

Tuning

Russia

Reference Points
for the Design and
Delivery of Degree
Programmes in
Foreign Languages



Reference Points
for the Design and Delivery
of Degree Programmes
in Foreign Languages

Tuning Russia

Reference Points
for the Design and Delivery
of Degree Programmes
in Foreign Languages

2013
University of Deusto
Bilbao

Reference Points for the Design and Delivery of Degree Programmes in Foreign Languages

Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Foreign Languages. The document has been developed by subject area group, including experts from Russian and European universities, in consultation with different stakeholders (academics, employers, students and graduates).

This publication has been prepared within Tuning Russia project 51113S-TEMPUS-I-2010-1-ES-TEMPUS-JPCR. This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Editors:

Dyukarev Ivan, University of Deusto (Spain)
Altuna Asier, University of Deusto (Spain)
Karavaeva Evgeniya, Association of the Classical Universities of Russia (Russia)

Authors:

Andreev Vladimir, Lev Tolstoy Tula State Pedagogical University (Russia)
Fomicheva Zhanna, Lev Tolstoy Tula State Pedagogical University (Russia)
Kotova Nadezhda, Udmurt State University (Russia)
Kryukova Natalya, Tver State University (Russia)
Murugova Elena, Don State Technical University (Russia)
Zhukova Elena, Novgorod Yaroslav-the-Wise State University (Russia)

© Tuning

Although all material that has been developed as part of the Tuning Project is owned by its formal participants, other Higher Education Institutions are free to test and use the material after publication, provided that the source is acknowledged.

No part of this publication, including the cover design, may be reproduced, stored or transmitted in any form or by any means, whether electronic, chemical, mechanical, optical, by recording or photocopying, without prior permission of the publisher.

Design: © LIT Images

© Deusto University Press
P. Box 1 - 48080 Bilbao
e-mail: publicaciones@deusto.es

ISBN: 978-84-15772-24-8

Legal deposit: BI - 1.804-2013

Printed in Spain

Content

Preface	9
1. General Introduction	11
1.1. The contribution of universities to the Bologna Process and Tuning	11
1.2. Tuning in Russia	13
2. Introduction to the subject area Foreign Languages	17
2.1. Definition of the subject area	17
2.2. The relationship of the subject area with other degree programmes	19
3. Qualifications in Foreign Languages	21
4. Typical occupations of graduates in Foreign Languages	23
5. Competences	25
5.1. Definition of competences and learning outcomes	25
5.2. List of competences	27
5.2.1. Selecting competences in accordance with the Tuning methodology	27
5.2.2. Generic competences	30
5.2.3. Subject specific competences	33
5.2.4. Meta-profile	37
5.2.4.1. Meta-competences	37
5.2.4.2. Meta-profile diagram	42
6. Level descriptors and learning outcomes	43
7. Teaching, learning and assessment	53
8. Conclusions	59

9. Subject area group	61
10. References	63
Contacts	65

Preface

Tuning started as a project in 2000, initiated by higher education institutions and their academics, and strongly supported morally and financially by the European Commission. Over time Tuning has moved beyond the EU and gradually transformed itself into a global methodological system covering educational sectors in many regions of the world.

Androulla Vassiliou, the European Commissioner for Education, Culture, Multilingualism and Youth, underlined when closing the “Tuning in the World: New Degree Profiles for New Societies” Conference in Brussels on 21 November 2012, that whilst Tuning started as an attempt to solve a strictly European problem, it has become a methodology that can be adapted to different higher education structures in very different cultural contexts and that the commitment of the universities, the associations and the national authorities involved is key to the continuing success of this initiative.

The Tuning Russia project has been designed as an independent university-driven project with contributions of university staff members from different countries. The Tuning Russia project reflects the idea that universities do not look for the harmonisation of their degree programmes or any sort of unified, prescriptive or definitive curricula; but, simply for points of convergence and common understanding. The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the Tuning Russia project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. The objectives are completely different. Tuning looks for common reference points. The Reference points are

non-prescriptive indicators that aim to support the articulation of degree programmes.

The publication of the “Tuning Russia Reference Points” series became a reality due to collective work of Subject Area Groups and project teams at participating European and Russian universities, their academic and administrative personnel to whom we would like to express our sincere gratitude. We stress our deep appreciation to all European and Russian experts who have made a significant contribution to the development of reference points for the design and delivery of degree programmes in various subject areas.

The Tuning process in Russia has been supported by the National Tempus Office in the Russian Federation from the very beginning of the project. Our special thanks go to Director Olga Oleynikova, whose support and recommendations were invaluable during the implementation of the project. The project and this publication would not have been possible without the coordination and recommendations of Tuning General Co-ordinators Julia González and Robert Wagenaar.

We hope that readers will find this book both useful and interesting.

Pablo Beneitone
Director of the International Tuning Academy,
University of Deusto (Spain)

Ivan Dyukarev
Tuning Russia Project Manager, International Tuning Academy,
University of Deusto (Spain)

Evgeniya Karavaeva
Tuning Russia Co-Manager, ACUR Executive Director,
Association of the Classical Universities of Russia (Russia)

Artur Demchuk
ACUR Coordinator for Academic Mobility,
Association of the Classical Universities of Russia (Russia)

1

General Introduction

The convergence of national educational systems within the EU is an important milestone in the global development of modern higher education in the 21st century. The day when the Bologna Declaration¹ was signed (19 June 1999), is considered the official starting point of the harmonization process of higher education systems within Europe, a process whose end aim consists in the creation of the European Higher Education Area (EHEA). Russia joined the Bologna process in September 2003 at the Berlin Conference of European Ministers in charge of Higher Education.

Signing the Bologna Declaration has led to a series of reforms in the educational systems of the majority of European countries. For higher education institutions (HEIs) these reforms consist in tuning basic teaching programmes in terms of both the structure and the outcomes of degrees. A prominent role should be given to the graduate and degree profiles so that they meet the needs of both the labour market and society, as well as to the specific tasks an academic community has to solve. Therefore, it is particularly important to express all the various educational levels in terms of competences and learning outcomes.

1.1. The contribution of universities to the Bologna Process and Tuning

It is well known that the Tuning Project —“Tuning educational structures”— has developed within the broader context of continuous

¹ The Bologna Declaration on the European space for higher education. <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>

reforms of European higher education systems, when society at large has been undergoing rapid changes. The name Tuning was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Tuning Educational Structures in Europe² started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time, Tuning has developed into a Process, an approach to (re-) design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning Project and its methodology constitute one of the academic tools for creating the EHEA. The need for compatible, comparable and competitive higher education in Europe reflects the students' requirements. As student mobility increases, so does the demand for reliable and objective information on the degrees offered by different HEIs. Apart from this, employers both within and outside Europe require reliable information on qualifications awarded and on what these qualifications mean in practice and in the labour market context. Therefore, the process of creating national qualification frameworks is inseparable from the EHEA development process.

Tuning aims to meet the needs of educational institutions and structures and to offer a concrete approach to implementing the Bologna Process at the level of higher education institutions and subject areas. The Tuning approach proposes a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant to making study programmes comparable, compatible and transparent. The agreed-upon reference points for subject areas and their degree programmes are expressed in terms of competences and learning outcomes.

Tuning in general has emerged from the understanding that the Bologna Process is about universities, their students, academic and non-academic

² Tuning Educational Structures in Europe. <http://www.unideusto.org/tuningeu/>

staff. It is they, with all their knowledge and experience, who should be deciding upon higher education innovation strategies. Tuning is a university-driven project and movement, which came into being as a reaction of HEIs to new challenges and new opportunities that emerged within the process of European integration and the creation of the EHEA.

1.2. Tuning in Russia

The Tuning methodology, which allowed European Universities to cooperate successfully and coordinate their activities aimed at creating unified educational cycles, uniform requirements for the structure of programmes, the development of common approaches to comparison and the assessment of learning outcomes, has become a “road map” for the Bologna process. Developed within the framework of the “Tuning educational programmes in European universities” project, the Tuning methodology as a universal tool for modernizing curricula in the context of achieving professional competences, has today gone beyond the borders of the EU and has acquired international significance. Universities in different countries and continents in expanding cooperation have increasingly resorted to using it to build joint programmes involving academic mobility, integrated education, introduction of a credit system, the exchange of educational modules and the mutual recognition of qualifications.

