

REPORT

Workshop No. 7/98

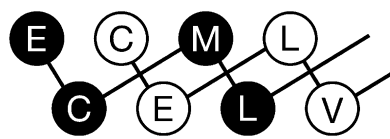
**METHODS FOR FACILITATING COMMUNICATIVE COMPETENCE  
IN A MULTICULTURAL SOCIETY**

5 - 9 May 1998

in Sarajevo

David Newby

With the generous support of:  
Federal Ministry of Education, Science, Culture and Sport  
of the Federation of Bosnia and Herzegovina  
Government of Canton Sarajevo  
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KulturKontakt Austria  
Karl-Franzens Universität Graz



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## **1. Introduction and Background**

In October, 1996 and April, 1997 two workshops were held at the ECML in Graz for teacher trainers and teachers of English, French and German from Bosnia-Herzegovina with the specific aim of providing an overview of developments and a forum for discussion concerning recent trends in FL learning and teaching. These workshops formed part of a special assistance programme for BIH, the Sarajevo workshop being the third and final event of this series.

The fact that foreign language teaching in BIH is at the moment in the process of rebuilding provided an opportunity for methodologists and teachers from different European countries and from Bosnia-Herzegovina to come together to exchange their experiences and insights concerning how modern theories of learning, teaching and language description are reflected in the realities of different educational contexts and learning cultures.

## **2. Aims**

In addition to the unique opportunity to exchange experiences which this workshop offered the main aims were to bring together methodologists and teachers from BIH and other European countries in order to:

1. consider the state of the art in methodology and critically examine the interface between methodological theory and research and pedagogical practice in different European countries
2. consider how insights can most fruitfully be implemented and structures established in BIH to contribute to a raising of standards of foreign language learning in light of the specific needs of the country and taking into account learning cultures, local conditions and the background of interculturality.

## **3. Organisation of the workshop**

### **3.1. Organising and animating team**

The workshop was organised by Naida Sućić-Mehmedagić, Professor of Arabic, Faculty of Philosophy, University of Sarajevo and co-ordinated by David Newby, lecturer in linguistics and methodology, Karl-Franzens Universität Graz, Austria

The animators were:

Dævahira Arslanagić, EL Adviser, Canton of Sarajevo, Ministry of Education, and Principal of DA Language Centre.

Rod Bolitho, Director of the International Education Centre, University College of St Mark and St John, Plymouth, UK

Mireille Cheval, attaché linguistique auprès du Service Culturel de l'Ambassade de France à Bruxelles

Renate Faistauer, Mitarbeiterin am Lehrstuhl Deutsch als Fremdsprache der Universität Wien  
Christian Lavenne, Coordinateur pédagogique des cours de formations de professeurs de FLE du Centre de Linguistique Appliquée de l'université de Franch-Comté (CLA)

Adila Pašalic-Kreso, Professor of Comparative Education, the Faculty of Education at Sarajevo University

Guest lecturers were:

Marina Katnic-Bakarčić, Assistant Prof. of Russian, Faculty of Philosophy, Sarajevo University.

Slobodan Juric, teacher at Gimnazija Fra Dominika Mantica, Čiroki Brijeg

### 3.2. Sponsors

In order to cover the substantial additional costs of this workshop generous sponsorship was provided by the following institutions: Federal Ministry of Education, Science, Culture and Sport, Federation of Bosnia and Herzegovina; Government of Canton Sarajevo; Open Society Institute (Soros Foundation), Sarajevo; The British Council; l'Ambassade de France; KulturKontakt Austria; Karl-Franzens Universität Graz.

### 3.3. Participants

In addition to the 20 international participants nominated through the ECML, the workshop was attended by 50 teachers from all regions of the Federation of Bosnia and Herzegovina and also from the Republika Srpska. All participants were teachers or teacher trainers.

### 3.4. Languages

In order to cater for all teachers from BIH who had attended previous workshops in Graz, it was decided to use three working languages: English, French and German. At plenary sessions interpretation was provided; group sessions were organised according to specific languages.

## 4. Workshop programme

### 4.1. Rationale

It was not the aim of this workshop to deal with any topic comprehensively but by means of exchanges of experience between participants, short input sessions and practical workshops to provide a snapshot picture of diverse aspects of and recent developments in methodology. Each day therefore had a specific focus as follows:

Tuesday: **Introductions, language teaching in BIH**, activities to reflect on issues in language teaching.

Wednesday: **Focus on the teacher**. 'How can the classroom teacher influence the learning process?'

Thursday: **Intercultural awareness**. 'What is cultural awareness and how can it be developed in the classroom?'

Friday: **Focus on the learner.** 'What do we know about learners and learning processes and how can teachers use these insights?'

Saturday: **Future perspectives.** 'How can attitudes and teaching practices be changed?' The role of partner organisation (Federal Ministry of Education, ECML, British Council, Ambassade de France, KulturKontakt). Formation of networks.

## 4.2. Day 1: Introductions and presentation of materials

### 4.2.1. Official opening

This session was chaired by Professor Naida Sućic-Mehmedagic, the workshop organiser, and the workshop was officially opened by Mr. Edhem Bicakcic, the Prime Minister of the Federal Government of the Federation of Bosnia-Herzegovina and by Mr. Mithat Haracic, the Governor of the Canton Sarajevo. Following this, Mr Claude Kieffer, the Executive Director of the ECML, Graz, spoke about the aims and activities of the ECML, and introduced the team of animators. Finally, Dr David Newby, the workshop co-ordinator outlined the aims of the workshop.

### 4.2.2. Introduction

This session consisted of various informal interactive activities, which both gave participants the opportunity to get to know each other and also to learn something about the teaching situations in different countries. Participants were also encouraged to try out their language skills in the three workshop languages.

### 4.2.3. Language teaching in BIH

Dæevahira Arslanagic<sup>1</sup> gave a talk on 'The Bosnian and Herzegovinan Education System and Foreign Language Instruction.' This was followed by a question and answer session.

### 4.2.4. Introduction to workshop topics

The last session of the day, which had the title 'Opening up the Doors', took the form of a group activity, the aim of which was to give participants the opportunity to reflect on and discuss certain specific issues connected with the overall themes of the workshop: teacher, learner, culture. This took the form of a questionnaire of contentious statements concerning different aspects of FL learning and teaching.

## 4.3. Day 2: Focus on the Teacher

The aim of this day's session was to focus on different aspects of FL methodology from the perspective of the classroom teacher.

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<sup>1</sup> A summary of this and other plenary talks can be found in appendix 1.

In the first plenary session Adila Pačalic-Kreso set the scene by giving a talk on 'Models of language teaching in BIH' followed by a question and answer session. Then Christian Lavenne introduced an activity in which teachers were invited to consider a 'Methodological profile' of teachers.

The second morning session consisted of activities and discussions in small groups, based on materials provided by Rod Bolitho, surrounding the theme of 'The good teacher' and consisting of questionnaires in which students were asked for their opinion of what constituted a good teacher. In the following plenary Mireille Cheval and Rod Bolitho summarised the conclusions of this session.

The first afternoon session consisted of a 'show and tell' session. Prior to the workshop the following request had been sent to participants:

'Please bring an example of an activity that worked particularly well in your classroom. You will be asked to present/demonstrate this activity to a group of up to 20 people. The activity should last about 5 minutes. Please bring any materials you may need along with you, including any photocopies you may wish to use.'

Participants then worked in language-specific groups and presented and discussed a wide variety of different activities, ranging from simple but effective classroom techniques to large-scale projects.

In the final session, Mireille Cheval summarised the afternoon proceedings by providing an activity to focus on different teacher types and the day concluded with a plenary talk given by Renate Faistauer on 'Teacher Training Perspectives.'

#### **4.4. Day 3: Intercultural Awareness**

There is an increasing awareness in the field of language teaching that the development of cultural awareness among students is an inseparable part of teaching a foreign language. Clearly, however, to approach this topic in a country such as Bosnia-Herzegovina, which has for centuries not only served as a model of intercultural harmony but in its recent history has suffered appallingly at the hands of forces who wish to destroy this intercultural basis, adds a special dimension to this important topic. For this reason, it was decided to give a double focus to the topic: the first, from a local perspective related to the specific cultures of Bosnia-Herzegovina; the second, from a general pedagogical perspective, concerned with various aspects of language norms, contexts and behaviour. In quite different ways, both contributions attempted to approach the question of cultural stereotypes.

In the first part of the session, Marina Katnic-Bakarčić gave a talk entitled 'Perspectives on intercultural awareness in Bosnia-Herzegovina', which not only provided interesting information for international participants but also led to an interesting discussion among teachers from Bosnia-Herzegovina. Following this, one of the workshop participants, Josef Medvecký, gave an impromptu presentation of a project which he had initiated among his students in the Slovak Republic aimed at confronting cultural and racial prejudices at the time of the separation of the former Czechoslovakia into two states.

In the second part of the morning David Newby illustrated a number of activities which focused on ways of combatting aspects of cultural stereotypes. The first consisted of a short humorous play which he had written, in which various types of stereotypical views of socio-cultural behaviour and uses of language were highlighted. This was acted by four students from the Academy of Dramatic Art in Sarajevo, who kindly gave up their time to rehearse and perform the play.

#### **4.5. Day 4: Focus on the learner**

The day began with a talk by Slobodan Juric: 'What have I learnt from my learners?' In his presentation he reported on some of the strategies he uses to 'democratise' the classroom and talked about his attempts to place his students' needs, emotions and aspirations at the centre of his teaching. His comments provoked a lively discussion.

This was followed by a 'show and tell' session. Prior to the workshop participants had been requested to bring examples of materials from their own classroom which 'demonstrated successful language learning'. These materials were presented in small groups.

In the final session of the morning two talks were given in which Mireille Cheval and Rod Bolitho discussed the concept of the 'Good Language Learner' seen from the teacher's point of view.

The first part of the afternoon consisted of an activity-based, small-group workshop, in which activities were demonstrated to focus on three different aspects of learning. These were: immersion techniques; language awareness and learning styles. Following this practical session, short talks were given on these three topics by Renate Faistauer, David Newby and Adila Pačalic-Kreso.

#### **4.6. Day 5: Saturday**

The main aim of the final morning was to take a prospective view of developments in FL learning and teaching in general and to consider how certain aspects of the situation of teachers in Bosnia-Herzegovina might be improved, particularly in view of the expressed wish of official bodies in BIH, of the ECML and of foreign cultural institutes located in Sarajevo to support this process.

The first part of the session took the form of talks and following discussion given by Rod Bolitho and by Adila Pačalic-Kreso on 'Facilitating change'. The session was moderated by Dæevahira Arslanagic. Following this, a panel discussion considered what steps could be taken to support and implement changes with regard to FL learning in BIH. Members of this panel were: Mike Solly (British Council), Jean-Pierre Bouzigues (Ambassade de France), Renate Faistauer, who represented Jürgen Schick (KulturKontakt); Adila Pačalic-Kreso; Dæevahira Arslanagic.

Concluding remarks to the workshop were given by Claude Kieffer David Newby and the workshop was officially brought to a close by Naida Sučić-Mehmedagic.

## 5. Social events

Receptions were generously provided by the Governor of the Canton Sarajevo, Mr. Mithat Haracic, and by the Federal Minister of Education, Science, Culture and Sport, Mr. Fahrudin Rizvanbegovic. On the final afternoon, participants joined a sight-seeing tour, supported by the Tourist Authority of the city of Sarajevo.

## 6. Conclusion

The value of this workshop lay above all in the exchange of experience that took place between teachers from many different countries and from many areas of the Federation of Bosnia-Herzegovina and from the Republika Srpska and on the other in the large collection of impressions and snapshots of diverse aspects of foreign language learning and teaching that emerged both from the plenary talks and especially from the 'show and tell' and small-group activity sessions.

Clearly, this was an appropriate time to hold this workshop in Bosnia-Herzegovina, since educational reforms are being implemented and national structures gradually re-established. A strong need was expressed by all local participants for increased contact between teachers. In this connection, the setting up and consolidation of teachers' associations, as has happened in other countries of Central Europe in the last decade, is a strong priority. The willingness of M. Bouzigues, Mr Solly and Herr Schick of the three cultural institutes to lend their support to this process is of particular importance.

Despite the considerable organisational and infrastructural difficulties of organising such a large workshop in Sarajevo, many participants, both from within BIH and outside, confirmed the importance of choosing the location of Sarajevo, which not only helped them to see the problems and challenges of the immediate future in a more clearly defined context, but enabled international participants to obtain a greater understanding of the situation within the Federation.

