

GUIDELINES FOR QUALITY IN LANGUAGE TEACHING

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1. INTRODUCTION

When we talk about quality in adult education, including quality assurance systems and quality management, we have to look at it on at least three levels; the learner, the teacher/trainer and the institution offering adult education.

At all three levels there are further sub-levels depending on the different situations within individual countries. For example, when talking about “teachers”, we mean free-lancers, semi-employed or full-time employed people, native or non-native speakers of the language they teach, teachers with different levels of intercultural understanding. There are also teachers who gained a university degree in teaching and others who have come to teaching via other routes.

When talking about quality in adult teaching, a lot of responsibility is put onto the teachers whilst in reality the success of learning is a collaboration between learners, teachers and institutions.

The following guidelines are a summary of the findings of the Grundtvig Learning Partnership, Quali-T, Quality in Language Teaching for Adults, that was carried out between August 2009 and July 2011. In the project, teachers and adult educators from 7 countries exchanged ideas on what constitutes quality in language teaching of adults. In these guidelines you will find a summary of these ideas to inspire your work and to help you reflect on quality.

2. QUALITY IN EUROPE

When we reflected on “Quality” we addressed a range of questions that helped us to pin down what was important. Those questions were:

1. What do we mean when talking about quality assurance and what are the various approaches in the partner countries and institutions with regard to language teaching and quality assurance? What material is available to us?
2. What do we understand when talking about high quality tuition and how can that be achieved within language learning?
3. What is a “good teacher” in the eyes of the institution, the teachers themselves and the learners and what helps to assess that?
4. How is good teaching practice evaluated and which tools do we have or should we use?
5. How do we implement quality in the institutions and how do we make sure that teachers use quality tools?
6. What would be the common aspects of quality in language learning for all the different countries, that could be recommended to other countries and institutions as well?

In each of the countries involved in the project, Quality assurance systems are in place although to very different degrees. Some countries have a national system with inspections and assessment (e.g. UK, Spain), others have assurance systems that are also nationally valid but on a voluntary basis. In some cases the process is standardized but the actual representation of quality is more individual, depending on the institution (e.g. Austria, Germany, Sweden). In other countries it is up to the institution to set their own quality standards (e.g. Czech Republic, Estonia). The existing quality management systems across Europe vary from monitoring learning satisfaction to the strict assessment of teachers and institutional performance.

The challenge in the project was to find the common core of “Quality in Teaching Languages to Adults,” to inform and inspire people outside of the Learning Partnership.

2.1 QUALITY ASSURANCE SYSTEMS IN THE DIFFERENT COUNTRIES

Austria:

In Austria, the following systems of quality management are presently in use:

LQW - „Lernerorientierte Qualitätstestierung in der Weiterbildung“

This system is a learner-oriented quality management tool specially developed for educational institutions. The certification lasts one year, in which the

institution conducts a self assessment. At the end of the process, a visit takes place; the certificate is valid for 4 years.

LQW implements minimum specifications and is also practicable for smaller institutions.

Quality management norms DIN EN ISO 9000 ff (ISO certification)

The ISO certification, focusing on error prevention and customer satisfaction, was initially developed for business reasons. The certificate is valid for 3 years.

ISO certification is widely known and accepted. However, it concentrates more on conforming with norms than on quality.

EFQM – European Foundation for Quality Management

EFQM provides a holistic quality management model aiming at market leadership. This competitive system is based on nine criteria, including a framework of self assessment and evaluation.

EFQM has a high degree of awareness and motivates through competitiveness. However, there is no certification of an institution's pedagogic quality.

eduQua

eduQua was developed in Switzerland and has been specially designed for educational institutions. The basis of this certification consists of the institution's self evaluation, which is verified by means of a "product." This system allows minimum specifications and mainly focuses on the customer. Due to low costs, it is also practicable for smaller institutions.

Czech Republic:

Lifelong learning is quite new in the Czech Republic. It started to be popular around 2000, or even later, when a new department in the Ministry of Education was established in the Czech Republic and the first strategic documents were prepared.

There is no network of adult education centres although there is continuing professional development in certain fields such as medicine. In language learning there was only a network of state language schools and after the revolution from 1990, many private language schools and education institutes started to appear. Because of the lack of an adult education network, the Ministry is trying to set several programs in motion and push lifelong education into the formal education system.

There are several quality assurance systems, ISO being the most used in the CR. There are no QAS which would be specially designed for educational systems.

Some bigger language schools and education centres are ISO quality certified but these are not numerous and in general certification in this field is not required.

There was a big “movement” to try to put the methods of the Common European Framework into practice, especially in primary but also partly in secondary schools. However the main thing which is currently used is the Global scale and the levels which are used quite often now.

There are various professional organisations such as the Lifelong Learning Institutions Association and the Association of English Teachers. There is only a partial system of accredited courses and institutions in the area of re-qualification and pedagogical education. Adult learning is not publicly funded and there is no sophisticated system in this area.

EDUCA – Education Centre

We are prepared for ISO certification and are trying to train and use at least some parts of the CERF, especially methods and global scale.

Estonia:

The Estonian adult education and training system allows training providers to select the most appropriate quality assurance system for them. The Estonian system values all types of quality assurance models (e.g. EFQM/EKKA, Balanced Scorecard, ISO 9000 etc) and recognises that training providers use different approaches for formal, informal and non-formal learning. The Common Quality Assurance Framework (CQAF) has been unofficially adopted by the Ministry of Education for their measurement at the system level. Since 2003 quality assurance tools have been developed in order to offer training providers additional and voluntary quality assurance options.

Central to the choice of which quality assurance system to use is the belief that it is the outcomes of the system that matter rather than the particular system that is chosen. The current legislation recognises that the choice of a quality assurance system is one that is made by training providers and, as autonomous institutions they are responsible for both quality and quality assurance.

The Private Schools Act regulates the establishment and operation of private schools. Pursuant to the Act, all legal persons in private law who provide studies for a duration that exceeds 120 hours or six months per year must establish a private school and apply for an education licence.

In applying for educational licence a private school (eg. language school Sugesto) has to present different documents to prove the required quality of its teachers and courses and to show the sustainability of its activity. The licence is valid for three years.

Germany:

As in Austria there is a range of quality assurance systems in place. Apart from the “big” systems like ISO, EFQM but also LQW (see “Austria” above), there has been a flood of specific developments. Most have similar structures and requirements are therefore comparable (see the German article on the systems http://www.die-bonn.de/esprid/dokumente/doc-2006/veltjens06_01.pdf). In Thuringia, but also across Germany, many adult education colleges (Volkshochschulen) carry out LQW (see above). In most federal states in Germany the current law requires adult education colleges to apply a quality assurance system to receive state funding.

