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**FL SYLLABI ASSESSEMNT  
WP 1 – PREPARATION  
TASK 1.3**

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## REVISION SHEET

Version	Date	Author (Partner/Person)
1.1	14. 2. 2020	<ul style="list-style-type: none"><li>- Compiled by Milica Vuković Stamatović (UoM)</li></ul> <p>Various parts of this report were prepared by:</p> <ul style="list-style-type: none"><li>- UoM: Branka Živković, Deja Piletić, Vesna Bratić, Milica Vuković Stamatović, Zdravko Babić and Petar Božović.</li><li>- MED: Elena Lilova...</li><li>- UDG: Dragica Žugić,...</li><li>- UW: Elzbieta Gajek...</li><li>- UZ: Ana Matijević...</li><li>- MinEd.: Nada Kovač.</li></ul>



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## **Aim of the document**

The aim of this project task was to collect the present FL syllabi taught at the non-philological departments at the three Montenegrin universities, as well as a second foreign language in all their departments. Additionally, the syllabi were summarized and analysed. Their weakness and room for their improvement was identified, so as to build on this information in the next stage of the project – updating the FL syllabi.

## **About the project**

REFLAME aims at strengthening the capacities of 3 Montenegrin universities to offer modern, market-oriented FL education for non-philology students, as well as second FL education for all students, in response to a growing demand for FL skills so as to meet the requirements of the national law and the demands of the Montenegrin and international labor market. A number of specific objectives will be met: 150 FL syllabi will be updated, which should ultimately reflect in better and more market-customised FL knowledge of the students. Most teaching and learning materials for all available LSPs will be procured. LSP teaching materials (for the fields in high labor demand without any adequate textbooks published by reputable international publishers) will be published to develop the needed LSP knowledge for the students of such fields, which will ultimately reflect in their being better prepared for the labor market as they will possess industry-focused FL skills. FL teaching methodology will be upgraded with special emphasis on introducing and integrating the ICT technologies in FL education, as part of blended teaching and learning, which will be more attractive and motivational for students and otherwise contribute to better teaching and learning results. A number of teachers will be trained to work with visually- and hearing-impaired students, abiding by the inclusion principles. FL placement testing for Montenegrin students will be introduced so that they can independently check their progress and obtain the necessary certification needed for mobility and entering employment.



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## **Analysis of the foreign language syllabi**

This analysis encompassed all first foreign language syllabi taught at the non-philological study programmes taught at the University of Montenegro, Mediterranean University and University of Donja Gorica in the study year 2019/20. It also included all second foreign language syllabi taught at these three universities, as intended by the ReFLAME project.

We first physically collected all the said syllabi from the three universities in the period 15 December - 15 January. All the collected FL syllabi are available [here](#).

What follows is an overview of the data collected. It includes the details regarding the number of the FL syllabi collected, the faculties they are taught at, foreign languages that are taught, information on the number of general foreign language courses as opposed to foreign language for specific purposes courses, study years in which they are taught at various faculties, number of hours taught per week, as well as the information on the learning outcomes and the textbooks and literature used.

UNIVERSITY OF MONTENEGRO						
<b>No. of faculties</b>	<b>18</b>					
1. How many syllables have been collected?	<b>195</b>					
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>150</b>					
3. What languages do the syllabi cover?	English <b>137</b>	French <b>16</b>	Russian <b>14</b>	Italian <b>14</b>	German <b>14</b>	
4. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>95</b>		Academic <b>2</b>		Specific <b>98</b>	
5. What year are those taught in?	Year 1 <b>83</b>	Year 2 <b>81</b>	Year 3 <b>18</b>	Year 4 <b>8</b>	Year 5 <b>3</b>	Year 6 <b>2</b>
6. How many classes per week are devoted to FL in each of the courses? L=lectures; T=tutorials	2L <b>36</b>		1L+1T <b>3</b>		2L+1T <b>103</b>	
7. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Most of them do. A few of them miss some fields (it varies)</b>					
8. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Very few mention C1 level. Some mention B2.2 level. Most of them do not mention a level according to CEFR.</b>					
9. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do. The specific ones vary – textbooks are missing for: civil engineering, arts (music, fine arts, drama), natural sciences and mathematics, political science, agriculture, humanities, electronics and engineering &amp; power systems and control.</b>					
10. Other comments	<b>The forms vary. Some of the syllabi have few information, some are more elaborate.</b>					