Finally, I should like to express my very warm thanks to the Governing Board of the ECML for approving this special assistance project, to the many sponsors who made the workshop possible and last but not least to Naida Sućic-Mehmedagic and her colleagues in BIH who organised the workshop under difficult conditions. The tall Energoinvest building in which the conference took place still bears witness to the physical ravages wreaked by the war. At the time of the workshop it was in the process of being rebuilt from the bottom of the building upwards, enabling the conference to take place on its ground floor premises, though much of the building is still a bombed out shell. Perhaps this building might serve as a suitable symbol for the process of human and educational rebuilding that is taking place in BIH. It is hoped that this workshop made a small contribution to this process.

## **APPENDIX 1:**

### Texts of Workshop Plenary Sessions

1. BiH Education System and Foreign Language Instruction - *Dæevahira Arslanagic*
2. Models of Language Teaching in Bosnia-Herzegovina *Adila Pačalic-Kreso*
3. Modelle der Lehrerbildung *Renate Faistauer*
4. Perspectives on Cultural Awareness in Education in Bosnia and Herzegovina *Marina - Katnic-Bakarsic*
5. Towards Autonomy in Language Learning - *Rod Bolitho*
6. Les stratégies d'apprentissage - *Mireille Cheval*
7. Language Awareness – *David Newby*
8. Some Dimensions of Change in Education: Messages for Teachers and Managers – *Rod Bolitho*

# **BiH EDUCATION SYSTEM AND THE FOREIGN LANGUAGE INSTRUCTION**

Dæevahira Arslanagic

## ***Introduction***

The geographical and strategic position of Bosnia and Herzegovina has always been that of a bridge between East and West. Whether conquests and invasions went westwards or eastwards, they always crossed Bosnia and Herzegovina, brought with them new languages. So, when the Romans conquered this territory they found the **Illyrian and Pannonian dialects** of the western Indo-European type being spoken. After the conquest, those dialects were **Romanised**. Then, following the migrations of the Slavs, this region was within the western **South Slavic language** community. Hence the languages of Bosnia and Herzegovina today: Bosnian, Croatian and Serbian and the two scripts - Latin and Cyrillic.

With the Turkish occupation in the 15<sup>th</sup> century, another injection was received, this time it was Turkish, and, subsequently, in the late 19<sup>th</sup> century with Austro-Hungarian rule in the region, it was German.

Therefore, Bosnia and Herzegovina through its history has always been an ethnical, cultural, religious and respectively linguistic mix.

In the Modern Age, as the economic and political situation changes, demand for foreign languages is ever increasing. Languages studied and taught have succeeded one another. Currently, in Bosnia and Herzegovina, both social and individual factors determining a foreign language study, have prevailed for English, as by far the most frequently learned foreign language.

## ***Education System***

Once again, Bosnia and Herzegovina is in the throes of violent social, political changes and interests, both nationally and internationally, after the disintegration of the former Yugoslavia. Things have been changing and so has the education system.

We have a **three-level system**: primary school, secondary school and university. There are also nursery schools or kindergartens where the children are accepted at the age of three +, depending on the availability of the facility.

The country has total primary school education coverage of 98% of the children attending schools.

For the time being, the children start school at the age of seven or six and a half at the earliest. Primary school is mandatory and it takes eight years before they leave at the age of 15. **(Figure 1)**

On completing the primary school, the children can enrol at a secondary school, i.e. a grammar school – gimnazija - or a four-year technical school or a three-year vocational school, where they are trained for various crafts and trades. (Figure 2)

At the university level, there are two-year programmes (TTC), then four-year and five-year curricula, depending on the faculty profile. (Figure 3)

The school buildings were designed and built according to the international standards, which means that they all had the required school facilities. Some had their own dental surgeries under the school roof. During the 1992-1995 war, all the school buildings were either destroyed or badly damaged. Major repairs to the roofs, installations and infrastructure have already been done. Some schools have also been fully equipped, while the others still need equipment and teaching aids to be procured.

Language teachers are now trained only at universities through four-year curricula. But, in practice, there are still language teachers who graduated from the former teacher training colleges that offered two-year language programmes, and from the Faculty of Philosophy, three-year programmes.

### ***Foreign Language instruction***

For us as language teachers, the most interesting thing is to see how foreign language instruction is organized. As will be seen, a foreign language is taught throughout the schooling process – from kindergartens as optional and then in the primary school from the fourth grade, at the age of ten on. In secondary schools, the foreign language is continued, while in grammar schools students also study a second foreign language for four years, plus Latin for two years. The secondary schools other than grammar schools receive fewer lessons per week – 2 x 1 lesson, which is 1/3 less. At university, there are also two-year general and LSP courses for respective faculty profiles. (Figure 4)

### ***Foreign languages taught in schools***

Among foreign languages taught in schools, English is foremost, followed by German and French, then Russian. In some grammar schools students also have the option of some other languages, like Arabic or Turkish. In fact, as more and more refugees are returning home, the repatriated children and their parents would like to continue learning or keeping up the language of the country they had stayed in.

### ***Foreign Languages taught at University to future language teachers***

At university, English is also by far the most frequently studied modern language. Next to it are German and French. Oriental languages are taught as well: Arabic, Turkish and Persian. Russian, as a Slavic language, is taught, too.

### ***Textbooks***

In our schools, we used to have only locally written textbooks at all levels, both for general language and LSP, and they had to be approved of by the education authorities. Now, there are a greater variety of textbooks being used, both local and foreign. As of the current academic year, all schools in the Federation of BiH have been using British textbooks donated by the SOROS Foundation.

## **ONGOING CHANGES**

As a result of the changes that have taken place in the past period, the education system has also been undergoing considerable changes.

Social and political decentralization is reflected in all the spheres of life. Under the Dayton Agreements, the country split up into two Entities, and so did the education system. Now, both financing of education and curricula are the responsibility of the respective Entities, i.e. of the 10 Cantons of the BiH Federation and the RS respectively. Actually, we follow different curricula, we use different textbooks, and so forth. Decentralization seems to have led to the closing of the education systems to within the canton or regional confines. Currently, the bases for minimum joint subject contents are being agreed on.

All these changes present a challenge in every respect and their impact is strongly felt in the instruction of language. For one, they brought about a great change in the structure of the teaching staff.

As a result of the overall situation, some teachers left the country, some took on better paid jobs. Consequently, now there are more unqualified or inexperienced teachers in practice than professionals, much fewer than needed. In the Canton of Sarajevo alone, according to the data we have at the moment, roughly 60 percent teachers of English are unqualified.

But, on the other hand, as a reverse process, we have qualified teachers who used to be employed in various businesses or activities before the war. Now they have taken up teaching. They are new in the field, but they are very eager to catch up with the latest trends in teaching practice. Among the unqualified teachers, the majority completed a secondary school and a few language courses at a language school. Fewer among them are university graduates in some other fields having done a few language courses (which is the case with English for example). Then there are teachers of another subject who also completed some language courses besides having studied English at school.

The above facts, in terms of approaches, methods and techniques applied, speak for themselves. All the methods from grammar-translation and rote learning to communicative ones are applied.

As in the future there will be probably less and less work with the international organizations on the one hand, and as more and more refugees are coming back on the other, it is hoped that more and more teachers will be resuming teaching. The process has already started.

In this respect, many foreign institutions are either supporting or giving workshops and seminars both in the country and abroad in order to support the in-service teacher training in Bosnia and Herzegovina. On this occasion, we could make a mention of only a few: The Council of Europe with its Graz Centre, Respective Embassies of the countries represented in Sarajevo, the Embassies of Great Britain, Germany, France and Austria first of all, the British Council, Kulturkontakt of Austria and the SOROS Foundations – Open Society Bosnia and Herzegovina. Not only do they support the training, but they also support the reconstruction and equipping of the schools. By now, a lot has been done and many of the schools have resumed their normal functions and activities.

To up-date our education system and make it more compatible with other European systems and easier for the children generally, as our schools are known for a heavy load of both subjects and classes per week, early this year we began work on plans to implement improvements. However, it is not going to be a reform. The process would indeed require much more extensive changes and resources than we are able to afford at the moment.

Concerning the foreign language instruction, the major change proposed would be the introduction of English as a foreign language as early as in the second year of primary school, or even in the first, at the age of eight or seven respectively. There are some ideas to introduce English at the nursery education stage. Actually, some of them already have optional foreign language classes at this level. (Figure 5)

This might sound illogical and contradictory, considering the above-mentioned fact of the lack of foreign language teachers, particularly English teachers.

Another novelty would be the introduction of an optional second foreign language in the subsequent year of primary school. Namely, the students would not have to take it, but if they opt for it, then they will have to attend such classes. The students going on to grammar school would keep on two foreign languages, while those going to technical/vocational schools would opt for one of the two to continue with. (Figure 6 & 7 combined)

Another issue we are faced with are the textbooks. The ones used in the pre-war period are now outdated. The financial standing of the country is not of the sort that we could afford to write and publish new textbooks. Buying foreign-produced ones would also be costly. Therefore, it remains to be seen and somehow resolved in the best way for the children.


In a number of primary schools, some British textbooks are being piloted for English, some German textbooks written in Germany are already being used parallel with the local ones. The same goes for French.

In conclusion it should be mentioned that, since our society and education system opened themselves, some private and foreign schools have been opened along with the state schools.

Such schools, using the legal right to have up to 30% of their programmes different compared to the prescribed and approved curricula, have introduced bilingual teaching at least in some of the subjects. Some other schools are also planning to apply CLIL – Content and Language Integrated Learning.

Eventually, as of next September, we may have foreign languages taught to pupils much earlier than we have done so far, a second foreign language may be offered and introduced in primary schools, and new textbooks may be approved, with final decision on their introduction resting with the schools and parents.

**Figure 1:**

1		Age (6-14) 7-15	8 years	1	
				2	
				3	
				4	72 sem iperbd/yea
				5	108 classes/year
				6	108 classes/year
				7	72 classes/year
				8	72 classes/year

TOTAL FLI(1) 5 years = 360 classes + 72 sem iperbd

**Figure 2:**

2	GRAMMAR, TECHNICAL SCHOOL	Age (15-18) 16-19	4 years	1	108/72 classes/year
				2	108/72 classes/year
				3	108/72 classes/year
				4	90/60 classes/year

**Figure 3:** TOTAL FLI(2) 4 years = 414/276 classes

3	UNIVERSITY	Age (18) 19+	(2) 4+ years	1	
				2	
				3	
				4	

Figure

4:

No.	Institution	Pupil's age	Duration of education	Foreign Language Instruction
0	Kindergarten	3-6 (7)		

1		(6-14) 7-15	8 years	1	
				2	
				3	
				4	72 sem iperibds/year
				5	108 classes/year
				6	108 classes/year
				7	72 classes/year
				8	72 classes/year

TOTAL FLI(1) 5 years = 360 classes + 72 sem iperibds

2	GRAMMAR // TECHNICAL SCHOOL	(15-18) 16-19	4 years	1	108 / 72 classes/year
				2	108 / 72 classes/year
				3	108 / 72 classes/year
				4	90 / 60 classes/year

TOTAL FLI(2) 4 years = 414/276 classes

3	UNIVERSITY	(18) 19	4+ years	1	
				2	
				3	
				4	

TOTAL FLI(1) + (2) = 9 years = 774 classes + 72 sem iperibds

TOTAL FLI(1) + (2) + (3) = 11 years

**Figure 5**

Foreign Language Instruction	
FORM / YEAR	
1st language	2nd language

1	?	
2	36classes/year	?
3	36classes/year	36classes/year
4	72classes/year	36classes/year
5	108classes/year	72classes/year
6	108classes/year	72classes/year
7	72classes/year	72classes/year
8	72classes/year	72classes/year

504 classes/7years      360 classes/6years

1	108/72classes/year	GRAMMAR / TECHNICAL SCHOOL
2	108/72classes/year	
3	108/72classes/year	
4	90/60classes/year	

414/276 classes/4years

**Figure 6**

Foreign Language Instruction	
FORM / YEAR	

1		PRIMARY SCHOOL
2		
3		
4	72sem i periods/year	
5	108classes/year	
6	108classes/year	
7	72classes/year	
8	72classes/year	

360+72 sem i periods = 5 years

1	108/72classes/year	GRAMMAR / TECHNICAL SCHOOL
2	108/72classes/year	
3	108/72classes/year	
4	90/60classes/year	

414+276 classes = 4 years

# MODERN LANGUAGE TEACHER TRAINING AND SCHOOL TEACHING IN BOSNIA & HERZEGOVINA

Adila Paćalic-Kreso

## *Introduction*

This paper will describe primarily current educational practice for preparing language teachers in Bosnia & Herzegovina and will also discuss ways in which languages are taught in primary and secondary school systems.