The Thüringer Volkshochschulverband e.V. – as the umbrella organisation of the 23 Thuringian adult education colleges – has been certified according to LQW itself.

Spain:

As far as the Official Schools of Languages in the Balearic Islands are concerned, it is relevant to point out that one of the recent policies which is being carried out by the regional educational administration consists of promoting two quality assurance systems: either the ISO 9001: 2008 or the EFQM. The actual aim is to have all the public educational centres financed by the Balearic administration working under the umbrella of these above- mentioned quality assurance systems.

Sweden:

Q 3000

This Quality system is specially developed for Sweden by The Swedish Association of Accredited Language Training Providers . The quality criteria are inspired by EAQUALS and its Pan-European Inspection Scheme for Foreign Languages. It is the only quality system in Sweden designed for providers of specialized language training to the public and private sectors.

The Q 3000 specifications deal with teaching, staff, administration, marketing and product information, ethics and environmental issues. The Q 3000 certification shows that the language institution delivers what they promise, have proper business methods and that they work professionally towards set goals, that their administration and finances are sound and that their trainers are qualified and experienced. The Quality Audit is conducted by an independent auditor and the Q 3000 specifications can be used for small as well as large institutions.

ISO 9001

ISO is a globally well-known and accepted system. The focus is on documentation, defining processes, setting goals and planning to reach those goals.

Peer Review

The idea behind it is continuous improvement. All study circle organisations in Sweden have to come up to certain standards, set by the government. There are rules and regulations about the number of participants in a study group, the courseleader/ teacher, the list of attendance, the pedagogical environment, course plans and work plans, study visits, visits from experts and about distance study circles. The study circle organisations are required to have internal systems for following up, evaluating and checking. Every year there is a quality audit - What follow up and evaluation work has been done? What is the result? What development work has been done? What is the result? The quality audit is performed as self assessment and peer review.

UK:

Quality in UK adult education institutions is highly regulated and comes under the remit of the dedicated inspection body, Ofsted¹. It regularly inspects all educational provision funded by the public purse in all sectors, for both adults and children. It uses a framework called the Common Inspection Framework for making all judgements on quality and performance and gives one of four grades which are as follows:

- Grade 1 outstanding
- Grade 2 good
- Grade 3 satisfactory
- Grade 4 inadequate

An individual grade is given for a number of different aspects, including the quality of provision, and an overall grade is then awarded for overall effectiveness. Observation of Teaching and Learning (OTL) is a highly important aspect of any inspection which always includes interviews with learners themselves. OTL is an integral part of any educational institution in the UK and is carried out on a regular basis outside of the formal inspection process. Peer observation is also very commonplace. Rigorous inspection has become an embedded and routine aspect of teaching in the UK and although it can be stressful, does play an important role in raising quality in education.

¹ Office for Standards in Education, Children's Services and Skills

2.2 BENEFITS AND CHALLENGES OF QUALITY ASSURANCE

Across the partnership it was perceived that quality assurance has the following benefits to the learner:

- It leads to a better learning experience.
- It helps learners to have realistic expectations (via initial information, advice and guidance, initial assessment etc.).
- It helps learners to understand their rights and responsibilities.
- It can make learners think about how they learn.
- It can encourage learners to become more involved and share the responsibility for the learning process.
- It can make the learning process more transparent (e.g. by explaining aims and checking that they have been achieved).
- It can help learners to feel more valued.
- It should help them to achieve better results.

For teachers benefits are as follows:

- It helps teachers think about how they teach.
- The teachers should feel more valued (e.g. continuing professional development, feedback from lesson-observation).
- Teachers have the support of planning tools, e.g. schemes of work, lesson-plans,
- Teachers get feedback on how they are doing (e.g. from lesson-observation or from talking to their learners).
- Teachers understand what is expected of them.
- Teachers may become more interested in their professional development.
- Teachers share responsibility for the learning process with their learners and the institution.
- It forces the teachers to reflect upon aims and learning-outcomes.

Finally benefits for the institutions are:

- Institutions develop a common understanding of what constitutes high quality teaching and learning in order to ensure that provision for all of the learners is of the same high quality.
- Institutions ensure that the needs of learners, teachers, administrative and support staff and also, in some cases the needs of the community and employers, are met.
- Institutions develop their reputation and are more successful.
- Institutions know more about their teachers and learners, the quality of the provision and what needs to be improved.

But while quality assurance has clear benefits for all involved in the learning and teaching process, it also poses clear challenges:

- It can cause stress and damage confidence to teachers, managers, administrative staff (eg inspections, observation).
- It can be annoying for learners, teachers and administrative staff (evaluation forms).
- The implementation can meet resistance and become really time-consuming.
- It is difficult to include part-time teachers or free lancers in meetings, teacher training, and continuing professional development.
- Lesson observation, as a tool for quality assurance, depends a lot on the quality and the aims of the observation.
- It can encourage teachers to meet targets at the expense of following best practice.
- It tends to rely on statistics which don't always tell the whole story.
- It is not an end in itself. It must be a tool for improvement.
- It can be costly.

3. WHAT IS A GOOD TEACHER? - LEARNERS' AND TEACHERS' VIEWS ON WHAT CONSTITUTES 'QUALITY' IN LANGUAGE LEARNING IN ADULT EDUCATION

This report was carried out as part of the QualiT project, a project funded under the European Commission's lifelong learning Grundtvig programme. The aim of the project is to compare the role of quality management in adult education in general, with special regard to quality in language learning in the various countries and within the different types of organisations involved. This report is one of the products of the QualiT project, based on a survey of learners and teachers carried out in the seven countries within the partnership, the UK, Spain, Czech Republic, Estonia, Sweden, Germany and Austria. The aim of the survey was to find out and compare the views of learners and teachers on what constitutes 'quality' in language learning in adult education.

TERMS OF REFERENCE

The survey was carried out electronically using Survey Monkey, a free online survey facility. The survey was available in English, Spanish, German and Swedish and respondents were able to complete the survey in whichever language they felt most comfortable with. The number of respondents per country was as follows:

	Teachers	Learners
Austria	251	128
Czech Republic	4	25
Germany	77	62
Spain	43	350
Sweden	18	165
UK	28	41
Estonia	4	28
TOTAL	425	799

The same five questions were put to both teachers and learners, with some variations in the list of choices. A full list of questions can be found in Annex 1. The five questions were:

1. What is most important for you? A good teacher ...
2. In the classroom, a good teacher ...
3. I learn best when ... (learner question) / My learners learn best when ... (teacher question)
4. What is important to you about the institution?