Table 1. University of Montenegro

MEDITERRANEAN UNIVERSITY						
<b>No. of faculties</b>	<b>5</b>					
1. How many syllables have been collected?	<b>24</b>					
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>24</b>					
3. What languages do the syllabi cover?	English <b>24</b>	French	Russian	Italian	German	
4. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>10</b>		Academic		Specific <b>14</b>	
5. What year are those taught in?	Year 1 <b>9</b>	Year 2 <b>9</b>	Year 3 <b>6</b>	Year 4	Year 5	Year 6
6. How many classes per week are devoted to FL in each of the courses? L=lectures; T=tutorials	1L+1T <b>2</b>		1L+2T <b>14</b>		1L+3T <b>6</b>	
7. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>They do.</b>					
8. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>One syllabus only mentions C1 level. The majority mention B2 as an exit level.</b>					
9. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do. The specific ones vary – textbooks are missing for: Visual Arts, recent editions and books are missing for Business and Economy, Information Technology, Tourism.</b>					
10. Other comments	<b>The forms vary. Some of the syllabi have few information, some are more elaborate.</b>					

Table 2. Mediterranean University

<b>University of Donja Gorica Centre for Foreign Languages</b>					
1. How many syllabi have been collected?	<b>7</b>				
2. How many courses do the collected syllabi cover?	<b>7</b> (all University faculty units)				
3. What languages do the syllabi cover?	English <b>All of them (7 syll.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	<b>Only 1 for specific purposes</b>				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>6 syllabi</b>	Academic	Specific P. <b>1 syllabus</b>		
6. What year are those taught in?	<b>6 at each year 1 syllabus at 3rd year</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial	2. lec. +2 tut. <b>All of them</b>		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not.</b>				
11. Other comments	-				

Table 3. Faculty of Donja Gorica

Individual overviews per all faculties of the said three universities are given in the Appendix.



As can be seen, the study encompassed 226 FL syllabi, corresponding to 181 courses, taught at 30 faculties of the three universities. The vast majority of these are taught at the state university – the University of Montenegro (195 FL syllabi corresponding to 150 courses).

167 of the 226 FL syllabi pertain to the English language, which is overwhelmingly taught at the Montenegrin universities. Most of the other foreign languages at non-philological departments and second foreign language courses are offered at the University of Montenegro – the other languages taught are Italian, German, Russian and French. However, their presence pales in comparison to that of English.

111 of the FL syllabi pertain to general foreign language, whereas all others pertain to foreign language for specific purposes (with the exception of only two FL courses for academic purposes, offered as part of the PhD studies at one of the UoM's faculties). The project aims at introducing more LSP courses, which means that the number of the general foreign language courses will be reduced. LSP courses prepare students for the market better and, with the exception of a few fields, are not available in the FL private tuition market in Montenegro (e.g. evening courses for the general public).

182 of the FL syllabi, i.e. a vast majority of them, are taught in the first year of bachelor studies. Very few of them are offered at the specialisation or master level (4th and 5th year).

The number of hours taught varies widely. 117 of the FL syllabi require three lessons per week, whereas 66 of them have a load of four lessons per week. Finally, 43 of them are taught just two hours a week.

Virtually all syllabi have all the elements required by Montenegrin legislation and technical errors are rare.

Most of the FL syllabi do not mention any exit level that the students are supposed to master. Some prescribe levels that are in breach of the current legislation (lower than that required by the law).

When it comes to the textbooks and literature used, all the general foreign language courses are well equipped with them. However, for some areas, i.e. for foreign language for specific purposes, a notable lack of adequate literature is evident. These areas include English for the following specific purposes: civil engineering, arts (music, fine arts, drama, visual arts), natural sciences and mathematics, pharmacy, political science, diplomacy and international relations, agriculture, humanities, electronics and engineering & power systems and control, Montenegrin legal system, philology. In addition, for all the other languages offered (Italian, German, Russian and French), there are virtually no adequate LSP textbooks and materials. In sum, in the said areas, we can report that there are no adequate textbooks published by reputable international publishers (teachers use their own materials, unpublished materials,

collections of materials collected from various textbooks and distributed to students without permission of the copyright owners, materials drafted for speakers of other languages which include translation of the words and translation exercises in general into another language, such as Polish or Russian), or textbooks which are not at the level required by Montenegrin law (C1 exit level), such as books series intended for A2-B1 levels (the ESP Career Paths series, for instance).

As per project application, the Polish and the Croatian team analysed the FL syllabi collected in depth and had an intensive email correspondence with the Montenegrin partners. Their specific conclusions and recommendations are summarised below. Additionally, the Ministry of Education of Montenegro provided some additional guidelines to be abided by during the process of improving and updating the new FL syllabi which to ensue in the next phase of the project.

### **A summary of the conclusions and recommendations of the Polish team**

The following general conclusions were arrived at by the Polish team:

1. The FL syllabi clearly present the content of the courses, so that the Universities and the teachers know what is offered and the students know what they can expect in terms of content.
2. The FL syllabi resemble more the syllabi used in textbooks rather than the syllabi used to describe academic courses. However, some of them contain students' workload, some clearly indicate methods of teaching, some indicate forms of assessment and grading but it is not consistent across all universities, some of them indicate the language level according to CEFR.
3. The balance between general language content and professional language content varies.
4. There are different credits for language courses from 2 to 4 ECTS depending on the University. However, the justification for more ECTS indicates more individual workload.

