role to play in building a multilingual Europe. They, more than teachers of other subjects, are called upon to exemplify the European values of openness to others, tolerance of differences, and willingness to communicate. It is important that they have all had adequate experience of using the target language and understanding its associated culture. All teachers of a foreign language should have spent an extended period in a country where that language is spoken and have regular opportunities to update their training.

The skills and personal resources required to teach languages well are considerable. Initial training should equip language teachers with a basic 'toolkit' of practical skills and techniques, through training in the classroom; language teachers need the advice of trained mentors as well as regular opportunities to keep their language and teaching skills up to date, inter alia via e- learning and distance learning.

Language teachers may often feel isolated, unaware of developments elsewhere with the potential to improve their work; they may not have access to adequate professional support networks; it is therefore important to facilitate contacts and effective networks between them at a regional, national and European level.

In this field, Member States have a crucial role to play in ensuring that all teachers of a foreign language have:

- appropriate initial training including practical training in the pedagogy of foreign languages, and experience of living in a country whose language they teach, and
- regular paid access to in-service training.

Member States will recall that the Council Resolution of 14 February 2002 invited them to encourage future language teachers to take advantage of relevant European programmes to carry out part of their studies in a country or region of a country where the language which they will teach later is the official language.

Member States are invited to review their current arrangements for foreign language teacher training in the light of the findings of the study 'European Profile for Language Teacher Education';⁶

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Teacher training

Pre-service teacher training

Pre-service foreign language teacher training is provided by the Faculty of Arts, University of Ljubljana, and the Faculty of Education, University of Maribor. The students can follow the so-called "pedagogical" or "non-pedagogical" routes, the former of which is taken by those who would like to qualify as teachers of a foreign language. The programme is divided into three major parts :

- curricular studies (i.e. subject studies),
- general studies (i.e. philosophy, sociology, etc.),
- pedagogical studies (i.e. educational studies).

With the new demand for foreign language teachers, particularly in 2004 all linguistic departments of the Faculty of Arts began to develop very quickly. The increasing number of students also had a strong influence on the development of individual departments or study programs of individual languages. This also started causing an increasing differentiation in the field of the organization of **the study programme and teacher training** of individual languages based on the special demands for foreign language teachers and other work positions, particularly for different translators.

The foreign language advisers at the National Education Institute cooperate successfully with representatives of foreign agencies, such as The British Council, USIS, Goethe Institute, French embassy, OSF etc. We have also been involved in most of the Council of Europe initiatives in modern language learning and in projects at the national level. Implementation and dissemination are to be carried out within national foreign language teaching & learning policy and the activities of the Ministry of Education, Science and Sport. Most of the in-service teacher training is organised with the help and financial support of the above-mentioned institutions.

According to the new school law, teachers are obliged to participate in different forms of in-service teacher training (i.e. general didactics, specific methodology) for at least 40 hours a year. A new style of work has been implemented, namely the so called study groups, where small teams of FL teachers meet and work together, using a variety of methods and structures, for their own professional growth. The groups meet regularly (3 times a year) for guided discussion of their own teaching, as it relates to current developments in education. The objective is to facilitate reflection about practice, helping teachers to become more thoughtful decision-

makers. The groups focus on professional issues which are important to them educationally and might be related to a given subject matter (evaluation and assessment, syllabus design, textbook selection, preparation of materials etc.).

Slovenia was involved in a pilot project of the Council of Europe "**European Language Portfolio**", lasting from 1998 until 2000 and is now in the phase of wider implementation. Three evaluations (in 2002, June 2003 and June 2004) were carried out and the European Language Portfolio as an internationally comparable tool for evaluation and self-evaluation of learning achievements of pupils, students and adult participants in language education, proved extremely successful and popular in Slovenia also as a teacher training method.

