



**SOCRATES THEMATIC NETWORK  
AQUACULTURE, FISHERIES AND AQUATIC RESOURCE MANAGEMENT 2008-11**

**LIFELONG LEARNING PROGRAMME  
ERASMUS  
Academic Network**

**Minutes of the joint WP4&7 – New Generic Skills and Competences Approaches & Multilingual Issues in International Cooperation & Lifelong Learning - meeting (year 1)**

24-26 March 2009

Held at the University of Aberdeen, Aberdeen (United Kingdom)

**Project Acronym:** AQUA-TNET

**Project title:** Aquaculture, Fisheries & Aquatic Resource Management TN

**Contract number:** 2008 – 3209 / 001 – 001

**Project number:** 142245 – LLP -1 – 2008 – 1- BE – ERASMUS - ENW

## Minutes of meeting of WP4 and WP7

Present:

M.Eleftheriou,  
A.Eleftheriou,  
W.D.McConnell,  
E.Grahl-Madsen.

The joint meeting which was attended by the above partners has been minuted. The WP7 specific meeting continued with the above participants to consider the implications of the direction taken by the new survey on generic skills, of which language and communication skills were to be a major component.

It was felt that there was little point in designing a new questionnaire leading to the advanced Needs Analysis which is one of the deliverables for this WP. However, it was decided to construct a draft questionnaire covering some of the points that had already been brought up by the Language Team's previous survey. But it would be sensible to await the findings of the WP4 survey before finalising. Another point made was that two very detailed surveys, covering some of the same ground, would not be regarded favourably by the respondents.

The survey questions were drafted during the meeting and are attached.

The PESCALEX Language modules for beginners should be changed to reflect the findings of the student surveys which has been carried out as part of the PESCALEX project.

The PESCALEX Language Game should be drastically changed and developed as part of the induction process for students about to go on work placements or exchanges. WP4 should attempt to organise pre-mobility workshops in which learning at least some of the required language takes place, along with a group meeting of other students involved in the exchange.

Several other points were considered:

- i) there is very little involvement of companies with the language side of work placements. We need to find out what are industry's language requirements, and see how they can be brought into the picture, though this is not the specific remit of WP7. We also need to look at how their requirements fit in with normal language courses. The PESCALEX language modules could be very useful at specific points, for specific needs, i.e., the complete beginners' units right at the start, followed by conventional language classes for one month, followed by the rest of the PESCALEX units used on open/distance/flexible learning mode.
- ii) The language modules could also be used to retrain older workers, which would chime with the lifelong learning programme. Many workers wish to travel for work purposes, but one major obstacle is their lack of language knowledge.

M.Eleftheriou  
April 25, 2009.

**Draft questions formulated during the meeting.**

**Part 1 Specific Language skills**

1. Did you have any language preparation as part of your post-graduate course?  
 **Yes**  **No**
  
2. What language is used for course delivery for exchange students at your university?  
Please specify
  
3. Does your university require a language qualification as pre-mobility requirement?  
 **Yes**  **No**  
If yes, please specify at what level.  
 **Basic**       **Intermediate**       **Advanced**
  
3. Is language important in your choice of country for your exchange programme?  
 **Yes**  **No**
  
4. Have you ever tried to learn one of the less widely spoken European languages?  
 **Yes**  **No**
  
5. Would you refuse an acceptable exchange programme because the language barrier is too difficult to overcome?  
 **Yes**  **No**
  
6. Have you ever been offered language preparation using the Internet?  
 **Yes**  **No**
  
7. Are you interested in online language preparation ?  
 **Yes**  **No**
  
8. Do you think that online language lessons should include
  - a) interactive audio material?  
 **Yes**  **No**
  
  - b) interactive practical exercises?  
 **Yes**  **No**
  
9. Have you ever used machine translation software/websites?  
 **Yes**  **No**  
If yes, did you find it useful?  
 **Yes**  **No**