Russian Universities are also mastering the principles of the Tuning methodology through incorporating generic and subject specific competence descriptions into educational planning at the level of full degrees and individual degree components. Upon the implementation of the third-generation Federal State Educational Standards³ based on principles compatible with the Tuning methodology – namely, making use of a credit-modular system, increasing the variety and number of elective courses, placing more emphasis on quality, taking into account professional qualification requirements, etc. – the interest in actively using the Tuning methodology to design educational programmes in different areas has increased significantly.

The first Russian HEIs that supported the need to develop the Tuning methodology were the Higher School of Economics, People’s Friendship

³ Federal State Educational Standards. <http://xn--80abucjiibhv9a.xn--p1ai/документы/336>

University of Russia and the Tomsk State University. In 2006-2008, within the framework of the "Tuning educational programmes in Russian universities"⁴ TEMPUS project, these three centres designed bachelor and master degree programmes in the areas of «European Studies» and «Applied Mathematics».

The next step in the promotion of competence-oriented techniques within the system of higher education in Russia was the participation of Moscow State University, the Russian State University for the Humanities, St. Petersburg State University and Chelyabinsk State University along with the EU partners (2007-2008) in the "Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences" (RHUSTE)⁵ TEMPUS project. Lists of generic and subject-specific competences and Bachelor's and Master's degree programmes in the areas of *History* and *Cultural Studies* were an outcome of that project. The experience of the reform of higher education in Russia in accordance with the principles of the Bologna process was summed up; Tuning methodology was analysed and recommendations on its implementation within the framework of Russian higher education system were advanced.

The "Tuning Russia"⁶ project (TEMPUS, 2010-2013), which has brought together four EU universities (the project coordinator - University of Deusto, Bilbao, Spain; University of Groningen, Groningen, Netherlands; Trinity College Dublin, Dublin, Ireland; University of Padua, Padua, Italy), 13 Russian Universities (Astrakhan State University; Don State Technical University; Moscow State Academy of Business Administration; Moscow State Oblast (Region) University; Lomonosov Moscow State University; Moscow State University of Railway Engineering; N.I. Lobachevsky State University of Nizhni Novgorod; Yaroslav-the-Wise Novgorod State University; Russian State University for the Humanities; North Caucasus Federal University; Tver State University; Lev Tolstoy Tula State Pedagogical University; Udmurt State University) and the Association of the Classical Universities of Russia, tries to institutionalise the use of the Tuning methodology in the Russian Federation's educational practice. Its aim is to create a network of Tuning Centres in Russia and to develop a common

⁴ Tuning educational programs in Russian universities. <http://www.hse.ru/org/hse/lori/pr15>

⁵ Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences (RHUSTE) <http://ru-ects.csu.ru/>

⁶ Tuning Russia. <http://tuningrussia.org/>

list of generic and subject-specific competences which will be used later on in the process of structuring and describing higher education degree programmes of all levels in the following subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism.

This book contains the key general findings of the Subject Area Group within the Tuning Russia project. These reflect in synthesis the consensus reached by the group members and international experts on the subjects mentioned above. We hope and believe that the material contained in this book will be very useful for all higher education institutions wishing to implement the Bologna Process, and that it will help them to find and use the most suitable tools for adapting or creating higher education programmes in order to respond to the needs of today's society.

Julia González and Robert Wagenaar
Tuning General Co-Coordinator

2

Introduction to the subject area Foreign Languages

2.1. Definition of the subject area

The importance of languages and related studies (hereafter referred to as Languages), has been widely recognised at national and international levels. Languages as a subject area taught at university level has been the subject of numerous reviews and reports in both the Russian Federation (RF) and the European Union (EU). The result of this has been to raise the awareness of the economic value of speaking foreign languages, both for the individual and for society. The ability to use a foreign language is, by any definition, a useful personal acquisition and one held in high regard by employers. In many studies, graduates in languages have shown one of the highest employability rates of all humanities graduates.

The range of studies associated with languages is extremely diverse. Such studies may focus on the cultures and literatures, both historical and contemporary, of the societies of the language concerned. They may draw upon disciplines such as linguistics in order to deepen understanding of the language. They may address aspects of history, politics, media, geography, sociology, anthropology and economics in order to enhance an understanding of the fabric and context of the societies where the language is spoken.

Languages are increasingly taught in other multi- and cross-disciplinary combinations, such as with business or management, with law, with art and design, with computer science, with engineering, and with the natural sciences. In such combinations, the language studies undertaken are seen

as something that adds value to the knowledge, understanding and skills acquired, thus extending the range of generic skills. With such diverse and flexible programmes, Languages are necessarily multidisciplinary and interdisciplinary, as well as intercultural and practically applicable. Foreign Language Teacher Training, a specialization offered mostly at the pedagogical universities in the RF within this larger area of Languages, is concerned with training teachers of Modern European Languages (English, French, German and Spanish) for the state-supported and private education sector which includes primary schools, secondary schools, colleges, specialized language schools and, at the third cycle, universities. Because of the on-going reform of all levels of education, degree programmes in this subject area are constantly evolving.

The disciplinary composition of the degrees offered in this subject area reflects the need to combine the mastery of a foreign language and foreign language teaching methodology. This leads to the creation of concurrent curricula with disciplines that explore different branches of linguistics, history, geography, literature, culture and the contemporary social issues of the countries where the corresponding language/s are spoken, as well as the theory of education, psychology and methodology of teaching foreign languages. These curricula also include periods of teaching practice/internship as well as the preparation, public presentation and defence of a final project/thesis/dissertation which reflects the dual nature of the degree: the need to demonstrate the ability to conduct linguistic analysis and the application of the foreign language proficiency for pedagogical purposes.

The present Reference Points concentrates mostly on the language and socio-cultural aspects of language programmes aimed at training teachers of foreign languages. Pedagogical and psychological competences are also given consideration; these are more fully described in the Reference Points for the Design and Delivery of the Programmes in Education.

Research relating to language learning and language in education encompasses foreign, second, bilingual and first language acquisition and the relationship between them.

Researchers in the field undertake their study in a range of contexts, investigating the development and nature of phonology, grammar, vocabulary, figurative language, literacy, language processing, cognition, motivation, and identity. They also research and evaluate the role and nature of language teaching and its impact on language learning at all

levels of education, in a diverse range of settings including classrooms, laboratories and in healthcare. Research in the discipline also focuses on the natural discourse in a large variety of teaching and learning contexts with an aim to uncover how the use of language shapes, and is shaped by, specific educational settings.

Researchers in language acquisition recognise the complementarity of different approaches to research (e.g. naturalistic and interventionist designs) and utilize a wide repertoire of expertise in research methods, using for example, learner language elicitation tasks and online psycholinguistic techniques, as well as interviews, questionnaires, observation, introspection, corpora, systematic review, and conversation, discourse, interaction, text and linguistic analyses.

Research carried out by language specialists and practitioners contributes to understanding and theory development in international academic communities of enquiry. Researchers also strive to inform language-related policies and practices at local, national and international levels.

2.2. The relationship of the subject area with other degree programmes

The subject area of Languages is multi- and inter-disciplinary by nature. Languages play a key role in expressing the cultures and identities of the places in which they are used. They provide a form of access to the cultural resources and complex patterns of life in other countries and have an important place in promoting relationships and mutual understanding between countries.

At the same time languages provide a rich and rewarding educational experience for students. The study of languages at a university level is a multidisciplinary learning process, allowing access to a broad range of enquiries, including linguistic, literary, cultural, social, political and historical studies. The multidisciplinary and interdisciplinary nature of the subject is evidenced by the fact that the study of language serves as a gateway to thematic studies which permits access to various bodies of knowledge and methodological approaches. This may manifest itself in the study of any aspects of the cultures and societies in which the language is used. Much of this knowledge and understanding is embodied in the literature and other cultural products of the target language societies. Students working in these areas employ the methodological approaches and techniques that

they share with other disciplines, including the analysis of discourse, texts, images and events from a variety of critical perspectives. Other modes of knowledge and understanding are represented in the history, geography, institutions, social practices and economic life of these societies.

Graduates in Languages experience a learning process which enables them to develop a range of transferable and interpersonal skills such as teamwork, self-reliance and critical reflection. They are also enabled to develop valuable intercultural competence, often enhanced through a period of residence abroad undertaken during the programme of study either for study or for work purposes. Languages are very frequently incorporated in programmes of study in other disciplines. They provide students with important competences which enrich and extend their study of other subjects. Many of the features of language degrees are reflected in programmes where language is a minor or elective component.

3

Qualifications in Foreign Languages

The typical degrees offered within this subject area in the Russian Federation are presented in Table 1.

