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Faculty of Pedagogy, Psychology and Art

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# Development of Foreign Language Teacher Education in Latvia

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## **INTRODUCTION**

### **BACKGROUND, GOALS, METHODS OF THE RESEARCH**

Until 1990, the number of university students in Latvia, one of the Soviet block countries, was low. There was a strong centralized planning system in all the fields, including higher education. The Central Committee of the Communist Party in Moscow decided the necessary number of university graduates. The Party determined also the curriculum guidelines, research and teaching goals and their political appropriateness. All the university graduates immediately got a job without any competition. The labour market demanded just diploma and did not mention any knowledge, skills, values, or competences. There were long at least 5 years higher education programmes; the system did not recognize shorter, for example, college education. This resulted in an elite educational system (less than 15% of eligible students enrolled in post-secondary education) (Rupnik, 1992; Scott, 2002).

Since the fall of the Soviet rule in the 1990's, rapid changes have occurred also in Latvia. The transition to democracy and a market economy brought crucial changes in the politics, economics, and education. In 1991, the Ministry of Education and Science started significant education reforms. There was provided the autonomy for already existing higher education institutions, made the division between academic and professional higher education institutions, introduced bachelor and master degrees in academic higher education and opened possibilities to establish private higher education institutions. The number of students enrolled in post-secondary education increased many times. According to the data of the Ministry of Education and Sciences of Latvia, in 1994/1995, there were 37500 students at higher education institutions. In 2005/2006 the post secondary education institutions had 131072 students.

Since 1991, the education reforms in Latvia have been very rapid as compared to similar reforms in politically established democratic countries, for example in Western Europe and the United States of America. Latvia developed a new comparable and competitive educational system, a national accreditation system, a credit system, as well as programs of study at the bachelors, masters and doctoral degree levels in a very short time (in about 10 years). Membership in the European Union (EU) identified the necessity to improve teaching foreign languages in Latvia.

Improvement of language skills is one of the EU priorities caused by global economics, free market and international trading relations. Although the importance of foreign language skills is not new, it is becoming increasingly important in the EU not only to compete successfully in the job market but also in everyday life. Europeans speak more than

200 languages therefore, the ability to understand and communicate in other languages is increasingly important in our society and in the global economy (Bologna process website, 2007).

Foreign language learning is one of the most critical basic skills that need to be emphasized nowadays. Learning languages provides people with better career possibilities, deeper understanding of their own and other cultures and increases their mobility. According to the European Commission survey in 2005, today more Europeans find that knowing foreign languages is useful: 83% in 2005 compared to 72% in 2001. The number of EU citizens who know at least one foreign language has increased from 47% in 2001 to 56% in 2005. In average, 56 % of citizens in the EU Member States say they are able to hold a conversation in one language apart from their mother tongue and 28 % of the respondents state that they speak two foreign languages well enough to have a conversation. Europeans find that the most useful languages in the EU are English (68%), French (25%), German (22%) and Spanish (16%) (Europeans and Their Languages, 2006).

Foreign languages provide people with better career possibilities because multilingual people can look for the employment in different countries. Languages help people acquire new information: additional knowledge, skills and findings in politics, economics and social field. Languages are one of the key features of cultural identity. Languages provide the keys to the cultures they represent. Ability to acquire foreign languages increases the person's thinking, mind and intellect.

Multilingualism fosters openness, tolerance and opens doors to new markets and business opportunities. In 2007, a large proportion of European SME's (11 %) admitted that they lose contracts with 945.000 foreign companies every year as a direct result of linguistic and intercultural weaknesses. Almost 40 % of SME's do not even work with multilingual web sites. One fourth of the SME's still consider that they need to improve their proficiency in English (Business Forum on Multilingualism, 2008).

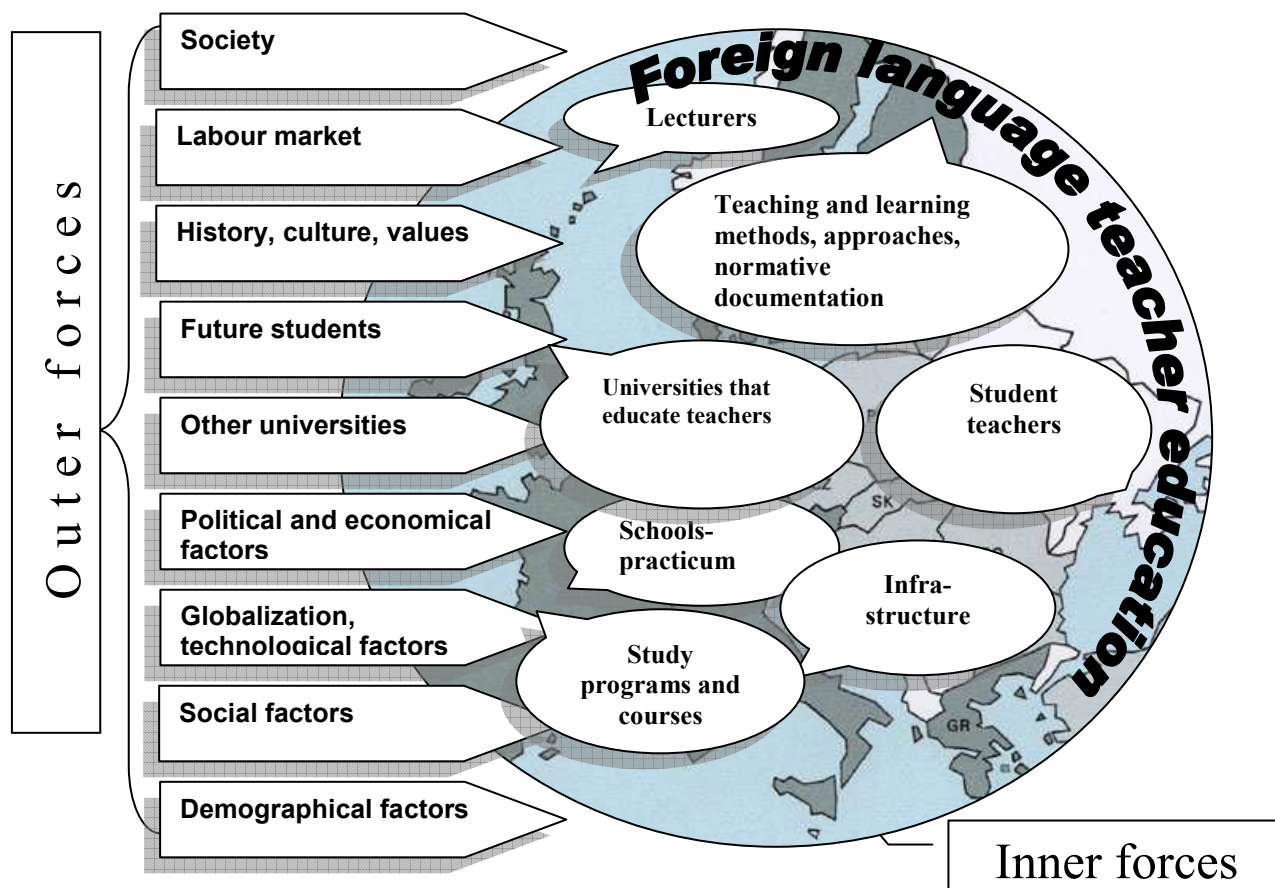
Good language proficiency is demonstrated in relatively small member states. For example, the population in Luxembourg (92%), the Netherlands (75%) and Slovenia (71%) speak at least two foreign languages (Europeans and Their Languages, 2006). In Latvia, the most popular foreign language is Russian though since the collapse of the Soviet sphere the influence the English language has become very high (Valodu prasmes ietekme uz ekonomiski aktīvo iedzīvotāju dzīves kvalitāti: sociolingvistiskā pētījuma kopsavilkums, 2006). In Latvia, which is also a small country, 34 % of the population can speak English, 16 % German and 8 % can use other languages according to the data of the Market and Social Research Agency *TNS Latvia* (2005). The data reflects the fact that the people who studied at

schools and universities in the Soviet times (1960s-1980s), note the weakest knowledge of English or German. The survey of social research firm *Data Serviss* in collaboration with the State Language Agency of Latvia provided more detailed data about speaking foreign languages. In 2005, 19% of 18-25 year old people, 10, 4% of 26-35 year old people, 2, 4% of 36-45 year old people, and 8, 5% of 46-60 year old people admit that they can use at least one foreign language except Latvian or Russian (Valodu prasmes ietekme uz ekonomiski aktīvo iedzīvotāju dzīves kvalitāti: sociolingvistiskā pētījuma kopsavilkums, 2006).

A large majority of Europeans, 65%, admit that the school appears to be the only place where they ever learn foreign languages. They name language lessons at school as the only way they have used to learn foreign languages (Europeans and Their Languages, 2006). The students' proficiency in foreign languages largely depends on the teaching quality and teachers' ability to adapt to the needs of the information society and globalization. Until the middle of the 20<sup>th</sup> century, the students learnt about the language not the language itself. The political, economical and social changes have made an impact on the contemporary foreign language teacher education. The changes in the quality of teaching foreign languages were caused by the following forces:

1. Outer forces: globalization, common labor market, necessity to communicate with foreign partners, etc.
2. Inner forces: theories about teaching and learning, study programs, educators etc.

In the West, the teacher education has always been influenced and changed by the interaction between the outer and inner forces. The author made a model which depicts the inner and outer forces in foreign language teacher education. The model follows the theoretical investigations about the relation between the teacher education and society, labor market, politicians and historical events (*See Figure No. 1*).



**Figure No. 1. Interaction between the inner and outer forces in foreign language teacher education**

After World War II the immigration increased to Australia, Canada, Great Britain, Western Europe and the USA. The immigrants had to learn a foreign language in a short time: to be able to work and study. The society needed the new approaches for teaching and learning foreign languages. The schools needed the highly qualified teachers who not only knew the foreign languages but also could teach them to learners. In 60-s, universities started to develop the new programs for the teachers of foreign languages. The teachers' primary goal was to help the learners create meaning in the speaking rather than develop perfect grammar structures or native like pronunciation.

The educators faced new thinking about the role and mission of the teacher's profession. It is not just the teaching of content that is important but also guiding and mentoring pupils in their development, working with culturally and intellectually diverse society groups, parents, and other schools and institutions becomes more important in today's teachers' work. There was a paradigm shift also in foreign language teaching methodology: from the tool, it turned into empowering mediator between the teacher, the content matter, and the represented culture and the learners' community on the other hand. Contemporary

teachers have to develop more collaborative and constructive approaches to learning and expected to be facilitators and classroom managers. Foreign language teachers are less authoritative transmitters of linguistic knowledge, but more often mediators between various identities, cultures, political and worldviews (Tella, 1997).

During the last decade, also the learner has grown into an autonomous and self-directed personality. At the same time, the teacher's role has changed: the teacher becomes the resource for the independent learner's needs. The nowadays teachers of foreign languages are supposed to prepare pupils to take part in a society that is open to other cultures and in which they can come into contact with people from many different countries and traditions. The teachers should help pupils to develop the full range of their communicative abilities, including their mother tongue, the language of instruction (where different) and languages other than their mother tongue, together with intercultural skills. Teachers should help young people become fully autonomous learners by acquiring key skills, rather than memorizing information. The teachers of foreign languages have to develop the learners' opportunities to explore, develop, and use communication strategies, learning strategies, critical thinking skills, and technology skills (Standards for Foreign Language Learning in the 21<sup>st</sup> Century, 2006).

The teachers of foreign languages of the 21<sup>st</sup> century have the key role in improving foreign language learning and awakening learners' interest in other languages and cultures. Learning the languages of the neighbours develops mutual respect and tolerance of different cultures, and provides the opportunities of studying and travelling, working or doing business in the European Union and other countries. Language teachers have a crucial role in building the new multilingual Europe (Commission of the European Communities, 2003). The language teachers can open pupils' minds and expand their cultural horizon. With the right combination of language and pedagogical skills, the teachers of foreign languages can awaken the learners' enthusiasm for languages that will last the whole life.

In the end of the 20th century, the Bologna process and students' mobility led the foreign language teacher education through greater compatibility and comparability of the study programs. In Europe it was necessary to plan the similar learning outcomes which was a complicated process because the teacher of the 21<sup>st</sup> century was very different from the teacher of the 20<sup>th</sup> century with the stress on academic knowledge and necessity to see the learners' needs. The teacher of the 21<sup>st</sup> century needs strong social competence and values, collaboration with the local and global society paying a lot of attention to tolerance, gender equality, environment, and citizenship issues in his/her work. Knowledge is not the main



criterion for the good teacher of foreign languages. The contemporary teacher needs also competences: skills and values.

The necessity to plan similar learning outcomes made the educators start discussions and prepare different documents and recommendations about the common European principles and learning outcomes which help student teachers for their future profession in a variety of teaching contexts.

In 2001, there was developed the Common European Framework of Reference (CEFR) as a basis for the mutual recognition of language qualifications in Europe. The framework assesses oral performance more objectively therefore it is of particular interest to program designers, teachers, student teachers and teacher trainers who are directly involved in language teaching and testing the language ability. The framework helps examiners negotiate a mark more rationally and gives detailed feedback to any learner by the descriptors of language proficiency. It describes learning outcomes: what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop to act effectively as autonomous learners.

The teacher of foreign languages has a significant role as a resource person for autonomous language learning. The teacher's professional growth is directly connected with language learning, teaching, and evaluation. In 2008, there was developed the European Portfolio for Student Teachers of Languages (EPOSTL). The document allows the student teachers to reflect the learning outcomes: didactic knowledge, skills and values necessary to teach languages. The portfolio encourages the student teachers to monitor their progress according to CEFR, assess the competences and record teaching experiences during the study process. The portfolio helps prepare students for their future profession in a variety of teaching contexts.

European Profile for Language Teacher Education (Kelly and Grenfeld, 2004) unites the student teacher's knowledge, skills and values in a voluntary frame of reference for teacher trainers and language educators. The frame of reference notes that the modern teacher of foreign languages understands that language education is interdisciplinary so she is able to

- teach grammar and vocabulary;
- integrate geography, history, politics and information technologies and promote discussions, theatre, presenting and collaboration skills;
- pay a lot of attention to pedagogical ethic, tolerance to each other and other nations and cultures.

The European documents stress that the modern teacher not only knows the subject but also works with others, with knowledge, technologies, information and society (Eiropas

Ekonomikas un sociālo lietu komitejas atzinums, 2008). The modern teacher has the real-life or even business like competences, leading and managing skills. Teacher of foreign languages can work in multicultural environment because the society needs not only the teachers of European languages but also European teachers who are open to other cultures, languages and changes:

- teachers who are plurilingual and promote the students to study different languages because there are different nationalities and languages in Europe: Arabic, Chinese, Japanese and other languages;
- teachers who help students become plurilingual, develop the students communicative and intercultural competences, and life long learning because every language opens the new world and makes the people generous;
- teachers who develop the students' ability to understand different cultures and support political and democratic values;
- teachers who understand that language teaching and learning does not mean acquisition.

The 21<sup>st</sup> century brought new thinking about the aims and mission of the foreign language teacher's profession and new ideas about the content of university programs. The society needs modern teachers of foreign languages who are ready to meet the challenges of the 21<sup>st</sup> century and new demands to the teacher's profession:

- 1) relevance of the education programs to the new professionalism of the teachers of foreign languages;
- 2) development of new standards and guidelines for the teachers of foreign languages;
- 3) shift to the knowledge and competences identified as outcomes in developing and implementing the new study programs, courses and assessment;
- 4) necessity to develop the new management system for the cooperation with employers, teachers, education boards, schools and different teacher organizations which help develop the new study programs.

Taking into consideration the growing demands to the quality of teacher education in the European Union and decreasing number of the students who want to become teachers of foreign languages, especially in the provinces of Latvia, the author analyses the relevance of Latvia's foreign languages student teacher education to the contemporary quality principles concerning the professional knowledge and competences identified as study outcomes.

In Latvia, there are the research papers that investigate problems in teacher education. A. Kangro has investigated development possibilities of educational sciences and teacher education at the University of Latvia (Kangro, 2004 and Geske, Grīnfelds, Kangro, Zaķis,

2003). He also has analysed teacher education curricula in the contexts of Bologna process and education legislation in Latvia. He investigates the advantages and disadvantages of the integrated and consecutive foreign languages teacher education model. T. Koķe analyses teaching programmes and future teachers' professional competences at the University of Latvia. She has analysed the experience of Leipzig University in order to draw attention to the problems in teacher training system of Latvia (Koķe, 2004). D. Bluma has investigated teacher education problems and paradigms of education in the transition period in Latvia (Blūma, 2001).

The relationship among a secondary student's learning style and achievements in foreign language learning is reflected in the dissertation "The Relationship Among Secondary Student's Learning Style and Achievements in Foreign language Learning" by A. Tatarinceva in 2005. The problem of the research is the necessity of taking into account a student's individual learning style. For many years, a human factor has been ignored in Latvia. Fortunately, the contemporary educators begin to pay more attention to the development and self-actualization of individuals nowadays. The author notes that the teachers of foreign languages still follow the traditional approaches in teaching foreign languages and ignore individual learning styles. Students learn foreign language passively, according to a teacher's tasks and instructions.

The doctor's dissertation "Latvian and German youth languages: the contrastive aspect" by L. Tidriķe (2004) finds out the differences existing in the pupils' conceptions of youth language, in the motivation and in the situational aspect of its use in Latvia and Germany. The paper investigates the youth language and tries to find out, to which extent youth language as a universal phenomenon develops and functions similarly in Latvia and Germany and how it is influenced by the gender, age and education of the speakers.

There is no comparative analyses and research about the quality principles in foreign languages student teacher education in the West and Latvia. In order to be able to conduct the analyses and comparison, the materials on teachers' education of Europe and the United States of America have been searched and gathered. Reading and analysis of the literature led to the comparative analysis, using benchmarking method. Learning about others, from others and with others means also learning about ourselves. According to the researcher Baistow (2000) knowledge of the self is gained through knowledge of others. The comparative perspective provides the information about the factors that affect the way initial foreign languages teacher education is conceived and implemented at international, national and institutional levels.

There is relatively rare practical implementation of the learning outcome principles across Europe (Stephen, 2004) therefore the part of the research was conducted in the United States under the auspices of the Fulbright Scholar program. In the USA, the shift to learning outcomes and competences and from teaching to learning in all teacher education institutions started 10 years earlier than in Europe. As a result, in teachers' education the USA has implemented the learning outcomes principles in all the states not only theoretically but also practically. For example, after 2000, the outcomes based education grew into standards based education and from input to output or performance based accreditation also in teacher education programs of the USA.

The paper also analyses the cooperation between higher education institutions, state and municipalities and proposes the improvement possibilities for study program "Teacher of foreign languages" in Latvia. The research paper can be used as a theoretical base for the changes in foreign languages teachers' education of Latvia.

### **Research aim and goals**

**Research aim:** *to investigate the relevance of Latvia's foreign languages student teacher education to the contemporary quality principles concerning the professional knowledge and competences identified as study outcomes.*

Foreign language teacher education mostly follows the American and West European experience which developed the internationally recognized teaching methods and approaches already at the end of the 19<sup>th</sup> century. The research analyses the foreign language teacher education quality in the West and Latvia using the benchmarking method.

### **The research tasks**

1. To analyse the 20<sup>th</sup> and 21<sup>st</sup> century scientific and theoretical literature related to the evolution of theoretical foundations and trends in teacher education which is needed to develop a competitive and modern foreign language teacher education in Europe, USA and Latvia.
2. To determine the driving forces and fields of change in foreign language student teacher education of the West and Latvia.
3. To develop the change and outcomes planning model which defines the existing problems and proposes the fields of change in foreign language teacher education.
4. To investigate the opinion of school principals, possible employers, regarding the relevance of student teachers' education quality to the development trends of the 21<sup>st</sup> century school and changes in foreign language teacher education.

5. To investigate the opinion of lecturers and students regarding the relevance of student teachers' education quality to the needs of the development trends of the 21<sup>st</sup> century and changes in foreign language teacher education.

### **Research hypotheses**

**Hypotheses:** in Latvia, planning the foreign language teacher education programs pays the greatest attention to the inner forces ignoring the needs of the outer forces. The programs mostly offer the theoretical study courses creating the irrelevance between the teacher education and the needs of the contemporary school.

### **Theoretical and methodological bases**

The THEORETICAL BASES of the research is based on the relevant educational management theories on the problems of foreign language teaching, learning, and teacher education:

Educational objectives and the classification of educational goals, selecting the elements of strategic planning, for example, goals-based (determining vision and mission) and scenario-based planning models, identifying and selecting the most important fields of change and driving forces. OECD (2001), Kleiner (1999), Van der Heijden (1996), Bloom B. (1956), Darling-Hammond L., Aness, J., & Falk, B. (2004), O'Dwyer, S. (2006), Scully, J., L. (2000). Chappell, Hawke, Rhodes & Solomon (2003), Dickie, Eccles, Fitzgerald & McDonald (2004), Guthrie (2004).

Transition to new education management paradigms, also market paradigm and outcomes based approach in teacher education:

Adam., S. (2004), Blūma, D. (2000), Cohen, D. K. (1996), Cramer, S. (1994). Goodlad, J., Soder, R., & Sirotnik, K. (1990), Furman, G. (1994), O'Neil, J. (1994), O'Sullivan, D. (2000), Paula, D. & Kelly, M. (2001), Seile, M. (2003), Wise, A., (2005).

Cross-national research and inter-country comparisons:

Baistow, K. (2000), Gruber, K. H. (1995). Jackunas, Z. (2000). Johnson, J. A., Dupuis, Hall, G. E. & Gollnick D., M. (2002), V. L., Musial, D., Kangro, A. (1999), Mazurek K. & Winzer M. A. (2004). Nagy M. (2000), Orivel, E. (2004), Scott, P. (2002), Schleicher, A. (2006), Willis, S. and Kissane, B. (1995).

Theories in human pedagogy about cooperation between student teachers and professors and about the learners' needs in teaching the foreign languages:

Carol A. (1994), Cooper, D. (1993), Leaver, B.L. (1997), McCloskey, M. L. (1992), Popham, W. J. (2004), Pusack, J. & Otto, S. (1997), Pratt, D. (1994), Short, D. (1994), Ramsden, P. (2003), Tella, S. (1997).

Theoretical foundations about evolution of foreign languages teacher education:

Adams, A. & Tulasiewicz W. (1995), Andersson, C. (2002). Grenfell, M. (2002), Howatt, A., P., R. (1994), Nunan, D. (2001), Richards, J., & Rodgers, T. (2001), Canale, M. (1983). O' Sullivan, D. (2000).

Documents related to the quality management of foreign languages teacher education in Europe and North America:

Common European Framework of Reference for Languages: learning, teaching, assessment (2001), Guide to Assessment: Pennsylvania State Modern Language Association (2003), The teaching profession in Europe: Profile, trends and concerns. (2003), Galton M. and Moon B. (1994), Tuning Educational Structures in Europe (2003), PSMLA Standards and Guide to assessment: U.S. Dept. of Education (1998) etc.

### **Methods of the research**

*Data collection sources:* documents describing the global, national, and local education developments; accreditation documents of the Ministry of Science and Education of Latvia, and the author's collected data from 2005 to 2009.

*Data collection methods:* case study; surveys.

*Methods of data processing and analysis:*

- *qualitative:* content analysis, force field analyses, coding, grouping, and processing of the collected data;
- *quantitative* graphical visualization of the data, data frequency determination, distribution analysis, correlations.

### **Research base and stages**

*Research base*

All three higher education institutions from Latvia;

122 (3<sup>rd</sup> and 4<sup>th</sup> year) all the students of the professional study program "Teacher of foreign languages" and 76 lecturers of the related 3 higher education institutions;

113 school principals from the related districts.

#### *Stages of the research*

1<sup>st</sup> stage: study of research problem and pilot research (2005-2006):

- a) analyses of the related scientific and theoretical literature,
- b) detailed aim and objectives of the research,
- c) hypothesis.

2<sup>nd</sup> stage: carrying out the research and data analysis (2006—2007):

- a) systematized theoretical literature,
- b) analyzed collaboration models of universities, employers, state and district level organizations which ensure the education quality of foreign language student teachers in the USA and Latvia, developed the change planning model that teaches the lecturers to plan the outcomes, determined the fields of change in the departments of foreign languages.
- c) specified research bases.

3<sup>rd</sup> stage: summary of the data and generation of theoretical model and suggestions (2007-2009): determined school principals, lecturers and student teachers' opinions about the necessary changes in foreign language student teachers' education.

#### **Theoretical and practical significance of the research**

Nowadays the educators have become the leaders of the teaching and learning process. They promote the changes not only in the students' development but also in their department, school and society. The educators should predict the changes not only in their own country but also abroad because the distances between the countries and organizations are very short in the age of information technologies and globalization. There is no comparative analyses and research about the relevance of Latvia's foreign language teacher education to the development trends in other countries including Europe and USA.

In order to write the research paper an approach including several types of data gathering and analytic frameworks have been employed. Relevant documents were examined including analysis of documents to determine the global, national, and local education development, local and global education research; reading the scientific and theoretical literature, published scientific works and investigations, accreditation documents of the Ministry of Science and Education of Latvia, and European and American investigations

about education quality. The paper examines and contrasts the foreign languages student teachers' education documents, standards, guidelines and strategic management principles in Europe, North America and Latvia with an attempt to determine the problems and key elements of change in foreign language teachers' education of Latvia.

### **Scientific novelty of the research**

1. The first time in the history of foreign language teacher education of Latvia there was analyzed the link between the teachers' professionalism and outer forces.
2. There was analyzed the influence of the outer forces (history, politics, globalization, etc.) that has determined the quality of foreign language teacher education in Latvia as a former Soviet Republic.
3. Following the best practice in West Europe and the USA, there was made the change planning model for defining the existing problems and deciding what directions to follow in foreign language teacher education of Latvia.
4. There were determined the key elements of change in foreign languages student teachers education in Latvia:
  - shift to modern outcomes and competence based standards or guidelines for the teachers of foreign languages;
  - shift to modern way of designing the teacher education programs and study courses: outcome first; content second;
  - shift to modern way of assessment which evaluates the learning outcomes in terms of knowledge and competences in the study courses;
  - shift to modern way of accreditation which puts more emphasis on assessing outcomes and competences.
  - shift to modern management of teacher education curriculum, paying a particular attention to
    - a) development the leadership and strategic planning abilities in lecturers who are the most effective drivers of change in teacher education;
    - b) equal and regular collaboration between Ministry of Education and Science, lecturers, students, local school boards and principals who also influence the quality in teacher education.



## **Arguments for the defense**

1. In Latvia, the shift to up-to-date foreign language teacher education was determined by the outer forces (experience of the USA, Western Europe and demands of the former Soviet Union) and their needs which were used fragmentary and contradictory.
2. It is necessary to apply the change planning model which will teach the educators to determine the existing problems and decide what directions to follow in foreign language teacher education of Latvia.
3. Constant collaboration between lecturers and future employers will promote the relevance of the teachers' competences to the needs of the contemporary school.

## **Related publications and conferences**

### ***Publications:***

Rimsane, I. Linking the Foreign Language Teacher Education of Latvia with the Latest Trends in Education, *European Educational Research Journal* ISSN 1474-9041 (publishing in 2011).

Godar, S.H. & Rimsane, I. Communication Problems in Utilizing a Native Informant for Cultural Knowledge, *International Business: Research, Teaching, and Practice* (U.S.A.), Virtualbookworm.com Publishing, 03/2010, 114 pages, English. ISBN: 1602645256/ ISBN-13: 9781602645257 (pp. 21-31)

Rimšāne, I. Changes in Planning the Student Teacher Programs in the West and Latvia, *Education Reform in Comprehensive School: Education Content Research and Implementation Problems*. The collection of scientific papers. Rezekne, 2010. ISBN 978-9984-44-038-5. ISSN 1691-5895. (pp. 75-83)

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2-4 March, 2004. International Scientific Conference “Society, Integration, Education” at Rezekne Higher Education Institution, Latvia.

16-19 May, 2004. Conference on Higher Education Administration and Management at Quality Assurance Institute, Budapest, Hungary.

25-26 February 2005. International Scientific Conference “Society, Integration, Education” at Rezekne Higher Education Institution, Latvia.

10-21 July 2005. Socrates intensive programme at postgraduate level. Module “Active Learning in Higher Education” at University of Latvia in Riga, Latvia.

28 -29 October 2005. International Scientific Conference at Millersville University (PA) "World Languages: Promoting Peace for the Next Generation". USA.

24-26 March 2006. International Conference "Quality Assurance in Foreign Language Teaching" organized by the European Language Network at University of Latvia in Riga, Latvia.

23-24 February 2007. International Scientific Conference "Society, Integration, Education" at Rezekne Higher Education Institution, Latvia.

November 7-9, 2007. Academy of International Business / Southeast Region Annual Meeting, U.S.A. Annual meeting in Nashville, TN. Presentation: "Communication Problems in Utilizing a Native Informant for Cultural Knowledge."

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### **Structure of the present research**

The research consists of introduction, 3 chapters, conclusion and 13 appendices. The total amount of the work is 164 pages (excluding appendices). Overall, 222 scientific sources in English and Latvian were analyzed.

## CHAPTER NO. 1

### EVOLUTION OF THEORETICAL FOUNDATIONS IN FOREIGN LANGUAGE TEACHER EDUCATION IN EUROPE, USA AND LATVIA

The chapter analyses the scientific and theoretical literature of the 20<sup>th</sup> and 21<sup>st</sup> centuries about the foreign language teacher education and evolution of teacher's profession in Europe, the USA and Latvia. The author describes the inner (teaching /learning methods and approaches, programs etc.) and outer forces (social, political economical etc.) that have determined the development of the foreign languages student teachers' education in 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.

Until the beginning of the 20<sup>th</sup> century, the teachers of foreign languages were offered only short pedagogical courses for learning a particular teaching method. The language teaching focused mainly on linguistic goals. Communicative and cultural elements in teaching foreign languages tended to be weak.

In 70-s and 80-s, there appeared different theories how to learn foreign languages, for example, the difference between language acquisition and learning, natural approach etc. The educators focused pedagogical attention on the importance of having real, meaningful communicative exercises as a result of globalization, widening of the European Union and European Common Market. The sentence must not only be grammatically correct; it has to be related to the context in which it is used. Educators faced the necessity for the new, communicative-approach in language teaching and learning. The approach was an opposition to the grammar-translation method which emphasizes mostly grammar, lexicology and translation skills.

As Latvia, one of the Soviet block countries was isolated from other European countries since 1940, it had not gradually gone through all the popular teaching and learning methods and new education approaches in the world. Teachers in the former Soviet Latvia learnt about the modern Western teaching methods only theoretically. The Soviet teacher was allowed to implement only the political ideas and communist ideology. The Soviet education system did not need real communication in foreign environment therefore the teachers were recommended to use the Grammar –Translation method. The learners learnt foreign languages passively, according to a teacher's tasks and instructions; instead of real communication they used questions- answers in the lessons. In Soviet Latvia the teachers learnt and taught the artificial texts which did not promote the development of the communication skills. The student teachers acquired the study courses which did not need the real life communication. They had

limited possibilities to use the language in the authentic environment. The teachers studied about the language not the language.

90-s brought the changes in the politics, economics and education. 90-s brought the changes in the politics, economics and education of Latvia. It was necessary to acquire the foreign experience also in agriculture, business and manufacturing, in small and big enterprises. The new world opened the communication, mobility and working possibilities for the people in the entire world. It was necessary to learn not only one but several foreign languages. The training of foreign languages teacher education became an increasing importance. The term “teacher education” or “teacher development” became more popular than the previous one “teacher training” because teachers’ role had changed.

Teachers’ mission is not only to teach but rather to educate. The modern teachers need strong social competence and values, collaboration with the local and global society paying a lot of attention to tolerance, gender equality, environment, and citizenship issues in his/her work. They are learners along with the students, as teaching is a learning process for the educator.

Political and historical circumstances have changed the teacher’s identity in the society: from the passive cooperating teachers, following the directions of the program guidelines and procedures, to the active teachers, guides and mediators who promote the learners’ involvement. The teachers are the leaders of changes: they collaborate with other teachers and students to promote professional development and the improvement. The modern 21<sup>st</sup> century teachers of foreign languages do not only disseminate knowledge; they lead the students to the knowledge how to access, construct the knowledge, and create new information.

However, language teachers constantly look for what is new, but they very rarely look back, and there is far too much rediscovering of the wheel (Brumfit et al., 1981, p. 35). Chris Brumfit remarks that the language teachers usually lack of historical perspective. Alan Maley (2001, p. 5) agrees that they often have “collective professional amnesia” and they “live in a capsule of the present moment, with no time for a backward glance”. The cultural and social developments of the past century often are considered not very important though they affect the way how, why, and in what manner the foreign language is taught and learnt.

At the same time many educators argue that often by looking to the past, it is possibly to discover important issues of the future. Without a historical narrative it is difficult to distinguish what might be new and what repeats previous processes. Effective teachers understand and apply the theoretical foundations of learning and human development. In the chapter the author has summed up the research of O’Dwyer, S (2006), Heath (2001), Nunan,

D (2001), Pennycook, A (1989), Pusack, J. & Otto, S (1997), Richards (2001), (Snow, 2006) etc. who have investigated the evolution of quality principles in foreign languages teacher education.

The experience of the economically developed countries can be of value in changing teacher training, particularly foreign language education in Latvia that has started its reforms and the way to outcomes and competency-based education only in the middle of 1990s.

### **1.1. Teaching Methods of 1890-1970**

In Europe, Latvia and the USA, since the 19th century, the foreign languages teachers' education was determined not only by psychological, linguistic, learning and language theories and availability of pedagogical resources but also by social, economical, political, historical and educational conditions that influenced and changed approaches to language teaching and learning. In the 19<sup>th</sup> century and the first half of the 20<sup>th</sup> century, teachers were regarded as special people. They were individuals with particular qualities, ability, knowledge and necessary skills in knowledge scarce environment. They held social status, especially in small communities and often fulfilled many other community leadership roles, which required the exercise of the knowledge and communicative skills they possessed. Knowledge was seen as authoritative, and in some cases was authorized through mandated curricula. It was also concentrated in the person of the teacher and the site of the school (Heath, 2001).

Teachers did not need to have any special training. They simply had to know how to read, write, and handle children. The learning of foreign languages was for a long time reserved to privileged social classes but the first teachers of foreign languages had studied a foreign language themselves. The more experience English teachers had learning languages, the more they knew about how to teach learners. Their own experience could tell them about the most effective teaching methods. English teachers who had an experience as language learners could also better understand the difficulties students face while learning a foreign language. The teachers remembered how they learnt the language and knew what was the most difficult for students (Snow, 2006).

In the first teacher training colleges of the 19<sup>th</sup> and 20<sup>th</sup> centuries, the foreign language teachers' education was led through continuous changes in teaching methods and approaches: the Grammar Translation Method (1840-1940), the Direct or Natural or Berlitz Method (1870-1920), Situational Language Teaching Method (1930-1860), and the Audiolingual Method (1940s and 1960s) and Post Method Era (1970 until nowadays). Though every new

method and approach differed from the previous one, it maintained a link with the past by incorporating positive aspects of previous education paradigms.

Anyway, the idea about the teacher who is considered as an authority transmitting knowledge to students who do not know anything remained unchanged in the 19th and 20th centuries. The learners had the passive and unequal role in the classroom. They had very limited opportunities for creative expression in the foreign language and they had little chance to become inquirers or self-directed learners (O'Dwyer, 2006). The Grammar Translation, the Direct or Natural or Berlitz, Situational Language Teaching and the Audiolingual Methods were focused on knowledge, input based approach to language learning with teacher-centered curricula.

**From 1840 until 1940**, teacher training was based on using **the Grammar Translation Method** (also the Prussian Method) in Europe and the USA (see **Table No. 1**). The method follows the principles of teaching Latin and Greek focusing on reading and translation of texts. It works well in the classroom format and good learners can get a lot from it. The method provides a lexical basis and structural knowledge which can be used in other conditions outside the classroom. Anyway, there is the following weakness of the method: even after years of learning a foreign language, students are unable to use it for communicative purposes.

In the Grammar Translation Method the classrooms are mostly teacher-centered. The emphasis is on vocabulary and grammar; reading and writing are considered more important than speaking and listening. It is a method without a theory or any pedagogical literature therefore it had been criticized by language teachers very much (Richards & Rodgers 2001).

The method has been criticized for cold and lifeless approach to language teaching. The teachers were supposed not to tolerate any errors and be ready for learners' physical punishment. The learners' diligence and intelligence was developed by demanding to memorize long bilingual word lists. The learners had to memorize words and grammar rules for reading the foreign literature, not for speaking.

The method has been very popular among American teachers of foreign language. From the late nineteenth century to the early 60s of the 20th century, the American educators considered that speaking ability was less important than "humanism, linguistic erudition and literary culture" (Mackey, 1965). Coleman (1929) supposed that teaching of the spoken language was "irrelevant" and "impractical" and that fluency in reading, command of the grammar, and the ability to translate literature were major goals of foreign language study.

The American educators' opinions were accepted also by the educators of the Soviet Union. The method was very popular in the Soviet Union, also in Latvia until 1991, when



people were not allowed to go outside the country and communicate with foreigners. Nowadays the method is still used in Korea, China and Japan. Sometimes the teachers of Latvia use the method also nowadays: in the situations where the learners need to handle written texts in a foreign language. In the beginning of the 20<sup>th</sup> century, all other language teaching methods and approaches developed in opposition to the Grammar Translation Method.

The necessity to avoid translation in teaching the foreign languages led to growing importance of learners' listening and speaking skills, necessity for meaningful contexts for learning. These principles made the bases for the the Direct Method sometimes called **the Natural or Berlitz Method**. The teachers of foreign languages in Europe, especially in France and Germany, were trained to use the method from **1870 to 1920**. The time of growing industry world, international trade, and travel demanded real communication skills and more effective language teaching and learning. The believers in this method considered that a foreign language could be taught without translation and learner's native language. Instead of focusing on grammar rules, teachers had to encourage spontaneous use of the foreign language in the classroom. The natural language learning principles were the bases of language teaching. In the Direct Method there was a lack of mental training. The nickname of Berlitz's teaching was 'waiter's English'. At the same time, the method was expensive because it demanded presence of native speakers, but not all the language teachers have a native like fluency in a foreign language. The method got popularity in Europe, but it was less effective in the USA because of absence of native speaking teachers of foreign languages and limited opportunities for oral practice. Maximilian Berlitz who used it successfully in the commercial language schools brought the Direct Method to the USA.

The teachers of foreign languages use the method also in contemporary Latvia, mostly in commercial language centers that have paying clients nowadays.

From **1930s to the 60s**, British applied linguists developed **the Situational Language Teaching Method** for the teachers and learners. The teacher's task remained unchanged: to lead teacher-centered classes, control the learner and not to tolerate any errors. Not the textbooks but the teacher was the principal source of the information. The teacher used mime and pictures to introduce the new material. The learners had to imitate the teacher, train memory and respond quickly and accurately in speech situations. The method has been widely used in the English language textbooks and courses also nowadays. There is absence of translation in teaching the foreign language; lessons are conducted only in the foreign language. The believers in this method suppose that language teaching begins with the spoken language, material is taught orally before it is presented in written form, the simple grammar

should be taught before complex one, reading and writing are introduced after the sufficient lexical and grammatical basis is established and new language points are introduced and practiced situationally. The method started to stress the learners' needs. The first time in the history of foreign language pedagogy, teachers of foreign languages faced the need to develop the syllabus, which would be motivating also for learners.

**Around 1950s** the American teachers of foreign languages were trained to use a similar method named **the Audiolingual Method**. In America, the new method appeared instead of the former reading approach in 1920s and 1930s when teaching conversation skills was considered impractical. The students were supposed to read the texts from books with vocabulary lists and discuss the passages not in a foreign language but in the native one. During World War II, American government faced the necessity for the spies and personnel who were fluent in German, French, Italian, Chinese, Japanese, and other languages. As the soldiers did not have any conversational proficiency in a foreign language, the US educators had to find a new method that could develop learners' oral skills in a short time. The new method was called the Army Method. The students had to listen to dialogues and do drilling exercises for 10 hours a day and 6 days a week. It was a teacher directed methodology where the students learnt the spoken language through memorizing of dialogues presented in text books, often with native speakers on tapes (Richards & Rodgers, 2001).

In 50s, especially after the launching of the first Russian satellite in 1957, the Americans adopted the Army Method to the peaceful purposes and named it the Audiolingual Method. The method was based on stimulus and response (answer-question) so the teachers did not have to practice communicative exercises in the lesson. The teachers were supposed to prepare a lot of drilling exercises instead, correct the learners' errors immediately, and be central and active in the classroom. The learners were not encouraged to imitate any conversation because of possible language mistakes. Lack of understanding of meaning was less important than the ability to effectively imitate, memorize, and respond to model dialogues therefore grammatical explanation was minimized. The method needed the tape recorders and language laboratories. The Audiolingual Method mostly involved learning about the language rather than the language itself. The American language educators mostly stressed memorizing words, grammar rules, verb conjugations, learning new ways of writing, and producing new sounds in teaching foreign languages.

Language teachers' education was based on behaviorist paradigm where students were passive learners therefore the teachers typically used grammar translation and audiolingual methods. Instruction focused on teaching grammar rules and using memorization drills, with

little or no emphasis on authentic communication. As a result, the students were often unable to use the gained skills to real communication outside the classroom.

The method was very popular **in Soviet Latvia**, where the teachers of foreign languages had to follow the centralized Moscow's curricula, which determined usage of the Audiolingual Method in the linguaphone classrooms. According to the author's opinion, the Soviet education system did not need real communication in foreign environment therefore the teachers were recommended to use also the Grammar –Translation and the Situational Language teacher-centered methods. The student teachers had very limited possibilities to use other approaches in teaching foreign languages. They were supposed to use the knowledge based (input-focused) approach: the how (grammar) to say what (vocabulary). The student teachers had to teach a certain level of grammatical correctness in the speech. The pupils learnt foreign languages passively, according to a student teacher's tasks and instructions.

The author's opinion corresponds to the data of the social research firm "Data Serviss" and the State Language Agency of Latvia. The people, who studied at schools and universities in the Soviet times, note the weakest knowledge of foreign languages. According to the survey, only 2, 4% of 36-45 year old people of Latvia admit that they can speak in a foreign language (Āboliņš, 2006).

The author concludes that the Soviet education system did not need real communication in foreign environment therefore the teachers were recommended to use the Grammar –Translation and Audiolingual Methods, which were teacher-centered and based mostly on teaching reading and writing. As a result, even after 7 years of learning a foreign language, learners were unable to use it for communicative purposes.

**Table No. 1. EVOLUTION OF FOREIGN LANGUAGES TEACHER EDUCATION IN THE WORLD**

NAME OF THE METHOD or APPROACH	DESCRIPTION	ORIGIN, YEARS, COUNTRIES	ADVANTAGES	DRAWBACKS	TEACHER'S ROLE	LEARNER'S ROLE
<p><b>The Grammar-Translation Method / Prussian Method</b></p>	<p><i>Knowledge (input) based approach in pedagogy.</i></p> <ul style="list-style-type: none"> <li>*Emphasis on vocabulary and grammar, written texts, analyses of complicated grammatical exercises, translation of rows of isolated sentences in both directions.</li> <li>*Hardly any attention is paid to speaking and listening.</li> <li>*Vocabulary is learnt from bilingual word lists.</li> <li>*Stress on translation exercises in the classroom.</li> <li>*Student's native language is the medium of the instruction.</li> <li>*Focus on knowledge of rules of grammar etc.</li> </ul>	<p>Borrowed from traditional approaches to the teaching Latin and Greek in the 19<sup>th</sup> century.</p> <p><i>Dominated in 1840-1940 in Europe and the USA.</i></p> <p><i>Popular also in Latvia in the Soviet times in 1950s-1980s.</i></p> <p><i>Nowadays still used in Korea, China, and Japan</i></p>	<ul style="list-style-type: none"> <li>*An appropriate method in situations where the learner does not need the targeted language for visiting the country, or talking to a person of that language.</li> </ul>	<ul style="list-style-type: none"> <li>*Even after years of learning a foreign language students are unable to use it for communicative purposes.</li> <li>*No theory and no literature about the method.</li> <li>*Cold and lifeless method to language teaching.</li> </ul>	<ul style="list-style-type: none"> <li>*To lead teacher-centered classes, to control the learner.</li> <li>*To develop learners' diligence and intelligence by demanding to memorize long bilingual word lists.</li> <li>*Not to tolerate any errors and be ready for learners' physical punishment.</li> </ul>	<ul style="list-style-type: none"> <li>*To memorize words and grammar rules necessary for translation; to be able to read the foreign literature.</li> </ul>

NAME OF THE METHOD or APPROACH	DESCRIPTION	ORIGIN, YEARS, COUNTRIES	ADVANTAGES	DRAWBACKS	TEACHER'S ROLE	LEARNER'S ROLE
<p><b>The Direct Method or the Natural Method (Berlitz Method)</b></p>	<p><u>Knowledge (input) based approach in pedagogy.</u></p> <ul style="list-style-type: none"> <li>* Successful method in the private schools where paying clients could hire a native-speaking teacher.</li> <li>* No translation, no analysis of the grammatical rules, but lots of oral communication and spontaneous use of the language.</li> <li>* From the first lesson, only the target language is used in class, and no translation is allowed.</li> <li>* Only everyday vocabulary is taught through pictures and objects.</li> <li>* First speaking, only then reading and writing is taught.</li> </ul>	<p>Need for more effective language learning in the new world of industry and international trade and travel.</p> <p><i>Dominated in 1870-1920</i> in Europe, especially in France and Germany.</p> <p><u>Not popular in Latvia.</u></p>	<p>The students can acquire the language very well. Natural practice in the classroom.</p>	<ul style="list-style-type: none"> <li>* The method demands high budget and time. High intensity of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>* To lead teacher-centered classes, to control the learner.</li> <li>* To provide meaningful contexts for learning.</li> <li>* To emphasize learners' communication in the target language.</li> <li>* To follow the idea that the 2<sup>nd</sup> language learning is "natural": similar to the 1<sup>st</sup> language learning.</li> </ul>	<ul style="list-style-type: none"> <li>* To learn to think and communicate in the target language.</li> </ul>
<p><b>The Situational Language Teaching Method</b></p>	<p><u>Knowledge (input) based approach in pedagogy.</u></p> <ul style="list-style-type: none"> <li>* Language structures are to be best taught and learnt if they are related to everyday situations.</li> <li>* Stress on development of the four macro-skills: listening, speaking, reading and writing, stressing the importance of the oral skill.</li> <li>* Analogy is a better foundation for language learning than analyses.</li> <li>* Ability to use the vocabulary and grammar automatically. Teacher provides the stimulus, the learner gives the answer. Teacher approves the answer or corrects it.</li> </ul>	<p><i>Dominated in 1930-1960</i> in Europe</p> <p><u>Very popular in Latvia</u> in 1970s-1980s.</p>	<ul style="list-style-type: none"> <li>* Language procedures move from controlled to freer practice of structures.</li> <li>* Procedures move from oral use of sentence patterns to their automatic use in speech, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>* More stress on language learning process than the conditions of learning.</li> </ul>	<ul style="list-style-type: none"> <li>* To lead teacher-centered classes, to control the learner.</li> <li>* To teach language skills first orally, then in written form.</li> <li>* Not to tolerate any errors.</li> </ul>	<ul style="list-style-type: none"> <li>* To imitate the teacher and train memory.</li> <li>* To respond quickly and accurately in speech situations.</li> </ul>

NAME OF THE METHOD or APPROACH	DESCRIPTION	ORIGIN, YEARS, COUNTRIES	ADVANTAGES	DRAWBACKS	TEACHER'S ROLE	LEARNER'S ROLE
<b>The Army → Audiolingual Method</b>	<p><i><u>Knowledge (input) based approach in pedagogy.</u></i></p> <ul style="list-style-type: none"> <li>* There was hired a linguist who worked as a catalyst between a native speaker and students.</li> <li>* Learning techniques and activities: dialogues and drills.</li> <li>* Small classes and long training hours.</li> <li>* No grammatical explanation.</li> <li>* Use of tapes and visual aids.</li> </ul>	<p>During World War II the need for American soldiers who could communicate with their allies and enemies in the world, also for spying purposes.</p> <p><i><b>Dominated in 1940's and 1970's</b></i> in the USA.</p> <p><i><u>Very popular in Latvia,</u></i> especially in Russian schools in 1970s-1980s</p>	<p>Foreign language skills in a very short time.</p>	<p>Too much attention to memorisation and drilling without a context. Conversational proficiency was not a goal of foreign language courses.</p>	<ul style="list-style-type: none"> <li>* To lead teacher-centered classes, to control the learner.</li> <li>* To lead repetitive drilling.</li> <li>* To teach language skills first orally, then in written form.</li> <li>* Not to tolerate any errors.</li> </ul>	<ul style="list-style-type: none"> <li>* To have good memory for learning absolute correct pronunciation, ability to respond quickly and accurately in speech situations.</li> <li>* Not to initiate conversation because it may result in a mistake.</li> </ul>

## WORLD CRISIS IN FINDING NEW TEACHING METHODS

NAME OF THE METHOD or APPROACH	DESCRIPTION	ORIGIN, YEARS, COUNTRIES	ADVAN - TAGES	DRAWBACKS	TEACHER'S ROLE	LEARNER'S ROLE
<p><b>Post Method Era</b></p>	<p><u>Competency (output, outcomes) based approach in pedagogy</u></p> <p><i>*NEW TEACHING APPROACHES IN FOREIGN LANGUAGES: Communicative Language Teaching, Content Based, Competency/outcomes Based Teaching, Cooperative Learning, Multiple Intelligence, Neurolinguistic Programming, etc.</i></p> <p><i>NEW SHORT LIFE TEACHING METHODS IN FOREIGN LANGUAGES:</i></p> <p><i>*Communicative Language Teaching: real communication in language learning. Task-based and authentic materials. Information gap tasks, role plays and games.</i></p> <p><i>*The Silent Way: the teacher should remain silent, leaving the talking to the learners.</i></p> <p><i>*Total Physical Response: teacher-dominated method; in which learners are politely ordered to perform a series of actions. L2 learning is the same as L1.</i></p> <p><i>*Suggestopedia: promoting the learners to use the mental capacity properly and avoid the psychological barriers to learning, for example, with the music in the background etc.</i></p>	<p>The post-methods era appeared as dissatisfaction with the the Situational Language Audiolingual Teaching methods that did not stress the communicative uses of language.</p> <p><b><i>Dominated in 1970's, 80's, and 90's</i></b></p> <p>in Australia, Japan, Singapore, New Zealand, West Europe and the USA.</p> <p><u>Partly popular in Latvia.</u></p>	<p>* The importance of real-world language use was highlighted.</p>	<p>*The Post Method Era was an attempt to find <i>an alternative to method</i> rather than find an alternative method.</p> <p>* None of the foreign language teaching approaches led to a specific teaching method.</p> <p>* Too much emphasis of communication can lead to weak knowledge of a foreign language.</p> <p>* The teachers can stretch the concept of communication so much that it loses any distinctive meaning.</p>	<p>* Learners' fluency, not accuracy in a foreign language is the teacher's primary goal.</p> <p>* Teachers assist the learners; they have to acquire less teacher centered classroom management skills, to monitor and encourage the language learners' needs. Teacher is a knowledge dispenser.</p> <p>* Stress on the group work.</p> <p>* To accept the idea that errors are part of language learning.</p>	<p>*Learner – centred classes.</p> <p>*Learners' attention is focused away from the pattern and drill approach towards communication.</p>

NAME OF THE METHOD or APPROACH	DESCRIPTION	ORIGIN, YEARS, COUNTRIES	ADVANTAGES	DRAW BACKS	TEACHER'S ROLE	LEARNER'S ROLE
<p><b>New Era in Language Learning</b></p>	<p><i>Competency (output, outcomes) based approach in pedagogy</i></p> <p>Learning is no longer a stimulus-response phenomenon.</p> <p>Stress on learning outcomes and competences.</p>	<p>Contrast to the traditional approach to education.</p> <p><i>Dominates in the world of the 21st century</i></p> <p><u>Partly popular in Latvia.</u></p>	<p>Construction of knowledge instead of previous transmission of knowledge.</p>		<ul style="list-style-type: none"> <li>* Completely accept principles of learner-centered education that is driven by the knowledge, skills and attitudes (values) of the learner.</li> <li>* To implement the principles of knowledge construction, communities of learners, individual and collective discovery and problem solving and holistic learning.</li> <li>* To facilitate/ coordinate the learners' knowledge gaining process.</li> <li>* Not to dispense problems, but provide students with opportunities and incentives to build it up.</li> <li>* To provide performance-based assessment.</li> <li>* To be a coach and analyzer of the strategies used to solve learners' problems.</li> <li>* To become a learner along with the students, as teaching becomes a learning process for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>* Learners completely control their own learning.</li> <li>* Learners use collaborative work.</li> </ul>

Table created by the author. Main sources: O'Dwyer, S (2006), Nunan, D (2001), Pennycook, A (1989), Pusack, J. & Otto, S (1997), Richards (2001)



## 1.2. New Approaches of 1970s-2000s: Post-Method Era

Before 1990, the usual qualification for secondary-school foreign language teachers in Eastern Europe, also in Latvia, was a five-year philology degree providing trainees with thorough linguistic and literary knowledge. The traditional model of university-based teacher training in many Eastern European countries was characterised as a strong applied science model. According to this model, theory was the foundation of the training programme. The language teachers were taught to rely mainly on linguistics as a basis for teaching. Most of their theoretical courses and reading was based on linguistic subjects; relatively little on pedagogy or education as such (Heyworth, 2003). The teaching practice was short: two or three weeks. The university graduates had a lot of theoretical linguistic knowledge, but little idea how to integrate it with practical classroom pedagogy. For example, they knew a lot about the phonology of English, but had no idea about how to teach pronunciation (Urr, 1986).