5. What is important to you during your course other than the teaching? (learner question) / What is important to during the course other than the teaching (teacher question)
6. Which language are you learning? (learner question) / Which language are you teaching? (teacher question)

FINDINGS

An analysis of the findings are as follows:

What is important in a good teacher

For learners, the most important aspects of being a good teacher were that they knew their subject well, they were encouraging, supportive and approachable, that they explained things clearly and were well-prepared. Teachers agreed with these opinions although they also felt it was important that teachers were enthusiastic. An aspect which learners felt was least important for a good teacher was that they were a native speaker of the language they were teaching or that they had undergone teacher training. Teachers agreed with both of these points. However learners of the Estonian language thought that being a native speaker of the language being taught was one of the most important things.

What makes a good teacher in the classroom

Learners in all countries felt that all of the choices offered for what makes a good teacher in the classroom were important and none of the aspects given were considered unimportant (see Annex 1 for copy of survey). This suggests that learners have high expectations of their learning experience. Aspects that scored most highly were that teachers should make learners want to learn, that they are able to adapt their teaching to suit the different abilities within the class, that they have high expectations of their learners and that they ask for feedback from learners on whether they are meeting their learners' needs. Lessons should also be fun. However only learners in the UK felt that it was particularly important they should be involved in the planning of the programme. Interestingly this was also the aspect felt to be least important to teachers. Teachers also felt that having high expectations of learners was not so important, which was somewhat at odds with the learner view. What was most important for teachers in the classroom, in line with learner opinion, was that they should be able to make learners want to learn, that they treat learners as individuals, that they make lessons fun and were able to adapt to suit different learners' ways of learning.

How learners learn best

Learners felt that they learned best when they understood the aim of the lesson and how it was helping them to learn, that they know how well they were

progressing and that they had clear instructions from their teacher. Learners in Spain, Sweden and Germany also felt it important that they do extra work outside of the classroom. What was least important to learners was that they have regular tests and that they have some choice in what they do. The only country where learners felt that this was important was in the Czech Republic. Teachers concurred with all of these opinions, both of what was most and least important, although teachers felt that it was also important that they provided a variety of learning activities. There was a slight anomaly in the opinion of learners and teachers in Estonia in that learners felt they learned best when being able to work on their own, whereas teachers felt that they learned better when practising with other learners.

What is important about the institution

Most important for learners about the institution was that it was easy to enrol, that the non-teaching staff were friendly and supportive and that there was a good choice of courses and levels. Learners in Estonia also felt that it was important that they received a placement assessment to ensure they got onto the right course and teachers in Estonia felt it was important that buildings were accessible. What was not considered so important was that it felt safe and was well-lit at night, possibly suggesting that all institutions included in the survey are in safe and well-lit areas. Also considered of little importance was the opportunity to take a recognised exam. However, there was a marked difference on this point in the responses from Spain whose learners felt that this was one of the most important aspects for them. Teachers responses correlated to those of the learners and in addition they felt that it was important for them to have opportunities to update their skills (this choice was only available in the teacher survey).

What is important during the course other than the teaching

Most important for learners was that the classroom was clean, comfortable and at the right temperature, as well as that they were able to progress from one class to the next. It was also important that the course was good value for money, although one difference of opinion came from learners in the Czech Republic who considered this to be one of the least important factors. Learners in all countries were unconcerned about whether they could easily get refreshments or socialise with other learners. Teachers agreed that it was most important for the classrooms to be clean and comfortable and that courses should be good value for money. Of importance to them also was that they had sympathetic managers who took an interest (this choice was only available in the teacher survey).

Languages studied and taught

Learners taking part in the survey were studying a range of languages, which mirrored the languages being taught by teachers who took part. The language classes covered by the survey were Arabic, Chinese, English, Estonian, French, German, Italian, Russian, Spanish and 'other languages'.

Learners of English provided by far the most responses to the survey in all countries, with the exception of Sweden where the highest number of responses came from learners of 'other languages' and in the UK where English was not included in the survey. In the UK survey, most responses came from learners of Italian followed by Russian. This is possibly because the teachers involved in carrying out the survey were teachers of Italian and Russian. This, together with the fact that the number of learner respondents was quite small (41), this picture cannot be taken as a true reflection of the languages actually studied in the UK. However in the other countries taking part, it may be that English can be considered as one of the most popular languages being learned.

Survey of institution leaders

Following the teacher and learner survey, a small scale survey was carried out with leaders and managers within adult education institutions. Some of the leaders were senior managers who were not solely responsible for languages whilst others were managers of language provision. The purpose of asking leaders and managers was to see whether there were any major differences between how managers viewed quality as compared to teachers and learners. The questions asked of this group were largely the same as had been asked of teachers and learners and a total of 27 people responded across all of the seven countries. What managers and leaders felt constituted quality largely mirrored the same qualities as reported by teachers and learners: sound subject knowledge, the ability to explain things clearly, the ability to encourage learners and to be friendly and supportive. What they considered to be less important were also the same factors as reported by teachers and learners. They considered that it was not essential for teachers to be native speakers of the language they were teaching, it was not essential to include learners in planning or to carry out regular tests or offer learners the opportunity to gain formal qualifications.

CONCLUSION

Although this survey cannot be considered to be wholly scientific in that i) some of the questions were somewhat unclear or repetitive and ii) response rates were quite small, particularly in some countries, it does provide some interesting findings and considerations. What seems clear is that learners and teachers from all countries, despite learning or teaching a variety of languages in very different

situations, have a universal idea of what they consider to be a high quality teacher and a high quality learning experience. One surprise in the findings was that neither learners nor teachers considered that teachers needed to be native speakers of the language to be a good language teacher, despite a widely-held belief within the teaching profession that this is essential. Also surprising was that teacher training was not considered to be so important by learners or teachers, although this could be because teachers are already well-trained and therefore the consequences of a lack of teacher training may not be visible. It was clear that both learners and teachers do not in general believe that gaining a formal qualification is important or that learner autonomy was highly valued. This latter point is also quite surprising. The results of the small survey carried out later with leaders and managers was surprising in its similarity to the findings of the teacher and learner surveys. It had been widely expected that the emphasis on value for money would have come out stronger in this group. However, these findings must be considered in the light that the number taking part in this latter survey was very small.

4 IMPLEMENTATION OF QUALITY

4.1 THE ROLE OF THE INSTITUTION, THE TEACHER, THE LEARNER

All three groups should play an active part in ensuring quality and their roles are inter-dependent.

