



BRUSSELS, 23-24 April 2004



ENLU

**European Network for the Promotion of
Language Learning
Among All Undergraduates**

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What is the ultimate aim of ENLU?

**WE WANT TO ACHIEVE A BREAK-
THROUGH IN THE FIELD OF
LANGUAGE LEARNING AMONG
UNDERGRADUATES BOTH IN TERMS OF
STUDENT NUMBERS AND OF THE
RANGE OF LANGUAGES BEING LEARNT**

Why is a renewed effort needed?

- **In most participating countries, *Languages for all* has been, and still is, the Cinderella of higher education (HE) language studies:**
 - **Outside the curriculum**
 - **Under-resourced / lack of prestige**
 - **Lack of motivation / insufficient supply**

- **Even where *languages for all* is accepted policy, only a limited range of languages tends to be offered:**
- **focus on English and on major European languages**
 - **what about less widely used and less taught European languages?**
 - **what about major non-European languages?**



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Why a renewed effort now?

NEED

- **European integration and expansion**
 - increasing mobility
 - danger of exclusion
- **the Bologna Process: creation of a European HE area**



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- **the Lisbon strategy:
foreign languages = one of the new basic
skills required in the knowledge-based
economy / knowledge society →
Commission's Action Plan**
- **Europe's opening up to third countries**

NEW OPPORTUNITIES

- **general emphasis on lifelong learning**
- **curriculum innovation as part of the Bologna Process**
 - modularisation
 - credit accumulation
- **awareness of importance of skills and competences among qualifications required of graduates**
- **new learning environments**

CASE STUDY ONE

New Bachelor programmes at the Freie Universität Berlin

- languages as part of a 30 credit strand for *General preparation for employment*
- new 30 and 60 credit packages of modules in modern languages
- creation of an independent language learning centre



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A NEW POLITICAL WILL

- **Berlin Communiqué of 19 September 2003:**
 - **emphasis on the necessity of ensuring proper provision for linguistic diversity and language learning**



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A NEW POLITICAL WILL (continued)

COM's Consultation Document (11/2002) and Action Plan (2/2003):

- **all students should gain an accepted language**
- **qualification as part of their degree course.**



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AND WHY IS ENGLISH NOT ENOUGH?

- **European integration is NOT JUST about meetings at European level**
- **the economic dimension**
- **the humanistic dimension**



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- **and it can be done**
- **- exploit the fact that most European languages are related**
- **- development of receptive skills**



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Why can a network help?

- **Just a reminder: § 149 of the Treaty of Amsterdam (-> Constitution)**
- **promoting cooperation between educational establishments;**



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- **A network facilitates**
 - **the development of common policies in terms of common reference points**
 - **assessment of the status quo across Europe**
 - **identification and dissemination of examples of good and promising practice that can be adapted and adopted by HEIs at less advanced stages in their development**
- **A network can generate a new momentum inside member institutions and beyond**



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CASE STUDY TWO

European University Language Policy Interest Group (2001-2003)

- **convened by CEL/ELC in the wake of the Berlin EYL2001 Conference**
- **9 universities from across Europe + CEL/ELC**
- **see *Mission Statement***

- **Comprised of vice-rectors and vice-presidents of participating institutions responsible for education / international relations + experts from the universities involved**
- **Over-arching aim: to support the participating universities in their endeavour to develop and implement their own specific language policies**

- **common reference point: to give priority to the aim of encouraging and enabling their students to develop multilingual and intercultural skills, competences and knowledge**
- **was preceded by a CEL/ELC task force -> reference document *Universities and language policy in Europe* (2001)**

The activities of the group have had a major impact at all levels

At institutional level

- **FUB: a major role for languages in new Bachelor programmes**
- **ASB: an institutional language policy**
- **Cluj: ditto**
- **UNIL: a commission to advise the directorate**
- **Vienna: increased provision**

... and outside the inner group

- **at ULB, Lille 3, Freiburg (DE) ...**



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A MAJOR IMPACT ... (continued)

➤ *At national level*

- **document prepared under the auspices of the German Ministry of Education and Research**
- **document adopted by Danish Rectors' Conference**

➤ *At European level*

- **Berlin Communiqué**
- **Commission's initiatives, incl. Call for Proposals -> ENLU project**



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➤ **Council of Europe: Language Policy Forum**

Global Approaches to Education for Plurilingualism

Strasbourg, 28-29 June 2004

Keynote: an example of policy for plurilingualism in higher education - European Language Council



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Why do we need a NEW network when we already have the CEL/ELC and CercleS?

- **not just a discussion forum, but an action-oriented, project-type effort**
- **want to involve university leaders**
- **want to involve other stakeholders, such as public authorities, funding organisations, cultural institutes, rectors' conferences ...**



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**ENLU is not just to be a European project
but will seek to encourage co-operation
at national / regional level**

- **the TNP experience: the problem of dissemination and of implementation on a wide front**

Hence the idea of setting up national relay points

- for gathering information
- spreading information
- providing advice
- co-operation with national / regional organisations interested in the issue of *languages for all undergraduates*

ACTION: relay points to be identified over lunch on Saturday



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NB The ENLU project partnership does not yet represent the network we have in mind – the partnership will seek to set up such a network; more precisely, the creation of a new network devoted to the promotion of language learning among all undergraduates is the no. 1 aim of the present project. All other aims and all activities are related to this aim.