The educators of Western Europe and the USA had realized that theoretical knowledge of pedagogy did not ensure that teachers would know how to handle *real* problems with *real* learners already in 1970s. Teaching thorough linguistic, drilling, memorization did not result in a language competence. The Audiolingual and Situational Language Teaching Methods had run their courses. In the 1970s and 1980s, the general abstract view of teaching languages was replaced by a social emphasis in language.

In 1970s, there started widening of the European Common Market that led to the necessity to teach adults the major languages of the European Union (EU). The Council of Europe, a regional organization for cultural and educational cooperation, sponsored international conferences and published the books on language teaching. The educators focused pedagogical attention on the importance of having real, meaningful communicative exercises in the lessons and stressed the importance of *teaching the real-world language*: a sentence must not only be grammatically correct; it must also be related to the context in which it is used.

The teachers of foreign languages need not only "competences in the general areas of education, interpersonal skills, and professional education" but also:

- The ability to use the language in real-life contexts, for both social and professional purposes.
- Understanding of the social, political, historical, and economic realities of the regions where the language they teach is spoken.

- Knowledge of the various technologies and how to integrate them into their instruction (Met, 1989, p. 177).

The educators faced a paradigm change in language teaching. Before 1970s, the language teaching focused mainly on linguistic goals. Communicative and cultural elements in teaching foreign languages tended to be weak. In the new paradigm of 70s, the language teachers had to teach not only language and a single linguistic knowledge but also non-language-related aspects, for example, how to behave and what to do in different national and international contexts. The language teachers had to teach foreign languages as a means of communication.

The new mode of teaching foreign languages had strong cultural element and included strong intercultural awareness (Lefever, 2005). It became clear that teaching foreign languages was different from other subject areas (Heyworth, 2003). Anyway, there were no clear methodological guidelines or methodologies for incorporating the new ideas about the real world tasks in foreign language teacher education. The road from the pattern and drill and towards communication in the language led to the crisis in foreign language teaching system in the USA and Europe.

In 1970s, there started the period of innovation and experimentation, called **Post Method Era** that lasted until the late 1980s. From 1840s to 1970s, there have been the changes in the views about the teacher's competences in America and Western Europe. Before 1970s, the teacher was a conduit of the knowledge, doer, and implementer of other people's ideas about curriculum, methodology, and students learning. In 1970s-90s, the teacher became the facilitator and guide as learners construct their own knowledge. Teachers assisted the learners and learnt to acquire student-centred classroom management skills, to monitor and encourage the language learners' needs.

However, the academic knowledge was the most important for the teacher of 90s. The Irish teachers needed:

- Understanding of the Curriculum, and Professional Knowledge.
- Subject Knowledge and Subject Application.
- Teaching Strategies and Techniques, and Classroom Management.
- Assessment skills and Recording of Pupils' Progress.
- Foundation for Further Professional Development.

At the same time the educators started to stress not only teachers' academic knowledge but also also necessity to follow the learners' needs. The European teacher needed the ability in:

- Organizing student learning opportunities
- Managing student learning progression
- Dealing with student heterogeneity;
- Developing student commitment to working and learning;
- Working in teams;
- Participating in school curriculum and organizing development;
- Promoting parent and community commitment to school;
- Using new technologies in their daily practice;
- Tackling professional duties and ethical dilemmas;
- Managing the professional development.

Hungarian teacher education institutions introduced child-centered pedagogy (alternative pedagogies) so they teach new communication skills, curriculum development and pupils assessment in their programs (Nagy, 2000. p. 264).

Lithuanian education developed the teacher who is able to think critically, make responsible decisions, and act independently. Lithuania needed the teachers who are competent in modern alternative teaching methods based on cooperative learning, who have appropriate computer literacy and ability to use technology information in schools (Jackunas 2000).

Around 1980s, the term “teacher education” became more popular than the previous one “teacher training”. In 80s-90-s there appeared the need for a teacher who not only teaches the subject but also educates the learner after the official classes.

The leading educationalists stressed the necessity of construction of knowledge instead of previous transmission of knowledge to the learners. According to American researcher Stephen Krashen (1981) the main goal of a language teacher is to create the conditions where the student can become an autonomous learner. The more independent the learner is, the better he or she will learn. The teacher has a role, as a guide, for feedback, for encouragement, for the occasional explanation etc. But that role should be as small as possible. The learner should be free to choose content to learn from, to choose words and phrases to learn, and to choose the kind of learning activity that suits his or her mood. The learner needs to take on that responsibility.

These changes grew out of shifts in pedagogical approaches in society. The changing teacher’s role changed also the learner’s role in all the education process. The education curricula became more learner-centered and focused on the outcomes or outputs of learning in the development of study programs. There appeared several new alternative method proposals

like Audiolingualism, Counselling-Learning, Situational Language Teaching, the Silent Way, Suggestopedia and Total Physical Response (see **Table No. 1**).

For example, the Total Physical Response method was based on the belief that language comprehension appears before production (speaking). In the late 1970s and early 1980s, Stephen Krashen and James Asher represented the method. It was proposed that speaking comes when the “readiness to speak” has been developed. There were studies about the connection between the first and the second language teaching and learning. It was found that some of the strategies that were used in the first language teaching could be applied to the second language learning. The silent period is important also in the learning of the foreign language. The teacher also should remain silent; leaving the talking to the learners (the Silent Way).

The teacher education institutions provided the student teachers with the information about different teaching methods. The study process was not based on teaching just one method as it was before 1970s. As a result, the student teachers were taught to choose between different methods and approaches when teaching foreign languages (Richards & Rodgers, 2001; PSMLA Standards, 2003). On the one hand, there was freedom in the teaching process; on the other hand, it would be easier to follow just one clear teaching method or approach for the beginning teachers.

The changes in teacher education and investigations of the new alternative methods led to several new approaches in language teaching named Cooperative Learning, Multiple Intelligence, Neurolinguistic Programming, Whole Language Communicative Language Teaching, Content Based Teaching, Outcomes/Competency Based Teaching etc. In opposition to the methods that had a specific instructional design or system, the approaches were characterized by flexibility and a variety of interpretations as to how the principles could be applied. The approaches can be revised and updated over time. There is no right or wrong teaching according to an approach. The approaches allow a lot of interpretation, skill, and expertise in foreign language teacher education.

In the 70s, the teacher educators started to emphasize the necessity for the new-**Communicative Approach** (see **Table No. 1**) in language teaching and foreign languages teacher education curriculum. The teachers were supposed to practice the activities that involve meaningful learning and language use in real world applications that demand the communicative competences for speaking to people in different countries; greater attention was paid to individual learner. The educators and researchers saw the need to focus on language teaching on communicative proficiency rather than on mere mastery of structures.

Modern Europe faced linguistic and cultural diversity and exchanges between languages and cultures. It was very important to be able to successfully interact with people with other languages and cultures. The task of the language teachers was to make languages a means of open communication, and provide access to people from diverse linguistic and cultural backgrounds (Heyworth, 2003).

The student teachers of foreign languages were educated to use the communicative language programs and textbooks (Richards & Rodgers, 2001). The communicative approach was further investigated not only by textbook writers but also by language teaching specialists, curriculum development centers and governments that promoted the usage of communicative approach nationally and internationally.

Since mid 1970s, the scope of Communicative Language Teaching expanded making both American and British educators analyze the teacher and learner's role in education. In comparison to previous methods and approaches, the Communicative Language Teaching accepted learners' errors as a part of language learning. The teachers could not lead the oral communication; they assisted the learner and they did not know what language the learner would use. First in the history of foreign teachers' education, learners' mistakes were seen as a normal phenomenon in the communicative process. Student teachers were taught not to interrupt the speaker and encourage the learners' individuality and creativity.

After implementing the new communicative and competency based approach in education, the focus from memorizing and conjugation of the new words shifted to knowing them in terms of the meaning they convey. The language system became a means for attaining the various outcomes like communicating, gaining cultural understanding and connecting with other disciplines. The language system was considered much more than words and rules because it includes the sociolinguistic elements of gestures, and other forms of non verbal communication, and learning what to say to whom and when.

By talking to others in a foreign language, the learner opened himself to the other cultural realities and subjects, particularly to those, which are about communication or international contacts. Foreign language was not a pure academic subject any more. Language teachers were not considered only language teachers. They had to teach not only language but also non-language-related aspects: ICT, Business studies, Tourism, etc. In the real world, people learn language and content simultaneously so teachers needed to be able to address both within their classrooms (Crandall, 1987).

Language teachers felt difficulties in teaching both language and content. They were unprepared to integrate authentic texts, tasks, or tests from content areas in their English classes. In order to solve the problem, the teacher education institutions started to implement

one more approach in foreign language pedagogy: *the Content Based Teaching Approach* (see **Table No. 1**) in the early 1990s. It was also called integrated cross-disciplinary approach in the foreign language teachers' methodology course. When speaking about the integrated approach to teaching and learning, the American educators used the term "content based second language instruction" or "language enriched content instruction" (Snow, Met & Genesee, 1989).

In Europe, the integrated approach was defined also as Content and Language Integrated Learning (CLIL) in 1994 by University of Jyväskylä. The Finnish educators described the educational method where subjects are taught in a foreign language through the learning of content and a foreign language in tandem. The term stressed neither language nor content but saw both as equally important. CLIL was the term used for any subject that is taught through the medium of the language other than the mother tongue, for example, history through German, geography through French, citizenship through Spanish, economics through English. CLIL enhanced foreign language learning and linguistic diversity in Europe and reduced inequalities where teachers and students faced exclusion because of low competence in the language of instruction.

The approach mostly referred to second language teaching that was organized around the content or information that students would acquire during the study process. The teachers of foreign languages were taught to develop the confidence and the competence to effectively integrate language and content instruction, in any of the many models by which it is practiced around the world: through content-based language instruction or languages for academic or specific purposes (Crandall and Tucker, 1990).

The Content Based Teaching Approach is based on making meaningful real life situations in the foreign language. Content-based instruction emphasizes a connection to real life, real world skills. In content based classes the teachers were educated to teach, for example, intercultural relations, immigration, multiculturalism or other global issues and easily provide students with the opportunity of learning about the world realities while advancing their language proficiency.

In the USA, the approach was not used in teacher education programs until 90s. As a result, the teacher education institutions complained about time constraints, large numbers of students, insufficient staff, inadequate financial resources, and a lack of assessment training for teachers (PSMLA Standards, 2003; 131).

In the 1990's, more than ninety studies compared the integrated and traditional curricula and concluded that pupils learn more with a content based approach. They learn more from a mix of standard-focused, unified and integrated curricula (Glatthorn, 1999; p.

59). Afterwards, also the American student teachers had to learn how to use the approach in teaching the foreign languages.

In Europe, different investigations and projects (Council of Europe, 2001 and 2003) also tested the necessity for the integrated curriculum at schools. The results proved that by using CLIL

1) the language is taught with integration of listening, speaking, reading and writing in conjunction with the rich multicultural literary heritage;

2) language instruction (action –oriented) is integrated into content area instruction;

3) student teachers from various language and cultural backgrounds are integrated in the classroom and work collaboratively as they meet real life contexts and also see the lecturers' collaboration;

4) students' home experiences and native culture experiences are integrated into the school experiences in the new culture. The project results proved that integrated language teaching model creates the curriculum that goes beyond the “what” of language learning to address the “how” and “why” of the learning and teaching processes (McCloskey, 1992).

The approach was implemented in European teacher education curricula in 90s. For example, training to teach other subjects through the medium of a foreign language was an optional feature of initial teacher training in Austria and Germany. In both these countries the teachers of foreign languages can get an additional qualification in bilingual teaching. Germany seems to offer the most opportunities in bilingual training because several hundred of its schools have introduced so-called bilingual wings, in which a number of subjects are taught through the medium of English or French.

Teacher education with additional bilingual subjects has been available also at the universities of Bremen, Oldenburg, Wuppertal, Cologne, Bochum, Trier and Saarbrücken among others. The dual Lehramt/Maîtrise qualification offered at the teacher education colleges of Karlsruhe and Freiburg includes a degree of bilingual training.

The University of Nottingham offers a PGCE BILD Programme, which trains the candidate teachers to teach History, Geography and Science through a foreign language, but this is the only course of its kind in the UK.

There has been some criticism about the possibility to implement CLIL based approach in foreign languages teacher education programs. The traditional curriculum supposes that language teachers have been trained to teach language as a skill rather than to teach a content subject. Because of the former traditional approach, the student teachers may be insufficiently prepared to teach subject matter in which they have not been trained (Richards & Rodgers, 2001). As a result, team –teaching proposals involving language

teachers and subject teachers often are ineffective and boring for both the sides. It means that in the 21<sup>st</sup> century the foreign languages teachers' education curriculum needs rapid changes not only in approaches but also in contents.

*“Because Content Based Instruction (CBI) is based on a set of broad principles that can be applied in many different ways and is widely used as the basis for many kinds of successful language programs, we can expect to see CBI continue as one of the leading curricular approaches in language teacher education”* (Richards & Rodgers, 2001; 220).

Implementing the Content Based Teaching in the traditional teacher education programs changes the typical roles of future language teachers, lecturers and professors: they should decide if they become facilitators, content area experts or language experts. They should become learners' needs analysts and lead learner-centered classrooms. A lot of time is devoted to adapting and development of their own contextualized teaching materials and new courses that focus not only on language teaching but also on content teaching. The approach demands large amount of time and energy.

There is no guarantee for the success and no recipes of how exactly to work with this approach (Stryker and Leaver, 1997). Anyway, the researchers and educators O'Dwyer (2006), Nunan (2001), Pennycook (1989), Pusack & Otto (1997) agree that the effort to implement the approach is completely worthwhile. Content Based Teaching crosses over disciplines and thematic spheres and provides a flexible teaching framework. In this way, language skills and language subject content are integrated around the selected topics in a meaningful, coherent and interlinked way.

The American teacher education institutions have started to promote language student teachers to develop the new curriculum materials together with prospective student teachers (for example, Biology, Geography etc.). Such tasks provide ongoing professional development and deepen the understanding of what is involved in integrated instruction. Even when the collaboration is limited to some student teachers engaged in addressing common tasks, the opportunities for introspection, reflection, and impact on one's practice can be profound. Involving student English and content teachers in the collaboration can broaden the impact of the Content Based Teaching approach. The approach teaches the student teachers to collaborate not only with other students but also with the future colleagues, experienced teachers, administrators and teacher educators. The Content Based Teaching helps the student teachers to acquire the necessary skills for lifelong learning (Crandall, 1994).

The approaches in current language teacher education derive from theory and practice in general teacher education. The field of language teaching has no monopoly over general pedagogical theories of teaching and learning (Richards & Rodgers, 2001). In the end of



1970s and 1990s, the language teachers' education in the USA and Europe and faced one more approach named **Outcomes or Competency Based Language Teaching** (see **Table No. 1**). Outcomes Based Language Teaching was an application of the principles of Outcomes Based Education movement in general education to language teaching. The focus what students know about language was changed to the focus what they can do with the language: what learning outcomes the teachers can develop.

### **1.3. New Era: the 21<sup>st</sup> century (from Teaching to Learning)**

The beginning of 2000s, brought a **New Era of Language Teaching and Learning** that is a contrast to the traditional approach to teachers' education. Globalization, new markets and possibilities make the teachers become learners along with the students. Student teachers also are members of learning communities (Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2002). It was the end of the contents era where the contents were the dominating factor in the teacher centered study programs and environment. The educators initiated discussions about the key competences which correspond to teacher of the 21<sup>st</sup> century.

Teaching becomes a learning process for the educator in the 21<sup>st</sup> century. In comparison to the teacher of 90s, the teacher of the 21<sup>st</sup> century is supposed to have not only the academic knowledge and ability to see the learners' needs but also respond to the demands of the local and global society paying a lot of attention to tolerance, gender equality, environment, and citizenship issues in his/her work.

Foreign language teachers must collaborate with areas beyond the traditional academic borders; they must be united with influential forces outside the educational domain (university personnel and community members); they have to find innovative ways of broadening the traditional pathways to foreign language teaching as a career (National K-12 Foreign Language Resource Center, 2000).

Polish, Hungarian, Latvian and Lithuanian educators stress that student teachers need the competences that were not taught in Soviet times. For example, democratic competences which provide "the possibilities for self-education during which the students can develop and organize their personal experiences, acquire specific competences and gain knowledge about the possible implementation of democratic procedures in future professional activities" (Mazurek & Winzer, 2004. p. 280).

The schools in Latvia need the teachers who have the ability to work in teams, curriculum development skills, etc. The new teachers have to concentrate on the learning

process using the learner-centered approach, stressing the individuality of learners and the value of each child. The society needs the teachers who have the creativity, critical thinking, communicative and cooperative skills, human values, and tolerance towards the diversities and differences (Bluma, 2000).

In 2002, the Foreign Language Standards Committee of Interstate New Teacher Assessment and Support Consortium (INTASC) recommended the teacher education institutions to stress not only the linguistic proficiency, but also assessment skills and tolerance to different backgrounds and cultures. The organization proposed the following competences for the student teacher of foreign languages:

- Demonstrating cultural understandings of target cultures and literature.
- Understanding language acquisition and creating a supportive classroom, developing instructional practices that reflect learning outcomes and learner diversity.
- Knowing and using assessment models and engaging in professional development.

There was a growing need to determine the European teacher who will be able to teach in any of 27 European countries in the 21<sup>st</sup> century (European Commission. European In-Service Training Projects (2000) and the Lifelong Learning Programme 2007-2013). Teachers are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance (Standarti un vadlīnijas kvalitātes nodrošināšanai Eiropas augstākās izglītības telpā, 2005).

In June 2005, the European Commission organized the conference on the common European principles for teacher competences and qualifications. The conference brought together over 100 senior policy makers and teacher education specialists from across Europe and representatives of leading stakeholders, in order to examine the relevance of the common principles and ensure that they respond to the needs of the teaching profession at this time. The leading European education specialists presented the text on Common European Principles for Teacher Competences and Qualifications. The text was a result of more than two years work of the expert group on improving the education of teachers and trainers. In the conference were defined three common European principles for teacher competences:

- work with information, technology and knowledge;
- work with their fellow human beings-learners, colleagues and other partners in education;
- work with and in society-at local, regional, national, European and broader global levels.

Different conferences and workshops tried to give wider explanation to the three basic teachers' competences. The modern teachers of the 21<sup>st</sup> century:

- Contribute to citizenship education of the students: living in a multicultural, inclusive and tolerant society; living according to sustainable lifestyles regarding environmental issues; dealing with gender equality issues in family, work and social life; living as a European citizen; managing his/her own career development, in the framework of increasing labour market internationalization;
- Are not only knowledgeable about a subject and provider of the information. Teachers must be effective communicators so all students can understand and effectively apply the information (Eiropas Ekonomikas un sociālo lietu komitejas atzinums, 2008).
- Promote the development of competences of the students: motivation to learn beyond compulsory education; learning how to learn in an independent way; information processing (with a critical way); digital literacy; creativity and innovation; problem solving; entrepreneurship; working with others; communication; visual culture.
- Link the development of new curriculum competences with subject learning.
- They manage the work with multicultural student groups, team work and collaboration not only with the parents, but also with community and other universities; link the development of new curriculum competences with subject learning, also foreign languages (The Expert Group in Teacher Education for the EU Objectives, 2010).

The educators of the Tuning project analysed the the teachers' competences in details. The European teachers should have instrumental competences (cognitive ability, methodological skills, technological efficiency, linguistic skills), interpersonal competences (critical and self-critical competences, group work, interpersonal skills, ability to work in interdisciplinary team, ability to understand each other in different levels, positive attitude to multi culture and differences, ability to work in the international context, ethical input), as well as systematic competences (ability to apply knowledge into practice, research skills, study skills, ability to adjust to new situations, potency of new ideas, leading, understanding

of other cultures and customs, ability to work independently, know how to write and lead the projects, initiative and enterprise, care about quality, desire to be competent to achievements) (Tuning Educational Structure in Europe, 2002).

The American student teacher of the 21<sup>st</sup> century is required to demonstrate not only knowledge about the subject but other more specific skills that were not demanded 15 years ago: collaborative learning, critical thinking, classroom learning, ongoing professional development (life long learning) and ability to work with diverse learners (Program Standards for the Preparation of Foreign Language Teachers, 2002).

The 21<sup>st</sup> century brought the necessity for the teacher who has *the real-life and business like competences*. The first decade of the 21st century faced the increasing integration of higher education with the world of business and industry, and the widespread use of information technologies. The modern teachers should have the ability to adapt to rapid changes in technologies, the skills of communication, presentation, decision-making, and teamwork.

It is noted that the employers (school principals) need outcomes: not only, for example, basic mathematics or fluency in the languages, but also the capacity to impose structure on complex, real-world problems and to apply the skills from mathematics, the sciences, or languages to resolve these problems. In addition, university graduates should have the proficiency in oral and written communications and ability to work effectively in-groups. The employers, school principals, stress that student teachers need to learn: how to operate and be creative within the market place (ability to take initiative); know and understand cultural differences (ability to integrate); have the emotional competences (self – control, motivation, understanding of others and their needs) (European University Association, 2003).

Teacher education should include “transversal skills and competences,” i.e. communication abilities, abilities to work independently and analyze the results of work, ability to lead another work, computer and foreign language skills. The competences mentioned above will secure general employment for graduates (Rauhvagers, 2003). The labor market demands communication skills, quick and adequate reaction in different situations that is still insufficiently trained in contemporary higher education institutions (Sņitņikovs, 2003).

The novelty of the 21<sup>st</sup> century is connected with a teacher, who will lead the future performance for an organisation. *The teachers* have to learn how to be *leaders* in their profession and facilitate changes in the classroom. They have to know what good pedagogy is, be able to disseminate this knowledge to their colleagues and serve on committees in

decision-making positions. The US educators, institutions, and organizations developed expectations and competences also for the beginning foreign language teachers, especially stressing the student teacher's *leading and managing skills* and necessity to follow the learners' needs. For example, the American Board for Professional Teaching Standards proposed the following new competence for the student teachers of the foreign languages: student teachers are responsible for managing and monitoring pupil/student learning.

The universities stressed that student teachers must be progressive, questioning: decision makers and liberators (See **SUPPLEMENTS No. 1, 2, 3**). The student teachers must decide about the education themselves —and through this change the society for the better. The American student teacher is an active learner and decision maker at Millersville University (PA) (See **SUPPLEMENT No. 1**) and Saint John's University (MN) (See **SUPPLEMENT No. 2**). The student teacher is a liberator, for example at Kentucky State University (KY) (See **SUPPLEMENT No. 3**). In the simple graphics, the student teacher is located in the center, the hub. The role of the higher education institutions and professors is to help the student teacher to shape his/her decision-making talents in the process of gaining knowledge, skills, diversity, and disposition by the program goals. In order to shape the decision-making talents, the student should master general education requirements, subject area specialties, core professional studies, and field experiences.

21<sup>st</sup> century brought many challenges to universities that have to decide how to adapt to the needs of the new era and what outcomes include in the study programs. Some teacher education institutions stress the academic paradigm where teacher education programs develop mostly through the academic subject disciplines (the Academic Paradigm). Some teacher education institutions still follow the traditional craft paradigm, where the student teacher is a receiver of experimental knowledge. In both the cases, the prospective teacher must understand the disciplinary roots in both the academic subjects and school subjects. Some institutions are on the way to implementing the most idealistic teacher education paradigm named the Personalistic Paradigm which develops student teachers with a personal psychological maturity for the understanding of others. In the Personalistic Paradigm the prospective teachers have to know themselves to be able to reach psychological maturity for becoming a good teacher. In the study process, they learn how to understand and know others. They have to understand their own attitudes and values in order to be able to understand future pupils (Andersson, 2002).

In response to academic and social changes in the world, there were developed alternative teacher education programs in many European countries. West European countries started to change the balance between academic and professional competences. Teacher

education institutions paid more attention to cultural aspects in the programs, stressing the creative, reflective, and active aspects of the teacher education, and giving the priority to the use of IT.

In some countries, e.g. Cyprus, there has been a reduction in the number of compulsory courses and an increase in the number of elective courses in teacher education institutions. In Finland, teacher education curriculum includes web based language teaching, production of teaching materials and evaluation (Kelly M., Grenfell M., A. Gallagher-Brett, D. Jones, L. Richard & A. Hilmarsson-Dunn, 2002).

Every country can offer different outcomes therefore the teacher education institutions recommend the student teachers to spend some time in the target community as part of their initial teacher training. For example, agreements between teacher education institutions in different countries enable students to obtain ERASMUS or SOCRATES grants for study abroad. Several public and private bodies provide funding for this purpose, including the German academic exchange services (DAAD and PAD), the Hungarian Scholarship Committee and the Icelandic Student Loan Fund. The European countries can participate in Foreign Language Assistant schemes. Study abroad is an integral part of the courses offering dual qualifications available in Austria, France, Germany and the UK. In the UK, students will normally have spent part of their first-degree studies in the target community. In Germany, the Federal Land of Sachsen-Anhalt expects foreign language student teachers to produce evidence of a stay in a country where their first foreign language is spoken. Lithuania is hoping to introduce a mandatory placement abroad soon (Kelly and Grenfell, 2002).

Growing mobility needs international recognition of qualifications. The sending and accepting higher education institutions have to find the solutions how to compare the study programs (Bologna process website, 2007). The necessity for transparent outcomes appeared while building the transparent higher education systems, for example, Common American Higher Education Area in 80s and European Higher Education Area in 90s. Learners needed the confidence that the outcomes of study abroad will contribute to a qualification obtained in their home country. Learning outcomes became important tools in clarifying the learning results not only for the students but also for the professors and employers. The shift from an education mainly focusing on the inputs (such as the length of a learning experience, or the type of institution), teacher centred and content based gave way to output, student-centred learning.

In order to improve the recognition, transparency, transfer, and recognition of qualifications and competences in higher education area, different countries and education and training systems, there were developed several meaningful documents and projects about

learning outcomes in Europe. They provide international transparency, cooperation, transferability, and international recognition of qualifications and mobility of learners and graduates in a common European Higher Education Area (EHEA). It was necessary to shift the focus from the traditional approach, which emphasised learning inputs (length of a learning experience, type of institution) to the modern approach stressing learning outcomes and competences.

Planning similar learning outcomes was a complicated process because the demands to the teacher's profession in the 21<sup>st</sup> century are very different from the demands in the 20<sup>th</sup> century with the stress on academic knowledge. The teacher of the 21<sup>st</sup> century needs the competences that represent a dynamic combination of knowledge, understanding, skills, abilities and values. Fostering these competences is the goal of educational programmes.

### **1.3.1. Division of competences between knowledge, skills and values in Europe**

Learning outcomes are formulated by the academic staff. Competences are obtained or developed during the process of learning by the student/learner. In other words:

- Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning. Learning outcomes specify the requirements for award of credit.
- Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. Competences will be formed in various course units and assessed at different stages (Tuning Educational Structure in Europe, 2002).

Competence means accomplishment of „real world” tasks. This is similar to Delor's 4 pillars of learning developed for UNESCO: 'learning to live together, learning to know, learning to do and learning to be'(Delor, 1996). Competence includes dimensions of 'knowledge, cognitive skills, practical skills, attitudes, emotions, values and ethics and motivation'.

#### **The European Qualifications Framework**

A recommendation on key competences for lifelong learning adopted by the Council on Education and the European Parliament in December 2006 (Council, 2006) sets out eight competences necessary for every person:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;

- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural.

Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. By the end of initial education and training learners should have developed the key competences to a level that equips them for adult life and they should be further developed, maintained and updated as part of lifelong learning, awareness and expression (The European Qualifications Framework, 2007). In the framework competences are defined as a combination of knowledge, skills and values appropriate to the context.

The European Qualifications Framework (EQF) is already influencing the development of National Qualifications Frameworks (NQFs) in many Member States (for example, Ireland and UK). The European Parliament foresees that European countries relate their national qualifications systems to the EQF by 2010, and that individual certificates or diplomas should bear an EQF reference by 2012. The common reference levels of the EQF provide a common reference for the authorities recognising education, training and learning outcomes. The EQF will fulfil the same function to external agencies evaluating and accrediting education and training institutions.

### **Tuning Educational Structures in Europe.**

The trend to learning outcomes and competences was initiated by the project “Tuning Educational Structures in Europe”, which was a collective work on learning outcomes as stages in competence-based learning. About 100 European universities decided to accept the ‘Bologna challenge’ and developed a common and modern methodology to support a complete renovation of education programmes. The project developed professional profiles and comparable and compatible learning outcomes and facilitated graduates’ employability by promoting transparency in educational structures (easily readable and comparable degrees or “tuned» study structures). The project was financed by the Socrates programme of the European Commission from 2000 to 2004 (Tuning Educational Structure in Europe, 2002).

The project differentiated between learning outcomes and competences. It determined the different roles of teaching staff and students or learners: learning outcomes are formulated by staff of a study programme or a course, but competences are obtained by the learner. Competences are not linked to one unit, but are developed during the total learning process of



a study programme. The level of competences obtained by the learner could be lower or higher than determined by the learning outcomes. The level of competences obtained is expressed in a mark or grade.

The project divided between two types of learning outcomes: threshold learning outcomes, which determine the pass level, and desired learning outcomes, which express what the teaching staff expects from the typical learner in terms of the level of competences to be obtained. Tuning has a preference for the concept of desired learning outcomes, because - at least at present - it seems to fit better in the teaching and learning culture of the vast majority of European countries.

Instead of the term “competences,” the European educators use also the term “qualification descriptors” (what a learner is expected to have achieved at the end of learning). In the Tuning project, the descriptors are divided into subject specific and generic. The subject specific descriptors are related to the development of knowledge and understanding when the student is given factual and /or conceptual knowledge base of the subject and appropriate terminology. The student has detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts, and frameworks. The student has detailed knowledge of a major discipline.

Generic descriptors (meaning also cognitive/intellectual skills) include analyses, synthesis, evaluation, application. The university staff usually finds it easier to teach the subject specific competences than (the too numerous) generic ones.

During the project university staff, students and employers had been consulted on the competences expected from graduates. The European Tuning project analyzed which competences and skills professors, employers and students considered the most important ones. The project results highlighted the following most important learner’s competences and skills:

- *knowing and understanding* (theoretical knowledge of an academic field, the capacity to know and understand),
- *knowing how to act* (practical and operational application of knowledge in certain situations),
- *knowing how to be* (values as an integral element of the way of perceiving and living with others and in a social context) (Tuning Educational Structure in Europe, 2002).

## **Common European Framework of References for Languages (CEFR)**

In Europe there were developed several meaningful documents about learning outcomes and competences needed for the programs of student teachers of foreign languages. In 2001, there was developed the Common European Framework of Reference (CEFR) as a basis for the mutual recognition of language qualifications in Europe. It describes learning outcomes: what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop to act effectively as autonomous learners. The framework assesses oral performance more objectively therefore it is of particular interest to program designers, teachers, student teachers and teacher trainers who are directly involved in language teaching and testing the language ability. The framework helps examiners negotiate a mark more rationally and gives detailed feedback to any learner by the descriptors of language proficiency.

Between 1989 and 1996, a number of leading applied linguists and pedagogical specialists from the 41 member states of the Council of Europe were involved in the research «Language Learning for European Citizenship". As the main part of the project there was developed the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, or CEFR (Council of Europe, 2001; 2003). The framework was a guideline used to describe achievements of learners of foreign languages across all Europe. The learners' outcomes were evaluated and described in an internationally comparable manner: from A1 (very basic level) to C2 (near native level). CEF divided language competence into 6 levels:

- A (Basic User): A1 Breakthrough Level, A2 Waystage Level
- B (Independent User): B1 Threshold Level, B2 Vantage Level
- C (Proficient User): C1 Effective Operational Proficiency Level, C2 Mastery Level

The researchers and educators analyzed general competences of language learners (knowledge of the world named also values), existential competences (sum of the individual characteristics, personality traits, attitudes and motivation and ability to learn, named also skills), and communicative language competences that comprise several components (linguistic, lexical, phonological, syntactical knowledge). The framework included so-called "can do' descriptions" of the levels mentioned above. The descriptions concentrated not on faults and shortcomings, but rather look at development and growth of competences. For example, the description of a speaker of A1 level in the Common European Framework is as follows:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (Council of Europe, 2001).

The description of the A2 level is as follows:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need (Council of Europe, 2001).

The CEFR principles encouraged learner-centred, task-based approaches to the teaching and learning of foreign languages providing a completely new, detailed model for describing and scaling language use and the different kinds of knowledge and skills required.

The Framework was addressed to all professionals in the modern languages field and intended to stimulate reflection on objectives and methods, facilitate communication and provide a common basis for curriculum development, elaboration of syllabuses, examinations and qualifications, thus contributing to easier international educational mobility. The framework was a good tool for those working in teacher education and training, syllabus and test design, and textbook and materials production.

The CEFR has been used by Goethe-Institut (Zentrale Oberstufenprüfung, Kleines Dt. Sprachdiplom, Zentrale Mittelstufenprüfung, Prüfung Wirtschaftsdeutsch, Certificat Deutsch für den Beruf etc.), in Alliance Française exam (Diplôme Supérieur d'Études Françaises Modernes, Diplôme de Langue Française etc) the Cambridge exam (CPE, CAE, FCE etc), London Test of English and many other institutions.

### **European Portfolio for Student Teachers of Languages (EPOSTL)**

The teacher of foreign languages has a significant role as a resource person for autonomous language learning. The teacher's professional growth is directly connected with language learning, teaching, and evaluation. In 2008, there was developed the European Portfolio for Student Teachers of Languages (EPOSTL). The document was prepared by a

team of teacher educators from Armenia, Austria, Norway, Poland and UK, assisted by student teachers and teacher educators from all 33 member states.

The Portfolio was built on insights from the Common European Framework of Reference and the European Language Portfolio. The document allows the student teachers to reflect the learning outcomes: didactic knowledge, skills and values necessary to teach languages. The portfolio encourages the student teachers to monitor their progress according to CEFR, assess the competences and record teaching experiences during the study process. The portfolio helps prepare students for their future profession in a variety of teaching contexts.

The EPOSTL should be made available to students at the beginning of their teacher education and it should accompany them throughout their teacher education, teaching practice and into their profession. At the heart of the EPOSTL are the 193 descriptors of competences related to language teaching which comprise the self-assessment section. These descriptors may be regarded as a set of core competences which language teachers should strive to attain. It should be noted that the descriptors are aimed at future school teachers in secondary education (ages 10 – 18), teaching general language. Other descriptors might be needed for other contexts; for example, for primary school teachers (i.e. young learners), for CLIL, for adult education (Newby, Allan, Fenner, Jones, Komorowska, Soghikyan, 2007).

### **European Profile for Language Teacher Education**

European Profile for Language Teacher Education (Kelly and Grenfeld, 2004) unites the student teacher's knowledge, skills and values in a voluntary frame of reference for teacher trainers and language educators. Modern teacher of foreign languages understands that language education is interdisciplinary so she is able to

- teach grammar and vocabulary;
- integrate geography, history, politics and information technologies and promote discussions, theatre, presenting and collaboration skills;
- pay a lot of attention to pedagogical ethic, tolerance to each other and other nations and cultures.

The teachers and student teachers' motivation, skills and competences are key factors in achieving high quality learning outcomes. The profile was developed by a team of international scholars at the University of Southampton in UK in 2004. It can serve as a checklist for existing teacher education programs in Europe and a guideline for the foreign languages teachers' programs that will be developed or reformed in European Member States by 2009.

The project was based on the previous findings of the University of Southampton included in the report “The Training of Teachers of a Foreign Language: Developments in Europe”, which investigated the language teacher education over 32 countries. In the new project of 2004, the team worked out the guidelines for quality assurance and enhancement the policy makers and language teacher educators could include in the teacher education programs of Europe. The list was named as a “European Profile for Language Teacher Education in the 21st century” (Kelly and Grenfeld, 2004).

In the European Profile for Language Teacher Education, the researchers Kelly and Grenfeld (2004) offer the competences that could be included in the foreign languages teacher curriculum of the 21<sup>st</sup> century:

“skills” relating to “what trainee (student) language teachers should know how to do in teaching and learning situations as teaching professionals as a result of their initial and in-service training”,

“knowledge” as “what trainee (student) language teachers should know and understand about teaching and learning languages as a result of their initial and in-service teacher education”,

“values” that trainee (student) language teachers should be taught to promote in and their teaching” that should be included in the foreign languages teacher curriculum (**See Table No. 2**)

The project about qualification framework and the knowledge, skills and values necessary for the European teacher of foreign languages of the 21<sup>st</sup> century involved a wide range of European experts on language teacher education, and used the experience of eleven teacher education institutions. The teacher educators were asked how language teacher education could be improved from national and European perspectives. There were also interviews with institutional policy makers, language teacher educators, and student teachers. The answers were collected, processed, and selected by outlining the competences of the student teachers of foreign languages.

**Table No. 2. Competences of the student teacher of foreign languages**

(Kelly and Grenfeld, 2004)

<b>SKILLS necessary for student teachers of foreign languages</b>
<ol style="list-style-type: none"><li>1. Training in ways of adapting teaching approaches to the educational context and individual needs of learners.</li><li>2. Training in the critical evaluation, development and practical application of teaching materials and resources.</li><li>3. Training in methods of learning to learn.</li><li>4. Training in the development of reflective practice and self-evaluation.</li><li>5. Training in the development of independent language learning strategies.</li><li>6. Training in ways of maintaining and enhancing ongoing personal language competence.</li><li>7. Training in the practical application of curricula and syllabuses.</li><li>8. Training in peer observation and peer review.</li><li>9. Training in developing relationships with educational institutions in appropriate countries.</li><li>10. Training in action research.</li><li>11. Training in incorporating research into teaching.</li><li>12. Training in Content and Language Integrated Learning (CLIL).</li><li>13. Training in the use of the European Language Portfolio for self-evaluation.</li></ol>
<b>KNOWLEDGE and UNDERSTANDING for student teachers of foreign languages</b>
<ol style="list-style-type: none"><li>14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities.</li><li>15. Training in the development of a critical and enquiring approach to teaching and learning.</li><li>16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence.</li><li>17. Training in information and communication technology for pedagogical use in the classroom.</li><li>18. Training in information and communication technology for personal planning, organisation and resource discovery.</li><li>19. Training in the application of various assessment procedures and ways of recording learners' progress.</li><li>20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.</li><li>21. Training in the theory and practice of internal and external programme evaluation.</li></ol>
<b>VALUES necessary for student teachers of foreign languages</b>
<ol style="list-style-type: none"><li>22. Training in social and cultural values.</li><li>23. Training in the diversity of languages and cultures.</li><li>24. Training in the importance of teaching and learning about foreign languages and cultures.</li><li>25. Training in teaching European citizenship.</li><li>26. Training in team-working, collaboration and networking, inside and outside the immediate school context.</li><li>27. Training in the importance of life-long learning.</li></ol>

The profile was not designed as a mandatory set of rules and regulations for language teacher education. It has been designed as a voluntary frame of reference or qualification framework that policy makers and language teacher educators in Europe would be able to adapt to their existing programmes and needs.

According to the author's opinion, the profile can serve a checklist for existing and new education programs of foreign language teachers in Latvia. It presents key elements in education courses. The profile deals with the structure of educational courses, the diversity of teaching and learning strategies, the knowledge, and understanding central to foreign language teaching, and the skills and values language teachers should encourage and promote in the 21<sup>st</sup> century.

### **1.3.2. Division of competences between knowledge, skills and values in the USA**

In the USA, the division of the student teachers' competences into knowledge and skills was proposed in 1992. The Fund for the Improvement of Post Secondary Education in the USA funded a project about the development and approval of competences for the basic school teachers of foreign languages. The project results were summed in the document named *Kindergarten-Grade 8 Foreign Language Teacher Competences*. After graduation of a teacher education institution, the teacher of foreign languages has to have:

- “An understanding of second language acquisition in childhood and its relation to first language development.
- Knowledge of instructional methods appropriate to foreign language instruction in the elementary school.
- Knowledge of instructional resources appropriate to foreign language instruction in the elementary school.
- Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school.
- Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language.
- Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture.

- Knowledge of Kindergarten-Grade 12 curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language.
- Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an effective and physical environment conducive to foreign language learning.
- Proficiency in the foreign language.
- Knowledge of child development.
- Knowledge of the history of foreign language education in the USA and the rationale for various program models in the elementary school.
- Awareness of the need for personal and professional growth.
- An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members ” (Curtain, Bjornstad Pesola, 1994).

The events after September 11, 2001 made the American scholars pay more attention not only to student teachers’ knowledge and skills but also to clearly defined values: how the beginning teachers work with learners and their parents, how they deal with tolerance and equality issues in the classroom, how they teach in new ways, and use the new and different instructional strategies.

The modern American student teacher of foreign languages is supposed to have professionalism, preparation, teaching performance, effect on pupils’ learning and knowledge of foreign language or the following competences (knowledge, skills and dispositions/values) (see **Table No. 3**).



**Table No. 3. Competences of American student teacher of foreign languages**

(Millersville, 2005).

	<u>PROFESSIONALISM</u>
<i>Knowledge</i>	* Knows and adheres to the state's Professional Code of Ethics, copyright and privacy laws.
<i>Skills</i>	* Communicates clearly and appropriately with pupils, families, supervisor, cooperating teacher and other school personnel. * Meets professional expectations through appropriate dress, punctuality, language, and interpersonal skills. * Seeks out, reflects, and acts upon feedback from pupils, cooperating teacher, supervisor and peers.
<i>Dispositions (Values)</i>	* Demonstrates a belief that all pupils (including students with disabilities/linguistic/cultural diversity) can learn at high levels. * Demonstrates a commitment to ongoing professional development through use of literature and growth opportunities.
	<u>PREPARATION</u>
<i>Knowledge</i>	* Incorporates strong education knowledge to plan for content-area connections and application. * Demonstrates in-depth understanding of the subject matter as described in the state's Standards. * Demonstrates in-depth knowledge of pupils' characteristics, abilities, and learning styles to develop effective lesson/unit plans.
<i>Skills</i>	* Designs instructional plans that incorporate state's Standards. * Collaborates with all appropriate individuals in planning for the pupils with exceptional needs. * Plans a variety of assessments appropriate to pre-teaching, teaching, and post-teaching stages of instruction. * Develops and revises plans in response to assessment data about pupil learning.
<i>Dispositions (Values)</i>	* Demonstrates the value of preparation through the planning of meaningful lessons/units.
	<u>TEACHING PERFORMANCE</u>
<i>Knowledge</i>	* Bases teaching decisions and sound educational theory and knowledge of pupils and school culture.
<i>Skills</i>	* Communicates content in a variety of ways that pupils understand. * Stimulates pupil discussion, reflection, and participation. * Consistently uses positive classroom management to engage pupils and promote on-task behavior. * Implements accommodations for all pupils including those with exceptional needs or those who are linguistically and culturally diverse. * Facilitates both individual pupil work and collaborative groups. * Uses frequent checks for understanding. * Effectively integrates a variety of teaching materials and technology. * Uses a variety of teaching strategies to encourage pupil inquiry and critical thinking. * Shapes learning environments to encourage pupils' self motivation and independence.
<i>Dispositions (Values)</i>	* Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry and individual responsibility to the group are valued.