It is the responsibility of managers to ensure that:

- they develop an holistic approach towards quality within the institution
- effective quality systems are in place, are understood and followed and have an impact on quality
- quality measurements are in place
- all staff are involved in and fully informed about the on-going quality process
- sufficient time and priority is given to implementing quality systems
- they personally have the courage to implement the necessary changes
- teachers have appropriate qualifications and social skills
- teachers have the opportunity to take part in continuing professional development
- they personally keep up to date with what is going on in the classroom and in the education world in general
- the facilities and atmosphere are suitable for teaching and learning
- there is a system which ensures that learners are put on the right course
- the necessary resources are provided eg sufficient staff, equipment, materials
- all the teachers feel part of the institution (including part-time, freelancers, etc.)
- all staff uphold the values of the institution
- a high quality learning experience is provided in relation to fees paid by learners
- they personally are approachable and open to suggestions from teachers and learners

It is the responsibility of teachers to ensure that they:

- negotiate and agree clear and realistic learning targets with the learners
- plan lessons thoroughly to meet learners' needs and agreed targets
- use appropriate resources and activities to inspire learners and meet their individual needs and learning styles
- create an enjoyable and motivating learning experience
- transmit knowledge clearly and at an appropriate level for their learners
- offer continuous feedback and encouragement to learners

- monitor learners' progress regularly eg to make sure they are on the right course and/or learning at their individual pace
- encourage learner autonomy and teach them how to learn
- give information, advice and guidance about further learning opportunities
- encourage feedback from learners, reflect on their own practice and remain open to change
- give priority to taking part in continuing professional development and updating their professional skills
- keep up to date with what is going on in their institution
- uphold the values and the reputation of the institution
- exploit the facilities to create the optimum atmosphere for teaching and learning
- implement the CEFR and use the ELP wherever appropriate
- understand and fully participate in implementing quality systems
- give sufficient time and priority to implementing quality systems

It is the responsibility of learners to ensure that they:

- take responsibility for their own learning, both inside and outside of the classroom
- turn up regularly and on time for classes
- show respect for the teacher and their fellow classmates
- follow the required standards for classroom behaviour
- take part in setting their own goals and targets for learning
- communicate their needs clearly
- reflect on and monitor their own progress
- contribute in class
- offer constructive feedback

Possible conflicts and suggested solutions in relation to quality management:

CONFLICTS	SUGGESTIONS
Managers: "learners are customers" Teachers: "learners are learners"	Good business strategy. Involve teachers in decisions. Approachable manager.
Is the learner always right?	A complaint procedure is required. All complaints are considered to be of equal importance.
Observation is threatening.	Try to make observations more helpful, provide more support for teachers, give feedback to teachers. An impartial and qualified observer, not a manager.

	Observations should not be triggered by complaints.
Conflicting expectations.	Good communication between all 3 groups is needed: managers, teachers and learners
Size of the groups: "Bigger groups mean more money."	Set flexible fees: Offer fewer hours for smaller groups or increase fees to ensure course is viable. Set maximum and minimum number of learners.
Paperwork takes time from lesson planning	Set realistic goals. Create balance between process and outcome.
Low participation of freelancers in training.	Use different incentives (eg. better chance of getting a course, free refreshment) to attract freelancers, ensure that they do not see training as punishment or criticism
Many different and conflicting priorities	Communication. Manager listens and negotiates solutions.

4.2 THE ROLE OF TEACHER TRAINING

As teachers face constantly new challenges they should be aware of both initial and continuous training. Therefore teacher training has to be seen as an inseparable part of quality management and should be integrated into the language policy of the institution.

Initial Teacher training

1. People who come to work in adult education may have already had some teacher training. By initial teacher training we mean the training required by the institution before offering teachers employment and the amount and content of initial training required can vary. Initial teacher training is essential for people who have no pedagogical background.
2. Good communication between the institution/line managers and teachers is essential in order to ensure that teachers understand the institution's requirements. These requirements include the institution's language policy and its teaching approach. During the first year of teaching in Spain, the teacher is supervised by both the line manager and an institutional inspector. The results of the supervision and observation are documented in a final report, which will influence the renewal of the teaching contract. It is important to find out what the needs are and to offer relevant training that meets the needs both of the institution and of teachers. Line managers should communicate what teachers will gain from any training on offer, for example

job satisfaction, increased self confidence, higher self-esteem, enhanced career prospects. Teachers should be aware that training influences quality and that it is important. Mandatory initial teacher training varies greatly from country to country and can last from 1 day (Sweden) to 5 days (some parts of Austria) to several months (UK). Most initial teacher training includes topics such as institution and language teaching policy, learning styles and strategies, teaching methodology and practical tips, target groups, lesson observation, CEF (Common European Framework) levels, lesson planning, the running and evaluation of the class as well as some intercultural learning.

3. We recommend that teachers undertake more rigorous initial training, especially those who have no pedagogical background at all. Flexibility of time and place will be needed to attract teachers to training. Based on their experience, project partners suggested the following criteria to encourage teachers to attend training sessions:
 - attractive marketing
 - creating a bonus system for teachers
 - providing food and a friendly, supportive atmosphere
 - providing suitable and flexible time-table for training sessions
 - providing follow ups of trainings where teachers give some feedback of approaches they have implemented

4. The right balance between practical experience and theory should be found. Teachers should have the opportunity to exchange their own experiences and learn from each other. Some suggestions are as follows: lesson observation; trial lesson; learning new foreign languages in other teachers groups (Austria, UK, Estonia, Sweden), brain storming sessions about teaching, exchange of teaching experience at Ideas Market (Spain). The Teachers Ideas Market is usually a two-day session. Teachers choose the topics they would like to talk about and all participants can choose what workshop they would like to attend. Each group gives feedback on their workshop and the summaries are disseminated to all the participants. Teachers can also make “book presentations”, on the topics related to good practice in teaching and learning (UK).

5. Peer observation should be encouraged and seen as a useful means of training. The ability of teachers to be able to reflect on their practice cannot not be taken for granted, therefore teachers should be provided with guidelines on how to do this.

6. The institution/line managers provide the teachers with opportunities to meet on a formal and informal basis, e.g. the annual teacher conferences (Germany); market of ideas (Spain); in-company-parties and training tours (Estonia); World Café (Austria). Other suggested methods and formats:

- tandem learning between teachers (two teachers meet regularly and teach one foreign language to each other. So they can share their teaching methods and find out about their learning styles (Estonia)
 - mentoring and co-training, coaching systems (UK, Czech Republic)
 - online training and guidance (e.g. examples of good practice on moodle).
7. The teacher is encouraged by regular feedback on his/her progress and constant feedback given by the institution. The progress could be documented in the teacher's Portfolio (Austria, Germany).