The recommendations given are summarised below. The Polish recommends that the Montenegrin partners consider the following issues and methods of how the FL syllabi can be updated and improved:

- whether it is appropriate in their context to elaborate a common template for the language course syllabus for all universities or each university may use its own template,

- whether they find it appropriate to unify the workload for language courses across each university or in all of them.
- whether they find it useful to indicate the CEFR language level for each course,
- whether they find it relevant to prepare their syllabi in compliance with the European Credit Transfer and Accumulation System [https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects\\_en](https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en),
- whether they find it relevant to refer to Montenegrin Qualification Framework level 6 and 7,
- whether they find it appropriate to split the content into general language teaching and professional language teaching, either in every course or in a sequence of language teaching courses,
- whether they find it beneficial to introduce project work strategies in the syllabi to diversify learning content in response to the professional needs of the students of different faculties in order to increase the independent use of Information and Communication Technologies for language learning,
- whether they find it appropriate to respond to Special Education Needs students at the level of syllabi in terms of aids and materials available for them.

### **A summary of the conclusions and recommendations of the Croatian team**

Having read selected syllabi presented for analysis and the internal data analysis, the Croatian team would suggest the following to the Montenegrin partners:

- if possible, go through the syllabi and clear any ambiguities and unify them since they are the first contact between students and their teachers as well as the course,
- clearly define the outcomes of each course, according to the Bloom's taxonomy, and then develop new syllabi or revise the existing ones. There is a good manual elaborated by University of Zadar, Croatia, we would recommend, available at: [https://www.unizd.hr/Portals/0/kvaliteta/Prirucnik\\_za\\_izradu\\_ishoda\\_ucenja.pdf?ver=2019-03-07-133532-253](https://www.unizd.hr/Portals/0/kvaliteta/Prirucnik_za_izradu_ishoda_ucenja.pdf?ver=2019-03-07-133532-253)
- some of the syllabi are written in more detail and some of them in less, maybe it would be helpful to develop a common template for all universities and if this is not a possibility to develop templates that would be unique within one university,
- since there are different credits for language courses from 2 to 4 ECTS, you could consider the possibility of distributing them equally because they indicate the required workload to complete a study programme, or a module within a study programme,

- to equalise and adjust your ECTS points you might consider using an ECTS calculator in order to simply calculate and award accurate amount of points to your courses depending on the students' workload,
- to clearly separate general language teaching material from language for specific or professional purposes material in syllabi,
- check whether they clearly state what the students will be able to do for the first time or at least better than they could before and adjust them to the needs of particular study group or special needs students.

### Recommendations of the Ministry of Education of Montenegro

Bearing in mind the fact that the current FL syllabi are not written relying on any framework of qualifications, the Ministry of Education of Montenegro recommends the following:

- the new syllabi should contain learning outcomes written in conformity with the Montenegrin National Framework of Qualifications,
- It is also recommendable to add information as to their level as per the European Framework of Qualifications.

The legislation does not proscribe it as obligatory, but the Ministry also recommends:

- clearly indicating the level at which foreign language is taught as per CEFR, possibly in the form as used for the Europass.

Other language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user  
[Common European Framework of Reference for Languages](#)

Figure 1. An extract from Europass

### Regulatory framework

The legislation framework to be borne in mind when improving and updating the syllabi includes the following:

- Higher Education Act of Montenegro, Article 80, which prescribes C1 exit level,
- Montenegrin National Framework of Qualifications, as well as the European Framework of Qualifications, which are contrasted in English here:

[http://www.ehea.info/Upload/document/members/montenegro/National\\_Qualifications\\_Framework\\_Montenegro\\_2014.pdf](http://www.ehea.info/Upload/document/members/montenegro/National_Qualifications_Framework_Montenegro_2014.pdf)

As concluded by all partners, these regulations were not explicitly adhered to in the current version of the FL syllabi, whereas some of them breached them.

Additionally, one of the findings of the study is that the ECTS credits assigned to various FL courses vary. Unfortunately, this issue cannot be addressed by the three philological faculties involved in the project, as the ECTS credits are assigned by the non-philological departments at which these are taught. The next chance to correct these is the next re-accreditation cycle. The project team will do their best to influence the decisions of these departments, directly in contact with them and through university managements.

### **FL syllabi and new teaching materials**

Bearing in mind the findings of this report, as well as the expertise available in project and the number of students to be reached, a decision of the LSP textbooks to be produced as part of this project was made as part of the preparation stage.

To facilitate the drafting of the textbooks, word lists for various specific purposes will be produced via corpus linguistic methods (from authentic corpora of the target texts our students need) for those areas for which no adequate word lists exist. Acquiring the vocabulary from these lists as one of the learning outcomes of the LSP courses might be considered in the process of reforming the FL syllabi.