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ENLU Project: three stages

- **Stage One: ascertaining and evaluating the status quo**
- **Stage Two: preparation of a consultation document, and Europe-wide consultation**
- **Stage Three: a major European conference for launching the new network**



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STAGE ONE

**Ascertaining and evaluating the status quo,
i.e. the WHAT and HOW**

1. WHAT?

- **percentage of undergraduates learning languages**
- **range of languages being learnt**

- **Why do we want / need this information?**
 - **we need to get a clearer idea of where action is needed and what kind of action is needed**

- **Will we be able to gather this kind of information within the short period of time available?**
 - **we shall use all means available**



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(continued)

- **even if and where relevant information is not available, this will constitute important information in itself**
- **the information obtained may well be relevant for the other areas of investigation as well**



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2. HOW?

- **University language policy**
- **The use of distance education and e-learning**
- **Medium of instruction**
- **= issues regarded as being particularly relevant to *language for all***
- **> additional issues: (i) co-op with other providers; (ii) students' attitudes**

Outcomes expected

- **a collection of successful policies, strategies and methods -> adaptation and implementation under varying national / regional and institutional conditions**
- **a basis for the compilation of the Consultation Document**



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WHAT HAS HAPPENED TO DATE AND WHAT STEPS FOR ACTION NEED TO BE TAKEN IN STAGE ONE?

**31 July
2003**

**publication of Call for Proposals
EAC/45/03**



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Late
August to
25 Sept.

- (i) expressions of interest elicited from CEL/ELC members, TNP partners, and others;
- (ii) preparation of grant application
- (iii) 61 project partners
- (iv) provisional identification of task group leaders



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26 September

submission of
grant application

early November

at the request of COM,
revision of work plan and
budget

15 December

beginning of contractual
period



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14-15
February

meeting of would-be group leaders,
invited partner
representatives, members of the
CEL/ELC Board and repres. of EUA
and HRK

outcomes:

- provisional work plan
- identification of TG leaders



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- **Ian Tudor (ULB): language policy**
- **Nick Byrne (LSE): learners and languages**
- **Anne Stevens (OU): distance education and e-learning**
- **David Marsh (JY): medium of instruction**
- **Marc Durando (Europole Nancy): data management**



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- 22-23 March** meeting of TG leaders in London; outcomes
- work plans of TGs 1-4
 - budgetary considerations
 - programme of launch meeting
- 23-24 April** partner meeting in Brussels



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Expected outcomes of partner meeting

- **feedback from participants, including ideas and information relevant to task group themes**
- **formation of task groups; allocation of tasks; revised work plans (-> revised project budget)**
- **identification of national / regional relay points**



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ACTIVITIES DURING STAGE ONE

1.1 April-September 2004

- **desk research**
- **small-scale consultations**
- **direct contacts**

Q. How can task group members contribute to the effort?



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1.2 September-November 2004

- **a large-scale co-ordinated survey to be conducted at regional / national level**
- **Q: how can task group members contribute to the effort?**

1.3 creation of a data management team

1.4 additional activities



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- **partner repres. to talk to colleagues / institutional leaders**
- **relay points to start activities:**
 - **create regional / national websites**
 - **approach relevant stakeholders, including national / regional associations**
 - **use contacts in other HEIs for spreading the ENLU message**



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- **co-ordinator to liaise with European bodies**
- **creation of central project website (incl. logo)**



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STAGE TWO

Preparation of a consultation document, and Europe-wide consultation

Part One

Where are we and what should and can be done?

- **analysis of the political context**
- **summary of TG findings and of initial consultation**
- **broad recommendations, underpinned by position statements and examples of good practice**
- **rationale for setting up of network**



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Part Two

- **outline of the structure of network envisaged**

Part Three

- * **Action Plan for Network (2006-2010)**



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**Europe-wide consultation
in co-operation with major European
players**

March-May 2005 consultation

June-July 2005 evaluation



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NB It is only at this stage that HEIs etc. will be asked whether or not they are in favour of the creation of, and interested in participating in, the network envisaged.

NB At present it is not clear who precisely will be doing what in Stage Two.



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STAGE THREE

**A major European conference for the launch
of the new network**

- **date: November 2005**
- **participants: project partners and invited stakeholder representatives**



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- **Input:**
- **report on project outcomes**
- **papers prepared by the four thematic task groups, among them**
 - **guidelines for the development and implementation of university language policies**
 - **detailed work plan for the new network (2006-2010)**
- **conference planning task group required**

WHAT IS MEANT BY *ACTION PLAN?*

- **based on the recommendations put forward in the consultation document and on the responses received during the consultation, the network is to launch a number of projects designed to achieve the ultimate aim of this project: more undergraduates learning more languages**

FRAMEWORK FOR PARTNER ACTIVITIES

- **four thematic task groups**
- **data management team**
- **task group for preparation of consultation document**
- **Conference planning team**
- **task group for preparing Action Plan**

Isn't all this perhaps a bit too much?

- **need to involve more than one person from each partner organisation (cf. form for calculation of staff costs)**
- **need to broaden the partnership during the lifetime of the project**

Warning

This project is NOT about travel and meetings; most project activities will be in the nature of distance work

ENLU is not an isolated effort

- **there is a direct, uninterrupted line of action leading from SIGMA (1994-95) to this project**
- **direct link with TNP3, notably the sub-project on *Languages for enhanced opportunities on the European labour market***

ENLU matters a lot

- **overwhelming response to our call for expressions of interest last summer**
- **a recognised need: Lisbon & Bologna**
- **things are beginning to happen at all levels: Bologna ministers, COM, CEL/ELC – CercleS; ministries and rectors' conferences; individual HEIs**



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IMPORTANT WEBSITES

<http://www.fu-berlin.de/elc/>

<http://www.cercles.org/>

<http://www.fu-berlin.de/tnp3/>

and soon to come:

<http://www.fu-berlin.de/enlu/>