	<u>EFFECT ON PUPIL LEARNING</u>
	<ul style="list-style-type: none"> <li>* Documented evidence of learning for all pupils, including those with exceptional needs and those who are linguistically and culturally diverse.</li> <li>* Evidence of pupils' growth in critical thinking and interest in subject matter.</li> <li>* Evidence of pupils' adherence to classroom expectations, standards and routines.</li> <li>* Evidence with pupil respect and rapport with the student teacher.</li> </ul>
	<u>FOREIGN LANGUAGE SPECIFIC ITEM</u>
	<ul style="list-style-type: none"> <li>* Integrates cultural framework and literary and cultural texts and identify distinctive viewpoints accessible only through the target language.</li> <li>* Demonstrates a high level of proficiency in the target language, understanding similarities and differences between the target language and other languages.</li> <li>* Understands language acquisition for diverse learners at various developmental levels and uses this knowledge</li> </ul>

The author considers that in the 21<sup>st</sup> century, the American teachers of foreign languages like the European teachers of foreign languages are supposed to exhibit the required knowledge, skills, and dispositions. Educating future foreign language teachers for their careers is a complex process, which requires opportunities to apply theory to real-life through many and varied situations.

Both, the American and European teachers, are required to have the following common competences: focusing on the learners' needs, having the ability to assess diverse learners, promoting collaborative and creative learning and critical thinking in the classroom, demonstrating appropriate computer and technology literacy skills, having constant communication with the school personnel, university personnel, community members (accountability), and being involved in ongoing professional development (life long learning).

### **1.3.3. Division of competences between knowledge, skills and values in Latvia**

One of the most important documents reflecting the common understanding of the student teachers' competences, which would be easily read and compared across borders, is the European Qualifications Framework. During the last years the higher education institutions of **Latvia** have started to discuss the necessity of the National Qualification Framework which would define the key student teachers' key competences. The document could lead Latvia to implementing the competences/outcomes based education and make the teacher education sphere more learner- centered and attractive not only to international students but also to the students from Latvia (Volkova, 2007).

Since 2006, the European Commission has announced several Calls for Proposals for actions that test the principles and mechanisms of the future European Qualifications Framework (EQF) and develop national and sectoral qualifications frameworks. The summary of the projects located on the web page of Education, Audiovisual, and Culture Executive Agency ([http://eacea.ec.europa.eu/static/en/llp/eqf/index\\_en.htm](http://eacea.ec.europa.eu/static/en/llp/eqf/index_en.htm)) reflect no Latvian university or other higher education institution that is going to develop their own national or sectoral frameworks in the nearest two years in 2007-2009.

However, there is some evidence of learning outcomes approach in Latvia. The documents 'Regulation on the standards for academic education' and 'Regulation on the standard of professional higher education' both include an important role for the notion of learning outcomes.

At the time when implementing the Outcomes Based Education was occurring in the US and Western Europe, Latvia was undergoing major political and economic changes in 1991. The education reform started in the early 1990s, after gaining its independence from the Soviet Union. Instead of shift to outcomes based education, the focus of the reform was on the democratization of both the content and process of education. Different international projects led by the Higher Education Institutions, secondary schools and Ministry of Education and Science of Latvia had some effect on educational changes in the country. For example, between 1997 and 2000, about 60 schools from various districts of Latvia participated in the projects named Latvian-Danish project "School Development" (Eis, 2006), Nordic-Baltic project "Curriculum Development and Teachers" (Öström, 2002) etc.

As a result, during the last 17 years, Latvia has made rapid progress in its effort to leave behind its Soviet past and join modern democratic market economy. New methods of accreditation, compatible systems of course credits, common undergraduate and postgraduate structures and degrees for all European Union countries have been invented.

Difficulties that appear in transfer from knowledge-based approach in Soviet times to outcomes/competency based approach nowadays are similar in many post-Soviet countries. In the teacher education institutions of Eastern Europe, the theoretical studies and practical training often lack logical and well-designed education objectives.

The East European universities often are unable to adapt to the new demands of the labor market where the employers/school principals often prefer graduates' outcomes expressed in competences to theoretical knowledge (Mazurek & Winzer & Majorek, 2000; Kwiecinski 2004). The educators of Eastern Europe often criticize the previous Soviet education system for

*“transmitting the knowledge insufficiently relevant to real- life problems. Students were not expected to question and check what was taught. They were not expected to develop competences and judgments or discover the things themselves” (Mazurek & Winzer 2004. p. 268).*

In Soviet times, the education did not serve for creative personality development. There was a lack of relationship between school curricula and students’ real life experiences, absence of connections between subject matter knowledge taught and the worlds of emotion. The term “values” (*vērtības, atteiksmes-Latv.*), one of “learning outcomes” principles connected with attitudes and feelings, personal goals, initiative, and vision has not been stressed and described in the research papers and official education documents of Eastern Europe ” (Kwiecinski, 2004).

The author concludes that values, learning outcomes expressed in terms of competences were not required in Soviet Latvia, when the authoritarian and teacher- centered approach and methods were dominating in student teachers’ education. The teacher education programs were rather theoretical and mostly content-oriented. University lecturers decided the course content and assessment. The Soviet education system did not need real communication in foreign environment therefore the student teachers were supposed to teach “about the language” not the language. In the result, the people, who studied at schools and universities in the Soviet times, note the weakest knowledge of foreign languages.

According to the author’s opinion, the slow shift to learning outcomes in Latvia can be explained by historical and political reasons. The country was isolated from other European countries since 1940; it had not gradually gone through all the popular teaching and learning methods, approaches and development stages. The political and historical circumstances after 1970s have changed the European and American teacher’s identity in the society: from the passive cooperating teachers, following the directions of the program guidelines and procedures, to the active teachers, guides and mediators who promote the learners’ involvement. In order to improve the recognition, transparency, transfer, and recognition of qualifications and competences in higher education areas, there were developed several meaningful documents and projects about learning outcomes in Europe and the USA, but not in Latvia.

The Western countries had started the shift to learning outcomes in teacher education 30-20 years earlier. For example, the teacher educational institutions of the USA started the shift from input and knowledge based education to outcomes based education and output standards in 70s- 80s. Some West European countries (Ireland, UK and Denmark, etc.) started the reforms in the beginning of 90s. In general, the Western countries had more than 30 years

for implementing the learning outcomes and learner-centered approach in foreign language teacher education. In the beginning of 2000, the teacher education institutions were recommended to teach not only knowledge, but also skills and values.

In the Soviet times, the teacher education institutions of Latvia have never been in the position to develop a change. They have not been really capable or involved in any reforms. The lecturers' professional experience was never seen as a valuable source for innovation and development of education and training. The educators have never been recognised as stakeholders so fundamental or revolutionary changes in teacher education programs had not resulted.

In Latvia, there is no framework that determines the foreign language student teachers' outcomes expressed in competences. It can lead to a situation that the lecturers do not plan the modern learning outcomes in the programs and study courses because of the lack of information and necessary skills. At present, there is limited information about learning outcomes and competences. As a result, a part of the lecturers have limited information how to start the shift to outcome based education.

In the 21<sup>st</sup> century, the Eastern European countries try to leave their Soviet past, but the Western countries (Australia, Japan, New Zealand, Western Europe, USA etc.) continue the transition from rather authoritarian governance towards a democratic and business-oriented society which requires the shift to learning outcomes and changes in student teacher education. The foreign language student teacher education in Latvia has always been influenced by developments in West Europe, USA and Soviet Union fragmentary and in many cases contradictory.

It took more than a decade for Western educators to change the teacher education system in their countries. The foreign language teacher education system of Latvia may not wait for 30 years. The shift to learning outcomes and changes in teacher education has to be started much faster if it wants to become a competitive partner in the new world.

In the chapter, the author analysed the evolution of theories about the methods and approaches in the foreign language teacher education. The chapter reflects the changes in role of the teacher of foreign languages. The modern teacher of the 21<sup>st</sup> century knows not only the subject but also works with others, with knowledge, technologies, information and society. Teachers' mission is not only to teach but rather to educate. Teacher needs strong social competence and values, collaboration with the local and global society paying a lot of attention to tolerance, gender equality, environment, and citizenship issues in his/her work. The modern 21<sup>st</sup> century teachers of foreign languages do not only disseminate knowledge; they lead the students to the knowledge how to access, construct the knowledge, and create

new information. They are learners along with the students, as teaching is a learning process for the educator. The teachers are the leaders of changes: they collaborate with other teachers and students to promote professional development and the improvement of educational services. The first decade of the 21st century has faced the increasing integration of teacher education with the world of business and industry: competitiveness, standards, planning outcomes.

At the same time, the transition from traditional education to modern one, market-oriented society, requires many changes which will be analysed in the next chapter.

## **CHAPTER NO. 2**

### **DEVELOPMENT TRENDS OF FOREIGN LANGUAGE STUDENT TEACHER EDUCATION IN EUROPE, USA AND LATVIA**

In the chapter the author analyses what changes in teacher education have occurred in the West and Latvia in the 20<sup>th</sup> and 21<sup>st</sup> centuries: in planning the study programs, implementing the outcomes in the programs, developing the outcomes based standards, changing the accreditation demands and assessment system in the study courses, improving the management of the teacher education curriculum, involving the employers and district level organizations in the collaboration, determining the drivers of change and starting strategic and outcomes planning in the departments. Teachers of the last decade of the 21<sup>st</sup> century are not only transmitters of skills; they also have a central role to plan the outcomes and lead the education changes.

The changes do not mean only implementing the project outcomes and innovations in the real life. If the changes do not unite the real life with the future vision, they will remain only as recommendations (OECD, 2001). In the chapter the author analyses the trends that led to real changes in foreign language teacher education in the USA, Western Europe and Latvia in the end of the 20<sup>th</sup> century. The 21<sup>st</sup> century brought new thinking about the aims and mission of the foreign language teacher's profession and new ideas about the content of university programs in the West.

#### **2.1. Changing the thinking about teachers' professionalism**

Globalization, widening of the European Union brought new ideas about the content of university programs and new thinking about the aims and mission of the foreign language teacher's profession which should constantly change and adapt to the demands of the society. Teachers develop the education system and reforms. The teachers' professionalism can either promote or prevent the development of the education and society (Blūma, 2007).

Knowledge is not the main criterion for good teachers of foreign languages. Modern teachers of foreign languages need much more than training in skills. Teaching foreign languages is not reduced to teaching language skills any more. It is a rich process taking students into different world beyond the official lessons. Modern teachers need strong competences because they work not only in the local but also global environment, learn

together with the students and participate in life long learning. Teachers' ability and necessity to learn and change is the main driving force in developing the education quality (Blūma, 2007).

#### Modern European teacher

- is not only knowledgeable about a subject and provider of the information. Teachers must be *effective communicators* so all students can understand and effectively apply the information (Eiropas Ekonomikas un sociālo lietu komitejas atzinums, 2008);
- contributes to *citizenship education of the students*: living in a multicultural, inclusive and tolerant society; living according to sustainable lifestyles regarding environmental issues; dealing with gender equality issues in family, work and social life; living as a European citizen; managing his/her own career development, in the framework of increasing labour market internationalization;
- *promotes the development of competences of the students*: motivation to learn beyond compulsory education; learning how to learn in an independent way; information processing (with a critical way); digital literacy; creativity and innovation; problem solving; entrepreneurship; working with others; communication; visual culture;
- links the development of new curriculum competences with subject learning, also foreign languages (The Expert Group in Teacher Education for the EU Objectives 2010).

Modern teachers have to know not only the subject but also work with others, with knowledge, technologies, information and society (Eiropas Ekonomikas un sociālo lietu komitejas atzinums, 2008). Modern teachers should have the ability to *adapt to rapid changes in technologies*, the skills of *presentation, decision-making, and teamwork*. The teachers must demonstrate not only academic ability but also *civic, cultural and social competence*, as they become involved members of society. They need habits of *honesty, responsibility, and self-control and self-esteem* while they learn their core academic material.

Modern teachers of foreign languages have to know how to work in multicultural environment because the society needs not only the teachers of European languages but also European teachers who are *open to other cultures, languages and changes*:

- teachers who are plurilingual and promote the students to study different languages because there are different nationalities and languages in Europe: Arabic, Chinese, Japanese and other languages;
- teachers who help students become plurilingual, develop the students communicative and intercultural competences, and life long learning because every language opens the new world and makes the people generous;



- teachers who develop the students' ability to understand different cultures and support political and democratic values.

Modern teachers of foreign languages understand that language education is *interdisciplinary* so they are able to

- teach grammar and vocabulary;
- integrate geography, history, politics and information technologies and promote discussions, theatre, presenting and collaboration skills;
- pay a lot of attention to pedagogical ethic, tolerance to each other and other nations and cultures.

Teachers are the single most important *learning resource* available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance (Standarti un vadlīnijas kvalitātes nodrošināšanai Eiropas augstākās izglītības telpā, 2005).

Modern teachers know how to *work with different students*: more and less talented. Teachers follow new approaches in different fields. They are *open to changes* in the society. They also prepare the students and parents for the life in knowledge society which demands constant changes, flexibility and development of learning skills. Modern teachers understand the students' strengths and weaknesses. They are able to *estimate every student's achievements* and adopt the necessary education programs according to their needs (Blūma, 2008).

The author concludes that modern teachers of foreign languages need the education and study programs

- which help them to understand their role, the significance of their work for individuals and society;
- which enable them to become involved in educational values, in moral and political education.
- which focus on intercultural competence.

## 2.2. Implementing learning outcomes in the standards

In learner centered modern program design, the desired outcome is selected first and the curriculum is created to support the intended outcome. Outcomes are oriented, based on descriptions of future conditions so they are starting points for the programs (Spady, 1993; Towers, 1996). Learning outcomes have applications at the international level (for wider recognition and transparency purposes) and national levels (for qualification frameworks and quality assurance regimes) (Stephen, 2004).

The call for movement to outcomes is not new in education. In the 1950's, the American educators wrote about the need for teachers to tie objectives to evaluation and real life contexts. In the 1960's, an American educational psychologist Bloom encouraged educators to specify what learning results or outcomes they were trying to accomplish during the lesson.

He proposed to divide the learning outcomes into three broad groups: cognitive outcomes, which focus on *knowledge*, understanding and intellectual or mental skills; psychomotor outcomes, which focus on manual or physical *skills* and affective or *attitudinal* outcomes, which focus on growth in feelings or emotional areas (Bloom, 1956). That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitudes.

According to Bloom, the cognitive outcomes are the best known educational ones. They contain the following six educational objective levels of knowledge:

- Level One (knowledge): repeat, recall, memorize, list
- Level Two (comprehension): explain, interpret, and paraphrase
- Level Three (application): apply, model
- Level Four (analysis): compare, contrast, classify, categorize, derive, model
- Level Five (synthesis): create, invent, predict, construct, design, imagine, improve, produce
- Level Six (evaluation): judge, select, decide, critique, justify, verify, debate, assess, recommend and argue.

The Outcomes Based Education movement promoted many discussions between European and American researchers. While the call for outcomes was not new, it was not until the late 1980's when educators started to answer that call. In the 1980s, the average American was very dissatisfied with the public education system. Educators spoke about the ineffective education system in the USA ("A Nation at Risk" report by the Reagan Administration). Schools and higher education institutions produced academically competent students so the

daily schedule in a school was organized around the content. Each hour was devoted to a given topic. If students learned the information and performed well on tests, they received a credit for the course and moved on to the next year.

In the 1980s, the American labor market and information based society started to demand not only new knowledge, but also new quick and critical thinking, problem solving skills, attitudes, and the adaptability to a diverse and fast-changing environment. There was a necessity for a certain number of lessons and credits before graduation, for example, from the foreign language teachers' education program, but there were no requirements what specific skills were taught in each course. It was not clear what skills were expected of students who had studied, for example, a year in Pedagogy.

The American learners needed to learn the skills and knowledge that would help them in today's job market and today's society. They needed to learn how to make decisions on their own, work well with others, and sift through vast amounts of information. In the 80s, there were no standards for measuring the success of students, teachers, lecturers, or education institutions. In 1989, after the Reagan Administration's report "A Nation at Risk," ambitious national education goals were established. The federal government began to promote outcomes based education (OBE) not only in general and vocational but also in higher education, including student teacher education. Teachers and university professors were involved in standard setting activities. According to OBE demands, the USA education started to move away from a concentration on "inputs" such as credit hours and seat time to "outputs" like the new teaching and learning standards, accountability, and performance outcomes.

It is important to note that the shift to outcomes based education led to very strong disagreements among educationalists. For example, a part of American educators, researchers and parents were frightened that teaching attitudes and values could lower the existing academic standards. They were sure that OBE was a failure from an academic perspective, having never made significant improvements in education (Wilson, 1993). There were the concerns that the first graders could start using a calculator or the student teachers could start teaching homosexuality, bisexuality, and transexuality as normal and acceptable themes at the higher education institutions. Other educators complained that the outcomes based education limited the professors' curricular options because of prescribed academic standards, that teaching was limited to test taking, and that professors were focused on basic content knowledge and lower level cognitive skills (Darling-Hammond, 2004; McNeil, 2000).

On the contrary, learners, politicians, and parents who tried to evaluate the outcomes and accountability of the public higher education, usually supported the OBE reform. The

policy makers and business leaders started to stress that educational institutions should serve economic outcomes and the professors' primary responsibility is to educate students with skills and knowledge required for the nation's economic success (Apple, 1996; Welmond, 2004).

In the 1980's and 90's a part of American and European educators considered OBE a new *method of teaching* that focuses on what the learners can actually do after they are taught. The method involves also curriculum designers who focus on what students can actually do after they are taught. The concept about the new teaching method broke the traditional ideas about teaching knowledge to learners. Both the American and European educators agreed that the outcome-based education is focused on attitudes and feelings, personal goals, initiative, and vision, e.g., the whole student (Spady, 1993).

Other educators were convinced that outcomes based education is a new *educational philosophy or approach* that states that education ought to be aimed at producing particular educational outcomes: particular, minimum level knowledge and abilities. In addition, the goal of the OBE is to cultivate the ability to function successfully in life-roles, such as being a consumer, a producer, a citizen, a family member, an intimate friend, and a lifelong learner. These roles demanded training of higher thinking levels (e.g., creativity, ability to analyze and synthesize information, ability to plan and organize tasks (Spady, 1994).

Outcomes based education changed the focus from content to the student (Spady, 1993) so some American researchers named OBE a *new paradigm for learning*. OBE asked the teachers the following questions: a) What do you want the students to learn? b) Why do you want them to learn it? c) How can you best help students learn it? d) How will you know what they have learnt? Both the American and European educators stressed that OBE is a learner-centered, results-oriented system (Towers, 1996). What we do with our student is not that important; what sort of relations we built with and among them becomes very important according to Sidorkin (2002. p. 85).

The new learning paradigm reflected the need to divide between learner's knowledge, skills and values. In 1994, Spady and Marshall (1994) stressed that it is important

- (1) what the student knows;
- (2) what the student can actually do with what he or she knows; and
- (3) the student's confidence and motivation in carrying out the demonstration.

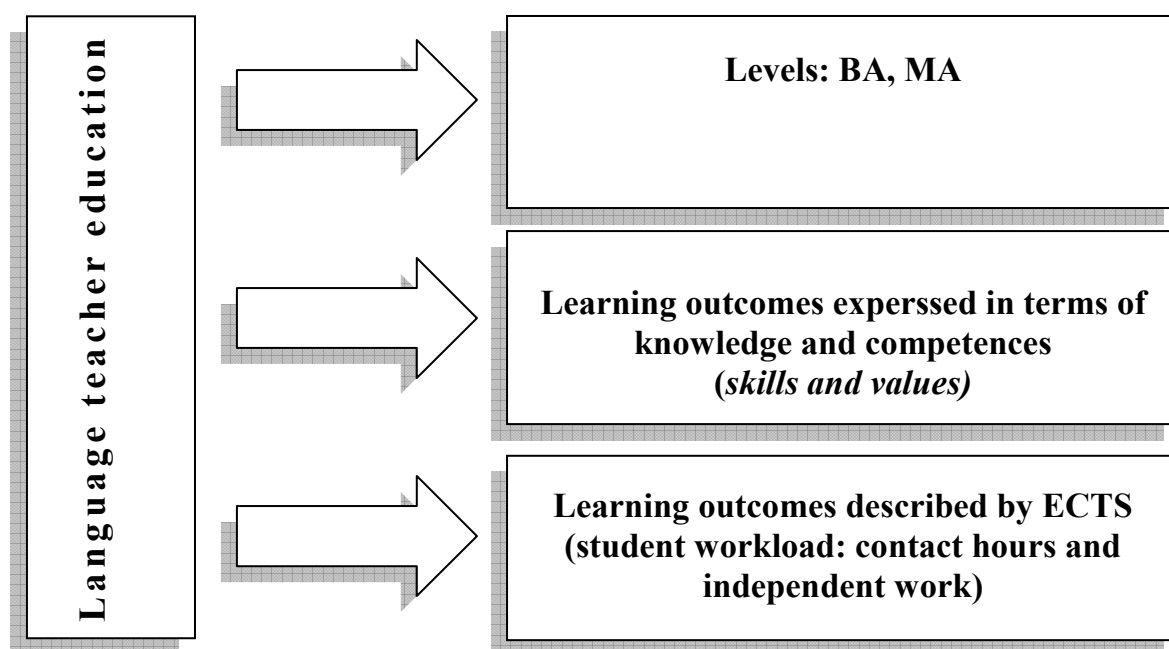
Learning outcomes are statements of what is expected that a student will be able to do as a result of a learning activity. The outcomes were called "expectations and learning goals, standards, concepts, performance expectations, and performance based education, objectives, learner processes, learner competences, and "nothing specific" (Cramer, 1994). Floyd

Boschee and Mark Baron described the outcomes as learner-centered, future oriented, publicly defined, focused on life skills and contexts (Boschee and Baron, 1994). Bluma describes the term “learning outcomes” as “results of learning”, which are referable to the study process in all levels (Blūma, 2005).

The educators use the term “learning outcomes” to indicate what a learner is expected to know, understand and /or be able to demonstrate at the end of a period of learning, i. e., the knowledge, skills and abilities. For example, the Latvian professor Rauhvagars describes the term “learning outcomes” as “obtainable study results”, that means the results adjustable mostly for higher education. Study results are connected with knowledge, efficiency, skills and competences (Rauhvagars 2003).

The educators often use the term “learning outcomes” when meaning *learners’ competences*. In general, competence means aptitude, proficiency, capability, skills, and understanding. A competent person is someone with sufficient skills, knowledge, and capabilities (Stephen, 2004). Competences describe the learner’s ability to apply basic and other skills in situations that are commonly encountered in everyday life (Richards & Rodgers 2001; p. 141). Competences are described by the words the student “knows”, “demonstrates ability”, “explains”, “identifies” according to Bloom’s educational objective levels of knowledge (Bloom, 1956).

The modern programs pay not so much attention to the input but to output: learning outcomes which are expressed in the terms of competences. Learning outcomes explain the educators, principals and accreditation commission what the student teachers will be able to know, understand or be able to do on successful completion of the study program or course. The outcomes make the study programs, qualifications and diploma comparable in Europe (Bologna process website, 2007). As a sample, in **Figure No. 5**, the author of the research has visualized the importance of the learning outcomes in student teachers’ education while building the transparent higher education systems and Common European Higher Education Area.



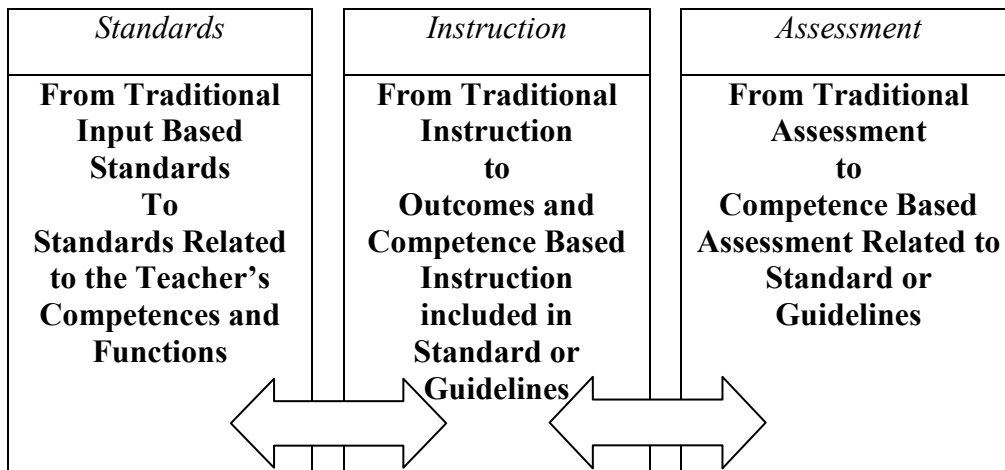
**Figure No. 5. Location of Learning Outcomes in Student Teachers' Education**

The Common European Higher Education Area enables international transparency, international recognition of qualifications and international mobility of learners and graduates, European competitiveness and attractiveness in the global world (Berlīnes ministru komunikē, 2003).

Until 2000, the shift to the outcomes made the American educators

- Prepare student teachers standards for determining if the teachers can reflect the necessary competences.
- Change the curricula planning: outcomes first, content second.
- Move from traditional curricula and assessment to competence based delivery and assessment.
- Change the traditional accreditation to modern accreditation which estimates how well the student teachers demonstrate knowledge and competences.

The shift to outcomes means the shift from input to output, from traditional to modern standards, competence based assessment and accreditation in teacher education programs (see **Figure No. 6**).



Source: PSMLA Standards and Guide to Assessment, 2003

**Figure No. 6. Relation between standards, instruction, and assessment in the USA**

Modern foreign language teacher education programs follow the outcome based standards or guidelines. **In Latvia**, there is no separate standard for the student teacher of foreign languages. The teacher education programs follow the Teachers' General Professional Standard that was adopted in 2004. It is content based and does not describe the student teachers' competences. The general standard describes the teacher's duties and tasks, some factors which characterize the working environment, general teaching skills, professional specific skills, and determines the necessary content that should be included in the study program offered by the higher education institutions. The standard is knowledge based and teacher centered, and does not provide assessment principles for the foreign languages candidate teachers' proficiency or achievement (SEE **SUPPLEMENT NO. 4**). The standard does not describe the specific knowledge, skills and values necessary for the teachers of different subjects.

Several years ago, there has been an unsuccessful attempt to design and implement the specific standards just for the student teachers of foreign languages. However, the Ministry of Education and Sciences of Latvia did not approve the developed standards.

The author of the dissertation asked the lecturers and program designers if it would be necessary to develop the new standards for the student teachers of foreign languages in Latvia. The questioned program designer of Teacher Education Institution C was completely against developing the new standards once more. According to her opinion, the lecturers would not understand the role of the new standards and would not apply them in the lectures. The program designers of Institutions A and B would be ready to participate in standard development group again if somebody initiated it. The respondents, lecturers of Teacher

Education Institutions A, B and C, were mostly satisfied with the existing Teachers' General Professional Standard and did not see any need for the new standards or guidelines in foreign language teachers education.

The author considers that the shift from the traditional to modern foreign language education is not possible without new student teachers' standards or guidelines. Lack of guidelines makes the lecturers follow the traditional approach in planning of the programs and syllabuses. The lecturers feel uncertain how to develop the modern, competence based programs and syllabuses and assess not only knowledge but also the student teachers' competences.

On the one hand, the Ministry of Education and Sciences of Latvia affirms that it is following the main trends in the global world and preparing the standards. On the other hand, there is growing dissatisfaction in the society about an increasing amount of the learning material and theoretical knowledge, about the weak link between the planning of the curriculum development and its practical implementation in the classroom, and about the lack of young innovative and qualified teachers.

Foreign educators remark that in the absence of a single set of national standards, there is a little guarantee of what all the students will know and be able to do at the end of their education (Johnson, Dupuis, Musial, Hall, Gollnick, 2002; p. 535). If the country does not have a national standard or guidelines for the student teacher of foreign languages, a part of the lecturers and professors are not motivated to align the education resources, learning assessments and examinations for the student teachers' needs.

The **American** educators consider standards as the base for the successful educational reform. In order to show the demanded evidence, the federal, state and district policy makers, educators, parents and students were involved in developing the standards that allow student teachers to compete in the 21<sup>st</sup> century, which demands completely new skills and competences. The standards provide the accountability in education so policy makers and public can check the efficiency of the study program. The standardized achievement test scores and assessment system reflect the students and professors' quantitative data so promoting the competition also in teacher education institutions.

The American policymakers, business leaders and school reformers called for states and school districts to develop academic standards for all pupils and students as a way to promote student learning, better teaching, and educational equity in the 1990's (Cohen, 1996; Darling –Hammond, 2004). The development of the student standards marked an important shift from an input based view of language instruction-focused on the information and knowledge students learn in a curriculum, to a competency/output based view centered on



what students should know and be able to do as a result, for example, of language study. Transfer to outcomes based education led to education reform that demanded measurable standards as the foundation of the whole education system in the USA. In the '90s, there started the developmental work aligning standards for teachers and teaching with learners' standards.

By the notion, "standard" is meant what is similar and obligatory on the definite educational level. In order to determine what the student teachers should know and be able to do, many American states and school districts developed three kinds of academic standards: content, performance and delivery standards. "Content standards determine the knowledge the students are expected to learn; performance standards identify how students should demonstrate their knowledge and skills" (Mazurek & Winzer, 2004. p. 316). Content standards focus on student achievement of subject matter and school curricula, performance standards focus on teacher and student accomplishments, and delivery standards focus on resources and support for schools (Johnson, Dupuis, Musial, Hall, Gollnick, 2002; p. 531).

In the end of the '90's standards were developed in all the subjects (courses) in America so the outcomes/competency based education reform got a new name: *standards-based education*. According to the survey of the U.S. Department of Education in 2002, also 88 % of the American population believes that the professors and education institutions need the standards because they improve the education quality (Mazurek & Winzer, 2004. p. 315).

### **Standards for teaching a foreign language in kindergarten-grade 12**

In 1993, a coalition of 4 national language organizations named the American Council on the Teaching of Foreign Languages ACTFL, the American Association of Teachers of French, the American Association of Teachers of Spanish and Portuguese) received federal funding to develop standards for foreign language education in grades K-12 (kindergarten-grade 12). More than 7,000 foreign language educators from the American post secondary, secondary, middle school, and elementary levels participated in the standards project and worked out the content standards: what the pupils should know and be able to do in foreign language education. The standards were approved in 1999.

The shift from an input based view of language instruction (focused on the information and knowledge students learn in curriculum) to an output based view (centered on what pupils should know and be able to do because of language study) led to the second project: development of the pupils' and students' learning/ performance based standards.

## Standards for foreign language teaching in the 21<sup>st</sup> century

The developed and approved standards were named Standards for Foreign Language Learning and Teaching in the 21<sup>st</sup> Century. The standards are compulsory for all the teachers (also student teachers) who work at schools. The standards stress the five goals in foreign language teaching and learning: Communication, Cultures, Connections, Comparisons, and Communities. Students *communicate* in foreign languages: face- to- face, in writing, or through the reading of literature. Students get knowledge and understanding of other *cultures*. Learning languages provides *connections* to other disciplines. Students realize other languages and cultures through the *comparisons* with a foreign language. All these elements enable the Students to participate in multilingual *communities* at home and around the world (see **Table No. 4**).

The new focus on students' performances made also American teacher education institutions redefine the goals of teacher education programs of foreign languages. The institutions had to make the evidence not only about the fact what the student teachers of foreign languages should know (an input based view of language instruction), but also what the student teachers should be able to do (output based view). The developed pupils' standards for foreign language education from kindergarten to Grade 12 were the foundation for the next document that developed the requirements and supporting standards for university and college programs of foreign language teacher education.

**Table No. 4. American Standards for Foreign Language Learning in the 21<sup>st</sup> Century  
(student teachers' learning/ competence based standards)**

<b>Comm- nication</b>	<ul style="list-style-type: none"> <li>• Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and Exchange opinions.</li> <li>• Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>
<b>Cultures</b>	<ul style="list-style-type: none"> <li>• Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</li> <li>• Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</li> </ul>
<b>Connec- tions</b>	<ul style="list-style-type: none"> <li>• Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>• Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>

<b>Comparisons</b>	<ul style="list-style-type: none"> <li>• Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>• Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>
<b>Communities</b>	<ul style="list-style-type: none"> <li>• Standard 5.1: Students use the language both within and beyond the school setting.</li> <li>• Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</li> </ul>

### **Program standards for the preparation of foreign language teachers**

In order to unify the accreditation demands, there were developed “Program Standards for the Preparation of Foreign Language Teachers” and approved on October 19, 2002. The student teachers’ program standards were developed by the American Council on the Teaching of Foreign Languages (ACTFL) in collaboration with the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Council for Accreditation of Teacher Education (NCATE). The program standards represented the consensus among educators, business leaders, government, and the American community.

### **Licensing standards for beginning foreign language teachers**

The student teachers’ education quality was assured by one more document named “Model Standards for Licensing Beginning Foreign Language Teachers” approved in June 2002. Eighteen members from a variety of national language associations, state departments of education, school districts, university professors and private schools, developed the document. The output based model licensing standards determined what all beginning teachers should know and do for teaching a foreign language effectively. The Foreign Language Standards Committee of Interstate New Teacher Assessment and Support Consortium (INTASC) officially approved also the second document. The INTASC standards demand the student teachers’ knowledge of the content, ability to promote learner development and adapt instructions to individual learner diversity, create learning environments, use teaching strategies, foster communication, plan instruction, assess learners, function as reflective practitioners, and relate to the communities in which their schools are located (INTASC Model Standards for Licensing Beginning Foreign Language Teachers, 2002).

The standards are settings of high expectations not only for students but also for education institutions and professors. The American educators consider that standard is a

particular approach to instruction so it changes the way the professors and students think and work in the classroom (Johnson, Dupuis, Musial, Hall, Gollnick, 2002; p. 526; Glatthorn, 1999; p. 46). The compulsory academic standards improved teaching because the professors have to acquire the appropriate content and learning theory, and to use the pedagogical strategies that develop students' thinking and conceptual understanding (Cohen, 1996; Darling –Hammond, 2004). Standards are the specifications of learner outcomes so they make the researchers and educators analyze and assess what the students have learnt.

The national learners and performance-based standards for foreign language learning made the American educators also change the traditional instruction to modern outcomes based instruction (See Table No. 5). In traditional classes, the teacher does not think about active learning: the students cite the language rules, translate the sentences, do textbook exercises with fill-in-the-blank worksheets exercises and listen to the tape recorded drills. The students mostly respond to the teacher's questions. The teacher plays the role of the tour guide and the students are disinterested tourists so losing the role of the „active learner” (Cooper, 1993; Rigg & Allen, 1989).

**Table No. 5. Outcomes Based Instruction versus Traditional Instruction for the Student Teachers of Foreign Languages in the USA**

<b>Traditional Instruction</b>	<b>Outcomes Based Instruction</b>
<p>In these classes, students sit passively in rows, textbook and notebook open and pen in hand. The professor lectures in English, citing rules that are intended to make the students perform errorlessly involving sentence translation, textbook exercises, tape-recorded drills, or fill-in-the-blank worksheets. The students seldom talk during class except when called upon by the teacher to respond to a question, usually with a word.</p> <p>If correct answers are not forthcoming, students are often made to feel that they have not paid attention, disappointed the professor, or have intellectual deficiencies. The classroom is a „museum” of rules, words and sentences with the professor as the tour guide and the students as disinterested tourists.</p>	<p>In these classes, students achieve the ability to converse in the foreign language with a professor and with each other. The professor speaks in the foreign language about interesting and useful topics; students have opportunities to talk to each other to try out their new language. Students are applauded for their efforts to communicate. The professor promotes the students to read foreign language texts, listen to recorded speech, and act out new vocabulary or everyday situations guides students. In some classes, students may participate in story-telling activities, carry out real-life situations, or explore other academic disciplines, all in the foreign language. In the class, there is a belief that to learn a foreign language requires “talking in the language, not just talking about it.”</p>

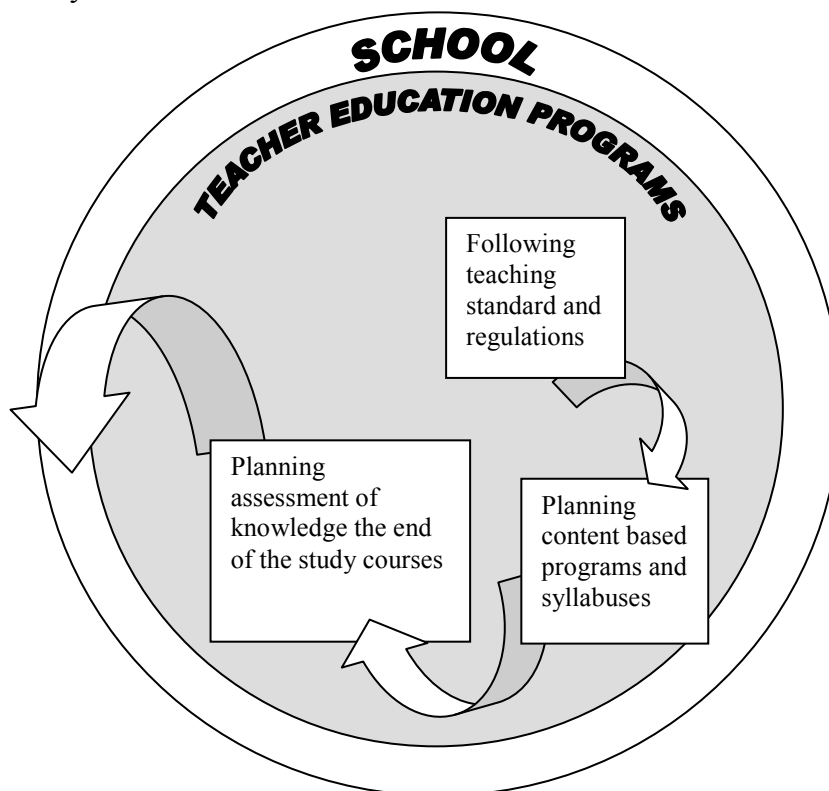
Source: PSMMLA Standards and Guide to Assessment, 2003

The author concludes that in Latvia learning outcomes and competences are not particularly stressed in the General Teacher's Standard therefore many lecturers do not implement them in their teaching nowadays. In the knowledge based standards, the students are mainly taught about learning theories according to the teacher- centred and input oriented traditional methodology focusing on knowledge and content.

The education system of Latvia does not motivate the lecturers for crucial changes in the terms of outcomes based standards. The author considers that the transfer from the traditional to modern education is not possible without new standards or guidelines for the student teacher foreign languages.

### 2.3. Changing the development of the study programs

Until 1970s, the *traditional* approach in foreign languages teacher education involved content and subject matter as the basis for program and syllabus planning. The student teachers were mostly educated to teach at school and transmit the determined knowledge. The programs were planned following the determined teaching standards, content based programs and syllabuses, and traditional examinations which assessed the reproduction abilities at the end of the study courses.

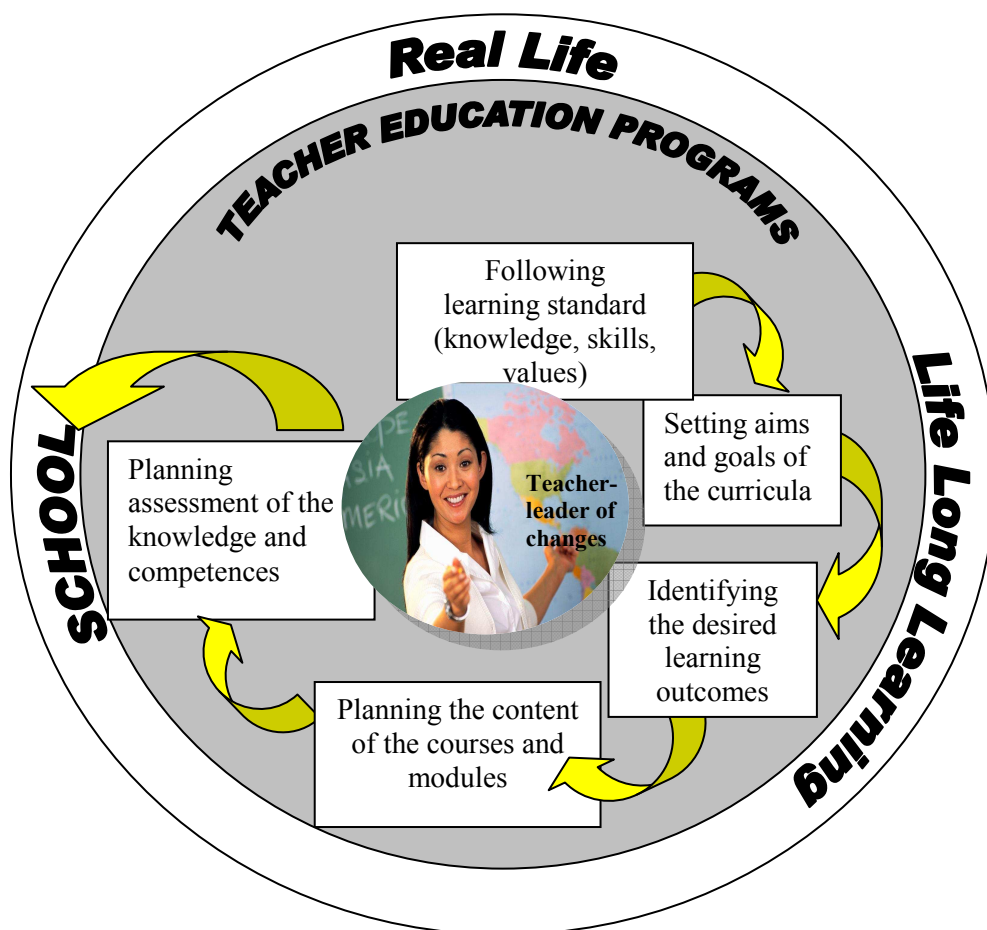


**Figure No. 2. Traditional approach in foreign language teacher education programs**

The author has made the model of the traditional approach in teacher education program (See **Figure No. 2**).

*Modern* teacher education programs educate the student teachers who are able to teach at school and who has the knowledge and competences necessary for real life and life long learning. The teachers are the leaders of learning and changes. The average graduate student teacher of foreign languages on American University should have studied learning theory, teaching strategies and methods, child and adolescent development, use of technology, education of students with special needs, science or mathematics etc. The graduate student needs the finished teaching practicum of eighteen weeks at school.

For example, Millersville University (USA) educates teachers-decision makers who have general knowledge and specific competences. Minnesota University also educates teachers and leaders of changes who have the pedagogical knowledge and competences. Kentucky University educates teachers-liberators. Modern programs are student centered and reflect the aims, goals, follow the learning standard with clearly defined knowledge, skills and values.



**Figure No. 3. Modern approach in foreign language teacher education programs**

In modern programs separate courses like grammar, conversation, and stylistics are integrated into broader discipline courses: Language Arts, Intercultural Communication, etc. The programs firstly identify the desired learning outcomes and only secondly plan the content (Darling-Hammond, Aness & Falk, 2004) (see **Figure No. 3**).

Darling-Hammond, Aness & Falk (2004) compare the courses in traditional and modern teacher education programs. The traditional programs:

- have separate low credit courses for each of the academic disciplines;
- pay greater attention mostly to the content of the programs and study courses;
- use mostly extensive verbal activities: lectures, some discussions, questions, answers and writing exercises.

The modern programs:

- have integrated many credit courses;
- pay attention not only to the content but also to students' competences;
- use not only traditional lectures, questions, answers and writing exercises but also role plays, projects, problem solving, presentations etc.

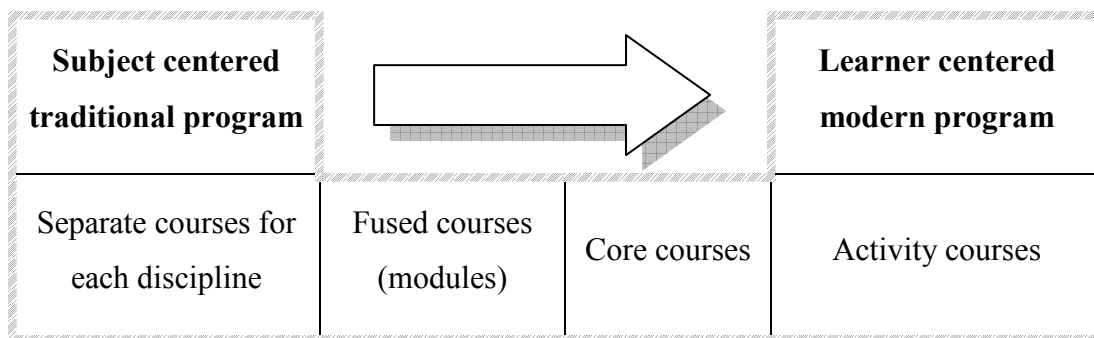
The integrated courses allow student teachers acquire better personal learning strategies. Problem solving becomes the main teaching method. The emphasis is on students' understanding and improving through the process of learning. As a student teacher becomes more proficient, the lecturer uses less traditional assessment and increasingly more competence-based assessment.

The traditional subject-centered program have *separate courses* for each of the academic disciplines. The separate courses program is the oldest design in teacher education. There are separated and isolated courses for each of the academic disciplines like grammar, lexicology, text analyses, etc. The educators use mostly extensive verbal activities: lectures, some discussions, questions, answers and writing exercises. There is little attention to the student's learning needs. There are many teacher centered activities in separate course design.

The modern program starts with the *fused courses*: a decreased number of separate courses that are united into broader discipline courses. The separate disciplines like reading, writing, spelling, grammar, speech and literature are combined into the subjects called English or language arts.

The *core courses* allow changes in the program design. Greater attention is paid to the learner's social and psychological needs, to their habits and skills. The program pays greater attention to social values, culture and learning that can improve living. The students acquire not only knowledge but also personal learning strategies for using the knowledge.

In *activity courses* program the student is in the centre of learning. The program is designed only after the students' needs and interests are assessed. The learners' interests and purposes determine the program. Students and professors plan the activities cooperatively. Problem solving becomes the main teaching method. The emphasis is on students' understanding and improving through the process of learning (see **Figure No. 4**).



**Figure No. 4. Shift from traditional to modern and integrated program  
in teacher education**

In modern program, the curriculum designers and professors have a clear focus on what they want the students to be able to do successfully. The principles of cognitive psychology also stress the idea that how students learn is more important than what they learn (Glover and Bruning, 1987). The curriculum must be constructed "design down" with the desired exit outcomes first and all instructional plans built from there (Spady and Marshall, 1994). Adam Blust (1995) also stresses that outcome based education is where the education institution and community first determine what skills and knowledge students should possess at graduation, and only then develop the curriculum, strategies and materials to help students achieve those goals, or "exit outcomes." The learner's purpose and intentions drive learning, not the professor's goals for the learner.

The European researchers reflect the necessity to design the outcomes before the curriculum in teacher education. Learning outcomes help course designers to determine the key principles of the course: how components of the syllabus fit and how learning progression is incorporated. Clearly expressed learning outcomes in the courses allow the learner to see the skills and abilities they should acquire (Stephen, 2004). The curriculum supports the outcomes. It is designed after the outcomes.

The American educators (Darling-Hammond, Aness & Falk, 2004) agree that in any planning process, the desired exit outcomes of the students must be agreed on first and only



then, the appropriate instructional plans can be designed. They offer the following scheme for curriculum design:

1. Determining future conditions.
2. Deciding about exit outcomes (setting 'benchmarks', the skills demonstrated by the student, for each level of the programme. Unlike the outcomes, the list of benchmarks is different in every level of study).
3. Reflecting performance indicators.
4. Designing learning experiences (at the beginning of any class the teachers will delineate expectations and outcomes to make the students feel like participants in classroom decisions).
5. Determining instructional strategies.
6. Documenting/assessing the results.

Johnson, Dupuis, Musial, Hall, Gollnick (2002; p. 486) offered a similar way in curriculum design:

- Identity desired results
- Determine acceptable evidence
- Plan learning experiences and instruction
- Plan assessment.

Before identifying the desired study results, it is necessary to decide if the program is traditional and subject centered or learner centered. In learner-centered modern program, the prospective student teachers have the possibility to get the major, for example, in philology, and finish the teacher education institution if at the end of the study process they have realized inability to teach. The learner-centered program stresses the student teachers' self-learning: moving from a closed system of undergraduate courses with little or no choice (totally faculty-oriented) to a more open system with wider choice (totally student-oriented), where student teachers determine their own educational path: length and courses.

The author of the dissertation has investigated if the foreign language teacher education programs *in Latvia* use the traditional or modern approaches. There were analysed the self assessment reports of Higher Education Institutions A, B, C and reports of accreditation commissions. The aims of the programs reflect that the foreign language education face the mixture of the academic and traditional craft paradigms (Andersson, 2002). There are the following aims in the teacher education programs of Higher Education Institutions A, B, C:

- to provide the student teachers with the possibility to acquire the teacher's professional qualification which is a bases for beginning the pedagogical career;
- to train highly qualified teachers for Latvia: the teachers who can work at the elementary school, basic school and secondary school and who are able to continue the studies at master and doctoral levels;
- to develop the student teacher's professional education and competences which allow them to work successfully in the education which is influenced by contemporary communication, competitiveness, information and culture; the student teachers will work for Latvia and its people.