### **Next steps**

In the next stage of the project (WP Development), one of the tasks will deal explicitly with updating the new syllabi. Task 2.1, to be completed before June 2020, involved writing brief development – i.e. a template, or model for the new FL syllabi, to be adhered to in the drafting of the new syllabi. Producing this template will rely on the findings, conclusions and recommendations arrived at in the present study. This will be done in conjunction with the task of writing new FL textbooks, which will be in line with the new FL syllabi.

## Appendix

FACULTY	BIOTECHNICAL FACULTY (UoM)				
1. How many syllables have been collected?	2				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	2				
3. What languages do the syllabi cover?	English √	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	2 for plant and livestock production in Podgorica 2 for continental fruit growing and medicinal herbs in Bijelo Polje 2 for mediterranean fruit growing in Bar				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General  2 syllables	Academic		Specific P.	
6. What year are those taught in?	in year 1 (Podgorica) in year 1 and 2 (Bijelo Polje) in year 1 and 2 (Bar)				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures  1 syllabus in Podgorica)	2 lec.+1 tutorial 1 syllabus in Podgorica 2 syllabi in Bar 2 syllabi in Bijelo Polje	2. lec. +2 tut.		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>No. In the syllabus for English language 1, adopted by the accreditation body on 21 July 2016, the units to be covered in tutorials are missing.</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>The syllabus for English language 1 does not mention. The syllabus for English language 2 mentions B2.1, which is not in accordance with the first syllabus level required (B2.1). It should mention B2.2.</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do (the syllabi cover general FL).</b>				
11. Other comments	The first syllabus is based on the textbook for the intermediate level (Headway Intermediate), which is not in line with the required level (B2.1).				

<b>FACULTY</b>	<b>FACULTY FOR SPORT AND PHYSICAL EDUCATION (UoM)</b>		
1. How many syllables have been collected?	2		
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	Sports Journalists and Trainers		
3. What languages do the syllabi cover?	English		
4. How many FL courses are taught in various faculties/departments?	/		
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General 2	Specific P. /	
6. What year are those taught in?	1 syllabus in year 1 1 syllabus in year 2		
7. How many classes per week are devoted to FL in each of the courses?	2 lec. 2 classes (90 minutes) per week	2 lec.+1 tutorial	2. lec. + 2 tut.
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	Yes		
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	No		
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	English Language 1 1) University Press, Oxford, 2003. John and Liz Soars: New Headway English Course (Pre-Intermediate), Workbook, Oxford University Press, Oxford, 2003.  English Language 2 1) Biljana Milatovic and Marija Knezevic: Smatch!, skripta, Filozofski fakultet, Niksic 2) Liz and John Soars, <i>New Headway English Course</i> , Student's Book & Workbook, Oxford University Press, 2003. 2) Margie Carter & Deb Curtis, <i>Training Teachers</i> , St. Paul: Redleaf Press, 1984.		
11. Other comments	/		

FACULTY	FACULTY OF ECONOMICS (UoM)				
1. How many syllables have been collected?	2				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	1 (joint classes: economics+management)				
3. What languages do the syllabi cover?	English √	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	1				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General	Academic	Specific P.  1		
6. What year are those taught in?	<b>in year 1 and 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial	2. lec. +2 tut.  √		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes.</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes.</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>Yes.</b> (John Allison, Jeremy Townsend, Paul Emmerson: The Business, advanced level, Macmillan)				
11. Other comments	-				



FACULTY	FACULTY OF ELECTRICAL ENGINEERING (UoM)				
1. How many syllables have been collected?	8				
2. How many courses do the collected syllabi cover?.	8				
3. What languages do the syllabi cover?	English <b>All of them (8 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	4 for Electronics and Engineering t & Power Systems and Control departments 4 for Computer science and information technology				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General  <b>2 entire syllabi plus around 30% of the rest of the syllabi in Electronics and Engineering &amp; Power Systems and Control departments</b>  1 entire syllabus and cca 70% of 1 syllabus in Computer science and information technolog	Academic	Specific P.  <b>Cca 70% of 2 syllabi</b> in Electronics and Engineering & Power Systems and Control departments  <b>2 entire syllabi and cca 30% of 1 syllabus</b> in Computer science and information technology		
6. What year are those taught in?	<b>2 syllables in year 1 both departments</b> <b>2 syllables in year 2 both departments</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures				2 lectures
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	Yes in Electronics and Engineering t & Power Systems and Control departments; No in Computer science and information technology department. They are not in line with the Law since it is virtually impossible having in mind the studentload expressed in ECTS and the no of teaching hours-				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not have adequate field specific books in Electronics and Engineering t &amp; Power</b>				

	Systems and Control departments although the cutting edge books by renowned publishers are used (they cover different typed of engineering, the levels are not the ones required, etc). The books for Computer science and information technology are quite satisfactory and by reputable publishers.
11. Other comments	-