Table 1
The typical degrees offered in Foreign Languages

Cycle	Degrees	Qualification awarded	ECTS credits
1 st cycle	Foreign Languages, Philology Specialisations: Teaching Foreign Languages Theory and Methodology of Teaching Foreign Languages and Cultures	Bachelor	240
2 nd cycle	Foreign Languages, Philology Theory and Methodology of Teaching Foreign Languages and Cultures	Master	120

The profession of teaching foreign languages typically requires at least a bachelor's degree in Teaching Foreign Languages, Philology or a related field. The most important competence which defines the success of the contemporary language teacher is a high degree of proficiency in the language taught including the skills of speaking, reading, listening and writing. Demonstrating a respect for diverse cultures and having the ability

to create lessons tailored to individual needs can help prospective language teachers become successful in the field.

Teachers today have numerous challenges both inside and outside the classroom. Successful graduates of language programmes must be skilled in using appropriately the Internet and technology in the classroom, to be able to provide a nurturing and positive classroom climate, learn how to enhance a student's motivation, and be able to design the curriculum to meet the needs of their students and the standards of their school.

Foreign language teachers in the RF instruct those who, for the most part, natively speak Russian. In addition to a bachelor's degree, a prospective foreign language teacher who wishes to teach children in state secondary and primary schools must also have a teaching certification. Such certification is earned through the concurrent study of the educational aspects of language study offered at a pedagogical university or, increasingly, by undertaking a second cycle degree study with the focus on teaching languages.

4

Typical occupations of the graduates in Foreign Languages

Graduates of the programmes of Foreign Language Teacher Training in the Russian Federation are mostly employed in the education sector, both state-supported and private, in governmental agencies which run education, in non-governmental organisations, in mass media and in different areas of business and commerce where their skills and foreign language proficiency serve as the basis for on-site job training/re-training (Table 2). Their competence in languages strengthens their ability to work in a multi-cultural context and leads to their employability in the sphere of translating/interpreting, as well as in multinational companies and international organisations.

Table 2
Typical occupations of the graduates in Foreign Languages

Cycle	Occupations
First Cycle	Teacher of Foreign Languages at primary or secondary school (public or private) or a pre-school institution; teacher at a language school/language courses
Second Cycle	Teacher of Foreign Languages at specialized linguistic schools (lyceums and gymnasia) and colleges; junior staff at universities (lecturers and instructors)

5

Competences

5.1. Definition of competences and learning outcomes

The introduction of a two or three cycle system makes it necessary to revise all existing study programmes which are not based on the concept of cycles. In practice these programmes have to be redesigned because in a cycle system each cycle should be seen as an entity in itself. Each cycle should not only give access to the following cycle but also to the labour market. This demonstrates the relevance of using the concept of competences as a basis for learning outcomes.

Tuning makes the distinction between learning outcomes and competences in order to distinguish the different roles of the most relevant players: academic staff and students/learners. Expected learning outcomes of a process of learning are formulated by the academic staff, on the basis of input from internal and external stakeholders and academic judgement, preferably involving student representatives during the process. Competences are developed during the process of learning by the student/learner.

Competences are defined in Tuning as 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. As a rule, competences cannot be fully developed within one particular discipline. Competences are normally developed in an integrated and cyclical manner throughout a programme, sensitive not only to the content of learning but to the teaching format and methodology. Yet, in some systems (e.g. in a modular system) it is also feasible to develop a certain subject specific competence during one module focused on this particular competence. To make levels

of learning comparable, the cycle (level) descriptors are developed for specific subject areas and are also expressed in terms of competences.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after the completion of a learning experience. According to Tuning, learning outcomes are demonstrated by the students and can be assessed. They can refer to a single course unit or module or else to a period of studies, for example, a first, a second and a third cycle programme. Learning outcomes specify the requirements for the award of a credit. Learning outcomes and assessment criteria together determine the credit allocation requirements, while a grade is given on the basis of students' achievements, which might be above or below the credit-allocation benchmark.

The *Tuning Russia* project defines "learning outcomes" as measurable and assessable competence "components" which are formulated by the teaching staff. Students are expected to be able to reach and demonstrate these learning outcomes at the end of an educational programme or a component of an education programme. Learning outcomes are described with active verbs (be able to do/demonstrate/will have completed...). To reiterate, learning outcomes may belong to a whole programme or to a programme element (unit). Learning outcomes can also belong to one particular thematic (didactic) discipline unit (module). Statements of learning outcomes form the basis for workload calculation and, therefore, for ECTS credit allocation between structural units of a degree programme. It is necessary to achieve the intended learning outcomes in order to be awarded the corresponding number of ECTS credits.

Competences are divided into generic and subject specific. Although Tuning fully recognises the importance of subject specific competences, it has been found that considerable time and effort should be devoted to developing generic competences. Competences described by the *Tuning Russia* project should be used as *reference points* by programme developers but are not meant to be interpreted as prescriptive. In other words, programme development flexibility and autonomy is preserved, while a common language for formulating programme aims and objectives is made available.

The use of learning outcomes allows for much more flexibility than is the case in more traditionally designed study programmes based only on the acquisition of knowledge, because they show that different pathways can lead to comparable outcomes; outcomes which can be much more easily

recognized as part of another programme or as the basis for entrance to a higher cycle programme. Their use fully respects the autonomy of other institutions as well as other educational cultures. Therefore this approach allows for diversity, not only in a global, European, national or institutional framework, but also in the context of a single programme.

5.2. List of competences

5.2.1. *Selecting competences in accordance with the Tuning methodology*

Introducing a more student-centred approach means that the focus is shifted from the educational process to learning outcomes, that the learner's and the teacher's roles change and that the learner becomes the centre of attention. It also becomes crucial to check constantly what generic and specific competences are required by society. Therefore, consultations with different stakeholders need to be conducted and lists of competences considered relevant should be regularly revised. Since the language of competences has come from outside the world of education, it best suits the need for consultation by allowing easy dialogue with stakeholders not involved directly in academic activity. The competence discourse permits the design of new degrees and the elaboration of mechanisms for improving those degrees that already exist.

Accordingly, within the *Tuning Russia* project a consultation process including employers, graduates and academic staff/faculty was organised in order to identify the most important generic and subject-specific competences that might be the focus for different degree programmes. As a result, lists of generic and subject-specific competences for the selected subject areas have been produced (cf. 5.2.2 and 5.2.3).

Consultation on generic and subject-specific competences was carried out with a questionnaire. The aims were to:

- initiate general debate in all Russian subject area groups on competences based on consultations carried out with the different stakeholders: employers, students, graduates and academics;
- collect up-to-date information in order to get a snapshot of the current situation in Russia and possibly to detect current tendencies and changes;

- based on this information, evaluate the difference or similarity of the perspectives of different stakeholder, using precise language comprehensible to all parts involved;
- limit the topic of debate to three different levels: the institutional (the basic and first level of discussion), the level of subject areas (reference points for HEIs) and the generalised level (related to the general situation in Russia);
- compare the results with data obtained through similar consultations carried out in Europe and other countries, in order to determine any possible common tendencies and/or regional and/or subject-area peculiarities.

Respondents were asked 1) to indicate the level of importance and development of a competence and 2) to rank the five most important competences. For each competence, a person filling out the questionnaire had to indicate (1) the level of its importance for (future) professional work and (2) the level up to which this competence was deemed to be developed within a particular degree programme already in place. A four-point scale was used with 1 being equal to “zero” importance/development level and 4 being equal to “high” importance/development level.

The lists of generic and subject-specific competences were drawn up by each *Tuning Russia* Subject Area Group (SAG) in the following way:

- a) The Russian labour market and Russian Federation Professional Standards for the occupational area were analysed.
- b) The requirements for the basic outputs of Bachelor and Master degrees stipulated in Russian Federation State Educational Standards were analysed.
- c) Existing international professional standards for the occupational area were analysed.
- d) *Tuning Europe* procedures for selecting generic and subject-specific competences were analysed and adapted.
- e) Russian and EU experts were consulted.
- f) Initial lists of generic competences suggested by the various Subject Area Groups in the project (SAGs) were discussed and the common core within the lists was identified.
- g) Russian academics, employers, students and graduates were consulted about the resulting lists of generic and subject-specific competences.

- h) Finally, lists of generic and subject-specific competences were compiled after analysing the results of the stakeholder-consultation process.