Slovenia was among the first eight countries that joined the Enlarged Partial Agreement on the **European Centre for Modern Languages in Graz** and participated very actively in almost all events from the very beginning. The programme activities of the Centre were greatly enriched and improved by access of 25 more countries later on, (33 members in 2003) their expertise and experience in the field of implementing key issues in language education and bringing together experts in the field of language teaching and learning. According to Slovenian participants' reports most of these events have been invaluable sources in terms of practical implementation of different aspects of language learning and teaching, in terms of developing appropriate language policies and instruments and last but not least in terms of promotion of multilingualism and multiculturalism and language diversification. The objectives of the workshops were mostly achieved by providing the opportunity to exchange information, experience and ideas in the field of good practice, acquiring new methods in the area of language learning and teaching and creating links for networking. Specific follow-up projects within multilateral and bilateral resources have been established. The feedback of our participants was highly positive, and the new knowledge gained at the workshops evaluated as highly beneficial. The priority areas in the field of language learning and teaching discussed and the recommendations, which resulted from the workshops, were carefully taken into account. Some participants have become involved as multipliers on different forms of in-service teacher training activities. The co-operation with the Language Policy Division of the Council of Europe in Strasbourg, was quite well reflected in the workshop topics although it should be more activities and workshops, at least this was the opinion of the Slovenian linguistic expertise, connected with the European Language Portfolio and CEFR.

The Role of the Language Learning Programmes of the European Union within teacher training

Since 1999, Slovenia has participated in the programmes of the European Union in education,

training and youth: Socrates, Leonardo da Vinci and Youth. The coordination of the programmes

Socrates (general education) and Leonardo da Vinci (vocational education and training) is assigned to the Centre for Mobility and European Programmes of Education and Training (CMEPIUS). One of the fundamental goals of the Socrates and Leonardo da Vinci programmes is to improve the knowledge of European languages, since language skills are very important for communication, tolerance, and accepting different views; they ensure better mobility and offer more opportunities for employment.

Table 5: Survey of the activities in the field of language education, participated by Slovenian institutions and individuals since 2000

Title of the activity Number of projects or mobility

Socrates

School partnerships – Comenius language projects -15

Number of pupils or students on 14-day exchange in Comenius language projects - 277

Number of teachers on 14-day exchange in Comenius language projects - 47

Comenius assistants leaving 50

Comenius assistants coming to host institutions in Slovenia - 32

In-service training on foreign language education -110

Lingua 2 coordinating institutions, 9 partner institutions

Erasmus – mobility of students of foreign languages -258

Leonardo da Vinci

Projects of language knowledge and skills 1 project holder and 6 partner institutions

Mobility of teachers – mentors of foreign languages -130

European Language Award- 9 European language awards

Other initiatives that should be taken into consideration in the field of languages .

The need for further expertise and dissemination (sending experts associated with the work of the CDCC Modern Languages Projects to national or regional seminars) should be one of primary concerns in this field also in future (to train teachers and evaluate teacher training programmes and elaborate further on materials for early language teaching, examinations at different stages, further developing criteria for assessment and certification and launching of the European Language Portfolio)

- *Partial competences will be vital in vocationally based secondary school programmes, which had also undergone the curricular reform. Special priority will be given to non-specialist language teacher training programmes (learning languages for specific purposes) in higher education;*

a) *What obstacles to the implementation of this recommendation have been identified?*

- *not enough awareness of FL teachers to participate in different forms of INSETT*

b) *What are the proposed initiatives to overcome these obstacles?*

Raising awareness and use of EU programmes and teacher training events as follow-ups for ECML Graz workshops to be implemented into the higher education programmes.

Supply of language teachers

Some Member States face shortages of adequately-qualified language teachers; these may be general shortages or may relate to certain languages or certain types of education or training; these shortages need to be addressed and sustainable solutions found. More can be done to exchange teachers between Member States; such teachers may work as teachers of their mother tongue, teachers of another language or as teachers of another subject through their mother tongue. In linguistic border areas there is particular scope for initiatives targeting neighbouring languages in this field.

Member States have been recommended⁷ to remove legal and administrative obstacles to the mobility of teachers and their progress needs to be monitored

In this field, Member States have a particular responsibility to remove any remaining administrative or legal barriers to the employment of teachers of a foreign language from other Member States.

What concrete actions (if any) have been accomplished in this field since 2004?

In the framework of the curricular reform, a great need for appropriately educated foreign languages teachers in the second triennium of primary school was indicated. The solutions were found in the following two directions:

- ***with additional education of foreign language teachers***

-with additional education of foreign language teachers, which started with systematic education (in- service teacher training) of approximately 70 teachers (2004/05) who were involved in the FOREIGN LANGUAGES IN THE PRIMARY CLASSES - project in the years from 1990 to 1996;

-with an increased offer of additional education of teachers in the field of these subjects for a wider circle of foreign language teachers (in 1994, already approximately 60% of primary school, which did not cooperate in this project, were offering extra-curricular forms of foreign language teaching on the class-based level).