## **Teacher Training in Bosnia and Herzegovina**

After high school future teachers of foreign languages study for four years in various departments of the Faculty of Philosophy, University of Sarajevo: Arabian, English, French, German, Italian, Persian, Russian, Slavic (Serbian, Slovenian, and Macedonian), and Turkish. During their third academic year they start to study pedagogy (i.e., the theoretical basis of teaching as a profession) as an extra course and in the fourth year they commence the study of teaching methodology. Language courses, teaching theory and methodology, and general education courses are taught concurrently. Unfortunately, no formal attention is paid to integrating these courses and most students exhibit little if any understanding of how they fit together and are relevant to effectiveness in teaching.

All students take the same courses in pedagogy and teaching methods, representing about 6% of their curriculum hours (lectures). The balance is divided between language courses (67% to 84%, depending upon the department) and general education (10 to 27%).

**Table 1**

<b>Proportion between Professional, General and Pedagogical education in the number of teaching hours during the four year study</b>			
<b>Language</b>	<b>Professional education</b>	<b>General education</b>	<b>Ped./Method. education</b>
<b>German</b>	<b>67%</b>	<b>27%</b>	<b>6%</b>
<b>French</b>	<b>84%</b>	<b>10%</b>	<b>6%</b>
<b>English</b>	<b>75%</b>	<b>19%</b>	<b>6%</b>
<b>Arab</b>	<b>80%</b>	<b>14%</b>	<b>6%</b>
<b>Russian</b>	<b>73%</b>	<b>21%</b>	<b>6%</b>

The third and fourth-year education courses include the following topics:

- Introduction to Educational Science,
- Human Development,
- Learning Theory,
- Motivation and Classroom Management,
- Planning and Teaching, and
- Evaluation.

Students usually go into these advanced-undergraduate level courses knowing almost nothing about teaching except what they have assimilated passively from their experience as students – they have done no practice teaching. The educational theory and practice course lasts two semesters, 90 contact hours. Usually there are two hours of lectures and one of exercises (student projects, presentations, and/or discussion groups, e.g.) each week.

Until the early 1990's, teaching methods were based mainly on communist ideology, which required adherence to a doctrinal belief system including collectivism and simplified Marxist social theory. A collectivist rather than an individualized style was employed in educational practice - large instead of small learning groups and homogeneous rather than individualized teaching. All students were, at least in theory, treated exactly alike.

Teacher training included considerable theory but almost no practice at all. Students, future teachers, attended many lectures on theory and political doctrine, and spent at least several hours in the classroom of an experienced schoolteacher, observing. But they typically spent only one hour in the classroom with children to practice teaching before graduation. This approach to teacher education is known as "child-teaching with no child" ("bezdjetnaja pedagogika"). The general premise was that any teacher with aptitude for this work who was well instructed in theory would be able to find a successful personal way of teaching once he or she stepped into the classroom.

Recently this situation has been changing, but progress has been very slow and the old pre-service teacher-training model is still prevalent. It has proved very difficult to change the attitudes, opinions, approaches of teachers, and to change their personal teaching routine. Students of modern languages in Bosnia and Herzegovina typically still receive only one hour of classroom practice during their course in pedagogy. They continue to observe ten class sessions with an experienced teacher during their last year of study and their own single practice hour is their final exam in teaching methodology. Although we have tried for several years to introduce a significant increase in student practice teaching, it is moving very slowly. Actually we still cannot say that student teaching exists to any significant degree in Bosnia and Herzegovinian schools even today.

The most important way to bring about change in teaching methods in Bosnia and Herzegovina will be to improve teacher education. Modern language teaching in the schools can be no better than the quality of teaching in institutions of higher education. If we want to introduce new models of teaching in Bosnia and Herzegovinian schools we must first make large curriculum changes, and we must find a way to integrate general education, professional education, and student practice.

Another avenue to change and improvement lies in continuing education for practising teaching. The few instances of in-service training, workshops study abroad and summer school since the end of the recent war can be credited with the tiny improvements observable so far.

Due to the war many teachers left teaching jobs and moved to better paying jobs with international organizations in Bosnia and Herzegovina, or left the country entirely. At the same time many individuals without specific teacher training, and with a wide range of general education, began teaching in Bosnia and Herzegovinian primary and secondary schools. The situation is especially bad for English language teaching.

In Sarajevo Canton, for instance, of 109 teachers of English only 48 have a diploma of the Faculty (34) or pedagogical academy (14), and some of these have not passed professorial examinations. 61 of the 109 have no formal qualification of any kind for the teaching in which they are now engaged. It should be obvious that there is an enormous need for teacher education and training, and for enforceable standards of qualification and performance. It is proving quite difficult to bring these changes about.

In our schools in Bosnia and Herzegovina the dominant models of classwork and organization are what has been termed "teacher or curriculum centered class"; very seldom do our students have the benefit of "student or pupil centered" classes. Using this terminology, our best estimate is that currently 45% of Bosnia and Herzegovinian primary and secondary classes are teacher-centered, 45% are curriculum centered, and only 10% are student centered.

Forces for changing these ratios in favour of more student centered classrooms have been set in motion These include those mentioned above and, additionally, dissemination of information on interactive methods in teaching, self-learning, autonomy in learning, and changing understanding of effective teaching practices.

### *Instructional Practice in Bosnia and Herzegovina*

Before describing current instructional practice in primary and secondary schools let us recall instructional models from the teaching theory:

#### Large group instruction

Large lectures or whole class presentations, which may include speeches, recitation sessions, demonstrations, and other types of teacher centered performances are characteristic of the traditional teaching model. The intent is to convey or deliver efficiently a large quantity of information, ideas, or affective information in a relatively short period of time. It is known that the success of large group instruction depends upon the quality of performance of the teacher and willingness on the part of the student to pay attention. Some of the most successful large group presentations today do not derive from traditional methods of lecture theatre or other single-person presentations, but involve the use of films, television, concerts, plays and other staged performances.

Disadvantages of this instructional model include the lack of personalization, ineffective lecturer performance and scarcity of teachers able to make lectures interesting to their students, and the unlikelihood that all learners in a large group want or need to know exactly the same things and are at a sufficiently similar level of competence to benefit.

### *Small groups*

Small group instruction in schools includes discussion groups, seminars, and inquiry sessions, laboratory investigation, and workshops. A debate exists regarding the relative merits of heterogeneous groupings. Usually, small groups are relatively homogeneous for some relevant variable such as interest in a topic, readiness for particular level of study, or ability to perform. Mini-courses, electives, and even workshop sessions for pre-service or in-service teacher training are examples of such homogeneity. The aim of small groups is to provide for differences in need and/or interest impossible in large-group instruction. Large and/or heterogeneous instructional groups tend to neglect student differences in needs, interests, abilities, and achievements.

### *Individualized Instruction*

This type of instruction is intended to satisfy individual differences, individual needs and individual interests. It is to be distinguished, of course, from **individual teaching**, historically a teaching method of choice for wealthy families up to the 19th century where one teacher (a tutor or governess, usually) worked with one student in the home.

The individualized model of instruction is a modern school version designed to satisfy individual needs and interests in a cost-effective manner, in the classroom. Teachers informally diagnose pupils' needs and interests and design projects for and with them individually or in small groups; advocates of independent study support student projects tailor-made to individual needs and interests. This may be done by the classroom teacher or may occur at the level of the publisher of classroom materials. (Modern publishers have developed complex systems of textbooks, consumable materials, test record-keeping devices, multimedia equipment, computer software, and teacher guides that suggest various alternative uses of the materials). This model is slowly entering our teaching environment but not to a satisfactory extent.

Both published and teacher-made approaches to individualization vary from great to little teacher involvement once the students begin work on their projects. Teachers may carefully monitor progress and understanding, or self-monitoring may be built into the system through programmed learning or computer-assisted instruction accompanied by answers.

Criticism of teacher-designed individualization focuses on the point that one teacher in charge of a class of 35 or 40 pupils cannot attend to the needs of each student. A class period of forty-five minutes does not provide enough time.

### *The Current Instructional Practice*

In Bosnia and Herzegovina we still have about 90% large-group instruction in language teaching classes. Because they are responsible for numerous classes, teachers seldom decide on their own to vary their traditional practices. My own small-scale research, however, suggests that they frequently are willing to try new methods every time when through one means or another they are introduced to them. Compulsory in-service training and workshops offer another point of view and are an incentive to refresh or change their own routine in every day practice.

Some teaching models have been practised for a very long time; others are relatively new. Teachers in Bosnia and Herzegovina still are not sufficiently informed and trained in how to use new strategies and new approaches in the classrooms, especially learner-centred classes. We still have, as dominant model, teacher-centred classes. The teacher prepares everything - texts, materials, methods, tests, and all activities. The majority of our teachers seem to feel more secure with black board, chalk, or textbook rather than audio cassette or television, probably because the former are more familiar. Initiative from the learner's side is always desirable, but without organized pedagogical incentives seldom occurs.

*What We Need To Do*

As pedagogues and modern languages teachers we have a lot of work ahead of us in order to move forward:

From <b>PASSIVE CLASSES:</b> (Teacher-centered class)	To <b>ACTIVE CLASSES:</b> (Pupil-centered class)
Student as tourists	Students as shareholders
Work on what the teacher has provided	Create new ideas and materials through projects
Seldom participate in class	Take the initiative to interact with teachers and peers
Seldom write	Write or express every day
Teacher-controlled discipline	Cooperative management
Feel neutral or hate school	Enjoy and involve themselves
View the classroom as "yours"	View classroom as "ours"
Do low-level worksheets	Do small group projects

(Adapted from: H.J. Freiberg, *What to Do The First Days and Weeks of School*, Huston, CMA, 1992. p. 33)

Too many teachers feel that their primary professional tasks involve keeping order in the classroom, pouring forth facts through lectures or texts, setting examinations, and awarding grades. This stereotype badly needs revision.

One student has written about his education:

"In looking back at my own education, I can see that each school year brought different experiences. Some teachers demanded that I learn, others helped me want to learn: some laughed with me, others laughed at me; some made me want to cry, others made me want to cheer; some gave me hope, others gave me despair; some

made me feel stupid, others made me feel smart. In other words, some felt they had to control my learning, while others gave me freedom to learn.“

Teacher evaluation is another very controversial issue in our schools in Bosnia and Herzegovina, as it is elsewhere. Teachers give bad marks as punishment, and they learned to do this in their own schooling. They experienced teachers who responded to students' failures with harsh grading instead of seeking or developing new and more effective teaching methods and materials. Instead of individualization, instead of autonomous learning, instead of motivation development and instilling love for study and for foreign languages, many of our teachers still give bad marks, teaching the fledgling teachers for whom they are responsible that students and not teachers are primarily responsible for the quality of their education. Using this punishment to make pupil learn better is of course ineffective. Students punished in this way sometimes learn - but only until they achieve a satisfactory grade, and then their "motivation" is gone.

The primary task of the teacher is to enable the student to learn, to feed his or her own curiosity. Merely to absorb facts is of only slight value in the present and usually of even less value in the future. Learning how to learn is always of value, now and in the future. Thus, the teacher's task is delicate and demanding - a truly exalted calling.

This kind of thinking is not new. It has very old roots. Yet in every era it is radical, because it departs so far from ordinary teaching. We must think of and develop new and more effective ways of implementing this central concept today in Bosnia and Herzegovinian schools.

## **Modelle der Lehrerbildung**

Renate Faistauer

Im Deutschen kann von drei Phasen gesprochen werden, wobei die LehrerAUSBildung Phase 1 und 2: Studium und Unterrichtspraktisches Jahr umfasst, strukturiert und zielgerichtet ist. LehrerFORT- und WEITERbildung Phase 3 der Lehrerbildung und das gesamte Berufsleben eines Lehrers darstellt. Unter FORTbildung wird verstanden: das vorhandene Wissen zu erhalten und zu aktualisieren und dem gesellschaftlichen Wandel anzupassen. WEITERbildung ist der Erwerb zusätzlicher Qualifikation (Mentoren, Multiplikatoren...), die u.U. mit einer Statusveränderung verbunden ist.

Im folgenden wird von Lehrerfortbildung (LFB) die Rede sein, hier veranstaltete und institutionelle Fortbildung. Zielgruppe sind KollegInnen, die im "Gewerbe" stecken, Wissen, Erfahrung und Kompetenz mitbringen. Lehrerfortbildung ist dort anzusetzen, wo die einzelnen stehen. Dies allerdings nicht im Sinne des "dort Abholens", was davon ausginge, daß Experten, die Weg und Ziel kennen, die LFB durchführen, sondern, dass die Ziele je selbst gesetzt und von jedem einzelnen umgesetzt werden müssen.