The list of generic competences comprises 30 items (section 5.2.2) and separate lists of subject-specific competences have been developed for nine subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism (section 5.2.3). Lists of subject-specific competences can be consulted in separate publications (like this one) – Reference Points – prepared by the SAGs on the basis of discussions in groups, thematic and subject networks and professional communities. These lists account for the results of the consultations with all the stakeholders. Since every subject area has its own peculiarities, each group used slightly different approaches. Nonetheless, in order to obtain comparable results, a basic common procedure was used by all SAGs. In each case, the list was drawn after a consensus had been reached in the group discussion and after studying the ways the subject degrees are organised in the different regions of Russia and in other countries. It should be borne in mind that the resulting documents may still be amplified and amended.

The use of learning outcomes and competences is necessary in order to make study programmes and their course units or modules student centred/output oriented. This approach requires that the key knowledge and skills that a student needs to achieve during the learning process determine the content of the study programme. Competences and learning outcomes, in turn, focus on the requirements both of the discipline and of society in terms of preparing for citizenship and employability.

In an output-based study programme the main emphasis lies on the degree or qualification profile. This profile is determined by the academic staff and endorsed by the responsible authorities. The profile should be based on an identified and recognized need by society. Although every programme profile is unique and based on the judgements and decisions of the academic staff, the academics have to take into account specific features which are seen as being crucial for the subject area concerned. In the *Tuning Russia* project, the academics identified specific features of their own subject area. These are reflected in so-called meta-profiles, which are, in turn, based on the lists of generic and subject specific competences for each subject area (section 5.2.4).

5.2.2. Generic competences

One of the main aims of the *Tuning Russia* project has been that of compiling a unified list of generic competences relevant to degrees in many subject areas. In order to determine which generic competences appeared to be the most important ones, broad consultations have been carried out with graduates, students, employers and academics as outlined above. In order to identify the list of competences to be used as the basis of the wider consultation, the following process was carried out by the participants in the Tuning Russia project.

1. The Russian members of each SAG drew up initial lists of the generic competences;
2. The lists were discussed within each SAG including consultation with EU experts, and were amended if this was deemed necessary;
3. The lists proposed by the SAGs were compared, and the following categories of competences were distinguished: the common core of generic competences selected by all SAGs; competences selected by the majority of SAGs; those selected only by some SAGs; and those selected by only one SAG;
4. The list of 30 generic competences was agreed and its Russian and English versions were established in order to be used during the consultation process;
5. Students, employers, graduates and academics were consulted;
6. The questionnaires were analysed and the final list of generic competences, common for all SAGs was drawn. The results were discussed by all SAGs.

The final list comprises the following 30 competences:

Table 3
Generic competences

Competence code	Competence
GC 1	Ability for abstract thinking, analysis and synthesis
GC 2	Ability to work in a team
GC 3	Capacity to generate new ideas (Creativity)
GC 4	Ability to identify, pose and resolve problems

Competence code	Competence
GC 5	Ability to design and manage projects
GC 6	Ability to apply knowledge in practical situations
GC 7	Ability to communicate in a second language
GC 8	Skills in the use of information and communication technologies
GC 9	Capacity to learn and stay up-to-date with learning
GC 10	Ability to communicate both orally and in written form in the native language
GC 11	Ability to work autonomously
GC 12	Ability to make reasoned decisions
GC 13	Ability for critical thinking
GC 14	Appreciation of and respect for diversity and multiculturality
GC 15	Ability to act with social responsibility and civic awareness
GC 16	Ability to act on the basis of ethical reasoning
GC 17	Commitment to the conservation of the environment
GC 18	Ability to communicate with non-experts of one's field
GC 19	Ability to plan and manage time
GC 20	Ability to evaluate and maintain the quality of work produced
GC 21	Ability to be critical and self-critical
GC 22	Ability to search for, process and analyse information from a variety of sources
GC 23	Commitment to safety
GC 24	Interpersonal and interactional skills
GC 25	Ability to undertake research at an appropriate level
GC 26	Knowledge and understanding of the subject area and understanding of the profession
GC 27	Ability to resolve conflicts and negotiate
GC 28	Ability to focus on quality
GC 29	Ability to focus on results
GC 30	Ability to innovate

The lists of generic and subject-specific competences developed by the working group on Languages were subject to an online consultation with four groups of stakeholders: students of Language programmes in the final years of study; academics involved in teaching language specialists at university level; graduates of language programmes, and employers (heads and deputy heads of secondary schools, private school directors and owners, managers of language courses, etc).

The process of consultation lasted six weeks in May, June and July 2011 and, in this period, more than 650 responses were received. The respondents answered the questions about the importance of each of the competences (separately for the lists of generic and specific competences) as well as chose the five most important competences for this subject area. The result of the consultation process was expressed in the ranking tables of the competences which reflect the order of priorities ascribed to the competences by the four groups of stakeholders.

The list of generic competences for the subject area group Teaching Foreign Languages after the consultation:

- G1. Ability to apply knowledge in practical situations.
- G 2. Knowledge and understanding of the subject area and understanding of the profession.
- G 3.Ability to communicate both orally and in written form in the native language.
- G 4. Ability to focus on results.
- G 5. Ability to search for, process and analyse information.
- G 6. Skills in the use of information and communication technologies.
- G 7.Ability to identify, pose and resolve problems.
- G 8. Interpersonal and interaction skills.
- G 9. Respect for diversity and multiculturality.
- G 10. Ability to work autonomously.
- G 11. Ability for analysis and synthesis.

5.2.3. *Subject specific competences*

In developing the subject specific competences, the SAG took into account that, regardless of the focus of a particular programme in Languages, the four key elements that typify the knowledge and understanding outcomes of such programmes are:

- the use of the target language for purposes of understanding, expression and communication,
- intercultural awareness, understanding and competence,
- explicit knowledge of language,
- knowledge of aspects of the cultures, communities and societies where the language is used.

The acquisition of skills (primarily reading, writing, listening and speaking) in a foreign language is a central objective of language programmes. Programmes endeavour to enable students to develop and use such skills, as appropriate to the target language and to the learning outcomes of the programme. Certain aspects of effective language use may be related primarily to the development of particular language skills, which themselves require specific knowledge. Thus, for example, advanced productive skills of writing and speaking in the target language require a high level of knowledge of the grammatical, discursal and pragmatic conventions that govern language use, and of the societal factors which make language use effective.

Languages graduates should normally reach a high level of understanding of the target language(s). They are expected to be able to exhibit appropriate levels of achievement in productive (speaking and writing) and receptive (reading and listening) language skills, and mediation (translating and interpreting) if necessary. They should be fluent and accurate target language users in a wide range of personal, academic and other domains. They should be at ease with a wide range of topics and registers in formal and informal situations, and be familiar with a wide range of source materials in the target language.

Based on the assumptions described above, the working group on Languages has developed the following list of subject specific competences for students specializing in Teaching Foreign Languages:

Table 4

Subject-specific competences for the subject area "Foreign Languages"

1 Language 1	Mastery of the grammar, vocabulary and phonology of Foreign Language 1 at the European C2 Level
2 Language 2	Mastery of the grammar, vocabulary and phonology of Foreign Language 2 at the European C1 Level
3 Language Analysis	Understanding of the theoretical underpinnings of language use (Languages 1 and 2) including the process of language acquisition, language change and development, contemporary issues in linguistics
4 Communication	Ability to use the knowledge and skills in foreign language(s) for the purposes of effective functioning in a native language environment including the development of the skills of listening, speaking, reading and writing in a foreign language/foreign languages (C2/C1 level)
5 Discourse	Ability to create texts and modify speech in a foreign language/foreign languages in accordance with the needs of the situation/context in which the discourse occurs
6 Society and Culture	Ability to use the knowledge of the history, geography, contemporary social and cultural issues of the country/ies where the foreign language/languages are spoken for the effective choice of communicative strategies in oral or written discourse
7 Methodology	Ability to apply the theoretical knowledge and understanding of the process of foreign language acquisition to the practice of teaching foreign languages including the development of curricula, creation of syllabi and course materials, organisation of the foreign language learning environment and classroom teaching
8 Pedagogy	Ability to use knowledge of the theory of education for the effective application to the situations of classroom teaching including the organisation of adequate learning environment, choice of teaching style and methodology, teacher-learner communication
9 Psychology	Ability to use the knowledge and understanding of developmental psychology for the effective organisation of the process of foreign language teaching and learning

The list of subject-specific competences above takes into account the four aspects described previously as well the necessity to develop specific competences in pedagogy and psychology as the students are trained to be teachers of foreign languages.