- ***with newly established programs*** for education of teachers of class-based instructions in the field of English, German, and Italian language teaching in the second triennium of primary school.

Ad 1/ Programs of continuous professional education, offered and partially financed by the ministry.

Ad 2/ Study program, offered and financed by ministry, and performed by the Faculty of Education in Ljubljana (English language), Department for class-based instructions in Koper (Italian language), and the Faculty of Education in Maribor (English and German language), with the help of qualified higher-education teachers of both universities.

The programs are performed in the following ways:

- *as an elective subject (above-standard) program within the **regular study program** of the class-based instructions,*
- *as a part-time study program for the teachers, who **graduated** in a university program in the field of class-based instructions, and who graduated in a college program in the field of class-based instructions.*

The course list includes lectureship exercises of foreign language, contemporary language, phonetics and phonology, literature and children literature (total of 525 hours), and didactics of early foreign language teaching and non-verbal means of expression (total of 135 hours). The practical work at schools lasts 10 days.

Other Projects for the Promotion of Teaching and Learning Foreign Languages in Slovenia

Assistants in foreign language teaching

The Language Assistant Scheme programme was underway quite successfully for nine years, since 1994, when the first English-language foreign assistants came to Slovenia. One year later, they were joined by French-language assistants and in the following years assistants for German, Italian and Spanish. The assistants were native speakers with a university degree not necessarily in language education. They were engaged in Slovenian elementary and secondary schools and for a short period in certain higher education schools and non-language faculties. The project was fully financed by the Ministry of Education and Sport, which published a tender for foreign-language teaching assistants each February or March. All elementary and secondary schools wishing to cooperate with assistants could apply. In the last years, the Ministry financed up to fifty assistants for all languages together. The majority came from English-speaking countries, the others were German and French; only one or two a year were Italian or Spanish.

The Ministry carried out the project on the basis of bilateral cooperation programmes; the most intensive was the cooperation with the British Council in Slovenia, the result of which was the so-called Baseline Study. The main goal was to evaluate the then situation, which would lead to as

effective further planning of the project as possible. In the first years of the project, the recruitment of assistants from the United Kingdom was organised by the Central Bureau for Educational Visits and Exchanges in London, and of assistants from the United States of America by the Open Society Fund. *The successful cooperation ended in a few years. Throughout all the years, there existed a very fruitful collaboration with the Bureau for Language Cooperation at the French Embassy. Occasionally, responses came from other embassies as well.*

The Ministry of Education and Sport, together with experts (teachers, National Education Institute advisers), organised and prepared the contents of the introductory seminar for foreign-language assistants at the beginning of each school year. The introductory seminar usually lasted 2-3 days and included the survival course of Slovenian, carried out by the Centre of Slovenian as a second/foreign language at the Faculty of Arts of the University of Ljubljana. Besides that course, the Ministry organised the advanced course of Slovenian for the interested assistants in the last years. In February 2003, it was decided that the Language Assistant Scheme project be embedded in the education system in compliance with the existing legislation. The task was given over to the National Institute of Education, where a conceptual outline of the new programme should be made.

The project should be embedded in the system through the new programme of the so-called European Classes, which was adopted by the Council of Experts for General Education in December 2003. The European Classes programme is a gimnazija programme with two possible versions of the assistant scheme:

- assistants engaged in gimnazije in the framework of the European Classes – the so-called foreign teachers*
- assistants engaged in other secondary and elementary schools – the so-called visiting teachers.*

It is characteristic of the new programmes, whose implementation began in school year 2003/2004, that the concept of team teaching, which was developed throughout the years of Language Assistant Scheme project, is preserved; however, stricter qualification conditions

now apply. Foreign and visiting teachers are to be embedded in the system on an equal footing as the Slovenian teachers, therefore their qualifications should fulfil the Slovenian requirements. They should all be qualified teachers.

German programme teachers and the Larger German Language Diploma

On the basis of the bilateral programme of cooperation with the German Federal Republic, the so-called German programme teachers have been engaged in the Slovenian secondary schools since 1998. In 2004/2005 there were six of them. Their task has been to carry out the four-year programme enabling students to receive the Larger German Language Diploma, which (together with the passing of the *matura* examination) makes possible for them to enrol at any German university. German programme teachers are fully financed by the Ministry of Education and Sport, with the German side offering additional help in materials, scholarships, in-service training in Germany for teachers, and co-financing language camps for students.