### **1. WAS? - ZIELE VON LFB**

Zu den Zielen von Lehrerfortbildung werden hier folgende Bereiche gezählt:

- Persönliche Weiterentwicklung der Lehrenden
- Fachlich-pädagogische Weiterentwicklung der Lehrenden. Dazu zählen: Nachholen von Defiziten fehlender Ausbildung, Aktualisierung des fachlichen Wissens, Aneignung neuer Kenntnisse und Fertigkeiten, Einführung neuer Methoden und Materialien
- Verbesserung der Qualität des Bildungssystems, des Unterrichtsangebots, der Schulen

### **2. WER? -- SIND DIE TEILNEHMER?**

WER? -- SOLL FORTBILDEN?

WER ? -- SOLL DIE FORTBILDUNG DURCHFÜHREN?

Teilnehmer sind Lehrer, die Erwartungen, Erfahrungen und Vorkenntnisse mitbringen. Sie haben Wünsche, Hoffnungen, Ängste, Vorurteile, Abwehr und Neugier.

Studien zu Berufsbiographien von Lehrern lassen vermuten, dass ihre eigene Lernerrolle, in der sie tausende von Stunden zugebracht haben, wesentlichen Einfluß auf die Art und Weise wie sie unterrichten ausüben. "Lehrer lehren, wie sie gelehrt wurden und nicht, wie sie gelernt haben zu lehren".

Diese Erkenntnis bedeutet für die Praxis der LFB ein hohes Maß an Individualisierung und Binnendifferenzierung, so sind Lehrer in der Mitte ihrer Laufbahn eher an einer Veränderung der Routine ihres Berufsalltags interessiert, als Lehrende, die gerade am Anfang oder Ende ihrer Berufskarriere stehen.

Die Frage nach den Personen, die fortbilden, wie festangestellte, hauptamtliche Fortbildner, ProfessorInnen von Universitäten, aus der Forschung, SchulleiterInnen, Beamte, Fachleute aus der Wirtschaft oder anderen gesellschaftlichen Bereichen, LehrerkollegInnen ist eng verzahnt mit der Frage nach den Institutionen, die die LFB durchführen sollen.

Sie umfassen folgende Personen und Gruppen, die u. U. miteinander verbunden sind und unterschiedliche Schwerpunkte und Themenbereiche abdecken:

staatliche Institute, Universitäten, Deutschlehrerverbände, Organisationen aus den Zielsprachenländern (British Council, Goethe Institut, KulturKontakt...) das Schulkollegium, private Anbieter, Stiftungen usw.

Sie alle sollten aber über das folgende Qualifikationsprofil verfügen:

- fachdidaktische Kompetenz
- Vermittlungskompetenz (methodische Kompetenz)
- soziale Kompetenz
- Erfahrungswissen (Unterrichtserfahrung, Erfahrung in der Erwachsenenbildung)

3. WO?-- soll die LFB durchgeführt werden?

Bei dieser Frage geht es einerseits um die Kontext- und Rahmenbedingungen, unter denen LFB stattfindet und andererseits um den konkreten Ort, an dem sie abgehalten wird.

Eine gründliche Analyse der Kontext- und Rahmenbedingungen, der folgende Fragen zugrunde liegen können sollte der Planung jeder LFB vorausgehen:

- Was sind die impliziten und expliziten Vorstellungen von FSU, den Rollen der Lernenden und Lehrenden?
- Welche Forschungs-, Lehr- und Lerntraditionen bestimmen die Praxis des FSU?
- Aufgrund welcher Kriterien wird der Bedarf nach Fortbildung bestimmt?
- Welches sind die Ziele der Fortbildung?
- Welche Traditionen bestimmen die LFB?

Wenn LFB von "aussen" durchgeführt wird, so ist Kooperation, Zusammenarbeit und Mittlertätigkeit, zwischen in- und ausländischen Organisationen wichtig. Lokales und externes Wissen kann auf diese Weise für gemeinsames Lernen genutzt werden. (z.B. sei hier hingewiesen auf ein derzeit laufendes institutionenübergreifendes Multiplikatorenprojekt, das gemeinsam von KulturKontakt, dem Goethe-Institut und der WBZ der Schweiz in Gestalt von LehrerfortbildnerInnen aus MOE durchgeführt wird)

Auf die Frage nach dem konkreten WO der LFB kann als Antwort immer das Konzept der "Arbeitsplatzbezogenen LFB" genannt werden. LFB sollte direkt am Arbeitsplatz, in der Institution selbst stattfinden und Vertreter aller wichtigen Teilgruppen miteinschliessen.

Veränderung und Neuorientierung pädagogischer Institutionen, wie Schulen, Universitäten etc. kann nur gelingen, wenn der Handlungskontext der Beteiligten nicht nur abstrakt mitgedacht, sondern direkt eingeschlossen wird. Ziel ist, die Isolation der Lehrenden zu durchbrechen, Kooperation herzustellen und einer Zentralisierung entgegenzuwirken.

4. WIE? -- MODELLE DER LEHRERFORTBILDUNG

LFB wurde und wird bis heute in unterschiedlichen Modellen praktiziert.

1. Fortbildung als Wissensvermittlung

"Lehrer müssen mit Wissen angefüllt werden". Ausgegangen wird hier von der sogenannten Defizithese. Man geht davon aus, daß die Lehrer und Lehrerinnen leere Gefäße sind, in die Neues eingefüllt werden müsse. Seriöse Wissenschaftler entwickeln Ideen, häufig in Zusammenarbeit mit den Ministerien. Es werden Umsetzungsmaßnahmen getroffen, diese werden ausprobiert und dann multipliziert. Fortbildung erfolgt durch Wissenstransfer: Vortrag - Diskussion ev. Anwendungsmöglichkeit. Am Ende nehmen alle das gleiche mit, dass die Aufnahme des neuen Wissens dann auch zu verändertem Handeln führt, passiert leider kaum. Der Weg vom Wissen zur Absicht und von der Absicht zum Handeln ist weit und beschwerlich und dieses Trichtermodell führt nicht dazu, Verarbeitungs- und Umsetzungsprozesse in Gang zu bringen.

2. Fortbildung als Rezepttransfer

"Lehrer sind auch Menschen". Es werden Seminare angeboten, bei denen viele Aktivitäten vorgestellt, auch ausprobiert werden. Die TN gehen befriedigt nach Hause. Sie konnten Rezepte mitnehmen. "Es war sehr lustig, wir haben uns betätigt (vielleicht auch bestätigt)". Aber auch

diese Fortbildungsmodelle sind weder kontinuierlich noch langfristig und zielen ebenso wenig auf Handlungsveränderung ab.

### 3. Fortbildung als Erfahrungslernen

Ausgangspunkt ist hier die Differenz-Hypothese, d.h. die Fortbildung hat nicht die Aufgabe die Defizite zu beheben, sondern einen Dialog über Unterricht zu ermöglichen. Beide, sog. Experten und Lehrer bemühen sich um eine Verbesserung der fremdsprachlichen Lehr- und Lernprozesse. Die Angebote der LFB sind einsichtig und nachvollziehbar, sie stärken die Lehrer, ihre Möglichkeiten zur Selbst- und Fremdwahrnehmung zu entdecken.

Sprachlehr- und -lernprozesse werden in den Mittelpunkt wissenschaftlicher Analyse und Reflexion gerückt.

Vorlesung bzw. Referat und Diskussion werden um folgende Bereiche ergänzt:

- Selbsterfahrung: (simulierte) Lernprozesse werden durchgeführt.
- Beobachtung: eigene und fremde Lehr- und Lernprozesse werden beobachtet.
- Reflexion: Selbsterfahrung und Beobachtung werden reflektiert.
- Theorie-Input: Simulation und Reflexion haben Fragen aufgeworfen, die theoretisch begründet werden.
- Anwendung: antizipierter Unterricht mit micro-teaching Phasen, Entwicklung von Unterrichtsvorschlägen, -materialien.

Insgesamt ergibt sich daraus ein Konzept kontinuierlicher Fortbildung, in Fortbildungszyklen, die aus einzelnen Modulen, Seminarblöcken mit dazwischen liegenden sog. Praxisphasen bestehen. In diesen Praxisphasen sollen die Lehrer ausprobieren, entwickeln und im nächsten Seminar rückkoppeln, wodurch ein gemeinsamer Prozess entsteht.

### 4. Fortbildung als Lehrerforschung

Ein Modell, das einen noch weiteren Schritt über das eben beschriebene hinausgeht, ist eine LFB, deren Prinzip die Lehrerforschung darstellt.

Diese Lehrerforschung, auch Aktionsforschung oder action research genannt, geht davon aus, dass die Fortbildung professioneller Praktiker dann gelingen kann, wenn sie durch Erforschung und Veränderung der eigenen Praxis erfolgt und wenn diese Praxis im Zentrum der Forschertätigkeit steht. Die Grundannahme der Lehrerforschung besagt, dass die Lernbedingungen im Klassenzimmer dadurch optimiert werden können, dass Lehrer zusammen mit anderen Lehrern den eigenen Unterricht reflektierend erforschen und erweiterte Handlungsmöglichkeiten daselbst erproben.

Eine von innen, d.h. vom Unterricht her denkende und handelnde Fortbildung, durch von Lehrern betriebene Fortbildung verändert die Rolle der sog. Experten. Sie werden zu Freunden und Beratern.

Projekte der Lehrerforschung gehen in der Regel zyklisch vor:

1. Identifikation eines Problems
2. Beschreibung des Ist-Zustands
3. Formulierung einer Hypothese, die den Ist-Zustand erklärt (= Grundlage für den Interventionsplan)
4. Durchführung der Intervention
5. Evaluation der Wirkung der Intervention
6. Veröffentlichung des "Forschungsprojekts"

Nach Legutke (1995) sollten folgende Prinzipien der Lehrerfortbildung zugrunde liegen:

- Orientierung am Potential

LFB sollte sich nicht daran orientieren, was sein sollte, sondern was und wie es ist, d.h. am Potential von Personen in konkreten Kontexten. Sie sollte nicht von zu behebbenden Kompetenzdefiziten ausgehen, sondern auf die Erweiterung bestehender Kompetenz abzielen. Sie

sollte das Selbstbewußtsein stärken und nur so kann sie eine wesentliche Voraussetzung für die Bereitschaft von Veränderung schaffen.

- Orientierung am Kontext

LFB steht immer im besonderen lokalen Kontext und ist dem Prinzip der “Regionalisierung” verpflichtet. Methodenexport und Missionarismus sind zu vermeiden, Konzepte sollten vor Ort jeweils kritisch geprüft werden.

- Relevanz

LFB muß für die Lehrer und ihre Lernenden relevant sein, Fortbildungsplanung sollte daher nur unter direkter Beteiligung der Zielgruppen erfolgen.

- Perspektivenwechsel

LFB kann dann am ehesten zu einer Weiterentwicklung und Veränderung beitragen, wenn es ihr gelingt einen Perspektivenwechsel herbeizuführen. Dieser bezieht sich auf eine veränderte Wahrnehmung und Einschätzung sowohl der Lernergruppe als auch der Institution in der und für die sie durchgeführt wird und aller dazugehörigen Komponenten.

- Prozeßorientierung und Kontinuität

LFB sollte Lernerfahrungen ermöglichen, die zu einer direkten Anwendung im Unterricht führen. LFB muß kontinuierlich sein, Veränderungen brauchen Zeit, Maßnahmen nach dem Giesskannenprinzip sind Zeit- und Geldverschwendung.

- Kooperation

LFB wird bestrebt sein, isoliertes Lehren und Unterrichten zu durchbrechen und die Kooperationsfähigkeit von Lehrern weiter zu entwickeln, was Formen der partnerschaftlichen Supervision, der Tandems etc. beinhaltet.

- Eigenes und Fremdes

LFB ist auch immer eine Form interkultureller Kommunikation, LFB sollte daher auch immer sensibel machen für das andere und anregen, die eigenen Verhaltensweisen zu hinterfragen.

- Theoretische Fundierung

LFB sollte, auch wenn die Veränderung des Unterrichts im Zentrum steht, nicht auf die theorieorientierte Reflexion der Praxis, ihre theoretische Fundierung und entsprechendes Grundlagenwissen verzichten.