In the work on developing the list of specific competences the working group on Languages compiled a more detailed list for the purposes of consultation (with students, graduates, academics and employers).

The list of specific competences in the Field of Teaching Foreign Languages after the consultation:

S1. Mastery of grammar, vocabulary and pronunciation sufficient to allow communication at the C 1 level for the first foreign language.

S2. Mastery of grammar, vocabulary and pronunciation at the level sufficient to allow communication at the B 2 level for the second foreign language.

S3. Ability to use foreign languages for effective oral communication.

S4. Ability to create own texts in accordance with the needs of the situation.

S5. Ability to demonstrate knowledge of the history, geography, contemporary social and cultural issues of the countries where the languages are spoken.

S6. Understanding of the main stages of development of literature in the foreign language.

S7. Ability to use socio-cultural knowledge for the purposes of effective communication and information processing.

S8. Understanding of the main stages of development of the foreign language.

S9. Understanding of the theoretical underpinnings of language use including the phonetic, semantic, grammatical, textual and discoursal aspects.

S10. Ability to compare and contrast the aspects of foreign and native languages.

S11. Ability to use knowledge of developmental psychology and the process of language acquisition in the practice of teaching foreign languages.

S12. Ability to use knowledge of the methodology of teaching foreign languages in the practice of teaching.

S13. Ability to use knowledge of the theory of education for the effective organization of the process of teaching foreign languages.

S14. Ability to teach literature and culture of the countries where foreign languages are spoken (Master).

S15. Ability to analyze cultural differences and to teach in a multi-cultural environment.

S16. Ability to use knowledge about non-verbal communication and models of behaviour in the practice of teaching and communicating.

S17. Ability to use foreign languages for the purposes of professional development.

S18. Mastery of the methodology of philological and linguistic analysis, ability to use the methodology in the practice of working on an individual research project.

The levels of language proficiency referred to on the list are seen as a minimally accepted bottom line. The creation of the conditions for the achievement of higher levels of proficiency (C 2 for the first foreign language and C 1 for the second foreign language) is highly advisable and is expected in second-cycle programmes.

It should also be noted that the list of specific teaching competences which should be developed in all graduates specializing in teaching is formulated by the subject area group Education and they are described in the corresponding chapter of the booklet which summarizes the group's work in this area.

5.2.4. *Meta-profile*

A Meta-profile reflects the structure and the interrelation of competences that characterise a particular subject area. Meta-profiles are used for reference, to depict mental models and should demonstrate the variety of possible and existent degree profiles within a particular subject area. Meta-profiles and meta-competences are determined by analysing stakeholder-consultation results through re-categorising the list of competences. Such re-categorisation can be done differently in different subject areas and should reflect the unique characteristics of a subject area.

5.2.4.1. Meta-competences

In the SAG's further work on competences, there emerged the necessity of uniting them in macro-complexes which would present in a summarized way the groups of general and subject specific competences. This would aim at a more compact representation of the required minimum of the content while constructing language educational programmes.

The meta-competences that the group arrived at present the core of an educational programme in the field which combine competences from the list of generic and subject specific competences into macro-complexes while synthesizing groups of similar or overlapping skills and fields of knowledge. While working on the definition of the meta-competences, the group tried to use the language and terminology accepted in the professional field of foreign language teaching which requires no further explanation.

When working on the list of meta-competences, the group agreed that irrespective of the programme focus, the language programme is first and foremost aimed at developing the mastery of the first and second foreign language at a level sufficient for the effective communication with the educated native speakers of these languages. Thus, the central meta-competence, which defines the essence of any language programme may be defined as follows:

“Mastery of the First and Second Foreign Language (including Grammar, Vocabulary, Phonology, Pragmatic and Discoursal Features) at the C1 (First Language) and B 2 (Second Language) Level”.

This meta-competence combines and synthesizes the following generic and subject specific competences:

1. Mastery of grammar, vocabulary and pronunciation sufficient to allow communication at the C 1 level for the first foreign language and the B2 level for the second foreign language.
2. Ability to communicate in a second language.

The linguistic competence of graduates of a language programme is closely connected with the necessity to use their language ability for the purposes of effective communication in real situations without which it is impossible to serve as a language professional. Accordingly, the second most important meta-competence of the graduate which is closely connected with the first, may be formulated as follows:

“Ability to communicate effectively in the foreign language/s orally and in writing”.

This meta-competence comprises the following subject-specific competences:

1. Ability to use foreign languages for effective oral communication.
2. Ability to create written texts in the foreign languages in accordance with the needs of the situation.
3. Ability to use knowledge about non-verbal communication and models of behaviour in the practice of teaching and communicating.
4. Ability to use foreign languages for the purposes of professional development.

The mastery of a foreign language and the ability to communicate effectively with educated speakers of the foreign language are closely connected with the most important professional meta-competence of a graduate of language programmes with specialization in teaching, which can be formulated as follows:

“Ability to teach foreign languages in accordance with the Russian educational standards and the European tendencies and recommendations”.

This meta-competence is based on the following generic and subject-specific competences:

1. Ability to apply knowledge in practical situations.
2. Ability to work autonomously.
3. Ability to use knowledge of the methodology of teaching foreign languages in the practice of teaching.
4. Knowledge and understanding of the subject area and understanding of the profession.

The mastery of foreign languages and the ability to teach them are based on the ability to analyse and synthesize information including the facts of language as well as textual information:

“Ability to analyse and synthesize including the ability to analyze linguistic data, literary and other texts”.

In formulating this meta-competence, the following generic and subject-specific competences are combined:

1. Ability for abstract thinking, analysis and synthesis;
2. Ability to identify, formulate and resolve problems;
3. Ability for critical thinking;
4. Ability to search for, process and analyse information from a variety of sources;
5. Understanding of the main stages of the development of literature in the foreign language;
6. Understanding of the theoretical underpinnings of language use including the phonetic, semantic, grammatical, textual and discursive aspects;
7. Understanding of the main stages of the development of the foreign language;
8. Ability to compare and contrast aspects of foreign and native languages.

Fluency in a foreign language, effective communication and teaching are impossible without mastery of a required minimum of background knowledge which presents in a compressed way cultural knowledge from

the fields of geography, history, literature and everyday life of the countries where these foreign languages are spoken. Besides, one of the basic meta-competences of a graduate of a language programme is respect for the cultural differences and multi-culturalism.

Thus, the subject area group has formulated the corresponding meta-competences as follows:

“Ability to use socio-cultural knowledge for the purposes of effective communication”

1. Ability to demonstrate knowledge of the history, geography, contemporary social and cultural issues of the countries where the languages are spoken.
2. Ability to use the socio-cultural knowledge for the purposes of effective communication and information processing.

“Respect for diversity and multi-culturality including linguistic diversity”

1. Ability to analyse cultural differences and to teach in a multi-cultural environment.
2. Ability to act with social responsibility and civic awareness.
3. Ability to act on the basis of ethical reasoning.

The ability to teach foreign languages is impossible without mastery of the required minimum of knowledge and skills in the fields of the theory of education and psychology especially such branches as didactics, developmental psychology and psycholinguistics. In this light, the following meta-competences have been formulated by the subject area group:

“Ability to use knowledge of developmental psychology for the effective organization of the process of teaching foreign languages”.

“Ability to use knowledge of the theory of education for the purposes of teaching foreign languages”.