Continuous professional development

The institutions make teachers aware of the importance of continuous teacher training to face the challenges occurring whilst teaching.

1. Institutions should find new ways of attracting teachers to training sessions. Examples:

- Encourage them to mentor new teachers (senior experts).
- Offer training on a flexible basis throughout the year. For example the Euroлта² scheme is broken up into standalone workshops but it is possible to combine them. To ensure that learning is embedded, Sweden, for example, includes a follow up Online Module.
- Offer training in sub-regions at the place of teaching. Offer a starter module and offer more detailed modules later. Austria, for example does follow-ups on conferences, theme days and its world café.

2. Institutions look at teachers as individuals and support them in their development.

It is important to acknowledge their progress continuously. Some examples:

- acknowledgement and recognition through a credit system called Weiterbildungsakademie (Austria)
- Action Research is another possibility for teachers to reflect on their lessons, analyze them and carry out research on how a certain aspect of their lesson could be improved
- "EuroPass"³ can be used as an example for making competences and progress visible in adult learning education, and include a record of the training undertaken. This will raise motivation.

3. Line managers should take an active role in teacher training. Examples:

² http://www.icc-languages.eu/what_is_euroлта.php

³ <http://europass.cedefop.europa.eu/>

- They could organize supervision or teachers' meetings and provide an environment for informal discussion (staff room, end of term parties, common breakfast).
 - They could observe teachers in their classrooms and then advise them about any training needs,
 - Informal networks, discussion platforms, like "Moodle"
4. Possible Training topics for example:
- UK - DTLLS (Diploma in Teaching in the Lifelong Learning Sector)/PGCE (Post Graduate Certificate in Education)- look at specific aspects of teaching theories; discuss experience and good practice (analytical and reflecting)
 - "Group dynamics" in language learning group
 - "The importance of psychology in language teaching", how to keep up motivation and how to support learners (Estonia)
 - "The role of intercultural awareness and competences", through the modular system of Xpert (Germany)

5. QUALITY ASSURANCE TOOLS

Adult Education Institutions across Europe use a wide range of quality assurance tools. In Quali-T we have defined a number of categories which we structured according to different aspects. We also collected a number of examples of good practice which we arranged in these identified categories, detailed below. The country of origin is indicated beside each tool and if there is interest in a specific document, the partner concerned can be contacted. See page 29 for partner information. Of course, this list is not all-encompassing but it is meant to give an idea of tools used in the partner countries. The examples we have collected are mainly forms and templates which can be adapted according to individual requirements. The templates are in the original languages but if need further information is needed, the partner responsible can be contacted.

In the course of the partnership we realized that there might be a discrepancy between the need for quality control and the benefits of autonomy of the learners as well as the teachers. Quality assurance tools in themselves only lead to better language teaching and learning if they are used well. It is important to find a balance between creating a good learning environment (atmosphere in the classroom, friendliness...) and using quality assurance tools. Additionally it is really important to make sure that the tool you are using meets your objectives.

Consider using different kinds of tools such as interviews, self-reflective tools or written forms and cover the whole range of tools as indicated below. The use of

quality assurance tools should involve all three groups: the learners, the teachers and the institution.

- Initial assessment

a) *Placement tests* (examples of placement tests from Germany for learning English, French, German, Spanish, Italian, Chinese, Danish, Russian, Swedish and Turkish)

b) *Self-assessment*

Global scale of CEFR (Austria, Germany)

ELP-Checklists (Austria, Germany and many others)

c) *Interview* (Austria, Estonia)

These three tools can be used individually or in combination.

- Induction procedures and agreements

General information for new teachers (example from Czech R.)

Course-information for teachers (example from Czech R.)

Course-attendance form

Learning-contract between the learner and the teacher (UK)

- Planning, assessment for learning and evaluation

Template for course-planning (Sweden)

Template for lesson-planning (Austria)

Checklist for the teacher before the course-start (Estonia)

Progress-assessment: The Swedish framstegsbedömning is a template used when assessing progress. It is a list with skills such as reading, writing, vocabulary, grammar etc. where the learner assesses his/her progress and the teacher can assess it as well. This serves as a basis for discussion.

Learning-log: the Swedish loggbok is a simplified learning log to be used by learners.

Midterm-evaluation-form trying to trigger information about speed, work-book, balance of skills etc. (Sweden).

Template for teacher-report on a seminar or course (Germany)

Template for course-evaluation (Czech R., Estonia)

Evaluation form for participants of teacher training (Germany, Estonia)

- Lesson observation/ inspection

Guidelines for observation (examples of checklists from Germany, UK, CZ, Unterrichtsbeobachtung/-bewertung von HoU)

Observation-form (CZ, Austria, UK)

Recommendations for feedback (checklist from Austria)

- Self-assessment for teachers and learners

Guideline for teachers and managers how to work with the ELP (Germany)

Teacher-portfolio (Austria, Germany)

ELPs (Germany, Austria etc.)

-
- General standards (e.g. LQW, ISO)
Organizational chart for quality assessment (Austria)
 - Professional standards (for language teachers)
For more detailed information compare 2.1
Profile for language teachers (self-assessment form, Austria)
 - Performance indicators
All the partners of the project collect data for statistical reasons (retention, recruitment figures etc.). This material provides more transparency and shows them areas for improvement.
Yearly report on language-learning at Austrian VHS
 - Quality criteria for teaching and learning (materials, „principles“, etc.)
Professional standards (UK)
Teacher-profile (checklist with competences required, Austria)
 - Teacher training – Teacher development
We consider teacher training/development as essential to guarantee good-quality teaching.
For more details see 4.2

6. EVALUATION OF TEACHING – HOW TO DO IT RIGHT; PROS AND CONS

6.1 OBSERVATION

From this project we have learnt that lesson observation in teaching languages in adult education is carried out in different ways depending on the country and the legal framework of each institution. The most common methods are as follows:

a) **Standard lesson observation.**

Lesson observation is carried out by several countries in various ways. In the UK, for example, lesson observation is a routine part of quality assurance and has become mainstream in adult education. It is carried out by the institution and takes place at least once a year. The person doing the observation is usually of a higher grade than the teacher, for example the head of the department or line manager, and they have to complete a detailed form which is specific for language teaching. This standard form is provided by management and is considered a vital tool for quality assurance. It follows the same grading and conditions as the Common Inspection Framework which is used for inspection. Teachers are given a grade, there is feedback and if necessary the lesson observation is repeated in order to give teachers a chance to improve. All teaching staff must be observed. Observations are also carried out in Austria but are used more as a means to improve the teachers' performance rather than as a formal quality assurance tool. Observations are carried out by specially trained teachers and feedback is essential as part of the process. Grades are not given and observations do not affect the teachers' position within the institution. In some countries, for example Spain, observation only takes place at the beginning of the teacher's professional career. Its purpose is to check that his or her performance meets the requirement established by the institution. An educational inspector is in charge of carrying out these observations.

b) **Initial lesson observation.**

In some countries although it is not compulsory, it is considered advisable for new teachers at the beginning of the academic year to observe lessons delivered by experienced teachers. The objective is observe good practice in methods and approaches to teaching languages to adults. In some countries, the initial lesson observation is part of teacher training.

c) **Peer observation.**

This kind of observation offers an exchange of experience between two language teachers. Both teachers attend each other's lesson and then exchange feedback on the lesson.