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## PERSPECTIVES ON CULTURAL AWARENESS IN EDUCATION IN BOSNIA AND HERZEGOVINA

Marina Katnic-Bakarsic

Foreign language teaching (FLT) - as well as linguistics in general - has nowadays developed its own metalanguage. Some of their terms and notions have become popular and widely used. One of them is the concept of *cultural* or *intercultural awareness*.

This term inevitably raises some of the following questions:

- What is CA?
- Why should it be introduced in FLT and education in general?
- How to introduce it?

Last but not least, as a very important question for this paper:

- What are the specific aspects, possibilities and perspectives of CA in Bosnia and Herzegovinian education ?

Let us begin with the first question.

A definition that I find very useful states:

"Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of target community' produce an intercultural awareness.

It is of course important to note that intercultural awareness includes an awareness of the *regional and social diversity of both worlds*."

(Modern Languages: Learning, Teaching, Assessment. A Common European Framework of reference. Council for Cultural Co-operation, Education committee, Strasbourg 1996)

At the same time, including materials and different tools related to CA in FLT and in education in general, "helps the learner to become more fully aware of differing ways of behavior, and reduces the risk of culture shock, foreigner stereotyping, and intolerance" (Crystal 1994). This could serve as a brief, although perhaps too general answer to our second question - Why should CA be introduced in FLT? CA can therefore be regarded as a part of communicative competence, or, more specifically, of a socio-cultural competence.

It is also my intention to introduce some basic concepts and terms related to the ICA:

- awareness
- stereotypes and stereotyping
- otherness.

According to the first definition I would like to emphasize at least three aspects (or levels) of ICA that should be given due consideration in the education system in Bosnia and Herzegovina and, as I believe, in every country with a similar situation (multiethnic, multicultural situation):

A) CA in the "world of origin" (country of origin) includes two aspects: how to learn to know, how to understand *one's own culture* and, at the same time,

B) *how to learn to know the other ethnicities in the same country and their culture (including their languages, customs, etc);*

finally,

C) CA that relates to the 'world of target community', the world of FL and related culture.

These three aspects of ICA are interrelated and interdependent. Therefore, it is very important not to neglect any of them. Only then is it possible to help students be aware of the linguistic, cultural

or ethnic variety in their own as well in the target country. Otherwise, you may run into problems when it comes to your first neighbour.

Here is the text for a radio-advertisement I borrowed from one of the Sarajevo networks. The text itself is, in my opinion, full of meanings and connotations. It was probably created by and intended for interculturally aware person/s:

Nudimo vam (...) univerzalni mlin za *kafu, kahvu, kavu...*  
We offer you (...) a universal coffee-grinder for *kava, kahva, kafa...*

Note: Before 1991 all citizens of former SR BIH in former SFRJ officially named their language by the name of Serbo-Croatian or Croatian-Serbian; at the moment there are three standardized languages in Bosnia and Herzegovina: Bosnian, Croatian and Serbian. The words *kava, kafa* and *kahva* mean *coffee* and they are both perfectly understandable for every person in Bosnia and Herzegovina, and at the same time full of connotations: they strongly represent ethnic identity of the three nations in Bosnia and Herzegovina. To some extent it is possible to identify person's ethnicity by his/her choice of one of these words, so that the authors of the advertisement are obviously trying to sell their product by addressing to people in Bosnia and Herzegovina in general, to everybody. By exaggerating differences between the three words, the authors show their similarity. In a way, what they say is: you can name coffee as you like it, but our grinder will be perfect all the same.

A person in Bosnia and Herzegovina who finds that advertisement funny probably shows his/her intercultural awareness. (type B) For people from other countries this can serve as a new cultural information about Bosnia and Herzegovina (type C).

We might also discuss another example relating to the "issue of coffee" in Bosnia and Herzegovina: there is a coffeeshop in Sarajevo where you can choose espresso *kava*, Bosnian *kahva*, or *kafa*, differently prepared, so that each of them is prepared in a way characteristic for one type of culture in Bosnia and Herzegovina. Or, as the poet says, Bosnia and Herzegovina is the country where "*kafa s kavom kahvu pije*" (*kafa* drinks *kava* with *kahva*).

It is necessary to point out the importance of including similar elements in education in Bosnia and Herzegovina, because:

"To know and value foreign cultures helps to overcome the barriers which an ethnocentric vision of reality may built".  
(Artal, A., Carrion, MJ., Monros, 1997)

It would probably be correct to use the word "other" instead of "foreign" or together with "foreign" when referring to the situation in Bosnia and Herzegovina. The previous example illustrates importance of a specific issue in Bosnia and Herzegovina: the issue of language policy and language awareness at the same time. As a linguist, I am aware that we can hardly speak about bilingualism or multilingualism in Bosnia, since the three languages spoken in Bosnia and Herzegovina from the linguistic aspect belong to the same language at the level of a system (or diasystem), although they are differently named and standardized. These three standards tend to foster divergency, not convergency. Therefore, one of the very important objectives of the education in Bosnia and Herzegovina should be to enable citizens of Bosnia and Herzegovina living in both entities to understand differences in the three major languages, and be able to read both Latin and Cyrillic script. Otherwise, we will soon face the situation where our children won't be able to read their neighbours' letters, not to mention more important communication problems that might arise. In the present reality in Bosnia and Herzegovina the crucial goal is to avoid situation from *Gulliver's Travels*:

"The language of this country being always upon the flux, the Struldbruggs of one age do not understand those of another, neither are they able after two hundred years to hold any conversation (farther than by a few general words) with their neighbour the mortals, and

*thus they lie under the disadvantage of living like foreigners in their own country."*  
(Jonathan Swift, *Gulliver's Travels*)

It is also important to become aware of the difficulties at this moment caused by the existing of three different educational systems in Bosnia and Herzegovina, let alone the current language policy issues. Nevertheless, being citizens of the changing Europe, we should develop "curiosity and openness, readiness to suspend disbelief about other cultures (and their languages - M.K.B.) and belief about one's own" (Byram 1997). According to Byram, the intercultural speaker should therefore be able to develop critical thinking "*about one's own and other cultures and their taken-for-granted values and practices*". (Note how often taken-for-granted values prove themselves to be utterly wrong). I would also add the notion of *permanent re-evaluation* of these values and practices.

You can find an interesting poster by the OSCE and NGOs that combines both scripts, Latin and Cyrillic in the same word TOLERANCIJA - TOLERANCE (every letter is taken from different script). That poster is in a way successful, very interesting and at the same time provocative in the present fragile state of peace in Bosnia and Herzegovina. Some persons might argue that tolerance is built best by preserving both scripts separately, by teaching them and teaching how to accept them, but not necessarily by mixing them. Anyway, with that respect the cover-page for the conference papers on history in Sarajevo that took place in 1993 might be more balanced. That cover-page has the word Sarajevo written in four different scripts (Latin, Cyrillic, Hebrew and Arabic), designed in different colors, representing diversity and similarity at the same time.

At this point it is necessary to repeat that CA does not imply uncritical acceptance of the other's culture. It is not an idealistic, idyllic state of mind: on the contrary, CA implies open and critical attitude towards one's own culture and towards the culture of others, without stereotypes.

The concept of *awareness* is essential in that respect. It is the ability:  
"to step back and reflect, to honestly evaluate what you are doing, and  
to do so in a rich, collaborative, problem-solving environment" (Camilleri, 1988).

'Awareness' implies metacognition; 'cultural awareness' can therefore be regarded as a metacognitive reflection on culture. (The notion of metacognition implies the ability to think about one's own thinking.)

That's why CA implies a special approach to culture and FLT as well as to education. It differs from what was traditional in Bosnia and Herzegovinian curricula before 1992, i.e. including linguo-cultural elements into syllabuses. (As an FL teacher at times I had interesting experiences: some learners accepted the target culture completely uncritically; at the same time, they tried to reject their own culture; the other learners tended to reject the target culture completely, on the grounds of so called "patriotism"; introducing CA should prevent these types of reactions too!).

It is also important to emphasize that it is impossible to separate CA from language awareness (LA) - they are "like the two faces of one and the same coin" (Huber 1997).

*Otherness* is probably one of the most important terms related to CA. Psychologically, for every human being it's always the world vs. I or We vs. They. We should remember Freud's explanation, where the child's first realization that his/her mother isn't part of him/her, is probably the first shock and the beginning of knowing the otherness.

There is often a tendency to include otherness into our system, to assimilate ("swallow") it, and to change it according to our way of thinking and living. A famous linguist Roman Jakobson gives an illuminative example: a German-speaking woman from a village in Switzerland was puzzled by her French speaking neighbour, so she said: "I can't understand why she calls cheese *fromage*, when *Käse* seems to me so much more natural (*Käse ist doch viel natürlicher!*)" (Jakobson, R. *Problemes du langage*, Gallimard, p. 26. Cited from: Genette, Gerard.

Mimologiques/Voyage en Cratie, Edition du Seuil, 1976). Doesn't everybody sometimes show that type of reaction towards the customs or beliefs or way of life of other communities?

E.g., it can be argued that the educational policy in Bosnia and Herzegovina between 1945 and 1990 tried to promote unity by diminishing differences and promoting similarities, or by implying that there is only one "We" and there are no "others" in our country; the 'others' were always from foreign countries.

It is now clear that the real goal is to build the persons willing to accept otherness, able to accept it and reflect on it. By accepting otherness and developing ability to use metacognitive skills in analyzing it, we can avoid typical mistakes of stereotyping or misunderstanding of the others' culture.

*Stereotypes* are often interrelated with the notion of otherness. The fact that I often refer to stereotypes relating to the ethnical variety is due to the present situation and to the acute problems in Bosnia and Herzegovina. At the same time, there may exist other types of stereotypes: the sexist, racist or classist stereotypes. Among them the sexist stereotypes and avoiding them should also be very interesting in Bosnia and Herzegovina.

Various cultural elements are different for different ethnical groups in Bosnia and Herzegovina - we can use a provisional list of elements as a starting point.

- Symbols of identity:
  - emblems, signs, myths, personalities
  - holidays and holiday celebrations, etc....
  - newspapers and other media
- Everyday ways of life:
  - food habits
  - clothes
- Socio-communicative norms:
  - greetings
  - forms of addressing, etc.

Would it be possible to implement some information on these elements in curricula in Bosnia and Herzegovina? Would it be possible for LT (FLT and mother tongue teachers) as well as syllabus designers to integrate these elements? Let me give one example:

At the preparatory meeting for this workshop our colleague from France showed us FL textbooks containing photos that explain different ways of kissing (shall we call them "kissing habits"?) in different countries. Kissing as a sort of non-verbal or paraverbal behaviour is definitely an important aspect of everyday life. The problem of kissing (or is there such a thing as a "problem of kissing"?) struck me as a good example for developing ICA in Bosnia and Herzegovina. For Bosnian students and foreigners coming to Bosnia it would also be important to become aware of different ways of kissing in Bosnia, in the three ethnic communities. E.g., Serbs normally kiss three times, whereas Bosniacs and Croats normally kiss two times. A person from the other culture can sometimes make a mistake by giving somebody from Bosnia wrong number of kisses.

The things are much more complex in some other cultures, where kissing as a form of greeting is completely absent, or on contrary is a habit when meeting new people.

It might also be interesting to mention some other possibilities for introducing sociocultural elements in the classroom. At the recent ECML workshop in Malta participants were supposed to bring some cultural items related to the Easter celebrations in their country (or some other holiday) and talk about them, sharing their experiences and habits. I know that similar activity was also organized by some teachers in Sarajevo and the learners' response was really encouraging.

Provided that we all agree ICA is a desirable goal to achieve in Bosnia and Herzegovina, then we might discuss how it might be achieved. I hope that the Sarajevo workshop will become a starting point in this area for most of the participants. I have tried to incorporate some of the basic theoretical notions related to ICA in this paper. At the same time I wanted to mention some examples showing how ICA can be fostered in different ways: through everyday communication, media, publishing, in coffee shops, etc. There is no doubt that the biggest responsibility - as well as the biggest opportunity - lies in education in Bosnia and Herzegovina, including FLT.

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## Towards Autonomy in Language Learning

Rod Bolitho

Most of the literature on good language learners e.g. Stevick (1989), Naiman et al (1978), Wenden and Rubin (1987) emphasises the value of independent learning and study habits. These habits, however, have to be learned, and the responsibility for this lies with teachers. At school level, the gradual acquisition of independent learning strategies coincides with the maturing of learners from childhood to adulthood and, of course, with the development of their foreign language competence from the zero beginner to a more advanced stage. To respond to the developing needs of their learners, teachers will require a range of methodological options and a sensitive understanding of the ways in which their own role needs to be gradually modified, from that of the learners' main source of the language to a more facilitative and supportive style and ultimately to complete withdrawal. Figure 1 below gives an overview of some of the changes which may have to take place over time.