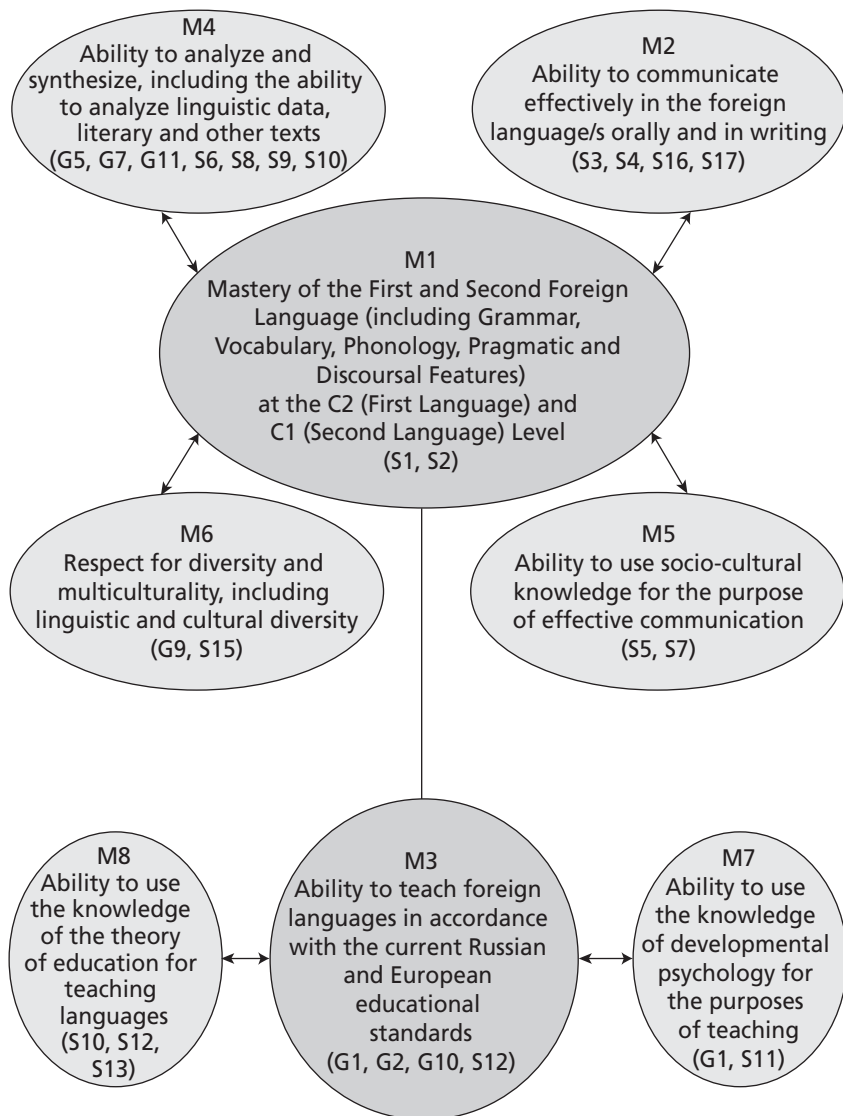
These meta-competences synthesize in their definitions some of the previously defined generic and subject specific competences:

1. Ability to apply knowledge in practical situations.
2. Ability to compare and contrast the aspects of foreign and native languages.
3. Ability to use knowledge of developmental psychology and the process of language acquisition in the practice of teaching foreign languages.
4. Ability to use knowledge of the methodology of teaching foreign languages in the practice of teaching.
5. Ability to use knowledge of the theory of education for the effective organization of the process of teaching foreign languages.

As was mentioned earlier, the formulated meta-competences present the essence of any educational programme in the subject area "Foreign Languages" and represent in a compressed way the lists of generic and specific competences described earlier in this booklet. It is assumed that the graduate of any educational programme specializing in languages will have developed them; they will also serve as the entry requirement to any further studies at the graduate level.

The meta-competences and their inter-connectedness are graphically represented in the next chapter of the present booklet.

5.2.4.2. Meta-profile diagram



6

Level descriptors and learning outcomes

In a cycle system each cycle should have its own set of learning outcomes formulated in terms of competences. As stated before, learning outcomes are formulated both at programme level and on the level of individual course units or modules. The learning outcomes of the individual units add to the overall learning outcomes of the programme. Competences are developed in a progressive way. This means that they are developed over a number of course units or modules at different stages of the programme. During the design phase of the programme it has to be decided in which units a particular competence has to be formed.

The use of cycles automatically includes the introduction of the concept of levels. For each of these levels indicators can be used. They are called level descriptors. As part of the Bologna Process, a group of experts, the so-called Joint Quality Initiative, has developed sets of general descriptors for each cycle, which are called the Dublin descriptors. These cycle descriptors have now been endorsed by the European Ministers of Education as part of the report A Framework for Qualifications of The European Higher Education Area. The approaches of Tuning and the JQI are fully compatible and complementary.

Because cycle descriptors in practice are level descriptors which identify the level of a cycle, Tuning has suggested naming these descriptors cycle level descriptors. The Project participants have produced cycle level descriptors at programme level for the first and second cycle for each of the subject areas included in the project. Below, we present a generalised description of learning outcomes for each level within our subject area. The graduate

of the programme in Teaching Foreign Languages is supposed to have demonstrated a certain set of learning outcomes. The overall learning outcomes of the programme are linked to the competences developed by different modules in the course of mastering the programme by the students and may be described as “statements of what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning” (A Guide to Formulating Degree Programme Profiles, p. 55).

Learning outcomes are expressed in terms of levels of competence and relate to the Russian national standards of higher education and European qualification frameworks. They are the measurable results of the process of learning and are linked to the methods of assessment and grading as described in the corresponding chapters in this booklet.

The Languages subject area group has determined the following list of the overall programme learning outcomes for the graduate in the field of Teaching Foreign Languages. The graduate of such programme:

- has demonstrated foreign language proficiency at the C1 level in the first foreign language and B2 in the second foreign language (minimum requirement) orally and in written form in a variety of contexts and social situations;
- has demonstrated a mastery of grammar, vocabulary and pronunciation at the level sufficient to allow successful oral and written communication at the C1 level for the first foreign language and B2 level for the second foreign language;
- has demonstrated knowledge of the historical, geographical and contemporary social and cultural aspects of the countries where the foreign languages are spoken to allow successful intercultural communication and language teaching;
- has demonstrated knowledge of the theoretical aspects of language use, including its phonetic, semantic, grammatical, textual and pragmatic features, and ability to describe in synthetic terms the main approaches to the study of the different aspects of language structure;
- has demonstrated knowledge of the major works and authors in the literature/s of the country/ies where the foreign language(s) is/are spoken, especially after 1800, and ability to use literary texts for the purposes of teaching foreign languages where appropriate or necessary;
- has shown the ability to teach foreign languages at the primary and secondary school level in accordance with the Russian national standards

of education and European documents of language proficiency using a variety of appropriate methods;

- has demonstrated the ability to organize the educational process at the secondary school level taking into consideration knowledge of educational and developmental psychology and the theory of education in the context of teaching foreign languages;
- has demonstrated the capacity for using up-to-date technology and multi-media for the purposes of language teaching as well as personal language development and practice;
- has demonstrated the ability to speak publicly and write texts and presentations as well as more complex scholarly texts required for the successful completion of a thesis or dissertation, using appropriate communication registers;
- has demonstrated the capability to address a research problem in the field of language teaching or the broadly understood theory of language, retrieving the appropriate sources and bibliography, analysing it, and giving critical form to his/her findings in a text of around 20,000 words;
- has demonstrated the ability to work productively in a team in educational institutions of different types, taking into account the diversities of background and understanding of his/her co-workers to address specified educational tasks and objectives;
- has demonstrated the ability to use the appropriate terminology in the fields of education and developmental psychology, foreign language teaching and the theory of language as shown in presentations, talks, essays and final theses and to narrate and discuss facts and interpretations of facts in clear and precise language;
- has demonstrated respect for cultural and linguistic diversity including the ability to teach in a multi-cultural and multi-lingual environment.

The section below outlines **general descriptors** of the central knowledge, skills, and competence normally expected of BA (Level 6 on the EQF) and MA (Level 7 on the EQF) graduates in the field of Foreign Languages Teaching, based on the list of competences identified in the above chapter.

The most important distinction between the graduate of the first and second cycle degree in languages will be the level of language proficiency in the foreign language which should have been achieved by the end of the programme.

Students graduating with the first cycle degree (Level 6) should have achieved at least level C1 (Effective Operational Proficiency) in the

Common European Framework of Reference for Languages: Learning, teaching, assessment and should be able to:

- achieve effective communication in the target language(s) with competent speakers of the target language(s);
- exploit for a variety of purposes a range of materials, written or spoken, in the target language(s) and make use of their language skills in a broadly professional context.

Such students should have demonstrated intercultural awareness, understanding and competence.

Students should be able to demonstrate an awareness and understanding of:

- one or more cultures and societies, other than their own which might have been significantly enhanced by a period of residence in the country, or countries, of the target language(s), or by an equivalent experience (virtual mobility);
- the similarities and dissimilarities of those cultures or societies in comparison with their own.

The graduates of the first cycle degree should have demonstrated the explicit mastery of language including a knowledge and understanding of:

- the structures, registers and, as appropriate, varieties of the target language(s);
- the linguistic principles required to analyse the target language(s).

In terms of knowledge of thematic studies graduates of such programme should be able to demonstrate a knowledge and understanding of:

- one or more aspects of the literatures, cultures, linguistic contexts, history, politics, geography, and social and economic structures of the societies of the country or countries of the target language(s);

- the cultures and societies of the country of the target language(s) gained through the study of written texts and other cultural products in the target language(s).

In terms of the development of generic competences relevant for the development of the specific skills in the area Teaching Foreign Languages, students should have demonstrated the ability to:

- identify and describe problems and to work towards their resolution;
- communicate information, ideas and arguments both orally and in writing;
- gather and process information from a variety of paper, audiovisual and electronic sources;
- use ICT effectively both as a means of communication and as an aid to learning;
- work with others as part of a team;
- demonstrate some ability as an independent learner.

The graduates of the second cycle degree in Teaching Foreign Languages (Level 7) should have achieved level C2 (Mastery) in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* and should be able to:

- communicate fluently and appropriately, maintaining a high degree of grammatical accuracy, in the target language(s) with competent speakers of the target language(s);
- be able to exploit for a variety of purposes and, as appropriate, to contextualize a broad range of materials written or spoken in the target language(s);
- be able to apply effectively and appropriately their language skills in a professional context.

In terms of intercultural awareness, understanding and competence, such graduates should have been able to demonstrate:

- a reasoned awareness and critical understanding of one or more cultures and societies, other than their own, that will normally have

been significantly enhanced by a period of residence in the country, or countries, of the target language(s) or by an equivalent experience (virtual mobility)

- an ability to describe, analyse and evaluate the similarities and dissimilarities of those cultures or societies in comparison with their own.

In the area of explicit knowledge of language, such graduates should have been able to demonstrate a detailed knowledge and effective understanding of:

- the structures, registers and, as appropriate, varieties of the target language(s)
- the linguistic principles required to analyse the target language.

The knowledge of thematic studies in such graduates involves the capacity to demonstrate:

- an ability to evaluate critically, through appropriate methodologies, one or more aspects of the literatures, cultures, linguistic contexts, history, politics, geography, and social and economic structures of the societies of the country or countries of the target language(s);
- a broad knowledge and, using appropriate methodologies, a critical understanding of the cultures and societies of the country or countries of the target language(s) gained through the study of written texts and other cultural products in the target language(s).

The programme learning outcomes for the second cycle degree graduates which refer to the development of the generic competences include the ability to:

- identify, describe and analyse problems and to devise appropriate strategies for their resolution;
- communicate information, ideas and arguments cogently and coherently, both orally and in writing, with due regard to the target audience;
- gather, process and evaluate critically information from a variety of paper, audiovisual and electronic sources;

- use ICT effectively both as a means of communication and as an aid to learning;
- be responsive to the disciplines of working with others and be able to work effectively as part of a team;
- be an effective and self-aware independent learner.

The following table demonstrates the **interconnectedness** between the meta-competences, generic and specific competences and the learning outcomes:

#	Meta-Competence	Competences	Learning Outcomes
M1	Mastery of the First and Second Foreign Language (including Grammar, Vocabulary, Phonology, Pragmatic and Discoursal Features) at the C2 (First Language) and C1 (Second Language) Level	S1, S2	<ol style="list-style-type: none"> 1. has demonstrated foreign language proficiency at the C1 level in the first foreign language and B2 in the second foreign language (minimum requirement) orally and in written form in a variety of contexts and social situations; 2. has demonstrated a mastery of grammar, vocabulary and pronunciation at the level sufficient to allow successful oral and written communication at the C1 level for the first foreign language and B2 level for the second foreign language.
M2	Ability to communicate effectively in the foreign language/s orally and in writing	S3, S4, S16, S17	<ol style="list-style-type: none"> 1. has demonstrated a mastery of grammar, vocabulary and pronunciation sufficient to allow successful oral and written communication at the C1 level for the first foreign language and B2 level for the second foreign language; 2. has demonstrated knowledge of the historical, geographical and contemporary social and cultural aspects of the countries where the foreign languages are spoken to allow successful intercultural communication and language teaching.

#	Meta-Competence	Competences	Learning Outcomes
M3	Ability to teach foreign languages in accordance with the Russian educational standards and the European tendencies and recommendations	G1, G10, S12, G2	<ol style="list-style-type: none"> 1. has shown the ability to teach foreign languages at the primary and secondary school level in accordance with the Russian national standards of education and European documents of language proficiency using a variety of appropriate methods; 2. has demonstrated the ability to organize educational process at the secondary school level taking into consideration the knowledge of educational and developmental psychology and the theory of education in the context of teaching foreign languages; 3. has demonstrated the capacity for using up-to-date technology and multi-media for the purposes of language teaching as well as personal language development and practice.
M4	Ability to analyze and synthesize including the ability to analyse linguistic data, literary and other texts	G3, G11, G7, G5, S6, S9, S8, S10	<ol style="list-style-type: none"> 1. has demonstrated knowledge of the theoretical aspects of language use, including its phonetic, semantic, grammatical, textual and pragmatic features, and ability to describe in synthetic terms the main approaches to the study of the different aspects of language structure; 2. has demonstrated knowledge of the major works and authors in the literature/s of the country/ies where the foreign languages are spoken, especially after 1800, and ability to use literary texts for the purposes of teaching foreign languages where appropriate or necessary; 3. has demonstrated the ability to speak publicly and write texts and presentations as well as more complex scholarly texts required for the successful completion of the thesis or dissertation, using appropriate communication registers.

#	Meta-Competence	Competences	Learning Outcomes
M5	Ability to use socio-cultural knowledge for the purposes of effective communication	S5, S7	<ol style="list-style-type: none"> 1. has demonstrated knowledge of the historical, geographical and contemporary social and cultural aspects of the countries where the foreign languages are spoken to allow successful intercultural communication and language teaching; 2. has demonstrated knowledge of the major works and authors in the literature/s of the country/ies where the foreign languages are spoken, especially after 1800, and ability to use literary texts for the purposes of teaching foreign languages where appropriate or necessary.
M6	Respect for diversity and multi-culturality including linguistic diversity	G9, S15	<ol style="list-style-type: none"> 1. has demonstrated respect for the cultural and linguistic diversity including the ability to teach in a multi-cultural and multi-lingual environment; 2. has demonstrated knowledge of the historical, geographical and contemporary social and cultural aspects of the countries where the foreign languages are spoken to allow successful intercultural communication and language teaching.
M7	Ability to use knowledge of developmental psychology for the effective organization of the process of teaching foreign languages	G1, S11	<ol style="list-style-type: none"> 1. has demonstrated the ability to organize the educational process at secondary school level taking into consideration the knowledge of educational and developmental psychology and the theory of education in the context of teaching foreign languages; 2. has demonstrated the ability to use the appropriate terminology in the fields of education and developmental psychology, foreign language teaching and the theory of language as shown in presentations, talks, essays and final thesis and to narrate and discuss facts and interpretations of facts in clear and precise language.

#	Meta-Competence	Competences	Learning Outcomes
M8	Ability to use knowledge of the theory of education for the purposes of teaching foreign languages	S10, S12, S13	<ol style="list-style-type: none"> 1. has shown the ability to teach foreign languages at primary and secondary school level in accordance with the Russian national standards of education and European documents of language proficiency using a variety of appropriate methods; 2. has demonstrated the ability to organize educational process at secondary school level taking into consideration knowledge of educational and developmental psychology and the theory of education in the context of teaching foreign languages.

7

Teaching, learning and assessment

In foreign language study, a competence/learning outcome - based approach to learning, teaching and assessment is an inherently student-centred approach to pedagogy that places the major emphasis on student outcomes as measured through assessment practices both formative or summative.

In other words, from the students' perspective learning is driven by what they are expected to be able to do and how these expectations will be assessed. From the assessment perspective, a learning outcome based approach moves the focus from domains of knowledge to what the students are expected to be able to do with their knowledge and the attitudes and competences they have developed in their learning.

The undergraduate and graduate study of languages is concerned with the acquisition and development of competences in one or more foreign languages and the analysis and understanding of another culture, or cultures, in the broadest sense possible through the medium of the target language(s) concerned. This does not imply that all instruction is necessarily delivered in the target language. The intercultural nature of the subject represents one of its key characteristics and is inherent in the discipline. The intercultural nature of the subject includes learning to reflect upon aspects of one's own culture.

Teaching and Learning in the subject area Teaching Foreign Languages are also based on the combination of concurrently offered course modules in language study and in teacher training. Graduates in the

field of teaching foreign languages master the first foreign language at the C 1 level and the second language at the B 2 level and demonstrate skills in teaching these languages as well as carrying out research in the field of language pedagogy and applied linguistics. The high level of proficiency in two modern European languages (English, French, German or Spanish) is achieved by offering both practically-oriented language courses and theoretical disciplines in the field of linguistics taught in the corresponding foreign languages as well as the courses devoted to the literature, culture, history and geography of the area/s where the languages are spoken.

The required teaching competences are acquired by students by taking modules in the areas of the Theory of Education, Language Pedagogy, Methodology and Psychology as well as school-based practice and internships. Research skills are formed and developed in the process of participating in research and project activities.

Graduates in the field of teaching foreign languages are expected to have a wider grounding in the humanitarian and social subjects; that is why studying a wide range of other humanitarian modules is considered indispensable.

Language learning at all levels and in all languages is normally intensive, in terms of both teaching contact hours and learning resources. The need for concentrated study extends all the way through the language learning process, from the ab initio study of a language to study at advanced levels and beyond. Language learning involves regular and extended contact with competent users of the language, both for the explicit teaching of language structures and for exposure to authentic examples of language use. The latter requires frequent and easy access to target language material, for example, in print, broadcast and electronic media and film.

A defining characteristic of language programmes is the use of the target language as a gateway to the study of the societies and cultures in which it is used. Typically, programmes will exploit target language materials in a way which is consistent with students' competence at each level. These permit access to authentic foreign language materials, such as print and electronic media, television, radio, film and speech recordings, as well as reference sources in areas such as grammar, vocabulary and scripts.

An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence through independent study. Such independent study is usually undertaken in close relationship with classroom-based learning. It may be guided and developed alongside and beyond such learning. Language learning will usually include some or all of the following methods, either separately or combined in a range of integrated tasks:

- use of authentic material. As a general principle, students are exposed to authentic material in the target language as early as possible in their language study. This may include written texts in a variety of styles and registers. In the case of the spoken mode of languages, it also includes contact with competent users, including native speakers, both directly and through radio, television and the electronic media. These forms of target language material can be used in a variety of ways, including reading or listening comprehension, and translation and production of related material in the target language through exercises, such as summarising, essay writing and oral presentations;
- explicit teaching of grammar, assisted by the use of information technology resources and by a guided study of a textbook, together with appropriate exercises;
- use of a variety of language learning resources, typically for independent use, to reinforce knowledge and skills gained in classroom teaching. These may include the use of online and computer-based practices;
- study of literary and other texts in the target language. Programmes will vary in the extent to which source material is read in translation, either in teaching or in students' independent study. Programmes may incorporate a progression from the study of texts in translation to a direct study of target language texts in the original;
- delivery of specified units or parts of units in the target language;
- formative assessment of work submitted, including comment, for example, on appropriateness of style, register, presentation as well as correction of grammatical and other mistakes.

One of the most significant aspects of the teaching methodology is computer- based training - the use of the personal computer as a training and assessment device. The computer technology is integrated into the teaching practice as well as project-based learning activities.

Along with the Internet, specialized software forms an integral unit of the learning process. This group of technologies include specialized programs such as:

- computer courses;
- Electronic Dictionaries and Translators (Macmillan English Dictionary, Lingvo, Prompt);
- test envelope, with the possibility for teachers to create their own tests;
- professional software, for example, such programs as Power Point, which is used for the preparation of presentations, slide shows and PR-actions, a portfolio; Adobe Audition, which allows to improve the phonetic skills and create your own audio texts.

The development of language skills to an advanced level is greatly enhanced by a period of residence abroad in a country where the language concerned is spoken. Such residence may involve periods of study in target language communities, academic exchanges, work placements or assistantships, as circumstances permit. The extent of residence abroad varies between different programmes and some programmes make extensive use of virtual learning environments and other online resources to achieve virtual mobility. The period of residence abroad makes a significant, and often essential, contribution to the development and enhancement of knowledge, understanding and skills in linguistic and sociocultural studies. It also encourages intercultural awareness and capability, qualities of self-reliance and other generic skills.

The nature of language study requires substantial contact with competent users of the language studied, typically in small groups and with the involvement of native or near-native speakers. Language studies commonly require access to advanced educational technology. Distance learning is based on a combination of learning through advanced technology and active practice in monitored small groups, and may also include a study period abroad.

Regular and detailed feedback is an essential element in language learning. The multiplicity of knowledge and skills involved in language learning and teaching is an important factor in enhancing the employability of graduates. It is therefore matched by a wide variety of types of assessment covering the range of coursework, examinations and peer and self-assessment.

Assessment of target language skills can be made up of a range of tests and/or assignments designed to demonstrate, as appropriate:

- receptive skills (listening and reading)
- productive skills (speaking and writing)
- mediation skills (translating and interpreting).

Each of these may be tested separately or in combination, while forms of assessment may provide broad evidence of levels of competence and understanding and/or may be used to assess skills in specifically targeted ways. Forms of assessment may include:

- oral presentations
- participation in structured oral discussions
- listening comprehension tests
- transcription and dictation
- interpreting between speakers of the target and native languages
- grammar tests
- summarising and reading for gist or inference
- paraphrasing
- translation from and into the target language(s)
- essays and/or extended projects written in the target language(s)
- report writing based on target language texts or recordings
- linguistic commentaries
- drafting target language texts for a defined audience and purpose
- computer-based and online testing, including cloze, multiple choice, discrete
- point testing
- portfolios of evidence, participation in individual and/or group projects.

Where programme units or parts of units have been delivered in the target language, it may also be appropriate for these elements to be assessed partly or wholly in the target language.

8

Conclusions

In conclusion, the members of the working group on Languages would like to reiterate that language programmes, including those aimed at educating teachers of foreign languages, should be structured to produce a specific outcome: educated speakers who have deep trans- and inter-lingual and trans- and inter-cultural competences.

Advanced language training often seeks to replicate the competence of an educated native speaker, a goal that post-adolescent learners rarely reach. The idea of translingual and transcultural competences, in contrast, places value on the ability to operate between languages. Students should be educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to apprehend themselves as Russian citizens - that is, as members of a society that is foreign to others. They also learn to relate to fellow members of their own society who speak foreign languages.

9

Subject area group

Coordinator

Andreev Vladimir, Lev Tolstoy Tula State Pedagogical University, andreev@tspu.tula.ru

Members

Fomicheva Zhanna, Lev Tolstoy Tula State Pedagogical University, interdept@tspu.tula.ru

Kotova Nadezhda, Udmurt State University, nad-kotova@yandex.ru

Kryukova Natalya, Tver State University, nakryukova@mail.ru

Murugova Elena, Don State Technical University, murugova@aaanet.ru

Zhukova Elena, Novgorod Yaroslav-the-Wise State University, zhukova@mail.com

Expert

Altuna Asier, University of Deusto, asier.altuna@deusto.es

10

References

1. The Bologna Declaration on the European space for higher education. <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>
2. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (1990) , Council of Europe, CUP.
3. *A Tuning Guide to Formulating Degree Programme Profiles, Including Programme Competences and Programme Learning Outcomes* (2009), University of Deusto Press.
4. *Tuning Educational Structures in Europe: Universities' Contribution to the Bologna Process* (2009), University of Deusto Press.

Contacts

The Tuning Project is coordinated by the University of Deusto (Spain) and the University of Groningen (The Netherlands).

Tuning General Co-Coordinator:

Julia González

juliamaria.gonzalez@deusto.es

Robert Wagenaar

r.wagenaar@rug.nl

The University of Deusto (Spain) is Coordinator of the Tuning Russia project:

Pablo Beneitone (Director)

International Tuning Academy
Universidad of Deusto
Avda. de las Universidades, 24
48007 Bilbao
Spain
Tel. +34 94 413 9467
Fax. +34 94 413 9433
pablo.beneitone@deusto.es

Ivan Dyukarev (Tuning Russia Project Manager)

International Tuning Academy
University of Deusto
Avenida de las Universidades 24
48007 Bilbao
Spain
Tel. +34 94 413 9466
Fax. +34 94 413 9433
ivan.dyukarev@deusto.es

The Association of the Classical Universities of Russia is Co-Coordinator of the project in Russia:

Evgeniya Karavayeva
(Executive Director)

The Association of the Classical Universities of Russia
Moscow State University,
Leninskiye Gory, GSP-1
Moscow, 119991, Russia
Tel. +7 495 939 25 05
Fax +7 495 939 16 24
karavaeva@rector.msu.ru

For more information visit our websites:

<http://tuningrussia.org/>
<http://www.unideusto.org/tuningeu/>



Tempus

 **Deusto**
University of Deusto

 
university of
 groningen