Only one program clearly speaks about the necessary competences and real life needs. Other programs educate the student teachers mostly for school. The study programs do not reflect the student teacher as a leader and decision maker in Latvia. The accreditation commission admits that the study programs do not clearly reflect which knowledge and competences the student teachers have to acquire.

The author analyzed if there is a traditional or modern planning in the programs of the Higher Education Institutions A, B, C. The self assessment reports show that the programs of all three education institutions are planned according to the General Teacher Education Standard of Latvia. There is no foreign language student teacher's standard or guidelines so the teacher education programs follow the general teacher education standard which is more content that competence oriented.

Program C offers many separated and isolated courses for each of the academic disciplines like grammar, lexicology, and text analyses. Programs A and B offer not only separated but also interdisciplinary courses with more credits. Program A offers not only major but also different minors for the student teachers of foreign languages. Program C offers only major for student teachers.

The surveyed lecturers admit that they firstly plan the course contents; only secondly the necessary student teachers' knowledge and skills and assessment. It means that there is mostly a traditional planning and a lot of attention to input in student teachers education of Latvia.

However, the reports of the Accreditation Commission of Latvia reflect that the foreign language teacher education programs have started the shift to modern teacher education:

- there are integrated courses with more credits;

- lecturers use many interactive methods (projects, analyses of the situations, debate etc.);
- programs A, B and C belong to the first cycle;
- analyses of the programs prove that the courses have credits.

The first attempts to change the planning of the study programs appeared in some teacher education institutions around 2005. For example, the Faculty of Pedagogy at the University of Latvia had started to develop the foreign languages teacher education study programs according to the principles of outcomes based education that firstly demands identifying the expected results, determining acceptable evidence, and only secondly planning instructions and assessment (**SEE SUPPLEMENT No. 7**). Other higher education institutions of Latvia mostly have not started implementing the new outcomes based approach in their teacher education study programs. Slow shift to learning outcomes makes the teacher education curriculum rather theoretical, content-oriented and even authoritarian (Geske, Grīnfelds, Kangro, Zaķis, 2003; Seile, 2003).

The author concludes that the foreign language teacher education programs mostly use the traditional approach in foreign languages teacher education programs and their planning. A lot of attention is paid to input in student teachers education. At the same time, the programs have already started the shift to modern approach in teacher education.

#### **2.4. Changing the assessment and accreditation**

In the 20<sup>th</sup> century knowledge was the main criterion for the good teacher. Contemporary teacher needs also competences which are assessed in projects, group work, creative workshops, discussions, real life situations, brain storm, debating, modelling etc.

Before 2000, the American teacher education programs were required to use “*input*” approach: the number of course syllabi and appropriate content to indicate that the teacher’s professional standards were achieved. After 2000, with completed shift to outcomes based education, the accreditation agencies changed the accreditation demands. The accreditation agencies put more emphasis on monitoring outcomes and competences rather than inputs and resources. New demands for teacher education accreditation can transform the current system of teacher education (Darling-Hammond, 2001).

In 80s, **the American teacher** education system started the shift to the outcomes based education. The educators developed new teacher education standards and proficiency based assessment system. Before implementing the outcomes based education (OBE) in 80s, the American education institution was graduated when all the required subjects had been

passed. The procedure consisted of merely passing courses in an approved teacher education program. The students had to get good grades and do well on paper-pencil tests. The traditional assessment methods often graded the students' ability to remember the taught material or to work with multiple-choice questions not the learning results. The test items were required to recognize the correct answer not to produce it. Grades were given based on comparisons to other students. However, the information reflected in the traditional tests did not inform the teachers or the learners whether the student was able to perform the authentic tasks in the real world (PSMLA Standards and Guide to assessment, 2003, p. iii).

In 90s, the increasing globalization and paradigm shift from teaching to learning, from the mastery and mechanical remembering of rules and facts to analyzing and solving the real problems made the American teacher education institutions change the traditional assessment system. The labour market demanded the teachers who were not only proficient in the foreign language, but also cognitively flexible, culturally sophisticated, and able to work collaboratively in groups.

Educational institutions and organizations tried to respond to the demand for these skills. They imposed additional screens in the form of tests of basic skills, subject matter, and pedagogy. The educators also paid attention to different assessment ways in teacher education institutions:

- 1) *Standardized achievement tests* intended to measure a student's knowledge or skills in various academic content areas. The individual scores are compared to a national sample of students who are in the same year.
- 2) *Criterion-referenced tests* that link exam items to specific learning objectives or outcomes. The tests usually are tied to a state's pre-determined content and /or performance standards.
- 3) *Performance based assessments* where the students meet the real-world tasks: portfolios, oral presentations, and collections of students' work over time (Elmore, Abelman & Fuhrman, 2004; Darling-Hammond, Ancess, & Falk, 2004; Popham, 2004).

### **Outcomes based assessment of student teachers of foreign languages in the USA**

Performance or outcomes based assessment techniques are actual real-life tasks and can be widely used in teacher education. These techniques go beyond memorization by demanding that students demonstrate their skills through more challenging tasks like writing project proposals and completing the projects, analyzing case studies, giving case presentations, preparing portfolios etc (Willis & Kissane 1995). Such exercises require

students to practice and demonstrate their ability to think, question, and research, make decisions and give presentations (Spady, 1994a, 1996).

The authentic or real –life tasks for the student teachers mean the sentences that start with the words: “Imagine, that you are a teacher of Grade 5. Choose the appropriate method... How will you make the pupils memorize the names of the 13 original states?” In authentic learning the student teacher should make the pupil identify the patterns of the settlements in the 13 states in order to explain where they would have settled if they had been colonists (Glatthorn, 1999; p. 19). As learners meet the real world tasks, they can communicate with a real audience and real conversational partners (Furman, 1994). Thus, the assessment process should include not only examination of student work, tests of knowledge, but also inspections of student performances and competences, demonstrations, evaluation, grades, tests, criteria, etc. The gained data can improve teaching and students learning (Mazurek & Winzer, 2004. p. 316; Glatthorn, 1999; p. 18).

At present, both traditional (standardized achievement tests and criterion-referenced tests) and outcomes based assessments are used at education institutions in America (**Table No. 6**).

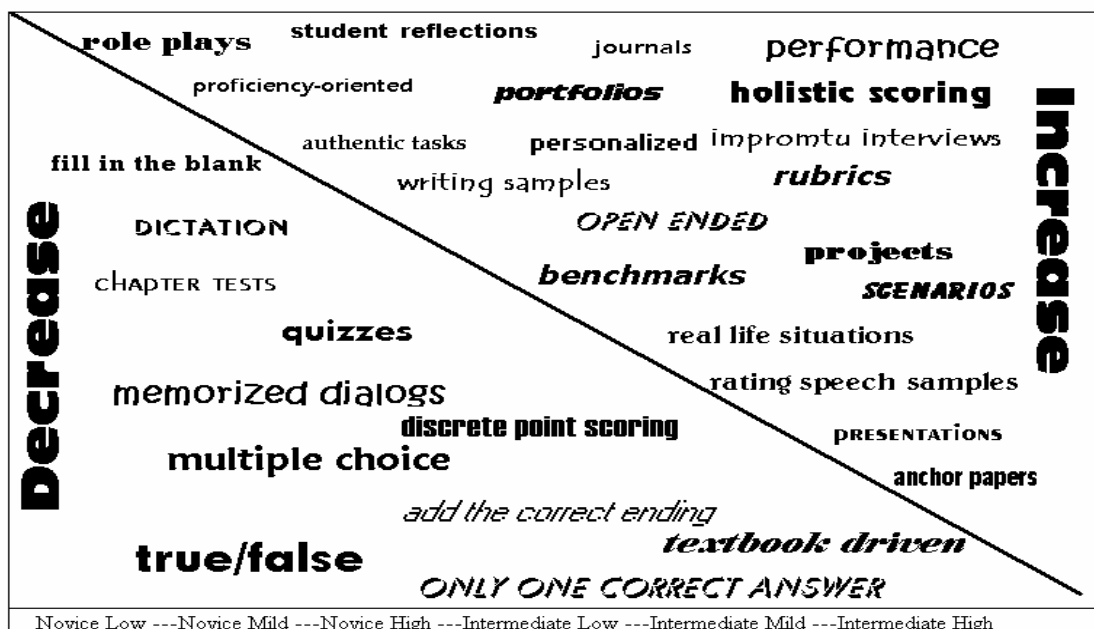
**Table No. 6. Outcome Based Assessment and Traditional Assessment of Student Teachers of Foreign Languages in the USA**

	<b>Traditional Assessment</b>	<b>Outcome Based Assessment</b>
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>• Discrete points are assessed.</li> <li>• Students are assigned scores based on number or percentage correct.</li> <li>• Tests are scored easily and quickly.</li> <li>• Items are often multiple-choice, matching, or true/false.</li> <li>• Items test passive knowledge (Students are merely required to recognize the correct answer, not to produce it.)</li> <li>• Grades are given based on comparisons to other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis is on the process of learning, as well as the product.</li> <li>• Assessment tasks involve the application and integration of instructional content. Tasks are often open-ended, offer students a wide range of choice and input, and culminate in individual or group performances.</li> <li>• Language is assessed holistically. Scoring requires judgment and use of scoring criteria (for example, rubrics).</li> <li>• Assessments often involve multi-step production tasks or require multiple observations and thus require extended time to complete.</li> <li>• Tasks require students to demonstrate knowledge actively through problem solving, and other complex cognitive skills.</li> <li>• Tasks are situation based or based in the real-world contexts.</li> <li>• The process encourages students to become independent learners.</li> </ul>
<b>Use</b>	<ul style="list-style-type: none"> <li>• To assess learning outcomes.</li> <li>• To allow comparisons across populations.</li> </ul>	<ul style="list-style-type: none"> <li>• To assess: <ul style="list-style-type: none"> <li>➤ learning outcomes</li> <li>➤ learning processes</li> <li>➤ instructional objectives</li> <li>➤ progress toward standards attainment</li> </ul> </li> <li>• To encourage: <ul style="list-style-type: none"> <li>➤ student involvement and ownership of assessment</li> <li>➤ collaboration between students and teachers</li> </ul> </li> <li>• As effective learning-to-learn tasks</li> </ul>
<b>Sample Formats</b>	<ul style="list-style-type: none"> <li>• Multiple-choice response tests</li> <li>• Discrete-point tests</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Demonstrations</li> <li>• Presentations</li> <li>• Interviews</li> <li>• Essays, journals, letter writing</li> </ul>

Source: PSMLA Standards and Guide to Assessment, 2003

The assessments (in Latin *asesio* means “to sit beside”) reflect what the students know and are able to do. This assessment type involves the situations in which the students have to construct responses that illustrate their ability to apply knowledge in completing a complex task or solving an open-ended problem. The performance assessments may include also audio or videotapes of classroom teaching, examples of student work, lesson plans, curriculum guides, or syllabi; entries from a teaching journal; statements of a personal (evolving) philosophy of teaching; or simulated performances such as microteaching, role plays, or interviews.

As a student teacher becomes more proficient, the lecturer should use increasingly fewer traditional assessments and increasingly more performance-based assessments (See **Figure No. 10**).



**Figure No. 10. Student Teachers’ Proficiency Level and Assessment Techniques (PSMLA Standards and Guide to Assessment, 2003)**

The educators often feel difficulties in assessing real life tasks therefore the American researchers offer several hints before starting the performance based assessment approach in teacher’s education:

- Assess student learning over an extended period of time.
- Assess knowledge and skills needed for success outside the school.
- Is assessment criteria known in advance by students and parents?
- Respect student’s learning style, background and ethnicity.

- Require students to use knowledge in solving problems and completing performance tasks.
- Is the assessment process oriented, requiring a performance or demonstration?
- Is the assessment process student oriented, involving students in self-assessment (Glatthorn, 1999; p. 30).

Sometimes the student teacher's evidence of performance is combined into a teaching portfolio (along with a curriculum vitae, transcripts, letters of reference, teaching evaluations, providing concrete evidence of teacher's capability and ongoing development: periods of study, work, and training abroad, evaluation of their own language competences.

The teaching portfolio serves as documentation of the student teaching experience; it is integrated into the program of teacher of foreign languages and serves as one of the final evaluation criteria.

On the other hand, the researchers also warn about the drawbacks of performance assessments like portfolios. They reflect not only the student's competence but also the amount and support from the professors and other students. In some cases, the use of portfolios can result only in minor changes in the way the student teachers teach (Glatthorn, 1999; p. 19).

### **Assessment of language and pedagogical proficiency in the USA**

The student teachers' foreign language and qualification proficiency is assessed in several ways:

- University assessment of the foreign languages student teachers' knowledge and ability to reproduce the content.
- Assessment of the student teachers' proficiency in a foreign language by federally (nationally) recognized oral proficiency and written examinations named Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT). In the examination the student teachers face a real life situation, for example, talking to a native speaker on the phone, etc. The examination assesses what the candidate can and cannot do with a language regardless of where when and how the language has been learned or acquired (PSMLA Standards and Guide to Assessment, 2003).
- States' Licensing Examination named PRAXIS for the young teachers who want to work at school.

In order to provide *an objective assessment* of student teachers' knowledge (proficiency in a foreign language), the student teachers' speaking and writing ability has to be assessed by federally (nationally) recognized oral proficiency and written examinations



named Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT). The examinations are led not by the universities but by the private company Educational Testing Service. Specially trained educators of the American Educational Testing Service and the American Council lead the examination where the student teachers face a real life situation, for example, talking to a native speaker on the phone, etc.

The contemporary Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) are constructed according to the developed guidelines that present the characterizations of integrated performance in each of the four skills: speaking, listening, reading and writing. The guidelines do not measure what the candidate teacher has achieved in the classroom, but assess what the candidate can and cannot do with a language regardless of where when and how the language has been learned or acquired. The assessment tasks are connected with asking and answering simple questions and narrating or describing the real life situations.

The OPI is a testing method that measures how well a person speaks language by comparing the student teacher's performance not with some other person's performance, but with the criteria (benchmarks) for each of the proficiency levels described in the Guidelines-Speaking (PSMLA Standards and Guide to Assessment, 2003). If a student teacher wants to work at school after graduating the university, he/she is required to attain a certain level of the oral proficiency (OPI):

*ADVANCED-LOW is allowed for the teachers of French, German, Hebrew, Italian, Portuguese, Russian, and Spanish;*

*INTERMEDIATE-HIGH is allowed for the teachers of Arabic, Chinese, Japanese, and Korean (ACTFL Revised Proficiency Guidelines Speaking, 1999).*

The student teacher is required to pass the ACTFL Writing Proficiency Test (WPT) that estimates how well a candidate teacher spontaneously writes in a language (without access to dictionaries) by comparing his/her writing with the criteria (benchmarks) reflected in the ACTFL writing proficiency guidelines (ACTFL Revised Proficiency Guidelines-Writing). The student teacher needs the following level of the writing proficiency (WPT):

*ADVANCED-LOW is allowed for the teachers of French, German, Italian, Portuguese, Spanish;*

*INTERMEDIATE-HIGH is allowed for the teachers of Arabic, Hebrew, Korean, Russian, Chinese, Japanese (ACTFL Revised Proficiency Guidelines Writing, 2001).*

Teaching is a function of both content and pedagogical knowledge. Every American state wants to determine if a student teacher is ready to undertake independent professional practice. Every US state has invented one more additional teacher licensing examination for

the beginning teachers of foreign languages named PRAXIS examination. The State Education Departments test the following skills of the teachers who want to teach a foreign language at any school:

- PRAXIS I: Basic Skills (PPST Reading, Writing and Math)
- PRAXIS II: General and subject-specific knowledge and teaching skills for work at different levels: from kindergarten until grades 6 and 12: K-6 & K-12.
- PRAXIS III: Classroom performance: professional knowledge/practice: principles of learning and teaching pedagogical skills (Educational Testing Service's team ETS 2005).

The university professors are not involved in the preparation or assessment of the examination. They can get only general information about the examination. The licensing examination can be passed during the study period or before starting the job at school.

Besides the PRAXIS examination, the American states assess the student teachers' qualification with a special assessment form. For example, the state of Pennsylvania has developed the assessment forms for the candidate teacher's competences. The forms evaluate the student teachers in the following fields:

- *planning and preparation* (indicators: adequate knowledge of Pennsylvania academic standards; appropriate assessments of pupil; adequate knowledge of content and pedagogy etc.);
- *classroom environment* (indicators: reasonable and clear expectations for pupils' achievements; clear standards of conduct and effective management of student behavior; effective classroom routines; use of resources, materials and technology etc.);
- *instructional delivery* (indicators: clear explanation of content; adequate use of questions and discussion strategies that encourage many pupils to participate; adequate feedback to pupils on their learning etc.);
- *professionalism* (regulations related to attendance, punctuality; knowledge of the Professional Code of Conduct; compliance with school or district requirements for maintaining accurate records, communicating with families etc.) (Teacher Certification System 2005).

### **Outcomes based accreditation of teacher education programs in the USA**

In foreign languages teacher education, the assessment is related also with many other aspects of education: teacher effectiveness, learning process, professional qualifications of teachers and measuring the quality of education. The assessment of student teachers' learning

is the process of gathering data from multiple sources in order to make a judgment about the student learning (Glatthorn, 1999; p. 18).

Before 2000, the American teacher education curricula were required to use “*input*” approach for the accreditation: the number of course syllabi and appropriate content to indicate that the teacher’s professional standards were achieved. The American educators initiated the new accreditation of the universities and colleges. The accreditation process was taken over not by Ministry of Education but by the teacher educators who are often blamed for teachers’ poor preparation. For example, in 1990, the American educator Goodlad announced that the accreditation process was necessary because outside forces, like state agencies that did not provide autonomy of teacher preparation programs, mostly effected teacher education. He stressed that government control usually lowers the program quality because heads of teacher education programs usually accept the government regulations and do not discuss them (Goodlad, Soder & Sirotnik, 1990).

After 2000, the accreditation agency started to use the new, “*output*” orientated accreditation system assessing the student teachers’ knowledge, skills and values. The accreditation agency demands the higher education institutions to answer three questions:

- What do the teacher candidates know and are able to do?
- How well is the institution doing in helping the teacher candidates get where they need to be?
- How can the institute do better job?

During the accreditation, the agency estimates the faculty and study program’s information about

- (1) student teacher’s content knowledge (subject specific skills), professional/ pedagogical knowledge and generic skills;
- (2) student teacher’s assessment system,
- (3) student teacher’s and faculty personnel’s field experience: skills and knowledge that help the pupils’ learn,
- (4) faculty diversity: experience in working with diverse student teachers and pupils in P-12 (primary-grade 12) schools and
- (5) faculty qualifications, performance and development (Glatthorn, 1999; Teacher Certification System, 2005).

The shift to outcomes based education involves all the interested stakeholders:

- Inner forces (student teachers, faculty, representatives of different educators’ organizations),
- Outer forces (politicians, community, employees, education boards, etc.).

Besides the general information about the work of the department of foreign languages and study program, the accreditation agency reviews the specific issues related to teacher candidates' preparation (information provided by the Department of Foreign Languages of Millersville University of Pennsylvania, BA program "Major in teaching French, Spanish or German" in 2006). The agency sets quality indicators and measures the program's performance against those indicators:

1. *Pedagogy content knowledge* (quality indicators: student teachers portfolios, criteria used by faculty to assess student teachers learning, employer satisfaction studies etc.).

2. *Assessment system and unit evaluation* (quality indicator: samples of key assessments used to ensure that student teachers are ready to progress through the program and enter the profession; results of Oral Proficiency Interview and Written Proficiency Test, etc).

3. *Field experience* (quality indicator: mentors' evaluation of the student teachers' work at school)

4. *Diversity* (quality indicator: foreign language department curriculum components that address student teachers knowledge and skills for work with diverse students in P-12 (primary school-Grade 12), assessment instruments and scoring guides related to diversity etc.).

5. *Faculty qualifications, performance and development* (quality indicator: minutes from the meeting that show collaboration with the professional community, grants, evaluations, offered courses, etc.).

### **Assessment of language and pedagogical proficiency in Europe**

In Europe, the foreign language teachers can pass the teacher's licensing examination led by the European University of Cambridge. It is used by other teacher education institutions in Europe. The examination is called CELTA (Certificate in English Language Teaching for Adults) or IELTS (International English Language Testing Systems). The examination is accepted in many countries that employ English language teachers. The examinations evaluate two components:

- Teaching practice.

The teacher candidate will teach for six hours, working with classes at two levels of ability. Assessment is based on the candidate's overall performance at the end of the six hours.

- Written assignments.

The teacher candidates complete four written assignments: one focusing on adult learning; one on the language system of English; one on language skills; one on classroom teaching.

In the British tradition, professionals review periodically control university courses and the student teachers graduation examinations on completion of courses or university. In the 2000s, there was a concern that England might be losing its competitiveness in the global marketplace. The global competitiveness had a great impact on the teaching profession and on reshaping the financing and governance of education in Great Britain (Garner, 2006). In order to make the teacher training institutions more competitive there was started the teachers' national certification that allowed keeping only the most experienced and skilled teachers at schools and professors at higher education institutions by providing the appropriate financial award. In the German tradition, syllabi for examinations have to be authorized by the science ministries of the *Länder* (Neave, 2003).

Not all European countries use the Common European Framework or Portfolio assessment system. In 1990s and 2000s, there were developed a lot of international documents and projects about common assessment and defining of learning outcomes and competences in Europe. Relatively few European countries (Denmark, Ireland, Sweden, and UK) had implemented the assessment of learning outcomes in a systematic way (Stephen, 2004).

The author concludes that there are some differences related to assessment of student teachers in America and Europe. The American teacher of foreign languages is required to have a nationally recognized proof of proficiency and competences in a foreign language and pedagogy. The European teacher of foreign languages is more independent: she/he is only encouraged to improve their language proficiency and competences by developing her/his independent language learning strategies.

However, in every European country the emphasis is on providing assessment procedures, which assure quality control and make internal assurance procedures transparent. This transparency should assure the accountability of universities for their actions and enable university stakeholders – or even 'customers' – to make informed choices between various service providers (Neave, 2003).

### **Assessment and accreditation in Latvia**

The accreditation rules demand the transparency of the internal quality control also in Latvia. However, the shift to planning and assessing the competences in study courses is slow. Some institutions assess the knowledge, some estimate the competences. In the teacher's qualification examination the student teachers write the diploma paper in teaching methodology, fill in the missing parts in the grammar exercises, write an essay about a proverb and orally analyze the literary text (Higher Education Institution C). The lecturers have their own assessment system of students' knowledge which is not related to Common European Framework of Reference for Languages. However, Higher Education Institutions A and B ask the student teachers to write the diploma paper in teaching methodology and imitate the teaching of the lesson at school in the graduation examination, i. e. assess the competences.

The reports of the accreditation commission of Latvia reflect the decreasing amount of traditional assessment methods (seminars, tests with one right answer, etc.). Higher education institutions A, B and C use the traditional methods and modern ones in the study process. However, the surveyed lecturers of the education institution C admit that they are used to the traditional assessment system. The modern one, competence based assessment will make them uncertain about the objectivity of the grades. It is easier to use the traditional assessment which estimates the student teachers' ability to reproduce the knowledge.

The accreditation system of Latvia has started to promote the outcomes and competence based assessment in teacher education programs very recently. The accreditation estimates the following information:

1. The aims and goals of the study program.
2. Relation to the legislation of the Republic of Latvia, standards, EU recommendations.
3. Relation to the demands of the Common European Higher Education Area; comparison to at least 2 similar study programs in EU.
4. Qualification of the academic staff.
5. Usage of modern teaching techniques; description of the study results.
6. Assistance to the students; increasing their motivation.
7. Assessment methods of knowledge, skills and values.

The Teachers' General Professional Standard does not clearly describe the student teachers' competences so the accreditation commission has started to demand them very recently. The accreditation analyses relation to the legislation of the Republic of Latvia,

standards, and EU recommendations. The coherence between different parts of the curricula and relevance to the outcomes is not analyzed.

According to the author's opinion, the lecturers in Latvia are not ready to the shift to learning outcomes in the accreditation. As a result, the lecturers give preference to traditional (knowledge based) assessment methods in study courses. In comparison, American educators initiated the new outcomes based accreditation of the universities and colleges. The accreditation process was taken over not by Ministry of Education but by the American teacher educators. The next chapters will analyse the reasons which make the educators initiate the changes "from the bottom".

## **2.5. Improving the management of the teacher education curriculum**

Transfer to modern education programs usually demands high costs. It is necessary to develop new assessment system and standards. There are many expenses for international collaboration, experts and in-service training of the lecturers.

On the one hand, teachers are not leaders and universities are not enterprises: they neither manufacture products nor offer services. Universities educate the students. On the other hand, the education quality is partly related to management elements: costs, responsibility, efficiency, innovations, competitiveness, collaboration and strategic planning. University and enterprise have many similar elements. University offers paid studies so becoming the part of the market. Student is a customer who pays for the studies and can demand the quality. Modern university needs a good reputation which allows it to get an additional students and financing.

Universities face an increasing obligation to be accountable to the public (politicians, neighbourhood, parents, and students) and create courses that are attractive to the educational community at large. Universities that cannot prove their efficiency, competitiveness and high achievements lose the funds that are attached to a student who moves to a different institution that can reach higher accountability scores.

During the 1980s and 1990s, the increasing calls for accountability were a major reason for the rapid spread of various forms of the outcome-based education in countries such as America, Australia, New Zealand, Singapore and Western Europe (Belgium, Denmark, Hungary, Ireland, Italy, Slovak Republic, Spain, Sweden and UK). In spite of many international projects and documents about the theoretical application of learning outcome

principles in the world, there is relatively rare practical implementation of the outcome principles across Europe (Stephen, 2004).

The teacher education institutions often forget that they also are the instruments of the society so they must respond to the demands of the society as well though. The Bologna Declaration has three main objectives: mobility, employability and competitiveness (Johnson, Dupuis, Musial, Hall, Gollnick, 2002). Teacher education accountability is an important and legitimate goal for teacher education institutions that have an obligation to be accountable to the public just like other universities and education institutions.

The higher education institutions that cannot prove their efficiency, competitiveness and high achievements lose the funds that are attached to a student who moves to a different institution that can reach higher accountability scores (Mazurek & Winzer, 2004. p. 318).

Modern enterprise is an organization that also learns and follows the changes in the outer forces. The head of the enterprise analyses the competitors' knowledge and changes in the political, economical, social and technological trends to predict the customers' demands. The main function of the modern enterprise is not strategic planning but strategic thinking.

Universities also have to learn all the time if the study programs are attractive, qualitative, innovative and competitive in the national and international labor market. The most important element which proves international competitiveness is education. In 80s the production rapidly increased in Japan and Germany. USA immediately did meaningful investments in research, development and education. In the 1990's Chicago district had to spend \$7.5 million over five years for implementing outcomes based education (OBE) in their area (Spady, 2004). The European scholars also warn that implementing the OBE takes a lot of time and money, especially for lecturers' and professors' in-service training. Transforming all the curricula in terms of outcomes takes years to accomplish (Stephen, 2004).

Different countries use different methods how to attract more money to higher education institutions. One of the most popular methods is "selling" the university programs to international students. They are investing in international higher education that is a major 'export industry' (Leon E. Panetta, 2007). For example, from 1999-2000 to 2004-2005, international student enrollment grew by nearly 17 % in the United States, 29 % in the UK, 46 % in Germany, 81 % in France, 42 % in Australia, and 108 % in Japan. The UK, France and Japan increased enrolment of international students from Asia by over 90%, the United States by 26% (OECD, 2006).

The countries try to improve the marketing strategies. Allied to this need for competitiveness is the desire to create courses that are attractive to the educational community at large. For example, non-English speaking countries are increasingly offering programs in



English. Japan is building dormitories and other facilities for its foreign students and scholars and is investing both in teaching Japanese to foreigners and in developing additional courses to study in English (Leon E. Panetta, 2007). The Netherlands, Sweden and Finland offer from 200 to more than 1000 programs in English. Other countries, such as Germany, France, Iceland, Korea, Hungary, Norway, Japan, Poland, Czech Republic, Slovak Republic, Switzerland, and Turkey offer from 50 to about 300 programs in English. In Korea, there are 10 English-only universities (OECD, 2006).

**Western Europe** has recognized that the internationalized higher education not only strengthens European integration but also positions Europe in the global economy. The EU stimulates cooperation in research and education through well-funded programs to promote the mobility of students and scholars within Europe and to improve the study of European languages. Country's well being depends on innovation and competitiveness in the global knowledge-based economy. International students are considered a good source for innovations and an important means for strengthening the country's cultural diplomacy around the world. For example, every year Great Britain attracts 300 000 international students (10 % of the total number of students) who have paid 4000000 British pounds for the study programs.

Though **Latvia** has only started to speak about the necessity to implement the competency/outcomes based approach in the education, it already faces the problems of limited financial resources in higher education. Insufficient attention has been paid to attracting international students, also student teachers, to Latvia as an additional financial source. According to the data of the Ministry of Education and Sciences in 2006, there were only 1600 international students in all the education institutions in Latvia. They mostly were exchange students who had the scholarships from the European program Erasmus.

According to some educators' opinion, the lack of the National Qualifications Framework makes the teacher education programs not attractive to international students (Volkova, 2007). In March 2007, the Higher Education Institution A announced that it had six Erasmus exchange students, the Higher Education Institution B had eight exchange students but the Higher Education Institution C has never had them at the study programs that educate student teachers of foreign languages.

Several educators suppose that Latvian educators' misunderstanding about the role of credit points (CP) in higher education prevents international students from coming to Latvia. The educators and higher education institutions forget that the credit system describes an educational programme not only by student workload but also by learning outcomes and

competences to be acquired. The credits have no direct links with learning outcomes in Latvia.

International students and professors are considered a good source for innovations and an important means for strengthening the country's cultural diplomacy around the world. In March 2007, the Higher Education Institution A (in Latvia) announced that it had six Erasmus exchange students, the Higher Education Institution B had eight exchange students but the Higher Education Institution C has never had them at the study programs that educate student teachers of foreign languages.

The author considers that a part of the lecturers are not aware of the necessity to follow market principles in student teachers curricula. As a result, Latvia exports its own intellectual potential instead of attracting the foreign students and professors to the country.

**In USA,** the transfer to outcomes based education was supported by marketing and management activities in education institutions and departments. Education management does not deal with functions or technologies. It is related to human resources: students, lecturers and other faculty employees. Education management means shared responsibility and decentralization which allows the changes from „bottom” to „top”.

The successful education management means involvement all the interested stakeholders in the reforms. As a result, the head of the education institution cannot excuse him about relying on the resolutions or instructions of the Ministry of Education. All the decisions are made in collaboration with educators, students and parents. The educators not only educate the students but partly deal with administrative functions, for example, select the dean of the head of the department).

The educator gets better involvement in the education policy and different attitude to the moral values. The educators are not afraid to have a risk, to do experiments, to use new methods and assume the responsibility for outcomes. The education institutions and educators willingly take part in the changes which lead to a paradigm change in teacher education:

- From the educator who „knows” the subject to the educator who leads the knowledge, skills and competences and is open to collaboration.
- From the educator's self satisfaction, conservatism and conformism to initiative, risk, liberty and competitiveness (Zīds, 2001).

Horner (1997) stresses that there are employees who are followers and employees who are leaders. Education management involves a great number of educators in the changes. As a result, there appear more and more teachers –leaders who provide the opportunities for learning, lead the student progress and achievement. Leaders can enforce vision and strategic

thinking and lead the community, students and parents to understand the problems they face, to change their behaviour and attitudes.

### **2.5.1. Involving the employers and district level organizations in the collaboration**

However, educators-leaders cannot make changes in teacher education without a support. Changes „from the bottom” mean involvement of the educators, employers (principals, education boards) and ministry of education, because any reforms need the supportive structures. The changes are led by all the interested parties.

In the West there is a decentralization of the universities therefore ministry of education needs a different approach to participate in the changes and follow the education quality. The ministry supports the changes and avoids the traditional governing. Ministry controls the result and performance quality avoiding the control of investments and resources. There are increasing attempts to collaborate with universities, schools, educators and social partners and support the changes „from the bottom” (OECD, 2001).

In every country, the changes have been started either by the government (“top”) or by educators (“bottom”) themselves. Changes from the “top” mean determined standards and reporting system. In this case, changes can happen but they still reflect the features of the previous system. In Europe the learning outcomes activity was mostly characterized by bottom-up (started by the universities) in about 34 % of the countries. Changes “from the bottom” mean deeper understanding.

In majority of European countries, the outcomes based initiative was led top-down (started by the ministry). For example, in Sweden, teacher education is exposed to an active ‘interference-politics’, which is manifested by governmental investigations, prescriptions and reforms instead of demanding the universities to reform the education in a good way (Andersson, 2002). It is still unclear how to encourage the universities to change. In the top-down case, the universities can be very reluctant to the changes and “may create an antithetical, mechanistic response from the staff in the higher educational institutions” (Adam, 2004). In France, the Ministry of Education controls the curriculum of each university in each discipline so the education reforms mostly are initiated by the government. The universities have only the theoretical freedom to organize their curricula (Estelle Orivel 2004; p.p. 215 and 219).

In Sweden, more freedom was given to the universities in 1993. It was the reason for some of the teacher education institutions to develop further. Different new projects about reconceptualisation of teacher education system started within some of the teacher education

institutions. The mottos in teacher education were freedom, possibilities for the student to choose, additional subject-courses with academic depth and didactic direction developed by enthusiastic teacher educators. After 2000, a new governmental reform and restructuring era with less freedom for the teacher educators started. Andersson (2002) considers that governmental involvement and political investigations and prescriptions can impair programmes of teacher education.

Changes in teacher education can be from the top or from the bottom. In the chapter the author will analyse both the ways using the benchmarking system. Both the ways mean the collaboration between different stakeholders in foreign language student teacher education. The author will compare the collaboration of American and Latvian universities, employers, and state and district level organizations in developing the education quality of foreign language student teachers. The comparative perspective provides a useful research tool to try to identify and understand what factors affect the way initial student teacher education is conceived and implemented at national, local and institutional level.

**In the USA**, the necessity to change the teacher education appeared in the middle of 50s. In 70s, the reforms „from the bottom” started in close collaboration with ministry, accrediting agencies, teacher organizations and education departments. There were developed new standards, changed the traditional assessment system to modern assessment of student competences in the examinations Oral Proficiency Interview (OPI) un Writing Proficiency Test (WPT) which are officially recognized by the educational institutions.

The federal government has played only the secondary role in the education reform and quality assurance system. Its “role is a more active one in regulating the operation of various interests in the marketplace of education and of facilitating a level playing field in matters of regulations, subsidies and curricular prescriptions” (O’Sullivan, 2000, p. 121).

The federal government has limited powers over the quality assurance in teacher education because the Constitution of the United States does not include this function as a governmental duty. The US demonstrate a unique case where the federal/national coordination of the education reform is rather weak but in spite of this, American educators have founded different national teachers’ associations that still do have power over the US teacher educational system and its quality. State foreign language associations are responsible for much of the in-service training available to foreign language teachers.

Additionally, there are state or federally funded programs for foreign language student teachers in every state. The foreign languages teachers’ associations states use the funds for such things as textbook adaptation, summer in-service training institutes, study abroad programs, training in the oral proficiency interview, and methodology workshops.

In **Table No. 7**, the author has depicted the involvement of the American educators' organizations (federal, states and districts' related) in the student teachers' quality assurance processes in the state of Pennsylvania. The process, if not the content, is similar in other states.

**Collaboration of American universities, employers and federal, state and district level organizations in developing the education quality of student teachers**

<b>COLLABORATION PARTNERS OF UNIVERSITIES</b>	<b>COOPERATION RESULT (Product)</b>	<b>ROLE OF EDUCATORS-LEADERS</b>	<b>SUPPORT OF PARTNER ORGANIZATIONS</b>
<p><u><i>Federal level organizations</i></u></p> <p><b>Ministry of Education</b></p> <p><b>Accreditation Agencies (founded by the teacher organizations)</b></p> <p><b>Teacher Organizations</b></p>	<p>STANDARDS</p> <ul style="list-style-type: none"> <li>• for learning foreign languages in basic school and secondary school (ACTFL, 1999);</li> <li>• for student teachers of foreign languages (ACTFL, 2002);</li> <li>• for beginning teachers of foreign languages (INTASC, 2002).</li> </ul> <p>EXAMINATIONS that assess speaking and writing skills: Oral Proficiency Interview (OPI) un Writing Proficiency Test (WPT)</p> <p>ACCREDITAION OF STUDENTS' KNOWLEDGE AND COMPETENCES</p>	<p>Developers of federal education policy, analysts, methodologists, writers, teacher trainers, experts, ambassadors of the cultures they come from, promoters of other cultures, trainees.</p>	<p>Federal grants for educators' and <i>student teachers'</i> in-service training and projects</p>
<p><u><i>State and district level organizations</i></u></p> <p><b>State and district level education departments</b></p> <p><b>Schools</b></p>	<p>EXAMINATION NAMED „PRAXIS”: TEACHERS LICENCING</p> <p>LEADING AND MANAGING STUDENTS' PRACTICE</p>	<p>Developers of state education policy, analysts, methodologists, writers, teacher trainers, experts, ambassadors of the cultures they come from, promoters of other cultures, trainees</p>	<p>States' and district grants for educators' and <i>student teachers'</i> in- service training and projects</p>

**FEDERAL LEVEL ORGANIZATIONS**

In 1952, the American educators from schools, colleges, universities and other organizations (the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO) and the National School Boards Association (NSBA) founded their own accreditation organizations for teacher education programs because the US Department of Education did not provide sufficient quality assurance in higher education.

One of the most popular accreditation organizations was the National Council for Accreditation of Teacher Education (NCATE) that continues the accreditation procedure also nowadays. During the next fifty years, different other associations joined NCATE to help

ensure quality in the preparation of teachers for America. Nowadays the agency is in the hands of the teacher's profession and education policy makers. At present NCATE is a coalition of 33 Member Organizations of teachers, teacher educators, content specialists, and local and state policy makers in all the states.

The coalition represents also over 3 million individuals. The goal of the accreditation agency is to create a strong and independent teacher training quality assurance mechanism in the USA. The accreditation agency and its demands to teacher training system have been recognized in all the states (Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education 2002). The council's evaluation of the institution is external and oriented to the real world of teaching. NCATE has partnerships with 50 states. Twenty-five states have approved the NCATE's program review (accreditation) process. The US Department of Education also recognizes NCATE as a professional accrediting body for teacher education.

In order to improve the quality of teacher education system in the USA, the American educators founded one more, competing accrediting organization named the Teacher Education Accreditation Council (TEAC) in 2003 (TEAC 2003). The American colleges and universities may choose between two the accreditation agencies: NCATE or TEAC. At the time when the new organization TEAC was founded, there was a concern that the other accrediting organization, NCATE, mostly assessed the inputs and capacity and had less emphasis on results or outcomes. Now TEAC accredits only study programs, but NCATE accredits all the Faculties of Pedagogy and all the education programs delivered by the institutions so NCATE is more popular in the USA. Today both the accrediting agencies have built the foundation for public confidence in the quality of the teaching profession.

One more organization that deals with quality assurance in foreign languages student teachers' education is Interstate New Teacher Assessment and Support Consortium (INTASC) represented in more than 30 states. It is a consortium of the state education agencies and national educational organizations dedicated to the reform of the education, licensing and on-going professional development of young teachers. INTASC's role is only building consensus among the previously mentioned organizations and not decision making.

The student teachers are offered to join also the American Council on Teaching of Foreign Languages (ACTFL) that represents teachers of all foreign languages (German, Spanish, French, etc.) at all educational levels. The organization was founded in 1967. Prior to that time, there was no single society for the teachers of foreign languages. During the last 40 years, it has been the only national organization that worked with the improvement of the teaching quality and learning of all the foreign languages. The ACTFL represents the

educators who teach foreign languages to everybody: from the kindergarten students to adult learners (American Council on Teaching of Foreign Languages 2006). The organization provides the university professors and schoolteachers with the information about the newest teaching methods, publishes research articles and organizes educators' conferences.

In order to get the support and necessary financing for the research and conferences, the American Council of Teaching of Foreign Languages (ACTFL) hire the lobbyists who convince the federal government to provide the financial support for the educators and student teachers: for seminars, conferences and in service training. The lobbyists are represented by Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS). They not only represent the American foreign language educators in the Congress but also organize different workshops and offer strategies for informed and effective participation in the policy making process at the local, state, and national levels. The educators, also student teachers, probably do not realize that their actions can have an impact on the way decisions about these professional issues are made. Therefore the lobbyists offer all the teachers, teacher educators and student teachers Advocacy Workshops or Letter Writing Campaigns where they, for example:

- Discuss current policy issues affecting the language profession
- Learn how to build a strong Political Action Network
- Consider success stories and effective models
- Study advocacy techniques such as letter-writing, making visits to policy makers, testifying on policy issues, building coalitions with other organization etc (National Council for Languages and International Studies, 2005)

The united efforts of American educators and lobbyists make the federal government provide grants for the states, researchers and higher education institutions that investigate national issues like teaching quality, teacher shortages, global economic competitiveness etc. For example, in order to help all educators understand the standards and accreditation demands, the federal government provides a lot of financing for workshops and conferences for the university professors and teachers of foreign languages. The student teachers also are encouraged to participate in the conferences by lower participation fee and extra credits.

## **STATE AND DISTRICT LEVEL ORGANIZATIONS**

The state governments also play a very important role in regulating the education system of the USA. The state governments implement academic standards for pupil promotion and graduation, teachers' licensing, establishing academic standards and curriculum guidelines for local school districts, passing laws regulating the content of instruction (e.g., teaching of



patriotism etc.), providing for statewide testing of students, governing state higher education systems, etc (Spring, 2004, p. 197). Every state is responsible also for the teacher's quality in its own territory.

Additionally to federal (national) accreditation of the teacher education program, the States' Departments of Education may control the universities and colleges located in the state's territory. For example, Pennsylvania Department of Education in collaboration with National Council for Accreditation of Teacher Education (NCATE) participates in the accreditation of the teacher education universities and colleges located in its territory. The Department administers implementation of the teacher's professional standards also in the foreign languages teacher education programs.

The Department is responsible for the graduating student teacher licensing including tests of the subject matter knowledge, teaching knowledge, and teaching skills in PRAXIS examinations. At the same time, the Department collaborates with the universities and designs the mentoring programs that provide sustained support to beginning teachers and evaluate their teaching skills before granting a long-term professional license. The states try to improve teachers' education and thus student teachers for the challenges of the 21<sup>st</sup> century. The university professors can get the information about the states' examination PRAXIS in the seminars and workshops financed and led by the States Departments of Education.

Elected community officials who regularly meet to discuss the matters of the schools, universities and colleges located on their territories lead Local District School Boards. Local School Boards work with universities to create a link between foreign languages teacher education, hiring, and ongoing professional development. They create partnerships (e.g. mentoring) with a local colleges to develop foreign languages teacher education programs at the local university or colleges. The Local School Boards are involved in mentoring foreign languages student teachers' practicum at school.

The professors who work at the universities and colleges can get financing for their in-service training or research from different district organizations. For example, in Pennsylvania within a local School District, the Penn Manor Education Foundation (a group of alumni) has regular meetings to distribute grants to various educators for creative lesson planning and projects that go beyond the academic budget. Other foundation named IU 13 (Intermediate Unit 13) provides services that an individual district could not pay for a normal budget. They also provide teacher in servicing throughout the school year.

American educators believe that the government most significant and its only function is financing educators' in-service training and different education projects. The federal support program named Title VI of the Higher Education Act, for foreign language education

started after 1958 when Russians suddenly had managed to launch Sputnik. That fact convinced the federal government of the United States needed more civilians who were fluent in Russian and other foreign languages. The government funding was given for teaching less commonly taught foreign languages, later also to international business education, undergraduate international studies, research and materials preparation, and overseas teacher training and conferencing.

In 1990s, the federal government started to worry about the education quality in the USA and published the Reagan Administration's report "A Nation at Risk" (U.S. Department of Education, 1983). After the document was published, the federal government began to promote and financially support outcomes/competency based education reform in the USA (Schooling Around the World. p. 314). Afterwards, different teachers' professional associations continued the work independently and continued the education reform according to federal government's national goals (Johnson, Dupuis, Musial, Hall, Gollnick, 2002).

Reforms changed the educators' role in the education process. Now they are not only pedagogues but also leaders who can lead the education quality, who are analysts, methodists, writers, educators and trainees. They are decision makers in the society. After 2000, the American educators initiated the new accreditation system for teacher education programs and universities. The successful reforms need in service training of the educators who can apply for the grants which finances courses, projects and research in the state and district levels. The student teachers also are promoted to participate in the seminars and workshops together with lecturers. The student teachers also can get the financing attending the seminars, leading the projects and research in the state and district levels.

As a result, there is a close partnership between all the involved parties including the students, parents, local school boards, ministry and lecturers. The close collaboration promotes the educators for new initiatives.

Educators of **Latvia** have no experience for starting the reforms or making the decisions from "bottom" because the Soviet system did not allow any independent decisions in the study programs for about 50 years, until 1991. The soviet ideology determined the contents of the study programs and education priorities. The universities of Latvia were located far from Moscow but they had to follow all the regulations including the content of the study programs and courses.

After 1991, the demands to the teacher's profession changed also in Latvia. The learners needed real communication skills in a foreign language not just grammar and vocabulary. The teachers who had graduated from the Soviet universities had to change their way of thinking, opinions and pedagogical knowledge how to teach the foreign languages. The teacher of

foreign languages had to teach not only knowledge but also lead students' learning, progress and achievement. The teachers had to lead the collaboration with ministry, school principals and local education boards in order to reach better quality in student teacher education.

In Latvia, the teacher education quality is determined by the universities and the Ministry of Education and Science. The study programs follow the Teachers' General Professional Standard. The accreditation agency assesses the study process and programs. (see **Table No. 8**).

**Table No. 8**

**Collaboration of universities, employers and state and district level organizations in developing the education quality of student teachers in Latvia**

COLLABORATION PARTNERS OF UNIVERSITIES	COOPERATION RESULT (Product)	ROLE OF EDUCATORS-LEADERS	SUPPORT OF PARTNER ORGANIZATIONS
<p><u><i>State level organizations</i></u></p> <p>Ministry of Education and Science</p> <p>Accreditation Agency (AIKNC) (founded by the ministry )</p>	<p><u>STANDARDS</u> <u>For teaching foreign languages at school (2004)</u></p> <p><u>Teachers' General Professional Standard (2004)</u> (Lack of foreign language standard or guidelines)</p> <p><u>ACCREDITATION OF INPUTS AND RESOURCES</u></p>	<p>Methodologists, writers, teacher trainers, experts, ambassadors of the cultures they come from, promoters of other cultures, trainees.</p>	<p>Limited financing for lecturers' in-service training.</p>
<p><u><i>District and city level organizations</i></u></p> <p><b>Local School Boards</b></p> <p><b>Schools</b></p>	<p>LEADING AND COORDINATION OF PRACTICE (collaboration between universities and schools)</p>	<p>Methodologists, writers, teacher trainers, experts, ambassadors of the cultures they come from, promoters of other cultures, trainees.</p>	<p>-----</p>

## STATE LEVEL ORGANIZATIONS

After Latvia became an independent country, the higher education institutions were granted autonomy, but there still exists hierarchy in the education system: the Ministry of Education and Science coordinates the education processes in Latvia. At the same time the universities are free to set their curriculum, and the students are free to choose between competing universities and academic styles. The role of the ministry has retreated mostly to standard setting unlike the USA.

In all Central European and Eastern European countries, as well as in Latvia, the quality of higher education programs is evaluated by accreditation. In 1994, the Ministry of Science and Education established the centre (AIKNC) which started to evaluate the quality of higher education in Latvia. In 1996, the accreditation started in Latvia. In order to evaluate the programs of the higher education institutions, the Accreditation commission has been founded. It consists of Latvian and foreign experts: representatives from Latvian higher education institutions, scientific institutions, the Ministry of Education and Science of Latvia, Latvian Science Academy, Latvian Education Leader Association, Latvian Doctors' Association, and other civic organizations. The Accreditation commission consisting of 10 representatives evaluates study programs, regarding the laws about higher education, and submits the positive or negative decisions about the study program to the Ministry of Science and Education.

In Latvia, the professors and lecturers also are offered in-service training by the universities and European Union programs. Sometimes they can get partial financing for participation in the conferences and seminars. In spite of limited financial resources for in-service training, the educators and student teachers of foreign languages can improve their qualification in several associations. For example, Latvian Association of Language Teachers (LALT) was founded on 25 September, 2001. LALT was formed by the Association of Teachers of Latvian Language and Literature, the Associations of Teachers of English, German and French as well as the Association of Teachers of Latvian as a Second Language and the Latvian Association of Teachers of Russian Language and Literature. LALT holds regular annual meetings to reflect on the work done and discuss the future activities.