How to do lesson observations well

Standard lesson observation

Pros

- Most teachers will undergo the same standard procedure because it is part of the institution's policy.
- The existence of a detailed standard form for the lesson observation is important. This form covers both the positive and the negative aspects.
- There is feedback coming from the observer.
- This observation points out what must be improved in the teacher's performance (as well as what they are doing well).

Cons

- This type of observation can be viewed as aggressive by the teachers.
- It is stressful as the teacher can feel that they are being judged.
- The goal of this observation is to check not only the quality of the teaching but also the administrative requirements expected by the management.
- The teachers' performance is delivered within a stressful atmosphere.

Initial lesson observation

Pros

- The new teacher learns from experienced colleagues.
- It is a way of giving confidence to the new staff.
- The new teacher receives professional backing right from the beginning.
- It makes new teachers meet and collaborate with the rest of the staff.
- It gives them a sense of belonging to the institution.

Cons

- There is no established time to comment on the lesson: questions, doubts, etc.
- It is very stressful for a new teacher before and during the observation.

Peer observation

Pros

- It is the most natural way of observing lessons because both participants, the observed teacher and the observing teacher, are at the same level. They are able to empathise.
- The amount of stress felt by the observed teacher is considerably reduced in comparison to the standard type of observation mentioned above.
- Observation can be an important part of CPD (Continuous Professional Development)
- Peer observation can create a sense of sharing problems and also finding solutions together with workmates.

- It can also be reassuring for the teacher to listen to a workmate commenting on positive aspects of the lesson observed.
- It contributes to an increased sense of belonging to the institution.

When implementing peer observation in the classroom, some difficulties can arise and these might be dealt by using the following strategies:

Difficulties	Strategies to sort out difficulties
It could have a negative impact if the two teachers do not have a good working relationship.	Do not force teachers into observation partnerships if they report a genuine clash of personalities
There is no feedback or information being delivered back to the management.	The aim of peer observation lies in the exchange of experiences among the teaching staff. Managers should accept this as a way of teacher training.
It does not necessarily imply that improvements will take place.	The teachers are bound to see other ways of teaching which, at the same time, can help to create a collaborative atmosphere and reflection.
Feedback may be incomplete because teachers feel reluctant to express criticism towards a peer; they could be afraid of damaging their working relationship.	Encourage teachers to ask questions of each other rather than pass direct comments.
From the managers' point of view, peer observation could be seen either as a waste of time and money.	Managers must be convinced that peer observation is an investment in quality in the long run.
The observing teacher is not necessarily an experienced observer.	The role of the observer must be agreed in detail beforehand, for instance, where to sit, whether to integrate or not within the group, etc.
A non-experienced observer can make the mistake of expecting a specific type of lesson.	The observer should enter the classroom with an open mind and without preconceptions.

6.2. EVALUATION OF LEARNING

Evaluation of learning is an essential part of the learning and teaching experience. It helps learners, teachers and institutions to recognise progress being made in learning and to improve teaching. Evaluation of learning is an ongoing process; it takes place before placing a learner into a course, during the learning process and again once the learner comes to the end of a course. There are many

tools which an institution, a teacher and a learner can use to evaluate learning. See the table below.

I - institution
T - teacher
S - learner

PLANNING AND EVALUATION	TOOLS AND METHODS	WHO USES THE TOOL
Initial assessment of learners' needs	- placement tests	I
Finding the learners' appropriate level from the beginning will help both teachers and learners.	- interviews	I
	- trial lessons	I, T, S
	- checklists (for assessment of your initial language knowledge)	I, S
	- a language biography (to summarise your language history in order to raise your confidence)	I, T, S
Learner needs analysis once on course	- group discussions	T
Once learners recognise their needs they are more inclined to take more responsibility in the learning process.	- questionnaires	T
	- European Language Portfolio	
Reaching targets	- checklists and can do lists	T, S
How can we know (learners, teachers and institutions) that the learners are reaching their targets? When and how to assess this?	- feedback (learner- learner, learner - teacher. In small institutions feedback teacher - institution and learner - institution is possible). Institutions should always be accessible for learners.	S, T, I
Assessment and self-assessment is an ongoing process which should take place during the learning process. Don't attempt to do this all in the first few lessons. It can be done as a part of a lesson or as homework. Make learners aware of achievements to build their confidence.	- individual learning plans will help learners to monitor their progress	T, S
	- testing (sometimes required by curriculum sometimes optional)	T, S
	- pair or group activities - posters or discussions	T, S
Learners should take the main	- European Language Portfolio	

PLANNING AND EVALUATION	TOOLS AND METHODS	WHO USES THE TOOL
responsibility for their progress but with the support and help of teachers.		
<p>Learning how to learn</p> <p>Learners might need help to find the best methods and tools that work for them.</p>	<ul style="list-style-type: none"> - Use different activities on learning styles and strategies which can help learners recognise their learning style. Let learners share their tips and tricks of learning. - European Language Portfolio 	T, L

Evaluation helps us to validate the whole teaching-learning process and is directed towards its improvement through regular feedbacks.



Verband Österreichischer
Volkshochschulen

7. PARTNERS

AUSTRIA

The Educational Work of Adult Education Centres in Austria

Adult education centres are the largest continuing education institutions in Austria with around a half million course participants in around 47,000 courses and seminars. The first adult education centres in Austria were founded in Krems an der Donau in 1885 and in Vienna in 1887. There are 272 at present, which means that there is always one nearby. The Association of Austrian Adult Education Centres (VÖV) was created in 1950 as the umbrella organisation.