FACULTY	FACULTY OF DRAMA (UoM)				
1. How many syllables have been collected?	<b>6</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>6</b> (joint classes with the Music Academy and the Faculty of Fine Arts)				
What languages do the syllabi cover?	English <b>All of them (6 syl.)</b>	French	Russian	Italian	German
3. How many FL courses are taught in various faculties/departments?	<b>6</b>				
4. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>3 syllables</b>	Academic		Specific P. <b>3 syllables</b>	
5. What year are those taught in?	<b>2 syllables in year 1 2 syllables in year 2 2 syllables in year 3</b>				
6. How many classes per week are devoted to FL in each of the courses?	2 lectures <b>All of them (6 syl.)</b>	2 lec.+1 tutorial		2. lec. +2 tut.	
7. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
8. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
9. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not.</b>				
10. Other comments	-				

FACULTY	FACULTY OF PHILOLOGY (UoM)				
1. How many syllables have been collected?	<b>30</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	/				
3. What languages do the syllabi cover?	English <b>6</b>	French <b>6</b>	Russian <b>6</b>	Italian <b>6</b>	German <b>6</b>
4. How many FL courses are taught in various faculties/departments?	All of them are taught <b>at 4 departments</b> : - English at the Department of Italian/French/German/Russian Language and Literature; -Russian at the Department of English/Italian/French/German Language and Literature; -Italian at the Department of English/French/German/Russian Language and Literature; -German at the Department of English/Italian/French/Russian Language and Literature; -French at the Department of English/Italian/German/Russian Language and Literature.				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>4 English</b> <b>24 other languages</b>		Specific P. <b>2 - English (at levels B2.2.; C1.1)</b>		
6. What year are those taught in?	<b>10 syllabi in year 1</b> <b>10 syllabi in year 2</b> <b>10 syllabi in year 3</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lec.	2 lec.+1 tutorial	2. lec. + 2 tut. <b>For all departments</b>		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Almost all of them</b> <b>(English 1, 2 – missing literature)</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>No</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	-New Headway – upper-intermediate: OUP; English for Language and Linguistics in Higher Education Studies. Garnet; (it does not cover all the lsp needs for philologists, half-suitable at best) -Govorim po ruski i perevodim –I, ed. UCG; Приглашение в Россию. Т.2.; Непоправшие сюжеты -Scritte international 1, 2,3, 4 ed. Hueber				

	- Nuovo progetto italian 1-3. ed. Edilingua -Alter ego 1, 2, +3: Methode de Francais, ed. Hachette, Paris
11. Other comments	/

FACULTY	FACULTY OF PHILOSOPHY (UoM)				
1. How many syllables have been collected?	<b>30</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>12 (philosophy+sociology+preschool education, school teacher education: 4 courses; philosophy: 1 course; pedagogy+history+geography: 4 courses; psychology: 3 courses)</b>				
3. What languages do the syllabi cover?	English <b>28 syllables</b>	French <b>2 syllables</b>	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?					
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>21 syllables</b>	Academic <b>2 syllables</b>	Specific P. <b>7 syllables</b>		
6. What year are those taught in?	<b>14 syllables in year 1 10 syllables in year 2 3 syllables in year 3 2 syllables in year 6 (doctoral studies)</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures <b>8 syllables</b>	2 lec.+1 tutorial <b>10 syllables</b>	2. lec. +2 tut. <b>12 syllables</b>		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Only 11 mention the level. None of them mention the C1 level.</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, 5 of the FL for specific purposes do not. A serious need for an LSP textbook for humanities in general, or some of the fields or a group of fields (sociology, philosophy, etc.)</b>				
11. Other comments	-				



FACULTY	FACULTY OF FINE ARTS (UoM)				
1. How many syllables have been collected?	4				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	4 (joint classes with the Music Academy and the Faculty of Drama)				
3. What languages do the syllabi cover?	English <b>All of them (4 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	4				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>2 syllables</b>		Academic		Specific P. <b>2 syllables</b>
6. What year are those taught in?	<b>2 syllables in year 1</b> <b>2 syllables in year 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial <b>All of them (4 syl.)</b>	2. lec. +2 tut.		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not.</b>				
11. Other comments	-				

<b>FACULTY</b>	<b>FACULTY OF POLITICAL SCIENCE (UoM)</b>				
1. How many syllables have been collected?	<b>15</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>6</b> (joint classes: international relations+media and journalism+social policy and social work) <b>3</b> comparative politics (MA studies) <b>3</b> international relations (MA studies) <b>3</b> journalism (MA studies)				
3. What languages do the syllabi cover?	English <b>All of them</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	<b>6</b> for international relations+media and journalism+social policy and social work				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>2 syllabi</b>		Academic		Specific P. <b>13 syllabi</b>
6. What year are those taught in?	<b>2 syllabi in year 1</b> <b>2 syllabi in year 2</b> <b>2 syllabi in year 3</b> <b>6 syllabi in year 4 (MA studies)</b> <b>3 syllabi in year 5 (MA studies)</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures <b>6 syllabi</b>	2 lec.+1 tutorial <b>9 syllabi</b>		2. lec. +2 tut.	
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>No. Learning outcomes are missing.</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>No.</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not.</b>				
11. Other comments	The syllabi for GL (6) are based on the textbook for the intermediate level (Headway Intermediate), which is not in line with the required level (B2.1).				