The German programme teachers will become part of the school system together with foreign language assistants through the modified *gimnazija* programme of *European Classes* and the visiting teachers programme, which began to take shape in 2004/2005. Both programmes are yet to be fully adopted by the Council of Experts of the Republic of Slovenia for General Education on the basis of an expert evaluation. Until then, the German programme teachers will continue to carry out the preparations for the Larger German Language Diploma.

“Promoting Learning and Teaching French in Elementary Schools” project

In August 2004, the Ministry of Education and Sport decided, on the basis of alarming data about learning French in elementary schools (there were only two elementary schools in Slovenia with French taught as an optional subject in school year 2003/2004), to launch together with the Embassy of the Republic of France a two-year project of promoting French in elementary schools. Its main objectives were:

- to support elementary schools and teachers already teaching French as an optional subject and, for this purpose, identify the needs for additional in-service teacher training and provide adequate education – to develop a concept of French as an extra-curricular activity for the second and third cycles of elementary schools
- to design a model of supplementing optional contents with the possibilities offered by extra-curricular activities; the model should be transferable to other languages and optional contents
- to establish a network of the teachers of French as a tool for sharing experience, problems and counselling
- to create a database of teaching materials on the internet
- to provide schools with additional materials
- to create a leaflet with information, instructions, possibilities for learners, parents, teachers and heads of schools
- to motivate heads to offer a wide language choice in schools
- to inform the teachers of French in secondary schools about the level of knowledge of the pupils who learnt French in elementary schools.

The success of the project was already seen in school year 2004/2005; French as an optional subject was taught on more than 60 elementary schools also due to the fact that in that school year all elementary schools had to enter the nine-year programme. After the project is finished, in-service teacher training will continue within the activities of the National Education Institute of the Republic of Slovenia.

- c) What are the proposed initiatives to overcome these obstacles?

2.3. Training teachers of other subjects

Most pupils and trainees could study at least some of their curriculum through the medium of a foreign language. Many more members of the teaching profession should in future be able to teach their subject(s) through at least one foreign language; to this end, trainee teachers should study language(s) alongside their area of specialisation and undertake a part of their teaching studies abroad.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Innovations in foreign language learning are tested before they are implemented. Projects are suggested by schools, expert institutions, higher education institutions and research organisations, as well as the Council of Experts for General Education, and the minister chooses a school for a trial introduction of the innovation. The National Education Institute monitors the implementation of the pilot projects. There are many forms of a planned foreign language learning, also training teachers of other subjects. Some projects are already completed on the national level, yet in practice they continue within extra-curricular activities. : The project **Teaching and Learning Non-Language Subjects in a Foreign Language** was carried out in elementary schools from year 5, with geography classes provided in English. There have also been several attempts to introduce classes in a foreign language for non-language subjects (geography and history (CLIL modules) in some secondary schools since 2004/05.

Languages as subjects of instruction. In addition to achieving general education goals, bilingual teaching is supposed to help with »student education for active communication in both languages (functional bilinguality)«. In order to achieve this goal, an important change was achieved with the introduction of differential, adjusted to the communication ability of the pupils, teaching of Slovene and Hungarian language as a mother tongue or second language. Higher education institutions/universities are asked to introduce study programmes which include the non-linguistic subjects in their study programmes ad in this way increase international mobility and promote multiculturalism. Last year Slovenia entered the ECML “Janua Linguarum” project which is further developed by the Faculty of Education and The national Institute of Education

- b) What obstacles to the implementation of this recommendation have been identified
- c) What are the proposed initiatives to overcome these obstacles?

2.4. Testing language skills

The Common Reference Scales of the Council of Europe’s Common European Framework of Reference for Language⁸ provide a good basis for schemes to describe individuals’ language skills in an objective, practical, transparent and portable manner. Effective mechanisms are needed to regulate the use of these scales by examining bodies. Teachers and others involved in testing language skills need adequate training in the practical application of the Framework. European networks of relevant professionals could do much to help share good practice in this field.