The educational offer ranges from different course formats, lectures and training courses to study trips, exhibitions and e-learning courses. The spectrum of work includes 60 different languages, numerous health and exercise offers for every age group, second-chance education as well as professional, political, social and cultural education and science communication. The offer is based on current needs and interests. It incorporates the latest pedagogical and scholarly findings, is quality assured and increasingly meets European standards.

The work of VÖV

The Association of Austrian Adult Education Centres (VÖV), together with its Educational Work and Research Unit (PAF), plays a coordinating role between educational policy work and pedagogical work, and acts as a service institution for its members, the regional associations.

- Representation of educational policy
- Networking and coordination work for regional associations
- Participation in a variety of national and international projects
- Educational research and statistics
- Scholarly examination of socio-political, historical, pedagogical and didactic developments
- Language didactics and policy (for example, language portfolio, curriculum development, quality standards and multilingual didactics)
- Certificates (e.g. ÖSD and telc)
- Adopting its role as an international representative
- Proposal and organisation of discussion processes
- Fundraising and allocation of subsidies
- Continuing education of staff
- Publication work
- Publishing of "Die Österreichische Volkshochschule" (The Austrian Adult Education Centre) magazine
- Granting of awards and honours

- Organising and hosting events

More about the institution: <http://www.vhs.or.at>

Institutions involved from Austria:

Die Wiener Volkshochschulen www.vhs.at

Volkshochschule Tirol: www.vhs-tirol.at

Volkshochschule Salzburg: www.volkshochschule.at

British Council, Austria: www.britishcouncil.org/de/austria.htm

Czech Republic:



Educa - Educational Centre is a small private educational centre functioning in the field of lifelong adult education since 1991. Educa prepares and organizes training in various skills: languages, IT, accountancy and taxes, etc. One of the main activities is providing complete language services: preparation and realization of language courses and training, translating and consulting services. Educa teaches English, Spanish, Italian, French, German, Chinese, Russian, Polish and Czech. We have about 500 adult language learners per year and up to 20 teachers of languages. The Centre uses modern, communicative methods of learning. Educa has experience of using the European Language Portfolio and its methods of teaching/learning, methods of assessment and self-assessment, also flexible teaching/learning and other methods, suggestopedia, multiform teaching.

Educa is a Ministry of Education, Youth and Sports Accredited Institute, providing accredited courses for teaching professionals and requalification courses. We are a member of the Czech Chamber of Commerce, the Czech Association for Adult Education, and the Association of Teachers of English of the Czech Republic. Educa is contracted to the European Commission and the European Parliament to provide translations.

Educa is prepared for ISO 9001 certification and is very much interested in various quality issues to provide high quality services to its customers. The centre has experience in national and international projects. We have participated in several projects concerning European Language Portfolio in the frame of Sokrates, Grundtvig, in Leonardo mobility projects and Lingua.

More about the institution:

www.educa-jbc.cz

Estonia:



Language School Sugesto was founded in 1991.

Sugesto is a private training center that runs language courses for adults and provides training seminars for adult educators. In our courses we use the method of Activation of Individual and Group Potential that is based on suggestopedia.

We are involved in projects that provide Estonian language to job-seeking migrants and to the unemployed Russian-speaking population. Sugesto has a license from the Estonian Ministry of Education as a qualified adult language education and teacher training provider. Sugesto Ltd is a representative of International Self-Esteem Association in Estonia. From 2005 to 2007 Sugesto was a coordinator of a Grundtvig II learning partnership project named European Language Teaching Exchange (ELTE).

More about the institution: www.sugesto.ee

Germany:



The Thüringer Volkshochschulverband e.V. is the umbrella organisation of the German adult education centres (Volkshochschulen) in the federal state of Thuringia.

Adult Education Centres have a long tradition in Germany. The first Thuringian adult education centre was founded in 1919. After the political changes in Germany the Thuringian Association of Adult Education Centres started its work in 1990. Since 2000 we have been actively involved in projects on a national and European level.

The Thuringian Association of Adult Education (TVV e.V.) is the regional umbrella organization of the 23 adult education centres (Volkshochschulen) located in the communities or major cities of Thuringia. As an umbrella organization we provide services for our members, including lobbying. In a broader sense, we aim at the promotion of adult education in general and in political, cultural and professional terms. We are involved in the implementation of lifelong learning by raising consciousness among the wider public and by working on improving its basic conditions.

We offer train-the-trainer courses and we carry out projects both as coordinator and as partner, including projects in European programmes like GRUNDTVIG or LEONARDO.

Furthermore we are an authorised centre for a wide range of examinations, including Cambridge ESOL examinations.

The TVV e.V. is associated with a wide network of institutions in Thuringia, in Germany and across Europe. We work with regional ministries, adult education organisations all over Germany, schools, the Thuringian teacher training school,

social partners, publishers, chambers of commerce, political representative, etc. We are a member of the German Association of Adult Education (DVV e.V.), the Federal Association of Literacy and Basic Skills and the Thuringian Consortium for Adult Education.

More about this institution: www.vhs-th.de

Institutions involved from Germany:

- Volkshochschule Gotha, adult education provider, 5 staff, more than 3000 learners per year
- Volkshochschule Arnstadt-Ilmenau, 9 staff, more than 6300 learners per year

Spain:



Escuela Oficial de Idiomas (EOI) de Palma de Mallorca, the Official School of Languages, is a state-run school in Palma de Mallorca in which only languages are taught. It forms part of a large net of more than 250 official language schools distributed all over Spain. In the bigger ones, for instance, Madrid or Barcelona, there is an offer of more than 20 languages. The EOI of Palma de Mallorca offers the possibility of studying 9 different languages: English, German, French, Italian, Russian, Arabic, Catalan, Chinese and Spanish as a foreign language. At the time of this report, we have an intake of more than 7000 learners.

There is great diversity among the learners that come to an Official School of Languages: high school learners, university learners, professionals, housewives, unemployed people, etc. The ages of the learners can vary from 16 (minimal admission age for English) up to 70 years old or even more. It is public education (funded by the administration) but not compulsory education. As we normally have a large number of adult learners, motivation tends to be much higher than in high schools. Another characteristic is that we do not face serious problems of discipline or disruptive behaviour among our learners.

There are eight courses according to the different levels established in the European Framework for Languages: from A1 to C2. Learners must take an exam in order to obtain a Spanish official certificate of each level: A1, A2, B1, B2, C1 and C2.

Prospective learners who already have some knowledge of the language and would like to enrol directly in any course of the School can take a levelling test. Depending on their achievement in the test, the school will tell them to register in the corresponding level.

The level certificates awarded by the Official School of Languages are recognized by the Spanish Ministry of Education and by all the regional administrations. The education authorities also recognize these certificates as merits to take part in competitive exams and in national and regional transfers within the different administrations.