FACULTY	FACULTY OF CIVIL ENGINEERING (UoM)				
1. How many syllables have been collected?	1				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	1				
3. What languages do the syllabi cover?	English √	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	-				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General		Academic		Specific P.  1
6. What year are those taught in?	<b>in year 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial	2. lec. +2 tut.  √		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>No. In the syllabus adopted by the accreditation body on 21 July 2016, the units to be covered in tutorials are missing. The week for the mid-term test is not indicated.</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes.</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>No.</b> The textbooks for B2 entrance level and C1 exit level, both required by the Law on Higher Education, are lacking. There are only two textbooks for lower levels A1-B1 (English for Construction 1 (A1-A2) and English for Construction 2 (A2-B1)).				
11. Other comments	-				

FACULTY	FACULTY OF MEDICINE (UoM)				
1. How many syllables have been collected?	17				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	2 (joint classes: medicine+dentistry+pharmacy) 2 (medicine) 2 (dentistry) 3 (pharmacy) 4 (applied physiotherapy) 4 (nursing school)				
3. What languages do the syllabi cover?	English <b>All of them (17 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	2 (joint classes: medicine+dentistry+pharmacy) 2 (medicine) 2 (dentistry) 3 (pharmacy) 4 (applied physiotherapy) 4 (nursing school)				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>4 syllabi</b>	Academic		Specific P. <b>13 syllabi</b>	
6. What year are those taught in?	<b>6 syllabi in year 1</b> <b>11 syllabi in year 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures <b>1</b>	2 lec.+1 tutorial <b>12</b>	2. lec. +2 tut. <b>1</b>	1 lec.+1 tut. <b>3</b>	
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>No. In the Nursing school syllabi, adopted by the accreditation body on 21 July 2016, the units to be covered in lectures and tutorials are missing.</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>No.</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes courses do not (e.g. FL textbooks for pharmacy purposes are lacking).</b>				
11. Other comments	The Nursing school syllabi for GL (4) are based on the book covering just grammar: Jenny Dooley and Virginia Evans, Grammarway. Other textbooks are not mentioned.				



<b>FACULTY</b>	<b>Faculty of Metallurgy and Technology (UoM)</b>				
1. How many syllables have been collected?	<b>6</b>				
2. How many courses do the collected syllabi cover?.	<b>6</b>				
3. What languages do the syllabi cover?	English <b>All of them (6 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	<b>3 for Metallurgy and Materials &amp; Chemical technology 3 for Environment protection</b>				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General  <b>2 entire syllabi plus cca 50% of the third of the syllabus in Metallurgy and Materials &amp; Chemical technology</b>  <b>2 entire syllabi plus cca 50% of the third of the syllabus in Environment protection</b>	Academic	Specific P.  <b>Cca 50 % of 1 syllabus in Metallurgy and Materials &amp; Chemical technology</b>  <b>Cca 50 % of 1 syllabus in Environment Protection</b>		
6. What year are those taught in?	<b>2 syllabi in year 1 and 1 syllabus in year 2 (first semester) in both departments</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures + 2 tutorials			2 lectures + 2 tutorials	
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	Yes They are in line with the Law in terms of General English which is specified in the learning outcomes				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes does not have a textbook published by a reputable publisher entirely covering the needed ESP vocabulary and field-specific structures at the necessary level</b>				



11. Other comments	- Since the courses are oriented toward reaching the C1 exit level as stipulated by the law, General English covers only 1/6 of the entire English instruction				
<b>FACULTY</b>	<b>MUSIC ACADEMY (UoM)</b>				
1. How many syllables have been collected?	<b>4</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>4</b> (joint classes with the Fac.of Fine Arts and the Faculty of Drama)				
What languages do the syllabi cover?	English <b>All of them (4 syl.)</b>	French	Russian	Italian	German
3. How many FL courses are taught in various faculties/departments?	<b>4</b>				
4. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	<b>General 3 syllables</b>		<b>Academic</b>		<b>Specific P. 1 syllables</b>
5. What year are those taught in?	<b>2 syllables in year 1 2 syllables in year 2</b>				
6. How many classes per week are devoted to FL in each of the courses?	2 lectures <b>All of them (4 syl.)</b>	2 lec.+1 tutorial		2. lec. +2 tut.	
7. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
8. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
9. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not.</b>				
10. Other comments	-				

