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Qualifications in Foreign Languages

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

Table 1
The typical degrees offered in Foreign Languages

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

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

5.2.2. Generic competences

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

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

The final list comprises the following 30 competences:

Table 3
Generic competences

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

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

Table 4

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

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

5.2.4. *Meta-profile*

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

5.2.4.1. Meta-competences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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