More about this institution: <http://www.eoipalma.com>

Sweden:

Folkuniversitetet - a brief history

Folkuniversitetet first emerged as a national organisation in 1942, but its origin can be traced back to 1917 and the creation of an association of a people's university. But in the 1930s, university students and teachers were organising evening courses and lectures for people lacking formal education. In 1947, Folkuniversitetet was established as a state supported organisation within adult education, an open university in the true sense of the word. During the fifties and sixties Folkuniversitetet rapidly developed as the main supplier in Sweden of foreign language courses and Swedish for immigrants. In the 1970s and 1980s Folkuniversitetet became a leading actor in lifelong learning.

Folkuniversitetet in Sweden

Folkuniversitetet consists of five legally independent trusts (regional offices) attached to the universities of Stockholm, Uppsala, Göteborg, Lund and Umeå. Each region has a board of directors appointed by the local university. There are a total of over forty local branches throughout Sweden. The national office is located in Stockholm. Every year we welcome over 140 000 learners to a variety of lectures, short courses or full time study programmes. We employ around 400 teachers on a full time basis and a further 4 000 part time. An administrative staff of some 500 people works with administration and development.

Cooperation with the Universities

Through its link with the universities, Folkuniversitetet is able to provide the general public, businesses and organisations with the best available knowledge drawn from current research. Developments in pedagogy and teaching methodology are of particular interest to us. We have a long tradition of successfully introducing new teaching methods into adult education.

A long tradition of international involvement

Folkuniversitetet runs a considerable number of internationally oriented activities both in Sweden and abroad. Examples of this include our extensive line of language courses, our language schools in Europe and various projects with an international focus.

Teaching, learning and personal development

Our vision is to provide people with the best possible prospects for a richer life, both in a private and professional context, by enabling them to continuously add to their knowledge and develop their skills through a variety of creative activities.

Our pedagogical concept

Our underlying approach to teaching is that the methods used should be adapted to the particular requirements of the learners. Secondly, we aim to provide our learners not only with an expanded knowledge of the subject matter but also with a broader intellectual outlook in general. A further important aspect is that the knowledge and skills acquired by learners should be of practical use.

Open to all

Folkuniversitetet runs both credit and non-credit courses. We welcome learners from all backgrounds and age groups.

A major language training organisation

Folkuniversitetet runs language courses in about 35 different languages at levels ranging from beginners to advanced. Our courses are adapted to the needs and requirements of the learners and are designed to equip them with practical language skills. We have been involved for many years with international language examinations and assessment. We are an authorised centre for the Cambridge and IELTS examinations in English. A further service we provide is in the assessment of individual language proficiency. Here, a candidate's ability in the various language skills is represented in the form of a language profile corresponding to the The Common European Framework of Reference, CEFR. Folkuniversitetet offers an international examination in Swedish as a foreign language, Swedex.

More about institutions <http://www.folkuniversitetet.se>

Institutions involved from Sweden:

The Swedish Association of Accredited Language Providers
Språkpedagogiska gruppen Folkuniversitetet

UK:



CILT, the National Centre for Languages, is recognised as the UK government's centre of excellence for languages. An operating arm of the CfBT (Centre for British Teachers) its mission is to promote a greater national capability in languages, all languages (other than English) including community, heritage and sign languages. It has a track record of over 40 years' successful activity in

respect of languages linked to local, regional, national and international policy development and practitioner support.

CILT is the UK nominating authority for ECML (European Centre for Modern Languages), UK co-ordinator of the European Day of Languages and the European Awards for Languages, and has developed, refreshed and widely disseminated two models of the European Language Portfolio: the Junior Portfolio, and the ELP for Adult and Vocational Purposes.

More about the institution:

<http://www.cilt.org.uk/home.aspx>

Institutions involved from UK:

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ANNEX

SURVEY QUESTIONS

This survey is about quality in language teaching and learning. We are asking language learners in different countries to consider what is important to them.

Q1. What is most important FOR YOU?

A good teacher...

	Essential	Important	Might be important	Not at all important
Knows his/her subject well				
Is a native speaker				
Is experienced				
Has had teacher training				
Is encouraging, supportive and approachable				
Is enthusiastic				
Is very relaxed				
Is well-prepared				
Is flexible				
Explains things clearly				

Any other suggestions? (optional)

Q2. In the classroom, a good teacher...

	Essential	Important	Might be important	Not at all important
Treats learners as individuals				
Has high expectations and makes learners work hard				
Makes learners want to learn				
Makes lessons fun				
Adapts teaching to suit people's different ways of learning				
Adapts teaching to suit the different abilities within the class				
Finds out from learners whether the teaching is meeting their needs				
Takes responsibility for learners' progress				

Expects learners to take responsibility for their own progress				
Involves learners in planning the programme				

Any other suggestions? (optional)

Q3. I learn best when...

	Essential	Important	Might be important	Not at all important
I understand the aims of the lesson and how it is helping me learn				
There is a variety of learning activities				
I can practise with other learners				
I can work on my own				
I know how well I am doing				
I do extra work outside the classroom				
My teacher helps me to evaluate my own progress				
I have clear instructions from my teacher				
I have regular tests				
I have some choice in what I do				

Any other suggestions? (optional)

Q4. Now what is important to you about the institution?

	Essential	Important	Might be important	Not at all important
It is easy to enrol				
The staff (e.g. at reception) are friendly and supportive				
An initial interview or test is used to get me onto the right course				
The building is easily accessible				
It feels safe and is well-lit at night				
There is a helpful website				

There is a good choice of courses and levels				
I have the opportunity to take a recognised exam				

5. And during your course?

	Essential	Important	Might be important	Not at all important
The classroom is clean, comfortable and the right temperature				
It has a projector, computer and multimedia equipment				
There is somewhere to get refreshments and meet other learners socially				
I have a copy of the teaching programme and know what we are going to cover				
I can progress from one class to the next				
I can borrow materials (e.g. books/CD/DVD) through library or loan systems				
The centre provides links to materials online				
The centre provides support for learners with disabilities				
The course offers value for money				

Other suggestions (optional)

Q6. Which country are you studying in?

7. Austria
8. Czech Republic
9. Estonia
10. Germany
11. Spain

12. Sweden

13. United Kingdom

Q7. Which language are you learning?

- Arabic
- Chinese
- English
- Estonian
- French
- German
- Italian
- Russian
- Spanish
- Other (please specify)

Q8. Thank you for your help. Please add your email address if you are willing to be contacted for further information.

Email address: