



Conseil Européen pour les Langues
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Council of Europe

Policy Forum

Global Approaches to Plurilingual Education

Strasbourg, 28-29 June 2004



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Education for plurilingualism in practice

Higher education: THE CEL/ELC EXPERIENCE

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**The CEL/ELC is an international
association under Belgian law**

MEMBERS

**Some 160 higher education institutions
and organisations specialising in
languages**



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PRINCIPAL AIM

To promote a quantitative and qualitative improvement in the knowledge of all the languages and cultures of the European Union and of other languages and cultures

and this from the point of view of higher education



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PRINCIPAL TYPE OF ACTIVITY

EUROPEAN CO-OPERATION PROJECTS

- **policy development**
- **development of proposals for**
 - * **curriculum innovation**
 - * **innovative teaching / learning methods**
 - * **quality enhancement**
- **materials and curriculum development projects**
(for example, DIALANG)



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A PRIORITY SINCE THE DAYS OF SIGMA

**Policy development in regard to
language learning among both
specialist and non-specialist students -
and this in terms of *concrete measures*
proposed**



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POINT NO. ONE
YOU CAN'T HAVE
INNOVATIVE PRACTICE
WITHOUT INNOVATIVE
POLICIES



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Education for plurilingualism Seven milestones in policy development (1994-2004)

Milestone One

***SIGMA Scientific Committee on Languages
(1994-1995)***

Many of the recommendations currently being implemented were developed back then.



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Milestone Two

Thematic Network Project in the Area of Languages, Sub-project 8: Language studies for students of other disciplines (1996-1999)

Milestone Three

Project for the exploitation and dissemination of the results of the TNP, notably the Brussels Dissemination Conference (09/00)



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**Claude Truchot, Rapporteur général of the
Conference –
a clarion call for the development of university
language policies**

Milestone Four

**CEL/ELC Task Force on European Language
Policy (01/2000-06/2001)**



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- ⇒ **preparation of reference document**
Universities and language policy in Europe
- **Objectives:** cf. promotion of plurilingual competence
 - **Methods:** cf. decompartmentelization of languages; plurilingual education
 - **Strategies:** cf. pilot project for development and implementation of language policy



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Milestone Five

Berlin EYL2001 Conference - 500 participants:

- **experts from across Europe**
- **representatives of national / regional governments**
- **important organisations (ACA, EAIE, EUA, and UNICA)**
- **university leaders**
- **representatives of European institutions and of the Council of Europe**



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THE BERLIN DECLARATION

Language Studies in Higher Education:
A Key Contribution to European Integration

KEY SENTENCES

Multilingual competence, high levels of communicative competence in a number of languages, and language learning ability are



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becoming essential aspects of a European graduate's employability, citizenship and personal development. Universities must provide students, regardless of their field of specialisation, with opportunities for improving their knowledge in languages, for learning new languages, and for becoming more independent in their language learning.



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Measures proposed – universities to

- **offer all undergraduates the opportunity to take a number of credits in languages**
- **create environments for independent learning**
- **encourage co-operative learning (speakers of different languages)**
- **offer as many languages as possible (LWULT languages)**



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- **offer (portions of) degree programmes in other languages**
 - **provide linguistic and intercultural preparation and support for mobility**
 - **promote their own languages**
- *****
- **higher education language learning / teaching should be aimed at development of multilingual profile**



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➤ **instruments to be used: DIALANG & ELP**

Degree courses in modern languages

➤ **intensive foundation courses for ab-initio languages**

➤ **language majors to be encouraged to study another European language alongside their major language**



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**Berlin Declaration called on universities to
develop and implement their own specific
and coherent language policies**

reflecting

- **the European dimension**
- **the specific needs of the non-academic environments**
- **institutional priorities and strengths**



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POINT NO. TWO

**YOU CANNOT HAVE INNOVATIVE
PRACTICE ON A LARGE SCALE
UNLESS YOU INVOLVE
UNIVERSITY LEADERS**



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Milestone Six

European University Language Policy Interest Group (2001-2003)

Vice presidents / vice rectors and experts from nine universities from cross Europe, meeting regularly to report on new developments, notably in the context of Bologna



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Milestone Seven

ENLU – European Network for the Promotion of Language Learning Among all Undergraduates (12/2003-12/2005)

⇒ from description and analysis of status quo (+/-) to breakthrough





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POINT NO. THREE

IT CERTAINLY HELPS IF YOU CAN

INFLUENCE POLICY

DEVELOPMENT AT EUROPEAN

AND NATIONAL LEVEL



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EU level

- sections on higher education in the Commission's Consultation Document (2002) and Action Plan (2003) on *Promoting Language Learning and Linguistic Diversity*

Bologna

- the Berlin Communiqué of September 2003

Various national developments (DE, DK ...)



