

MOLAN – Network for the exchange of information about good practices that serve to motivate language learners

MOLAN Impact Reports

---

Project acronym: MOLAN  
Project title: Network for the exchanger of informationa about good practices that serve to motivate language learners  
Project number: 135518-LLP-1-2007-1-DE-KA2-KA2NW  
Sub-programme or KA: KA 2 - Languages



This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## **General analysis and evaluation of the Impact Reports prepared by partner representatives and sub-contractors in Year Three**

### ***Background***

In the original grant application, it was foreseen that all project partners would prepare impact reports, providing information about developments triggered by network activities both inside and outside partner institutions and organisations. To this end, partner representatives – and subcontractors – were expected to discuss and agree a structure for the reports at a network meeting held early in Year Three.

In fact, at the fourth partner meeting held at Aristoteleio Panepistimio Thessaoloniki on 12-14 February 2010, a small ad-hoc working party volunteered to design a structure for the reports, based on a ppt presentation delivered by the project co-ordinator. The discussion held by the working party was in itself a valuable experience in that colleagues came to understand the difference between dissemination – channels used and number of people reached – and impact, i. e. changes brought about by their own involvement in the MOLAN network project.

In the event, the co-ordinator developed a draft structure for the reports, based on the template designed by the ad-hoc working party. The draft structure was discussed and commented on at a joint meeting of the Management Committee and Evaluation Board. Project partner representatives and sub-contractors prepared their reports over the period September-November 2010. In the event, a total of 34 reports were delivered, including reports prepared by an education authority and by European Schoolnet, the latter written on the basis of short reports supplied by a substantial number of schools. The reports were assessed in a comparative manner by the project manager and another member of the project team in Berlin, who summarised their analyses in a synopsis, here made available for the first time.

The project co-ordinator was equally interested in the different approaches adopted by the various authors. Because of this, he evaluated every single report as such before drawing general conclusions. He presented his analysis and evaluation at the MOLAN Closing Conference, held in Brussels on 27-28 January. This Introduction is based on the Conference presentation and the feedback received at the Conference.

### **Impact at institutional level**

The information provided under this heading was rather encouraging. While in a majority of cases participation in the MOLAN network did not result in the adoption of new approaches, colleagues felt encouraged to continue their initiatives with renewed vigour and to reflect on future action. Moreover, MOLAN stimulated internal discussions, including discussions with head teachers and senior management. However, in a number of cases, new policies, action plans and development plans were developed and adopted. Several partners also created, or expanded existing local or regional trans-sectoral language learning networks. Among the other impact indicators mentioned were a new concern with the quality of language provision, and

an extension of the range of languages offered. Authors felt particularly inspired by case studies originating from contexts similar to their own.

Practically all authors were at pains to point out that MOLAN was known at unit and institutional level, that they had talked about MOLAN aims, activities and outcomes / outputs to colleagues, including colleagues at other institutions, and that they had seen to it that their unit or institutional Web site had a link to the MOLAN Web site.

### **New policies, strategies, and practices designed to *increase learner motivation* developed or introduced as a result of participation in MOLAN**

It has to be admitted that there is very little concrete evidence of this. While partner representatives reported on a substantial number of new initiatives at unit, institutional, local, regional, and national level, they did not relate these to the MOLAN experience. That said, there are two areas where authors linked innovation to MOLAN case studies: (i) A number of institutions introduced new teaching / learning methods, having been inspired by various MOLAN case studies; for example, a colleague in Hungary introduced CLIL at primary level in her locality because she was impressed by a case study prepared by a CLIL advocate in Brussels; (ii) several institutions introduced tandem and e-tandem programmes, having been impressed by the success indicators mentioned in a case study from Germany.

Quite a few reports highlight new co-operative initiatives, and indeed several authors representing partner schools and universities make the point that their MOLAN experience was behind new and the continuation of ongoing co-operative initiatives.

### **Impact in terms of awareness raising**

One of the most encouraging and positive impact developments triggered by MOLAN relates to heightened awareness among partner representatives of the relevance of the conceptual framework developed by the MOLAN partnership.

- A substantial number of authors admitted that for the first time they had become aware of the diversity of contexts and success factors, of the scope of EU language policy, and of the role that educational institutions have in the implementation of EU language policy.
- Partner representatives admitted that through MOLAN they had become aware of the need to examine local realities, local contacts, and local constraints as a basis for designing, implementing, sustaining, and further developing policies, strategies, and practices designed to enhance learner motivation.
- A substantial number of authors stated that through MOLAN they had been enabled to reflect on the success factors of their own initiatives.
- Moreover, and this is probably more important than anything else, they stated that MOLAN had made them aware of the overarching importance of institutional and system-based policies, strategies and practices to enhancing learner motivation.

In short, through their participation in MOLAN, participants were enabled to engage in self-reflection, and to reach a clearer understanding of the success of their own initiatives.

In other words, one should perhaps not expect too much. Colleagues engaged in the MOLAN network found this an immensely valuable and rewarding experience. But what one also has to understand is that “context” has more than one meaning. Many partner representatives have to stick to their own agendas, or rather, they have to adhere to their own specific institutional agendas. However, participation in networks like MOLAN enabled them to reflect on the parameters that are relevant to enhancing learner motivation.

### **MOLAN next**

The Impact Reports should not be seen in a negative light. Rather, the fact that colleagues are determined to continue, that they are keen to contribute to the MOLAN blog, and that they continue to disseminate the rationale underlying the MOLAN network should be regarded as a positive development. I do not think that many times before, EU projects sought to assess the impact generated within partner institutions and organisations. This exercise in itself was innovative – and rewarding.

## **MOLAN IMPACT REPORTS**

**Received:** 32 impact reports from 22 partners (FUB – 2 reports), 8 subcontractors and from Swiss partner Lausanne.

---

---

### ***Content***

<b>Question 1 -</b> Did your participation in the MOLAN project have any impact in your institution?	<b>6</b>
<b>Question 2 -</b> Can you think of and describe any new policies / strategies / practices designed to increase learner motivation that were initiated as a result of MOLAN aims, activities, and interim outcomes?	<b>25</b>
<b>Question 3 -</b> Were any new co-operative initiatives launched due to MOLAN? For example, did your administrative unit / institution start collaborating with other units in your institution / with external stakeholders?	<b>36</b>
<b>Question 4 -</b> Have you in your capacity as representative of a MOLAN partner institution / organisation / sub-contractor been consulted by external stakeholders on MOLAN findings? (Please tick <input type="checkbox"/> as appropriate.)	<b>40</b>
<b>Question 5 -</b> In what way has your involvement in the MOLAN project had an impact on you personally?	<b>42</b>
<b>Question 6 -</b> Do you / does your unit / institution / organisation – as a result of MOLAN findings – have any plans for introducing policies / strategies / practices designed to increase learner motivation?	<b>47</b>
<b>Question 7 -</b> Did your network / association disseminate MOLAN aims / activities / interim outcomes among your members?	<b>51</b>
<b>Question 8 -</b> Did MOLAN aims and interim outcomes find their way into the policies / strategies / practices promoted by your network / association?	<b>53</b>

## Answers

### Question 1 (directed at colleagues working in educational institutions)

Did your participation in the MOLAN project have any impact in your institution? For example,

- 1.1 did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?
- 1.2 was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?
- 1.3 has your involvement in MOLAN had a qualitative and/or quantitative impact on language provision in your institution?
- 1.4 is the MOLAN project known in your institution, and if so, by whom?

1.5 I should be grateful if you could tell us about your very personal experiences in this respect. If relevant, could you please also explain why MOLAN failed to have this kind of impact in your institution. After all, it is all part of lifelong learning – i.e. it is important to know what should be done differently in future projects.

#### Tassinari (FUB):

My personal experience with MOLAN:

- Through the participation in MOLAN I did get to know some different practices to enhance motivation for language learners in different contexts of education. As far as my focus is concerned, I found particularly interesting, among others, the case studies of the Université de Lausanne (in particular individual learning with tutoring) the University of Bremen (SL+Beratung), the University of Ulster (Centre for excellence in multimedia language learning), of the University of Vienna. Therefore I could enlarge my perspective and rethink the range of action of the programmes I am responsible for (the Centre for Independent Language Learning, the Tandem programme, but also my language teaching in the study programmes). The next steps should be to design and implement new approaches and / or cooperation with other institutions in some of this fields (see question 5). These steps should be discussed within my unit and my institution, in order to determine priorities for the next years.
- The issue of language teaching – offer and quality – is part of the institutional agenda of my unit (Language Centre) and, to some extent, of my institution (FUB). This is in part due to the fact that the issue of internationalisation is a priority in the agenda of the FUB. Nevertheless, more work need to be done in order to persuade the policy makers of the importance of investing task force and resources in professional

language teaching and learning. In this respect particular focus should be brought not only in increasing the number and enlarging the range of students learning languages, but also on assuring quality in language teaching. An evaluation of the language modules is currently done at the Language Centre. The outcome of the evaluation will show in which areas improvements shall be done and in-service training for our language teachers is required.

- The MOLAN project has been one of the main European projects our unit has been involved in in the last years. Much effort has been put into this by the direction and by some colleagues within the institution. This has significantly contributed to focus on some of the central issues in language education. However, the details of the project, the case studies and the information system (including the blog) are known to only part of the colleagues in my unit. More and more systematic information should be done in order to let know the colleagues about the case studies which could be relevant for their practice and to motivate them to rethink some of their practices. Moreover, the Präsidium of the FUB is informed about the project and about the role of the Language Centre in it.

### Ortiz (FUB)

- My participation in the MOLAN project has definitely contributed to making me more aware of the diversity of initiatives that have taken place all across Europe to enhance students' motivation to learn languages. I have discovered different practices, policies and strategies that have been implemented in contexts similar to that of my university but also in different environments, giving me a broader and enlarged view of the impact of initiatives on the motivation issue. In particular, the case studies presented by the Universities of Lausanne (CH), Vienna (AT), and Lille3 (FR), as well as the initiative "Language gateways into the professions" (UK) have really increased my understanding of different approaches that exist for different needs and in different contexts. All this has led me to become more aware of our own initiative and of ways to improve it in the future.
- The Freie Universität Berlin has put much effort into matching the developments of the internationalisation of studies and into supporting the issue of language learning/teaching. As a result of this policy, the language issue has tremendously improved: the number of languages taught has increased and new languages such as Arabic, Chinese, Dutch, Turkish, Polish and Russian are now available. The number of students learning languages is constantly increasing and has reached almost 1000 for the academic year 2009/10. As a consequence of internationalisation, new challenges lie ahead and will definitely need to be put on the institutional agenda.
- By means of the ELC/CEL (European Language Council) activities, all colleagues of the Language Centre as well as the University presidency are familiar with the MOLAN project. Having said that, this project has also made me realise that there is a need to organise more communication events inside and outside my university.



### Tudor (ULB):

On a personal / professional level, my involvement in MOLAN was a profoundly enriching experience. Despite having been involved in previous ELC projects, with specific reference to quality enhancement and language policy, MOLAN allowed me to much better understand the “inner mechanics” of what makes language teaching and learning work in practice. It also helped me to better understand the underlying, even if not always articulated, goal of my colleagues, namely to establish a “connection” between students’ current (mental / attitudinal) realities and the language they are studying.

MOLAN also helped me to better situate the motivational variables which operate in one context or another. In certain contexts, motivation seems to be best stimulated by freedom of choice with respect to language learning, and also in terms of choice of language. In general terms, language learning at the ULB is a matter of obligation – faculties decide to integrate language teaching into their academic programmes in the same way as other choices are made about the content of students’ academic programme. In the first instance, then, students’ motivation for language learning is programme-driven. This means that language teachers need to make a more or less significant effort to generate a perceived personal motivation for the language in question. This has evident implications for the practical realisation of language teaching in the classroom. What then is the specific contribution of MOLAN to my own tasks as academic coordinator? I’d say that it is a better understanding of the mechanics of motivation as played out in the very wide range of English courses taught by my department.

As already stated, in the vast majority of cases, our students have English on their programme by faculty decision as opposed to free choice. Making these courses work effectively, however, involves consideration of how best to engage students in their language learning, and it is here that motivation plays a key role. It is also fascinating to note just how varied the motivational keys are from one group of students (generally faculty based) and another, including in terms of their progression from BA1 to BA3 and beyond. These “keys” vary a great deal, and do not always correspond to more superficially humanistic perspectives on language teaching. For example,

- making presence at language courses obligatory,
- giving students bonus marks for regular attendance and participation in class activities

may seem rather mundane incentives, and yet they have shown themselves to be effective in terms of student participation and, one may believe, in their learning. Other motivational keys include

- gearing the content of language learning materials around students’ academic domain,
- setting communicative tasks in which students assume personal responsibility for selecting the content of written or oral projects in line with their academic interests.

These strategies are used differentially over the students’ academic career, with a general trend from more teacher-chosen tasks and materials in the first and second years to more student choice in the third and subsequent years as the students’ “academic identity” emerges. We have also found that various practical measures can contribute to enhanced motivation. These include

- creating learning groups of a homogeneous level in English,
- various practical choices such as the organisation of courses by semester or year-round.

These measures relate to students' ability and or willingness to participate actively in their language classes. Students (or our students, at least) generally find it more motivating to work in groups that are homogeneous in terms of language ability – weaker students feel less intimidated, and stronger students feel they can make better progress. Organisation over the academic year is another variable – in some cases concentrating courses in one semester creates a better learning dynamic, while in other cases a slower rhythm seems to cater for a more progressive form of learning. Here too, no one solution seems to be best for all, and choices need to be made in the light of specific learner groups.

One area of tension between what one might ideally wish for (in terms of the development of lifelong learning in particular) and what seems to be the most effective in practical terms relates to the development of learner autonomy. Our students, consciously or not, seem to want a globally teacher-driven mode of learning, and tend to resist attempts to develop more independent forms of learning – even more learner-driven tasks need to be closely defined and “rewarded” in terms of students' final grade for the course. Indeed, some colleagues have complained that they do an excessive amount of the work of motivation. Obligation to attend classes, extra marks for attendance, frequent tests, etc. may not seem the ideal approach to language teaching at university level. Yet this is what students ask for and, however one may evaluate this in terms of learner independence and self-direction, these strategies would seem to motivate students and lead to enhanced learning. Here, too, we are confronted with the local realities of motivation. In this respect, it needs to be borne in mind that, as already pointed out, the vast majority of our students follow language courses out of obligation, and thus tend to feel that it is the task of “the system”, which in practice often means their teachers, to motivate them. Perhaps this is a local phenomenon. Perhaps, too, it is a result of the increasing emphasis on languages for students who may not always feel an immediate sense of relevance for learning languages in the here-and-now of their chosen study programme or everyday lives. Motivating students for language learning when they engage in it for reasons other than personal choice has significant implications in motivational terms. In my experience this relates both to “selling” the importance of languages, and also creating learning conditions and approaches which are inherently engaging and motivating. Furthermore, my colleagues have often made the observation that those students who have a more clear *projet professionnel* (i.e. a personal agenda in personal or professional terms) are generally those who show the greatest motivation for language learning, which is probably unsurprising. Language skills are, among other things, an enabling factor in students' future academic and professional life. It is thus logical that those students who are looking ahead to their future projects will better perceive the relevance of language learning during their academic programme.

To what degree has MOLAN helped me or my department in this respect? This is difficult to say, as the general drift of our motivational strategies has been in place for some time. MOLAN has, however, greatly helped me to understand what makes language courses work on the motivational level and, in this way, to offer more focused advice and guidance to my colleagues. This is perhaps the most apparent when new colleagues join the department and need to go through a period of adaptation to the specificities of our student population. What may have been

effective interactional patterns or motivational strategies in other teaching contexts may not be so in our own. Here again, one perceives the very local nature of motivation: there is no one right answer, and strategies need to be sought in the specifics of the local context. Helping new colleagues to better understand these local dynamics (as I now understand them better myself) is perhaps one of the more tangible outcomes of my involvement in MOLAN.

To answer some of the specific questions asked in the impact report template:

**Was the issue of language learning / teaching put on the agenda as a result of my involvement in MOLAN?** No. It was there already, but MOLAN has helped me to better understand what makes language learning / teaching work.

**Has your involvement in MOLAN had a qualitative and / or quantitative impact on language provision in your institution?** In quantitative terms, language provision in my institution has expanded considerably since the launch of the MOLAN project, and a number of new initiatives have been launched. I do not feel that I can attribute this quantitative change to MOLAN, as languages have figured high on the institutional agenda of the ULB for several years. I do, however, feel that my involvement in MOLAN has contributed to a qualitative enhancement of language provision, in English at least, and for the reasons given above.

#### **Van de Craen (VUB):**

**Did your participation in the MOLAN project have any impact in your institution? For example,**

- **did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?**

Molan certainly helped to put multilingual education again on the map. It enabled us to attract the attention of many schools to start thinking about it and in some cases implementing it.

- **was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?**
- It was already on the primary school agendas but secondary schools and universities starting paying attention as well
- **has your involvement in MOLAN had a qualitative and/or quantitative impact on language provision in your institution?**
- I am inclined to think that MOLAN indeed contributed to the thinking about languages and language education
- **is the MOLAN project known in your institution, and if so, by whom?**
- It is known by the whole school group and also by the language people in the Faculty of Arts

**I should be grateful if you could tell us about your very personal experiences in this respect. If relevant, could you please also explain why MOLAN failed to have this kind of impact in your institution. After all, it is all part of lifelong**

**learning – i.e. it is important to know what should be done differently in future projects.** This is irrelevant in this case.

### **Uytterhoeven (HUB):**

**Did your participation in the MOLAN project have any impact in your institution? For example,**

- **did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?**

Yes: the case study presented (*cross cultural competences* – elective course at the Faculty of Economics & Management) allowed the lecturers involved to strengthen the position of this course within the curriculum of the Faculty. Moreover, this elective course will be extended to the Faculty of Linguistics & Literature in the future.

- **was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?**

It was already on the agenda before the MOLAN project

- **has your involvement in MOLAN had a qualitative and/or quantitative impact on language provision in your institution?**

No.

- **is the MOLAN project known in your institution, and if so, by whom?**

The MOLAN project and our case study were described in a magazine sent to our students, staff members (including our teaching staff) and our external stakeholders. All staff members at the Faculty of Linguistics & Literature received e-mails attracting attention to the project. The Faculty organized one of the MOLAN partner meetings.

### **Leithold-Cünnen (Freiburg):**

We invented an online-Portfolio and will enlarge our e-learning offer of courses. It is known by the International Office and EU-Office of our University. The SLI informed the Departments of the Philological Faculty about the Project

### **Jahn (Friedrich-List-Schule)**

- Die intensive Beschäftigung mit Projekten der anderen MOLAN-Partner bzw. – Unterstützer, auch im Bereich der Hochschulen, war sehr hilfreich bei der Weiterentwicklung eigener fremdsprachlicher Initiativen.

- MOLAN wurde dem eigenen Kollegium auf Gesamtkonferenzen vorgestellt, darüber hinaus im Rahmen von internationalen Veranstaltungen des EU-Teams auch Lehrkräften anderer Schulen.
- In zukünftigen Projekten wäre eine stärkere Berücksichtigung des berufsorientierten Fremdsprachenunterrichts von Anfang an, insbesondere in den sog. kleineren Schulfremdsprachen, wünschenswert, die Forschungsdefizite in diesem Bereich sind u. E. nicht zu übersehen.

### Lauridsen (ABS)

The ASB/AU strategy has been to further develop the international programmes taught in English as well as continue the programs in foreign languages and business communication involving the languages of Arabic, English, French, German, and Spanish. No new initiatives have been taken as a direct result of the MOLAN project.

During the MOLAN project period, the ASB/AU and thus all the programmes offered have been EQUIS accredited; all programmes are currently undergoing a new national accreditation process, and those that have already been up for accreditation, have all been successful. Thus, ensuring the quality of programmes has been a key issue in the project period.

Moreover, in addition to the above, the ASB was merged into Aarhus University in 2007, and subsequently the ASB has been part of a major reorganisation of the whole of the new and enlarged Aarhus University into four faculties. The final structure will be decided in December 2010 and fully implemented at all levels of the organisation in 2011. However, this process has taken up a substantial amount of resources and has left little room for new initiatives.

### Perez Vidal (Pompeau Fabro)

- Our university's participation in MOLAN had a substantial impact on the self-assurance and assetiveness with which we designed a new linguistic policy for the period 2007-2013 designed to enhance learner motivation. The new rector elected in 2005 had already made a leap forward vis-à-vis languages in the history of UPF, when he decided to set up a VicePresidency solely devoted to the linguistic promotion. He then asked the author of this report to take up such a responsibility. Two years later it created a technical position devoted to languages, that of Coordinator of Multilingual policies, held by Mireia Calm, who attends all MOLAN meetings and workshops.
- From such advantageous position on the basis of which languages were already on the institutional agenda, we managed to design a new linguistic policy. In a nutshell the policy drew on the existing bilingual approach to language planning (Catalan/Spanish) at university level in order to implement a multilingual approach with a European perspective, as a result of our involvement in MOLAN, since the beginning of the network. Indeed

the events which placed us in that direction were clearly related to our belonging to the MOLAN network.

The course of events was as follows. Publications and lectures by Wolfgang Masciewicz and Ian Tudor respectively led us to:

- a) see the positive effects of adopting a systematic policy vis-à-vis languages in HE institutions;
- b) be aware of pre-existing policies drawn by bilingual universities such as Freiburg, Brussels, Berlin, Hungary, etc., which we could use as possible models;
- c) be aware of policies in primary and secondary settings
- d) be informed of the tenets and new views on languages of European institutions, designed and disseminated on several European projects (ENLU, ELAN, HLG report, etc...);
- e) design a specific Plan of Action for Multilingualism (PAM) specific to Universitat Pompeu Fabra (UPF), a linguistic policy of our own.
  - o Our involvement in MOLAN had a clear impact on language provision in our institution.
  - o The decision made was first try and motivate teachers, who were highly demotivated because their plea for training schemes had never been taken under consideration. We gathered that WITHOUT MOTIVATED TEACHERS NO PLAN FOR LANGUAGES WOULD MANAGE TO SUCCEED.
  - o Similarly the administration was guaranteed the continuity of an extensive training scheme. English is prioritized in both these schemes (teachers and the administration).
  - o As regards students, there were two major decisions:
    - To tackle an ever existing problem, that of 'linguistic security' and linguistic rights. The language used as the medium of instruction was never clear to students in the first place, and often teachers changed it according to immediate demands made by students (Spanish non-local students claiming not to understand Catalan; exchange international students claiming not to understand neither Catalan nor Spanish). This prevented a correct organisation of placements of international students, and the use of Catalan on many occasions. A new philosophy was designed, with the new of a digital platform, that of 'linguistic security': once a teacher decides in what language to teach out of the current three working languages (Catalan, Spanish and English), the decision is public and binding, no one nothing can change it.
    - To tackle linguistic diversity in the languages offered by our language Center. It decided to launch Chinese, Japanese and Russian courses which turned to be highly successful.



- 
- MOLAN is well known in my institution. I have recurrently explained that MOLAN is 'the source of inspiration' of my activity as VicePresident for Languages (2005-2010) and currently as Rector's Delegate for Languages (2010-2014). The Office for Multilingualism backed up the organisation of the Barcelona MOLAN meeting (2009). The rector and Vice-Presidents are aware that we are following European policies, and that we belong to MOLAN. The institution at large is aware of the existence of MOLAN as we have a link to MOLAN on our institutional website devoted to languages: [www.upf.es/llengües](http://www.upf.es/llengües)

### **De Alba/Lorenzo (Universidad Pablo de Olavide)**

As MOLAN members, we have been responsible for drafting our university's Language Policy Plan. A brand-new document has been passed that frames all language initiatives from all university decision levels Faculties and Schools, Department, Research units, International Relations Office and so forth. Language competence levels are also spelled out and will have to be targeted by all students. Local language plans are streamlined based on European language policies as held up by MOLAN and ELC,

### **Kiliari (Aristotle University of Thessaloniki, Greece)**

Due to the financial crisis that Greece has been facing for the past twelve months, many changes at the institutional level could not be made. However, some initiatives were launched at the departmental level (more details below in questions 2 and 3). In general, our participation in the project has influenced the way we view language learning and teaching in higher education. We got to know about practices and policies adopted at other European universities and discussed at meetings with other Molan partners the practical applications of those practices and policies. All this exchange of ideas enabled us to consider the teaching of modern languages to students in the light of (a) their potential mobility and employability in Europe and (b) the importance of lifelong learning as well as the development of several skills that are necessary for communication and interrelated with languages. We hope that the insights we gained into the role of languages in the European Union at large will help us in the future to effectively upgrade the role of modern languages at our institution when the situation in our country becomes better and more conducive to innovative practices.

- **is the MOLAN project known in your institution, and if so, by whom?**

The Molan meeting at Aristotle University of Thessaloniki in February 2010 made the project known to colleagues at the Centre for Foreign Languages, the Rector and Vice-Rectors of the University, the Deans of the Faculties of Philosophy, Sciences and Engineering as well as the University Administration.

In addition, the Molan leaflet has been distributed to several departments and especially to the Departments of English, German, French and Italian Language and Literature.

### **Sárdi (Kodolányi János University College)**

- **1.1 did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?** Yes, participation in the project has encouraged and inspired me very much. The attitude of colleagues at the university has always been positive as far as language learning issues are concerned both the management and department level. The 'only' problem for us has been financial in the past few years. We had to make hard decisions which concern many areas and activities within the university, one of them being our initiations in language learning.
- **1.4 is the MOLAN project known in your institution, and if so, by whom? Yes, by the management and the language departments (Department of English Studies, Department of German Studies and the Centre for Language**
- **did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?**

### **Petrylaite (Kaunas University of Technology, Lithuania)**

Kaunas University of Technology undertakes most of the motivational practices that were revealed in the case studies prepared by MOLAN project partner institutions. Still, in my opinion, the initiatives of two institutions represented in MOLAN deserve particular attention: the tandem programme of the Free University Berlin (FU Berlin), and the Bremen tutorial program offering a systematic combination of language classes, autonomous language learning with EPOS, peer-learning and project-based learning.

- **was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?**

I am not in the decision making position, major decisions on language policy being made by the Senate of the University. Language teaching has not been one of the highest priority issues in the technical university, where the emphasis is on developing academic science related courses. Furthermore, the current financial situation does not allow for better language provision in the institution I represent.

- **is the MOLAN project known in your institution, and if so, by whom?**

My participation in the in the MOLAN project may have had an indirect qualitative impact on language provision in the institution.



I mentioned MOLAN at a joint meeting of students and foreign language teachers held by the Centre of Foreign Languages in the Faculty of Humanities on the 11<sup>th</sup> of December, 2008. The theme of the event was: The role of the ECTS crediting of language learning; the outcome of withdrawing ECTS - crediting of certain language modules from the students' 1<sup>st</sup> cycle academic programmes at Kaunas University of Technology. The event was organized by Vice-Rector for Studies and Head of the Centre of Foreign Languages.

I also wrote about MOLAN in a newspaper article (May 6<sup>th</sup>, 2010 issue of the STUJIJU AIDAI, the newspaper of Kaunas University of Technology), where I had described the aims and interim results of the MOLAN project.

There is established a link to the MOLAN project website on the KTU website: <http://en.ktu.lt/content/international/international-studies-projects-llp-transversal-programme>

Moreover, MOLAN has been made known to the staff by circulating the news of the updated version of the website and the newly released blog of MOLAN.

#### **Dabašinskienė/Mačianskienė (Vytautas Magnus University)**

- **did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?**

Yes, definitely, this network enabled all of us to share our experiences and to learn from each other. Needless to say, that some good practices/ policies and strategies are copied and/ or adapted to different context according to the needs.

As a result of participation in MOLAN, the Centre of Foreign Languages adopted several approaches to enhance learner language learning motivation:

- a) a new approach of involving incoming Erasmus students in tandem learning/teaching with the Lithuanian students studying their native language (the idea adapted from the initiative of the Language Centre of the Free University Berlin (FU Berlin);
- b) an idea was raised and developed to establish a Learner Self-Access Centre to create conditions for autonomous and individual language learning, an Action plan was designed, approved by the university, and included into university project proposal on ICT infrastructure development, which was approved and supported by European Structural Foundation financially (the experience of Université Charles-de-Gaulle-Lille3 was taken into account while designing the action plan);
- c) and Action plan on multilingualism was designed which includes research into learner motivation to choose less taught and spoken languages (number of respondents – 1000 students; research method – quantitative and qualitative); statistical analysis and summary of research findings; preparation of a scientific article.

**was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?**

Foreign language teaching and learning is one of the strategic goals of our university. English language has an exceptional status as its learning (up to B2 level) is obligatory. The range of other foreign languages is also quite wide (24 languages on offer in 2010).

The issue of language policy has been on the agenda of VMU – this issue has been discussed twice in the Rectorate meeting (the highest executive body consisting of Rector, vice-rectors, deans of faculty and directors of Centre of Foreign Languages, Botanical Garden and Office of Academic Affairs) recently; as a result, the document on VMU language policy is in the process of development – The language policy of University of Pompeu Fabra in Barcelona has been taken as an example, a number of its principles are applied in designing the document for VMU.

- **has your involvement in MOLAN had a qualitative and/or quantitative impact on language provision in your institution?**

The main issue at our university is to raise awareness of learning foreign languages and their inclusion in the curricula into non-philological programmes. Most of teachers and administration still believe that languages belong only to philologists. The discussions about these issues at very high level, for example, at Rectorate level, had some first positive signs. Some programs at the Faculties of Law, Economics and Political Science have included foreign languages for LSP. The Faculty of Humanities is going to launch several new programs on foreign languages other than English.

The Centre of Foreign Languages has started offering more courses of less frequently used and spoken languages (Estonian, Latvian, Serbian, etc.). More attention to raising learner awareness and motivation (extracurricular activities, EDL events, orientation days, meetings with secondary school learners; clubs) led to increased number of students in foreign language courses.

- **is the MOLAN project known in your institution, and if so, by whom?**

Yes, at all the levels. The best at Rectorate, among deans and departments.

**I should be grateful if you could tell us about your very personal experiences in this respect. If relevant, could you please also explain why MOLAN failed to have this kind of impact in your institution. After all, it is all part of lifelong learning – i.e. it is important to know what should be done differently in future projects,**

As it was mentioned, two years is still a very short period for tangible results. We think that the idea of multilingualism as an asset for all spheres of life has been very clearly expressed at our university.

This project was mostly dealing with good practices that already exist at certain institutions, but not looking for the examples of 'bad' experiences, cases of failed projects.

Recommendations for the institutions how to implement 'right' or successful practice would be useful.

Participation in the project allowed to self-evaluate and self-analyse the existing practices from different angles and share experiences, learn from others. However,

the template was designed in such a way as if requesting the analysis of the whole existing practice of language teaching at the institution, whereas the idea was to present an initiative only. This accounts for diverse level of representation of motivating factors.

### **Urbanikowa (University of Warsaw)**

Presently there is an even closer link among institutes constituting the University System of Language Provision. More emphasis has been placed on the quality raising measure: among others all of them have adopted a standard (agreed among the constituents) student questionnaire examining the quality of language courses. Also closer link between the coordinator of the System and Student Government has been established in order to satisfy students' needs, thus hoping for more motivation to complete the language courses successfully. More languages have been included into the system of proficiency certification (incl. Of very rarely used like Polish Sign Language, Persian, Lithuanian to name just a few).

The project is known both to the University authorities (Rector for Student Affairs) and the population of language teachers. The problems of motivation, quality and success factors have been tabled during the meeting of the Certification Board, Language Centre Board. They have been also a subject of presentations and discussion at the Language Centre (eg. Key-note at a seminar opening the Open Doors Day at the Language Centre).

### **Célio Conceição (Universidade do Algarve)**

With our participation in this project we had the possibility to create a local network in the area of languages with two schools and the regional delegation of the ministry of education. The possibility to follow language learning features since the early childhood (4 years) to life long learning has been built. In the local area we have also languages in primary and secondary schools, language for vocational studies in secondary and languages at the university. We all become aware of the specificities of all these levels of teaching.

The work inside MOLAN allowed us to understand other perspectives and practices in the area of motivation, according to different perspectives of this concept.

The subject of languages and the motivation for their learning had been put in the agenda of the local partners because they all disseminate case-studies in each institution.

MOLAN, other projects and networks in which we participate, is the list of international activities of the university.

I'm not sure that MOLAN was/is a cause of a change in my institution but I'm sure that all the participation and the access to data and case studies is a very fruitful experience with future impact in the design of language curricula.

For future projects in this area, I think we can not limit our activity in only one case study but it will probable preferable to understand motivation in different groups to know exactly what to do to enhance it.

### **Martins (Agrupamento de Escolas D. Afonso III)**

My institution is a lower secondary public school and thus policies are to great extent dictated by national regulation concerning educational issues. This, of course, does not mean that we are confined to do just and only what "laws and official curriculum

impose". There are practices and strategies designed to enhance learner motivation we can effectively use and they actually occur in my own institution. These strategies/practices arise not from an organised and firmly designed language policy but from the desire of some language teachers to motivate students to learn languages.

The MOLAN project has its proper place in my school's official website. It is listed in the front page under the projects section and it links visitors to the following paths: [www.molan.info](http://www.molan.info) and [www.molan-network.eu](http://www.molan-network.eu).

As every school in Portugal, my institution holds a Pedagogical Council (Conselho Pedagógico) every month and once a trimester all project coordinators have to report their activities so that this pedagogical body can analyse and evaluate its own Annual Activity Plan. The Pedagogical Council is formed by the headmaster, the department coordinators, the projects coordinator, the school library coordinator, parents' representative and non-teaching staff representative. Thus, I regularly report the activities concerning the MOLAN project.

I also disseminate information among my colleagues by sharing my personal experience as an intervenient in the MOLAN project.

I believe that, although being a public state school, there is a wide range of strategies and practises to enhance language learner motivation that can successfully take place at institutional level; even though a clearly visible and measurable impact has not yet been achieved, I will continue to make an effort so that the MOLAN project can in the future induce changes concerning language learning and teaching in my own institution.

### **Conceição (Escola Secundária de Tomás Cabreira)**

Escola Secundária de Tomás Cabreira, in Faro, is a secondary public school and thus educational policies are directed by national regulation concerning educational issues, namely the syllabuses, though teachers working there do not just follow what laws and official curricula impose. Teachers try to promote good practice in classes, using techniques, strategies, methodologies, tasks, activities, projects that have been negotiated during Pedagogical Council meetings throughout a couple of years. This negotiation resulted in a document (Improvement Plan 2009-2013) that has contributions of all School Departments. Of course the Language Department, which I coordinate, gave important contributions concerning, for instance, the promotion and development of metacognition skills. So, I dare to say that, somehow, these three years working with MOLAN Project have made me even more aware and convinced of the importance of a language policy at school, even when we are talking about vocational courses.

The MOLAN project has its proper place in my school's official website. Using the name of the Language Department, it links visitors to the following paths: [www.molan.info](http://www.molan.info) and [www.molan-network.eu](http://www.molan-network.eu).

### **Rios Castano/Lillie (University of Ulster, School of Languages, Literatures and Cultures)**

- **did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?**

VCR indicates that on a personal level she became acquainted with Campus Europae, the Comenius programme, projects and groups like ENLU and EULPIG, and awards such as the European Language Award. Thanks to the Hogeschool-Universiteit Brussel she learnt of the Wishes project, and, thanks to colleagues from Portugal, of involvement of Erasmus students in classroom activities to motivate language learners. These various experiences have helped her to reflect on her language teaching activities and consider ways in which student motivation might be enhanced. EML also discovered a number of European initiatives (in particular Campus Europae) and was, in addition, enabled to reflect further on both practice and policy.

- **was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?**

The issue of language learning is already on the University agenda. EML gave a public lecture in the University in 2008 on the state of language learning in the UK in which she focused to some extent on learner motivation. While this was not directly about MOLAN it was certainly a contributory factor to her thinking.

- **has your involvement in MOLAN had a qualitative and/or quantitative impact on language provision in your institution?**

This is difficult to assess but the knowledge acquired by participants has an effect on their approach and input to discussions about teaching and about languages in general in the institution. Thus the impact has been positive.

- **is the MOLAN project known in your institution, and if so, by whom?**

Key stakeholders in languages such as the Co-Directors of the Centre for Excellence in Multimedia Language Learning (CEMLL) (one of whom has attended a MOLAN meeting, completed a case study on the Centre for MOLAN and was named in the original application as a participant in the project: he is now leaving the University of Ulster) and the Head of School (the other CEMLL Director) are aware of the project as are other staff in the Centre. Interested other staff in languages will have some awareness of the project. One of the participants in the project (VCR) attributes her first awareness of MOLAN to the Centre for Excellence in Multimedia Language Learning (see below). The management report of the CEMLL which for the relevant period mentioned participation in MOLAN and the use of the Centre as a case study was seen by a range of stakeholders in the University.

### **Gonçalves (Direcção Regional de Educação do Algarve)**

Yes, the Molan project is known at my institution, mainly in my department. This is a department responsible for the educational sector, hence the greater knowledge and involvement in the area of foreign languages and related projects. My institution is a decentralized branch of the Ministry of Education, so the projects that we are involved with are known to the schools in our area of influence and we promote this project at meetings with the schools of the Algarve.

### **Brogan (Institute of Technology Tralee)**

- **did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled /**



**encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?**

It was a very rewarding task to work with all the various case studies and encouraging examples of how to increase motivation in language learners. I very much enjoyed reading/reviewing/editing individual case studies. However the impact in my institution was limited. Due to a new Head of School and the new rule of a minimum number of students in order to run a course as an elective, the offering of language courses at ITT has been decreased this academic year. The wider economic situation also plays an important role as language courses are termed as non-viable and too expensive because of staff costs, etc. There are a lot of cutbacks in the educational sector and the attitude English is enough still has a negative impact on the learning of languages in Ireland. The MOLAN case studies also showed me that one needs the support of management in order to create a successful local language policy. I regret to say that this is not the case with ITT.

- **was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?**

My colleagues and management know about the MOLAN project and the case studies but, as mentioned above, at present we are fighting for the survival of language courses at ITT; unfortunately there is little room to discuss innovative approaches in the learning/teaching of languages at present as no one wants to rock the boat too much. But we are hoping to design a new language course with a period abroad by December 2010; I will try to incorporate as much as possible the findings of the MOLAN case studies in the content of this course, but need the consent of my colleagues if any changes are proposed.

- **has your involvement in MOLAN had a qualitative and/or quantitative impact on language provision in your institution?**

Sadly I can not state that it had an impact on my institution due to the current situation as explained in the previous points. But the MOLAN case studies were discussed and shown at the meetings of the IoTs (Institutes of Technology) Languages Strategy Network meetings. It was wonderful to show our colleagues that the network featured as one of the selected case studies. MOLAN in return is included on the network's website, which is constantly updated and still a work in progress: please see [http://www.languagesinireland.ie/index.php?option=com\\_content&view=article&id=62&Itemid=95](http://www.languagesinireland.ie/index.php?option=com_content&view=article&id=62&Itemid=95)

Furthermore due to my extensive travel I have disseminated the MOLAN brochure not only at Irish events, but also at international ones. And one always hopes that it has an impact. But apart from the expressed interest by participants, this is very hard to measure.

- **is the MOLAN project known in your institution, and if so, by whom?**

MOLAN features on the ITT website: <http://www.ittralee.ie/en/InformationAbout/InstituteandDepartments/AbouttheDepartments/AcademicDepartments/Languages/EUProjects/>

It was discussed with language colleagues and management at ITT.

### **Sverrisdóttir (Háskóli Íslands, University of Iceland)**

Das Projekt ist unter den Kollegen in den Fremdsprachen, den DaF-Studenten sowie in der Verwaltung bekannt. Einige der Fremdsprachen kämpfen für ihre Existenz, darunter ist das Fach Deutsch, und deshalb werden Projekte, die Motivation als

Thema haben sehr begrüsst. Das Projekt, Þýskubíllinn – Deutschmobil – das auch als Teil von Molan ist, ist ebenfalls bekannt.

### **Buschmann-Göbels (Fremdsprachenzentrum der Hochschulen im Land Bremen/Foreign Languages Centre, University Bremen)**

The Foreign Languages Centre (FZHB) at the University of Bremen is the central service institution for language training as it offers language classes for students of the four public universities of Bremen, the University Bremen, the Universities of Applied Sciences of Bremen and Bremerhaven and the University of the Arts, Bremen. Furthermore, collaboration has been established with the University of Oldenburg, the (private) Jacobs University Bremen and the three great European Cultural Institutes Goethe Institut, Instituto Cervantes and Institut Français. With the combination of classes, autonomous language learning and a tutorial program we want to enhance language learning and language activities by establishing modern and successful

forms of language learning on the campus- given that students are already knowing autonomous learning from other field of study. The tutorial program is class-independent. Students can learn any language that is either offered at the FZHB or of which materials in electronic form or in book-form are available in the Self-access Centre (SLZ). In addition to that students can also register for languages we can offer a tandem partner for, with no other material at hand. In all these cases EPOS, the Bremen electronic version of the ELP, plays an important part as it is on the one hand provides the properties of the ELP and is on the other hand a communication and learning platform for learner and tutor. Thus it enhances the pedagogical function of the ELP. It's important tools: An online-language learning agreement and an online-learning journal. By agreement of the learner both are shared for the further development of the individual learning process as well as for discussions with peers or the tutor or with language teaching experts.

By using EPOS, students have to reflect on their learning process, their success and mistakes. EPOS serves the cognitive and the affective learning fields and the tutorial program as such brings in a social constituent. EPOS is used as a tool for blended-learning in all the above-mentioned institutions; newly it was implemented within the tutorial program at the university. Our evaluations have shown that by the tutorial program autonomous learning has become more attractive and that peer- and project-based learning has a great fun factor for the students. As such - this is where it comes full circle - it is extremely motivating for autonomous learning.

Our involvement in MOLAN has given us the opportunity both to present our concept to a community of experts working in the field of enhancing learner motivation in language learning and to discuss and evaluate possible success factors. This also gives us additional support to implement the tutorial program for autonomous language learning as a constant at our institution and to collaborate with colleagues from the university and the three cultural institutes in Bremen.

### **Szabó (Kecskemét College Teacher Training Faculty)**

MOLAN project did have an impact on my personal insight into language policy in the participating countries. I got aware of initiatives that can be implemented in my surroundings. From the partners I learned about the necessary requirements and conditions of introducing new systems. What I also learned is that without motivated teachers, policy makers it is difficult to motivate language learners. As a result of my

participation in the project language teaching has really become an issue in the primary school my report is written about. A year after this report had been written, bilingual education has been introduced in that school. I think this is a qualitative result. I also could make my college students be more interested in the topic and four of them applied for Erasmus grants, spent a term in Austria and Ireland visiting schools there and looking for good practise. MOLAN is known in my institution. I made it known and there is a link from our institutional website to the MOLAN website. I also gave a lecture on the project on a national conference about developing language in June in our institution.

### **Flanagan (Modern Languages in Primary Schools Initiative, Ireland)**

- I feel that our participation in the MOLAN project was of benefit in that it allowed us access to many examples of best practice at school and institution level in other European jurisdictions. It was also a very welcome opportunity to make connections with colleagues from other countries who are also focussed on the areas of language teaching and teacher development.
- Personally, while I feel that involvement in the project was very worthwhile, I do feel I was at somewhat of a disadvantage in that we were not involved from the beginning. Also, a more detailed agenda and a more specific work focus at the meeting I attended would have been helpful.

### **Wetter (Dipartimento di Metodi e Modelli per l'Economia, Il Territorio e la Finanza)**

1) Already the completion of the initial MOLAN questionnaire with six colleagues rose awareness about aspects of our work we have never spoken before but were in some way always in the air. So thanks to this questionnaire we were sitting together for many hours exchanging opinions about what we had already realised and what we could carry out in order to offer qualitatively high language tuition and raise students' motivation. These discussions were extremely useful for all of us.

2) MOLAN case studies encouraged me to extend my knowledge of independent learning. A result was the development on the Moodle platform of a module for the training of reading skills that after one semester allows students with few previous knowledge of German to read and understand texts with specific economic content. This module can be used either in the classroom or during self-study. At the moment all explanations and texts are in pdf files but it is planned to transform them into interactive modules.

3) Yes, the MOLAN project is known in the Department (it has been presented during a counsel of the Department). I spoke also about MOLAN during a workshop on e-learning in June 2009 and mentioned MOLAN in the publication.

### **Garcia Soza (University Of Essex)**

Yes, it definitely has. Now most of the people in my department and the crucial administrators in the faculty are aware of the project and the link to the European Languages Council. MOLAN's policies have been made part and parcel of my teaching and other colleagues have followed suit. MOLAN has given me the



confidence to take the issue of Modern Languages to various forums in the University including the higher echelons.

My involvement with MOLAN has made a quantitative and qualitative impact. The idea of promoting and disseminating through motivation of young learners languages has made my department more open to the outside world; language tasters and students conferences that bring to the University hundreds of students who want to know about Modern Languages have become an annual feature of the institution.

Motivated by MOLAN I pushed for the introduction of Chinese and Arabic in my department and this came about within the life of the project. These 2 languages were firstly only part of the optional curriculum, but since 2010 Chinese has become part of the Modern Languages degrees.

The project is known as I said above by staff in my department; it has been included in many minutes both departmental and Modern Languages sections and it is also known at faculty level by the central administrators.

#### **Forster Vosicki (Université de Lausanne)**

- **did you yourself get to know of successful policies, strategies, and practices in place in institutions represented in MOLAN that enabled / encouraged you to adopt a new approach in your own institution designed to enhance learner motivation?**

As the case study to prepare for the project was a "success story", that is to say the result of many years of efforts to achieve structural change in order to enhance the motivation among students in our university to learn more languages. Thus the MOLAN project did not lead to the adoption of new approaches, but provided the encouragement to continue efforts in this direction with a clearer and more structured view of how to approach change. It also highlighted the fact that ongoing action at several levels is necessary to achieve further improvement, and provided a deepened and clearer understanding and knowledge of the scope of these aspects.

- **was, as a result of your involvement in MOLAN, the issue of language learning / teaching put on the institutional agenda?**

The question of language learning and teaching was already on the institutional agenda before the MOLAN-project. The University of Lausanne began to put into effect a language policy for the whole of the institution through the creation, in 2003, of a Language Policy Commission of the rectorate of the university. Thus the question of language learning became no longer merely the concern of individual faculties, but rather university-wide. This Commission is composed of representatives from every faculty and other bodies and has as its objective the promotion and valorisation of plurilingualism at the University of Lausanne and the consideration of measures to be taken in this direction.

Through the MOLAN-project I obtained a great deal of information that I can use in discussions and negotiations with the Language Policy Commission of the rectorate of our university, with the faculties and university authorities. This can be used for

awareness raising and with the objective of establishing well informed policies to promote plurilingualism and lifelong language learning.

- **has your involvement in MOLAN had a qualitative and/or quantitative impact on language provision in your institution?**

The reading of the case studies provided numerous ideas, e.g. encouraging us to try to publicise our free access learning devices among the university community, thus encouraging students to engage in independent language learning, particularly in relation to our free access multimedia learning centre. We have made enormous efforts to publicise all our learning tools of this type (e. g. changes in communication on the website, integration of Flash animations, videos presenting this kind of learning, etc.)

- **is the MOLAN project known in your institution, and if so, by whom?**

Throughout the duration of the project, the MOLAN-project and outcomes were regularly presented to the Language Policy Commission of the rectorate of the university; which is composed of a member of the university management, representatives from every faculty and student associations and other bodies. It was also presented (3rd March 2009) during a workshop of the Centre for Pedagogical Support for university teachers (Centre de soutien à l'enseignement de l'UNIL) to 12 members of the teaching staff of the University of Lausanne. Molan is also known about by teachers in the Language Centre.

The link to the MOLAN project and the MOLAN information retrieval system is on the website of the University Language Centre.

## **Question 2**

**Can you think of and describe any new policies / strategies / practices designed to increase learner motivation that were initiated as a result of MOLAN aims, activities, and interim outcomes? (Please tick ✓ as appropriate.)**

**YES –**

2.1 [ 16 ] in my unit

2.2 [ 15 ] in my own institution

2.3 [ 12 ] at local level

2.4 [ 8 ] at regional level

2.5 [ 5 ] at national level

2.6 [ 2 ] at European level

**2.7 Please provide a summary of the new policies / strategies / practices, including a clear identification of the MOLAN findings in question,**

**actors, target group(s) and the time frame. Please bear in mind that new initiatives may or may not involve your own institution / organisation.**

### Ortiz (FUB)

- Inside the French section the impact of the MOLAN project has resulted in an evaluation of the ABV language modules in order to assess to what extent the learning outcomes of our programmes actually match the overarching goals of this initiative. The redesigning of the language modules has resulted in new pilot courses for already 3 modules. However, further steps need to be taken.

Our initiative has shown that there is a strong correlation between the languages that students decide to learn within the framework of the ABV and their academic qualifications. Therefore, we need to ensure that **learning outcomes of our language programmes actually match the needs and demands of the labour market**. Even if it is impossible to predict what professional life will look like for the next generation of students, we need to conduct an investigation among stakeholders from the public and private sectors to define language training adapted to professional life.

We also need to acknowledge the fact that our students are multilingual. Through a survey that was conducted among students of French, it appears that a high percentage has linguistic skills in more than 2 languages. This means that the multilingual profile of students is a reality, and therefore, we need to take measures in order to massively integrate a pedagogy that **fosters multilingual competence**. Of course, this can't be done without the teachers themselves being aware of and trained for this.

- My unit, the Language Centre, has also initiated a general evaluation of its language modules whose results will be released in the coming months.

It appears that the MOLAN project has played a role in identifying future challenges and areas of improvement.

### Tassinari (FUB)

#### In my unit

#### Language Centre

- In-service training about testing and assessing language competencies
- Evaluation of the language modules

#### Centre for Independent Language Learning

- Enlargement of the tandem programme through the cooperation with other units and/or programmes within the institution
- Introduction of practices and resources in order to foster multilingualism for all students (e.g. workshops and materials on intercomprehension)

#### Moreover

Some new issues are to be taken into consideration for the future developments:

- the issue of multilingualism (our students are more and more multilingual) and of fostering partial competencies in language learning
- the issue of language learning for international students and researchers
- the issue of languages (english and german) for academic purposes
- the issue of languages for professional skills.

### **Tudor (Université Libre de Bruxelles)**

Here, too, I can easily outline new initiatives taken in my unit and institution, but cannot necessarily establish a causal relationship with my participation in MOLAN.

#### **At unit level**

A brief word about the English department, of which I am academic coordinator. The department has nearly 15 full-time teaching posts and 19 staff in all, most full-time. We arrange language teaching for around 7,000 (out of a total of 20,000) students from a range of faculties, and nearly 30 courses organised in terms of faculty and year of study.

In response to question 1, I outlined the ongoing nature of the attempt to devise learning structures likely to motivate and thereby to engage students in their language learning. As already stated, my involvement in MOLAN has helped me very considerably in better understanding the nature of the motivational dynamics involved. As language learning is well established at the ULB, many of these actions are at a micro level - often a matter of adjusting the details of courses around student perceptions and attitudes. Indeed, when I listen to the discussions of colleagues in my department about their courses, I would say that a significant percentage relate precisely to the means of enhancing student motivation. This is an integral component of ongoing teaching and course development.

At the time of writing, considerable changes are taking place within the ULB, major programme reforms being implemented across the whole of the institution. Changes are also taking place in the broader Belgian and international context. It may therefore be useful to outline these changes, describe initial responses, and then raise questions as to the possible future implications of these changes for (English) language teaching.

#### **At institutional level**

##### Adoption of English as medium of instruction at Master level

From the academic year 2010-11, one faculty (the Solvay Brussels School of Economics and Management – SBSEM) has opted to teach its four Master programmes partially or wholly in English. Certain other faculties are moving in the same direction, albeit to varying degrees. This has nothing to do with MOLAN, and is a reflection of the widespread perception that the use of English as a medium of instruction is a sign of internationalisation. This does, however, change the function which English plays in the lives of many of our students, and thus can impact on questions of motivation.

It is too early to say in which way this change will affect our students' perceptions of English. I do, however, suspect that we will have to adapt certain course objectives around the fact that, from now on, some of our students will be required to work with English as a medium of instruction at Master level. This, however, is an ongoing concern, and I will have a better idea of the motivational implications of the adoption of English as a medium of instruction later in the year. The point, however, is that when the context of language use changes it may be necessary to re-think both objectives and motivational strategies.

One specific initiative has, however, already been launched in the faculty of Applied Science in the form of a research project designed to provide support to students, and potentially also to teachers, involved in English medium courses at Master level. The project also seeks to assess student reactions to having to follow courses in English. The project is specific to the faculty of Applied Science, but I hope it will be able to attract the interest of teaching staff from the SBSEM. The project has primarily practical objectives relating to students' (and teachers') interaction with English medium courses. It should also, however, yield insights into the way in which this new role of English influences their attitudes to and motivation for learning English in their 1<sup>st</sup> cycle programme.

#### Increasing role of English in academic publication

It is generally known that English plays an increasing role in publishing academic material, especially in certain fields. Indeed, the Belgian *Fonds national de recherche scientifique* has recently taken measures which favour the use of English as a language of academic publication. This, too, changes the linguistic environment in which researchers and academics have to operate. In response to demands from numerous doctoral students, in 2009-10 a new course was set up with the specific aim of offering support to such persons in the writing of academic articles in English. The course was very well received and the initiative is being pursued and expanded this academic year. Here, then, we are looking at a spontaneous demand for a specific type of English instruction in response to the changing linguistic environment in the research field.

#### Reform of the academic programme in the faculty of Philosophie et Lettres

The changes and initiatives outlined above relate to Master and doctoral level programmes. Another initiative, this time at the level of a 1<sup>st</sup> cycle programme, also merits consideration. With effect from the academic year 2010-11, the faculty of Philosophie et Lettres has entirely reformed its 1<sup>st</sup> cycle academic programmes around the leitmotif of *Cultures et communication*. One component of this reform is an enhanced role for language learning. All students now have 5 ECTS in English in each year of their 1<sup>st</sup> cycle programme. 5 ECTS in the second and third years of the same programme are devoted to another language, and students can choose from 12 different languages. In this way, 25 out of the 180 ECTS of these students' 1<sup>st</sup> cycle programme are devoted to languages. This initiative combines a number of the variables identified in MOLAN:

- obligation to study one language, English,
- obligation to study a second language, but
- free choice with respect to the second language.

This initiative means that, by the end of their 1<sup>st</sup> cycle programme, all students of the faculty will have attained the goal of L1 + 2 set out by the Commission.

The initiatives outlined above arise out of the broader context within which the ULB, as other universities, is operating. They also highlight the way in which the institution is responding to changes in this environment. English figures large in these initiatives, especially in terms of its use as a language of instruction, and with respect to its role in academic publication. The programme reform in the faculty of Philosophie et Lettres, however, reflects a strategy which is more balanced in terms of language choice. English plays a strong role as an international lingua franca, but students are required to choose another language as well, which broadens their linguistic repertoire. As this new programme was launched only a few weeks ago, I cannot assess its implications in motivational terms. My suspicion, however, is that the presence of a second language in addition to English is likely to be beneficial in motivational terms. Few question the role of English, but I cannot help but feel that if “language learning” is seen as being synonymous with learning English, there may be negative consequences in motivational terms. Furthermore, having a broader linguistic repertoire has evident practical advantages.

### **Van de Craen (VUB)**

While STIMOB already started in 2001 it was not until the latter part of the decade that a wider debate about multilingual education at local and regional level came about. School authorities and ministries openly started discussing it. The MOLAN initiative contributed to it because it could be used as a European reference point relating to language education. In this way it was a timely initiative. As a result (1) more primary schools joined the original group, (2) secondary schools became interested, (3) universities got interested and (4) local and regional authorities did not dismiss the idea of multilingual education any more but were ready to discuss it.

### **Uytterhoeven (HUB)**

The Miniemeninstituut, a secondary school in Leuven (BE) was described in a MOLAN blog article. Their Comenius projects with schools in Turkey, Italy, Germany, France and other countries was described in this article. The school was reviewed by the press (a Flemish radio station).

### **Leithold-Cuennen (Albert-Ludwigs-Universität)**

The SLI will contact Fairs for pupils and students.  
The SLI is currently working on a language policy statement of Freiburg University. We were also asked to include a passage in which extension foreign graduates and post-graduate e.g. should be obliged to learn German and improve their English. In the near future special courses for those people will be invented.

Since Freiburg University is part of EUCOR, we continuously transfer our expertise and experiences to neighbouring Universities like Mulhouse, Strasbourg or Bale.



### **Jahn (Friedrich-List-Schule)**

Bereits bestehende Bemühungen um eine stärkere Kompetenzorientierung des Fremdsprachenunterrichts, z. B. über die Organisation von Fortbildungsveranstaltungen bzw. den Aufbau entsprechender regionaler und bundesweiter Netzwerke im Bereich der Berufsausbildung, konnten durch MOLAN bestätigt und unterstützt werden.

### **Perez Vidal (Pompeu Fabr0)**

#### **At the level of our institution**

- Our Plan of Action (PAM) established 'linguistic security', which students cherish. Once a course is announced to be taught by means of a/several specific languages, no one can change that decision, neither the teacher nor the students.
- Our Plan of Action (PAM) established the need for all students to level test on the three working languages upon entrance at university. If their level is not a B.2.2. they are encouraged to take courses on that language at our language center.
- Free Catalan and Spanish courses are provided for a large population of students, since the existence of the PAM.
- Students are encouraged to take exams at the end of year two in order to certify their linguistic competence in several languages, either for Erasmus exchanges or to stay at home in order to enjoy:
- 'Internationalisation at Home' by means of a strong TANDEM scheme and opportunities to communicate and share time with our population of international students. (MORE NEEDS TO BE DONE IN THIS DOMAIN).

#### **At a level beyond our own institution**

- Our Plan of Action (PAM) had an immediate impact on Catalan university authorities and other Catalan HE institutions.
  - Most importantly, the Catalan body responsible for HE decided to confer a key role to Language Policies in the new financial agenda.
    - Provision was made for specific funds to be granted to universities for the promotion of multilingualism: HAVING A LINGUISTIC POLICY WAS DECLARED TO BE A REQUISITE TO BE ELLEGIBLE FOR SUCH EXTRA FUNDING
  - Both our model and such a requisite compelled all seven public Catalan universities to design and publish their respective Linguistic Policies throughout the years 2008-2010.
    - We have also established a working relationship with two highly reputed institutions in the domain of languages: CASA DE LES LLENGÜES-LINGUAMON, CATEDRA LINGUAMON-UOC. The latest event organised in collaboration with them was an invitation to the Canadian Commissariate for Languages, Dr. Graham Fraser.

### **Kiliari, Aristotle University Thessaloniki**

Molan's focus on the development of language and communication skills as well as lifelong learning motivated the Centre for Foreign Languages to offer three seminars

to undergraduate and post-graduate students of the Faculty of Engineering at Aristotle University. The aim of the seminars was to help students develop language and communications skills that would enhance their use of English in academic and professional contexts; for example, when attending an international conference or reporting a mechanical problem. The 30-hour seminars offered during Spring Semester 2010 met with great success and will therefore be repeated in Spring Semester 2011. A short description of them follows below:

### 1. Writing and Presenting Technical Documents in English

Topics included: providing definitions, describing processes and mechanisms, writing laboratory and project reports, language and sections of reports, integrating visuals in a text, giving an oral presentation.

### 2. Preparing for conferences: Writing the abstract, the oral presentation, and the research article

Topics included: structure and language of conference abstracts, giving oral presentations at conferences (getting the message across to the audience), turning the presentation into a research article (language and sections of a research article).

### 3. Communication strategies: Conferences, e-mails and business meetings

Topics included: being a participant at conferences, writing e-mails at work (enquiring about offers, requesting a contract, reporting a mechanical problem), attending business meetings.

## **Petrylaite, Kaunas University of Technology, Lithuania**

- Attractive modules. The Centre of Foreign Languages has been encouraging language teachers to create new language modules as well as implement them in distance learning. Language courses are enriched and updated by online resources. A recent example of this has been a successful integration of the platform of Leonardo da Vinci project ELST into Business Language courses ([www.eurobusinesslanguageskills.net](http://www.eurobusinesslanguageskills.net)). It has gained popularity among teachers of English and other languages, since it not only provides Business language courses in five languages (English, German, French, Italian, Spanish), but also introduces modules about business culture, professional communication standards in ten European countries, and increases the learners' motivation by providing a course in personal development.

- At the Centre of Foreign Languages, blended learning has been a mainstream model for several years now, digital resources complementing the taught course (KTU practice is to combine computer lab and traditional classes at the ratio of 1:4). A survey carried out among instructors of English at the Centre of Foreign Languages (CFL) in spring 2009 demonstrated the growing popularity of virtual classrooms: 75.5% respondents used them, the most common being Nicenet (57%), followed by Moodle. The generally shared opinion is that virtual classrooms serve as a great tool for organizing work, facilitating communication, presenting tasks, exchanging opinions and monitoring the students' progress.



- peer-learning and project-based learning. An example of good motivating practice: Online Business Correspondence Kaunas - IASI. Time frame: the spring term of academic year 2009/10. Target group: students of one faculty: International Studies Centre. The tasks of the project: 1) create and introduce the company profile; 2) advertise the product or service; 3) write letters of inquiry/ order/ invoice. Students' high motivation and active participation in online communication/e-simulation projects and problem-based tasks are reflected in the end-of-term surveys among students. Well-selected materials and properly prepared close-to-real-life tasks enhance students' interest in the learning process, where they learn by doing, by making decisions in collaboration with peers.

- Thanks to the growing foreign student population at Kaunas University of Technology (the number of the incoming Erasmus students rose from 64 in 2008/09 to 84 in 2009/10), it has become possible to implement such innovative approaches as tandem learning on a wider scale. Lithuanian students are aware of the importance of intercultural communication in terms of their future careers: from the feedback of a Lithuanian student on the course of Business English: '...Secondly, I improved my team and communication skills because I worked with two international students who have different attitudes to work and so on, which taught me to be more patient, tolerant...(Ieva)'

- Regular L2 (English and German) courses designed to develop the language competence of academic staff (other than linguists) have been organized at the Centre of Foreign Languages since the spring term of the academic year 2007/08.

- Language contacts beyond the curriculum: annual celebrations of the European Day of Languages (26<sup>th</sup> of September) and Europe Day (May 9<sup>th</sup>), organized by KTU Faculty of Humanities, German Information Centre and Robert Schuman Centre. The target group: the community of the university as well as Erasmus students

- The annual students' conference held at the faculty of Humanities KTU on the 19th of April is designed to gather students from all the faculties of KTU to participate and make presentations in foreign languages (English, German, French, Russian).

- In the draft document of foreign language teaching strategies for 2003-2013 proposed by the Ministry of Education and Science there is a provision on promoting language learning and multilingualism. Language proficiency in several L2 is to become the inherent part of higher education. In this respect, the administration of certain faculties of KTU (faculties of Civil Engineering and Architecture, and Economics and Management) are moving towards including the communicative skills (both verbal and oral) in a foreign language a significant component of their policies.

- Linking of the content of language learning to students' academic field, developing specific skills via LSP. Within the university, language teachers got into closer collaboration with engineering faculties in order to improve accredited courses for LSP. An example of constructive collaboration, can be the work on preparing specialized teaching material for students of Computer Science. In January of 2009, four language teachers contacted the Vice-dean of the Informatics faculty in order to

be consulted on the relevant content material linked to the students' academic field. He in turn contacted the staff of respective departments of the faculty with the request. Language teachers were provided not only with the material, but advised and helped with the selection of it. With the specialists' know-how, language teachers were able to design their own teaching material. Before the production, it was reviewed by two specialists of computer science. As a result, the specialized material has been used for teaching C1 level students since the academic year 2009/2010. The same pattern can be observed in all the other engineering faculties, i.e. teaching materials are developed in close collaboration with instructors of specific disciplines of respective faculties.

### **Dabašinskienė/Mačianskienė (Vytautas Magnus University)** in my unit

The Faculty of Humanities together with the Centre of Foreign languages took seriously the responsibility to raise awareness and to enrich the repertoire of foreign languages by organising seminars, conferences and developing new modules or language programs.

First of all, it is important to raise awareness of all the aspect of multilingualism not only for students but also for teachers, as they are the first ones to motivate young people. Thus, some theory and practise oriented discussions with staff were organised.

Second, some new languages were added for students to select to study (non only EU languages), Serbian, Korean, Estonian, Latvian.

New bachelor programs were developed, such as English-German, German language, culture and economics; a few other programs are going to be launched next year, Modern linguistics and Romance/ Slavic/ Germanic/ East Asian languages;

Master programs were/ are going to be renewed and several are going to be developed, such as multilingualism and intercultural communication.

in my own institution

At Rectorate meetings the language issues started to be more often discussed, which had not been the case some years ago. Different faculties started to include more subjects on foreign languages, as Economics, Law, Political Sciences.

### **Urbanikowa (University of Warsaw)**

Besides the above mentioned initiatives a national one has been launches : a Working Group of national language experts, a think tank and a pressure group acting towards establishing language policies (institutionally and nationwide) with participation of prof. Komorowska

### **Célio Conceição (Universidade do Algarve)**

The more relevant aspect in this topic is the creation of a relationship between different levels of language teaching and the capacity of the project to put together university and schools (which is not necessarily an easy thing to do!)

### **Conceição (Escola Secundária de Tomás Cabreira)**

The case study prepared under MOLAN activities became a regular activity because we realised that student's motivation for languages has increased when they heard employers explaining them in foreign languages the need of languages for the professions and in the professional context of the region.

As all of our students have a internship professional training period, the supervisors of those who went to places where different languages are needed wrote in their reports that, because of having been exposed the activity we organized at school (MOLAN case study), the students seemed to be more aware of the use of the language and more curious about the local communications and institutional vocabulary and language rules.

### **Rios Castano/Lillie (University of Ulster, School of Languages, Literatures and Cultures)**

It is difficult to identify MOLAN as being the key factor responsible for specific new policies/strategies/practices as often initiatives and developments are the result of a number of practices and experience of which MOLAN may be one among a number of other factors influencing the development. However, one participant in MOLAN (VCR) has pointed to the use of Erasmus students in language learning situations as a development triggered by MOLAN and also to her intention to explore the creation of virtual tandems with students abroad (see below).

### **Brogan (Institute of Technology Tralee)**

As mentioned before due to my experience of cutbacks there have been no new policies/strategies in my own institution. Within new course design I am hoping to implement some of the ideas of the MOLAN studies, i.e. the period abroad as a motivator for language learning.

On a personal level I am too busy to drive a new language policy for ITT. Due to my involvement with various language EU projects (LdV, Grundtvig), my PhD research with a lot of international presentations, my participation in organisational committees of national language associations (e.g. ATLTGI – please see <http://www.germaninireland.org/> and my new teaching discipline in Intercultural Communication I just do not the time to concentrate on the innovative character of language learning/teaching at ITT.

On a regional level the dissemination of the MOLAN project and its case studies must have had an impact due to the meetings of the IoTs Languages Strategy Network. But this is very hard to measure; apart from the expressed interest by colleagues.

### **Sverrisdóttir (Háskóli Íslands, University of Iceland)**

Durch MOLAN sind viele gute Ideen und Impulse aufgekommen. Ich kann mir vorstellen, dass es möglich ware mit Fremdsprachenverbänden auf verschiedenen

Ebenen , national oder in ganz Europa, an Motivationsprojekten zu arbeiten. Leider habe keine Strategie vorlegen. Wenn es aber um die Deutsche Sorache ginge, würde ich mit dem Deutschlehrerverband, mit dem Goethe-Institut und weiteren Partnern ein solches Projekt ausarbeiten.

### **Buschmann-Goebels (Fremdsprachenzentrum der Hochschulen im Land Bremen)**

MOLAN has shown that collaboration is a key element in being successful. As a result of the already established network between Bremen University and the University of Oldenburg, the (private) Jacobs University Bremen and the three great European Cultural Institutes: Goethe Institut, Instituto Cervantes and Institute Français as well as different sectors of primary and higher education and politics, the Bremen Language Council was founded on September 26, 2009. The Federal State of Bremen should become a region of multilingualism. Thus, the aims of the Bremen Language Council are to foster multilingualism and interculturality, to establish a network of common resources for language learning at school, university and other sectors of further education and to have mutual exchange of knowledge.

### **Ildikó Szabó (Kecskemét College Teacher Training Faculty)**

After reading about the good example in Belgium, where students from classes 1-3 could learn certain subjects in a foreign language reported by Piet van de Craen, the primary school where I teach as a part-time teacher, has initiated a similar project. We started to teach art, music, PE in English (so instead of teaching the language we teach something else in the language). This initiative is so successful that this school has become the largest one in the town (which is a county capital and the 7<sup>th</sup> biggest town in Hungary), and the school has officially become a bilingual school. This position means higher funding by the state and needed a legal procedure. Students involved in this education are highly motivated, parents compete for the places. This increase in the number of students required staff recruitment. The new colleagues are ones who had experience in teaching a bilingual school in Krems, Austria and are familiar with CLIL method. The initiative started in September, 2009, so we are in the second year.

Because of the good reputation of the initiative, two other schools have also started a similar programme. I do know that three more are planning to introduce it, since they have inquired about the structure of our bilingual education and has asked for the documents to get familiar with its content.

We also have trainees from teacher training colleges and Erasmus students who can observe these lessons. Maybe by them and through them further impact can be reached.

### **Wetter (Dipartimento di Metodi e Modelli per l'Economia, Il Territorio e la Finanza)**

In the field of independent learning some case studies (especially Bremen and Freiburg) revealed to be very useful and gave us interesting suggestions how to manage students' independent learning.

Background: due to a nearly contemporary heavy cut of the number of contracts for language teachers on one hand and a technological modernisation of the Faculty Language Center with e-learning courses for the four languages English, French, German and Spanish, level A1-B2 on the other hand, the general language learning which formerly took place mainly in face to face classes have shifted to the language center in a self-study modus. This shift required a new and different tutoring compared to face to face lessons.

### **Garcia Soza(University of Essex)**

YES – Modern Languages are more widely known within my institution after my involvement with MOLAN.

3 MAs involving MLs will be started in 2011 which were strongly supported by me and in which I have had a role working in the design and content: MA in Translation, Interpreting and Subtitling (English and French or German or Italian or Portuguese or Spanish); MA in Literary Translation; and MA in Chinese Translation and Interpreting. This is a huge change for the whole of the University; the idea of MAs in Modern Languages had not traditionally been supported within the institution. We expect these new programmes will attract for the first time postgraduate students to the ML at the University, substantially expanding our programmes.

At local and regional level the collaborative project between the University of Essex and the national Association for Language Learning has become part of the schools, academies and colleges educational calendar. This event is held in November every year and this year there will be 63 students and around 10 teachers attending the activities.

### **Peters (Greifswald University)**

Adoption of a new approach designed to enhance learner motivation:

- in the of use of Multimedia
- in the field of selfstudy programmes
- in the online teaching and learning methods

### **Question 3 (directed at colleagues working in education institutions)**

**Were any new co-operative initiatives launched due to MOLAN? For example, did your administrative unit / institution start collaborating with other units in your institution / with external stakeholders? (Please tick  as appropriate.)**

YES –

3.1 [ 16 ] at institutional level

3.2 [ 12 ] at local level

3.3 [ 10 ] at regional level

3.4 [ 5 ] at national level

3.5 [ 6 ] at European level

3.6 [ 0 ] at international level

**3.7 Please provide a summary of the new initiative(s), bearing in mind that the new initiatives may or may not involve your own institution / organisation.**

### **Tudor (ULB)**

**YES** – As a result of MOLAN, no - they existed already. MOLAN has, however, made me better aware of their value.

The ULB funds a language school, Fondation 9, which offers free language courses to any member of the university, though primarily students. Specifically, the Fondation 9 offers remedial courses to students who enter the university with little or no English, Dutch or French. This role of the Fondation 9 was established at the launch of the ULB's Plan Langues in 2005. Since then, the number of students taking advantage of the courses offered by the Fondation 9 has increased steadily, and should exceed 3,000 during the current academic year. The courses offered by the Fondation 9 are not integrated into students' academic programme, and thus attendance is an indication of students' spontaneous desire to improve their language skills in parallel with or in preparation for their mainstream, and obligatory, language programmes.

Another form of collaboration, with client faculties, also plays a key role. Indeed, establishing and maintaining good relations with client faculties is an ongoing concern in motivational terms. ULB students have a strong faculty identity - it is thus crucial for students to feel that their language programme receives the active support of their home faculty. In fact, I consider faculty support for language learning to be one of the main motivational variables in my institution. This emerged from several MOLAN case studies.

### **Jahn (Friedrich-List-Schule)**

Die Arbeit des Kompetenzzentrums Internationale Beziehungen im Hinblick auf eine stärkere Zusammenarbeit berufsorientierter Schulen, die Intensivierung der Kontakte zwischen Schulen und Hochschulen sowie die Verknüpfung schulischen und außerschulischen Fremdsprachenlernens im Rahmen der Berufsausbildung (IHK, VHS, Instituto Cervantes etc.) wurde durch MOLAN aktiv begleitet und unterstützt.

### **Petrylaite (Kaunas University of Technology)**

at institutional level

Within the university, language teachers got into closer collaboration with engineering faculties in order to improve accredited courses for LSP.

at local level

at regional level



Workshops aimed at secondary school L2 teachers of Kaunas and its region. The workshop: „Virtual resources and the application of virtual classrooms in the process of language learning&teaching“. Two lecturers from the Centre of Foreign Languages share their work experience in applying the newest technologies and internet resources in the learning/teaching process. The aim of the workshop is to change the prevailing situation in Kaunas region, i.e. secondary school graduates enter the university well prepared in language skills but, which is frequently the case, with little awareness of the availability of virtual resources and their benefits. Some of the themes of the workshop: „the importance of lifelong learning“, „Virtual resources corresponding to your favourite textbook“, “The creation of a virtual classroom and its application in the teaching/learning process“.

Target group: secondary school L2 teachers of Kaunas and its region;

Time frame: the autumn term of 2010/11

### **Dabašinskienė/Mačianskienė (Vytautas Magnus University)**

at institutional level

Yes, the Faculty of Humanities together with Centre of Foreign languages.  
at national level

More intense collaboration and agreement of cooperation were signed with Cultural centres such as Polish Cultural Centre, British Council.

We have started new projects, such as Europe Rich languages, etc.

at European level

We have started to cooperate with Lithuanian British Council to work within new projects, sponsored partly by EC LLP Europe Rich languages.

VMU joined LLL Key Activity 1 project HUMART, etc.

### **Célio Conceição (Universidade do Algarve)**

See answer to question one about the new initiative that is the local network

At the university we have since several years strong linked with secondary and vocational schools and in all the meeting we had with them under the topic of languages we disseminate the results of MOLAN as a source of good practices in different European contexts. When the MOLAN web page has been created, we send an email to all our partners in the domain of languages with the recommendation to see it. We did the same with the address of the blog.

The above information had also been sent to all the members of my department. In a meeting we had about the strategic plan and the activities plan of the department of languages, cultures and arts, I delivered a brief presentation of MOLAN under the topic of motivation of our students.

I think I need to disseminate more the results in my institution to help these aims and outcomes to “enter” in my institution. For the moment, I just know that some language professors use information of MOLAN case studies to prepare their disciplines/classes. After the dissemination activities and the dissemination of the blog /website, I think more new initiatives will appear.

### **Conceição (Escola Secundária de Tomás Cabreira)**

We belong to the local network created by the Universidade do Algarve to study and enhance motivation for language learning. When preparing the cooperation documents to be signed with our partner institutions (stakeholders that receive students in internship training) we always mention the question of languages needs for professions and they always agree to promote their use by the students when in work situation – our multilingual context in the Algarve makes this easy.

### **Brogan (Institute of Technology Tralee)**

The IoTs Languages Strategy Network has been encouraged by the MOLAN case studies to keep on running. Collaboration among the various Institutes of Technology is one of the key aspects of this network.

### **Buschmann-Göbels (Fremdsprachenzentrum der Hochschulen im Land Bremen)**

As has been already mentioned above, the FZHB collaborates with different sectors of higher and further education as well as the three cultural institutes. Also a collaboration has been established between our university and external stakeholders from the University of Groningen (NL).

### **Ruiz de Zarobe (University of the Basque Country/Euskal Herriko Unibertsitatea)**

Many new initiatives are being undertaken at local, regional, national and European level to implement new Content and Language Integrated Learning (CLIL) programmes in the curriculum. The reasons for that implementation are the many benefits that the educational approach has. However, one of the most important tenets of CLIL is the increase in motivation levels and attitude that such programmes bring about. In that sense, Molan can also be viewed as a tool to spread the good results of such practices.

### **Ildikó Szabó (Kecskemét College Teacher Training Faculty)**

Just before we joined MOLAN project, another project (pri-sec-co) was still going on in my institution. It focused on primary and secondary transition in language teaching. Parallel to this, ADORE- project was in process focusing on struggling readers. I do think the three projects very well strengthened each other and did help to come up with new insights into education of these age group. As a follow-up, we have joined BaCuLit (an EU project as well) which aim is to incorporate all these findings in teacher training. I hope this will help to put the results of the projects into practice in the long run.

### **Flanagan (Modern Languages in Primary Schools Initiative, Ireland)**

I was able to inform colleagues working on a similar project in Northern Ireland about MOLAN and will be referring to the MOLAN project when I address their Principals' Conferences in November.



### **Garcia Soza (University of Essex)**

A project with the regional Teachers Network Forum with the aim to organize conferences, visits and collaborative work has been running for 2 years now and has successfully disseminated Modern Languages in the region. This project has brought an increase in local students coming to Essex University.

At the moment there is a project taking shape with the idea of becoming involved in the Olympic Dreams Programme (supported by the BBC and the British Council) which aims to twin UK schools with schools all over the world and take part in a special project in the run-up to the London Olympics in 2012.

I have been working with the International and Ethnic Minority Staff Forum to promote languages and we are planning a Languages Day for 2011 which will bring together all languages spoken at the University of Essex.

### **Peters (Greifswald University)**

Cooperation with the local Welcome Centre which supports foreign scientists who come to Greifswald. We offer online German courses (blended learning courses)

### **Forster Vosicki (Université de Lausanne)**

MOLAN allowed us to meet and to create networks with people from all over Europe with similar problems or approaches. Informal cooperation, for example with participants from the Freie Universität Berlin, has allowed us to improve aspects of our independent language learning tools which allow students to continue to learn languages even if they are not enrolled in language courses.

## **Question 4 (directed at colleagues working in education institutions or representing partner associations)**

**Have you in your capacity as representative of a MOLAN partner institution / organisation / sub-contractor been consulted by external stakeholders on MOLAN findings? (Please tick  as appropriate.)**

4.1 [ 7 ] Yes

4.2 [ 21 ] No

**4.3 If yes, please provide details, clearly identifying the stakeholder(s) concerned, the stakeholder's/s' interests etc.**

### **Tudor (ULB)**

Active participation in the launch of MOLAN, with specific respect to higher education

- coordination of HE component in Year 1, inc. development of the case study template and coordination of case study development.

Publications which arose out of my participation in the project:

- Bologna and languages: Reference points for higher education language policy development. 2009. In M. L. Pérez Canado (ed.) English Language Teaching in the European Credit Transfer System: Facing the Challenge. Linguistic Insights, Peter Lang, Bern: 35-53. (with W. Mackiewicz)
- Promoting language learning in European higher education: an overview of strategies. European Journal of Language Policy 2009, 1,2: 188-205
- From content to competency: challenges facing higher education language teaching in Europe. *Forthcoming*. M. L. Pérez Canado (ed) Competency-based Language Teaching in the European Higher Education Area. AILA Applied Linguistics Series, John Benjamins.

Invitation to speak on the CEFR at the Haute Ecole Francisco Ferrer, Brussels, October 2009, prior to the launch of their language policy. In addition to the CEFR, MOLAN played a significant role in my intervention.

### **Van de Craen (VUB)**

Yes, because the MOLAN initiative gave the already existing initiatives a European touch, which enhanced the interest of external stakeholders. Apart from what is described above related to schools I spoke at one point to the organisation of Flemish employers who took a keen interest in language learning given its economic importance.

### **Uytterhoeven (HUB)**

I was consulted by a secondary school (Miniemeninstituut Leuven) of which the case study had been published by me on the MOLAN Blog.

### **Jahn (Friedrich-List-Schule)**

Dies mag auch daran gelegen haben, dass die MOLAN-Datenbank erst kurz vor den letzten Sommerferien der Öffentlichkeit zugänglich gemacht werden konnte.

### **Perez Vidal (Pompeu Fabro)**

Ernest Lluch & UIMP workshop, Universidad Autónoma in Barcelona, Universidad de Castellón in Valencia, Universidad de Valencia, Universidad de Navarra. Universidad Internacional Menéndez Pelayo; Cursos de verano del Escorial. Universidad de Freiburg (Alemania); Conference TRI-CLIL, UAB Barcelona; Congreso País Vasco;

Publish several articles

PÉREZ-VIDAL, Carmen. Multilingual policies in Catalan higher education: Moving from bilingualism to multilingualism (forthcoming) E. Alcón (ed.). Madrid: TECNOS.

PÉREZ-VIDAL, Carmen. Does CLIL suffice? Content and language integrated learning within and beyond

Ref. Revista: Abello-Contesse, C., López-Jiménez, M.D., Torreblanca-López, M.M., & Chandler, P.M. (Eds.) (forthcoming). Bilingualism and multilingualism in school settings.

PÉREZ-VIDAL, Carmen. 2010. Hizkuntzen ikasketa sustatzea kataluniako goimailako hezkuntzan: Pompeu Fabra Unibertsitateko (UPF= Eleaniztasunerako ekintza-plana (2007-2013) [Promoting language learning in Catalan higher education: The Plan of Action for Multilingualism (2007-2013) at Pompeu Fabra University (UPF), (pp. 95-106)] Bat Soziolinguistika Monografia: P. Sotés (ed.) "La presencia y uso del euskera en la Universidad: del bilingüismo al plurilingüismo".

PÉREZ-VIDAL, Carmen. 2010. Las políticas multilingües universitarias en el EEES. ¿Cómo acreditar las competencias en lenguas? Primeras Jornadas Internacionales sobre el EEES: Evaluación, (pp. 87-93). Barcelona. Universitat Internacional de Catalunya

### **Sardi (Kodolányi János University College)**

In 2008, I gave a presentation at the 18<sup>th</sup> national congress of the Hungarian Association for Applied Linguists and Language Teachers. This focused on the initiations at Kodolányi and placed in the context of the MOLAN project. Language experts from several Hungarian universities were my audience.

### **Dabašinskienė/Mačianskienė (Vytautas Magnus University)**

By a doctoral student writing a PhD on modelling language studies at higher education institutions.

### **Urbanikowa (University of Warsaw)**

Director of the British Council Poland in the context of the project run by the BC "Language rich Europe";

Authorities of the Foundation for the Development of Education System (acting in the capacity of National Agency for European projects) in the context of future projects on languages and intercultural competences;

### **Question 5 (directed at everyone)**

**In what way has your involvement in the MOLAN project had an impact on you personally? (Please tick  as appropriate.)**

5.1 [ **24** ] by making me aware of "success factors" I had not been aware of before

5.2 [ **21** ] by making me aware of the importance of institutional / organisational / system-based policies / strategies / practices for increasing learner motivation

5.3 [ **7** ] by enhancing my standing in my institution / organisation

5.4 [ 21 ] by making me (and my colleagues) reflect on “new” policies / strategies / practices designed to increase motivation

### **5.5 Please specify!**

#### **Ortiz (FUB)**

As I explained in the first question, my involvement in the MOLAN project had a significant impact on me, personally.

My participation in the MOLAN project has definitely helped me to become more aware of the diversity of initiatives that have taken place all across Europe to enhance students’ motivation to learn languages. I have discovered different practices, policies and strategies that have been implemented in contexts similar to that of my university but also in different environments, thus giving me a broader and enlarged view of the impact of initiatives on the motivation issue.

In particular, I have become more aware of the diversity of contexts and success factors that exist as well as the full measure of the EU policy in the field of languages and the major role of higher education institutions in this field. All the initiatives that have been presented have had an impact on the motivation for learning languages and have played a role in the implementation of EU policy.

#### **Tassinari (FUB)**

I’ve already taken part in different European project (e.g. ENLU, LANQUA) so I already knew how stimulating can be working with european partners and institutions.

During the MOLAN project I also was very busy working in my PhD, so I tried to concentrate on the aspects of motivating practices which could be directly relevant for my unit (Independent Language Learning Centre) and for my global understanding of policy issues on language learning in HE.

In these respects, I could learn a lot through the MOLAN project. I am now aware of more and different approaches and practices at institutional level, of different success factors and also institutional constraints that should be taken into account while developing language learning programme.

Moreover MOLAN stimulated me to look at what other european institutions do with regard to tandem programmes and to get in contact with them in order to share experiences and practices. As the result of this, I could do some improvement on the tandem programme of the FUB.

MOLAN helped me also to reflect on many success factors with regard to language learning and to focus on new goals for the further development of resources and programmes at the Centre for Independent Language Learning, such as:

- providing students with academic relevant and online based language learning resources
- providing students with a large(r) range of languages
- providing students with support and resources for multilingual learning
- providing students with flexible programmes (self-directed learning, tandem,) – and providing credits for these
- providing facilities for language learning for international researchers and teachers.

### **Tudor (ULB)**

Having been involved in ENLU, with specific reference to higher education language policy, I was not convinced, at the launch of MOLAN, that the project would add significantly to what had been learned during ENLU. I was wrong. Indeed, MOLAN made me keenly aware of the gap which may, potentially, exist between language policy as “aspiration” and as “reality”. MOLAN highlighted the many factors which can make “aspiration” become “reality” in the language field. In this way, it helped me to become more aware of the need to examine local realities and local contexts in terms of their own inner logic as a basis for designing, implementing, and sustaining successful language policy initiatives. The emphasis on success factors was of particular relevance, as this aids in getting to grips with the “keys” to motivation.

The 10 years or more I have been involved in ELC projects have been extremely enriching for me in both personal and professional terms. It is difficult to think one’s way out of such a steep learning curve to identify what precisely one has learned. This is the case even with the most recent project, MOLAN. It is equally difficult to assess how far involvement in the project has allowed me to input into my own institution. What is certain, however, is that whatever I may be able to contribute to the promotion of language learning in my institution has been significantly enhanced by my involvement in MOLAN.

### **Van de Craen (VUB)**

1. I realized that ‘success factors’ should not always be related to individual learner’s success per se but that sheer numbers and interest by a wider public also might be considered a success factor.
2. New policy factors certainly did play a role in convincing authorities, school networks and individuals alike. We realized that, for instance, the terminology might play a role to put people off... Hence we sometimes changed ‘multilingual education’ to ‘reinforced language education’ which was more digestible by a certain public.

### **Uytterhoeven (HUB)**

I reviewed several case studies and am involved in the Molan blog. This enables me to be more aware of interesting CS and of the success factors involved. The lecturers involved in our own case study (*cross cultural competences* for students in our Faculty of Economics & Management) did reflect on the evolution of this elective course.

### **Jahn (Friedrich-List-Schule)**

Die erneute Auseinandersetzung mit der enormen Faktorenkomplexion im Wirklichkeitsbereich “Fremdsprachenunterricht” (Bausch) war durchaus gewinnbringend, insbesondere was die Frage einer NACHHALTIGEN Steigerung der Motivation zum Lernen von Fremdsprachen angeht. Da der Unterzeichnete allerdings 10 Jahre lang die Spanischdidaktik an der FU Berlin vertreten hat, waren ihm die “success factors” nicht gänzlich neu.

### **Lauridsen (ABS)**

The MOLAN case stories now available clearly show that strategies and institutional commitment are key factors. That is not new. However, there is no doubt that within the institutional setting, the commitment and creativity of the individual teachers play a role that is often overlooked, but which is essential for the successful implementation and sustainability of institutional strategies.

### **Perez Vidal (Pompeu Fabro)**

Belonging to MOLAN has had an enormous effect on my ability and assertiveness as a language policy agent at UPF for the following reasons.

With MOLAN I became aware of:

- Linguistic policies in different European HE institutions, and also secondary and primary education language policies in different countries
- Variation and innovation in the field of language planning
- Factors which seem to contribute to the success of language policies
- The key role played by languages nowadays at an institutional level
- The impact of languages on society at large and economic development

Such an array of information gave me a 'vision' which helped me clarify the 'mission' languages have to play in the particular circumstance of my university.

### **Kiliari (Aristotle University of Thessaloniki)**

As mentioned in question 1 above, our participation in the Molan project made us view language learning and teaching from a different and wider perspective.

In particular, the project has affected the way Angeliki Kiliari performs her administrative duties as she has adopted policies that enhance learner motivation.

For Anna-Maria Hatzitheodorou, besides the general impact the project has had on her teaching, the Molan February 2010 meeting at Thessaloniki was very important for her professional development, as she got to know there about another European initiative that is about to be launched regarding assessment and multilingual competence.

### **Sardi (Kodolányi János University College)**

Given the difficult situation of my own institution, it has been very encouraging to see the large number of creative and sustainable initiations in the partner institutions throughout Europe. We have had discussions about the ways we could motivate language learning in the present situations. The MOLAN case studies provide useful sources of information and ideas in such discussions.

### **Petrylaite (Kaunas University of Technology)**

My colleagues and I have been aware of the importance of institutional language policy. In this respect, some of the most significant success factors that were highlighted in many case studies, KTU's including, were ECTS crediting of language learning, and the status of language learning, i.e. whether it is obligatory or optional.



After the KTU institutional language policy was modified two years ago (credits were withdrawn from remedial language modules), we, language teachers, witnessed the downsides of it: students' attitude towards language learning has changed, their interest having dropped significantly. Therefore, we have been made to reflect on our current practices. Sharing new contacts, experience and information gained in MOLAN and other projects, help to find solutions what strategies and pedagogical initiatives to apply in order to motivate students.

### **Rios Castano/Lillie (University of Ulster, School of Languages, Literatures and Cultures)**

VCR reports the following: Overall MOLAN has raised her awareness on the interconnection between success factors and the importance of institutional/organisational policies, strategies and practices, which unfortunately she had not been aware of in the past. In her own institution the Centre for Excellence in Multimedia Language Learning, thanks to which she first heard of MOLAN, motivated students/ tutors to learn/teach languages, implemented not only new innovative and teaching techniques, and created room for debate and exchange of good practices from which she has benefited (e.g. she has learnt to use virtual learning environments to enhance distance and semi-independent learning, how to work with wikis and further IT programmes to improve her classes, such as the screen-capturing programme Camtasia). On a personal level MOLAN has indeed encouraged her to rethink teaching techniques to increase motivation, one of them being, as mentioned above, the involvement of Erasmus students in her classes, another, the possibility of creating virtual tandems with students abroad, which she would like to explore in the near future.

### **Sverrisdóttir (Háskóli Íslands, University of Iceland)**

Durch MOLAN ist es mir noch klarer geworden, wie wichtig Motivation ist. Wenn die Fremdsprachen es schaffen würden, nicht nur die Studenten zu motivieren, sondern auch die Ausbildungsbehörden, die stakeholders und im Grunde die ganz Gesellschaft wäre es ein wichtiger Schritt. Oft werden Sprachen als eine nette Beschäftigung – vor allem von Frauen -, gut für die kulturellen Beziehungen und den Urlaub angesehen. Die wichtige Rolle im Erwerbsleben wird unterschätzt. Leider weiss ich nicht, wie man dies ändern kann.

### **Ildikó Szabó (Kecskemét College Teacher Training Faculty)**

I took part in another project (ADORE) looking for good practices for struggling readers all over Europe. The findings of MOLAN reassured my experiences there: without legal and financial support which are calculable in the long run every effort remains a scattered struggle. I could see in the case of really successful practices in MOLAN project that the originally bottom-up initiative (originating as a small-scale one usually from the teaching staff) got local, institutional professional, legal support after a time. I think it is necessary.

## Wetter (Dipartimento di Metodi e Modelli per l'Economia, Il Territorio e la Finanza)

by making me aware of “success factors” I had not been aware of before. Especially about independent learning.

by making me aware of the importance of institutional / organisational / system-based policies / strategies / practices for increasing learner motivation

and especially of the difficulty to move things at institutional level in a surrounding where the word “internationalisation” is in everybody’s mouth, but an adequate language tuition is still neglected.

## Garcia Soza (University of Essex)

Working with MOLAN has given me more confidence in promoting languages, especially because it has made me aware of the ‘success factors’ which can be found everywhere in language teaching practice. Although I have always known the importance of systems and structures, MOLAN identified issues and practices across Europe of which I was not aware. Spreading the MOLAN ethos has made people inadvertently reflect on the wide possibilities at hand to motivate younger learners.

## Forster Vosicki (Université de Lausanne)

I have benefitted greatly from my participation in MOLAN, from the exchange of ideas with colleagues. I have gained more ideas, insights, new perspectives from the discussions with colleagues and the reading of the numerous case studies and the categorisations in the information retrieval system. All this has allowed me to gain an overview of the varied and creative approaches being implemented and serving to motivate young learners to learn more languages.

## Question 6 (directed at everyone)

**Do you / does your unit / institution / organisation – as a result of MOLAN findings – have any plans for introducing policies / strategies / practices designed to increase learner motivation?**

6.1 [ 20 ] Yes

6.2 [ 8 ] No

**6.3 If yes, please provide details.**

## Ortiz (FUB)

The further practices that will be introduced will come from the results of the language modules evaluation and the investigation with the labour market stakeholders. (cf. Question 2)

## Tassinari (FUB)

See question 5:

- providing students with academic relevant and online based language learning resources
- providing students with a large(r) range of languages
- providing students with support and resources for multilingual learning
- providing students with flexible programmes (self-directed learning, tandem,) – and providing credits for these
- providing facilities for language learning for international researchers and teachers.

### **Van de Craen (VUB)**

One plan that has been put forward, be it tentatively at university level, was a discussion on credits for languages in other fields than language studies. Thanks to MOLAN this discussion became legitimized where before it was not. Other aspects were related to the schools and described above.

### **Leithold-Cünnen (Albert-Ludwigs-Universität)**

Along with the University policy statement, we will also work on a guideline or statement, how to motivate pupils and students to learn languages.

### **Perez Vidal (Pompeu Fabro)**

The policies introduced with the PAM at our university involved planning in the five strands mentioned above. They also included 'extension' activities designed to motivate in the first place teachers, then students and finally the administration. In order to motivate teachers, the PAM included a financial package regulated on a yearly basis which provides for free:

Language courses for teachers in several languages: Catalan, Spanish, English basically but also French, German and Italian.

A diversity of CLIL teacher education courses.

A bonus for teachers to invite guest speakers of their choice to give lectures in different target languages.

A bonus to translate teaching materials into target languages

In order to motivate students, the PAM included a financial package to grant prizes to students with the multilingual profile established in our policy.

Having a B.2. 2. level of English accredited at the end of year two of their degree.

Having a second foreign language

Having been on an international exchange

Doing a practicum in a multilingual environment

Writing their degree theses in a different language from their first language(s)

The prize includes a free course at the University Language Center which otherwise is not free of charge, although fees are 'public', that is half the price of similarly well-reputed private and public foreign language teaching institutions from outside the university.

The administration has been motivated by a robust training programme, entirely free, whereby large numbers have reached a B.2.2. level in English.

### **Kiliari (Aristotle University of Thessaloniki)**

Due to the Greek government's cuts in the funding of universities, new policies and strategies are hard to materialize. However, our involvement in the Molan initiative has already changed and will certainly have an impact on the services the Centre for Foreign Languages provides to Aristotle University. In particular, in the past three years we have harmonized our teaching of foreign languages with the *Common European Framework of Reference for Languages*. We also aim at designing a new curriculum that will include two modules. The first one will be more general and target the learning of foreign languages. The second one will be more specialized and focus on enhancing the knowledge of specific disciplinary languages and the academic/professional skills associated with them.

### **Sardi (Kodolányi János University College)**

We are trying to find a place for language courses in our study programmes so that students can obtain credits for the successful completion of such courses. Also, many of our students study part-time, which means correspondence (i.e. weekend) courses or distance learning. We are thinking about how to reach them and provide them with language learning options in some form.

### **Petrylaite (Kaunas University of Technology)**

The faculty of Humanities of Kaunas University of Technology has always been open to innovative approaches, and new ideas are introduced regularly in the language learning/teaching process. The examples of good practice presented in the MOLAN website will be discussed and disseminated among the staff of the faculty.

### **Dabašinskienė/Mačianskienė (Vytautas Magnus University)**

The Centre of Foreign Languages has designed an Action plan on multilingualism. One of the parts of the plan concerns the research into policies/strategies/practices in European higher education institutions with regard to language competence development and increase in student motivation to learn languages. The research will be carried out within the scientific research cluster on Plurilingualism; part of the theoretical research will be performed analysing the case studies collected within MOLAN.

### **Jütte (European University Foundation – Campus Europae)**

An analysis of the outcomes must be scrutinized in the light of the current language policy, which is at this point of time under review.

### **Urbanikowa (University of Warsaw)**

Include more languages into the certification system; emphasize more quality measures (also after and in combination with the LANQUA results); cooperate more closely with the stakeholders to respond better to their needs;

### **Conceição (Escola Secundária de Tomás Cabreira)**

As coordinator of the language department, I'll disseminate the MOLAN results in the department and ask colleagues to adapt the case studies and the findings of the project to our context.

### **Gonçalves (Direcção Regional de Educação do Algarve)**

We intend to continue to attract the attention of our schools to the need for implementing such projects, by publicizing and explaining their main goals and aims, as well as helping them with the implementation of said projects in school environments.

### **Brogan (Institute of Technology Tralee)**

Do not know. Hopefully in the future there will be still course design in the area of languages at ITT taking place. If this is the case, then aspects of the case studies will be implemented where possible. But again this often requires the support of management. Language courses will remain in an endangered situation as long as the National Language Policy has not been addressed. We are waiting since 2008 for the release of this policy by the Department of Education and Science.

### **Buschmann-Göbels (Fremdsprachenzentrum der Hochschulen im Land Bremen)**

At the moment we are planning the Third Bremen Symposium (March 4-5, 2011) on Autonomy and Assessment.

The widespread movement to establish educational standards has led to a remarkable increase in efforts to evaluate learner performance through various types of objective testing procedures. At universities, it is the Common European Framework of Reference for Languages (CEF) that has primarily set new standards in language teaching. In this context, language teachers are being increasingly confronted with the task of testing language accomplishments.

The 3rd Bremen Symposium 2011 will respond to the demand for information, dialogue and exchange on these issues. The symposium will be concerned with all aspects surrounding the central question of which areas of language competence can be measured by which procedures (as put into practice in language classrooms), as well as which areas of language competence can be related to self-imposed or predetermined standards.

Apart from this symposium, which takes place every two years in Bremen, we are highly busy with the Bremer Sprachenrat (Bremen Language Council) and Molan findings supports the necessity of such a collaboration.

### **Ildikó Szabó (Kecskemét College Teacher Training Faculty)**

It turned out that without real-life situation it is very difficult to maintain motivation. My institution is in the process of finding partner schools for our students so that they could put their knowledge into practice.

### **Wetter (Dipartimento di Metodi e Modelli per l'Economia, Il Territorio e la Finanza)**

By further developing and promoting independent learning, also through the Moodle platform.

### **Garcia Soza (University of Essex)**

The forthcoming introduction of 3 Modern Languages related MAs is part of a strategy to entrench languages within the higher echelons of Essex University.

### **Forster Vosicki (Université de Lausanne)**

The introduction of policies / strategies / practices designed to increase learner motivation is an ongoing endeavour in our Language Centre and an objective of our strategic planning. MOLAN provided new input for this endeavour.

## **Questions 7 and 8 are specifically directed at partner networks and associations.**

### **Question 7**

**Did your network / association disseminate MOLAN aims / activities / interim outcomes among your members?**

7.1 [10 ] Yes

7.2 [ 3 ] No

**7.3 If yes, please specify.**

### **Van de Craen (Vrije Universiteit Brussel)**

Numerous meetings with parents, teachers and school organisations were organised; my colleagues and me went out to talk to them. As a result the school network has substantially increased in number.

### **Dabašinskienė/Mačianskienė (Vytautas Magnus University)**

MOLAN activities were presented in the 3<sup>rd</sup> international conference on language education organised by the Lithuanian Language Teacher Association in June 2008. The information on project aims/ activities and interim outcomes was presented in the 4<sup>th</sup> International conference of the Lithuanian Language Teacher Association in May 2010.

An article is in progress on best practices in motivating learners to study languages at higher education institutions (to be published in scientific refereed journal "Language Studies", Kaunas University of Technology.

The Webpage of the Centre of Foreign Languages <http://ukc.vdu.lt> hosts the link to MOLAN project.



### **Jütte (European University Foundation – Campus Europae)**

Regular reports were given on the administrative level, which then transcended via sub-committees to universities.

### **Brogan (Institute of Technology Tralee)**

Sadly I can not state that it had an impact on my institution due to the current situation as explained in the previous points. But the MOLAN case studies were discussed and shown at the meetings of the IoTs (Institutes of Technology) Languages Strategy Network meetings. It was wonderful to show our colleagues that the network featured as one of the selected case studies. MOLAN in return is included on the network's website, which is constantly updated and still a work in progress: please see [http://www.languagesinireland.ie/index.php?option=com\\_content&view=article&id=62&Itemid=95](http://www.languagesinireland.ie/index.php?option=com_content&view=article&id=62&Itemid=95)

Furthermore due to my extensive travel I have disseminated the MOLAN brochure not only at Irish events, but also at international ones. And one always hopes that it has an impact. But apart from the expressed interest by participants, this is very hard to measure.

### **Buschmann-Göbels (Fremdsprachenzentrum der Hochschulen im Land Bremen)**

At our Foreign Languages Centre we have regular staff meetings where the involvement into projects etc is always an item of the agenda. We have talks about the MOLAN project, the project partners and the whole project structure, invited our colleagues to actively use the MOLAN web presence and presented some case studies from RES 1 and RES 2.

### **Szabó (Kecskemét College Teacher Training Faculty)**

I did talk about the aims, activities and interim outcomes of the project at a national conference about developing language skills in June. I am also in the process of publishing an article about it in a scientific journal for language teachers in my country. I think translating the book into my native language could have a real impact; however, at the moment it is very difficult to find a publisher which would finance it.

### **Flanagan (Modern Languages in Primary Schools Initiative, Ireland)**

I have referred colleagues to MOLAN and I have publicized the work of the project through presentations to the Colleges of Education and other educational groups.

### **Forster Vosicki (Université de Lausanne)**

As a member of two Swiss national professional associations, I presented MOLAN regularly and on different occasions and distributed the MOLAN flyer, e. g.

- Fremdsprachenunterricht an Hochschulen in der Schweiz (IG-FHS) /Enseignement des langues dans les Hautes Ecoles en Suisse (GI-ELHE), Groupe d'intérêt de la VALS/ASLA, Association Suisse de Linguistique

Appliquée, General assembly, 28.11.2008, in Luzern, Switzerland, representatives of all Swiss universities.

- Verein der Lehrenden für Deutsch als Fremdsprache an Hochschulen in der Schweiz (Ledafids), 24 and 25.04. 2009, Kloster Kappel, Switzerland, representatives of all Swiss universities.
- Fremdsprachenunterricht an Hochschulen in der Schweiz (IG-FHS) Enseignement des langues dans les Hautes Ecoles en Suisse (GI-ELHE), Groupe d'intérêt de la VALS/ASLA, Association Suisse de Linguistique Appliquée, General assembly, 29.01.2010, St Gallen, Switzerland, representatives of all Swiss universities.

## Question 8

**Did MOLAN aims and interim outcomes find their way into the policies / strategies / practices promoted by your network / association?**

8.1 [ 3 ] Yes

8.2 [ 7 ] No

**8.3 If yes, please specify.**

### **Van de Craen (VUB)**

As said before MOLAN was used a kind of benchmark for the whole organisation.

### **Leithold-Cünnen (Albert-Ludwigs-Universität)**

Within the language policy statement and our guideline

### **Dabašinskienė/Mačianskienė (Vytautas Magnus University)**

Within the activity of the Lithuanian Language Teacher Association and within the networks of the Centre of Foreign Languages and the Faculty of Humanities at VMU.

### **Jütte (European University Foundation – Campus Europae)**

Relating to negative answer: At this point of time, without having the condensed results available it is difficult to isolate measures that might be adopted in the language policy of the network.

### **Brogan (Institute of Technology Tralee)**

Maybe. This was never measured or followed up in a systematic manner, but one hopes so.