Figure 1: STAGES IN THE PROCESS OF LANGUAGE LEARNING

STAGE OF LEARNERS' DEVELOPMENT	dependence	increasing involvement and motivation	increasing awareness of own needs, strengths, weaknesses etc	independence, autonomy
TEACHER ROLES	authority figure; frontal style; judge, motivator	guide; informant; provider of feedback	negotiator; facilitator; resource	redundant!
		GRADUAL RELEASE OF CONTROL		
TYPICAL LEARNING ACTIVITIES	learners learn what teacher teaches	phases of group and pair work; 'discovery' activities	extensive group & pair work; collaborative projects; negotiated goal-setting	independent learning; self-assessment
		INCREASED LEARNING OUTSIDE THE CLASSROOM		

A fully independent learner will have well-honed learning and study strategies, will take every opportunity for learning outside the classroom and will be capable of setting her own objectives and assessing her own progress against these objectives. Once at this stage, the learner no longer needs the teacher. Fortunately for the teacher (who, understandably, would like to be needed), there is always a new generation of beginners to work with!

Today's young learners can be helped towards autonomy by access to new technology (computer-assisted learning programmes), and by the more traditional routes of training in dictionary and reference skills. In order to appreciate the importance of developing autonomy in their learners, however, teachers must have experienced it themselves, and this has consequences for teacher training programmes, particularly at pre-service level. There, it is the responsibility of teacher

educators to ensure that autonomy is on the agenda as advanced language learners gradually make the transition to language teacher status.

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## Centration sur l'apprenant

### Les stratégies d'apprentissage

Mireille Cheval

#### 1. Définitions :

**1.1 Stratégies** = ensemble d'opérations et de ressources pédagogiques planifié par le sujet dans le but de favoriser au mieux l'atteinte d'objectifs dans une situation pédagogique (Legendre, 1993). La stratégie a quelque chose d'**intentionnel**. Il s'agit d'atteindre efficacement un objectif. Elle a aussi quelque chose de **pluriel**, il s'agit d'un ensemble d'opérations.

Objectif visé : acquérir, intégrer et réutiliser la langue-cible.

Une stratégie devient mécanisme quand elle a atteint son but plusieurs fois.

#### 1.2. Apprentissage / acquisition :

L'apprentissage formel et conscient se passe dans une salle de classe, l'acquisition se produit généralement, à l'extérieur de la salle de classe.

#### 1.3. Stratégies d'apprentissage / stratégies de communication :

Les stratégies de communication sont souvent des stratégies compensatoires, l'intention du sujet est de communiquer.

Les stratégies d'apprentissage sont animées par l'intention d'apprendre.

A titre d'illustration : l'exemple du cordonnier ou l'homme qui répare les chaussures et les bottes . Si je recherche le mot et que mon interlocuteur soit un locuteur compétent, il me donnera le mot exact. Ce que j'en ferai dépendra de mon intention, si j'ai l'intention d'apprendre, j'utiliserai diverses techniques

- je m'assure de l'avoir bien compris (autorégulation),
- je demande à mon interlocuteur de le répéter (coopération, vérification),
- je peux le répéter moi-même (répétition),
- je l'associe à une image (procédé mnémotechnique)
- je le note (prise de notes),
- je le vérifie dans un dictionnaire (documentaire),

#### 2. Les différents types de stratégies :

**2.1. Stratégies métacognitives :** Elles consistent à réfléchir sur le processus d'apprentissage, à comprendre les conditions qui le favorisent, à organiser ses activités en vue des apprentissages, à s'auto-évaluer et à s'autocorriger.

**2.2. Stratégies cognitives :** Elles impliquent une interaction entre l'apprenant et la matière à l'étude, une manipulation physique ou mentale de la langue-cible et l'application de techniques spécifiques en vue de résoudre un problème ou d'exécuter une tâche d'apprentissage.

**2.3. Stratégies socio-affectives :** Elles impliquent une interaction avec les autres (locuteurs natifs ou pairs) en vue de favoriser l'appropriation de la langue-cible (poser des questions, coopérer, contrôler ses émotions)

#### 3. Comportements d'apprentissage et techniques utilisées :

##### 3.1. Comportements d'apprentissage positifs en classe de langue :

participer activement aux activités de la classe (simulations, jeux de rôle)  
discuter de la leçon avec les autres apprenants

répéter volontairement les sons ou mots utilisés par l'enseignant.

### **3.2. Techniques utilisées :**

prendre des notes,  
répéter à voix haute,  
faire des associations avec la matière connue,  
traduire, éventuellement,  
prendre des initiatives pour s'exposer à la langue en dehors de la classe : écouter la radio,  
regarder la TV, lire des revues et des journaux, engager des conversations avec des locuteurs natifs

## **4. Les autres variables qui favorisent / ou sont un frein à l'apprentissage :**

**4.1. facteurs liés à la biographie :** âge, sexe, langue d'origine

**4.2. facteurs liés à la personnalité :** styles d'apprentissage (auditif / visuel ), tolérance à l'ambiguïté, réflexion / impulsivité

**4.3. facteurs affectifs :** attitude par rapport à la langue-cible, motivation

**4.4. facteurs d'ordre personnel :** carrière, orientation professionnelle, aptitudes / savoirs faire (habilité à conceptualiser)

Ces variables sont de nature dynamique, évolutive et susceptibles d'être modifiées.

Elles sont très précieuses pour l'enseignant pour mieux connaître ses apprenants, d'où la nécessité d'établir le profil de l'apprenant, de préférence par le biais d'un questionnaire écrit (voir annexe 1).

## **5. Comment aider l'apprenant à mieux apprendre ?**

**5.1. Ne pas négliger la leçon 0 .** Elle permet d'informer sur la langue -cible, elle peut être l'occasion de faire le point sur les styles d'apprentissage, les techniques de mémorisation, les différents lieux et types de formation (en classe, à l'extérieur, avec un maître, en autoformation)

**5.2. Faire l'état des lieux des stratégies de l'apprenant** (voir questionnaire 'profil de l'apprenant '),

**5.3. L'inviter à tenir un journal de bord**

**5.4. Toutes les stratégies peuvent s'enseigner.**

A titre d'exemple, la sensibilisation à une stratégie métacognitive telle l'anticipation et la planification :

Pour l'apprenant, il s'agit de se fixer des buts à court ou à long terme. L'enseignant peut favoriser l'utilisation de cette stratégie en amenant l'apprenant à formuler ses objectifs. Il montrera l'exemple en annonçant les objectifs et les séquences d'une activité de classe, d'un cours. L'apprentissage de cette stratégie peut se décliner de multiples manières dans les activités de classe. On peut, par exemple déduire le contenu d'un texte / d'un article après lecture du titre, ou deviner ce qui précède ou suit la planche d'une bande dessinée.

Sensibilisation à une stratégie cognitive, telle que mémoriser : l'enseignant peut inciter à prendre des notes : noter dans un cahier les mots nouveaux, les concepts, les expressions, les locutions figées ou ritualisées. Cette activité peut être couplée avec l'autre comme grouper, ordonner, classer selon des attributs communs : verbes, champs sémantiques, thèmes, fonctions langagières, actes de parole.

Sensibiliser à une stratégie socio-affective, telle que clarifier, demander de répéter. L'enseignant peut inviter ses apprenants à solliciter auprès de lui des clarifications, des explications, des reformulations.

**5.5. Evaluer l'efficacité des stratégies**, les progrès plutôt que les performances. On pourra tester utilement la grille d'évaluation qui figure en annexe 2.

**Conclusion** : L'enseignant se doit d'être un enseignant stratège, celui qui apprend à savoir faire, à savoir être, un motivateur, un médiateur, celui qui apprend à apprendre, un médium pour devenir autonome.

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## Stratégies d'apprentissage

### Annexe 1

#### LE PROFIL DE L'APPRENANT

<b>1. Qui est l'apprenant ?</b>	Age, sexe, nationalité, profession, activité passé socio-culturel centres d'intérêt connaissances d'autres langues ... personnalité , habitudes culturelles, ...
<b>2. Quelles sont ses motivations ?</b>	intérêt personnel –plaisir d'apprendre certification voulue ou obligatoire formation choisie/ imposée Nécessité professionnelle immédiate ou à venir incidence sur le statut, la promotion, le salaire avantages escomptés
<b>3. Quel est son rapport à la langue-cible ?</b>	Que connaît-il de la langue-cible ? Que connaît-il du pays où on la parle ? Son attitude par rapport à la langue-cible et le monde où on la parle la représentation qu'il a du pays où on la parle
<b>4. Comment apprend-il ?</b>	Son passé en matière d'apprentissage. Sa conception de l'enseignement / apprentissage Son rythme d'apprentissage Ses méthodes / techniques pour apprendre Quels supports privilégie-t-il ? Son rapport à l'enseignant / animateur ..
<b>5. Présence d'un environnement favorable ?</b>	Le milieu dans lequel il évolue (ouverture vers l'extérieur, traditions similaires, contexte social favorable ...) Accès à des bibliothèques, centres de ressources.. Disponibilité de médias dans la langue-cible Contacts avec des allophones Voyages ...
<b>6. Contexte de la formation</b>	initiale / continue lieu / horaire partie intégrante de l'activité principale ou activité prise sur le temps libre gratuite / payante (payée par qui ?)

**Stratégies d'apprentissage, Annexe 2 GRILLE D'EVALUATION : EXERCICE ORAL**

**Nom de l'apprenant observé :**

ACTIVITE	CONSIGNE	SUPPORT	ATTITUDE DE L'APPRENANT FACE A L'EXERCICE	QUALITES DE LA PRODUCTION	DEFAUTS DE LA PRODUCTION	ACQUIS MESURABLES ?	EVALUATION (PHOTO INSTANTANEE DES SAVOIRS ET SAVOIRS FAIRE)	REMIEDIATION ENVISAGEE

## Language Awareness

- David Newby

### Language awareness – awareness of language

In FL teaching, the term ‘language awareness’ has its own particular meaning, which goes well beyond the ‘non-technical’ sense, and it implies far more than simply ‘being aware of language’. What the term actually means, however, is difficult to define, not only because it is an abstract concept which has to be seen in relation to various other aspects of teaching methodology, but also because it means different things to different people in different educational contexts. In attempting to explain what language awareness means I shall, therefore, be giving my own interpretation.

In order to explain the term, we need to address three questions:

- a) What is language awareness?
- b) Why should students ‘be aware’?
- c) What should students be aware of?

### What is language awareness?

Language awareness can be seen as a type of psychological learning process. It refers to a type of **conscious** – sometimes known in FL teaching as ‘cognitive’ – learning, in which the attention of the student is strongly focused on a particular aspect of language. This type of attention is sometimes referred to by psychologists as ‘focal awareness’. In this it differs from merely ‘noticing’ language without paying particular attention to it (subsidiary awareness) but also differs from unconscious or automatic learning. Van Lier (1996) defines this process in this way:

‘Paying attention is focusing one’s consciousness, or pointing one’s perceptual powers in the right direction, and making mental ‘energy’ available for processing.’

At first sight, it might seem that this is simply a confirmation of ‘old-fashioned’ approaches to learning, common in methods such as grammar-translation, where for example teachers spend a lot of time explaining grammar or students transform sentences in a very ‘conscious’ way and learn vocabulary off by heart. However, there are some important differences.

One essential aspect of language awareness approaches is that learning is seen through the learner’s eyes rather than through the teacher’s. In other words, they begin with the assumption that learning will only be successful if awareness of language is incorporated into various conditions and processes, defined in terms of the **learner**. In this sense, language awareness can be seen as part of a wider ‘learner autonomy’ approach in education. Three of these conditions are the following:

1. **Motivation:** the student must be both open and receptive to new language, which is not something that can be imposed by the teacher but must come from inside the learner.
2. **Cognitive processing:** students must be actively involved in the processing or understanding of the workings of new items of language and not the passive recipients of information provided by the teacher.
3. **Socialisation:** Learning derives from interaction with language and with other users of language in a social context.

In FL contexts, a language awareness approach usually operates according to certain stages in which various psychological processes can be activated. The first is **exposure** to language, in the form of texts, sentences etc. This is followed by an **engagement** stage, in which students either perform a task or answer questions about the text, which enables them to focus consciously on the language. The third might be one of **reflection**, where at a metacognitive level, students reflect on, understand, explain, categorise etc. the new insights they have gained in the course of the activity. A fourth stage might be **utilisation**; i.e. activities where students try to make use of their newly acquired knowledge.

