



CONSEIL EUROPÉEN POUR LES LANGUES /
EUROPEAN LANGUAGE COUNCIL



SIG 4: Developing different models for language policies in Higher Education

27th November 2015
FUB



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Questions

1. *What is the LP policy of your institution?*

(who designed it? How? How was it evaluated? Is it explicit or implicit?)

2. *Which conceptions of languages and of multilingualism is it based on?*

(implicitly or explicitly? Ex. Core competence, transversal competence, code to communicate, cultural value, identity value, heritage value, lingua franca, etc.)



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3. *Which levels does it cover and how* (teaching staff, researchers, non-teaching staff, students)?

4. *Which impact does it want to achieve* (governance, learning/teaching, research, relationship with the society, etc.) and how?

5. *How does it reflect the overall mission and vision of the institution?*



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- 28 manifestations of interest in Brussels
- Communication via Yammer
- 18 reports received till September (not all are members of the ELC)

Synthesis of reports



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- Workshop (yesterday)
- Group work on the synthesis of the answers of each question
- Rapporteur Maria Teresa Zanola

1. What is the LP policy of your institution?
(who designed it? How? How was it evaluated? Is it explicit or implicit?)

1. Explicit LP:

Internationalisation, cooperation, multilingual and multicultural competence

Often L1 + English

LP committee, external accreditation body, working group including stakeholders

1. What is the LP policy of your institution?
(who designed it? How? How was it evaluated? Is it explicit or implicit?)

2. Implicit LP:

- in progress to become explicit;
- just at the level of the Faculties and Departments;
- in dispersed documents;
- to compliment internationalisation policies.

1. What is the LP policy of your institution?
(who designed it? How? How was it evaluated? Is it explicit or implicit?)

- Explicit statements / implicit features for LP:
 - Addressing global challenges;
 - Knowledge and technology transfer.

2. Which conceptions of languages and of multilingualism is it based on? (implicitly or explicitly? Ex. Core competence, transversal competence, code to communicate, cultural value, identity value, heritage value, lingua franca, etc.)

- Language

- Language for instruction and research
- Functional language (also to influence and persuade)
- Internationalisation tool
- Transversal skills
- Social inclusion

2. Which conceptions of languages and of multilingualism is it based on? (implicitly or explicitly? Ex. Core competence, transversal competence, code to communicate, cultural value, identity value, heritage value, lingua franca, etc.)

- Multilingualism

- Flexibility and rapidly reacting to communicative situations
- Response to globalisation
- Tool for maintenance of first languages (L1)

3. Which levels does it cover and how (teaching staff, researchers, non-teaching staff, students)?

- All, including non-university learners (courses for companies)
- English for all
- Just incoming and outgoing students
- Just undergraduate students

4. Which impact does it want to achieve (governance, learning/teaching, research, relationship with the society, etc.) and how?

- To internationalise
- To promote local language(s) as language(s) of science
- To increase motivation
- To create business in the context of the language industry
- To prepare mobility and to attract international students

4. Which impact does it want to achieve (governance, learning/teaching, research, relationship with the society, etc.) and how?

- “Training experts to communicate knowledgeably and effectively within their own field and to external target groups and the general public”.
- “Encouraging the use of partial competences and the practice of plurality of languages in multilingual situations”.

5. How does it reflect the overall mission and vision of the institution?

- According to strategic documents
- No evidence of relationship
- Following regional networks of universities
- A certain difficulty of systematic and extended implementation in the entire university (some cases of explicit HELP!)



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So...

- LP is not a marginal thing, but a major issue in university governance;
- different models according to the contexts;
- tendency to have explicit HELP;
- emphasize local language(s);
- language policy vs. education language policy.



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- Language taught as subject
- Language of instruction
- Language of/for research
- Language for internal aspects
- Language for external aspects



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- Linguistic environment and impact on it
- General policy orientations
- Organizational aspects
- Pedagogical questions



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For the future..

- Change of the representation / the role of languages
- Need of new language pedagogies
- From what is done to
 - what is likely, what is possible, what is impossible

HEIs shape and are shaped by their environment



discussion



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Discussion