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Universities across Europe, notably CEL/ELC member institutions

- ⇒ development and implementation of
language policies**
- implementation of Bologna**
- part of a general Europeanization /
internationalization effort**



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CASE STUDY

THE FREIE UNIVERSITÄT BERLIN

- 1. new bachelor courses and offerings**
 - **a number Academic Senate resolutions prepared by the vice president in charge of education who at the time was a member of the European University Language Policy Interest Group – resolutions which together amount to a kind of university lang. policy**



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2. contract between the language centre and the *präsidium* (2004-2005)

- **implementation of the CEFR, notably of the proficiency scales learner autonomy, in all language courses and offerings**
- **creation of an independent language learning centre**



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NEW BACHELOR STUDY COURSES

- **180 credits**
- **1 credit = 30 hours student work**
- **bachelor courses = single subject courses consisting of a core subject of 90 or 110 credits + (an) *imported* module package(s)**
- **a strand outside the subject area(s): general preparation for employability – obligatory internship + choice of other options**



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I. Language provision as part of the general preparation for employability strand

General considerations

- **students have to achieve a competence level relevant to employability**
- **in more widely taught languages, this level has to be higher than in LWULT languages**



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- **special incentives for languages regarded as particularly relevant: entry level at zero or A2**
- **students can only study ONE language**
- **English not to be offered**
- **however: all students have to do one module in their core subject in another language, normally in English**



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LANGUAGE	ENTRY LEVEL	MODULES	LEARNING OUTCOMES
SPANISH	B1	2 x 6 credits	to be defined
FRENCH	A2	1 x 12 credits	B1
ITALIAN	A2	1 x 12 credits	B1
GERMAN AS A FOREIGN LANG.	to be defined	2 x 6 credits (skill sepcific)	to be defined



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DUTCH	TO BE DECIDED		
POLISH	ab initio	1 x 12 credits and 1 x 6 credits	A2-B1
PORTUGUESE	ab initio	1 x 12 credits and 1 x 6 credits	A2-B1
RUSSIAN	ab initio	1 x 12 credits and 1 x 6 credits	A2-B1
ARABIC	ab initio	1 x 12 credits and 1 x 6 credits	A2-B1



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TURKISH	ab initio	1 x 12 credits and 1 x 6 credits	A2-B1
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- **Further languages are likely to be added, as more bachelor courses are introduced.**
- **Remarkable: *präsidium* is prepared to allow students to use up to 18 credits = 10% of the total number of credits of the BA for language learning**



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NB Spanish

- **by far the most popular language**
- **co-operation with the Instituto Cervantes: 4 modules designed to take students from zero to B1 [costs: $\frac{1}{2}$ IC, $\frac{1}{4}$ students, $\frac{1}{4}$ FUB]**



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II. Packages of modules in modern languages complementing 90- and 110-credit core subjects

- **NOT for English; not yet (?) for French**
- **initially for Dutch, Italian, Portuguese and Spanish**
- **further languages represented at FUB to be phased in at a later stage**



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Example One: 30 credit in ES, IT, PT

- **24 credits (= 4 modules) language study (zero -> B1)**
- **6 credits civilization**

Example Two: 60 credits in ES, IT, PT

- **42 credits (= 7 modules) language study (zero -> B2.2-C1.1)**
- **18 credits linguistics, literature, civilization**



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III. New approaches to language study in modern languages degree courses

- **a break with philological tradition**
- **in order to achieve relevant proficiency levels (-> domains, text types), language study in core courses starts at B1 (ES, FR, IT) or C1 (EN)**



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- **in non-school languages: turbo courses of 30 credits each, preceding study proper**

IV. Independent learning and co-operative learning

IV.1 In combination with taught courses



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- **calculation of credits in accordance with the time students are estimated to need on average to get from entry level to exit level (learning outcomes)**
- **normally: a 6-credit module = 4 x 15 contact hours = 60 taught hours + 120 hours independent and co-operative learning - a major challenge for teachers and students**



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- **introduction of ELP across the board**
- **work in progress: modules are currently being developed**

IV.2 Independent learning not linked to courses

- **independent language learning centre to be fully operational by the end of 2005**
- **at present: highly successful tandem system**



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**Almost ten years after SIGMA, I have to say -
these are early days - and exciting times.**

**FUB and other CEL/ELC member institutions
are only beginning to respond to the
plurilingual / multilingual challenge**

**➤) in future, credits for independent / co-
operative learning ?**



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THANK YOU !

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