FACULTY	MARITIME FACULTY (UoM)				
1. How many syllables have been collected?	14				
2. How many courses do the collected syllabi cover?	14				
3. What languages do the syllabi cover?	English <b>All of them (14 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	4 for Nautical and Maritime Transport 4 for Marine Engineering 4 for Marine Electrical Engineering 2 for Maritime Management				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General  <b>2 entire syllabi Cca 40% of 3 syllabi 20% of one syllabus 30% of 1 syllabus 60% of one syllabus</b>	Academic	Specific P.  <b>6 entire syllabi + cca 60% of 3 syllabi 80% of 1 syllabus 70% of 1 syllabus 60% of 1 syllabus</b>		
6. What year are those taught in?	<b>12 syllables in year 1 12 syllables in year 2 1 syllabus in year 3 (not clearly specified) 1 syllable in year 4 (year 1 MA studies)</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lec.+1 tutorial <b>(12 syl.) for 1 not specified</b>		2 lec.+1 tutorial <b>(12 syl.) for 1 not specified</b> 2 lec + 2 tutorials MA syllable		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>No. Entrance level mainly. 1 syllabus lacks the no. of hours per week</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes Not clear if in line with the Law, other nautically specific standards used (STCW'10, IMO 7.08 (1.6.1))</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>Literature is very varied (mainly field-specific texts and glossary compilations, teacher's handbooks, teacher –developed material,</b>				

11. Other comments	<b>various dictionaries)</b> The teaching units seem to be very practically oriented and the material seem to be matching the students' needs when onboard; correspondence is very much focused on, which is of extreme importance in the field. Mainly no field specific textbooks by reputable publishers but teaching units meticulously and carefully planned to cover the specific needs of these students.
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FACULTY	FACULTY OF SCIENCE AND MATHEMATICS (UoM)				
1. How many syllables have been collected?	<b>16</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>8</b> (joint classes: mathematics+physics+biology; computer science+computer science and information technology)				
3. What languages do the syllabi cover?	English <b>All of them (16 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	<b>4</b> for mathematics+physics+biology and <b>4</b> for computer science+computer science and information technology				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>8 syllables</b>	Academic		Specific P. <b>8 syllables</b>	
6. What year are those taught in?	<b>8 syllables in year 1</b> <b>8 syllables in year 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial <b>All of them (16 syl.)</b>		2. lec. +2 tut.	
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not. A serious lack of the LSP books for the fields taught at the UoM; particularly bearing in mind that some of them have English classes together, which calls for a book which would somehow connect them topic-wise.</b>				
11. Other comments	-				

FACULTY	FACULTY OF LAW (UoM)				
1. How many syllables have been collected?	1				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	1				
3. What languages do the syllabi cover?	English √	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	-				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General	Academic		Specific P.  1	
6. What year are those taught in?	<b>in year 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial	2. lec. +2 tut.  √		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes.</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes.</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>Yes.</b> (Amy Krois-Lindner, Matt Firth: International Legal English, Cambridge University Press) However, this books was written for the UK/US legal system and is not very applicable to Montenegrin legal system, which is very different. Drafting a book specifically adapted to Montenegrin law would be highly recommendable.				
11. Other comments	-				

FACULTY	FACULTY OF TOURISM AND HOTEL MANAGEMENT (UoM)				
1. How many syllables have been collected?	<b>20</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	/				
3. What languages do the syllabi cover?	English <b>4</b>	French <b>4</b>	Russian <b>4</b>	Italian <b>4</b>	German <b>4</b>
4. How many FL courses are taught in various faculties/departments?	/				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>4</b> (Italian language)	Specific P. <b>16</b> (English, French, Russian, German language)			
6. What year are those taught in?	<b>10 syllabi in year 1</b> <b>10 syllabi in year 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial <b>All of them (20 syl.)</b>	2. lec. +2 tut.		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	Only French language syllabi (A2.1, A2.2, B1.1, B1.2) Other syllabi describe learning outcomes, but do not mention the specific exit level according to the CEFR.				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<ul style="list-style-type: none"> <li>-Oxford University Press (Careers Tourism 1 - 3; Going International! English for Tourism)</li> <li>- Русский Экзамен Туризм 0 - 1 РЭТ (0 -1). Учебный комплекс по русскому языку как иностранному в сфере международного туристского бизнеса.</li> <li>- Clé international (Hotellerie - restauration.com; Tourisme.com);</li> <li>- Hueber (Tangram 1A – 1B - Deutsch als Fachsprache);</li> <li>-Edilingua (Nuovo Progetto Italiano 1-2 – Corso multimediale di lingua e civiltà italiana);</li> </ul>				
11. Other comments	/				



FACULTY	FACULTY OF ARCHITECTURE (UoM)				
1. How many syllables have been collected?	1				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	1				
3. What languages do the syllabi cover?	English 1	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?	1				
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General		Academic		1JN
6. What year are those taught in?	1 in year 4				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures		2 lec.+1 tutorial All of them 1		2. lec. +2 tut.
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	Yes				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	B2.2				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	yes				
11. Other comments	-				