### **Why should students ‘be aware’?**

In recent years there has been much discussion about the role of conscious versus unconscious learning. In the 1980s certain psycholinguists such as Krashen (1981 etc) introduced the distinction between unconscious, naturalistic **acquisition** and conscious **learning** and expressed the view that conscious learning was of limited use. According to this view, effective learning entailed imitating the processes employed by infants when learning their own first language: as long as the right kind of ‘comprehensible input’ was provided, the brain would take over and learning would take place automatically.

In the late 1990s, there seems to be a general consensus amongst educational psychologists that the ‘acquisition and restructuring of knowledge generally requires the conscious participation of the subject’ (van Lier 1996). Language awareness is therefore based on a ‘conscious’ view of language learning but with the important proviso that the conditions outlined in the previous section must be met if effective learning is to take place.

Clearly, in this type of approach the role the teacher might adopt in the classroom will differ considerably from that found in traditional teaching. Rather than providing input in the form of grammatical explanations etc., he/she will attempt to activate learning processes by providing appropriate exposure to language in the form of texts etc. and to structure activities in such a way that various cognitive processes are stimulated. To summarise the difference in a nutshell, it could be said that in traditional approaches, teachers attempted to give the right answers; in a language awareness approach, teachers attempt to ask the right questions. In this way, it is hoped that the ‘**intake**’ process regarding new language will be more effective: the teacher’s explanations will not ‘wash over’ the students but will operate under the student’s control and on the student’s own cognitive terms.

### **What should students be aware of?**

In theory, language awareness techniques can be applied to any aspect of language. However, once again there is an important distinction to be made between the types of items that might be given focus in traditional teaching. Van Lier (1995) describes this new orientation as follows:

‘We are trying to promote a new look at language, ... as a living thing rather than a dissected corpse. Since we are all language users, we will also reflect on what we do when we use language (so that language awareness will not be just a spectator sport).’

In other words, students will not analyse isolated examples of grammar, vocabulary etc. but will see language as an integral part of social contexts and as part of a comprehensive and dynamic communication system that exists between human beings. The focus will always be not only on language but also on the people who use language, the contexts in which they operate in and the cultures which they are part of.

## Conclusion

A language awareness approach entails much more than 'being aware of language' but draws on theories from quite diverse areas:

- a psychological view of human learning
- a psycholinguistic view of language acquisition
- the methodology of implementing the approach (see Bolitho and Tomlinson 1995)
- social, cultural and even political aspects of how language is used

At the core of this approach is the fact that a conscious focus on living language incorporated into a learner-centred methodology and based on an understanding of general aspects of human learning will lead to efficient language acquisition.

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## **Some Dimensions of Change in Education: Messages for Teachers and Managers**

Rod Bolitho

"Change is the process by which the future invades our lives" (Toffler 1971)

As teachers and educators we are all caught up in the process of change. To become aware of this, we only have to think of the differences between our own school education and the education being offered to the children of today. We can see changes in the way knowledge is presented in textbooks, the way syllabuses are organised and the way lessons are taught, and in the vast increase in technological support available in many of our classrooms. Many of these changes are rooted in new ways of thinking about teaching and learning, but they also reflect changes in society at large. In his thought-provoking book "Future Shock", Alvin Toffler wrote:

"Western society for the past 300 years has been caught up in a fire storm of change. This storm, far from abating, now appears to be gathering force. Change sweeps through the highly-industrialised countries with waves of ever-accelerating speed and unprecedented impact" (1971:18)

What Toffler wrote over a quarter of a century ago is, if anything, even more true today. The pace of change seems ever faster, and Toffler's belief that we should be educating our children for tomorrow and equipping them to cope with change seems every bit as valid in the nineties.

This realisation can seem at best challenging and at worst unnerving for the teachers whose responsibility it is to educate children for the 21st century. In a society with a declared vision, such as Malaysia, the success or failure of that vision is to a large extent in the hands of today's teachers and educators.

This paper considers some of the dimensions of change in education as they affect teachers and attempts to explore some of its complexities and intricacies before going on to suggest some important coping strategies for both teachers and institutions.

### Change and the Individual

Thinking back to our early teaching experience and comparing it with our practices today is a good way of becoming aware of the extent to which we have changed as teachers. It may have happened naturally, imperceptibly, almost organically, or there may have been turning points in our careers when we have been much more conscious of changing something that we do. How and why do individual teachers change? How are they affected by institutional or systemic change? How might they respond to it? To answer these questions it is worth referring to two similar views of teachers' thinking and action. Claxton (1989:118) identifies three levels:

1. Classroom Habits (the technical level)
2. The Quality of Relationships
3. Implicit Theories and Values

Handal and Lauvas (1987:28) also identify three levels:

1. The Classroom Level
2. Knowledge and Experience
3. Values

The difference at level 2 may be accounted for by Claxton's strong preoccupation with affective factors in our professional lives, while Handal and Lauvas opt for a more traditional cognitively-

based view. In either case, however, the message is clear in relation to change. Changes in classroom behaviour are relatively superficial and straightforward to implement. We all know what it feels like to be observed by an inspector or a teaching practice supervisor: most of us have been 'guilty' of changing what we do in order to meet the observer's expectations, only to revert to 'normal' the next day. Most teachers experiment at some time in their careers with new classroom ideas or 'recipes' they have picked up at conferences or on in-service training courses. However, none of these changes will take permanent root in our work unless we can locate them within our belief system, and (c.f. Claxton's second level) few of us have the toughness to proceed with a change if it risks damaging our popularity with our learners and/or our colleagues. Most teachers teach in a way which is consistent with beliefs born out of their accumulated knowledge and experience, with their 'inner theories' about teaching and learning. When they do this, their teaching is an act of integrity. When external forces oblige them to change their practices in a way which is not consistent with their beliefs, this integrity is sacrificed and replaced by dissonance. I recently met, in my home town, a primary school teacher who had taught my elder daughter 17 years ago, and whom I had held in the highest regard. She had always had a reputation for her caring, child-centred approach and her pupils all loved her and learned from her. I was surprised, therefore, to hear that she had taken early retirement although she is only in her mid-fifties. When I asked her why, she said, resignedly "Everything I believed in and loved about teaching seems to have been called into question since the National Curriculum was introduced. When the inspectors came last year, they recommended a return to more traditional methods and frontal teaching. I just couldn't go along with that and I knew it was time for me to go." I was saddened, but I knew what she meant.

The processes which trigger change in an individual teacher are complex. In the same book, Claxton (1989) identifies over twenty possible stages in the process of change, moving from initial entrenchment and resistance through cautious dabbling via introspection, deeper thought, active experimentation and a number of setbacks, to a final stage of affirmation and consolidation. All this takes time, not least because no teacher worthy of the name is prepared to overturn her beliefs and values at the drop of a hat. Any externally proposed change needs to be subjected to trialling and thinking at all the three levels proposed by Claxton and by Handal and Lauvas. Educational theorists and those responsible for formulating educational policy would do well to remember this and also to realise that individual resistance to change is often, consciously or unconsciously, a strategy, for making sense of the new demands. Fullan puts it very clearly:

"Focusing on the individual is not a substitute for system change; *it is the most effective strategy for accomplishing it*" (1993:135; author's italics)

This notion of the individual as the key to change applies nowhere more palpably than in teaching. Most teachers spend their professional lives taking autonomous decisions at classroom level. They expect to take responsibility for those decisions and react badly when that area of their autonomy is threatened or taken away from them. When changes are proposed externally, individual teachers will respond at different rates and in different ways, and many will need time and support to come to terms with these changes. Institutions and their managers have a key role to play here.

### Change and the Institution

If individual change is a slow and often non-linear process, change in institutions (schools, colleges and universities) is often even more difficult to achieve. An institution in the public sector might be seen as the smallest organised unit under centralised control in the educational system of a country. Its principal is responsible to national or local authorities for the implementation of policy and curriculum, and for standards. Yet, for the majority of teachers and students there, the institution is the only work and study environment that really counts. This means that the roles of the principal and of heads of department are crucial when change is on the agenda. Teachers will rely on their managers to interpret changes introduced at national level; equally, they will turn to them if they need support for changes in their own classroom practices (this may come in the form of requests for

resources, or for in-service training, for example). The key role of an institution in implementing change may conveniently be illustrated by analogy with an earthquake.

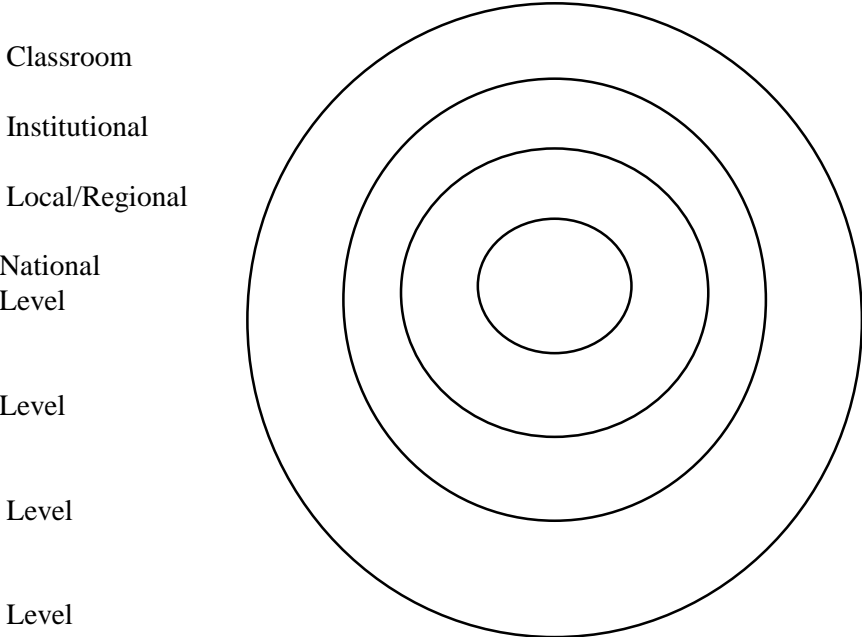


Fig 1: Change: The ‘Earthquake’ Model (Version 1)

In this first version of the model, a policy change at national level (eg Curriculum Renewal) will need to be mediated locally or regionally and institutionally before it has an impact at classroom level. If the Ministry of Education is seen as the ‘epicentre’ of change, the classroom is clearly on the periphery, and the ‘shock waves’ will only be felt there if lines of communication, through regional and institutional administrators, to each individual teacher, are effective. The chances are that there will be both misinterpretations and dilutions of the original message, and the change will be far less effective than the Ministry hopes. Put another way, a change will be implemented successfully if the Ministry can win the support of all the individuals involved. This implies thorough consultation at all levels, in the style of Japanese industrial concerns, so that everyone feels involved in the change and is therefore more likely to be committed to its success. The introduction, over the last few years, of the National Curriculum in the UK has been made significantly more difficult by the fact that many teachers and educationalists have felt that there has been insufficient consultation with the profession.

But change can also happen (more rarely in rigidly hierarchical systems) in the opposite way, as this second version of the 'Earthquake' model shows:

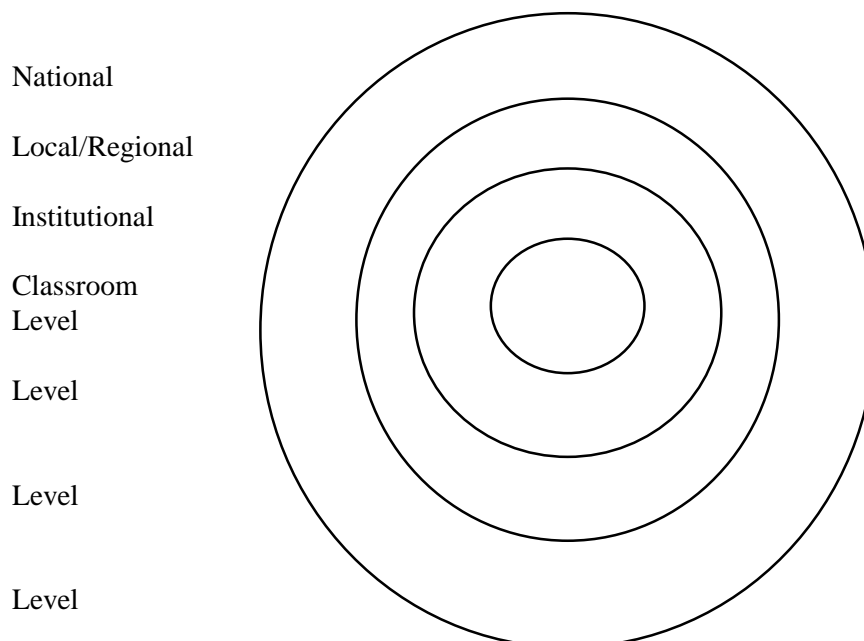


Fig 2: Change: The 'Earthquake' Model (Version 2)

In this version, an individual teacher innovates in some way in her own classroom. This may arouse attention within the institution, particularly if the teacher achieves significant success through the innovation. Whether or not this success becomes more widely known will depend largely on the attitudes of managers within the institution. Some of the great educational innovators of our time (Froebel and Montessori are obvious examples) worked from a solid base of classroom experience, but there have also been many (such as John Holt and A S Neill) who became frustrated by a lack of response from colleagues and educational administrators and were only able to continue with their innovative work from a position outside the established system. So it is also the responsibility of educational managers to support innovative work by individual teachers within institutions, and to allow them time and scope to discuss and compare their ideas both in-house and beyond. An enlightened staff development policy can do much to foster an open, learning-oriented culture within an institution. Educational managers who themselves continue to learn and develop professionally will make a major contribution to this openness in a professional environment which can all too often be stultifying rather than just cautiously conservative. As potential change agents, they must themselves be prepared to change, even if this involves personal discomfort and disruption to 'normal' conditions in an institution.