The European Language Portfolio⁹ can help people to value, and make the most of, all their language skills, howsoever acquired, and to carry on learning languages by themselves

⁸ http://www.coe.int/T/E/Cultural_Co-operation/education/Languages/Language_Policy/Common_Framework_of_Reference/default.asp

⁹ [http://culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/main_pages/welcome.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/welcome.html)

In this respect, Member States were invited by the Council Resolution of 14 February 2002 to set up systems of validation of competence in language knowledge based on the Common European Framework of reference for languages developed by the Council of Europe, and to stimulate European cooperation in order to promote transparency of qualifications and quality assurance of language learning.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

External Assessment of Knowledge

Elementary school

National examinations at the end of the second cycle are voluntary for pupils and at the end of the third compulsory (there are no national examinations at the end of the first cycle). At the end of the second cycle there are national examinations in a mother tongue, mathematics and a foreign language, at the end of the third cycle there are national examinations in a mother tongue, mathematics and a third subject which is determined by the minister after having obtained the opinion of the competent Council of Experts in March of the current school year. Results achieved in national examinations provide feedback information on the knowledge of pupils and do not affect the final mark of the subjects nor the completion of elementary school.

Secondary technical schools

Students end their education by sitting the poklicna matura examination. The poklicna matura is a national final examination taken at the end of a four-year technical programme, a vocational-technical programme (the so-called 3 + 2 programmes), a vocational course or an adult education programme. Slovenian is a compulsory poklicna matura subject for all students and can be taken at only one level of difficulty.

The examination on Slovenian includes a written and an oral part. The written part comprises an unknown non-literary text, where candidates must prove their competence in analysing a text by doing a multiple-choice test; their next task is to write a text on a literary subject (either guided or independent interpretation). In the oral part of the examination, candidates must answer questions about literature (interpretation of an extract from a literary work) and about language.

Gimnazije

The gimnazija programme is ended by the matura examination introduced in 1995, i.e. previous to the changes to the instruction of Slovenian. The examination in Slovenian comprises questions in language and literature. It includes a written and an oral part. In the oral part, the candidate reads aloud and interprets an excerpt from a literary text and by answering the questions proves competence in literary interpretation and the knowledge of the language. In the written part of the examination, the candidate's language competences are tested by means of a multiple choice test requiring the analysis of the given literary text in terms of meaning, pragmatism, lexis and grammar and content and the formation of a short text type. In the second part of the written examination in literature, the candidate writes an essay in which he or she expresses his or her response to the literary texts he or she has read; hereby the formation of a complex text is tested including interpretation and evaluation.

The basic aim of the changes to the instruction of Slovenian is the formation of an effective communication competence, suitable to the age of individual students, so that they can get to know themselves and the world around them in order to actively participate in the society, professional and private lives and are prepared for further education in the process of lifelong learning.

- b) What obstacles to the implementation of this recommendation have been identified?

- c) What are the proposed initiatives to overcome these obstacles?

3. BUILDING A LANGUAGE-FRIENDLY ENVIRONMENT

3.1. An inclusive approach to linguistic diversity

National and regional authorities are encouraged to give special attention to measures to assist those language communities whose number of native speakers is in decline from generation to generation, in line with the principles of the European Charter on Regional and Minority languages.

Member States are encouraged to give special attention to measures to assist language communities whose number of native speakers is in decline from generation to generation, in line with the principles of the European Charter on Regional and Minority languages.

What concrete actions (if any) have been accomplished in this field since 2004?

ETHNIC SPECIFICS

The Language Education Policy of the Republic of Slovenia is to be considered within the ethnic specifics which has - in historical perspective - encountered great changes in the past and due to that particular reason resulted in a great sensitivity towards the question of the Slovenian language and other languages in this region even before Slovenia proclaimed independence in 1991. On the one hand, we are dealing with the so-called linguistic diversity within the country, with the role and position of the languages used by the members of language communities and the legislation that gives and assures certain rights to the speakers of different languages, while on the other hand, there is a presence of a consistent language policy towards the exterior – the readiness, determination and efforts of this environment to establish such an institutional framework for language learning which would allow enough room for enabling multilingual competence on different levels and for different lifelong educational needs.