<b>FACULTY</b>	<b>FACULTY OF VISUAL ARTS (MED)</b>				
12. How many syllables have been collected?	<b>4</b>				
13. How many courses do the collected syllabi cover?	<b>4</b>				
14. What languages do the syllabi cover?	English <b>All of them (4 syl.)</b>	French	Russian	Italian	German
15. How many FL courses are taught in various faculties/departments?					
16. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>2 syllables</b>	Academic		Specific P. <b>2 syllables</b>	
17. What year are those taught in?	<b>2 syllables in year 1 2 syllables in year 2</b>				
18. How many classes per week are devoted to FL in each of the courses?	2 lectures	1 lec.+2 tutorial <b>All of them (4 syl.)</b>	2. lec. +2 tut.		
19. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
20. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
21. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not.</b>				
22. Other comments	-				





FACULTY	FACULTY OF LAW (MED)				
1. How many syllables have been collected?	2				
2. How many courses do the collected syllabi cover?	2				
3. What languages do the syllabi cover?	English <b>Both of them (2 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?					
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>2 syllables</b>	Academic		Specific P.	
6. What year are those taught in?	<b>1 syllable in year 1</b> <b>1 syllable in year 2</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial		2. lec. +2 tut. <b>Both syllables</b>	
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>Yes, though we are in need of newer books in any case.</b>				
11. Other comments	-				

FACULTY	FACULTY OF TOURISM (MED)				
1. How many syllables have been collected?	<b>6</b>				
2. How many courses do the collected syllabi cover?	<b>6</b>				
3. What languages do the syllabi cover?	English <b>All of them (6 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?					
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General	Academic		Specific P. <b>6 syllables</b>	
6. What year are those taught in?	<b>2 syllables in year 1</b> <b>2 syllables in year 2</b> <b>2 syllables in year 3</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	1 lec.+2 tutorial <b>All of them (6 syl.)</b>	2. lec. +2 tut.		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>Yes, though we are in need of newer books in any case.</b>				
11. Other comments	-				

<b>FACULTY</b>	<b>FACULTY OF ECONOMY AND BUSINESS (MED)</b>				
1. How many syllables have been collected?	<b>6</b>				
2. How many courses do the collected syllabi cover? NB: Some departments have joint classes.	<b>6</b>				
3. What languages do the syllabi cover?	English <b>All of them (6 syl.)</b>	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?					
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>2 syllables</b>	Academic		Specific P. <b>4 syllables</b>	
6. What year are those taught in?	<b>2 syllables in year 1 2 syllables in year 2 2 syllables in year 3</b>				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	1 lec.+3 tutorial <b>All of them (6 syl.)</b>	2. lec. +2 tut.		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not have modern textbooks.</b>				
11. Other comments	-				



FACULTY	FACULTY OF INFORMATION TECHNOLOGY (MED)				
1. How many syllables have been collected?	6				
2. How many courses do the collected syllabi cover?	6				
3. What languages do the syllabi cover?	English All of them (6 syl.)	French	Russian	Italian	German
4. How many FL courses are taught in various faculties/departments?					
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General 4 syllables	Academic		Specific P. 2 syllables	
6. What year are those taught in?	2 syllables in year 1 2 syllables in year 2 2 syllables in year 3				
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	1 lec.+2 tutorial (4 syl.)	1 lec. +1 tut. (2 syl.)		
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	Yes				
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	Yes				
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	The general ones do, for the FL for specific purposes we need newer books.				
11. Other comments	-				

<b>University of Donja Gorica Centre for Foreign Languages</b>				
1. How many syllabi have been collected?	<b>7</b>			
2. How many courses do the collected syllabi cover?	<b>7</b> (all University faculty units)			
3. What languages do the syllabi cover?	English <b>All of them (7 syll.)</b>	French	Russian	Italian German
4. How many FL courses are taught in various faculties/departments?	<b>Only 1 for specific purposes</b>			
5. How many of those syllabi cover general FL and how many of them cover FL for academic/specific purposes?	General <b>6 syllabi</b>	Academic	Specific P. <b>1 syllabus</b>	
6. What year are those taught in?	<b>6 at each year 1 syllabus at 3rd year</b>			
7. How many classes per week are devoted to FL in each of the courses?	2 lectures	2 lec.+1 tutorial	2. lec. +2 tut. <b>All of them</b>	
8. Do all the syllabi have all the required elements? If not, what parts are generally missing in the incomplete ones?	<b>Yes</b>			
9. Do the learning outcomes mention the entrance/exit level of foreign language which is to be achieved? For those that do, are they in line with the Law on Higher Education (C1 exit level)?	<b>Yes</b>			
10. Do all the courses have textbooks (textbooks officially published by reputable international publishers)?	<b>The general ones do, the FL for specific purposes do not.</b>			
11. Other comments	-			