In the associations, the educators can develop intercultural and professional contacts linking various language related organizations in Latvia and in the world, assist in introduction of innovative language learning experiences in Latvia and spread on the international scale the achievements made by Latvia's language specialists in research and pedagogical work.

However, the educators' associations do not influence and do not change the education policy in Latvia; they mostly are meeting places for teachers, lecturers, professors and some student teachers of foreign languages from all Latvia. Unlikely the USA, the Latvian educators are not equal actors in determining the education policy in Latvia. They are mostly conduits for instructional policy.

### **DISTRICT LEVEL ORGANIZATIONS**

The student teacher of foreign languages (graduate of higher education institution) goes to the Local School Board when she/he decides to work at school as a teacher of a foreign language. The Board informs the student about the available teacher's job at school. This is the only function of the local school boards in Latvia. They do not participate in developing the quality assurance mechanism at higher education institutions located in their own territories. The boards also do not provide financing or other support for the student teachers of foreign languages while they are at a higher education institution.

Table No. 8 shows the lack of coherence and continuity between lecturers and student teachers' employers in Latvia. The local school boards, future employers, are not involved in mentoring the student teachers' education quality though the graduates go to school after 4 years. The school boards schools cannot influence the higher education institution's decision if the student's knowledge, skills and values are appropriate for the work at school. It means that program designers and lecturers usually do not collaborate with education boards.

According to the program designers' opinions in teacher education institutions A, B and C, the link between the higher education institutions and possible employers still is rather weak. In the spring of each year, school principals become aware of which teachers they will need in the upcoming year. At that time they turn to the faculties of pedagogy with their requests. The principals usually do not have any specific demands about the necessary competences for the graduate students. Therefore the program developers are forced only to guess which competences or knowledge the graduate specialists are lacking. As a result, the higher education institutions just ignore the question if the student teacher's qualification corresponds to the labor market and employers' needs (Koķe, 2004).

Higher education institutions are granted autonomy, but there still exists hierarchy in the education system. Ministry of Education and Sciences has a traditional regulation and monitoring role. The education process is completely top-down. The standard and regulation setting usually is initiated by the ministry. Unlikely the USA, the Latvian educators are not equal actors in determining the education quality in the country or district. Latvia lecturers are

not leaders. They are mostly conduits of instructional policy. All the changes happened in one generation therefore not all the educators of Latvia could follow them.

In 2001, the Organization for Economic Co-operation and Development (*OECD*) noted that Latvia is in the transition between the traditional and modern education system. Education innovations are mixed with old fashioned values to produce a learning environment. OECD explains that the collaboration between different social partners will help develop comparable and accountable teacher education system.

Latvia cannot borrow the American collaboration model between different stakeholders but it can borrow the practical experience and ideas how to improve the collaboration between the lecturers, education boards, principals and student teachers. The collaboration between different social partners will decrease the information and content gap between teacher education and contemporary school: demands, study outcomes, learners' proficiency and competency assessment etc.

In Latvia there are only three higher education institutions offering the 4 year programs for the teachers of foreign languages. In most cases they work alone, without collaboration with other interested and more informed parties (for example, about the student teacher competences or the demands of the contemporary school).

### **2.5.2. Determining the drivers of change**

In order to determine who should start the collaboration and changes in foreign language teacher education the author used the Kurt Lewin model called a Force Field Analysis (Lewin, 1951). Around 1950's, psychologists and managers began to look at how to best implement changes in organizations. One of the pioneers of this area of management study was Kurt Lewin. He developed a model that he called a Force Field Analysis. This is a method for listing, discussing, and evaluating the various forces for and against a proposed change. According to Lewin, organizations and individuals operate within a psychological and social environment. The space of this environment is called a "field". The relationship between various "forces" in a field can halt or encourage change. When a change is planned, Force Field Analysis reflects a big picture by analyzing all of the forces affecting the change and weighing the pros and cons. By knowing the pros and cons, it is possible to develop the strategies, which reduce the impact of the opposing forces and strengthen the supporting forces. Forces that support the change are called "driving forces." Forces that work against the change are called "restraining forces." The forces can be people, organizations, resources, attitudes, traditions and values.

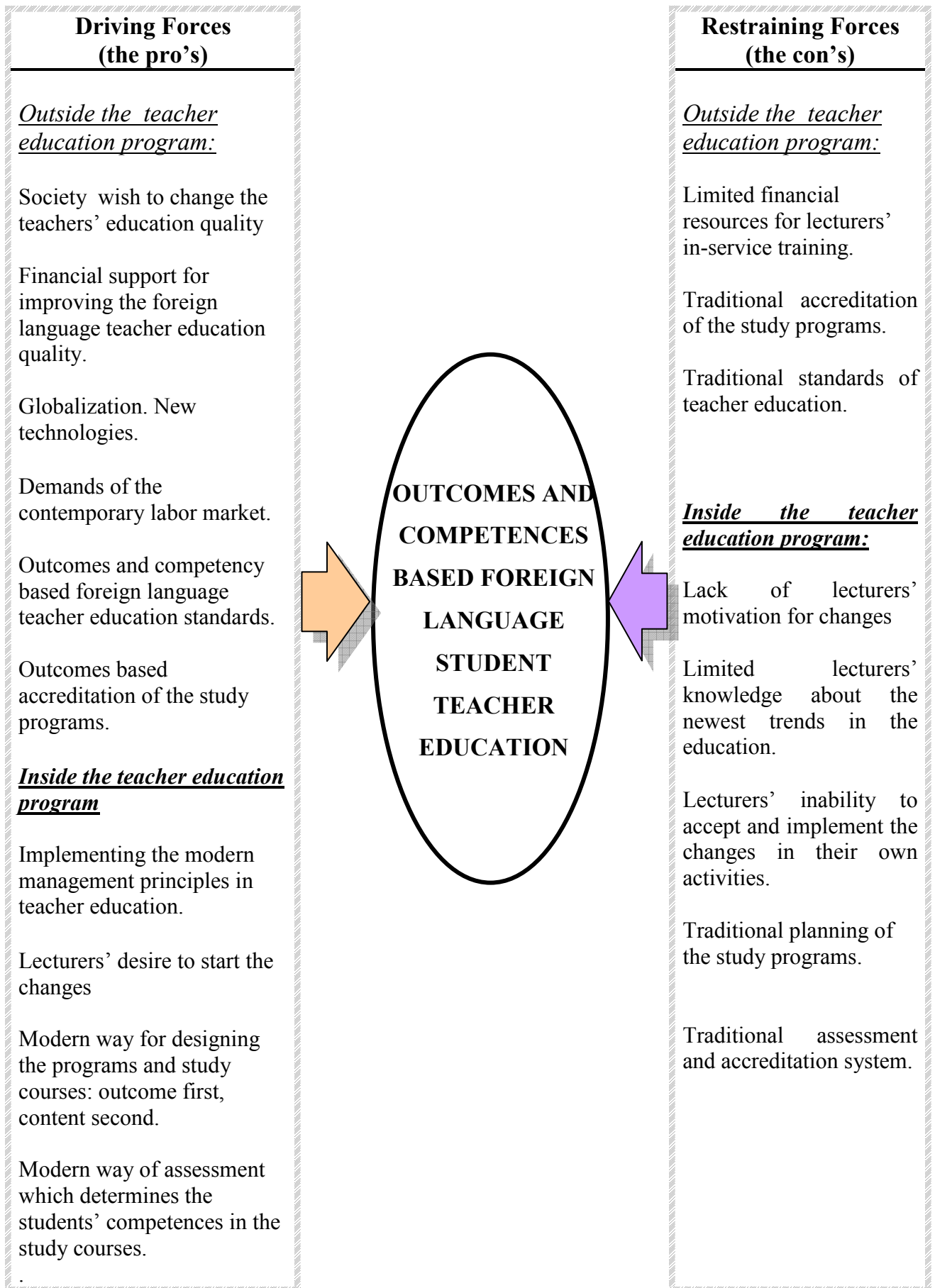
After the forces have been listed and their relative potencies noted, there have to be decided the strategies. They will either reduce restraining forces or increase driving forces. Afterwards a change agent would “unfreeze” the current situation, implement the “change” and then “refreeze.”

The drivers for change include (Chappell, Hawke, Rhodes & Solomon, 2003; Dickie, Eccles, Fitzgerald & McDonald, 2004; Mitchell, McKenna, 2005):

- National and State governments, which demand actions that respond to skills shortages, the improvement of skills and qualifications profiles, the continued removal of barriers to skills;
- Teachers’ organizations, which need to better understand and to respond to several trends in the market place.
- The competitive training market, with the arrival of private training providers and new funding arrangements like user choice and fee for service, is also driving the pace of change.
- New capabilities and responsibilities (flexibility, customization and larger partnerships) of the lecturers and professors.

To make change happen, the Driving Forces (for example, influence of the history, faculty desire to acquire new competences, outcomes based curricula design, learners’ standards and performance assessment etc.) must be stronger than the Restraining Forces (for example, lack of faculty wish for changes, inadequate funds for faculty retraining, traditional curriculum design, input based accreditation etc.).

The author determined the driving and restraining forces in foreign language teacher education of Latvia following also the research of Chappell, Hawke, Rhodes & Solomon (2003), Dickie, Eccles, Fitzgerald & McDonald (2004). There were questioned the lecturers who work at the study program "Teacher of foreign languages" in three higher education institutions of Latvia (**See Figure No. 6**).



**Figure No. 6. Driving and Restraining Forces in Foreign Language Teacher Education**



The educators named the following driving forces in foreign languages student teachers' education: influence of the history on the contemporary teaching methods, society (also student teachers') wish to change the education quality, administrative commitment to the education quality, faculty desire to change, and necessity of the market based approach, outcomes based curricula design, new learners' standards and performance based assessment and accreditation.

There were mentioned the following restraining forces in student teachers' education: lack of faculty wish for changes, lack of faculty knowledge of the new teaching techniques, inadequate funds for faculty retraining, traditional curriculum design, knowledge standards, traditional assessment and input based accreditation.

The results of Force Field analyses show that the foreign language teacher education in Latvia needs changes. According to Kurt Lewin the successful changes need a new additional driving force or diminishing one restraining force or reinforcing one driving force. There should be more driving forces inside the teacher education curriculum.

The author considers that lecturers' desire to start the changes is the main driving force in changing the foreign language student teachers' education of Latvia. The educators are not only transmitters of skills; they also have a central role to play in the reform of education (Blūma, 2007). In this way, they do not have to wait passively to see what changes are taking place, but they can be much more actively involved.

Laužacks (1997) proposes increasing lecturers' in- service training before starting the education changes in the country. The lecturers of Latvia need the new knowledge about the innovations and changes in other countries. The new knowledge will develop their ability to become the drivers of change and do the complete shift to the modern student teacher education in Latvia. Educators have no experience for starting the reforms or making the decisions from "bottom" because the Soviet system did not allow any independent decisions for about 50 years. The surveyed lecturers of teacher education institutions admit that are not ready for the crucial reforms in education. They are mostly satisfied with the existing Teachers' General Professional Standard and do not see any need for the new standards in foreign language teachers' education.

Swedish professor Andersson (2002) agrees that changes in teachers' education should start with reconceptualisation about the new role of the teacher in the 21<sup>st</sup> century. The changes should occur in the teacher education itself, first of all, among the teacher educators. Policy makers ought to support and facilitate such a development.

Necessity for the new role can create the educators' psychological resistance to change. Schein (1993) notes that there is a natural wish to ignore the information which can

lead to unfreezing and change. When faced with outside standards or measurements, which show that an organization is not performing as well as it could, the usual reaction is to downplay the significance or criticize the measurements. This may occur by dismissing the information as irrelevant, blaming the undesirable situation on others or “fate”, or denying its validity.

In any of those cases, people resist change. One of the barriers that prevent the changes from the “bottom” is European professors’ psychological unwillingness to change their working style. Though the advantage of adopting learning outcomes is a benefit for the national and international educational transparency and quality assurance and standards, implementing the outcomes based education usually meets both the support and denial from the educators of the higher education institutions (Stephen, 2004; p. 7). The professors usually find it difficult to change the existing curricula and approach to teaching. A part of the university staff thinks that higher education could not be reduced to learning outcomes, that they are more suitable in vocational training. As the professors are asked to identify and implement the learning outcomes, they have to change the traditional teaching, learning and assessment systems (Stephen, 2004; p. 7).

For people to overcome the resistance, Schein (1993) states that people need to feel psychologically safe. In other words, there should be the situation where educators must feel the possibility to improve the current system. He specifically suggests that:

*“Working in groups, creating parallel systems that allow some relief from day to day work pressures, providing practice fields in which errors are embraced rather than feared, providing positive visions to encourage the learner, breaking the learning process into manageable steps, providing on-line coaching and help all serve the function of reducing learning anxiety and thus creating genuine motivation to learn and change”* (Schein 1993; p. 6).

The results of Force Field analyses show that the foreign language teacher education in Latvia needs changes. There should be more driving forces inside the teacher education curriculum. According to Kurt Lewin the successful changes need a new additional driving force or diminishing one restraining force or reinforcing one driving force.

The author considers that lecturers’ desire to start the changes is the main driving force in changing the foreign language student teachers’ education of Latvia. The educators are not only transmitters of skills; they also have a central role to play in the reform of education (Blūma, 2001). The lecturers need the new knowledge about the innovations and changes in other countries. The new knowledge will develop their ability to become the drivers of change and do the complete shift to the modern student teacher education in Latvia.

The author concludes that the following activities can diminish the impact of the restraining forces in foreign language teacher education:

- modern outcomes and competence based standards or guidelines for the teachers of foreign languages;
- modern way of designing the teacher education programs and study courses: outcome first; content second;
- modern way of assessment which evaluates the learning outcomes in terms of knowledge and competences in the study courses;
- modern way of accreditation which puts more emphasis on assessing outcomes and competence rather than inputs and resources.
- modern management of teacher education curriculum, paying a particular attention to
  - development the leadership and strategic planning abilities in lecturers who are the most effective drivers of change in teacher education;
  - equal and regular collaboration between Ministry of Education and Science, lecturers, students, local school boards and principals who also influence the quality in teacher education.

### **2.5.3. Starting strategic and outcomes planning**

If the educators consider themselves as drivers of change in the institutions or departments, they do not resist the changes but plan them. The real world and its demands change very fast. But the education system usually responds to the needs and changes of the outside forces after 5-8 years because the higher education institutions need the time for the new teacher education curricula, and learning and teaching aids. Following the already existing demands is a short term goal. If we educate the student teachers for the present situation our teacher education curricula will not be competitive in the future (Vasiļevska, 2006).

The people involved in the change must be ready to do it. One model to implement the change is called ADKAR. The model determines the proximal conditions that must exist for the people to adopt changes:

- Awareness – of why the change is needed.
- Desire – to support and participate in the change.
- Knowledge – of how to change.
- Ability – to implement new skills and behaviors.
- Reinforcement – to sustain the change.

Awareness can come from changes in the marketplace and communication from participants, as is the case here. Desire can be fostered by either incentives or fear of punishment. Training and education must be provided for people to have necessary knowledge. Practice, coaching, and role models can be used to give people the ability to change. Finally, recognition and awards must be given for people to maintain their new abilities and practices (Prosci, 2007).

The knowledge about the management and planning principles help lecturers plan and lead the changes. The study programs in West include not only education management but also education leadership courses. Education management refers to organization and planning of the education process. At the end of the 20th century there was a shift from management to leadership in the USA, Australia, Canada, West Europe etc. Not only school principals but also teachers are leaders of the learning process. As a leader, a teacher provides the opportunities for learning, leads the student progress and achievement. Leaders can enforce vision and lead the community, students and parents to understand the problems they face, to change their behaviour and attitudes. Leadership is based on moral authority, ideas, values and commitment (Sergiovanni, 2000).

Education leadership is connected to educators' ability to determine the future vision, aims and goals of the education department or institution. The modern teacher education curriculum has borrowed many ideas from the business organization, also planning. Armstrong (1993), Bryson (1995), Drucker (2004), Heijden (1996) describe the planning process in the business organization:

1. Assess the existing situation, inner and outer forces and define the organization's mission, vision and values.
2. Define the development aims.
3. Define the goals.
4. Identify the resources and make the program (responsible persons, time table etc.).
5. Implement (a new study program).
6. Assess the outcomes.
7. Start the new planning period.

The education institution or department cannot borrow all the planning principles from the enterprise. However, the basic principles of strategic planning can promote the changes in the educators' way of thinking which leads to the changes in the departments and institutions.

The education changes are based on the models of strategic planning: goals-based (determining vision and mission) or scenario-based. It is difficult to define any scenario for the changes in teacher education therefore the educators mostly interpret the main trends

taking into account the probabilities and connections with other trends. Western educators determine the following steps to develop the necessary changes in education:

- Step 1. Identifying the fields of change
- Step 2. Selecting the most important fields of change
- Step 3. Identifying the scenarios to be developed
- Step 4. Describing the scenarios and bringing them to life

(OECD, 2001, Kleiner, 1999, Van der Heijden, 1996).

The universities should have much higher leadership and strategic management capacity matching that of modern enterprises, with appropriate strategic, financial and human resource techniques to ensure long-term financial sustainability and accountability requirements (Schleicher, 2006). Planning increases the accountability of the department or education institution. It promotes the changes in the department and makes the educators respond to the demands of the society. Strategic plan can be written only on several pages but it has the most important function: feedback with the society. Planning is a creative process which promotes the collaboration between all the interested parties: educators, students, teachers, municipality workers, local boards of education and neighbourhood. It attracts more students and increases the popularity of the education department and institution. Strategic planning helps the educators make the shift to outcomes based planning: first planning the outcome or result, only secondly the content. In the USA, every department of foreign languages has its own strategic plan.

The education departments in Latvia do not have the strategic planning so the author proposes the model that can make the educators start planning the outcomes and changes in the departments of foreign languages in Latvia (*see Figure No. 7*). The planning analyses the existing situation, focuses on the organization's mission (vision and values), aims or priority directions and goals (who will do what and by when). The strategic planning answers to the following main questions: What future situation do we imagine? What do we want to reach? How to get there?

Vision is developed at the beginning of the planning process. After the analyses of the existing situation sometimes it is necessary to return to the vision and improve it. The educators also should define the values of the department, for example, professionalism, and openness to the changes) and the mission (purpose of the department): „What do we offer?”

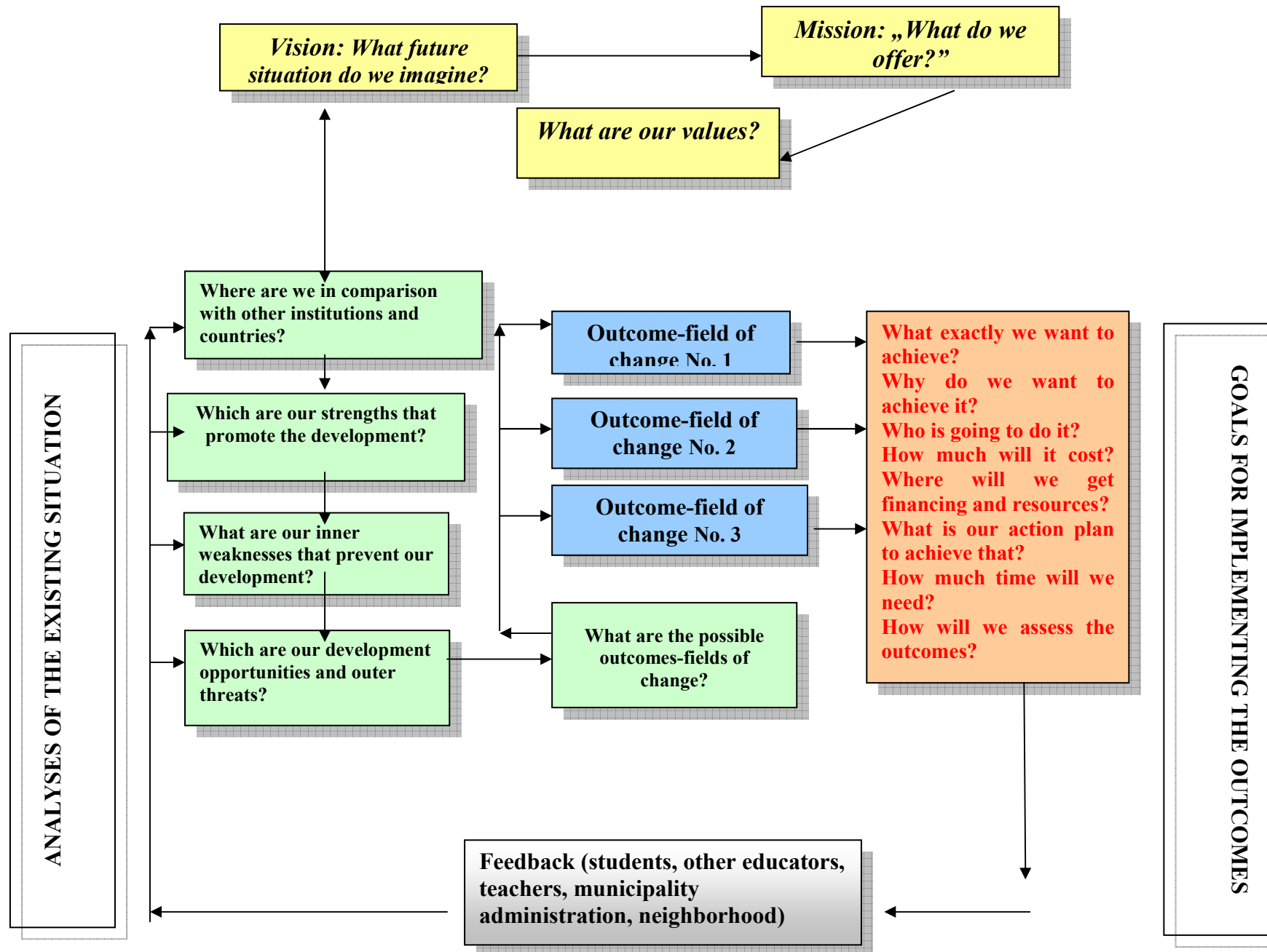


Figure No. 7. Model of planning outcomes and changes in foreign language teacher education

Model of planning outcomes and changes consists of two parts:

1. Analyses of the existing situation based on SWOT and determining inner and outer forces: Which are our strengths that promote the development? Which are our development opportunities and outer threats? What are our inner weaknesses that prevent our development? Where are we in comparison to other institutions and countries: assessment of inner (structure, resources, technologies etc.) and outer resources (globalization, other universities, demography, and legislation)?
2. After the department has analyzed the existing situation and determined the inner and outer forces, it defines the possible outcomes -fields of change. Afterwards the detailed goals are set for every outcome: What exactly we want to achieve? Why do we want to achieve it? Who is going to do it? How much will it cost? Where will we get financing and resources? What is our action plan to achieve that? How much time will we need? How will we assess the outcomes? Planning is circles therefore after assessment of the outcomes there a new phase with analyses the existing situation etc.

Planning is a creative and flexible process that develops the feedback with all the stakeholders involved in foreign languages student teachers' education. Planning makes the lecturers lead the education quality and drive the changes. They learn to determine the future vision, aims and goals of the education department and plan the learning outcomes expressed in terms of knowledge and competences. Planning eases the transfer to the comparable and accountable outcomes, stimulates the development and maintenance of the quality of the study programs, promotes the students, educators and inhabitants' mobility and develops the common higher education area (Tuning Educational Structure in Europe, 2002). Strategic planning allows the education institution to attract more local and foreign students. Planning of changes and outcomes promotes the collaboration with local inhabitants, future students, municipalities and employers: school principals. Collaboration with the stakeholders such as employers makes them become aware of the education institution and student teacher education.

The author concludes that in Latvia the universities, lecturers, Ministry of Education and Science, accreditation agency, school boards and school have made the foreign language standards for basic and secondary schools, the Teachers' General Professional Standard and developed a new internationally recognized accreditation system for higher education. In foreign language teacher education there are implemented qualification levels, BA, MA, degrees, and the European Credit Transfer System (ECTS) expressing the student workload.

However, the local school boards and principals as future employers are partly involved in mentoring the education quality of the foreign language student teachers. As a result, they cannot influence the higher education institution's decision if the knowledge and competences of student teachers are appropriate to meet the needs of the contemporary school.

The author supposes that the necessary changes that influence the quality assurance in teacher education can be reached in collaboration with different stakeholders: the ministry, national accrediting bodies, principals, education departments and especially lecturers that actively express concerns and participate in student teacher education.



## II. PRACTICAL RESEARCH

### CHAPTER NO. 3.

#### TEACHERS OF FOREIGN LANGUAGES IN LATVIA

In the research, the author involved the local school boards and principals of Latvia to estimate the quality of foreign language teacher education. The lecturers and student teachers also were asked to assess the relevance of the student teachers' education to the needs of contemporary school. The research base was all 3 higher education institutions that deliver the program "Teacher of foreign languages" in Latvia. The research involved all 122 (3<sup>rd</sup> and 4<sup>th</sup> year) students of the professional study program "Teacher of foreign languages" and 76 lecturers of the related higher education institutions. The investigation included 113 school principals from the related districts.

The research estimated if

- a) the programs "Teacher of foreign languages" are relevant to the needs of the contemporary school and 21<sup>st</sup> century: knowledge, skills and values;
- b) the programs need the changes according to the opinion of employers, lecturers and student teachers.

As there is no standard for the student teachers of foreign languages, the survey questionnaires were based on the European Profile for Language Teacher Education that offers the competences for the student teachers' curriculum of the 21<sup>st</sup> century: skills, knowledge and values (Kelly and Grenfeld, 2004).

#### **3.1. School principals' responses about the relevance of knowledge, skills and values needed to contemporary school**

The questionnaires were sent to the education departments of the district municipalities in three towns, which then distributed the questions to the principals of the related basic and high schools in 2006/2007. The school principals' comments were analyzed and sorted according to the proposed knowledge, skills and values to be included in the study programs.

**The school principals** were asked to answer the following open-ended questions:

- What knowledge do the student teachers of foreign languages need?
- What skills do the student teachers of foreign languages need?
- What values do the student teachers of foreign languages need?

- What do you like/do not like in the young university graduates, especially in the teachers of foreign languages? What changes are necessary in foreign language teacher education?

a) The school principals' comments were analyzed and sorted according to the proposed knowledge, skills and values to be included in the study programs (See **SUPPLEMENT NO. 9**).

The school principals' statements were collected by ranking the answers. The principals of Latvia think that the student teachers of foreign languages need the following most necessary *knowledge*:

- Teaching methodology/pedagogy.
- Learners' needs, especially learners with special needs.
- High proficiency in the foreign and Latvian languages.
- Psychology, stressing the communication issues.
- Traditions and culture of the foreign countries.
- The European dimension (study of European issues as part of the subject content of courses)

Comparatively, the European Profile for Language Teacher Education (Kelly and Grelfeld, 2004) also stresses that the student teachers need the knowledge about different teaching and assessment methodologies, quality assurance procedures and methods and high foreign language proficiency.

The school principals of Latvia think that the student teachers of foreign languages need the following most necessary *skills*:

- Usage of computers and Internet in the lessons and for the learners' needs.
- Usage the Contents and Language Integrated approach in the lessons; teaching other subjects through the medium of a foreign language.
- Ability to work with any learner.
- Ability to apply the knowledge of theoretical methodology course in the classroom: for example, making the lessons interesting, motivating the learners to acquire the language, etc.
- Ability to assess the learners and teachers, especially their performance.
- Ability to apply the knowledge of theoretical psychological in the classroom: for example, conflict management, collaboration with the learners' parents, etc.
- Ability to teach the language to learners.

- Ability to get EU financing for the projects and to involve other teachers, also from abroad, in project management, participation in EU programmes, projects and student mobility schemes.
- Presentation ability.

In comparison, the European Profile for Language Teacher Education (Kelly and Grenfeld, 2004) also stresses that the student teachers need the ability to understand the people's learning style and develop independent learning strategies, monitor their own language competence, work in teams also with foreign colleagues, understand the methodologies and strategies for teaching another subject through the medium of a foreign language and integrate information and communication technologies into teaching.

However, the European Profile does not include the student teachers' necessity to write and manage European projects or attract financing to school. On the contrary, project management skills are stressed in many Latvia's school principals' answers.

The school principals of Latvia think that the student teachers of foreign languages need the following most necessary *values*:

- Personal and high values (responsibility, positive attitude, creativity, etc.)
- Tolerance to other cultures and nations.
- Understanding of the learners', their parents and other teachers.
- Understanding of the teacher's mission in the society.

In comparison, the European Profile for Language Teacher Education (Kelly and Grenfeld, 2004) also stresses that the student teachers have to promote positive social and cultural values, diversity of languages and cultures, and concept of European Citizenship.

In Latvia, the student teachers face the difficulties at school because of the lack of clearly defined study outcomes expressed in terms of knowledge and competences. The author concludes that the content of the study courses only partly is related to the needs of the contemporary school. On the one hand, the principals' comments about decreasing the adults' pedagogy course is correct because the teachers work with pupils. On the other hand, teachers are classroom teachers who work with parents, society, colleagues in Latvia and abroad.

**b)** There were 17 positive and 15 neutral comments about the professional and personal qualities of the student teachers of foreign languages. The principals admit that the young teachers of foreign languages are communicative, energetic and know English. They have acquired good theoretical education at higher education institutions of Latvia. They stress that the student teachers have very good theoretical preparation, also in foreign languages; they are very open, creative, confident and good in IT technologies.

There were received 39 negative comments about the student teachers. Many principals consider that the student teachers often do not understand the learners' assessment system, do not know how to work with the school documentation, how to accustom the pupils to discipline, how to make the lessons interesting and how to motivate the pupils to study the foreign languages. The employers mention the student teachers' insufficient ability to adopt the teaching process to the learners' need, to integrate IT technologies in the learning process. The employers also note that the higher education institutions teach mostly general aspects of pedagogy, not paying the special attention to the learners' needs and classroom management problems. Sometimes the student teachers are oblivious to their duties and arrogant in the class (could be imitating their lecturers' teaching style); they have collaboration difficulties with their colleagues (See Table No. 9).

**Table No. 9. Problems facing the professional and personal qualities of the student teachers of foreign languages in school principals' opinion**

Typical comments	Typical Quotations
<p><b>Lack of practical application of teaching methodology in the classroom (20 principals)</b></p>	<ul style="list-style-type: none"> <li>• „Young teachers of foreign languages do not know the learners' assessment system.”</li> <li>• „Young teachers do not know how to fill in the school documentation (reports, pupils' registration etc.)”.</li> <li>• „Young teachers have problems with classroom management.”</li> <li>• „Young teachers do not know how to motivate the pupils to learn foreign languages.”</li> <li>• „Young teachers' lessons are quite boring.”</li> <li>• “Young teachers do not know how to work in team with their colleagues and pupils” etc.</li> </ul>
<p><b>Oblivious and arrogant attitude about the foreign language teachers' work (12 principals)</b></p>	<ul style="list-style-type: none"> <li>• „Young teachers have low moral values.”</li> <li>• „Young teachers have very labor saving attitude to their duties at school.”</li> <li>• „Young teachers calculate their earnings too much”.</li> <li>• „The school mostly gets average young teachers of foreign languages, those who cannot get job in other places and countries.”</li> <li>• „Young teachers of foreign languages think that they are superior to other colleagues and pupils because of their language skills” etc.</li> </ul>
<p><b>Too much theory in young student teachers' minds (4 principals)</b></p>	<ul style="list-style-type: none"> <li>• “Higher education institutions do not prepare the student teachers to the practical work at school”.</li> <li>• „Young teachers do not know how to apply the theoretical knowledge in their practical work.”</li> <li>• „Young teachers get too high evaluation at the graduation examinations”, etc.</li> </ul>

<b>Lack of project writing and management skills (2 principals)</b>	<ul style="list-style-type: none"> <li>• <i>“Young teachers do not show the initiative in project writing and management though all the information about EU education programs and financing is in foreign languages.”</i></li> <li>• <i>“Young teachers do not know how to find project partners in Latvia and abroad”.</i></li> </ul>
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Many principals stress that there is too much pedagogical theory (input), especially about adults' pedagogy, in student teachers' education therefore it should be decreased.

The principals consider that the student teachers need more training

- in values and skills;
- in student centred approaches;
- in student teachers' proficiency assessment;
- in CLIL which will allow the student teachers to integrate European dimension, IT technologies in the lessons and attract the possible project partners abroad.

The school principals want the student teachers who have analytical skills and ability to adopt to the changes in a short time. The principals' answers prove the student teachers' good pedagogical and theoretical preparation for the work at school. However, the curricula needs more attention to

- the values and skills;
- Content and Language Integrated Learning which would allow to decrease the gap between employers' demands and student teachers' curricula.

The author concludes that the teachers of foreign languages

- have very good theoretical preparation;
- are open, creative and confident;
- are good in IT technologies.

The student teachers have difficulties

- to assess the pupils' knowledge objectively;
- to work with the school documentation;
- to accustom the pupils to discipline;
- to make the lessons interesting and motivate the pupils to study the foreign languages;
- to adopt the teaching process to the learners' needs;
- integrate IT technologies in the learning process creatively;
- to see the learners' individual needs;
- to avoid arrogance in the classroom and school;

- to avoid obliviousness to their duties;
- to apply the theoretical knowledge in real classroom with real pupils.

In school principal opinion, it is necessary to add the following *new issues* in study programs:

- the European dimension in the study courses,
- project writing and management skills, ability to find the project partners abroad,
- tolerance to pupils, their parents and colleagues at school,
- objective assessment of the learners' success and
- training to lead learners' centred lessons.

The European dimension and project management skills are stressed in many principals' answers because the main information about the EU programs and financing is in foreign languages.

Many principals stress that there is too much pedagogical theory (input), especially about adults' pedagogy, in student teachers' education therefore it should be decreased. The principals consider that the student teachers need more training

- in values and skills;
- in student teachers' proficiency assessment;
- in interdisciplinary issues.

The principals need the student teachers who have not only good theoretical knowledge but also analytical skills and ability to adopt to the changes in a short time. The principals' answers prove the student teachers' good pedagogical and theoretical preparation for the work at school. However, the curricula needs more attention to

- the values and skills because student teachers have problems to apply the theoretical knowledge in contemporary school;
- interdisciplinary issues which would allow the student teachers to integrate European dimension, IT technologies and attract the possible project partners abroad.

The author concludes that the content of the study courses only partly is related to the needs of the contemporary school.

### **3.2. Lecturers' responses about the relevance of knowledge, skills and values needed to contemporary school**

There were received and summed up 76 **lecturers'** opinions about the relevance of the student teachers' competences to the needs of contemporary school. There were received and summed up the educators' responses to the following questions:

- 1) What knowledge do the student teachers of foreign languages receive in the class you teach?
- 2) What skills do the student teachers of foreign languages receive in the class you teach?
- 3) What values do the student teachers of foreign languages receive in the class you teach?
- 4) What do you like/do not like in student teachers of foreign languages? What changes are necessary in foreign language teacher education?

(See **SUPPLEMENT NO. 10 and NO. 11**).

The lecturers are completely aware of the division between knowledge, skills and values which generally do not differ from the ones included in the European Profile for Language Teacher Education. Though the educators know the necessary knowledge and competences many of them do not pay enough attention to development of real life competences necessary for the work at school. As a result, some education institutions offer the theoretical courses about adults' pedagogy, teaching strategies and very specific courses, for example, how to translate the texts and work with translation programs.

The lecturers feel the lack of knowledge about the innovations in the education systems of other countries. The lecturers' answers did not reflect the presence of the popular integrated content and language learning in the study courses. None of the questioned lecturers mention the integration of the European dimension in the study courses: knowledge about the EU programs and provided financing for the education projects and teachers' professional development. The lecturers do not analyze the Common European Framework of Reference, the European Portfolio for Student Teachers of Languages or European Profile for Language Teacher Education. It means that a part of student teachers will not be ready to integrate geography, history or politics in their own lessons at school.

None of the lecturers mention teaching education leadership in the study courses. It means that the student teachers will not be ready to see the future 5-8 years ahead and plan the changes in the department or education institution. Teachers rely more on the teaching styles they have experienced as learners than on theory or even the practical knowledge they encounter in teacher education (Grossman, 1991). The student teachers will be good in education management but they will have the difficulties to feel themselves as the leaders who may and can start the education changes from "the bottom" in Latvia.

The lecturers' and professors' responses prove that in Latvia foreign languages student teachers curricula include a lot of traditional content emphasis on knowledge paying

insufficient attention to the skills and values necessary for the contemporary student teacher who will work at the school of future.

### **3.3. Student teachers' responses about the relevance of knowledge, skills and values needed to contemporary school**

In order to determine to what extent the foreign language teachers' education implements the shift to knowledge, skills and values, there were analysed 122 questionnaires completed by the 3<sup>rd</sup> and 4<sup>th</sup> year undergraduate pedagogy students of the specialty "Teacher of a Foreign Languages" in all three Higher Education Institutions of Latvia (see **SUPPLEMENT No. 12**).

While numbers are presented for each of the three higher education institutions, caution must be taken in comparing them due to the significantly unequal sample sizes. While there were 97 responses from one higher education institution, due to the small number of students in the study programs, there were only 17 and 8 from the other 2 higher education institutions. Due to the small sample sizes, no statistical means testing, i.e. ANOVA tests, has been done here to determine variance across the three samples.

The student teachers survey mainly was based on the division between knowledge, skills and values mentioned in the European Profile for Language Teacher Education (Kelly and Grenfeld, 2004). Besides, the student teachers were asked to estimate the structure of the study program.

In the following tables, question responses of the undergraduate pedagogy students were grouped by topical area. These topical areas were developed via expert opinion and multiple raters. The resulting topics of the questionnaires are:

- *Overall mark* assigned by students for the foreign languages teacher training programs in Latvia.
- *Theory to practice*: students 'perceived ability to move from the "theory" presented in their classes to the practical application of that theory in their teaching classrooms.
- *Supervisors* and mentors' provided support to students.

Understanding of teaching and learning: what *teaching methods* are used, how *learning* takes place in the classroom, how to *integrate* content and learning in the lesson.

Ability to *assess* pupils' learning.

*Technology competence* in the classroom (expertise in using books, Internet, computers, CDs and DVDs).



Ability to work in *multicultural* society and teach pupils of different abilities and cultures.

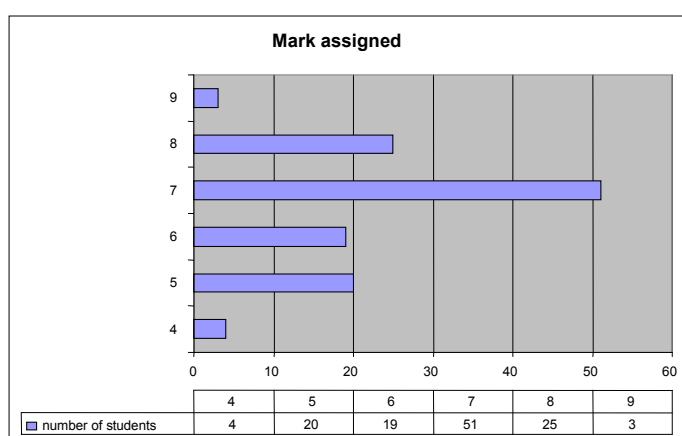
Understanding of *EU opportunities (information)* and constrains.

The most popular *sources of learning* at higher education institutions: lectures, trips, reading books, radio, or TV.

The items Theory to Practice, Supervisors, Learning Methods, Assessment, and Technology Competence relate to students' perceived ability to teach. The other items, Multicultural, EU Information, and Sources of Learning relate to student awareness and use of current information on best practices in pedagogy.

The items of the student questionnaire were the fixed alternative responses and the open ended responses (see **SUPPLEMENT No. 12**). In the fixed alternative items the respondents were asked to select five given alternatives. Each question, except for the “overall mark,” was answered on a 5 point Likert scale where 5 was Strongly Agree. The students using the standard grading protocol of 1-10 were assigned the Overall mark. None of the questions was reversed scored, so the results can be directly read.

In the open-ended responses, the students were also asked to comment what they liked or disliked in the study process. The open-ended questions enabled the researcher to detect such things as ambiguity and students feelings. The open-ended questions elicited the unanticipated responses, which shed a new light on the research problem. In the overall summary the comments were summed up in the categories to impose some degree of uniformity on the data (see **SUPPLEMENT No. 13**).



**Figure No. 11. Overall mark assigned by students for the foreign languages teacher training programs in Latvia**

The average mark assigned for the programs by students was 6,67, with a standard deviation of 1,146 (See **FIGURE No. 11**). The mode response was 7, a “good” grade. However, while the majority of students, 79 in total, assigned a grade of 7 or better, 43 students (35, 2%) assigned their programs a mark of 6 or lower. This would mean that a significant number of students, over one third of the respondents, feel that their respective study program “Teacher of a foreign language” in all higher education institutions of Latvia has educated them well on a macro level for their chosen careers.

The following are some of the additional comments about the study program offered in the respective institutions. In total there were 70 positive comments and 123 negative comments about the study program “Teacher of foreign languages” (See **SUPPLEMENT No. 13**) delivered in higher education institutions of Latvia.

Some (*five* in total) students like the study process and the study program:

- *“There is given a possibility to choose the electives for the 3<sup>rd</sup> and 4<sup>th</sup> year students.”*
- *“There is a possibility to pass examinations and tests before the official session starts”.*
- *“There is a possibility to master foreign language in classes if there are few students, as it is in my case, in higher education institutions A.”*
- *“Very good student body, friendly group mates” (2 students).*

Many students (*twenty*) are satisfied with the chosen specialty: teaching the foreign languages:

- *“I like to communicate with foreign people, to teach others.”*
- *“I like that we master not only the language but also get familiarized with English-speaking countries’ culture, history, literature and psychology (2 students).”*
- *“I like acquiring new teaching methods.”*
- *“I like mastering a language; I gained quite good language knowledge (13 students).”*

The students (*twelve*) are satisfied with the lectures other than foreign languages:

- *“I like that we study psychology (6 students).”*
- *“I like usage of computers.”*
- *“I like philosophy (2 students) and other subjects; the study process is not just learning how to teach the language, because I am not going to work as a teacher.”*
- *“I gained quite good knowledge in pedagogy while studying the foreign language teacher’s profession. The pedagogy subject helped me to comprehend my talents and proficiency to evaluate others.”*

- *“There is a possibility to acquire other subjects which are very helpful in personal life.”*
- *“While studying the teacher’s profession I gain much knowledge not only for professional development but also for myself.”*

At the same time, the students are much more critical about the chosen study program. There are *eight* students’ comments about the insufficient quantity of classes delivered in a foreign language. Many students (*twenty-one*) also criticize the lecturers’ teaching skills:

- *“Lecturers’ knowledge level is low in their subject (2 students).”*
- *“Sometimes lecturers cannot explain teaching material, cannot answer to the students’ questions (2 students).”*
- *“I did not like how grammar lectures were taught in the last 2 years. I could even say that grammar is my weakest issue because of the lecturer.”*
- *“Sometimes there is no clarity what lecturers want from us.”*
- *“We are asked to study much material independently because there are too many lessons; although we need the professor’s explanation, competence and presence before the students’ independent work (5 students).”*
- *“Teaching methods are inappropriate for students.”*
- *“Subjects are taught in a monotonous way.”*
- *“Many useless home exercises that do not improve language knowledge at all.”*

The students (*twenty-two*) stress the lack of flexibility in the study program “Teacher of a foreign language”:

- *“There are students with different language skills in the same group.”*
- *“I wish there would be more variety in studying English, for example concentrating not only to British English but also to American, Australian English and literature.”*
- *“I do not like the arrangement of the classes because 1 day is absolutely full but another day there is just 1 lecture.”*
- *“There are many subjects per day and demands that are impossible to accomplish (3 students)”*
- *“Studying process is too extended, etc.”*

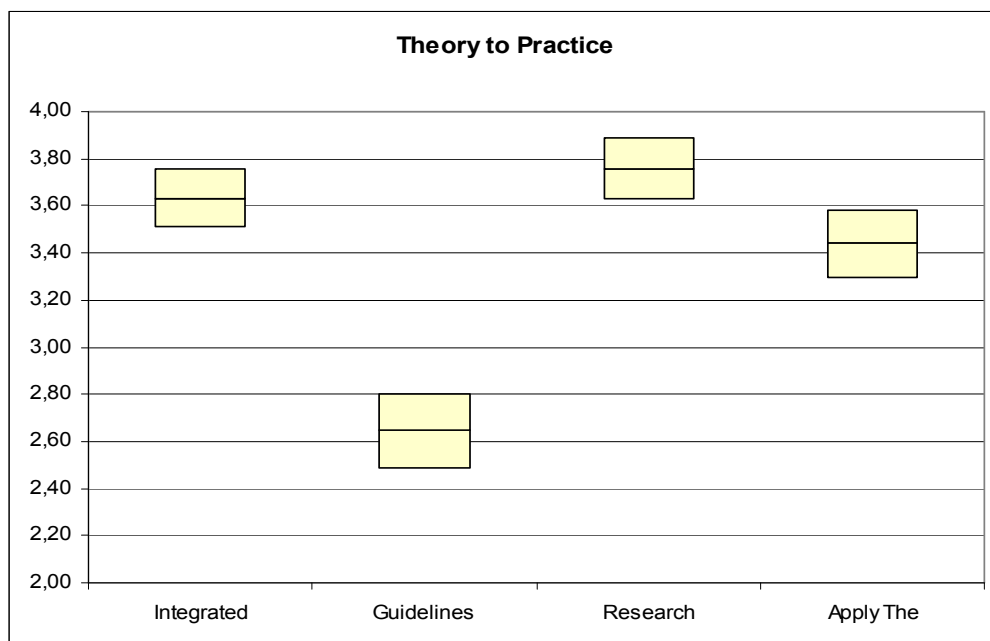
There are several (*twelve*) negative comments about the lecturers and their attitude towards the students:

- *“Lecturers don’t work with full effort.”*

- *“There are some very unsociable lecturers.”*
- *“There are some arrogant lecturers.”*
- *“There are some unhelpful lecturers.”*
- *“Some lecturers’ indifference towards the subject they teach.”*
- *“The greatest part of the lecturers is not interested in helping the students in the study process.”*
- *“Unequal demands from students.”*
- *“Attitude that every student has to be “saved” even if one is not proper to be a teacher, the most important is to have more paying students.”*
- *“Some lecturers criticize students in front of their group mates.”*
- *“There is no tolerance, patience and respect towards non Latvians.”*
- *“Good and outstanding students have no possibility to express their talents.”*

The author concludes that the students mostly are satisfied with the programme “Teacher of a foreign language”. However, they would like more variety in the contents and methodology, and more flexibility in the management of the study process. Many students blame the lectures for the arrogant attitude towards the students. In general, the students would like more tolerance in teacher education institutions.

***Theory to practice: student teachers’perceived ability to move from the “theory” to the practical application in the classrooms***



**Figure No. 12. Students perceived ability to move from the “theory” to the practical application (means and 90% confidence intervals)**

This group of questions (See questions No. 1, 2, 27, and 28 in **SUPPLEMENT No. 12**) asked about students ‘perceived ability to move from the “theory” presented in their classes to the practical application of that theory in their teaching classrooms. For most of the survey items, students felt that their ability to make that move, to apply theory to classroom teaching was slightly above average.

They believe that practical training is moderately well **integrated** with pedagogical theory ( $\mu = 3,63$ ,  $\sigma = 0,828$ ,  $SE = 0,07$  in **FIGURE No. 12**) (Survey question: *During language teacher education, the practical experience of teaching in the classroom is integrated with an academic study of pedagogical theory*).

Meaning of the symbols in the text  **$\mu$ : average value,  $\sigma$ : standard deviation, SE: standard error.**

They feel very confident plan and utilize **research** work in pedagogy ( $\mu = 3,76$ ,  $\sigma = 0,77$ ,  $SE = 0,08$ ) (Survey question: *I learn to plan, work out and defend the research work in pedagogy*).

They have slightly less confidence that they can **apply theoretical** works to their work with pupils ( $\mu = 3,44$ ,  $\sigma = 0,85$ ,  $SE = 0,09$ ) (Survey question: *I know how to apply the theoretical knowledge gained, for example, in applied linguistics, grammar, American studies etc. in my work with pupils*).

One particular area of concern, though, is in the use of **guidelines** to help students make the transition from *learning about teaching* to the act of *teaching*. The average response for this question is significantly below that of the other questions in this group and there is more variability in the answers ( $\mu = 2,65$ ,  $\sigma = 1,07$ ,  $SE = 0,10$ ) (Survey question: *I was given a specific set of guidelines to organize my practical experience in schools*).

As the students are undergraduates with no experience in managing this type of transition, they need a detailed set of guidelines for their practical experience component. These detailed guidelines reduce some of the unknowns for students, allowing them to concentrate on learning about teaching rather than concentrating on organizing their experience.

Anyway, the program designers of Higher Institutions A, B, and C consider that the students get the precise guidelines before starting the practice at schools. The gained data shows that the school practice guidelines have to be improved or even changed.

Though in the questionnaire the students consider that their practical training is well integrated with the pedagogical theory, in the comments many students (*nineteen*) say about the limited practical examples during the lectures (See **SUPPLEMENT No. 13**):

- “*There is too much theory, useless information, not enough practical examples.*” (16 students).
- “*There should be more talking and improving conversational speech level during language classes, not only working pedagogically and didactically*”.
- “*Too little communication with real school atmosphere, pupils and teachers*”.
- “*There is a lack of pedagogical practicum at school for the 1<sup>st</sup> year students.*”

At the same time there are *three* students who are satisfied with the proportion between the theory and practice:

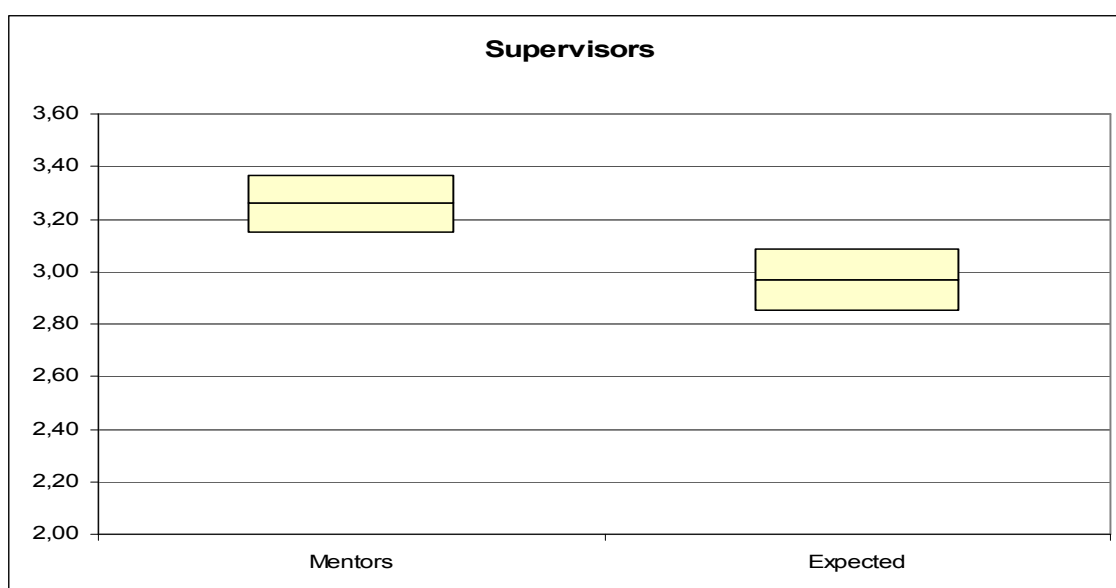
“*There are taught practical things which will be useful for further work at school (how to manage the class, how to use the appropriate teaching methods)*” (3 students).

In order to make the lectures less theoretical *one* student offers to hire more foreign professors who usually teach more practical than theoretical issues.

The author concludes that in the curriculum there is not enough pedagogical attention on the importance of having real, meaningful communicative exercises in the lessons and teaching the real-world language and non-language-related aspects, for example, how to behave and what to do in different national and international contexts.

The possibilities to invite foreign lecturers and professors who pay more attention to learners’ social and psychological needs and their habits and skills, are not properly used in student teacher education of Latvia. There is an urgent need for the new performance based guidelines for the school practice.

### ***Supervisors and mentors’ provided support to student teachers***



**Figure No. 13. Mentors’ support to students (means and 90% confidence intervals)**

The student teachers need a lot of help from the mentors in the school where they do the practical work: the “student teaching”. The school practice helps them make the transition from sitting at a desk and learning the theory to standing and real teaching in front of the class (See **SUPPLEMENT No. 12**).

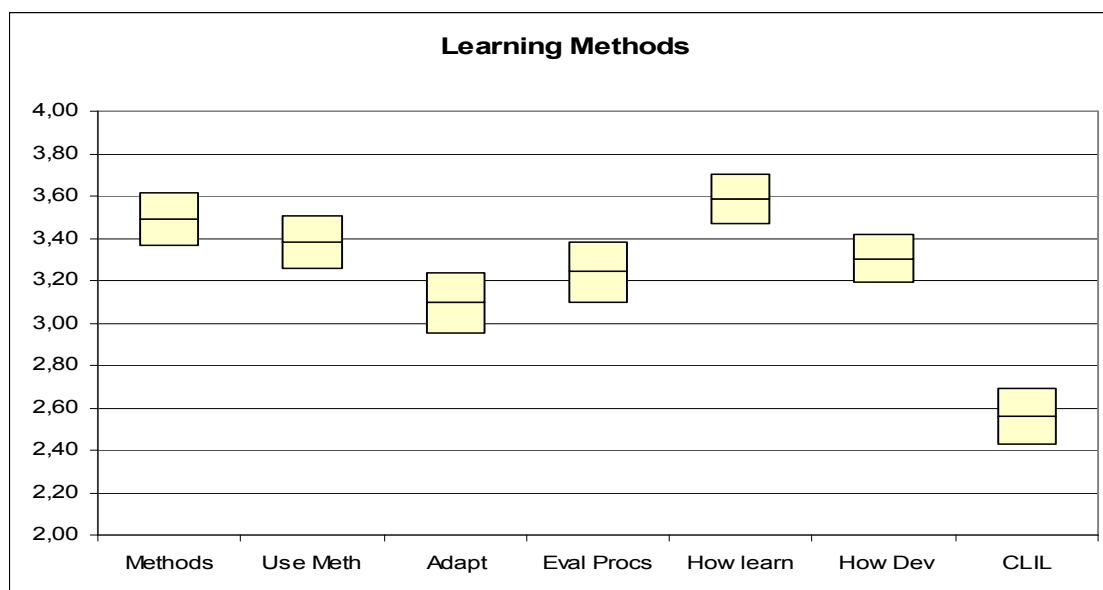
The students believe that **mentors** do advise students and offer guidance about teaching ( $\mu = 3,26$ ,  $\sigma = 0,73$ ,  $SE=0,07$  in Survey question No. 3: *Mentors advise trainees and offer guidance about all aspects of teaching and learning*).

They are not so optimistic that their mentors appropriately know what is **expected** of them ( $\mu = 2,97$ ,  $\sigma = 0,79$ ,  $SE=0,07$  in Survey question No. 9: *School-based mentors fully understand what is expected of them by the higher education institution*). However, in the survey, the students did not criticize the mentors.

According to the author’s opinion, the data of **Figure No. 13** show an average link between higher education institutions and schools. Mentors are not completely informed what knowledge and skills the candidate teachers are expected to acquire during the school practice.

Anyway, the program designers of Higher Institutions A, B, and C consider that the collaboration with the school mentors improves every year because of the project managed by the British Council since 2000. During the project time, the school mentors in all Latvia got special training how to work with the student teachers of foreign languages. The program designers are rather optimistic about the improvement of the collaboration between the teacher education institutions and schools in near future.

*Student teachers' understanding of teaching and learning: what teaching methods are used, how learning takes place in the classroom, how to integrate content and learning in the lesson*



**Figure No. 14. Students' perceived understanding of teaching/learning methods (means and 90% confidence intervals)**

Overall the student respondents believed that they had a reasonable understanding of teaching and learning (See **SUPPLEMENT No. 12** and **FIGURE No. 14**). The responses were positive that they knew about teaching **methods** ( $\mu = 3,49$ ,  $\sigma = 0,84$ ,  $SE=0,08$  in Survey question No. 10: *I learn about different teaching methodologies*).

The students also know how to **use teaching methods** ( $\mu = 3,38$ ,  $\sigma = 0,85$ ,  $SE= 0,08$  in Survey question No. 11: *I learn to use different new language teaching methods for reaching the necessary study outcomes*).

They agreed that they understood **how learning** takes place in a classroom ( $\mu = 3,58$ ,  $\sigma = 0,81$ ,  $SE=0,07$  in Survey question No. 16: *I know how the pupils learn*). This answer ties to the response about their understanding of theories about teaching: they seem to believe that they have a good understanding of teaching theories.

They were slightly less in agreement on the statement that they knew **how pupils develop** skills ( $\mu = 3,3$ ,  $\sigma = 0,75$ ,  $SE=0,07$  in Survey question No. 17: *I know how the pupils develop their skills*).



The students felt moderately capable in their ability to **adapt** their teaching to the national standards ( $\mu = 3,1$ ,  $\sigma = 0,98$ ,  $SE = 0,09$  in Survey question No. 14: *I learn to adapt teaching materials to the national standards*).

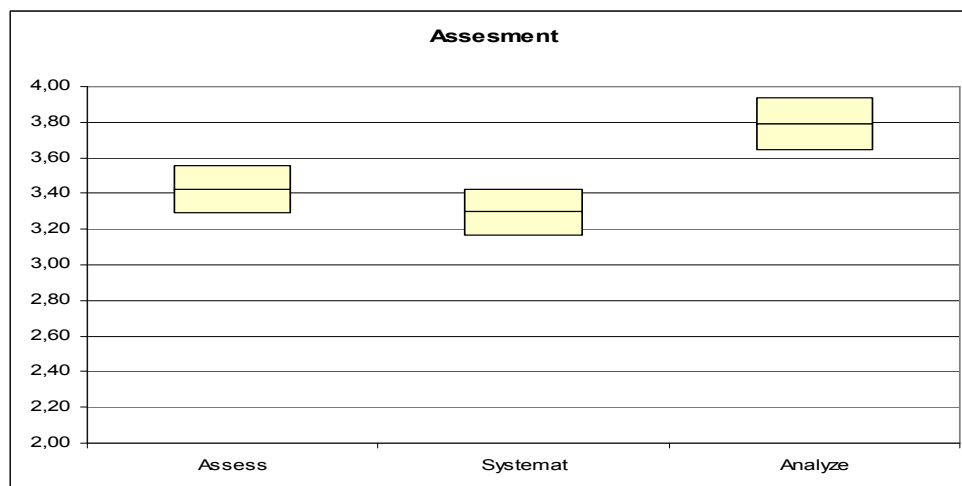
Similarly, they believe that they know about the **evaluation** (accreditation) **procedures** at education institutions ( $\mu = 3,24$ ,  $\sigma = 0,99$ ,  $SE = 0,09$  in Survey question No. 15: *I am taught that the internal and external study program evaluation procedures are in place*).

Students almost have not heard about using **CLIL**, Content and Language Integrated Learning approach in their future work ( $\mu = 2,56$ ,  $\sigma = 0,90$ ,  $SE = 0,08$ , in Survey question No. 18: *I learn about Content and Language Integrated Learning CLIL*).

The gained data proves the fact that in student teachers' curriculum there is limited information about the contemporary approach in the world: the Content and Language Integrated Learning. The lecturers' answers also did not reflect the presence of the CLIL course in the curriculum.

The student teachers do not feel confident in adapting the teaching materials to the national teaching standards.

### *Student teachers' ability to assess pupils' learning*



**Figure No. 15. Students' perceived ability to assess, systematize and analyze the learning and teaching (means and 90% confidence intervals)**

Learners' needs usually are closely connected with learners' assessment that is closely tied to outcomes and competences in the 21<sup>st</sup> century. The candidate teachers of foreign languages were asked to estimate their own ability to assess the pupils' knowledge and other

teachers' work objectively (See **SUPPLEMENT No. 12**). Students feel competent for all three assessment areas:

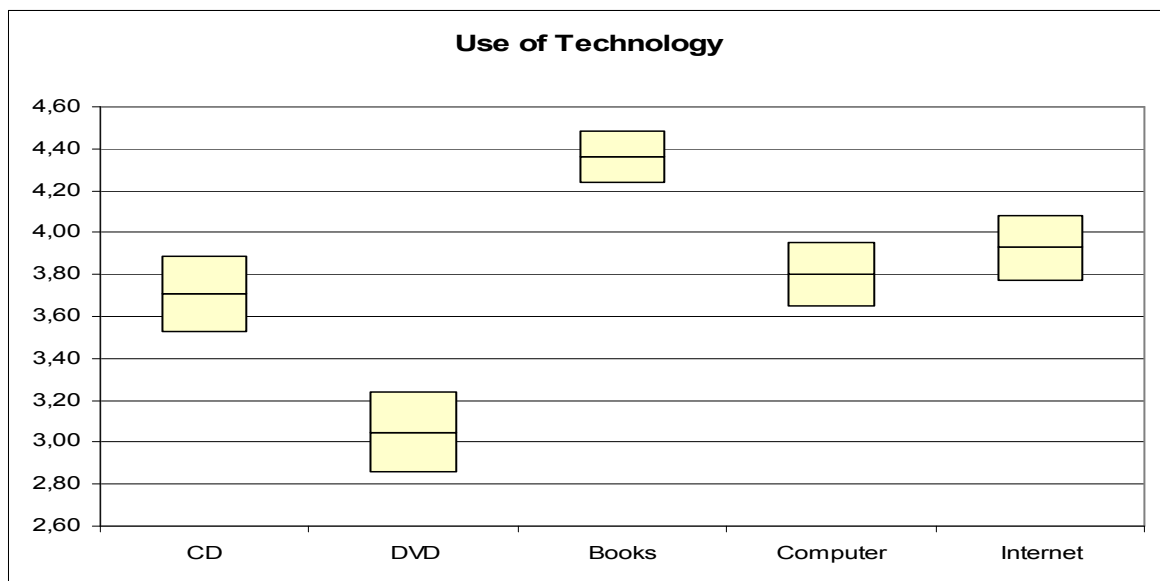
General **assessment** ( $\mu = 3,42, \sigma = 0,90, SE=0,08$  in Survey question No. 13: *I learn about the advantages and disadvantages of various assessment methods*).

**Systematic** analysis of learning ( $\mu = 3,3, \sigma = 0,87, SE= 0,08$ , in Survey question No. 22: *I learn to develop systematic methods and strategies for assessing the effectiveness of my teaching*).

Ability to **analyze** x ( $\mu = 3,79, \sigma = 0,86, SE=0,09$  in Survey question No. 25: *I learn to analyze other teachers' work*).

The author considers that further probing of this topic would be necessary to see if the students' level of competence goes beyond the perceived ability to grade pupils' works to the ability to compare those works to broader standards.

***Student teachers' technology competence in the classroom (expertise in using books, Internet, computers, CDs and DVDs)***



**Figure No. 16. Students' perceived ability to use multimedia in teaching (means and 90% confidence intervals)**

With an increase in the use of multimedia in teaching, it is important that students learn how to use technology effectively in the classroom to support learning by students. From learning theory we know that students have various learning styles and it is useful to be

able to use multiple methods to convey information that will work with those learning styles (See **SUPPLEMENT No. 12**).

The students were asked to comment upon Question No. 20: *I learn how to use at school effectively CD, DVD, books, computers or Internet* (see **FIGURE No. 16**). The candidate teachers felt that they had, as might be expected, a great deal of experience and expertise in using **books** ( $\mu = 4,36$ ,  $\sigma = 0,84$ ,  $SE=0,08$ ).

In addition, students in two of the programs believe that they learned how to use the **Internet** effectively ( $\mu = 3,93$ ,  $\sigma = 1,06$ ,  $SE=0,09$ ).

It is worth noting that the scores are significantly lower on the question about using **computers** ( $\mu = 3,8$ ,  $\sigma = 1,02$ ,  $SE= 0,09$ ) where the overall scores showed a relatively good level of knowledge about other technologies.

In the comments only *one* student mentions that she likes working with computers (See **SUPPLEMENT No. 13**). *Seven* students criticize the limited access to technologies:

- *“There is not enough funding for the technologies.”*
- *“I dislike the technical equipment and classrooms.”*
- *“I wish there would be more modern computers at the faculty of Pedagogy. Foreign literature department should be located at the faculty of Pedagogy because the future teachers study here (2 students).”*
- *“We have limited access to different study materials: TV, CD, DVD and books.”*

Learning about the use of **CD**'s was also reported by the students in all three higher education institutions ( $\mu = 3,71$ ,  $\sigma = 1,22$ ,  $SE= 0,11$ ), but with a larger than typical standard deviation in responses this learning may not be consistent across student groups.

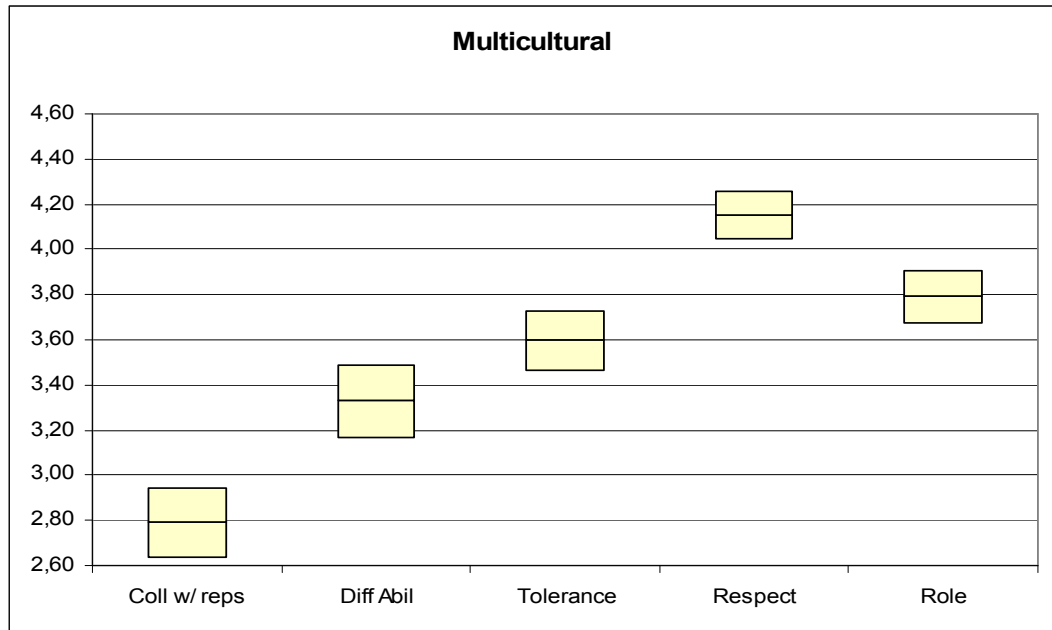
Overall students were less sure of their learning to use **DVDs** in the classroom ( $\mu = 3,05$ ,  $\sigma = 1,29$ ,  $SE= 0,12$ ). With the largest standard deviation of any item in the survey, it appears that this item is inconsistently covered across the student populations and should be addressed.

The author notes that the student teachers speak about the old fashioned equipment and computers. They do not know how to integrate DVDs in the lessons. In the result, the student teachers feel the highest confidence in using the books in the classroom.

The school principals also mention that a part of the student teachers reflect rather weak knowledge in integrating the computer and Internet at school.

The lecturers' affirm that they teach the student teachers how to use the computers for the research and for daily life. One lecturer even trains the candidate teachers how to work with the translation programs. The data of Figure 7 shows that the student teachers do not receive enough training in integrating modern technologies in the work at school.

***Student teachers' ability to work in a multicultural society and teach pupils of different abilities and cultures***



**Figure No. 17. Students' perceived ability to teach multicultural perspective at school (means and 90% confidence intervals)**

In today's classrooms, teachers must work with a variety of students including those from different backgrounds and possessing different abilities. They must also communicate to their students the fact that they are living in a "multicultural" world and must work with people different from themselves. In the survey this was measured by asking students questions about their preparation to do those things (See **SUPPLEMENT No. 12** and **FIGURE No. 17**).

The student respondents felt particularly well prepared to communicate and teach **respect** for other cultures to their pupils ( $\mu = 4,15$ ,  $\sigma = 0,70$ ,  $SE = 0,06$  in Survey question No. 32:

*I am taught the respect to different languages and cultures).*

They believe that they realise the importance of the **role** of the teacher in fostering multicultural understanding ( $\mu = 3,79$ ,  $\sigma = 0,80$ ,  $SE = 0,07$  in Survey question No. 33:

*I am taught the importance of the role the teachers of foreign languages pay in creating an interest in cultures and languages).*

Promoting **tolerance** is also something that the students feel capable of doing ( $\mu = 3,6$ ,  $\sigma = 0,90$ ,  $SE = 0,08$  in Survey question No. 31: *I am taught that the language teachers have a vital role to play in promoting tolerance to other cultures and social groups*).

The response to the question about effectively teaching pupils of **different abilities** ( $\mu = 3,33$ ,  $\sigma = 1,08$ ,  $SE = 0,10$  in Survey question No. 19: *I learn how to work with the pupils, who have different abilities to learn, and the different attitudes and cultural perspectives to learning*) proved the student teachers' concerns about this issue.

There were several student teachers' comments reflecting the same uncertainty about the student teachers' ability to adopt their teaching to the learners' needs (See **SUPPLEMENT No. 13**):

*In many subjects, it is told that there are children with special needs but nobody tells how to work with these children.*

Students felt that they were least prepared to **collaborate with representatives** of other cultures ( $\mu = 2,79$ ,  $\sigma = 1,03$ ,  $SE = 0,09$  in Survey question No. 5: *I have the possibility to collaborate with the trainee teachers in other countries*).

In the comments (See **SUPPLEMENT NO. 13**), *fourteen* student teachers stress the same problem: limited cooperation with foreign education institutions and foreign professors.

*There is no compulsory semester in foreign university for better acquiring of the foreign language in autonomous environment.*

*There are no or a few professors from foreign universities (3 students).*

*There is no possibility to cooperate with other universities (2 students).*

*Little possibility to get familiar with the teaching style in other countries (2 students).*

*There is no communication with the foreign culture that we study (3 students).*

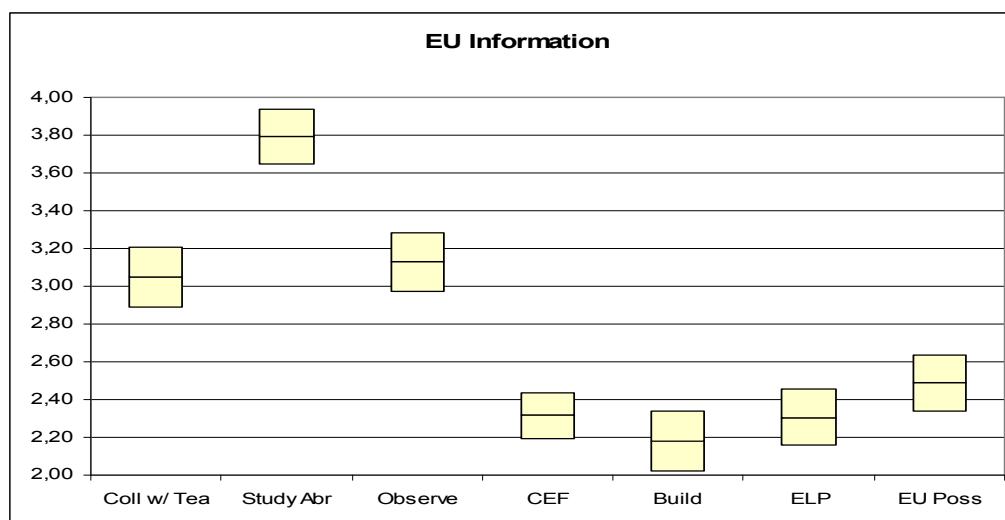
*There are no visits and excursions to foreign countries.*

*No activities or projects connected with foreign languages (2 students).*

The author concludes that student teachers' wish more training in the work with the learners of different abilities and cultures.

The student teachers note that they have very limited experience in collaboration with colleagues in other countries. The author thinks that the lecturers have to integrate virtual (e-mail) exchanges with other EU or world university student teachers in the curriculum. The virtual exchanges would encourage more student teachers to take advantage of the mobility offered through the Erasmus program.

### *Student teachers' understanding of EU opportunities (information)*



**Figure No. 18. Students' perceived ability to understand the opportunities in the European Union (means and 90% confidence intervals)**

The same concern about limited cooperation with the representatives of other cultures and countries is reflected in **FIGURE No. 18**. The student teachers disagree with the statement that during the study process they could **build** relationships across countries ( $\mu = 2,18$ ,  $\sigma = 0,96$  SE= 0,10 in Survey question No. 4: *During the study process I have the possibility to collaborate with the representatives of different social, cultural, ethnic, national, or religious groups (multicultural society)*). In this area, the student responses overall were much lower than for other topics (See **SUPPLEMENT No. 12**).

Of particular concern, though, is their unfamiliarity with the information about the European Union. The student teachers do not know, according to their responses, how to prepare an **ELP**, the European Language Portfolio, which would include evidence of the teacher's own experience and training ( $\mu = 2,31$ ,  $\sigma = 0,88$ , SE= 0,09 in Survey question No. 29: *I learn to arrange the European Language Portfolio (evidence about periods of study, work and training abroad, evaluation of my own language competences etc.) from the earliest stages of my initial teacher education*).

The student teachers do not know about the **CEF**, Common European Framework. They do not know how it can affect their teaching ( $\mu = 2,31$ ,  $\sigma = 0,81$ , SE= 0,07, in Survey question No. 12: *I learn to assess my own foreign language competences according to Common European Framework*).

The students acknowledge being well informed about the ability to **study abroad** ( $\mu = 3,79$ ,  $\sigma = 0,98$ ,  $SE=0,09$  in Survey question No. 6: *I have a possibility to study a certain period in a foreign university*).

In the comments (See **SUPPLEMENT No. 13**) *ten* students mention the possibility to study abroad as an advantage of the study program. *Two* students like to study at the foreign professors:

*“I positively appreciate that lecturer from Germany is teaching at the faculty. So students gain more knowledge and they are forced to talk only in German because the lecturer does not understand Latvian.”*

*“I like the teaching methods of the foreign professor.”*

At the same time the students did not know about the **opportunities** of other **EU programs** ( $\mu = 2,49$ ,  $\sigma = 0,88$ ,  $SE=0,09$  in Survey question No. 30: *I know how to inform my pupils about the EU opportunities*), for example, Socrates or Youth programs and EU financing.

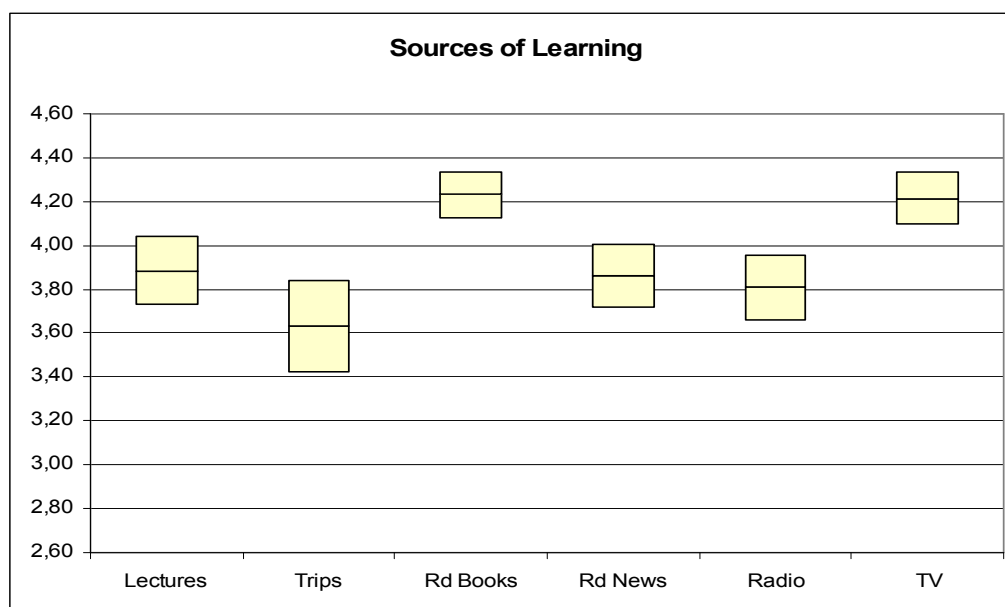
In the comments, several students agree that there is a little information about the possibilities to participate in the EU programs.

The responses were neutral on the question of the opportunity to **observe** teachers from other countries ( $\mu = 3,13$ ,  $\sigma = 1,07$ ,  $SE=0,10$  in Survey question No. 7: *I have the opportunity to observe foreign language teaching methods in different countries*).

The responses were neutral on their ability to **collaborate with teachers** from other countries ( $\mu = 3,05$ ,  $\sigma = 1,08$ ,  $SE=0,10$  in Survey question No. 5: *I have the possibility to collaborate with student teachers in other countries*).

The author concludes that in the study program, the student teachers do not get appropriate information about the European Union and its possibilities for students, teachers and pupils. The lecturers also did not mention teaching the European issues in the curricula. The program designer of Higher Education Institution A and B mentioned that they have started to speak about the Common European Framework and the European Language Portfolio in the student teachers' curricula very recently. The program designer of Higher Education Institution C confirmed the lack of EU issues in the student teachers' curricula.

*The most popular student teachers' sources of learning at higher education institutions: lectures, trips, reading books, radio, or TV*



**Figure No. 19. Students' perceived ability to use a variety of means to learn (means and 90% confidence intervals)**

The student teachers have to become life-long learners, continually increase their knowledge of current trends in pedagogy. They should develop habits during their school years of using a variety of means to learn (See **SUPPLEMENT No. 12** and **Figure No.19**). According to the survey results, students are doing those things.

Some programs appear to encourage extramural learning more than others do as students in those programs are more likely to gather information from **radio** ( $\mu = 3,81, \sigma = 0,99, SE= 0,09$ ).

The students improve their foreign language and teaching proficiency also by watching **television** ( $\mu = 4,22, \sigma = 0,82, SE= 0,07$ ).

The students learn foreign languages by reading **newspapers** ( $\mu = 3,86, \sigma = 0,97 SE= 0,09$ ) sources that will be available to them long after they graduate the higher education institution.

The greatest part of the students still learn at **lectures** ( $\mu = 3,89, \sigma = 1,03, SE=0,09$ ).

As was noted in the section on Learning Technologies, above, students consistently read **books** ( $\mu = 4,36, \sigma = 0,84, SE=0,06$ ) and consider them the most favourite way of of learning and teaching.

Less consistency is noted in taking of educational **trips** ( $\mu = 3,63, \sigma = 1,41, SE= 0,13$ ) which might improve language skills ( in student responses to the survey question No. 24: I



*improve my knowledge in the foreign language by lectures, trips, reading books, reading news, listening to radio or watching TV programs.*

In the open-ended responses, the students were also asked to comment what they liked or disliked in the study process. There were received 70 positive and 123 negative comments about the problems that are faced by the average student teachers of foreign languages in Latvia. The student teachers analysed the study process and lecturers' and professors' work (see **SUPPLEMENT No. 13**). The author has summed the most problematic issues of the study program "Teacher of Foreign Languages" in **Table No. 10**.

**Table No. 10. Summary of 122 student teachers' opinions about the problems facing the foreign languages student teachers' education in Latvia**

<b>Most Popular Comments</b>	<b>Most Popular Quotations</b>
<b>Inadequate subjects in the foreign language teacher's study program</b>	Useless subjects (2 students): For example, there is <i>text analysis for 5 semesters</i> . Many subjects are not appropriate to what <i>foreign language teacher</i> should really know (2 students). Some subjects are useless for the foreign language teacher, for example <i>civil protection, work protection</i> . I don't like to learn <i>history of pedagogy</i> . It is useless, etc.
<b>Little communication possibilities in the lessons</b>	There is too much theory, useless information, not enough practical examples (16 students). There should be <i>more talking</i> and improving <i>communication</i> level during language classes, not only working pedagogically and didactically, etc.
<b>Drawbacks in teaching methodology</b>	In many subjects, it is told that there are children with <i>special needs</i> but nobody tells <i>how to work with these children</i> . Sometimes the professor does not teach the basic things necessary for the teacher of foreign languages, for example, <i>how to check home works, tests and how to avoid stressful situations and how to manage the unexpected situations</i> , etc.
<b>Insufficient quality of lecturers' teaching skills</b>	<i>Lecturers' knowledge level</i> in their subject (2 students) Sometimes lecturers <i>cannot explain</i> teaching material, cannot answer to the students' questions (2 students). I did not like how <i>grammar lections</i> were taught in the last 2 years. We are asked to study much material <i>independently</i> because there are too many lessons; although we <i>need the professor's explanation</i> , competence, and presence before the students' independent work (5 students). <i>There are no new and interesting methods</i> , etc
<b>Insufficient quality of lecturers' personal qualities</b>	<i>Lecturers don't work with full effort</i> . Some <i>arrogant lecturers</i> . Some <i>unhelpful lecturers</i> . Some <i>lecturers' indifference</i> towards the subject they teach, etc.

<b>Lecturers' arrogant attitude towards students</b>	Attitude that every <i>student has to be "saved"</i> even if one is not proper to be a teacher, the most important <i>is to have more paying students</i> . Some lecturers <i>criticize students in front of their group mates</i> . There is <i>no tolerance, patience, and respect towards non Latvians</i> . Good and <i>outstanding students have no possibility to express their talents, etc.</i>
<b>Lack of cooperation with teacher education institutions in Latvia and abroad</b>	There are <i>no or a few professors from foreign universities (3 students)</i> . There is <i>no possibility to cooperate with other universities (2 students)</i> . Little possibility to get familiar with the <i>teaching style</i> in other countries ( <i>2 students</i> ). There is <i>no communication with the foreign culture</i> that we study ( <i>3 students</i> ). No activities or <i>projects connected with foreign languages (2 students), etc.</i>

The author concludes that the student teachers are able to apply theory to classroom teaching. They believe that practical training is moderately well integrated with pedagogical theory. The students admit that the higher education institutions teach them well how to plan and utilize research work in pedagogy.

Though in the questionnaire the students consider that their practical training is well integrated with the pedagogical theory, in the comments forty two students note the limited practical examples during the lectures. They have slightly less confidence that they can apply theoretical knowledge to their work with pupils therefore the students speak about the limited practical experience at the pedagogical institutions.

At the same time, the students are much more critical about the flexibility of the chosen study program, the insufficient quantity of classes delivered in a foreign language, lecturers' teaching skills and their attitude towards the students. They would like more variety in the contents and methodology, and more flexibility in the management of the study process.

At present there is not enough pedagogical attention on the importance of having real, meaningful communicative exercises in the lessons and teaching the real-world language and non-language-related aspects, for example, how to behave and what to do in different national and international contexts. In order to make the lectures less theoretical the students offer to hire more foreign professors who usually teach more practical than theoretical issues. The student teachers stress the limited cooperation with foreign education institutions and foreign professors.

The student teachers agree to school principals' opinion: there is too much theory (input) in student teachers' education. The student teachers need more

- training in values and skills;
- training in assessment of competences;
- possibilities to attend the visiting professors' lectures;
- interdisciplinary issues which would allow integrating the European dimension, IT technologies and the best international teaching approaches at school.

The author considers that the possibilities to invite foreign lecturers and professors who pay more attention to learners' social and psychological needs and their habits and skills, are not properly used in student teacher education of Latvia. The involvement of external forces often helps implementing the changes in the organization. The author thinks that the lecturers have to integrate virtual (e-mail) exchanges with other EU or world university student teachers in the curricula. The virtual exchanges would encourage more student teachers and lecturers to take advantage of the mobility offered through the European programs and using interdisciplinary approach at school.

There is the partial information and content gap between the student teachers' curriculum and demands of the contemporary school because there is no regular collaboration between all the partners who influence the education quality in student teachers education: lecturers, student teachers and local school boards and principals as the employers.

## CONCLUSIONS

The author has reached the stated aim of the research paper and investigated the relevance of Latvia's foreign languages student teacher education to the contemporary quality principles concerning the professional knowledge and competences identified as study outcomes.

The author has

- analysed the scientific and theoretical literature related to the research theme;
- analysed the evolution of the theoretical foundations in teacher education in Europe, USA and Latvia;
- determined the main fields of change in foreign language student teacher education of the West and Latvia;
- developed the change and outcomes planning model which defines the existing problems and proposes the fields of change in foreign language teacher education;
- determined the driving forces and investigated the opinion of school principals, possible employers, regarding the relevance of student teachers' education quality to the development trends of the 21<sup>st</sup> century school and changes in foreign language teacher education;
- investigated the opinion of lecturers and students regarding the relevance of student teachers' education quality to the needs of the development trends of the 21<sup>st</sup> century and changes in foreign language teacher education.

1. In Latvia, planning of the teacher education programs of foreign languages deal mostly with the inner forces (lecturers, teaching methods, student teachers, curricula and study courses) often ignoring the outer forces and their demands: economical globalization, opportunities of the new technologies, changes in the labour market, employers needs etc. The *employers*, school principals, say that there is too much theory (input) which leads to a gap between the student teachers' programs and the demands of the society and contemporary school. In Latvia's higher education institutions great emphasis is placed on content specific knowledge. Although the knowledge is important it is also critical to develop the professional competences necessary for the contemporary and future school.
2. In general, *student teachers* are satisfied with the study program "Teacher of a foreign language". The student teachers agree to school principals' opinion: there is too much theory (input) in student teachers' education. The student teachers need more

- i. training in values and skills;
  - ii. training in assessment of competences;
  - iii. possibilities to attend the visiting professors' lectures;
  - iv. interdisciplinary issues which would allow integrating the European dimension, IT technologies and the best international teaching approaches at school.
3. The answers of the Latvian *lecturers and professors* show that they are theoretically aware of the newest approaches in student teacher education. The practical application is unbalanced. The results of the Force Field Analyses show the faculty desire to gain new competences is the driving force in promoting changes in teacher education. The lack of lecturers' interest in acquiring new knowledge (for example, about interdisciplinary approach, integration of the European dimension and IT technologies in the study process) is the restraining force in initiating changes in student teacher education. Part of the lecturers does not have the motivation to attend in-service training and therefore they get limited information about educational innovations in other countries:
- shift to the learning outcomes expressed in terms of knowledge and competences;
  - the European Credit Transfer System (ECTS ) expressing the student workload;
  - qualification levels, (BA, MA degrees);
  - interdisciplinary approach;
  - equal and regular cooperation between all the stakeholders: Ministry of Education and Sciences, lecturers, students, principals and education boards.
4. The collaboration model of universities, employers, state and district level organizations shows that the local school boards as possible outer "driving forces" are not involved in mentoring the education quality of the student teachers. However, they accredit the schools and young teachers. As a result, they cannot influence the higher education institution's decision if the knowledge, skills and values of student teachers are not appropriate to meet the needs of the contemporary school.
5. The research shows that the education system slowly responds to the changes demanded by outer forces. Foreign language student teacher education in Latvia has not faced the following changes:
- at the government level -***
- lack of modern standards related to the learning outcomes expressed in terms of foreign language teacher's knowledge and competences;

***at the faculty level-***

lack of lecturers' initiative to plan and lead the changes that would result in complete shift to outcomes based education in foreign language teacher education.

***at the study program level-***

lack of crucial changes in planning the study programs and courses with learning outcomes criteria and assessing the students' competences which improve learning experiences within and across disciplines.

The research hypothesis has been proved. In Latvia, planning the foreign language teacher education programs pays the greatest attention to the inner forces ignoring the needs of the outer forces. The programs mostly offer the theoretical study courses creating the irrelevance between the teacher education and the needs of the contemporary school.

## SUGGESTIONS

In Latvia it is necessary to do the following changes to have the competitive foreign language student teacher education:

1. In changing paradigm from teaching to learning it is necessary to increase the number of qualification courses at higher education institutions so the lecturers can become the main driving force in teacher education:
  - The training should cover not only general pedagogy and educational management but also educational leadership. Many lecturers who have studied during Soviet times are unfamiliar with the concept of leading the education processes. The leadership courses should include the information about the causes of the changes, and the lecturers' rights to lead and manage them.
  - It is necessary to offer courses about integrating European dimension (programs, financing, learners diversity) and information technologies into the study process.
  - It is necessary to pay a particular attention to the development of the foreign language student teacher's knowledge and modern competences.
  - It is necessary to offer the courses about management principles in teacher education curriculum paying particular attention to strategic planning in the departments of foreign languages and improving the collaboration between universities, state and district level organizations, school principals and student teachers so decreasing the gap between the content of the study programs and demands of the contemporary school.
2. It is necessary to revitalize the work toward a new foreign language student teacher standard or guidelines which include not only content knowledge but also skills and values. The new guidelines would allow teacher education institutions make a shift from the traditional to a modern outcomes based curricula and use interdisciplinary approach in the study courses.
3. The accreditation demands have to continue the changes. It will allow putting much more emphasis on monitoring outcomes expressed in knowledge and competences rather than inputs and resources. The modern accreditation will

motivate the lecturers to implement the modern assessment in the study courses. The accreditation has to assess the following criterion:

- Competence level of the student teachers.
  - Relevance of the gained knowledge and competences to the standard.
  - Relevance of the content of the study courses to the standard.
  - Present quality of the study program and possible improvements.
  - Assessment system of the knowledge and competences.
  - Quality of the student practice.
  - Lecturers' experience in the work with the student teachers of different social groups and cultures and with the pupils of basic and secondary schools.
  - Lecturers' professional qualification and development.
4. Higher education institutions have to promote the lecturer and student teachers mobility and exchange activities. The curricula directors have to pay more attention to the advantages and benefits of inviting highly qualified visiting foreign professors.



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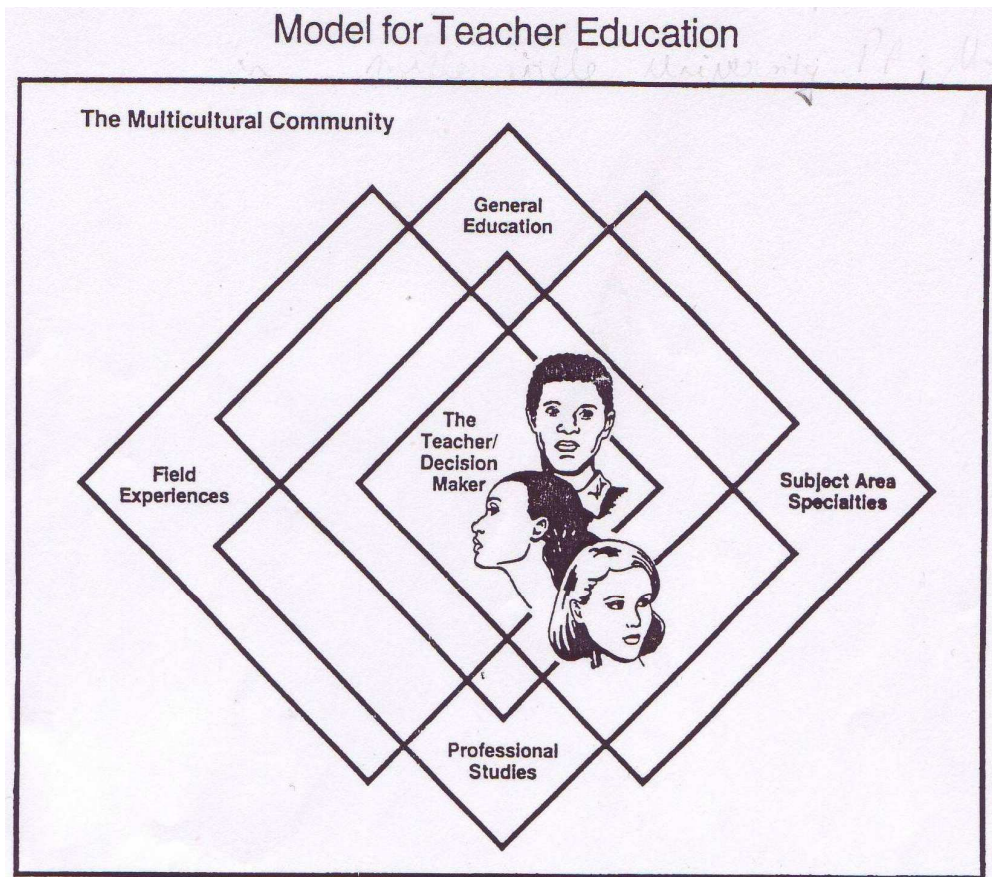
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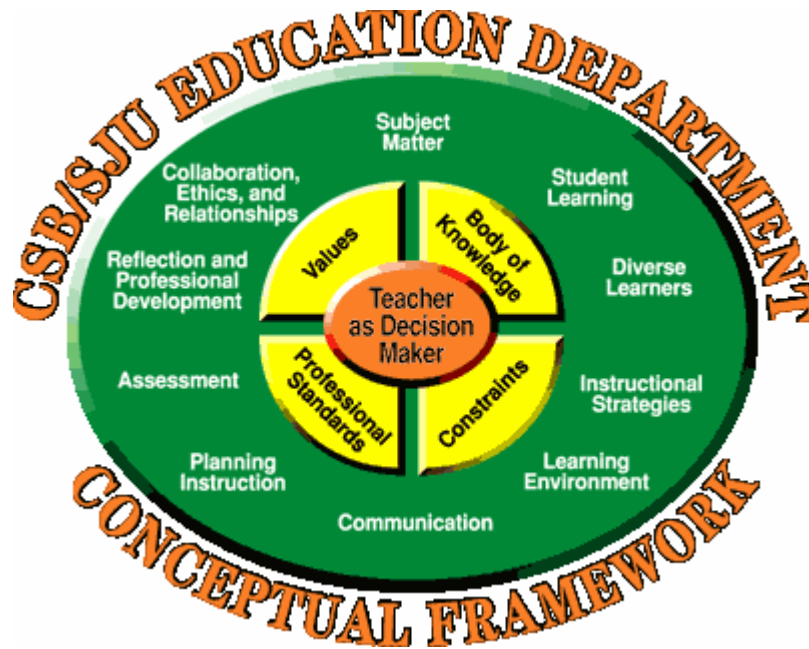
SUPPLEMENT No. 1

Model for Teacher Education at Millersville University (PA)



SUPPLEMENT No. 2

Model for Teacher Education at Saint John's University (MN)



SUPPLEMENT No. 3

Model for Teacher Education at Kentucky State University (KY)



SUPPLEMENT No. 4

Teachers' General Professional Standard in Latvia

*APSTIPRINĀTS*

ar Izglītības un zinātnes  
ministrijas  
2004. gada 27.februāra  
rīkojumu Nr.116

**PROFESIJAS STANDARTS**

Reģistrācijas numurs PS 0238  
Profesija

Skolotājs

Kvalifikācijas līmenis:

5

Nodarbinātības apraksts:

Darbība saistīta ar izglītības programmu īstenošanu atbilstoši valsts izglītības standartiem vai programmām, nodrošina pozitīvu un atbalstošu saskarsmi audzēkņu zināšanu un prasmju apguvei un attieksmju veidošanai, organizē un vada mācību un audzināšanas darbību pedagoģisko mērķu sasniegšanai, analizē un vērtē audzēkņu iegūtās zināšanas un prasmes, veido audzēkņu radošo attieksmi un patstāvību izglītības procesā, sadarbojas ar audzēkņu ģimenēm/aizbildņiem, izvēlas vai izstrādā metodiskos materiālus mācību un audzināšanas procesa īstenošanai, atbild par sava darba kvalitāti.



**Pienākumi un uzdevumi**  
**Pienākumi**  
**Plānošanas posmā**

1. Sagatavoties pedagoģiskajam procesam

- 1.1 Iepazīt atbilstoša vecumposma audzēkņu attīstības un mācīšanās īpatnības  
1.2 Izvirzīt pedagoģisko mērķi darbā ar noteikta vecuma un attīstības līmeņa audzēkņiem, saskaņā ar izglītības programmām;  
1.3 Piedalīties izglītības iestādes izglītības programmas izstrādē un/vai pārzināt to  
1.4 Izvēlēties vai izstrādāt mācību priekšmetu programmas  
1.5 Plānot darbu mācību stundām/nodarbībām un ārpusklases nodarbībām.

2. Pārzināt mācību un audzināšanas saturu

- 2.1 Iepazīt jaunākās atziņas mācību un audzināšanas saturā un metodikā  
2.2 Apzināt labāko pedagoģisko pieredzi  
2.3 Izvērtēt mācību priekšmeta vietu un uzdevumus,  
2.4 saskaņā ar izglītības standartiem, programmām.

3. Organizēt drošu un atbalstošu izglītojošo vidi

- 3.1.Ievērot audzēkņu tiesības un pienākumus  
3.2.Rūpēties par audzēkņu drošību un veselību  
3.3.Veidot pozitīvu un audzēkņus atbalstošu saskarsmi  
3.4.Ievērot profesionālo ētiku  
3.5.Ievērot higiēnas prasības un sanitārās normas un darba drošību

**Darbības posmā**

4. Nodrošināt audzēkņa personības izaugsmi

- 4.1.Nodrošināt intelektuālās, emocionālās un sociālās attīstības vienotību  
4.2.Sekmēt audzēkņu personības tikumisko īpašību attīstību, kas nepieciešamas reālai dzīvei  
4.3.Veicināt audzēkņu līdzdalību, sadarbību un atbildību pedagoģiskajā procesā  
4.4.Sekmēt audzēkņu vērtībizglītību

	4.5. Veidot izpratni par darba dzīvi un karjeras plānošanu
	4.6. Veidot runas un uzvedības kultūru
5. Rosināt audzēkņu zinātkāri un izziņas intereses, veidot mācīšanās prasmes	5.1 Motivēt audzēkņu mācīšanos 5.2 Veicināt audzēkņu sociālo un mācību prasmju veidošanos 5.3 Dažādēt mācību metodes, formas un tehnoloģijas, saskaņā ar audzēkņu spējām, mācīšanās stiliem 5.4 Izvēlēties mācību aktivitātes, kas padziļina izziņas interesi un izpratni
6. Nodrošināt audzināšanas un mācību procesu	6.1 Vadīt mācību stundu/ nodarbību/ ārpusklases nodarbību 6.2 Skaidri izklāstīt mācību saturu 6.3 Īstenot atbilstību starp mācību stundas/ nodarbības mērķiem, izmantotiem līdzekļiem un sasniegtajiem rezultātiem 6.4 Ievērot toleranci pedagoģiskā procesa diferenciacijā un individualizācijā, atbilstoši audzēkņu spējām, vajadzībām un interesēm 6.5 Aktivizēt audzēkņu pašizglītošanās darbību 6.6 Organizēt un vadīt patstāvīgo darbu ar audzēkņiem
7. Organizēt sadarbību ar vecākiem, skolotājiem, citiem speciālistiem un sabiedrību	7.1 Informēt un konsultēt vecākus/ aizbildņus mācību un audzināšanas jautājumos 7.2 Iesaistīt vecākus/ aizbildņus, speciālistus un sabiedrību pedagoģiskajā procesā
<b>Novērtēšanas posmā</b>	
8. Izvērtēt audzēkņu sasniegumus	8.1 Vērtēt audzēkņu mācību sasniegumus, to dinamiku 8.2 Veidot un attīstīt audzēkņu pašvērtējuma prasmes 8.3 Vērtēt audzēkņu personību izaugsmi
9. Izvērtēt savu profesionālo darbību	9.1. Analizēt izvēlēto mācību līdzekļu (metožu, formu u.c.) atbilstību audzēkņu spējām un izglītības mērķiem

9.2. Analizēt savu sadarbību ar audzēkņiem un tās rezultātus

9.3. Izvērtēt un pilnveidot savu profesionālo meistarību

**Īpašie faktori, kas raksturo darba vidi:**

- Saskarsme ar audzēkņiem;
- Saskarsme ar citiem skolotājiem;
- Saskarsme ar citiem pedagoģiskajiem darbiniekiem un speciālistiem;
- Saskarsme ar vecākiem/aizbildņiem un sabiedrību;
- Nepieciešama radoša darbība;
- Darba režīms pakļauts mācību un audzināšanas darba organizācijas plānojumam;
- Darbs notiek kontaktstundu laikā un arī ārpus tām (starpbrīžos, gatavojoties stundām, labojot un vērtējot audzēkņu rakstu darbus utt., apmeklējot audzēkņus mājās, vadot audzēkņus pārgājienos u.c. ārpusklases un ārpusskolas aktivitātēs).

**Īpašās prasības uzdevumu veikšanai:**

Nepieciešama augstākā pedagoģiskā izglītība specialitātē (Izglītības likuma 48. un 49. pants) un gatavība nepārtraukti izglītoties atbilstoši jaunākajām pedagoģijas un psiholoģijas atziņām un aktualitātēm profesijā vienotajā Eiropas izglītības telpā.

### Prasmes Kopīgās prasmes nozarē

- Prasme plānot savu un audzēkņu darbu
- Prasme organizēt mācību un audzināšanas darbu saskaņā ar izvirzītajiem mērķiem un uzdevumiem
- Prasme izvērtēt un veicināt audzēkņa izaugsmi un mācību sasniegumus, sava darba efektivitāti

### Vispārējās prasmes/spējas

- Prasme izvirzīt mērķus un plānot to sasniegšanu;
- Prasme iegūt, analizēt un atlasīt informāciju un izmantot to;
- Prasme izstrādāt vai izvēlēties mācību programmas;
- Prasme izvēlēties mācību un audzināšanas līdzekļus (saturu, metodes, formas u.c.);
- Prasme izvēlēties vai veidot mācību metodiskos materiālus;
- Prasme organizēt mācību vidi;
- Prasme noteikt audzēkņu individuālās īpatnības.
- Saskarsmes prasmes;
- Prasme strādāt komandā;
- Spēja radoši organizēt mācību un audzināšanas darbu;
- Prasme izmantot dažādus mācību un audzināšanas līdzekļus, tai skaitā informācijas tehnoloģiju līdzekļus;
- Prasme noteikt un risināt problēmsituācijas;
- Prasme sadarboties ar vecākiem, kolēģiem, citiem speciālistiem un sabiedrību;
- Prasme motivēt un vadīt audzēkņu darbu;
- Prasme pētīt audzēkņu personību attīstību;
- Prasme veicināt audzēkņu atbildību;
- Prasme mācīt mācīties.
- Prasme veikt pedagoģiskās darbības analīzi;

### Specifiskās prasmes profesijā

#### Pirmsskolas izglītības skolotājam

- prasme veicināt audzēkņa attīstību kopumā;
- prasme palīdzēt audzēknim adaptēties jaunā sociālajā un lietu vidē, balstoties uz rotaļu kā pamatmetodi;
- prasme saskatīt un izvērtēt katra audzēkņa individuālo attīstību, veicinot pozitīva “Es” tēla veidošanos;
- prasme strādāt ar pirmsskolas izglītības iestādes dokumentāciju.

#### Pamatizglītības skolotājam

- prasme veidot iespējas vērtību apguvei, pašizpaušmei un pašdisciplīnai;
- prasme sniegt informāciju par profesijas un karjeras izvēles iespējām;
- prasme palīdzēt audzēkņiem adaptēties jaunajā sociālajā vidē;
- prasme noteikt audzēkņu dotības un veicināt talantu attīstību.

#### Vispārējās vidējās izglītības skolotājam

- prasme veidot iespējas audzēkņu patstāvīgai darbībai;
- prasme motivēt audzēkņus mūžizglītībai un apzinātai karjeras izvēlei;
- prasme vadīt audzēkņu pētniecisko darbību;
- prasme veicināt audzēkņu prasmi patstāvīgi izvērtēt problēmas un tās risināt.

- Prasme pilnveidot savu profesionālo meistarību
- Prasme pamatot savu un respektēt citu viedokli;

- Prasme informēt par sava darba rezultātiem;
- Prasme izstrādāt radošus projektus, veikt pētniecisko darbību
- Prasme izvērtēt audzēkņu personību izaugsmi;
- Prasme novērtēt audzēkņu mācību sasniegumus;
- Prasme attīstīt audzēkņu pašnovērtēšanas prasmes.

#### Profesionālās izglītības skolotājam

- prasme sadarboties ar darba devējiem profesionālajā jomā;
- prasme saistīt mācību procesa teorētisko un praktisko daļu, teoriju ar praktisko darbību nozarē;
- prasme atsegt saikni starp karjeras izaugsmes iespējām un apgūstamo izglītības programmu izvēlētajā nozarē.

#### Interesu izglītības skolotājam

- prasme ieinteresēt savas kompetences jomā;
- prasme atklāt un pilnveidot audzēkņu individuālās spējas un radošumu;
- prasme palīdzēt audzēkņiem apgūt nacionālās kultūras vērtības un tradīcijas;
- prasme palīdzēt bērnam nodrošināt emocionālo, intelektuālo, ētisko un estētisko labklājību.

#### Speciālās izglītības skolotājam

- prasme adaptēt mācību programmas noteiktai audzēkņu grupai ar īpašām vajadzībām;
- prasme atpazīt, novērot, pētīt audzēkņu attīstības traucējumu pedagoģiski psiholoģiskās izpausmes;
- prasme veikt individuālo korekcijas darbu;
- prasme izmantot alternatīvas komunikācijas līdzekļus;
- prasme sekmēt sociālo un pedagoģisko integrāciju.

**Zināšanas Zināšanas  
Priekšstats Izpratne**

**Zināšanu līmenis  
Lietošana**

Valsts izglītības sistēmas un skolotāju darbību reglamentējošie dokumenti un darba likumdošana (LR un ES likumi, dokumenti un normatīvie akti)

Bērnu tiesību aizsardzība

Pedagoģija un psiholoģija

- Mācīšanās un mācīšanas teorija un metodika
- Audzināšanas darbība jeb klasvadība
- Mācību organizācija (mācību metodes, mācību stunda, mācību programma)
- Sasniegumu vērtēšana un pašnovērtējuma veikšana
- Mācību vides organizācija
- Saskarsmes un sadarbības veicināšana (sociālo attiecību veidošana)
- Pedagoģisko pētījumu metodes
- Psiholoģija (vispārīgā, attīstības, personības, sociālā)
- Speciālā pedagoģija
- Nozaru pedagoģija
- Vecumposmu fizioloģija

Mācību priekšmetam atbilstošā zinātnes nozare

- Mācību priekšmets
- Mācību priekšmeta didaktika
- Mācību satura integrācijas pamati

Valodas un komunikācija

- Informācijas tehnoloģijas
- Valsts valoda un svešvalodas
- Saskarsmes psiholoģija

Sociālās zinības

- Ētika

Izglītības vadība

- Loģika
- Kultūras vēsture
- Vēsture
- Filozofija
- Ekonomikas pamati

- Vides un veselības izglītība

Veselīgs dzīves veids

- Sports
- Veselīgs uzturs
- Personīgā higiēna
- Atkarību profilakse

**Profesijas standarta darba grupas sastāvs:**

- Tatjana Koķe, darba grupas vadītāja, LU Pedagoģijas un psiholoģijas institūts; profesore, Dr.hab.paed.;
- Oskars Zīds, LU Pedagoģijas un psiholoģijas fakultāte, asoc.prof.;
- Rudīte Andersone, Latvijas Pedagogu Dome, priekšsēdētāja vietniece; LU Pedagoģijas un psiholoģijas institūts, docente, Dr.paed;
- Jānis Čakste, Izglītības un zinātnes ministrija, Augstākās izglītības un zinātnes departaments, direktors;
- Brigita Preisa, Latvijas Izglītības Vadītāju Arodbiedrības locekle; Jelgavas vakara (maiņu) vidusskola, direktore;
- Elita Rītere, Rīgas Hanzas vidusskola, direktora vietniece;
- Ārija Bērziņa, Izglītības un zinātnes ministrija, Vispārējās izglītības departaments, Izglītības darbinieku nodaļas vadītāja.

**Profesijas standarta eksperti:**

- M.Apinis, Latvijas Izglītības un zinātnes darbinieku arodbiedrība, Izpildbiroja speciālists vispārējās izglītības jautājumos;
- J.Eglītis, Arodbiedrība „Latvijas izglītības vadītāju asociācija”;
- A.Bankavs, Latvijas Pedagogu dome;
- A.Freidenfelde, Rīgas Viegļās rūpniecības tehnikums, direktores vietniece mācību darbā.

## SUPPLEMENT No. 5

### Graduation Examination of the Foreign Language Student Teacher at Higher Institution C

#### TASK 4

Put in the question tags.

- |                 |                    |
|-----------------|--------------------|
| 46. am I not ?  | 51. is there ?     |
| 47. are they ?  | 52. didn't she ?   |
| 48. am I ?      | 53. haven't they ? |
| 49. were they ? | 54. did you ?      |
| 50. are you ?   | 55. shall we ?     |

#### TASK 5

Complete with the verb forms

- |                                       |                       |
|---------------------------------------|-----------------------|
| 56. was                               | 57. would know        |
| 58. would <sup>had studied</sup> know | 59. would pass        |
| 60. were                              | 61. would tell        |
| 62. had                               | 63. would fare        |
| 64. had                               | 65. would give        |
| 66. wouldn't get                      | 67. had remembered    |
| 68. will change                       | 69. am                |
| 70. had                               | 71. shouldn't have to |
| 72. were                              | 72. would accept      |
| 74. was                               | 75. wouldn't fix      |

#### TASK 6

Use any appropriate verb form.

- |   |                        |
|---|------------------------|
| 76. were working                          | 86. have been          |
| 77. secured                               | 87. going              |
| 78. was hurted                            | 88. having heard       |
| 79. wasn't admitted                       | 89. is sitting         |
| 80. had already begun                     | 90. have been produced |
| 81. had never spoken                      | 91. would give         |
| 82. <del>would</del> hadn't come          | 92. know               |
| 83. <del>are</del> <sup>didn't</sup> come | 93. met                |
| 84. wouldn't come                         | 94. was working        |
| 85. was stamped                           | 95. is made            |



ANSWER SHEET  
FOR THE FINAL GRAMMAR TEST

5

TASK 1

- ① What were the roads?
2. How many cigarettes do I smoke a day?
3. What was the hotel like?
- ④ To whom I would I like to speak?
5. Whose is this?
- ⑥ For how long have I been waiting?
7. Where did Mary put it?
8. How many hotels are there in the town?
9. Where did they leave the lawnmower?
- ⑩ Whose car did I borrow?

TASK 2

Start your sentences with the given words.

- ① She asked whose address it was.
12. She said she didn't like that music.
13. She asked where the bus station was.
14. She asked if I had finished.
15. She asked if I wanted tea or coffee.
16. She asked when the car was going to be ready.
17. She said those figures couldn't be right.
- ✓ 18. She said her cat understood everything she told.
19. She asked what the boss wanted.
20. She asked if Mary phoned back.

TASK 3

Write the appropriate preposition.

- |             |           |          |
|-------------|-----------|----------|
| 21. —       | 30. —     | 39. for  |
| 22. at      | 31. in    | ④ 40. —  |
| 23. & in at | 32. in    | 41. for  |
| ② 24. in    | 33. to    | 42. by   |
| 25. into    | 34. —     | ④ 43. in |
| 26. on      | 35. for   | 44. in   |
| 27. —       | 36. after | 45. on   |
| 28. into    | 37. to    |          |
| 29. in      | 38. —     |          |

education is an admirable thing, but it is a  
 TITLE OF THE ESSAY: to remember from time to time that nothing  
 that is worth knowing can be taught. (O.W.)

It is true, that nowadays a human being cannot survive without education. Because education in our contemporary world is a power, that opens many new possibilities and chances. Although, there are so many things that can't be taught at the most prestigious university or at the best college. I must agree that many people consider education to be the major thing in their lives, and partly it is true. However, some of us are studying almost half of a life, become professors and doctors, earn big money, and still understand nothing from life off course, education is significant aim, but we must assume that there are some thing that can't be taught.

Does somebody teach us what is love what is respect and understanding. Who teaches us how to live, how to survive in complicated and sometimes too harsh circumstances? Only experience can teach us, our own failures and mistakes can prevent us from further silly errors.

Many of us live long, exciting, and vivid life however sometimes they don't even guess what is real warmth of motherhood, or what feelings a person can gain from giving something positive and useful to the world and to the people around him.

It was mentioned many ages ago that moral values are in the skeleton of person's personality. Without principles and values a person becomes like a mechanical doll that doesn't care about really significant things, and forget how to use their heart. Nobody searched them, and this is impossible, how to use

and manage their emotions, thus they are empty and careless.  
It must be said that such thing can never be taught, they can be only experiences. Sometimes this experience is bitter and painful but this is the best school for everybody of us. It is the school of years and difficulties, but only few of us are able to...

C - 5  
D - 3  
A - 4  
B - 4  
E - 5

23

Graduation Examination of the Student Teacher of a Foreign Language at Higher Institution A

ID. No.:

Graduation Exam for obtaining the Qualification and Diploma of the English Language Teacher 2007

EXAM PAPER - LESSON MODELLING

01.06.2007

NO.	ASPECT	MODELLING	THEORETICAL BACKGROUND - AUTHORS AND THEORIES
1.	FORM AND LANGUAGE LEVEL	The group of 10 intermediate level students of Form 10. Students have been studying English for 5-6 years (the choice of the material, etc.).	Based on the curriculum
2.	THEME	Education	
3.	AGE GROUP	Adolescents (12-18)	
4.	TEACHING/LEARNING AIMS:	<p>allow students to find answer themselves while guessing the missing word in the quote, allow students to decide who to guess to make an example with the next word, make students guess the missing word in the quote establish positive atmosphere in the class, where students receive peers' attention and approval, prepare groups to encourage to ask each other questions connected with the quote to study - to show interest in students' answers, to provide help and support if needed.</p> <p>1. to develop reading skills - scanning, an extract from the text</p> <p>2. to develop speaking skills - predicting information, expressing own point of view</p> <p>3. to expand the vocabulary on the topic 'education'</p> <p>4. to develop students' cognitive skills.</p> <p>• comprehension - through reading and talking the information from the extract</p> <p>• application - through using the new words in sentences</p> <p>• analysis - to action on the information presented</p>	<p>Based on Erickson's theory of social development and Vygotsky's theory of cognitive development students of this age group.</p> <p>• want to be independent</p> <p>• have abstract thinking</p> <p>• find relationships with peers, understand the teacher is not an authority, peers learn and compare about their feelings, the choice of language, have strong feelings, trust, respect</p> <p>Based on the mix of the following methods: Communicative, Constructive Teaching (Widdowson), Communicative Language Teaching (A. Guyan), The Direct Method (Dellatte, Gaur).</p> <p>Based on Bloom's taxonomy</p>

<p>3. SOCIAL AND PERSONAL DEVELOPMENT</p> <p>4. GENERAL EDUCATION</p>	<p>'to develop students' social skills'</p> <ul style="list-style-type: none"> <li>1) taking down while reading the information in groups</li> <li>2) active listening to the peers - while group work</li> <li>3) respecting others part of mind - during group work</li> <li>• to learn about British and American education systems</li> </ul>	<p>Cooperative learning and Social interdependence theory (D. Johnson &amp; Johnson, Arthur Mann)</p> <p>• opportunity &amp; positive feedback (A. Cohen)</p> <p>• activities which the groups complete</p> <p>• Direct Method (Beadle, Gollub)</p> <p>• either while the learners are using their language around the table</p> <p>• the learning of the target language culture</p> <p>• Communicative Language Teaching (Chickson)</p> <p>• based on functional units of language, prior rated from communicative approach, rather than the grammar of a language</p> <p>• real context as an essential input of the language learning</p>
<p>5. TEACHING/LEARNING APPROACHES AND PRINCIPLES</p>	<p>Communicative Language Teaching:</p> <ul style="list-style-type: none"> <li>• Teacher as an advisor and facilitator</li> <li>• Group work</li> <li>• Problem solving tasks/questioning the meaning</li> <li>• used in the quote, matching verbs and adjectives</li> </ul> <p>Researcher by:</p> <ul style="list-style-type: none"> <li>• Widdowson</li> <li>• Clamson et al.</li> </ul> <p>The Direct Method:</p> <ul style="list-style-type: none"> <li>• no (minimal) use of the mother tongue</li> <li>• Questions and answers (during negotiation of the id)</li> <li>• the culture of the target language (community)</li> <li>• American education systems</li> <li>• Communicative Language Learning</li> <li>• operational among students - meaning sentences with unknown words</li> </ul>	<p>Demagogic (George Soranzo)</p> <p>• based on the Active-Humanist approach</p> <p>• Spencer and aims to encourage learner's psychological learning</p> <p>• the program based learning</p> <p>• The Direct Method (Priditz, Gollub)</p> <p>• based on the principle of contrastive analysis</p> <p>• within the method students are encouraged to speak in the target language</p> <p>• normally in a classroom</p> <p>• based on the principles of language psychology within the method that learner is treated as a person whose own factors are encouraged to learn how to learn from one another</p>
<p>6. TEACHING/LEARNING AIDS</p>	<p>1. OHP</p> <p>2. Board</p> <p>3. Students' books - New Opportunities, Intermediate by H. Harris, A. Mavor, A. S. S. (S. S. Harris)</p> <p>4. Slips of paper with verbs and definitions</p> <p>5. Slips of paper with extracts from the text</p>	<p>Teacher Field on usual materials</p> <p>Hutchinson and Torres on the adoption of a coursebook</p> <p>• A. Harris on the teaching materials</p>

	ORGANIZATION FORMS	<p>extract from the 'M. To promote students' autonomy and self-reliance.</p> <ul style="list-style-type: none"> <li>• whole class involvements - at the beginning of the lesson while giving the names work to different</li> <li>the sense of belonging among classmates by assigning them to do one task in the same way.</li> <li>• group work - while assigning posters to encourage cooperation and appreciation among students.</li> </ul>	<p>Warner on grasping students</p> <p>M. Courtney on group work for oral studies</p>
8.	EVALUATION OF STUDENTS' WORK DURING THE LESSON	<ul style="list-style-type: none"> <li>• Encouragement and praise during the lesson</li> <li>• Teacher's oral feedback on group work at the end of the lesson</li> </ul>	<p>According to Williams and Burden the teacher should combine praise with the genuine interest in students' work</p> <p>J. Gibbs and J. Haselau on assessing students</p>
9.	ANTICIPATED OUTCOME	<ol style="list-style-type: none"> <li>1. students will develop reading skills - naming an extract from the text;</li> <li>2. students will develop speaking skills - providing inf. / explaining one's point of view;</li> <li>3. students will have developed cognitive skills - comprehension, application, analysis;</li> <li>4. students will have developed social skills - taking turns, active listening, respecting others' point of view.</li> <li>5. students will learn about British and American education systems</li> </ol>	<p>Based on the views of the lesson</p>

TIM-ING (min)	LESSON STAGE (activity and teacher's part)	OBJECTIVE	UNDERLYING CONCEPTIONS
1min	Introduction and warm-up. 1. The teacher greets the students.	1. To establish positive atmosphere in the class.	Introduction of the lesson is based on the Affective-Humanistic Approach within which the learner is treated as a person whose thoughts are respected, as well as the significance is put on the creating positive class atmosphere and peer support.
1min	2. The teacher shows the quote with the missing word (see App. 1) on the OHP. The teacher asks students to guess the missing word.	2. To introduce the theme of the lesson, to raise students' interest in it.	
1min	3. The teacher writes the word 'education' on the board. Students are asked to mention the words on this topic. The teacher writes the words on the board.	3. To enrich students' vocabulary connected with the topic, to link with the following activity.	
2min	The body of the lesson. 4. The teacher says that they are going to learn about education in Britain and America. Students are asked to say what they know on the topic.	4. To <del>develop</del> provide speaking practice - giving information - to take into the following activity.	4. Elitist information from UK students - the technique based on the principles of Constructivism (Barnes) within which the learner is viewed <del>as</del> as an individual who constructs his knowledge.
3min	5. Some students receive slips with new words from the text they are going to read (see App 2), others their definitions (see App 3) in turns students have to read words (or def.) and find the definitions (or words). Eo. 'compulsory' that must be done because of law or rule. The student who has read the definition of the word chooses one classroom and writes a sentence with the word.	5. To preteach the words on education to practise the new words	5. Expansion of students' vocab. through motivation with task definitions problem solving task technique described in Community Care. Also Teaching (Middle Class) Maxine Smartness Levine new (word) - The design decided in Community Learning (Charles A. Curran)

TIM-ING (min)	LESSON STAGE (activity and teacher's part)	OBJECTIVE	UNDERLYING CONCEPTIONS
3 min	<p>6. The teacher gives students slips of paper with extracts from the text (see App. 4). The teacher asks students to read the information attentively through as they will need it while working during the next activity.</p> <p>7. Students are divided into two groups</p> <p>In one group there are students who have read about education in the US in the other group there are students who have read about education in the USSR.</p>	<p>6. to develop reading skills - namely a short extract from the text, to prepare for the groupwork.</p> <p>7.</p>	<p>6. Scanning of the text or a part of it - the technique described in Communicative Language Teaching (Widdowson).</p> <p>7.</p>
2 min	<p>The teacher explains the task and sets the time limit. Students one by one have to retell the inf. from their extracts to the groupmates. The group has to make a poster, illustrating the information from the extracts.</p> <p>Each student has his/her role that is written on the other side of the slip with an extract (see App. 4).</p> <p>The teacher monitors the class during the groupwork and provides help, supports if needed.</p>	<p>to promote cooperation among students</p> <p>to develop speaking skills - giving the information</p> <p>to develop listening skills - listening for specific inf. (to posters)</p>	<p>Jigsaw - the strategy described in Cooperative Learning and Social Interdependence Theory (D. Johnson, R. Johnson, Kagan, Slavin)</p> <p>Students cooperation described in Community Learning (A. Sirhan)</p>
15 min			



TIM-ING (min)	LESSON STAGE (activity and teacher's part)	OBJECTIVE	UNDERLYING CONCEPTIONS
2 min	<p>8 groups present their posters, ask and answer questions. <del>of each</del></p> <p>At the time I left the teacher asks her questions to the groups, e.g.</p> <ul style="list-style-type: none"> <li>"Why would you live to study, why?"</li> <li>"What are the advantages of British system?"</li> <li>"What are the advantages of American education system?"</li> </ul> <p>The teacher provides her feedback on group work.</p>	<p>8. to develop speaking skills - presenting the information, expressing one's point of view.</p>	<p>developing speaking skills through answering questions - the technique described in the Direct Method (Boltz) gain within which the emphasis is put on the development of speaking skills</p>
2 min	<p>9 The teacher assigns the homework. Each student receives one question (see App. 4) connected with education in Latvia. Students have to find and read through the information on the chosen question.</p> <p>The teacher says goodbye.</p>	<p>9. to prepare students for the discussion on the comparison of education systems in Latvia, the UK and the USA.</p> <p>to make positive the conclusion of the lesson</p>	<p>H. Cooper, A. Painter On the issues concerning homework.</p>

## Appendix 1

“ \_\_\_\_\_ is what  
remains when we have  
forgotten all we have been  
taught.”

Lord Halifax (1633-95)

From: Harris, M., Mower, D. and Sikorzynska, A. (2006) *New Opportunities. Intermediate. Students' Book*, p.87. Longman.

# Culture Corner 7



**UK** In England and Wales, 93% of schools are free state schools and 7% are private schools. Confusingly, some private independent schools are called 'public' schools! The most famous is probably Eton. Scotland has its own education system.

**US** There is no national curriculum but in most states, core subjects are compulsory. Students can also choose options or 'electives'. Some of the most popular of these are performing arts, cooking and driver's education.

**US** Over 60% of students go on to higher education; two-year colleges for vocational training; four-year colleges and universities for academic degrees. State universities are run by the individual state and charge quite low tuition fees. There are also private universities. The most prestigious and expensive are Harvard, Yale and Princeton.

**US** In the US, 90% of schools are free state schools. Most of the private schools were set up by religious groups.

**UK** Pupils do tests in core subjects from the age of seven. At sixteen, they do exams called GCSE (General Certificate of Secondary Education) in a variety of subjects. If pupils stay on at school, they take 'A' or 'A/S' level exams in their specialised subjects as part of the university entrance procedure.

**UK** Education is compulsory from five to sixteen years of age. There are three main stages: primary (Years 1-6); secondary (Years 7-11); and optional 'sixth form' (two or three years of pre-university study). State secondary schools are mainly 'comprehensive' schools, which means pupils don't have to pass a special exam to go there. In some areas, though, local authorities operate a 'selective' system.



**UK** The setting up of a national curriculum has probably raised standards in most areas but some people say that there is too much testing. Pupils have to do an average of 87 official tests during their time at school! Some inner-city schools also have serious problems of discipline and violence.

**US** There is no national system but most states have compulsory education from five to sixteen. There are twelve 'grades'; elementary school (1st-8th grade); high school (9th-12th grade). Some states have 'junior high' schools (7th-9th grade).

**US** Most schools have exams after each of the higher grades. Then, after 12th grade, pupils take exams to get their high school diploma.

**US** In the 1980s, US students were getting low scores in reading, writing and basic maths. Since then, scores have improved but are still lower than in many other developed countries. Another serious problem is violence and guns in schools and there have been several shootings. The situation has improved with the use of ID cards, cameras and metal detectors to stop pupils bringing guns to class.

**UK** England and Wales have a national curriculum (Scotland has its own) and pupils have to study core subjects like maths, English and science. At fourteen, students can study optional subjects. At sixteen, pupils specialise and choose three or four subjects.

**UK** About 40% of pupils go on to higher education. Virtually all British universities are public and each university demands certain 'A' level grades. If students are successful and there are places available, they can choose which university to go to. The government only gives a few grants so most students borrow money from a bank which they have to pay back when they leave university.

1 Read about schools in the UK and the USA. Which of these things are mentioned?

- subjects, universities, teachers, exams, fees, violence, uniforms

2 Find three similarities and three differences between the British and American education systems.

3 What are the nearest British equivalents of these American words?

- elective • elementary school • grade • high school diploma

4 Where would you prefer to study? Why?

From: Harris, M., Minter, G. and Whitburn, A. (2007)



## Comparing Cultures

Prepare for a discussion comparing the education systems in the UK and the USA with the system in your country.

Work in groups. Use the information in the text to write notes about the system in your country.

- Talk about the differences between systems.
- Explain the advantages and disadvantages of each system.
- Say how your education system can be improved.

## Appendix 4

- 1. State schools in Latvia
- 2. Private schools in Latvia
- 3. Subjects.
- 4. Exams.
- 5. Universities in Latvia
- 6. Compulsory education in Latvia
- 7. Violence at schools in Latvia
- 8. Tuition fees at the universities in Latvia
- 9. Secondary schools in Latvia
- 10. Teachers
- 11. Vocational education in Latvia
- 12. Problems of discipline at schools in Latvia

### Appendix 3

COMPULSORY

An important subject that all students must study

A school in Britain for children between 5 and 11 years old

### CORE SUBJECT

### ELECTIVE

That you can choose to do or not to do

### PRIMARY SCHOOL

A school in the USA for children between 6 and 8 years old that teaches basic subjects

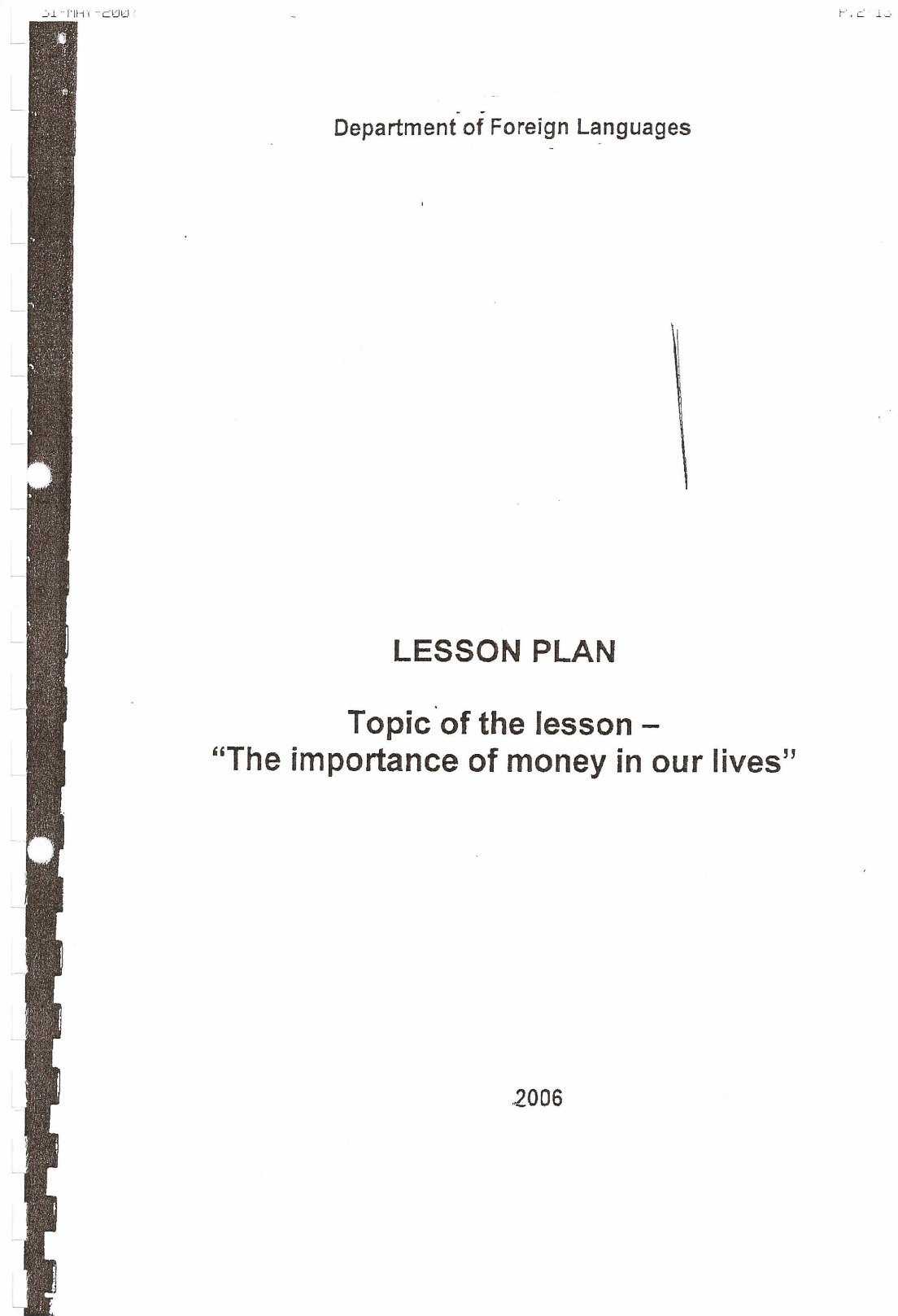
*Appendix 3*

Education is compulsory from five to sixteen years of age. There are three main stages: primary (Years 1-6), secondary (Years 7-11), and optional 'sixth form' (two or three years of pre-university study). State secondary schools are mainly 'comprehensive' schools, which means pupils don't have to pass a special exam to go there. In some areas, though, local authorities operate a 'selective' system.

ANSWERS QUESTIONS  
Answers the question asked by the member of another group to do  
in a  
of  
exams  
of the  
sixteen  
rel

**SUPPLEMENT No. 6 –B**

**Graduation Examination of the Student Teacher of a Foreign Language  
at Higher Institution B**



51-11111-2007

P. 2/10

Department of Foreign Languages

**LESSON PLAN**

**Topic of the lesson –  
“The importance of money in our lives”**

2006

### CLASS DESCRIPTION

<b>LEVEL:</b>	Intermediate
<b>AGE:</b>	about 16 – 17 years old
<b>NUMBER OF STUDENTS:</b>	approximately 18 students
<b>TIME:</b>	40 minutes

Students in this intermediate class are between the ages of 16 – 17. Altogether there are 18 students in the class. They are studying in secondary school. Although they are quite active during the classes, students must be motivated and encouraged, especially for speaking tasks. As it is mixed ability and mixed proficiency class, there should be tasks, which are based on new and already known vocabulary. During the English language classes students try to practise and improve the most important language skills – reading, listening, writing, grammar and speaking.

### TIMETABLE FIT

The lesson takes place in the morning from 10.00 to 10.40 am. In the previous lessons students had been discussing the issues of money, shopping, bargaining, complaining and selling, they had been discussing the importance of money in their lives. They had been looking at certain vocabulary and expressions related to money, however it has not been fully covered yet. They have revised several grammar structures, such as conditionals (the 1<sup>st</sup> and the 2<sup>nd</sup>), past tenses and quantifiers. Their homework was to think of other words, which could be connected with money, and to do the quiz. The next lesson will be devoted to practising more writing skills as well as speaking skills. They will write an essay about money and afterwards they will shortly the class the summary of their work.

Topic of the lesson –

“The importance of money in our lives”

## LESSON AIMS

1. To activate the previously taught vocabulary through the topic based discussions.
2. To practise and improve reading skills through skimming or gist reading, scanning or reading for detail.
3. To practise listening skills both for general and detail information.
4. To enable students to talk about what they would do if... (using the 2<sup>nd</sup> conditional clause)

## ANTICIPATED PROBLEMS AND POSSIBLE SOLUTIONS

PROBLEM	SOLUTION
1. Students may not be willing to speak at the beginning of the lesson.	<ul style="list-style-type: none"> <li>• In order to "break the ice" I can tell some interesting story based on the topic which is topical for pupils and encourages them express their opinions.</li> <li>• I may ask more lead-on questions to make students speak.</li> </ul>
2. Students may have some trouble with grammar structures (conditional clause).	<ul style="list-style-type: none"> <li>• I will elicit some sample sentences from the students and write them on the board.</li> </ul>
3. Students' concentration and attention might weaken during the lesson.	<ul style="list-style-type: none"> <li>• I have to feel the atmosphere and use some "movers and shakers" if necessary.</li> </ul>

## ADDITIONAL TASKS

**Speaking task:** Game – Test Your Memory! Teacher has prepared questions based on the discussed topic during the previous lessons. Class is divided in two teams and they have to answer the questions without using any notes. (Appendix No.1)

**Reading task / Breaker:** Understanding information. Students work in pairs and read different signs. In pairs they have to explain each other what they mean (Appendix No.2)



**Filler:** Crossword puzzle based on the topic – money, shops, bargaining

### PRE – PLANNING BACKGROUND

- Although students in this class are active, they have quite different English language level.
- Students need some "warmer" exercises at the beginning of the lesson.
- Students like doing different tasks if they are allowed to work either in groups or pairs.
- The handouts and other aids for this lesson are taken from different sources and the selected tasks are topical and interesting for the students.
- Grammar structures in this lesson will be practised within the topic, not separately.
- During the lesson students will practise reading, listening, writing skills, focusing more on the improvement of speaking skill
- The classroom suits all the needs and standards of teaching the English language

### PRE – PLANNING DECISIONS

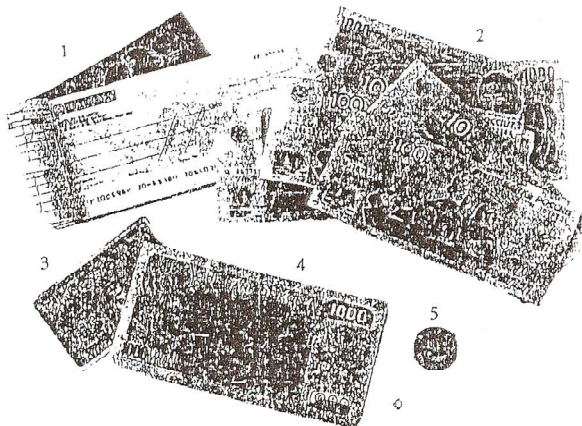
- The lesson should include meaningful oral practise.
- The lesson plan should include changes of pace and activities for various language skills.
- The vocabulary and the basic grammar structures should be pre – taught.
- The lesson should arouse different problems for discussion.
- Lesson should include reading and listening activities.

Stages of lesson	Activities	Reasons for activities	Aids Materials Interaction	Time (minutes)
Warm-up stage	Teacher greets students and asks some socializing questions, tries to warm-up the atmosphere in the class.	<ul style="list-style-type: none"> <li>- To create a positive and friendly atmosphere</li> <li>- To "break the ice" between T and S-s</li> </ul>	T - C	2
Presentation stage	T clearly informs students about what they are going to do during this class. T introduces students with the topic of the particular lesson "The importance of money in our lives" – that means lesson is based on issues regarding money, finances, attitude to money, magazine articles and problem discussion on the topic.	<ul style="list-style-type: none"> <li>- To inform S-s about the content of the lesson</li> <li>- To state the aim of the lesson</li> <li>- To prepare students for speaking, reading, listening and writing tasks</li> </ul>	T - C	2
Eliciting stage	<p>T asks S-s to give five words that are connected with money; afterwards gives out handouts and S-s discuss issues. (Appendix No.3)</p> <p>T elicits useful vocabulary and phrases on the given topic, S-s are making "key word bank".</p>	<ul style="list-style-type: none"> <li>- To revise the already known vocabulary</li> <li>- To present some new vocabulary</li> <li>- To vary tasks (picture matching, finding appropriate definition)</li> </ul>	T - C S,S,S Handouts Notes	2  2
Practise stage (1)	T encourages S-s to think about their attitude to money, focusing on advantages and disadvantages of having a lot of money and being poor.	<ul style="list-style-type: none"> <li>- To make S-s express their opinions and share them with other students</li> <li>- To cause discussion among classmates</li> <li>- To practise speaking skills</li> </ul>	S,S,S S-S (GG) Notes	2

Practise stage (2)	<b>S-s</b> work with the text (Appendix No.4) They work in 3 groups, where each group lists positive and negative features of being rich. Groups have to think of questions they could ask for other groups. Afterwards each group presents their point of view and they have whole class discussion.	<ul style="list-style-type: none"> <li>- To identify the problem of the given text</li> <li>- To distinguish between positive and negative features</li> <li>- To encourage <b>S-s</b> on critical thinking</li> <li>- To practise listening skills</li> </ul>	T - C GG S,S,S Notes Handout	10
Listening stage ("mover and shaker")	<b>S-s</b> listen to a tape recording. This is a famous song performed by ABBA – Money, money, money (Appendix No.5)	<ul style="list-style-type: none"> <li>- To practise listening skills</li> <li>- To concentrate on the given task and details</li> </ul>	T - C S,S,S Tape recorder Handout	3
Practise stage (3)	T writes on the blackboard the sentence beginning with <i>If I were a millionaire, I would...</i> T asks <b>S-s</b> to recall grammar structure (Conditional Clause)	<ul style="list-style-type: none"> <li>- To use imagination</li> <li>- To use the new vocabulary</li> <li>- To revise sentences with <i>if</i>. (1<sup>st</sup> and 2<sup>nd</sup> Conditionals)</li> </ul>	T - C S,S,S Notes	7
Production stage	<b>S-s</b> discuss the written sentences. T helps students' only if it is needed	<ul style="list-style-type: none"> <li>- To make <b>S</b> express their opinions</li> <li>- To practise speaking skills</li> </ul>	SS – SS Notes	6
Follow-up stage	T gives homework. <b>S-s</b> have to write an essay on the topic "Money makes the world go around"	<ul style="list-style-type: none"> <li>- To improve writing skills</li> <li>- Use new vocabulary and phrases</li> </ul>	T - C	1
Round-up stage	T rounds up the lesson, points out the most important and significant things that were discussed during the lesson	<ul style="list-style-type: none"> <li>- To conclude and summarize the lesson</li> </ul>	T – C Blackboard	2
Evaluation stage	<b>S-s</b> evaluate their work at the lesson	<ul style="list-style-type: none"> <li>- To point out what should be improved, to make lessons more</li> </ul>	S,S,S T - C	1

**MONEY**

**TYPES OF MONEY**



Match the words and pictures.

- |               |                          |                  |                          |
|---------------|--------------------------|------------------|--------------------------|
| a coin        | <input type="checkbox"/> | foreign currency | <input type="checkbox"/> |
| a credit card | <input type="checkbox"/> | a note           | <input type="checkbox"/> |
| a cheque-book | <input type="checkbox"/> |                  |                          |

**BANKS AND OTHER EXPRESSIONS**

Match the words and definitions. Underline the stress.

- a cash-point    income    a bank loan    the cost of living  
 the exchange rate    a bank account    a safe    tax

- |         |  |
|---------|--|
| 1 _____ | money which is lent to you by the bank                       |
| 2 _____ | way of keeping your money in the bank                        |
| 3 _____ | the money you receive each year from work, investments, etc. |
| 4 _____ | money that the government takes from your salary             |
| 5 _____ | a machine in the wall of a bank where you can take money out |
| 6 _____ | a metal box for keeping money                                |
| 7 _____ | the value of one country's money against another             |
| 8 _____ | what it costs to live in a country                           |

Cover the words. Read the definitions and try to remember

## The good, the bad and the extremely generous

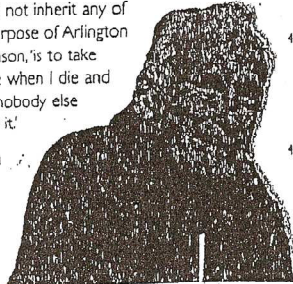
When do you have enough money? How many yachts, limousines and luxury homes can one millionaire use? What can rich people do with all that money? They can't take it with them when they die ... or can they?



**Brian Williamson**, one of Britain's richest men, thinks he can. He has spent £40 million on building a palace inspired by Versailles and the White House. But he isn't planning to live in it – not while he's still alive anyway.

When he dies, he will be buried in it with his art and furniture collection. It is a monument to himself. Williamson managed to make his money by investing in property. He was a millionaire by the age of 22. He has five children by three different mothers, but his children will not inherit any of his fortune. The purpose of Arlington Palace,' says Williamson, 'is to take my money with me when I die and to make sure that nobody else gets their hands on it.'

**Eric Miller** has a rather different attitude to money. When he retired, he sold his



business and made a very large profit. He then moved out of his seven-bedroom house and moved into a caravan at the end of his garden. He donated the house to the Catholic church, so that it could be used as a holiday home for disabled children. 'All my life I've been worried about the poor,' explains Mr Miller. 'I don't want to be selfish. I'm quite happy living in my caravan.'

**For Mike and Kathy Dawson** it's simple: the more they earn, the more they give away. Ten years ago, they were earning enough to own three

large houses, several expensive cars and still save some money each month. Then their employer doubled their salary making them into millionaires. At this point they decided that they didn't need any more money to live on and chose to give it away. Each month they give away any extra money they make to children's charities around the world. 'I believe you become a millionaire,' says Mike Dawson, 'when you give away £1 million.'



*MONEY, MONEY, MONEY BY ABBA*

(FILL THE GAPS WITH WORDS OR PHRASES YOU HEAR)

I WORK ALL NIGHT, I WORK ALL DAY, TO \_\_\_\_\_ I HAVE TO PAY  
 AINT IT SAD  
 AND STILL THERE NEVER SEEMS TO BE A SINGLE \_\_\_\_\_ LEFT FOR ME

IN MY DREAMS I HAVE A PLAN  
 IF I GOT ME \_\_\_\_\_  
 I WOULDN'T HAVE TO WORK AT ALL, I'D FOOL AROUND AND HAVE A BALL...

MONEY, MONEY, MONEY  
 MUST BE FUNNY

MONEY, MONEY, MONEY  
 ALWAYS SUNNY  
 IN THE RICH MAN'S WORLD  
 AHA-AHAAA  
 ALL THE THINGS I COULD DO  
 IF I \_\_\_\_\_  
 IT'S A RICH MAN'S WORLD

A MAN LIKE THAT IS HARD TO FIND BUT I CANT GET HIM OFF MY MIND  
 AINT IT SAD  
 AND IF HE HAPPENS \_\_\_\_\_ I BET HE WOULDN'T FANCY ME  
 THAT'S TOO BAD  
 SO I MUST LEAVE, I'LL HAVE TO GO

AND \_\_\_\_\_ IN A GAME, MY LIFE WILL NEVER BE THE SAME...

MONEY, MONEY, MONEY  
 MUST BE FUNNY  
 IN THE RICH MAN'S WORLD  
 MONEY, MONEY, MONEY  
 ALWAYS SUNNY  
 IN THE RICH MAN'S WORLD  
 AHA-AHAAA  
 ALL THE THINGS I COULD DO  
 IF I HAD A LITTLE MONEY  
 IT'S A RICH MAN'S WORLD

## Understanding information

(Read the sign. In pairs, explain what they mean)

**S A L E**  
ENDS 15TH

SHOPLIFTERS WILL BE  
PROSECUTED

ALL PRICES REDUCED  
THIS WEEK

WE WILL ONLY GIVE  
REFUND IF GOODS ARE  
FAULTY

WE REGRET WE CANNOT  
ACCEPT PAYMENT BY CREDIT  
CARD FOR SALES UNDER \$20

STAND HERE  
AT THE CASH POINT

# Test Your Memory

- Can you think of ...?
  1. five things you can do with money
  2. two places where you can keep your money
  
- What do you call...?
  1. the money you barrow from the bank
  2. the money you get from a job
  3. the money you pay the government
  4. all the money you receive in a year
  
- What is the difference between...?
  1. lend / borrow
  2. win / earn
  3. spend / waste
  4. inherit / invest
  5. wealthy / broke
  
- Explain ...
  1. *I can't afford* to buy new coat.
  2. He's *given* all his money *away*.
  3. I *owe* you 5\$. I will *pay* you *back* later.
  4. IOU (abbreviation)



## SUPPLEMENT No. 7

### Planning according to OBE principles at the University of Latvia (Prof. D. Bluma)

<b>Mācīšanās: teorija un prakse</b>					
<b>Skolotāja profesijas standarta prasības</b>					
<b>(IZM rīk.Nr116, 27.02.04.)</b>					
<b>Prasmes</b>	<b>Zināšanas</b>	<b>Satura vadlīnijas</b>	<b>Studenta darbība</b>	<b>Laiks</b>	<b>Kredit punkti</b>
<p>Prasme noteikt audzēkņa individuālās īpatnības.</p> <p>Prasme mācīt mācīties.</p> <p>Prasme motivēt un vadīt audzēkņu darbu.</p> <p>Prasme izmantot dažādus mācību un audzināšanas līdzekļus.</p> <p>Prasme noteikt audzēkņu individuālās īpatnības.</p> <p>Prasme risināt problēmsituācijas.</p> <p>Prasme veicināt mācīšanās motivācijas veidošanos.</p> <p>Prasme izvirzīt mērķus un saskaņot tos ar skolēnu darbu.</p> <p>Prasme veicināt mācīšanās prasņu veidošanos.</p> <p>Prasme izvēlēties mācību metodes, veidot mācību materiālus saskaņā ar bērnu vajadzībām un spējām.</p> <p>Prasme izvērtēt un veicināt bērnu izaugsmi un mācību sasniegumus.</p> <p>Prasme izmantot dažādus mācību un personības attīstības līdzekļus.</p> <p>Prasme motivēt un vadīt audzēkņu darbu.</p>	<p>Vecumposmu fizioloģija</p> <p>Mācīšanās un mācīšanas teorija un metodika</p>	<p>Bērnu nervu sistēmas darbības likumsakarības dažādos vecuma posmos.</p> <p>CNS uzbūve un darbības vispārējās likumsakarības.</p> <p>Attīstības teorijas un dažādu vecumposmu Iziņas procesu darbība.</p> <p>Iziņas procesu fizioloģija.</p> <p>Mācīšanās jēdziens, mācīšana un mācīšanās.</p> <p>Mācīšanās process.</p> <p>Mācīšanās stili; to būtība, veidi, individuālā mācīšanās stila noteikšana un ievērošana.</p> <p>Atmiņa mācīšanās procesā: tās jēdziens, darbība, nostiprināšanas un uzlabošanas paņēmieni.</p> <p>Mācīšanās metodes.</p> <p>Mācību process: fiziskā vieta, laiks, uzturs, miegs, vingrinājumi atelpas brīžiem.</p> <p>Mācību procesa struktūra, likumsakarības, principi.</p> <p>Mācību organizācija, metodes, līdzekļi, to izvēles nosacījumi.</p> <p>Mācību rezultātu novērtēšana, izvērtēšana, pašnovērtēšana.</p> <p>Mācību traucējumi: to būtība, iemesli, izvairīšanās iespējas un līdzekļi. (4st.)</p>		16	
				16	
				8	
				4	
				2	
				4	
				4	
				4	

**Anketa skolu direktoriem**

*Būtu pateicīga, ja jūs atrastu laiku aizpildīt šo anketu. Iegūtie dati tiks izmantoti manā (LU) disertācijā par skolotāju sagatavošanas sistēmas uzlabošanu Latvijā. Anonimitāte garantēta.*

**1. Kādas, pēc Jūsu domām, zināšanas** (piem., par jaunākajām mācību metodēm, IT pielietošanas iespējām, bērnu vecumu posmu fizioloģiju un psihisko attīstību, attīstības traucējumiem utt.) **vajadzīgas jaunažiem svešvalodu skolotāžiem?**

**2. Kādas, pēc Jūsu domām, prasmēs** (piem., novērtēt skolēnu zināšanas, strādāt komandā utt.) **vajadzīgas jaunažiem svešvalodu skolotāžiem?**

**3. Kādas, pēc Jūsu domām, morālās vērtības/attieksme** (piem., tolerance pret dažādām kultūrām un valodām, cieņa pret jebkuru cilvēku, arī skolēnu utt.) **vajadzīgas jaunažiem svešvalodu skolotāžiem?**

**4. Kas Jums, kā skolas direktoram, patīk un/vai nepatīk jaunažos pedagoģisko augstskolu/universitāšu absolventos, it īpaši jaunažos svešvalodu skolotāžos?**

**LIELS PALDIES!**

*Ja iespējams, lūdzu, atsūtiet aizpildīto anketu atsūtīt uz sekojošo e-pasta adresi:  
[rimšane@yahoo.com](mailto:rimšane@yahoo.com)*

**I. Rimšane**

**Latvijas 3 rajonu 113 skolu direktoru atbildes par jaunajiem svešvalodu skolotājiem nepieciešamajām zināšanām, prasmēm un vērtībām (attieksmi)**

***Zināšanas, kas vajadzīgas jaunajiem svešvalodu skolotājiem***

***Metodika/pedagoģija***

Jaunākās mācību metodes (it īpaši interaktīvās) un to pielietošanas iespējas  
Sarunvalodas mācīšana  
Mācību priekšmetu standarti  
Mācību programmas  
Tematiskais plāns.  
Diferencēta mācību materiāla izveide.  
Stundas plāns, mērķi, stundas analīze.  
Zināšanas par skolas dokumentāciju: mācību programmas plāni, vērtēšanas lapas u.c.  
Sava darba pašnovērtējums.  
Mācīšana un mācīšanās  
Atšķirības mācot bērnus un pieaugušos.  
Grupu darbs.  
Skolēnu zināšanu un sasniegumu novērtēšana. Pārbaudes darbu veidošana.  
Klases audzinātāja pienākumi.

***Par skolēnu***

Bērnu vecumu posmu fizioloģija, psihiskā un fiziskā attīstība.  
Bērnu psiholoģiskās attīstības posmi  
Bērni ar grūtībām mācībās, bērnu attīstības traucējumi. Bērni ar speciālajām vajadzībām.  
Zināšanas par „mūsdienu” bērnu, nevis to, kas bija pirms gadiem 20.  
Mācīt bērnus, izmantojot dziesmas, krāsas. Mācīt darbojoties ārpus klases telpās caur sajūtām, atpazīstot vārdus dažādās valodās.

***Par valodu***

Labas latviešu valodas zināšanas.  
Labas mācāmās svešvalodas zināšanas.

***Psiholoģija***

Sadarbība: skolēns – skolotājs  
skolotājs – skolotājs  
skolotājs – vecāks  
Saskarsmes psiholoģija (interaktīvās metodes).  
Disciplīnas problēmas.

***Par citu zemju kultūrām un tradīcijām***

*Citu zemju kultūra un tradīcijas.*

***Darbs ar projektiem.***

*Finansējuma iespēju atrašana, projektu rakstīšana, vadīšana.*

## ***Prasmes, kas vajadzīgas jaunajiem svešvalodu skolotājiem***

### ***IT***

IT izmantošanas iespējas mācību stundā.

Izmantot INTERNETu, lai patstāvīgi varētu atrast un lietot mācību priekšmetam vajadzīgo informāciju

### ***CLIL***

Prasme strādāt komandā (stundu vadīšanā), sadarbojoties ar citu priekšmetu skolotājiem CLIL

### ***Darbs ar skolēnu.***

Prasmes strādāt ar jebkura spēju līmeņa un vecuma bērniem.

Prasmes strādāt ar "grūtiem" bērniem, kam ir uzvedības problēmas, hiperaktivitāte, zemā uzmanības noturība.

Prasme iesaistīt bērnus mācību procesā (ieinteresēt un motivēt valodu mācībām)

Prasme pieprasīt no skolēna.

Katrs skolēns kā individualitāte, kā arī spēja saskatīt visu klasi kopumā.

Prasme organizēt skolēnus darbam, spēja pārredzēt klasi, strādāt ar katru, nevis tikai ar aktīvākajiem.

### ***Metodika/pedagoģija***

Pielietot mācību darbā izglītības standarta prasības.

Prasme plānot mācību vielu un stundu.

Prasme objektīvi novērtēt skolēnu zināšanas un **sasniegumus**, izstrādāt precīzu vērtēšanas sistēmu. Prasme novērtēt objektīvi, nevis emocionāli, pamatojot savu viedokli par vērtēšanu.

Spēja adekvāti novērtēt sevi un savu darbu.

Prasme pielietot jaunākās mācību metodes svešvalodas un citu priekšmetu mācīšanā.

Prasme sadalīt uzmanību stundā.

Darba atmosfēras nodrošināšana.

Prasme interesanti, atraktīvi vadīt stundu.

Disciplīnas nodrošināšana.

Klases audzināšana.

Mācību līdzekļu izveidošana, izvēle un pielietošana.

Vadīt ārpusklases darbu savā mācību priekšmetā.

### ***Psiholoģija***

Saskarsmes prasmes (uzklaust, sarunāties) ar jebkuru cilvēku.

Atvērtība jaunām idejām un iespējām.

Prasme sadarboties ar vecākiem

Prasme motivēt savu viedokli jebkurā situācijā.

Prasmes strādāt skolotāju komandā

Prasme mācīties no pieredzējušiem kolēģiem, arī no viņu kļūdām

*Elastīgi un operatīvi rīkoties neikdienišķās situācijās, stundās u.t.t.*

*Prasme risināt konfliktus.*

*Prasme izteikt prezentācijā savu viedokli*

### ***Valoda***

Prasme iemācīt valodu (gan sarunu, gan rakstu) citam.

### ***Darbs ar projektiem.***

Prasme rakstīt un koordinēt projektus.

Prasme strādāt komandā, veidojot skolas ES projektus, īpaši projektu izstrādes gaitā.

Prasme apmācīt arī citus kolēģus, organizatoriskās prasmes – organizējot svešvalodu pēcpusdienas, ārpusstundu nodarbības, neformālās grupās izglītojot skolēnus.

## *Attieksme, vērtības, kas vajadzīgas jaunajiem svešvalodu skolotājiem*

### ***Personiskās īpašības.***

Spēja uzņemties atbildību par savu darbu un uzticētajiem pienākumiem.

Pienākumu apzināšanās, tiesību apzināšanās pēc tam.

Prasīgums pret sevi, lai būtu morālas tiesības prasīt no citiem.

Pozitīva attieksme pret apkārtni.

Ētikas normu ievērošana.

Atbildība, godīgums

Morālā ieturētība, tikumīgums (bez negatīvām īpašībām).

Iniciatīva

Vēlēšanās kļūt par skolotāju. Mīlēt savu darbu un skolēnus.

Cilvēciskums. Vienkāršība.

Aktīva dzīves pozīcija.

Izpalīdzīgums

Veselais saprāts un sirdsgudrība.

Radoša pieeja darbam.

Precizitāte.

Pārliecība par sava darba nozīmīgumu.

### ***Pret citām kultūrām un valodām***

Tolerance pret latviešu valodu un kultūru.

Tolerance pret citām valodām un kultūrām

Strikta attieksme nepropagandēt mācāmās valodas un kultūras uzskatus mācību stundās, īpaši attiecas uz krievu valodas (svešvalodas) mācīšanu pamatskolā!

### ***Pret citiem cilvēkiem***

Cieņa un tolerance pret skolēnu.

Cīņa pret jebkuru citu priekšmeta skolotāju.

Cieņa pašam pret sevi.

Cieņa un tolerance pret jebkuru cilvēku.

Empātija (emociju atpazīšana citos - spēja izprast citu cilvēku jūtas, izjust tās uz sevis).

Tolerance pret citādi domājošajiem, tolerance attiecībās.

Izpratne par laiku, kurā dzīvo.

Mācīt visus izglītojamos ar interesi, gan tos, kuri ir talantīgi, gan tos, kuriem ir grūtības.

Gatavība uz klausīt bērnu, saprast un palīdzēt pat tad, ja bērns nav to pelnījis.

### **113 SKOLU DIREKTORU POZITĪVI KOMENTĀRI PAR JAUNAJIEM SVEŠVALODU SKOLOTĀJIEM**

1. Jaunie skolotāji ir komunikabli, ātri iejūtas kolektīvā.
2. Domāju, ka jaunie svešvalodu pedagogi ir *sagatavoti teorētiski labi*, spēj adaptēties un kontaktēties jaunā kolektīvā.
3. Jaunie svešvalodu skolotāji labi sagatavoti, veiksmīgi iekļaujas mācību procesā.
4. Patīk viņu zināšanas priekšmetā, jaunāko tehnoloģiju pārzināšana, aktivitāte.
  5. Skolotāja perfekti zina angļu valodu.
  6. Patīk jauno skolotāju metodiskā sagatavotība, labs zināšanu līmenis valodas lietošanā.
  7. Skolotājs labi pārzina savu mācību priekšmetu.
  8. Patīk studentu prasme pielietot IT (4 direktori)
  9. Jaunie pedagogi manā skolā ( t.sk.svešvalodu skolotāja) ir ļoti zinoši, metodiski sagatavoti darbam skolā; reāli spriež un prot novērtēt radušos situāciju vai problēmu. Skolēniem ir labi draugi un padomdevēji. Svešvalodu skolotāja ( darba stāžs nu jau 5 gadi) veiksmīgi ir iesaistījies projektu izstrādē un īstenošanā. Daudz labprātāk un ar lielāku atbildības sajūtu izpilda uzticētos pienākumus, nekā kolēģi ar lielāku darba stāžu.
  10. Absolventi ir ļoti atvērti un ar lielu degsmi gatavi strādāt. Tas ir apsveicami.
  11. Nav bijusi liela iespēja šos absolventus iepazīt, tomēr viņos ir vērojama vēlme darboties, strādāt radoši, viņi ir atvērti visam jaunajam. Nav zudusi vēlēšanas teorētiskās zināšanas īstenot praksē.
  12. Drosme uzņemties atbildību, strādājot skolā.
  13. Patīk radošums, pārliecība, ka es esmu personība ar savām prasībām.
  14. Enerģija, radošais gars, ticība savai „sūtībai”.
  15. Labas svešvalodu zināšanas, augsts pašvērtējums,
  16. Patīk, ka studenti ir mērķtiecīgi, zinoši.
  17. Patīk viņu spēja brīvi kontaktēties ar apkārtējiem cilvēkiem.

### **113 SKOLU DIREKTORU NEITRĀLI KOMENTĀRI PAR JAUNAJIEM SVEŠVALODU SKOLOTĀJIEM**

#### **Kādam jābūt labam svešvalodu skolotājam:**

- Gribu piebilst, ka svešvalodu skolotājam pašam būtu *brīvi jārunā*, labi jāpārvalda *svešvaloda*, kuru viņa māca, jo skolēni uzreiz uztver skolotāja neprofesionalitāti (2 direktori).
- Jaunajiem skolotājiem vajadzīgs *pedagoga talants*.
- Jābūt drosmei uzņemties atbildību, strādājot skolā.

#### **Svešvalodu skolotāju trūkums skolās:**

\* Pēdējo divu gadu laikā nav izdevies skolai piesaistīt jaunus svešvalodu skolotājus, jo darbu jau atraduši pa studiju laiku, pedagogiskā darba apmaksas dēļ, negribēšana doties prom no lielajām pilsētām uz laukiem un citiem novadiem (11 direktori).

## 113 SKOLU DIREKTORU NEGATĪVI KOMENTĀRI PAR JAUNAJIEM SVEŠVALODU SKOLOTĀJIEM

### **Pavirša un augstprātīga attieksme pret skolotāja darbu (12 direktori):**

1. *Pārāk racionāla pieeja darbam.*
2. Augstas *morālās vērtības* nepieciešamas katram pedagogam, ne tikai jaunažiem. Jāsecina gan, ka jaunažiem šīs vērtības ir daudz *zemākas*.
3. *Nezina darba disciplīnu.*
4. *Trūkst entuziasma* jaunažiem skolotāžiem, nesaprot, ka skolotājs nevar visu savu laiku *rēķināt naudā*.
5. Nepatīk *attieksme*, ka svešvalodu skolotājs ir kaut kas īpašs, jo pārējie valodu nezin.
6. Nepatīk izteicieni, domāju, ka tas ir iesēdies arī zemapziņā, - „es ar savām valodas zināšanām darbu varu atrast visur”! Patiesība ir citāda!
7. Skolā ienāk tikai tie jaunie svešvalodu skolotāži, kuri ir ļoti *viduvēji* un *neatrod darbu citur*; vai arī īstie fanātiķi. Gan vieni, gan otri nekādu īpaši lielu labumu skolas dzīvēs neienesīs.
8. Nepatīk *iedomība(augstprātība)*, uzskats, ja es labi zinu svešvalodu, esmu pasaules centrs.
9. Nepatīk atsevišķos gadījumos attieksme pret mācību procesa organizāciju.
10. *Nenopietna attieksme pret darbu* un skolotāju pienākumiem, dižošanās problēmas klasē.
11. Vēlētos, lai studenti būtu atsaucīgāki, precīzi pildītu darba pienākumus.
12. Skumdina sauklis: „Tad jāmeklē, kur maksā.” Vai vienmēr jācīnās par to, lai maksā arī par paviršu darbu?

### **Trūkumi mācību metodikas pielietošanā (19 direktori):**

- Jaunie pedagogi *nepārzina vērtēšanas sistēmu*.
- Jaunie skolotāži skolas *nemāk aizpildīt dokumentus* (2 direktori).
- Jaunie pedagogi nav sagatavoti darbam ar tik lielu „papīru”, daudzumu, kvalitatīvi un gramatiski pareizi uzrakstīt atskaites u.c. dokumentāciju.
- Metodikas trūkums, mazas prasmes darbos ar dokumentiem (izglītības standarts, prasības).
- Nespēj uzturēt mācību stundās *skolēnu disciplīnu*. Neprasme novilkt robežu starp sevi un skolēnu (4 direktori).
- *Nav kvalitatīva dialoga* ar skolēniem.
- Neprasme strādāt ar skolēniem kam ir *hiperaktivitāte*.
- Jaunie angļu valodas skolotāži stundā pārsvarā *strādā ar stiprākajiem skolēniem*. Tāpēc skolēniem ar vājākām zināšanām rodas problēmas priekšmeta apgūvē un viņi sāk neapmeklēt angļu valodas stundas.
- Ja nav skolēnu sasniegumu uzreiz, tad parādās jauno skolotāju *neieinteresētība* izglītojamo mācību sasniegumos, nepietiekamas spējas izglītojamo motivācijas paaugstināšanā.
- Jaunie pedagogi bieži grūti tiek galā ar savu klasi, ļoti maz zina par klašu audzinātāju pienākumiem (4 direktori).
- Gribētos vairāk zināšanu un prasmes metodikā.

- Vēlētos, lai *stundas* būtu *interesantākas, mūsdienīgākas*, lai viņi veselīgi uztvertu skolas prasības.

#### **Pārāk daudz teorijas (4 direktori):**

- Gadījās 1 mācību gadu sadarboties ar jauku svešvalodu skolotāju, kura bija pilnīgi bezspēcīga skolotājas darbā. Augstskola *nesagatavo studentus darbam skolā*, kaut arī dod ļoti labus vērtējumus studentam.
- Nepatīk: viņi daudz zina, bet maz prot! (*Daudz teorijas, maz prakses*).
- Nepatīk, ka *pedagogs pēc augstskolas nav sagatavots skolai*.
- *Nav praktisko iemaņu* strādāt klasē. Ir jaunākās, teorētiskās zināšanas un metodoloģija.

#### **Neprasmē komunicēties ar citiem:**

- Man ir nācies sadarboties ar vairākiem jaunajiem svešvalodu skolotājiem, kuri *neprot* iekļauties kolektīvā un *sadarboties komandā*. Šaubos apgalvot vai to var vispārināt uz visiem jaunajiem svešvalodu skolotājiem.

#### **Neprasmē rakstīt projektus (2 direktori):**

- Vēlams, būtu jaunajiem svešvalodu skolotājiem izrādīt vairāk iniciatīvas *projektu izstrādē I, sadarbībā ar Latvijas un citu valstu skolām*.
- Vajadzīga prasme atrast un  *piedalīties projektos*, būt projekta darba koordinatoram ( jo daudzi projekti ir realizējami tikai pielietojot zināšanas svešvalodās).

#### **Nepietiekamas IT prasmes:**

- Nepietiek, ka *jaunais skolotājs prot pats izmantot IT, jāmāk to pielietot mācību stundā*.



**Anketa pasniedzējiem**

*Cienījamie kolēģi! Būtu pateicīga, ja jūs atrastu laiku aizpildīt šo anketu. Iegūtie dati tiks izmantoti manā disertācijā (LU) par skolotāju sagatavošanas sistēmas uzlabošanu Latvijā. Anonimitāte garantēta.*

**1. Kādas, pēc Jūsu domām, zināšanas (piem. par jaunākajām mācību metodēm, IT pielietojanas iespējām utt.) topošie svešvalodu skolotāji iegūst Jūsu vadītajā studiju kursā (vienā, pēc izvēles)?**

**2. Kādas, pēc Jūsu domām, prasmes (piem., novērtēt skolēnu zināšanas, strādāt komandā utt.) topošie svešvalodu skolotāji iegūst Jūsu vadītajā studiju kursā (vienā, pēc izvēles)?**

**3. Kādas, pēc Jūsu domām, morālās vērtības/attieksme (piem, tolerance pret dažādām kultūrām un valodām, aktīva līdzdarbošanās sabiedriskajā dzīvē utt.) topošie svešvalodu skolotāji iegūst Jūsu vadītajā studiju kursā (vienā, pēc izvēles)?**

**4. Kuras, pēc Jūsu domām, kompetences ir vissvarīgākās jaunajiem svešvalodu skolotājiem, lai sekmīgāk konkurētu darba tirgū?**

**LIELS PALDIES!**

*Ja iespējams, lūdzu, atsūtiet aizpildīto anketu atsūtīt uz sekojošo e-pasta adresi:  
[rimšane@yahoo.com](mailto:rimšane@yahoo.com)*

**I. Rimšāne**

**Zināšanas, ko topošajiem svešvalodu skolotājiem māca docētāji**  
**3 Latvijas augstākās izglītības mācību iestādēs**

(ar „**bold**” ir apzīmēts tas, ko neprasa skolu direktori)  
(with „**bold**” are the issues that are not demanded by the school principals).

Metodika/pedagoģija

Pedagoģiskā ētika, zināšanas par profesionālās darbības ētiskajiem aspektiem, profesionālās ētikas teorētiskās zināšanas.

Darbs grupās.

**Pedagoģijas kategorijas, pedagoģijas procesi, tā pamat posmi, likumsakarības, pedagoģiskie mērķi un to attīstība**, personības jēdziens un personības elementi, personības attīstības faktori, skolēna personības novērtēšanas programmas.

Svešvalodu mācīšanas metodes, jaunākās pieejas mācību procesam, **mācību metodēm pieaugušo izglītošanā**, saistībā ar mūžizglītību. Kooperatīvas mācības, daudzpusīgo spēju metode. Interaktivitāti nodrošinošas metodes.

Mācīšanās caur spēli.

**Zināšanas par pieaugušo izglītības misiju, mērķi, saturu, veidiem.**

Metodiskie līdzekļi mācību sasniegumu vērtēšanā.

Valoda

Svešvalodas gramatika.

Darbs ar svešvalodu tekstu (teksta analīze), jaunie vārdi.

Idiomas, frazeol. izteicieni.

Informācijas meklēšanas un apstrādes veidi.

Psiholoģija

Saskarsmes veidi, to veidi un likumsakarības. Komunikācijas kultūra, etiķete.

Darbs grupās, prasme novērtēt kolēģu veikumu.

**Prasmes, ko topošajiem svešvalodu skolotājiem māca docētāji**  
**3 augstākās izglītības mācību iestādēs**

IT

IT izmantošana pētniecībā.

IT lietošana sadzīves līmenī.

**Prasme strādāt ar dažāda veida tulkošanas datorprogrammām.**

CLIL (0)

Darbs ar skolēnu

Prasme novērtēt audzēkņu individuālās īpatnības.

Metodika/pedagoģija

**Prasme iegūt, analizēt, atlasīt un izmantot informāciju. Prasme veikt pētniecisko darbu. Veidot svešvalodu kursu programmas pieaugušajiem.** Veikt metožu atlasī darbam ar pieaugušajiem, ņemot vērā pieaugušo cilvēku pieredzi, motivāciju, laika perspektīvi un citus faktorus.

Novērtēt skolēnu zināšanas.

Pašnovērtējuma prasmes.

Pielietot mācību metodes praksē.

Prasme sameklēt un izmantot materiālus stundām.

Uzdevumu veidošana.

Novērtēt savas un citu zināšanas, izvēlēties attiecīgu materiālu, apstrādāt to un prezentēt.

Analizēt, sintezēt, izdarīt secinājumus.

### *Psiholoģija*

Prasme aktīvi un empātiski klausīties otru, vadīt sarunu, efektīvāk risināt konfliktsituācijas.

Strādāt pa pāriem, komandā.

Prezentācijas prasme.

Prasme risināt problēmsituācijas.

Sevis organizēšana.

Patstāvīgā mācīšanās.

### *Valoda*

Prasme pielietot idiomu ikdienas sarunvalodā, prasme prezentēt frazeoloģiskos izteicienus skolniekiem, gramatiski pareizi runāt. Kritiski vērtēt tekstu.

### *Darbs ar projektiem (0)*

## **Vērtības/attieksmes, ko topošajiem svešvalodu skolotājiem māca docētāji** **3 Latvijas augstākās izglītības mācību iestādēs**

### *Personiskās īpašības*

Izpratne par profesionālo atbildību, pienākumu, taisnīgumu u.c. Skolotāja darbībā nozīmīgākiem ētiskām vērtībām

Aktīva darbošanās studiju procesā, izpratne par pašizglītības svarīgumu.

Aktīva līdzdalība nākotnes skolas darbā.

Kārtīgums.

### *Pret citām kultūrām un valodām*

Atbildība pret visu jauno starpkultūru izglītībā.

Iepazīst citu valstu kultūru, varbūt pārvērtē arī savējo, sāk izprast vairāk citas tautas, to kultūru, mācās toleranci, zaudē arī kaut ko no savas kultūras.

Tolerance pret dažādām kultūrām (3),

Vīriešu, sieviešu vienlīdzība.

### *Pret citiem cilvēkiem*

Cieņu pret ikvienu sarunu biedru, empātisku attieksmi pret skolēniem, tolerance pret otru cilvēku.

Spēja aktīvi sadarboties ārkārtējās situācijās.

Stereotipu pārvarēšana, iecietība, empātija, tolerance.

Pozitīva attieksme pret daudzveidīgajiem skolēniem, bērniem, kuriem ir mācīšanās grūtības, kā arī citādi domājošu cilvēku izpratne un iecietība pret viņiem.

Citu (it īpaši vājāko) nenoniecinašana.

**Svarīgākās kompetences, kas pēc docētāju domām būtu jāapgūst topošajiem svešvalodu skolotājiem 3 Latvijas augstākās izglītības mācību iestādēs**

1. Viņi labi pārziņa valodu, mācīšanas metodiku, bet vājākā vieta-pedagoģiskā procesa vadīšana, skolēnu darbības motivēšana (bet tas jau nav iespējams bez praktiskās pieredzes).
2. Prasme sev mācāmo iemācīt citiem. Kompetences, kas nodrošina efektīvu mācīšanas – mācīšanās procesu.
3. Kompetences, kas veicina skolēna personības attīstību; prasme strādāt ar bērnu.
4. Kompetence svešvalodu metodikā; vissvarīgākā ir profesionālā kompetence.
5. Perfekta sava priekšmeta pārvaldīšana, spēja orientēties savā profesijas jomā, izmaiņās, sekot jaunākajām zinātnes attīstības tendencēm savā jomā.
6. Vispārējās pedagoģiskās kompetences
7. Tolerance, elastīgums un vēlēsšanās mācīties pašam un mainīties arī pēc pirmās pakāpes studiju beigšanas.
8. Personiskās kompetences: paša cilvēka mērķtiecība, skolotāja pašattīstību, uzņēmība un atvērtība jaunām idejām, tolerance, spēja adaptēties jaunos apstākļos, vadīt un saliedēt kolektīvu.
9. Spējas pielāgot savas zināšanas pieprasījumam, būt elastīgam domāšanā, kā arī prasmei sadarboties.
10. Komunikatīvās kompetences. Prasme vadīt klasi stundas laikā, prasme saprasties ar skolēniem un kolēģiem.
11. IT tehnoloģiju izmantošana studiju procesā.
12. Spēja reaģēt un pārmaiņām.
13. Spēja pareizi analizēt situāciju.
14. Prasme praktiski pielietot savas teorētiskās zināšanas.
15. Spēja uztvert skolotāja profesiju kā misiju.
16. Gatavība pieņemt dažādību.
17. Vairāku valodu zināšanas.
18. Kultūras kompetence, starpkultūru attiecību veidošana.
19. Spēja domāt radoši, elastīgi.
20. Sakarā ar svešvalodu skolotāju trūkumu, īpaši angļu, nedomāju, ka darba devējs pievērs uzmanību jauno skolotāju kompetencēm.
21. Domāju, ka skolēnu zināšanu novērtēšanai es nepievēršu pienācīgu uzmanību, lai gan laiku pa laikam studentiem ir jālabo un jāanalizē vienam otra darbi.

*Questionnaire for Student Teachers of Foreign Languages*

The gained data will be used for the research of Inta Rimsane (University of Latvia in Riga).

**Structure of the foreign language student teachers' study program**

1. During language teacher education, the practical experience of teaching in the classroom is **integrated** with an academic study of pedagogical theory.  
Completely agree Agree Difficult to say Do not agree Completely disagree
2. I was given a specific set of **guidelines** to organise my practical experience in schools.  
Completely agree Agree Difficult to say Do not agree Completely disagree
3. **Mentors** advise trainees and offer guidance about all aspects of teaching and learning.  
Completely agree Agree Difficult to say Do not agree Completely disagree
4. During the study process I have a possibility to **collabourate** with the **representatives** of different social, cultural, ethnic, national, or religious groups (multicultural society).  
Completely agree Agree Difficult to say Do not agree Completely disagree
5. I have a possibility to **collabourate** with the trainee **teachers** in other countries.  
Completely agree Agree Difficult to say Do not agree Completely disagree
6. I have a possibility to **study** a certain period of time in the foreign university.  
Completely agree Agree Difficult to say Do not agree Completely disagree
7. I have the opportunity to **observe** the foreign language teaching methods in different countries.  
Completely agree Agree Difficult to say Do not agree Completely disagree
8. I know about the possibilities provided by **in-service** education after graduating the University.  
Completely agree Agree Difficult to say Do not agree Completely disagree
9. School-based mentors fully understand what is **expected** of them by the University.  
Completely agree Agree Difficult to say Do not agree Completely disagree

**Knowledge and Understanding: what student teachers should know and understand about teaching and learning languages**

10. I learn about different language teaching **methodologies**.  
Completely agree Agree Difficult to say Do not agree Completely disagree
11. I learn to **use** the different new language teaching **methods** for reaching the necessary study outcomes.  
Completely agree Agree Difficult to say Do not agree Completely disagree
12. I learn to assess my own foreign language competences according to Common European Framework **CEF**.  
Completely agree Agree Difficult to say Do not agree Completely disagree
13. I learn about the advantages and disadvantages of various **assessment** methods.

Completely agree Agree Difficult to say Do not agree Completely disagree

14. I learn to **adapt** teaching materials to the national standards.  
Completely agree Agree Difficult to say Do not agree Completely disagree

15. I am taught that the internal and external program **evaluation** **procedures** are in place.  
Completely agree Agree Difficult to say Do not agree Completely disagree

16. I know **how** the pupils **learn**.  
Completely agree Agree Difficult to say Do not agree Completely disagree

17. I know **how** the pupils **develop** their skills.  
Completely agree Agree Difficult to say Do not agree Completely disagree

18. I learn about training in Content and Language Integrated Learning (**CLIL**).  
Completely agree Agree Difficult to say Do not agree Completely disagree

**Strategies and skills: what student teachers should know how to do in teaching and learning situations as teaching professionals**

19. I learn how to work with the pupils, who have **different** **abilities** to learn, and the different attitudes and cultural perspectives to learning.  
Completely agree Agree Difficult to say Do not agree Completely disagree

20. I learn how to use at school effectively:  
*Completely agree      Agree      Difficult to say      Do not agree      Completely disagree*

**CD**  
**DVD**  
**books**  
**computer**  
**Internet**

21. I have acquired the strategies of **autonomous** learning and study skills.  
Completely agree Agree Difficult to say Do not agree Completely disagree

22. I learn to develop **systematic** methods and strategies for assessing the effectiveness of my teaching.  
Completely agree Agree Difficult to say Do not agree Completely disagree

23. I can ensure the **environment** where my pupils develop their skills.  
Completely agree Agree Difficult to say Do not agree Completely disagree

24. I improve my knowledge in the foreign language by:

*Completely agree*      *Agree*      *Difficult to say*      *Do not agree*      *Completely disagree*

**Lectures**  
**Trips to**  
**foreign**  
**countries**  
**Reading**  
**books in a**  
**foreign**  
**language**  
**Reading**  
**news in**  
**Internet in a**  
**foreign**  
**language**  
**Listening to**  
**the radio in**  
**a foreign**  
**language**  
**Watching**  
**TV**  
**programs**  
**foreign**  
**language**

25. I learn to **analyse** other teachers' work.

Completely agree Agree Difficult to say Do not agree Completely disagree

26. I am able to **build** up personal and professional contacts with trainee teachers abroad.

Completely agree Agree Difficult to say Do not agree Completely disagree

27. I learn to plan, work out and defend the **research** work in pedagogy.

Completely agree Agree Difficult to say Do not agree Completely disagree

28. I know how to apply **apply** the **theoretical** knowledge gained, for example, in applied linguistics, grammar, American studies etc. in my work with pupils.

Completely agree Agree Difficult to say Do not agree Completely disagree

29. I learn to arrange the **E**uropean **L**anguage **P**ortfolio (evidence about periods of study, work and training abroad, evaluation of my own language competences etc.) from the earliest stages of my initial teacher education.

Completely agree Agree Difficult to say Do not agree Completely disagree

30. I know how to inform my pupils about the **EU possibilities**.

Completely agree Agree Difficult to say Do not agree Completely disagree

**Values that student teachers get in language teaching and learning**

31. I am taught that the language teachers have a vital role to play in promoting **tolerance** to other cultures and social groups.

Completely agree Agree Difficult to say Do not agree Completely disagree

32. I am taught the **respect** to different languages and cultures.

Completely agree Agree Difficult to say Do not agree Completely disagree

33. I am taught the importance of the **role** the teachers of foreign languages pay in creating an interest in cultures and languages.

Completely agree Agree Difficult to say Do not agree Completely disagree

34. I am taught about the value of the ongoing language learning (**life long** learning) in developing of the personality and language skills.

Completely agree Agree Difficult to say Do not agree Completely disagree

**Additional questions**

35. What overall **grade** would you give to your BA education “Teacher of a Foreign Language” provided by your university/ institution so far?

10 (with distinction)	9 (excellent)	8 (very well)	7 (well)	6 (almost well)	5 (satisfactory)	4 (almost satisfactory)	3-1 (negative assessment)
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36. If there are other aspects of foreign language teacher’s education (BA) or if you have specific positive or negative experiences that you would like to tell us about, please, use the space below:

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THANK YOU FOR PARTICIPATING!



## **Anketa topošajiem svešvalodu skolotājiem**

Lūdzu, aizpildiet anketu, izvēloties un apvelkot vienu no apgalvojumiem: *pilnīgi piekrītu, piekrītu, grūti pateikt, nepiekrītu, pilnīgi nepiekrītu*

Anketās iegūtā informācija tiks izmantota Intas Rimšānes (LU doktorantes) disertācijā par skolotāju sagatavošanas sistēmas uzlabošanu Latvijā. Anonimitāte garantēta.

### **Topošo valodu skolotāju studiju procesa organizācija**

1. Mācību programmā iekļautie akadēmiskie kursi ir saistīti ar pedagoģisko praksi skolā.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
2. Es esmu saņēmusi/īs skaidri noformulētas vadlīnijas (praktikanta pienākumi, sadarbība ar prakses vadītājiem, juridiskie jautājumi, iesniedzamie dokumenti) par prakses norisi skolā.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
3. Mentori (darbaudzinātāji skolā) dod padomus jebkurā mācīšanas un mācīšanās jautājumā.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
4. Studiju laikā man ir izdevība darboties kopējos projektos ar dažādu sociālo, etnisko, nacionālo un reliģisko grupu pārstāvjiem (multikulturālas sabiedrības pārstāvjiem).  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
5. Studiju laikā man ir iespēja nodibināt kontaktus ar citu valstu augstskolu topošajiem valodu skolotājiem.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
6. Man ir iespēja kādu laiku mācīties savā specialitātē citas valsts augstskolā.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
7. Man ir iespēja redzēt svešvalodu mācīšanas metodes citu valstu skolās.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
8. Es zinu par iespēju uzlabot savu skolotāja kvalifikāciju pēc augstskolas/universitātes beigšanas.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
9. Mentori (darbaudzinātāji skolās) labi zina augstskolas/universitātes prasības studentiem.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

### **Topošo valodu skolotāju zināšanas par mācīšanu un mācīšanos**

10. Es mācos par jaunākajām valodu mācīšanas metodēm.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
11. Es mācos pielietot dažādas modernas svešvalodu apgūšanas metodes sev vēlamā studiju rezultātu sasniegšanā.  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*
12. Es mācos novērtēt savas svešvalodu zināšanas pēc „Eiropas valodu līmeņu apraksta” (Common European Framework. CEF).  
*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

13. Es mācos par dažādām skolēnu zināšanu novērtēšanas metodēm, to priekšrocībām un trūkumiem.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

14. Es mācos piemērot mācību materiālus Izglītības ministrijas apstiprinātajiem standartiem.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

15. Es zinu, ka visās izglītības iestādēs notiek studiju programmu kvalitātes ārējā un iekšējā novērtēšana.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

16. Es zinu, kā notiek skolēnu mācīšanās process.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

17. Es zinu, kā skolēni attīsta savas prasmes.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

18. Es mācos par satura un valodas integrētu apguvi: kā mācīt citus priekšmetus ar svešvalodas palīdzību (CLIL: *Training in Content and Language Integrated Learning*).  
pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu

***Topošo valodu skolotāju prasmēs (know how): kā jā mācās pašiem un jā māca citus***

19. Es mācos, kā strādāt ar skolēniem, kuriem ir dažādas veselības problēmas, dažāda attieksme pret mācībām un kultūras vērtībām.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

20. Es mācos, kā savā turpmākajā darbā skolā efektīvi izmantot (atzīmējiet atbildi ar krustiņu):

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

CD  
DVD  
grāmatas  
datoru  
Internetu

21. Es esmu apguvusi/is patstāvīgas mācīšanās prasmes.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

22. Es sistemātiski mācos novērtēt savas skolotāja prasmes.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

23. Es protu nodrošināt saviem skolēniem dažādu prasmju veidošanas iespējas.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

24. Es uzlaboju savas zināšanas svešvalodā (atzīmējiet atbildi ar krustiņu):

	<i>pilnīgi piekrītu</i>	<i>piekrītu</i>	<i>grūti pateikt</i>	<i>nepiekrītu</i>	<i>pilnīgi nepiekrītu</i>
lekciju laikā					
ārzemju braucienos					
lasot grāmatas svešvalodā					
lasot Internetā					
ziņas svešvalodā					
klausoties radio					
svešvalodā skatoties televīzijā					
programmas svešvalodā					

25. Es mācos analizēt citu skolotāju darbu.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

26. Es kontaktējos ar topošajiem valodu skolotājiem citās valstīs.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

27. Es mācos plānot, izstrādāt un aizstāvēt pētniecisko darbu pedagoģijā.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

28. Es zinu, kā pielietot studiju kursus (piem. metodika, lietišķā lingvistika, novadzinības, svešvaloda, gramatika, speciālā izglītība u.c.) apgūtās zināšanas savā darbā skolā.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

29. Es mācos sakārtot “Eiropas valodu portfeli” (European Language Portfolio), potenciālajam darba devējam interesējošu informāciju, par savu svešvalodas prasmju attīstību.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

30. Es protu informēt savus skolēnus par Eiropas Savienības piedāvātajām iespējām.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

### ***Topošo valodu skolotāju morālās vērtības/attieksme***

31. Es mācos apzināties svešvalodu skolotāja īpašo misiju: veicināt skolēnos un citu priekšmetu skolotājos toleranci pret citām kultūrām un sociālām grupām.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

32. Es mācos respektēt un pieņemt dažādu valodu un kultūru daudzveidību.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

33. Es mācos veicināt savos skolēnos interesi par citu valstu kultūrām.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

34. Es mācos par mūžizglītības lomu personības un valodu prasmju attīstībā.

*pilnīgi piekrītu piekrītu grūti pateikt nepiekrītu pilnīgi nepiekrītu*

**Papildus jautājumi**

35. Kādu novērtējumu 10 ballu vērtēšanas skalā jūs dotu svešvalodu skolotāju studiju programmai, kas tiek realizēta jūsu augstskolā/universitātē (atzīmējiet atbildi ar krustiņu) ?

10	9	8	7	6	5	4	3-1
(Izcili)	(teicami)	(ļoti labi)	(labi)	(gandrīz labi)	(viduvēji)	(gandrīz viduvēji)	(negatīvs vērtējums)

36. Lūdzu, pastāstiet, kas jums patīk un/vai nepatīk, mācoties par svešvalodu skolotāju!

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**LIELS PALDIES!**

**Summary of Student Teachers of Foreign Languages Comments about the Study Process**

**Student teachers like:**

**The possibility to study abroad:**

There is a possibility *to study abroad* (9 students)

There are student conferences abroad.

**Subjects' adequacy for the profession of foreign language teacher**

There are taught *practical things* which will be useful for further work at school (how to manage the class, how to use the appropriate teaching methods) (3 students)

While studying the teacher's profession I gain much knowledge not only for professional development but also for myself.

**Foreign language subjects:**

To *communicate with foreign people, to teach* others.

I like that we master not only the language but also get familiarized with *English-speaking countries' culture, history, literature and psychology* (2 students).

I like acquiring *new teaching methods*.

I like mastering a language; I gained quite *good language knowledge* (13 students).

I like acquiring also *an additional language* (French).

I like learning about *interesting things* (2 students).

**Foreign professors:**

Positively appreciate that *lecturer from Germany* is teaching at the school. So students gain more knowledge and they are forced to talk only in German because the lecturer does not understand Latvian.

Teaching methods of *foreign professor* who teaches *more practical* than theoretical issues.

**Other subjects:**

I like that we study *psychology* (6 students).

I like *usage of computers*.

I like *philosophy* (2 students) and *other subjects*; the study process is not just learning how to teach the language, because I am not going to work as a teacher.

I gained quite good knowledge in *pedagogy* while studying the foreign language teacher's profession. The pedagogy subject helped me to comprehend my talents and proficiency to evaluate others.

There is a possibility to acquire other subjects which are *very helpful in personal life*.

or to build your knowledge upon *psychology or conversation*, so you can improve knowledge either in one or another field.

**Lecturers' personal characteristics:**

*Nice* lecturers who teach *interesting* subjects (4 students)

Responsive teachers

*Friendly and warm-hearted* teachers

Lecturers *encourage us to go and teach at school*.

I like some particular lecturers and professors, their *attitude and activity* (2 students).

*Helpful* lecturers.

### **Studying methods**

I like to *present in front of the audience*

*There are seminars and group works*

*Open atmosphere during lectures*

### **Arrangement of the study process**

There is given a possibility to *choose the subjects one is interested in* during the 3<sup>rd</sup> and 4<sup>th</sup> years

There is a possibility to pass examinations and tests before the official session starts.

### **Small groups**

There is a possibility to master foreign language in classes if there are *few students*, as it is in my case (Rezekne).

### **Other positive comments**

Everything satisfies (3 students).

Very good student body, friendly group mates (2 students)

I decided to become a teacher of foreign languages only now: being the 4th year student.

### **Resource base**

The rooms of the faculty

### **Student teachers dislike:**

#### **Subjects' are not adequate for the profession of foreign language teacher**

Useless subjects (2 students): for example there is *text analysis for 5 semesters*

One *useless subject* is taught for many semesters.

Many subjects are not appropriate to what *foreign language teacher* should really know (2 students).

Some subjects are useless for the foreign language teacher, for example *civil protection, work protection*.

There are *classes* without any sense, for example *writing the course paper* (2 students).

I don't like to learn *history of pedagogy*. It is useless.

*Too many* subjects in *pedagogy*.

#### **Limited practical experience**

There is too much theory, useless information, not enough practical examples (16 students).

There should be *more talking* and improving *conversational speech level* during language classes, not only working pedagogically and didactically.

*Too little* communication with *real school atmosphere*, pupils and teachers.

#### **Drawbacks in teaching methodology**

In many subjects it is told that there are children with *special needs* but nobody tells *how to work with these children*.

*Too little* information about *pupils' development*.

Lack of *pedagogical practicum* at school in the 1st year.

Sometimes the professor does not teach the basic things necessary for the teacher of foreign languages, for example, *how to check home works, tests and how to avoid stressful situations and how to manage the unexpected situations*.

*Inappropriate* information in *teaching methodology*.

**Insufficient quantity of classes in foreign language:**

There are not enough classes taught in foreign language (8 students).

**Lecturers' teaching skills**

*Lecturers' knowledge level* in their subject (2 students)

Sometimes lecturers *cannot explain* teaching material, cannot answer to the students' questions (2 students).

I did not like how *grammar lessons* were taught in the last 2 years. I could even say that grammar is my weakest issue because of the lecturer.

Sometimes there is *no clarity* what lecturers want from us.

Not always lecturers conduct appropriate lesson based on its title: *content does not correspond to the title*.

We are asked to study much material *independently* because there are too many lessons; although we *need the professor's explanation*, competence and presence before the students' independent work (5 students).

*Teaching methods are inappropriate* for students.

Subjects are taught in a *monotonous* way.

Many *useless home exercises* that do not improve language knowledge at all.

To use *modern articles* in the text analysis.

*There are no new and interesting methods*; it is not interesting to study.

Many *courses* are *too short* and *rushed*.

It is *impossible to learn a language* during the lectures of foreign languages.

The professors do not pay any attention to developing the *students' ability to study independently*.

**Lecturers' personal characteristics:**

Lecturers *don't work with full effort*.

There are some very *unsociable lecturers*.

Some *arrogant lecturers*.

Some *unhelpful lecturers*.

Some *lecturers' indifference* towards the subject they teach.

The greatest part of the *lecturers is not interested* in helping the students in the study process.

**Attitude towards students**

*Unequal demands from students*.

Attitude that every *student has to be "saved"* even if one is not proper to be a teacher, the most important *is to have more paying students*.

Some lecturers *criticize students in front of their group mates*.

There is *no tolerance*, patience and respect towards *non Latvians*.

Good and *outstanding students* have *no possibility to express their talents*.

There is some students' *interest lobbying*.

**Resource base**

There is *not enough funding*.

Dislike the *technical equipment and classrooms*.

I wish there would be more modern computers at the faculty of Pedagogy. Foreign literature department should be located at the faculty of Pedagogy because the future teachers study here (2 students);

There is a lack of books connected with methodology in foreign language at the library (2 students).

Limited access to different study materials: TV, CD, DVD and books.

### **Lack of cooperation with foreign education institutions and Latvia's universities**

There is *no compulsory semester in foreign university* for better acquiring of the foreign language in autonomous environment.

There are *no or a few professors from foreign universities* (3 students).

There is *no possibility to cooperate with other universities* (2 students).

Little possibility to get familiar with the *teaching style* in other countries (2 students).

There is *no communication with the foreign culture* that we study (3 students)..

There are *no visits and excursions to foreign countries*.

No activities or *projects connected with foreign languages* (2 students).

### **Drawbacks in the study process:**

There are students with *different language skills* in the same groups.

I wish there would be *more variety* in studying English, for example concentrating not only to British English but also to American, Australian English and literature.

It is difficult to master English and learn German at the same time (2 students).

I do not like the arrangement of the classes because 1 day is absolutely full but another day there is just 1 lecture.

Instead of going to 1 lecture I choose a job.

After the study program was shortened for one year, it became to acquire the same amount of the program. There are *many subjects per day* and demands are impossible to accomplish (3 students)

Because of shortening the study program, we *lost many good subjects*, for example Latin.

Studying process is too extended.

It is too much to study for *5 years*, because we don't do anything at the university.

It is very *hard to study German for 4 hours a day*

The study program is not arranged appropriately.

There is a little information about the future possibilities.

I am not satisfied with the missing lectures in teaching methodology. There is a growing number of questions about teaching.

*Big money* is paid for nothing. Sometimes all this seems nightmare (2 students)

I do not like to study here because I understand that I *do not want to become English teacher*.

The state gives *small amount of budget (paid) places* (2 students)

It is almost *impossible to join the studies and job*

There are useless *big piles of papers*, bureaucracy

### **Staff's work**

Although the amount of studies is not very intensive, we still do not understand the united registration system LAIS and the secretary's job.

Our secretaries are not professionals in this field (his/her profession), and that is why there are many unanswered questions that are connected with the studying process.

The lecturer is not changed for long time.

Nobody ever knows anything here.

There are issues that are not clear and nobody knows where to get the information.

I do not want to offend somebody that is why I will keep my mouth shut.