Majority of the Population, Autochthonous Minorities and Other Ethnic Communities

According to the Population Census in 2002, the number of the Slovenian part of the population amounts to 1,631,363. 6,243 inhabitants declared Hungarian citizenship, thus they belong to the Hungarian minority, and 2,258 declared themselves as members of the Italian national minority. Other ethnic communities which do not have this status (only groups with more than 1,000 declared

Slovenian citizens are taken into account) are:

Serbs 38,964

Croats 35,642

Bosniacs 21,542

Albanians 6,186

Macedonians 3,972

Roma 3,246

The legal framework for the implementation of state policy in the field of administration of the position of ethnic, religious and language groups is set in:

– basic independence documents (Fundamental Constitutional Charter on Independence and Autonomy of the Republic of Slovenia of 25 June 1991), which partially resume all the responsibilities of this title already established in the framework of the former Yugoslavia

– provisions of the Constitution of the Republic of Slovenia

– provisions of ratified international documents and recommendations of international organisations and institutions

– interior legislation of individual areas.

According to the data of the Office for Nationalities of the Government of the Republic of Slovenia, the regulation of special rights of Italian and Hungarian national communities in Slovenia is addressed by more than 30 laws and executive rules. In 1995, the government adopted

*the Programme of Measures for Helping Roma, supposedly resulting in a more consistent realisation of the constitutional norm according to the Article 65 of the Slovenian Constitution. Since 1999, the project Roma in the processes of European integration: Educational models and training for Roma- way for improvement of their position and better employment opportunities has been going on in the framework of the South Eastern Europe Stability Pact activities. Furthermore, with the Law on Local Self-Government, the Roma were assured the possibility to obtain a representative in the municipal councils of the areas where they live autochthonously. The field of ethnic communities in the sense of respect of human rights, equality, coexistence and language and cultural pluralism, is under the jurisdiction of several **governmental** (Office of Immigration and Refugees, Office of Nationalities, Office for the Slovenian Language) and **parliamentary bodies** (Committee for National Communities with the representatives of Italian and Hungarian national minorities, Board of Culture, Education, Youth, Science and Sports with the Language Planning and Language Policy Working Group). Executive powers are vested in the Ministry of Culture, the Ministry of Labour, Family, and Social Affairs, and particularly in the Ministry of Education and Sport of the Republic of Slovenia with its executive and advisory bodies.*

- a) What obstacles to the implementation of this recommendation have been identified?
- b) What are the proposed initiatives to overcome these obstacles?

3.2. Building language-friendly communities

Every community in Europe can become more language-friendly by making better use of opportunities to hear and see other languages and cultures, thereby helping to improve language awareness and learning. It is in the interest of the Union to capitalise on the skills and experiences of its many bi- and tri-lingual citizens, and temporary residents such as Erasmus students; monolingual citizens have much to learn from them; public authorities can make better use of their skills in schools, adult education centres, cultural establishments and workplaces.

Tourism projects, cross-border projects and town twinning schemes can form the nuclei of local language learning schemes, enabling citizens to learn the language(s) of their neighbours or twin town(s), and offering an incentive to do so.

- a) What tangible progress (if any) was done in this field since 2004?

Greater language diversification in the curriculum should be widely promoted and the recommendations of the European Year of Languages 2001 should be taken into account. The European Day of Languages (26 September) should be promoted and celebrated every year and should be applied yearly.

The awareness of the importance of language learning for language and cultural diversity and education for European citizenship should be encouraged.

The co-operation with the Socrates National Agency should be even intensified and the language competences acquired through Comenius and Leonardo da Vinci programmes should benefit to wider application to build cross-border projects, town twinnings schemes and co-operation with neighbouring countries.

Using CEFR of the Council of Europe reference levels and the ELP should help in providing to define levels of language knowledge and thus reflect the need that many more citizens become multilingual and plurilingual.

- b) What obstacles to the implementation of this statement have been identified?

- c) What are the proposed initiatives to overcome these obstacles?

3.3. Improving supply and take-up of language learning

It is essential to improve the take-up of language learning opportunities by continuous activities to raise awareness of the benefits of language learning, and by bringing language resources closer to the people who need them. The Council of Europe's initiative the European Day of Languages¹⁰ can be valuable in motivating people to learn foreign languages.

European Union initiatives such as the European Languages Label¹¹ also have a key role in this by highlighting local, regional, or national projects that have found creative ways to improve the quality of language teaching. The provision of language learning facilities and courses is the responsibility of local, regional and national authorities. Both within and outside formal systems there is still considerable unmet demand not only for language lessons but also for information and advice on language learning.

Appropriate structures are required to motivate people of all ages to learn languages, to offer guidance about how to start, and to provide easy access to a variety of different language learning activities. This is likely to require some investment in new provision, though there is also much to gain by making better use of existing language learning resources and staff in schools and universities, libraries, local learning networks and adult education centres.

- a) What concrete actions (if any) have been accomplished in this field since 2004? **T**
- b) *the European Day of Languages has been celebrated widely each year following the goals of the European year of languages, promoting multilingualism and linguistic diversity.*
- c) *the European Label has been awarded yearly to the best language projects and the motivation has increased a great deal.*
- d) *Language Resource Centres has made better use of their existing resources.*
- e) *European Language Portfolio has been widely promoted, implemented so that learning languages has become much more interesting for pupils and students using self-assessment grids and being aware of the importance of the portfolio within EUROPASS.*
- f) What obstacles to the implementation of this recommendation have been identified?
- g) What are the proposed initiatives to overcome these obstacles?

4. OVERALL NATIONAL LANGUAGE STRATEGY

AREAS OF ACTIVITIES RECOMMENDED IN SLOVENIAN LANGUAGE POLICY DOCUMENTS CONCERNING NATIONAL AND EUROPEAN DIMENSION OF LANGUAGE EDUCATION

- *Slovenia should further focus on evaluation and dissemination of the European Language Portfolio and translate the Common European Framework of Reference to Slovenian in cooperation with language policy experts and adjust it to the needs of language policy makers. Slovenia has already been given the permission of the Council of Europe to prepare this important document.*

¹⁰ 26 September each year; see http://www.coe.int/T/E/Cultural_Cooperation/education/Languages/Language_Policy/European_Day_of_Languages/default.asp

¹¹ <http://europa.eu.int/comm/education/language/label/index.cfm>

- *Greater language diversification in the curriculum should be widely promoted and the recommendations of the European Year of Languages 2001 should be taken into account.*
- *The European Day of Languages (26 September) should be promoted and celebrated every year and the awareness of the importance of language learning for language and cultural diversity and education for European citizenship should be encouraged.*
- *When updating the curricula, earlier and current initiatives should be taken into account, promoting the diversity of foreign language learning (language use and language teaching/learning) and further development of plurilingualism and pluriculturalism.*
- *The need for further expertise and dissemination of the main documents of the Council of European Union should be one of the main concerns in the field of teaching and learning foreign languages also in the future.*
- *Political and technical aspects/concepts of language policy development for all languages should be taken into account (first and second languages, foreign languages, regional and minority languages ,languages of immigrants). This was one of the most important recommendations of the Innsbruck conference in 2000.*
- *Meetings and open discussions between national representatives in the field of language policy making and teams of experts from the Council of Europe and European Union should be stimulated.*
- *One of the crucial tasks should be strengthening the cooperation with the European Centre for Modern Languages in Graz, which is responsible for the implementation and dissemination of key issues of the European language policy defined by Language Policy Division in Strasbourg.*

Member States are invited to describe how the Action Plan fitted into their national language policies

- a) How has the follow-up of the Action Plan been coordinated at national level?

In Slovenia “The Language Education Policy Profile” was issued and the working group for the Action plan an LEPP.

- b) Has it been included in national policy initiatives? Not all, but mostly all of them.

- c) Was there a coordination group / committee? Yes the group of experts was appointed by the minister and tried to co-ordinate the Action Plan 2004-2006.

Member States may provide information on other relevant national initiatives for languages which do not fit into the framework of the Action Plan

- a) Were there any language initiatives and priorities which were either planned or carried out and which did not fit into the framework of the Action Plan? No.

Member States are invited to establish national plans to give structure, coherence and direction to actions to promote multilingualism, including increasing the use and presence of a variety of languages in daily life¹²

- a) What initial steps have been taken on this issue? Slovenia is gradually implementing the initiatives (those which have not been yet) and trying to include them into the Language Education Policy of the Republic of Slovenia.

¹² These plans should be based upon Integrated Guideline N° 23 and form part of the national plans that Member States are producing in the context of the Lisbon Action Plan for growth and jobs. (http://europa.eu.int/growthandjobs/pdf/integrated_guidelines_en.pdf)

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- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?