### Change and Development

Fullan writes about the relationship between change and development in these terms:

"... external events are always happening to individuals, whether they like it or not, so the ability to handle change is an essential skill in post-modern society. Change is mandatory, growth is optional" (1993:135)

Seen in these terms, each externally imposed change may present an opportunity for individual professional development. But a change does not necessarily have to be accepted for development to

occur in an individual. The act of engaging with the change and taking up a position in relation to it may involve valuable and enriching thought processes. At school department level, this kind of opportunity may occur, for example, when a new series of coursebooks is introduced. Some staff may welcome it as a 'breath of fresh air' while others may strike a more cautious or even a negative attitude. What is important is that there should be open debate, that doubts and worries about the new material should be aired and that the head of department should understand that scepticism is often a natural response to innovation. The wise manager will allow time for the implications of a change to be digested by teaching staff, and will encourage them to use the opportunity for development, for example by making budgetary resources available for in-house staff development events, for action research projects or for individuals to attend in-service training courses. Such an approach will go some way towards meeting individual ('bottom-up') development needs without compromising institutional ('top-down') development priorities. This can be a great source of reassurance to teachers who remain committed to individual self-improvement (similar to the Japanese notion of 'Kaizen') with the aim of reaching their full potential as teachers. Managers can best support this process by tuning into their staff's individual development needs (eg through enlightened appraisal schemes such as the one described by Everard & Morris (1990)) instead of merely functioning as agents of 'top-down' change. An effective and sensitive staff development policy is central to the success of any change.

### Change and Learning

In a recent UNESCO publication, a Moroccan child stated that "A good teacher is someone who transmits to a future generation what is most precious to her: her culture and her education" (Khawajkie 1996). But this may not be enough.

Once teachers accept that an important part of their role is to educate learners to cope with the increasing pace of change and to prepare them for tomorrow's world, it follows that what they have learned in yesterday's classroom is no longer sufficient as a basis for this role.

To be really useful to their learners, teachers need to be learners themselves. Put another way, they need to meet the challenge of change by remaining open to new ideas and knowledge, thereby setting an example to their learners. Many mid-career teachers today, for example, are having to familiarize themselves with the intricacies of computer technology and its applications in educational settings in order to extend the range of options they can offer their learners. In doing so, they may even find that they can learn from their own students, who belong to the 'computer generation'. In university language classrooms, teachers may find themselves confronted with the requirement to teach a language for specific purposes (eg English for Science, English for Engineering, etc). This, too, will open up learning opportunities and may redefine the relationship between the learners (who want language proficiency but often have basic subject knowledge in, say, Science or Engineering) and the teachers (who have the language proficiency but who usually lack subject knowledge). Thus, coping with the change opens up a new learning opportunity for the teacher who is, for the first time, engaging with the logic and thought processes of another subject area.

In a changing world, then, teachers have no choice but to be lifelong learners.

### Change and Planning

Most major changes in the world of education are 'handed down' by decision-makers. Typically, they are introduced as a result either of political expediency or of insights from research and theory, or (commonly) a combination of both, as in the case of curriculum and examination reform. Education, however, needs to be seen in a wider social context, where, according to Fullan, different forces are at work.

"The pursuit of planned change is a mug's game, because reality under conditions of dynamic complexity is fundamentally non-linear. Most change is unplanned. We need to recognize this first and take advantage of it by developing our inner and outer learning capacities". (1993:138)

Fullan's admonition may sound like anathema to decision-makers whose livelihood depends on careful planning and rigorous follow-up, but even in the most ordered of societies there is always an element of the unpredictable. In education, as researchers have found to their cost, there are simply too many variables at classroom, school and community level for us to be able to plan for definite outcomes. In language teaching many methods have been introduced on a large scale as a result of research findings: audio-lingual and audio-visual methods, so widespread in Europe in the sixties were rooted in behaviourist learning theories; different theory-derived approaches to the teaching of reading (phonics, 'look and say' etc) have been used with varying success right across educational systems throughout the world. Yet the suspicion remains that the good teacher, who knows her learners and is aware of their backgrounds, and who has a sound grasp of the basics of classroom organisation, will succeed whatever method she uses. The message for decision-makers and managers is clear - time and resources invested in support of teachers' work, particularly where good practice has been identified, may in the end be more significant than time and resources spent on 'grand designs' or on attempts to enforce paradigm shifts.

### Change and Values

The models proposed by Handal & Lauvas and by Claxton (discussed above) make it clear that real and lasting change can only take place if it is compatible with the beliefs and values of those asked to implement it. This is as true at societal level as it is at individual level. Language teaching is an area of the school curriculum which necessarily entails the impact of one culture or another. In Central and Eastern Europe prior to 1989, for instance, being an English teacher was tough. It is all but impossible, especially at advanced level, to teach a language without cultural and social context. English at that time was associated with western values, such as democracy and freedom of expression, many of which ran counter to received socialist thinking. The explosion in demand for English at school level following the changes in 1989 was accompanied by an "invasion" of western values, such as a free market economy. Teachers previously used to working from government-prescribed textbooks were suddenly confronted by a bewildering choice of British and American produced materials, with no real criteria by which to select the best. The process continues in the region today, with English seen as a means of access to western goods, technology and expertise, though there are still many who mourn the passing of the 'socialist state' with its cushion of full employment and care for each individual citizen from cradle to grave.

Wherever English is taught, there will be allegations of 'cultural imperialism', even if the colonial associations of the past no longer apply. If it is the responsibility of teachers of English to find ways of teaching the language which are compatible with the values held in their own society, it is just as important that bodies such as the British Council and USIS should tread carefully as they consider how best to fulfil their role as agents of cultural diplomacy. Many of the roots of communicative language teaching, for example, lie in Western beliefs such as learner-centred education and autonomous learning which are not immediately acceptable in cultures in other parts of the world.

### Change and Stress

Any individual, institution or education system can only cope with so much change at one time. Whilst acknowledging the need for change in education in order to keep abreast of wider changes in society, we need to recognise some of the effects of overdose. Over the last 10 years, since the introduction of the National Curriculum in the UK, there is no doubt that the work of teachers has become more complex and demanding. Add to this the introduction of more rigorous school

inspections and of school 'league tables' based on examination results, and it is easy to understand why so many teachers have left the profession or are opting for early retirement. Responsible administrators and managers will recognise the stresses that change involves, and will ensure that the pace and amount of change at any one time is manageable for all those charged with its implementation. When resistance to change occurs in individuals, it is frequently simply a mechanism for coping with added stress; a way of saying "Hey! Slow down a bit. I need time to catch up."

Stress can affect institutions, too. As Claxton points out "The stressed institution is characterized by a breakdown of community and an increase of disunity" (1989:132). Conversely, the ability to cope with a reasonable amount of change may be seen as a health indicator, both in individuals and in institutions.

### Coping with Change

So what can we do, as teachers and managers, to ensure that we can meet the challenge of change without stressing ourselves or our institutions? Those in authority, whether they are ministry officials, principals or heads of department, would do well to keep these guidelines in mind.

- i) Decide whether change is really needed. Any change will stand a better chance of success if it is inspired by real needs and supported by real motivation. Change for change's sake is unlikely to succeed.
- ii) Don't try to change too much too quickly. Anyone can be overwhelmed by a surfeit of change in too short a time. Plans for change should include careful staging with time for evaluation along the way.
- iii) Consult widely with all those involved in change and its implementation. There is a far better chance of success if everyone concerned feels trusted and a part of the process. Imposed change is seldom popular.
- iv) Allow time. Nothing ever happens as quickly as we would like it to and everyone needs a certain amount of time to digest the implications of change as it affects them and their interests.
- v) Understand resistance. However frustrated you may feel when individuals resist, understand that, for many people, resistance is a stepping stone on the way to change. Making people feel guilty about this response, or denouncing them as dinosaurs, is not a productive option. You can't expect an experienced teacher, for example, to abandon tried and trusted methods and procedures overnight. Resistance is often a way of gaining time to evaluate new proposals against the background of experience. Remember that dinosaurs probably died out because they failed to adapt to change!
- vi) Promote debate and discussion at all levels. Talk is an invaluable way of 'making sense', and of engaging people in thought about the rationale behind change. If this leads to deeper understanding on all sides, it will help everyone to cope with change.
- vii) Relate change both to individuals and to 'the system'. Those in authority have a twofold responsibility as mediators of change. They need to see individual responses to change in relation to the wider needs of the institution or the education system.
- viii) You can't change people; they can only change themselves. Change happens within people when they are ready and can see the point.

As individuals, we are all inevitably affected to a greater or lesser degree by change. Given this inevitability, we need to think about our responses, and about ways of taking care of ourselves when the going gets tough. Here are some suggestions:

- i) Stay open to change. It is not always easy to be open-minded when change appears to threaten your comfort or security. But being open-minded does not mean behaving like a chameleon, changing at will to blend in with the prevailing environment. Chameleon-like change is often superficial and short-lived. An open-minded approach helps you to weigh up the implications of change in a balanced and objective way.
- ii) Prioritise. Don't try to change too much at once. Decide what you'd like to work on first, and set yourself an 'inner timetable' for dealing with external demands for change.
- iii) Communicate. Talk through your doubts, convictions and responses to change with colleagues. This will help to keep changes in perspective.
- iv) Don't feel guilty if you are not constantly up to date with the latest changes. In every institution there are people who always seem to be one step ahead of you (and of everyone else!). People accept and absorb change at different rates: there is nothing wrong with this. Far better to find a way of accommodating change with your values and beliefs, even if this takes time, than to accept it over-hastily in the interests of others.
- v) Don't spread stress around you. When large-scale change is on the agenda, there is always someone who 'speeds up' and sends everyone else's pulse racing in the process. A much more valuable colleague is one who takes time to reflect quietly and to reassure those around her/him through kind words and understanding.
- vi) Give feedback to colleagues. Let them know that you are interested in their responses and give your own perspectives on their thinking. This will help them and you make sense of the ideas going around in your minds.
- vii) Create your own 'stability zone'. (Toffler 1970) Everyone needs a place to withdraw to for respite or quiet reflection, or familiar objects to hang on to when everything around them is changing. For some people, this might be home, or a stable marriage; for others it might be a favourite chair in the staffroom, a coffee mug or an old jacket which never seems to get thrown out.
- viii) Spoil yourself occasionally! Teachers are members of a 'giving' profession. All day, they are there for other people, meeting the ever-changing demands and expectations of their learners, of school principals, and of the community at large. Sometimes it seems like one-way traffic and we feel like shouting "Who looks after us?" This is particularly the case when change is in the air, as it seems like one more demand on top of all the others. At such times, we need to, look after ourselves by giving ourselves a treat: a special dinner, a weekend away, even a new jacket! If we take care of ourselves we'll be better able to take care of others and to meet the challenge of change.

## Conclusion

This article has examined, in general terms, some of the dimensions of change in education, and some of the problems and challenges it throws up. The central message remains simple: individuals are the key to successful institutional or systemic change, and yet, paradoxically, you can't change people. The decision to change is on an individual one, and the change must come from within. An old joke sums it up neatly:

- Q. "How many psychotherapists does it take to change a lightbulb?"  
A. "Only one, but the lightbulb's really got to want to be changed!"

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