



# Handbook on good practice that serves to motivate language learners



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## Introduction

The Handbook is one of the main outputs of the three-year MOLAN network project (December 2007-November 2010<sup>1</sup>), funded by the European Commission under the Lifelong Learning Programme (LLP), Key Activity 2 – Languages. The MOLAN network is comprised of 38 partners based in 18 participating countries and in Switzerland – schools, universities, organisations and authorities that share the Union’s firm belief that communication in a number of foreign languages is a key competence for lifelong learning, and that institutions in formal education have a special responsibility in this respect. Partners are also convinced that schools and universities should co-operate in this endeavour. In other words, MOLAN is firmly rooted in the Union’s multilingualism policy, which took shape in the early nineties and reached its climax with the appointment of Mr Leonard Orban as Commissioner for Multilingualism. The partnership greatly benefited from the participation of subcontractors – experts in the field from 9 educational institutions from across Europe.

The grant application for the MOLAN network project was prepared in response to one of six strategic priorities set out for KA2 Networks in the 2007 LLP Call – “Networks of good practice that serve to motivate language learners”. This particular strategic priority was not accidental. In those days, motivation for language learning was one of the main items on the EU’s multilingualism agenda. After all, the Commission’s High Level Group on Multilingualism (HLGM) (2006-7) came to the conclusion that “motivation is a key, if not the key, to successful language learning. Enhancing learner motivation is the crucial element in achieving the desired breakthrough in language learning across Europe.” Among the recommendations made by the HLGM was the following: “There is a wealth of experience available across the Union regarding strategies relevant to initiating and sustaining motivation for the learning of languages. The Commission should support projects designed to make successful strategies for initiating and sustaining learner motivation known to stakeholders across Europe, and to promote the development of innovative strategies.”

<sup>1</sup>In response to an application submitted by the co-ordinator, the MOLAN network project eligibility period was eventually extended by three months.

And this is where MOLAN came in. MOLAN partners were keen to identify, describe and analyse innovative policies, strategies, and practices that could be shown to have led to increased learner motivation.

In the first one-and-a-half years of the network project, partners and sub-contractors prepared and revised more than 80 case studies of successful practice, focusing on the description of the success stories identified, their backgrounds, success factors, success indicators, and broader implications and transferability. In reviewing the case studies, partners were keen to identify success stories that schools and universities across Europe might find inspiring in the sense that they might be encouraged to swing into action. And this led straight to the Handbook. We selected 15 case studies and requested the original authors to prepare executive summaries of these studies, which were then discussed in peer review sessions at a project conference held in Thessaloniki in 2009. In this exercise, success factors turned out to be of paramount importance. MOLAN partners identified four broad categories:

- Motivating language learners through **innovative teaching and learning practices;**
- Motivating language learners through **language policy;**
- Motivation of language learners as a result of **co-operation with other partners and stakeholders;**
- Motivating language learners through **integration, accreditation and certification of language learning.**

As the four introductory sections of the Handbook make clear, each of these categories is comprised of a number of sub-categories. The thematic categories represent clusters of success factors. As also became clear to us in Thessaloniki, the initiatives described in the executive summaries normally feature several success factors, be it in terms of sub-categories belonging to the same category, be it in terms of sub-categories belonging to more than one broad category.

Interestingly, a majority of executive summaries feature one form of co-operation or another as a success factor – co-operation within institutions, between institutions in the same sector, trans-sectoral co-operation, trans-European co-operation. Other transversal success factors include

- extracurricular activities
- language learning and language use linked to ICT;
- independent and collaborative learning;
- Content and Language Integrated Learning (CLIL).

However, what also became clear during the course of the project was that examples of successful practice have to be seen and placed in context; what is possible in one context may not be feasible in another context; in other words, no size fits all;

- examples cannot just be copied; they may be adapted to align them to different contexts;
- we live in (a) rapidly changing environment(s); for example, migrant languages are becoming increasingly important;
- without adequate financial support, even the most promising initiatives may come to naught – and this is the message that became ever more clear during the course of the project as a result of the financial crisis;
- the context-specific local features of each university / school tend to determine how language policies are devised and implemented, rather than any national or regional strategy – in other words, even schools can design their own policies, strategies and practices (PSPs).

Above all, however, the executive summaries convey a positive message. They show that relevant action can be taken at European, regional and institutional level – provided decision- and policy-makers are motivated.

The executive summaries also point to the future. In future, one of our main challenges will be to deal with heterogeneous learner groups. How can we arouse motivation in situations where learners are de-motivated because language-wise they are ahead of their peers or because they are behind their peers? In other words, the MOLAN Handbook does not provide ready-made answers; it is designed to encourage policy-makers and decision-makers to reflect on what needs to be done and to take appropriate action. The case studies prepared in the MOLAN project provide evidence of the fact that multilingual competence is not just a dream – given the right PSPs, it can become reality.



## **1. Motivating language learners through innovative teaching and learning practices**

When exploring the many factors that can help to enhance second language learner motivation, many lessons can be learned from the way we become proficient in our own mother tongue.

The earliest factor in acquiring a language is the need to relate to other people, first with our parents and siblings, then with our peers and other adults in the education system, at work and in other spheres. As we grow older, the need to interact with others in all kinds of circumstances encourages us to use new words and phrases and to experiment with new registers of language.

Some of the progress we make in mastering our first language will be based on informal or formal tuition within the family circle or the educational system. But to a large extent our language skills will be acquired through our own experience and through autonomous learning, the main motivating factor being the desire to become more independent in our interaction with the wider world.

Finally, as we progress through the school system and then possibly, move into higher education, our competence in the mainstream language of education becomes a prime factor in facilitating our acquisition of new knowledge, by enabling us to attend classes, take notes, read and write assignments and contribute to classes and seminars. We therefore become aware very early on in the educational system of how important our first language skills are in helping us through the system, or conversely, of how much of a handicap poor language skills can prove to be.

The examples of innovative foreign language teaching and learning practices described in this section of the MOLAN Handbook mirror the three factors outlined above.



## Connecting with the ,real world‘ through extracurricular activities

All language teachers know that one of the keys to effective learning is the teacher’s ability to show students of any age how their newly acquired language skills relate to their immediate or future needs, whether these be writing a few simple words to a pupil in another country, buying a packet of crisps during a school trip, holding a simple conversation with a peer during a school exchange, phoning a supplier, being able to understand an important article published in a foreign journal or preparing a PowerPoint presentation for a major conference. Learning a second language should first and foremost be about exploring the many ways in which language connects with the real world. This is why „extracurricular“ activities are in fact at the heart of the language learning process.

By definition, extracurricular activities in the area of language learning cover a very wide range of experiences and practices. They range from writing a personal blog in the foreign language, or e-Twinning activities linking two or more schools to international work placements and mobility programmes at university level.

A number of MOLAN case studies (Oriveden Keskuskoulu (FI), Sint-Janscollege (BE), Ecole publique mixte de Fromont/ StAndrews, Orkney (FR/UK)) highlight e-Twinning as a very successful means of motivating school learners, both in the use of the language for communication purposes and in enhancing pupils’ understanding and knowledge of different European countries and cultures. In addition, e-Twinning necessarily combines language use with ICT skills, thus reinforcing the idea that language skills are not to be learned and practiced in isolation from other fields of competence. Moreover, successful project-related activities based on communicating with peers from project partner institutions, performed online in the computer lab classroom, can be extended out of school with the support of parents and teachers. Kaunas Panemune Primary School in Lithuania (Case study n°1 below) illustrates how this kind of extended activity can enhance language learning. It is pointed out in a number of case studies that the language used as the medium of communication can be the mother tongue of one of the project partner schools or a common third language. The success of the initiative lies in the fact that pupils are motivated by real communication with their

peers from foreign countries and in this way their language competence is easily improved.

Connecting with the ‘real world’ through the use of another language does not necessarily involve active communication with peers in another country: the initiative described by St. Michael’s Loreto Secondary School in Ireland (Case study n°2) shows how the simple fact of writing a blog in a foreign language and making it publicly available via the internet can be a motivating factor. Again, language skills are combined with a range of other skills and professional competences, from ICT to proofreading, organizing and meeting deadlines.

Even when language learning in schools has strong institutional support and is part of an ambitious Plurilingualism promotion plan (Case study n°3: Moving towards a polyglot mindset in Andalusia), extracurricular activities are again highlighted as being fundamental in maintaining motivation through participation in language weeks, festivals and exchange programmes.

Cultural events are generally seen as a way of complementing and raising interest in language learning, especially at more advanced levels in the education system. In this respect, cooperation with embassies and such cultural institutes as Goethe Institut, the Instituto Cervantes, or the British Council is often seen as a crucial factor establishing the link between the language and its use in the wider world outside the classroom or lecture hall. These institutions help universities and schools to improve knowledge of other cultures by providing books for language learning, scholarships for summer language courses, by holding seminars and workshops, and inviting the public to meetings and lectures.

As regards higher education institutions, a number of case studies (Vytautas Magnus University (LT), Universität Wien (AT), Universität Freiburg (DE), Université Libre de Bruxelles (BE), among others) report the presence of mobility programmes and work placements as a success factor serving to raise learners’ awareness of the relevance of language skills. Thus, students are provided with opportunities to gain international experience and learn an extra language or optimize their communicative competence in the target language and make sure of its effectiveness in the intercultural academic environment.



## **Empowering students to learn: independent language learning**

Independent, autonomous or self-directed learning has always played a large part in acquiring foreign language skills. However, the exponential development of ICT and web communication have given this form of learning a new dimension and turned it into an important motivational factor in the development of language competence.

The degree of independence or autonomy outside the classroom or lecture hall lies of course somewhere along a continuum between fully selfdirected learning with the aid of self-study language books or digital programmes at one end and teacher-directed courses where the learner's independence will consist only in possible extra web browsing or reading. In between there is a multitude of degrees and different kinds of autonomous learning that can take place in a variety of settings (classroom, multimedia language centre, at home, etc.) and involve different practices (self-access, learner training, etc.) and modes of learning (distance learning, self instruction, etc.). As the teacher gradually transfers his/her control of decision making to learners, the latter increase step-by-step control over their learning with growing maturity and understanding. At the same time, the role of the teacher changes into one of learning advisor.

A useful tool to promote learner autonomy is provided by the European Language Portfolio (ELP) whose main aim is the promotion of plurilingualism and pluriculturalism. In the Principles and Guidelines published by the Council of Europe ([http://www.coe.int/T/DG4/Linguistic/Source/Guidelines\\_EN.pdf](http://www.coe.int/T/DG4/Linguistic/Source/Guidelines_EN.pdf)), the ELP is seen as enhancing the capacity for independent language learning, with a dual function: „both a pedagogic function to guide and support the learner in the process of language learning and a reporting function to record proficiencies in languages“, as it helps learners to plan, monitor and assess their learning process. The link between independent learning and motivation in language learning has become increasingly apparent. Since motivation in language learning is principally an internally regulated process, independent language learners who are aware of their own needs, interests and goals and are able to make use of learning strategies are much more motivated than passive learners. In recent years, the spread of ICT has empow-

ered students at all levels to take autonomous decisions and to explore their own pathways in accessing information and communicating with their peers. Young people like to learn in peer-groups, either in formal and informal contexts: tandem-learning, participation in discussion forums and Internet chats and other informal activities make learning captivating and fun.

External factors like a stimulating learning environment, e.g. a self-access language-learning centre with helpful assistance, also play an important part in motivating language learning. Learning in a self-access multimedia centre or surfing on sites of personal interest at home is much more attractive and motivating than sitting in a classroom where the level, the topics, the pace are based on average learners and where gifted learners cannot reach their full potential and less talented learners struggle and fall farther behind.

Many of the MOLAN case studies, particularly those relating to Higher Education, refer to the importance of independence, autonomy or self-direction in motivating language learners. At school level, language learning still remains much more teacher-orientated. Independent learning and learner autonomy are principally implemented through autonomous extracurricular activities such as those described above, self-directed learning spaces and the use of research browsers and ICT in general. In Higher Education, independent language learning is now an essential factor in expanding language take-up. It takes place mostly in language centres with self-access areas. It is also often combined with formal classroom learning (blended learning). All case studies mention the paramount role of tutorial support seen as a key to a more self-directed way of language learning, to the development of language awareness and to the enhancement of learning strategies. Another important point mentioned in relation to autonomous learning is its relevance to lifelong learning.



The case study devoted to the Fremdsprachenzentrum der Hochschulen im Lande Bremen (Case Study n°4 below) highlights the motivational role of diversified tutorial programmes and the implementation of EPOS, a webbased language learning and communication platform with an integrated electronic portfolio in the form of the ELP of the European Language Council. This system offers language learners a flexible language-learning programme, which provides an overview of the learner's competence and enhances his/her learning autonomy.

### **Acquiring knowledge through the medium of the foreign language (CLIL)**

Access to knowledge (as opposed to information) through the medium of a foreign language lies at the heart of the European student exchange and mobility experience, as students from other countries attend lectures and seminars in host universities given in the mainstream language of the country or region concerned.

At school level, Content and Language Integrated Learning (CLIL) covers many different educational models, which have been introduced with varying degrees of success. Some European countries have had many years of experience using CLIL, in others almost none. Despite these variations, the rationales and goals that are given for the implementation of CLIL have a great deal in common. The 2006 Eurydice Survey on Content and Language Integrated Learning (CLIL) at School in Europe, analyses the situation in 30 European countries, where different contexts and models co-exist, depending on variables such as the status of the language, starting age, and the intensity and duration of the programmes. All in all, there are more than 200 types of CLIL programmes and more than 40 labels co-exist to describe the integration of content-learning with language learning. However, irrespective of model or label, CLIL is regarded as a key instrument in enhancing language learning and language diversity values in Europe. This is reflected in EU support given to a number of CLIL projects, studies, organisations and experimental initiatives as an integral part of foreign language teaching.

Although no specific case study illustrating the implementation of CLIL is included in this handbook, the concept appears as a strong motivational factor in a number of the case studies below, notably those relating to regions and communities with well-defined and pro-active early language learning policies (see Case Study n°3 below on the Llanes Middle School in Andalusia and Case Study n°5 in the next section: Multilingual education in primary schools in Brussels).



## 1.1. An example of early language teaching

Primary education in Lithuania is of 4 years duration from the age of 7 to 11 before children transfer to the secondary sector. The learning of a foreign language is compulsory only in the last year of primary education at the age of 10. However there always have been some interesting experiments with early language teaching and now there's quite a wide national network of schools carrying this forward, mainly in the teaching of English.

The Kaunas Panemune Primary School is part and the leader of this national network and collaborates with the Teacher Professional Development Centres in Kaunas and Vilnius in the operation of this language programme, which is innovative as children begin learning the foreign language at the age of 8. English has been chosen because of its global use and other languages may be explored in the future.

The school has a long history of involvement in international and European projects stretching back to 1994. This includes 4 Comenius projects and involvement in Spring days, Europe Day and the European Day of Languages.

The aim of the language initiative is to give pupils the necessary basic (primary) communicative skills for proficiency in speaking, reading, listening and writing as well as a sense of being part of the European Community. Pupils in the school start their English lessons at the age of 8, with 3 lessons a week in class time as well as having the opportunity to take part in extra-curricular activities during the afternoon free time.

With pupil motivation in mind the teaching strategy is based on a communicative teaching approach where enhancing motivation and fostering a positive attitude to language learning is paramount. A plentiful supply of visual aids is available and language is taught through making music, singing, games and drama. The school library, besides housing a stock of books in English which the pupils love to read, is also equipped with an interactive white board linked to 14 desktop computers linked to the school network and other media. Project work is frequently carried



out and it is displayed on the classroom walls and around the school. The best projects are recognized by being presented at school assemblies in front of the whole school community, including the parents. This whole school approach greatly enhances the motivation of pupils.

## Teaching approaches

Teachers use interactive methods and teaching/learning strategies which make the process of learning attractive. Use of ICT, including whiteboards, e-learning and a cross-curricular approach enable children to learn more easily and enjoy the experience. Pupils enjoy the opportunity of using the Internet for language learning.

The most popular class activity is preparation for the English Public Speaking Championship. Four times a year pupils prepare PowerPoint presentations on their favourite topic. They search material on the internet, insert pictures and photos, and use different elements of sound, music and video which they film themselves. These reports are then presented to the class. In spring the winners of the four rounds introduce their reports to the school community. The school invites other schools to participate in the final round of the Championship which is usually held on Spring day in European schools. Parents are also invited. In the school, the compilations (of every year since 2005) of pupils' presentations at the final round of these Championships are archived.

## Success factors

The school has adapted a whole school approach and all partners in the wider school community (pupils, teaching staff, school management, parents) are actively involved in the promotion of the language learning programme. This whole school approach is essential in the implementation of an early start programme and ensures that the project attracts the appropriate finance from local and national authorities.

The range of learning possibilities such as ICT, English books and the combination of formal and informal learning options have enhanced motivation and ensured good progress. Moreover special arrangements are in place to ensure smaller class groups for the language programme. The use of ICT, interactive whiteboards and online learning enable children to learn more easily and in a fun environment. The integration of language learning in other school activities also motivates pupils to use their language outside the classroom. Participation in the Public Speaking Championship gives pupils the opportunity to practice their speaking skills in an innovative and engaging context and allows them to develop their confidence and proficiency in the English language as well as their social skills.

Finally, participation in international projects has been beneficial in that teachers have been given the opportunity to share good practice with teachers from other countries and pupils have also had the highly motivating experience of using a foreign language in a real situation.

## Success indicators

The results of a questionnaire sent out to pupils and parents in the spring each year reveal that there is considerable satisfaction with the initiative and with the progress being made in English.

The results also reveal that attitudes towards language learning, to other subjects and to school life in general have improved since the launch of the initiative.

The pupils have developed a high standard of communicative skills through the methods used in the initiative: they are able to interact with visitors to the school and can make presentations in confident and correct English.

It is a positive indicator that pupils choose activities such as the English Club, which is optional and in their own time, a sign of their general interest in the initiative.



Teachers are also choosing to participate in European projects which allow them to develop professionally and feed that experience back into their teaching.

Since September 2009, following the numerous examples of achieving good results, the process of early foreign language learning will start in all schools in Lithuania at the age of 8.

### **Lessons to be learned**

The overall lesson to be learned from the experience of the past few years is that starting the teaching and learning of a foreign language at age seven/eight is invaluable and that the imaginative use of ICT to develop an appropriately authentic environment and enabling the children to participate in international activities enhances their motivation.

### **Future plans**

In the future, the school will explore a possible extension of the project, which could include other languages, such as German or French.

### **Contact information**

Country: Lithuania  
Name of school: Kauno Panemunes pradinė mokykla  
(Kaunas Panemune Primary School)  
Address: Kariunu pl. 5, LT-45432 Kaunas, Lithuania  
Email: panemun@panemune.kaunas.lm.lt  
Contact person: Virginija Rupainiene, Head Teacher  
Telephone: +37061573123, Tel./ Fax. +37037345881



## 1.2. Using blogs to motivate the learning of French in Ireland

Set up by Deirdre McCarthy, a teacher of French at the St. Michael's Loreto Secondary School, a catholic school for girls aged 12 to 18 in Navan, a commuter town to the north west of Dublin, this initiative involves the creation of blogs in French by fifth year pupils (16 years) in collaboration with the ICT department. The objective of the experience is to enhance the learning of French by these pupils who are well versed in the use of the use of blogs.

Based on the attraction to blogging enjoyed by pupils, the French teacher set up this project with the help of the ICT department. The aim is to enhance the learning of French among pupils while making use of their already acquired ICT skills. 32 computers are available at the school, allowing each student to have their own workplace. Students can ask their teacher for linguistic support or the ICT department for technical help.

The aim of this project is to increase students' motivation to learn French through a technology with which they are already familiar; to increase pupil autonomy; and to create a language learning experience that could potentially be shared with countless members of the on-line community.

The following success indicators are to be noted:

- the students were highly motivated by the fact that any internet surfer could read their blog. This led them to do their best in writing the blog, carefully expressing their personal opinions about the topic discussed, as well as taking care with the overall appearance of their blog.
- the initiative won an award in the annual European Languages Award scheme in Ireland for being an "extremely innovative and fun way for the students to develop their skills in the target language".



A combination of different factors has contributed to the success of the initiative; among them the commitment of the French teacher, the support of the school authorities and the cooperation with the ICT department. Also, educational blogging proves itself to be a most acceptable methodology for language learning for both teachers and students, who feel it more in accordance with the demands of today's technological society than more traditional methods. Another success factor has been the usefulness and relevance of this language learning experience for pupils' future employability.

### **Contact information**

Country: Ireland

Name of school: St. Michael's, Loreto Secondary School.

Address: Navan, Meath

Website <http://www.stmichaels.eircom.net>

Type of school: Catholic girls' secondary school

Email: [office@loretonavan.ie](mailto:office@loretonavan.ie)

Contact person: Deirdre McCarthy

email: [deirdremccarthy@iol.ie](mailto:deirdremccarthy@iol.ie)

Telephone: 087 6818733



### 1.3. Moving towards a polyglot mindset in Andalusia

We have surveyed IES Llanes (Sevilla, Spain), a high school which takes part in the Plurilingualism promotion plan of Andalusia (henceforth the Plan). This is an ambitious regional policy document of the Junta de Andalucía and 3 years after its implementation we can show its benefits. IES Llanes is one of the 400 centers that form a network of bilingual schools at a regional level. Deeply rooted in European plurilingual ideology, the Plan (available in French, English, Spanish and German at: <http://www.juntadeandalucia.es/averroes/impe/web/portadaEntidad?pag=/contenidos/B/InnovacionElInvestigacion/ProyectosInnovadores/Plurilinguismo/&vE=mE7>) sets an example for resource management efficiency and motivation and language learning increase in record time.

Andalusia is a monolingual region, a feature that might seriously compromise future development. As a result, authorities have started to focus on the promotion of L2/L3 competences as vital for modernization and prosperity; a rationale that has already fostered successful language planning and educational policies in other regions both within and beyond the European borders.

IES Llanes uses CLIL methodology in English and French in the following subjects: Geography, History, Maths, Science (Chemistry and Physics) and Technology. Furthermore, IES Llanes is an ICT center, which means that it is a technologically-enhanced center with a ratio of one computer for every two pupils and with a novel learning project. The didactic approach is not the traditional one: “can do” attitude is boosted.

Extracurricular activities are fundamental for the students’ motivation: language weeks, festivals, and exchange programmes with British centers are held. IES Llanes takes part in “School partnerships in Europe” (see: <http://www.etwinning.net/es/pub/index.htm>), the twin center is MAES YR YRFA in Wales (United Kingdom).



Moreover, continuous training is necessary for teachers. To this purpose, Universidad Pablo de Olavide offers a master's degree in bilingual teaching.

The main goals of the initiative are to promote bilingualism; mobility and mutual knowledge between students and teachers from different countries in Europe, and employability. A number of success factors were vital in order to achieve these purposes: the Junta de Andalucía has financed the Plan with 140 million euros (2005-2008 period); the Plan and the local Administration asked Andalusian universities for technical support and advice (joint research groups are up and running on a number of key areas: Language across the curriculum, ICT and language learning, CLIL... ); a huge number of well-planned initiatives presented as a single pack were developed, and were awarded the European Label for Language Initiatives of the European Commission in 2004, and, finally, new imaginative strategies to hire teaching assistants (TA) were devised (the administration has focused on young graduate American and Erasmus university students, who teach their mother tongue as TAs while they get the benefit of taking Spanish courses and, more importantly, of enjoying full socialization in Spanish centers).

The following indicators show that the program is successful:

- There is a high demand for bilingual school places from parents (parents set a high value on the whole program and keep demanding further places); surveys show total commitment by all parts with the new language school structure. A virtuous cycle has been initiated: parents think teachers are better professionals; teachers have higher self-esteem and strive harder to make the more complicated scheme a success; and students notice more varied methods and activities and are more committed. Thus there is an infectious culture of success among teachers, pupils and parents, who all work together to improve methodology and to cope with problems which arise in the more complicated parts of the initiative. The success achieved creates greater self-esteem among teachers and this rubs off on the pupils whose positive attitude towards language learning is noticed by parents.

- Teachers have started losing sight of their textbook as the only or main source of materials and have started creating their own L2 and L3 texts and activities (see <http://www.juntadeandalucia.es/averroes/~41700117/ingles/bilingual.html>).

- An external evaluation procedure was conducted. Universidad Pablo de Olavide was tasked with running the evaluation for all 400 centers. A full report is currently being prepared. Based on this evaluation, secondary school students aged 13 who had been part of the bilingual set-up for two years reached B1 CEFR level in English and similar levels in French. Two key factors are noteworthy here: firstly, these language competence levels, although meagre by other standards, are outstanding if national levels are considered (see Eurobarometer 2006 for Spain); secondly, the competence level attested was reached only after one and a half years of instruction. This allows us to harbour high hopes for future competence levels when this scheme will have been sustained for a longer time. Furthermore, there are a number of experimental centers in Andalusia founded ten years ago that were launched with the aid of Alliance Française. The students of these centers have been shown to have reached functional bilingual levels (based on DALF and DELF results) after ten years of instruction.

An overall lesson is that joint interventions of universities, administration, and teachers departments can work together for fruitful results, however hard it may be to make all parts agree on procedures and goals.

### Contact information

Country: Spain

University: Universidad Pablo de Olavide

Address: Crta. de Utrera, km.1;41013 (Sevilla, España)

School: Instituto de Educacion Llanes (Llanes Middle School)

Address: Escultor Francisco Buiza s/n, 410008 Sevilla

Email: [www.iesllanes.net](http://www.iesllanes.net)

School authority: Consejería de Educación (Junta de Andalucía)



## 1.4. EPOS – an e-portfolio for three sectors of education

EPOS was developed at the „Fremdsprachenzentrum“ (FZHB) and at the „Landesinstitut für Schule“ in Bremen, as a common web-based platform for language learning in schools, universities and further education. It contains the descriptors of the ELC-ELP and offers all parts of the ELP in educationally structured learning environments. It has been welcomed by all prominent political and economic institutions (in the region/Europe?) as a means of enhancing plurilingualism and encouraging autonomous language learning. The ELP has been used in classes and within autonomous language learning in the Self-access Centre of the FZHB for about eight years. We changed to the EPOS platform four years ago; since the winter semester of 2007/08, EPOS has been used in the tutorial program of the FZHB as well.

EPOS has been developed in cooperation with partners in the sectors of education, further education and adult education in Bremen. All these sectors form the „Runder Tisch Sprachen Bremen“ or the Round Table of Languages in Bremen. Founder members of this Round Table will also constitute the „Sprachenrat Bremen“ which was officially launched on 26 September 2009. In addition to members of the above-mentioned educational sectors, the Sprachenrat Bremen consists of representatives from the political and economic sectors, and the people of Bremen. This grouping of all available resources enhances Multilingualism in the sense of employability and European mobility. This collaboration on institutional level is one of the overall success factors.

One project which uses EPOS as a core instrument is the tutorial program at the Foreign Languages Centre of Universities in Bremen or Fremdsprachenzentrum (FZHB). The tutorial program was implemented at the FZHB in October 2007 to enhance plurilingualism and to encourage autonomous language learning. This program aims at combining language classes, autonomous language learning with EPOS, tutorial advisory service, expert advisory service and feedback as well as peer- and projectbased learning. The learning in the tutorial program is class-independent. Students can register for any language for which classes are offered at the FZHB or for which learning material in electronic or book form is available.



Furthermore, students are encouraged to take part in the TANDEM program of our university. The program is free of charge. The Language Centre offers all the material and it is up to the students how much workload they would like to “invest” in the program. This autonomy fosters motivation quite a lot and contributes to the success story of the program.

In all cases EPOS plays an important role. It serves as a platform for learning, reflections on learning and communication between learner and tutor, providing the properties of the ELP. The characteristic tools of the platform are the parts of the ELP – biography, dossier and passport and, furthermore, a learning agreement and an online learning journal. Students can upload any files to the dossier: texts, videos, audio-files, pictures, etc.

Students are expected to use the various parts of EPOS throughout their learning program. When using EPOS, students have to reflect on their learning process, their success and the gap between their aims and their current proficiency. While peer-to-peer and project-based learning are integral to the language course, the tutorial program serves the cognitive and the affective learning fields as well and brings in a collaborative aspect.

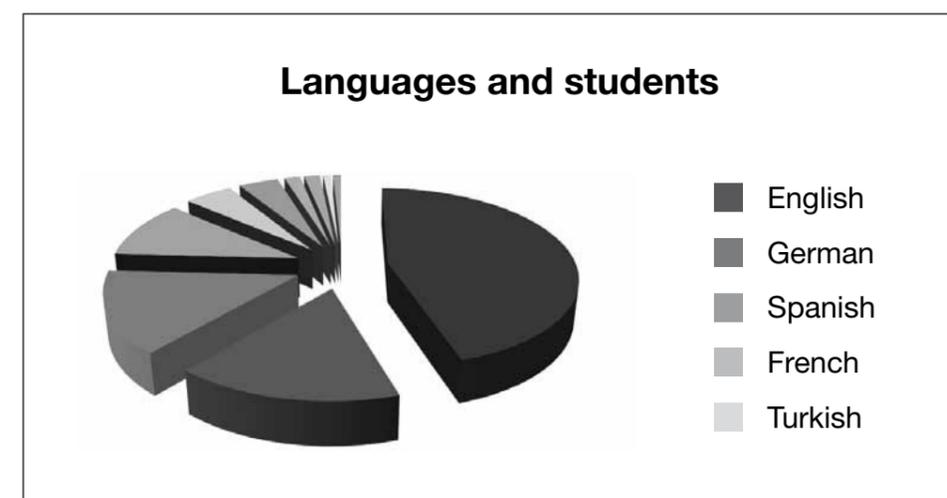
The task of tutoring is performed by skilled students who often either from the language or the language are teaching department. We also accept students who speak more than one foreign language and who have already gained experience in reflecting on their language learning awareness. They are trained in several workshops by experts as well as by senior tutors for their job. Additionally, there is a weekly meeting with all tutors for supervision and development of concepts. The coordinator is both coach and supervisor for the tutors and tutees.

The tutorial program aims at providing students with transferable communication skills relevant to mobility, employability, academic life in general and the specific requirements of their university courses . More students now have the chance to learn another foreign language and thereby increase their chances in the job-market of a knowledge-based society.

Furthermore, evaluation papers, posters, powerpoint-presentations, stage-Cerv universities – Sciences of Bremen and Bremerhaven Bremen as well. 12 action conducted by the FZHB has shown that autonomous learning is a fun way of learning language and as such is extremely motivating for students. Each tutorial program ends in a celebratory mood where students’ project work is presented in the form of plays, etc.

The FZHB has established a collaboration with the University of Oldenburg, the (private) Jacobs University Bremen and the three great European Cultural Institutes: Goethe Institut, Instituto Cervantes and Institute Français. EPOS is used as a tool for blended learning in these institutions, and, additionally, for tutorial programs in FZHB’s member the University of Bremen, the Universities of Applied aven and the University of the Arts as well.

The tutorial program is offered during the semester and in the semester breaks. In the period from October 2007 up to March 2008, 220 students registered for the tutorial program at the university. The number is increasing steadily. The following diagram shows the distribution of languages and students in the last semester, 2008/2009.





The range of languages being learnt differs in each program run. Altogether, we have had 18 different languages that have been studied, among others Afrikaans, Arabic, Chinese, Dutch, English, French, German, Hungarian, Italian, Japanese, Norwegian, Portuguese, Russian, Swedish and Turkish. The levels range from beginner to advanced C1 with a success rate of nearly 90%. Evaluation has shown that over 80% of the participants would recommend the program and are satisfied with their tutors. 85% think that the quality of the material is rather good and about 65% think that project-based learning with peers is quite supportive.

Since the language classes of the winter semester of 2008/09, autonomous language learning, the tutorial program and a tutor program have been linked in a modulated system at the department of General Studies. Students can now gain 9 ECTS (teacher education) or 15 (excluding students of language sciences and teacher education). Participation is free of charge when combined with a semester abroad. We have therefore succeeded in bridging a gap in meeting students' needs: establishing pedagogical tools in electronic learning environments. Autonomous language learning has thus become attractive and manageable.

### **Contact information**

Country: Germany  
Name of institution: Fremdsprachenzentrum  
Bremen, c/o Universität Bremen  
Address: GW 2, Raum A 3190, Bibliothekstr.  
Website: <http://www.fremdsprachenzentrum>  
Email: [bkuehn@uni-bremen.de](mailto:bkuehn@uni-bremen.de)  
Contact person: Dr. Bärbel Kühn  
Telephone: 0421/218-61962  
Fax: 0421/218-98-61962



## 2. Motivating language learners through language policy

For many years, “foreign” language learning was viewed by many school pupils as a boring and transitory imposition to be endured, rather than enjoyed, for the shortest time possible. The subject was definitely confined to secondary schooling, as “grammar” and “text analysis” were deemed to be too complex and serious to be approached at an earlier age. The range of languages studied was limited and so were the teaching methods and materials used. At university, “language” learning of any kind was often viewed with disdain by academics, as being distinctly non academic (as opposed to learning about languages and cultures) and therefore not worthy of featuring in the mainstream curriculum.

Within the European Union, the situation has evolved radically over the past twenty years, as second or third language learning has gradually become the norm throughout many educational systems, from infant schools right up to postgraduate level, as language teaching and learning methods and techniques have undergone a sea change and as other world languages and cultures have gradually made inroads where French, German and Spanish used to rule supreme (English being in a category of its own).

However, introducing language tuition at an early age or offering more diverse language options to advanced students does not in itself guarantee learner motivation: the way language learning is implemented, whether within the school curriculum or within a university language policy, remains the key to successful language learning. In this section, we look at some of the ways in which the “language offer” in schools and universities has been used to motivate language learners.



## Early language learning

Much research has been devoted in the past two decades to the processes of language learning among young infants. The findings over the years include the fact that even babies are able to distinguish rhythm patterns between languages, that infants can discriminate between the sounds of languages they have been exposed to, and that seven-monthold bilingual infants have a cognitive added value over monolinguals in responding to visual cues. Clearly, even in infants, learning languages is beneficial.

This process does not come to an end once in school. Long before Europe started its multilingual policy an American report showed the added value of early language learning. When compared to monolinguals the bilingual group invariably has better scores on tests as well as on school performance (cf. Wilburn Robinson 1992). The same results were found by European researchers (cf. Jäppinen 2005, Van de Craen et al. 2007).

As a result, the current European language policy strongly promoting early language learning reaches out beyond languages. There is no doubt that early language learning boosts the learner in the sense that her/his learning aptitude gets strengthened. This means that if properly implemented, early language learning can become an important motivational factor in the overall educational process.

Several of the case studies in this handbook relate to early language learning initiatives: two have already been listed in the previous section, while another, on a Franco-Scottish e-twinning initiative, features in the section devoted to cooperation with other stakeholders and partners (Section 3, Case Study n°). This section features a case in point: the STIMOB initiative (Stimulating Multilingual Education in Brussels) described in Case Study n°5: “Multilingual primary education in Brussels”. The case illustrates how a proactive language policy, combining multilingual education and CLIL, can help improve not only the students’ language skills in both of the languages concerned (in this case Flemish and French) but also overall performance in other subjects, not forgetting the boost given to their future employment prospects in a multilingual environment, thus providing a powerful incentive to students to make the most of the opportunities provided.

## Minority language initiatives

Increasing learner motivation by taking into account the diversity of the students’ immediate linguistic and cultural environment, is now something which many (but by no means all) schools and/or educational authorities have taken on board when defining language policy for schools. Case Study 5 illustrates how a well thought out early language learning policy can help bridge the gap between language communities while enhancing learning achievement. A similar story is told in Case Study n°6: “Breaking down cultural barriers: teaching Urdu in inner city London”. The case study shows how the introduction of a less taught community language, Urdu, alongside French and Spanish, in a multicultural school typical of inner city London, helped not only overcome adverse cultural stereotypes among students from non Asian backgrounds, but also increased the overall level of language take-up and learner motivation, resulting in improved all-round language competence.

## University language policies

Ever since the 2001 European Year of Languages, the idea of ‘languages for all’ has gradually permeated the European Higher Education Area. Tertiary education institutions now seem to agree that plurilingualism and pluriculturalism are assets that students must possess upon completing their degrees if they are to be fully equipped for successful professional careers. These have thus become strategic targets when planning new degrees under the Bologna process. As a result, language policies at university level are becoming the rule rather than the exception and have made languages visible and valuable.

The European strategy on multilingualism clearly seems to have made big advances at tertiary level. A growing number of higher education institutions appear to be aware of the potential returns to be expected of increased financial and academic investment in language learning. Students, in turn, are also prepared to invest more time, intellectual effort and, in some cases, money, in learning more languages and learning about different cultures, in the knowledge that this will stand them in good stead in a competitive labour market.



The implementation of a language policy which will enhance learner motivation requires a firm financial commitment on the part of the university, as it implies additional expenditure on teaching resources and equipment compared to existing language provision. However, it can also be a useful asset to put forward when approaching local, central government or European funding sources, as it may be a prerequisite for receiving financial support. As regards student contributions, approaches vary from free provision for any student enrolled in a degree course, to the introduction of a small additional contribution, or in some cases, fee-paying courses.

A language policy also requires a clear organizational and spatial commitment on the part of the institution, in setting up specific structures (language centres) and setting aside dedicated areas for language teaching and learning activities. These are all essential factors in enhancing both teacher and student motivation.

In Higher Education, the context-specific, local features of each university tend to determine how language policies are devised and implemented, rather than any national or regional strategy. The MOLAN case studies have revealed a wealth of equally interesting approaches geared towards motivating students to learn languages. To varying degrees, all of them involve increasing the number and variety of languages on offer, offering a greater variety of learning formats, implementing new classroom and autonomous learning environments, using standard competence reference frameworks to define entrance and exit levels, and implementing accreditation systems. Case study n°7 below: “Languages for all: the University of Warsaw System of Language Provision” provides a more detailed outline of one such approach.

As regards the languages on offer, there seems to be a connection between the range of languages provided and the sociolinguistic features of the local community, whether monolingual, bilingual or multilingual, and the presence of a large undergraduate international student population. The range of languages on offer can thus vary from a handful to 50 or so. Student choice also varies, from totally optional systems based entirely on incentive and motivation, to ones where mandatory language provision with one dominant second language (usually English) is combined with optional third or fourth language learning. As for learning formats, they include every kind of approach, from conventional classroom situations to blended learning, tandem practice, consultations, and online learning, all involving varying degrees of learner autonomy (see Case Study n°4 in the previous section).

Student language portfolios, European Diploma Supplements, accreditation and/or certification on the basis of local, national or international schemes, are all now part of the overall picture and all contribute to enhancing language take-up and learner motivation amongst students (see in particular Case studies n°13 and 14 in the fourth section of this handbook).

In terms of language practice, self-learning centres with native speaker tutoring, language clubs and various forms of tandem learning involving native speakers are now an integral part of the language learning experience in most Higher Education institutions, especially those with large numbers of foreign students (see Case Study 14 “ABV language modules at the FUB” in section 4 below). This kind of ‘in situ’ experience will then often enhance the student’s motivation in wanting to take part in mobility programmes and seeking foreign work placements, either as part of or as a complement to their degree programme.



## 2.1. Multilingual primary education in Brussels

The project, STIMOB (Stimulating Multilingual Education in Brussels), started in three Dutch-speaking schools in Brussels in the academic year 2001/2002. The initiative is based on CLIL method; the chosen language of instruction is French. The programme was launched in each school in one form at a time. About 20% of the curriculum is devoted to French. In the first two classes a repetitive approach is chosen; partly due to the local language laws. On the other hand it guarantees that the message comes across effortlessly. It gradually changes from the third form on. The subjects involved in the initiative are arithmetic, environmental studies and arts. (Ildikó Szabó)

Among the strategic goals of the initiative a new teaching approach and creating a pleasant learning atmosphere are a crucial ones. Changing the current teaching methods was the challenge teachers had to meet. The fact that language teaching was built on implicit methods and less attention was paid to grammar is an important aspect. Nevertheless, passive skills are not to be neglected or abandoned. Communicative approach is a key element in the teaching practice of the initiative. Based on the analysis of the results, knowledge of the target language is better than compared with the results of traditional teaching methods. Besides, teachers' enthusiasm and devotion are essential to make the project successful.

The STIMOB initiative is to diminish a language gap between the language of the home and that of the school by creating an environment where immersion rules. In Dutch-speaking schools in Brussels teachers tend to disregard the home languages of the pupils, namely French. Needless to say that this attitude does not create a feeling of well being. The language involved in the project was French because of historical and political reasons, however, many discussions about the desirability of other languages were held. Although the number of languages involved in CLIL approach has not changed, after five years of STIMOB and realising the potential of the approach, the school decided enthusiastically to add a number of lessons of English to the Dutch-French curriculum. In January 2008 the Flemish Ministry of Education itself took the



initiative to carry out a CLIL experiment in nine secondary schools not located in the Brussels area or in its periphery. Although this experiment is not part of STIMOB initiative, its positive results could have influenced educational policy makers.

The initiative has benefitted all the students having different sociolinguistic background: Dutch students' multilingualism is strengthened, French students receive support in their mother tongue whereby their subject matter learning is boosted and speakers of other languages receive instruction in two official languages which will help in their future career. This way the European language policy recommending 2+1 languages is followed.

Creating positive attitudes and enhancing motivation were among the goals of the initiative. It is well known that positive attitudes towards the language enhance motivation. It was felt that learning through a language enhances both attitudes and motivation.

Thorough and continuous analysis of the situation, feedback on the completed tasks are important. An analysis from within has the merits of being recognized by the protagonists, in this case the teachers.

Learning in another language has a positive effect on the cognitive development of young learners. Interestingly enough, knowledge of mother tongue did not decline, quite the contrary. Subject matter knowledge remains the same or even improves. According to results of cognitive tests, pupils showed better results in administering calibrated maths tests even if arithmetic was not the subject matter taught in the second language. When it comes to the brain, it was shown that multilingual brains are different from monolingual brains; bilingual school brains evolve in the same way as bilingual brains. Although the number of the students involved has not increased, the levels of achievement of the involved ones have.

Strong institutional support is essential for a successful language initiative. School authorities are the key factors when it comes to change. Collaboration between schools and universities, research centres, practitioners and school counselling boards is very important. This project demonstrates that universities can reach schools and spread European language policies. Although cooperation between universities and schools is not easy, universities should communicate as much as they can and therefore the interface, where all the partners can interact and decision making related to the project can take place, is an interesting tool. Results of the follow up should be regularly distributed among teachers.

When it comes to learning, continuity is one of the most important things. Although it seems to be common sense, teachers and parents tend to forget about it. Emphasizing continuity by teachers and school authorities is the way forward. This project has taken this into account and it is one of its success factors.

The STIMOB project has proved that early language learning is a powerful learning tool, especially when using CLIL as the method. So far the results surpass any other approach and outclass a number of well meant but rarely sustained initiatives. Additionally CLIL initiatives do not cost a lot and can be easily implemented. The language pedagogical implications of the STIMOB project not only refer to language learning and teaching but also refer to innovative learning practices, change in education and the European language policy.

### **Contact information**

Country: Belgium

Name of university: The Vrije Universiteit (Dutch language University) in Brussels

Contact person: Piet Van de Craen

Email: pdvcraen@vub.ac.be



## 2.2. Motivation to learn languages breaks down cultural barriers in London

In their quest for motivating students to learn foreign languages, a London school succeeded in creating a cohesive school community in a culturally diverse<sup>1</sup> and socio-economically<sup>2</sup> deprived neighbourhood. Head Teacher Rachel Macfarlane and her staff introduced far-reaching changes to their syllabus in an attempt to motivate pupils to study three foreign languages. The introduction of one-term compulsory tasters for French, Spanish and Urdu at Walthamstow Secondary School for Girls provoked conflicting opinions at first but in the long run this move has contributed to a change in the educational and social character of the school.

The changes in policy involved designing a first year curriculum which allowed for the introduction of a compulsory one-term language taster for French, Spanish and Urdu for all entrants from local primary schools. French is widely taught as part of the secondary school curriculum in the UK and Spanish is very popular but not usually taught. The introduction of Urdu, a community language, was the result of a well - thought out strategy to promote the creation of a bond and a sense of unity among the culturally diverse Asian, African, Caribbean and white origin students<sup>3</sup>. Urdu was deliberately chosen with the objective of demystifying its culture within the British environment in which the students study and live.

The pedagogical plan behind the compulsory tasters for French, Spanish and Urdu was to motivate students to continue learning these languages up to General Certificate of Education (GCSE) a level that marks the end of obligatory school examination (age 15-16 in the UK). This led eventually to Urdu being offered up to Advanced Subsidiary (AS) or Advanced 2 (A2) level. As these are advanced examinations for university entrance the aim behind them was to motivate students to pursue their

<sup>1</sup> 45% of the intake comes from the Asian community served by the school. For the most part the pupils are from the Muslim community and wear the hijab and trousers in the school colours, green.

<sup>2</sup> 22% of students are eligible for free school meals because of the poor economic situation of their parents.



language beyond secondary school. This plan entailed allocating dedicated finances to human and material resources such as hiring language assistants and native language teachers; organizing trips abroad for cultural immersion; and providing language ICT support.

It is important to note that the institutional and civil society have consistently supported this initiative. The social awareness, motivation, and encouragement of the members of staff have contributed to create good relations at all levels of the community preventing the creation of closed racial or religious groupings in the establishment. The backing of the school governors committee<sup>4</sup> has been particularly important in the introduction of these innovative changes in the school. It is also worth noting that at first the local school's adviser opposed the idea on linguistic grounds but eventually gave his full support to the initiative.

Statistics show that the programme has succeeded in sustaining the students' motivation to learn languages. The number of students wishing to continue learning foreign languages beyond the age of 14, increased to around 60% in 2008. Furthermore, not only did the school manage to expand the learning of foreign languages to more than half of the student population but also the results in the language examinations have been consistently high standard and well above the national average for girls in the UK. An external accolade for the programme was the most recent report in 2007 of the Office for Standards in Education (OFSTED) that described the school as 'outstanding' and stated that 'the performance of Pakistani, white British and Caribbean students is particularly high' in all areas. An indication of the school's accomplishment is that it has become very popular with local parents and in most years is heavily oversubscribed.

Walthamstow Secondary School for Girls' success can be put down to a combination of factors: a change in the curriculum to motivate pupils to learn three languages; the introduction of a compulsory non-European language; the support of members of staff; and the consistent institutional and civil society support for a language - based initiative.

<sup>3</sup> four out of every five girls in the school are from ethnic minority groups

<sup>4</sup> An example of civil society; the school Governors body is a group of voluntary people from the community who work with the school to influence educational policies and the decision making process.

However, of all the above factors perhaps the most interesting aspect of the initiative is the successful introduction of a compulsory non-European language to all entrants for a term in their first year. This decision has produced two important social consequences, firstly, to give Urdu parity of esteem with European languages like French and Spanish, and, secondly, to establish a common linguistic and cultural link amongst the diverse ethnic groups within the institution.

It can be safely said that in this case the successful motivation to learn languages has broken down the cultural barriers in this London community school.

### Contact information

Country: United Kingdom

Name of school: Walthamstow School for Girls

Address: Church Hill, Walthamstow, E17 9RZ, North-East London

Website: [www.wsfg.waltham.sch.uk](http://www.wsfg.waltham.sch.uk)

Contact persons: Rachel Macfarlane (Head Teacher),

Geoff Saunders (Head of Languages)

Email: [Rachel.Macfarlane@sch.walthamforest.gov.uk](mailto:Rachel.Macfarlane@sch.walthamforest.gov.uk);

[Gsaunders@sch.walthamforest.gov.uk](mailto:Gsaunders@sch.walthamforest.gov.uk)

Telephone: 0044 (0)20 85099446



## 2.3. The University of Warsaw System of Language Provision – languages for all

The University of Warsaw System of Language Provision (USLP) is a system financed from the University budget whereby all students of the first cycle study programmes learn a language/s choosing from an offering of conventional, blended and on-line courses at A1 – C2 levels in ca 50 languages. Students are offered 240 hours of tuition free of charge and may take advantage of consultations. Students with disabilities are entitled to 2 additional hours of consultations a week. By law on completion of the first cycle students must demonstrate B2 level of proficiency in one language. University certification system serves this purpose. Alternatively students may produce a language certificate from a recognised certification centre.

Second and third cycle students may attend fee-paying courses.

**The following constitute success factors** for language provision at the University of Warsaw: language policy of the University responding to the needs and the statutory requirements supported by adequate funding from the University budget, a possibility of free choice from a varied and broad offering of courses and types of provision matching different students' needs, cooperation between different University units in language teaching, and certification of language competences.

### Language policy and funding:

The aim of the reform of the University system of language provision undertaken in 2001 was to ensure that all first cycle students have equal access to as wide offering of language courses as possible at the same time attempting to rationalise the University spending on language provision and to ensure the conditions of transparency, openness and comparability of criteria and learning outcomes by reference to the standards of CEFR.

The coincidence of the initiative with the European Year of Languages and implementation of the Bologna Process cast new light on the importance of language education and the significance of linguistic and intercultural competences of the students and graduates for academic and professional mobility and employability in Europe.



The University of Warsaw determined to be an active part of EHEA is committed to the promotion of multilingualism and intercultural competences, to enhancement of mobility and employability of its staff, students and graduates, as well as to promotion of European identity and democratic values. Without adequate language provision all these cannot be reached. Internationalisation strategy of the University includes language policy and allocation of sizeable funding for its implementation. The USLP has become a durable element of the University landscape. The innovative system of language provision funding which depends on the number of students taught was introduced whereby the money goes to the language courses providers in the proportion to the number of students attracted to the courses on offer, has stabilised.

## Cooperation and coordination

To ensure the broadest choice of language courses a consortium of providers was formed consisting of: Faculties of Applied Linguistics, Modern Languages, Polish Studies, Oriental Studies, and Language Centre, Centre for Open and Multimedia Education, Centre for Foreign Language Teacher Training and European Education. To ensure smooth implementation of the reform and coordination a Rector's Deputy for language provision was nominated at the central level, and faculty coordinators at the respective units' level.

## Broad and varied offering, students' choice

The ultimate aim is to make sure that each first-cycle student demonstrates B2 level of language proficiency on completion of studies and if he/she is able to demonstrate it on entrance to the University to encourage him/her to learn another, taking advantage of the offering of free of charge, credited courses, and take a certification examination.

The system of language provision comprises:

- central on-line registration for classes and examinations
- on-line diagnostic testing coupled with the registration system
- framework programmes of teaching based on CEFR

- conventional, blended and on-line courses in ca 50 languages (levels A1 – C2) (general and for academic and special purposes)

The following languages are taught:

Albanian, Arabic, Armenian, Azeri, Basque, Belorussian, Bulgarian, Catalan, Chechen, Chinese, Coptic, Croatian, Czech, Dutch, English, Estonian, Finnish, French, Galician, Georgian, German, Greek, Hausa, Hebrew, Hindi, Hungarian, Italian, Japanese, Kazakh, Korean, Kyrgyz, Latvian, Lithuanian, Malayalam, Mongolian, Norwegian, Persian, Portuguese, Romanian, Russian, Sanskrit, Serbian, Slovak, Slovenian, Spanish, Suahili, Swedish, Tibetan, Turkish, Ukrainian, Vietnamese, and Polish as a foreign language and Polish Sign language. Students are free to choose a language course and the language of their certification examination.

## Certification

Another element of the System is constituted by centrally administered language certification examinations by University Certification Board independent of the language offering providers. Students who have passed the examination are offered the University Language Certificate. The Certificate is recognised in the Regulation of the Prime Minister of 2009 as a document certifying language competences of civil servants. Language courses and examinations allocated ECTS credits, indicated in transcripts of records and Diploma Supplements, constitute an obligatory component of the study programmes.

On-line placement tests are available for six most popular languages.

The use of DIALANG for placement and self-assessment (formative) purposes is recommended.

At the beginning of USLP over 50% of students learned English; the number is slowly, but steadily decreasing with the overall number of learners still growing (presently ca 13 000 per year.)

Most of the students use all the 240 language tokens, although their study programmes oblige them to take part in 120 or 180 hours of tuition, and learn more than one language (inclusive of less widely taught languages); more and more students take certification exams in less widely used languages.



In-coming students take language courses (Polish as a foreign language, increasingly others e.g. Russian) seeing it as a rare opportunity not necessarily offered by their home institution.

The following have been perceived as motivating factors:

1. CEFR as a standard ensuring comparability and transparency;
2. Allocation of credits also in case of language certificates acquired in external certification institutions which encourages students to learn another language at the University;
3. The Programme Board of the Language Centre, composed of stakeholders, elected students and faculty, ensures connection with the University mainstream and an integrating factor; collaboration between the Centre and students and staff; the same role in case of other providers is played by the Faculty Boards;
4. Certification provided by University Certification Board, acting in a way like an external examiner in relation to the course providers, which enhances the quality of provision;
5. Co-ordination of the system ensuring consistency of the offering, responding to the needs; links with the highest authorities of the University;
6. University quality assurance system: students' surveys (each year each course is surveyed); staff development and motivation system; Erasmus staff development visits;
7. Mobility programmes (academic and placements);
8. use of ICT (on-line and blended learning courses based on Moodle)
9. USOS – University Support System of Studies – on-line registration for courses and examinations, ECTS records, tracking students' achievements;
10. fairly prompt responsiveness to the needs.

### **Contact information**

Country: Poland

Name of university: University of Warsaw

Address: Warsaw, ul. Krakowskie Przedmieście 26/28

Contact person: Jolanta Urbanikowa

Email: Jolanta.Urbanik@adm.uw.edu.pl

Telephone: +48 22 55 21402

Fax: +48 22 55 21401



### **3. Cooperation with other partners and stakeholders**

Sections 1 and 2 looked at how the motivation to learn other languages can be enhanced internally through more innovative teaching and learning practices and by diversifying and improving the language offer within schools and universities through forward-looking language policies. However, in a world where connectivity and communication are the keys to successful development, schools and universities never operate in isolation: they are increasingly dependent on setting up and maintaining partnerships with other establishments and stakeholders from their own sphere within the educational system, from other levels in the system, and from stakeholders outside the system. Student motivation in pursuing the learning of a language or discovering new languages often depends on the quality of such partnerships and ventures. This section will therefore describe the many avenues explored by schools and higher educational institutions in attempting to enhance learner motivation through cooperation.

#### **Cooperation between higher educational institutions**

Cooperation between different higher educational institutions within the same country or in other countries provides new opportunities to exchange ideas on language policy and planning, teaching and learning, current research and good practice models. In turn the students benefit from improved teaching standards.

The MOLAN case studies offer several concrete examples of how cooperation between higher educational institutions at a regional, national and international level can benefit all the participants involved.



The Instituto de Letras e Ciências Humanas, Universidade do Minho in Portugal (Case Study n°8) illustrates how cooperation at a regional level can bring together institutions from different levels within the educational system. Staff members of the Faculty for Arts & Humanities have created a non-hierarchical network combined with bilateral institutional agreements. Partners are drawn from various different backgrounds: regional schools, national institutions in the area of politics, culture and economics, local and regional institutions involved in multilingualism, and the National Administration Directory for primary and secondary schools. Multilingualism and intercultural skills are supported by this initiative, launched under the umbrella of APPEAL, a trans-institutional action plan to investigate multilingual policies in a regional context.

The CILT Case Study on the University of Bristol's "French for Aerospace Engineering students" programme (Case Study n°9) provides a stimulating example of how cooperation between different universities in the same country, and between language departments and vocational (engineering and built environment) departments can lead to the development of highly motivating programmes and materials. The purpose of the partnership between four different universities, skills councils, professional bodies and employers was to design and deliver an innovative French language course for aerospace engineering students, incorporating a strong vocational dimension. Given the nature of the industry involved, the contextualized language curriculum was seen as a key factor in enhancing the employability of the students, and therefore their motivation in wanting to acquire and improve their language skills.

At the international level, the European University Foundation's Campus Europae initiative (Case study n°10) shows the importance of close cooperation in ensuring the success of an integrated student exchange network across borders. This inter-university programme allows students from partner institutions to spend two years of their study programme in institutions outside of their home country. The integration between local and incoming students is promoted by the assistance of the so called Buddy Network, local students helping the incoming students to improve language skills after regular classes by organizing leisure activities.

## Cooperation between schools

Cooperation between schools is one of the success factors in motivating language learning. In particular, it helps spread and enhance motivation among all the actors in the process (pupils/students, teachers and department/school leaders).

In order to cooperate, schools need first of all to know themselves and to learn about their partners. The first step is therefore to encourage selfknowledge and evaluation of all the practices linked to language learning (curriculum, methodologies, strategies, evaluation, number of languages, teacher training, etc). Having clear ideas about the aims of a language teaching/learning policy, the setting of new aims and the preparation of projects, makes cooperation so much easier. As an action plan is built, the criteria in looking for partners are established.

There are two main types of factors which determine successful cooperation: a) breaking the isolation that schools all too often find themselves in; and b) sharing experiences, good practices, etc. Cooperation with others helps schools overcome geographical isolation and/or isolation from other actors within the educational system. By establishing cooperation and partnerships, they can be made to feel part of the wider world beyond the confines of the playground. This aspect is essential in motivating all the players involved in language learning. School authorities and language teachers will feel more confident in their decisions; and students and parents will interpret the fact that others, somewhere in the world, are studying the same (or different) languages, as a stimulus and an incentive.

Being integrated in a project or a network, schools can share the problems and successes of their practices and build new strategies to mo-



tivate existing language learning and the learning of more languages. Information and communication technologies, by their contact facilities, allow the building of virtual learning communities. The walls of the language classroom can be broken down as students and teachers of different schools interact and share everything in real time. Cooperation activities where students are the main actors (as with e-twinning projects) will also awake their curiosity and wish to learn, as Case Study n°11 (“Early Language Learning in France and Scotland: an e-twinning initiative”) amply demonstrates.

### **Cooperation with civil society**

A key motivational factor underlying many of the case studies described under the MOLAN project is the success of cooperation between education providers and society at large.

A number of MOLAN case studies show civil society groups such as parents’ associations, school governors, community associations, networks, professional organizations and companies taking an active part in projects that have been successful in the dissemination and motivation of language learning. In these cases the civil society groups have become service providers, innovators, informed critics and advocates of educational issues who have reached, mobilized, trained and engaged people.

Players from outside the educational system can contribute to the success of language learning through the flexibility with which they can respond to language education issues; the closeness to grassroots and cultures especially in the case of highly diverse communities; the support for innovative policies and structures; the breaking down of social and geographical boundaries; and the creation of voluntary non-hierarchical networks.

In some projects, such as the introduction of Urdu in an inner-city London school (Case study n°7), the support of the school’s governors was instrumental in promoting the teaching of less-taught community languages and embedding these languages in the school’s syllabus, at first, against the opinion of the local school inspector. These actions have greatly increased the number of students taking and continuing the learning of a foreign language. Two welcome results of this initiative have been the high-standard language exams results well above the national average and the emergence of a united multiethnic community in the school community.

Projects of an international nature, such as the e-twinning between a school in France and a school in Scotland, have shown the involvement of civic associations from two different countries in supporting a joint language learning initiative. This is an interesting example of the power generated by the cooperation between education and civil society which has given children from isolated communities like the Orkney Islands and Fromont the opportunity to get to know a foreign culture by using motivating new technologies like video-conferencing. This success story relates how students who would have never otherwise travelled abroad can now interact with their partners and their environment as if they themselves were there. All the students participating in the project have continued with their languages to higher levels.

Finally, Case Study n°12: “Outside in: bringing the community into school”, shows how external stakeholders invited into the classroom, can transform the attitudes of language learners at school. This simple initiative, taken at the local level of a secondary school in southern Portugal, consists in inviting potential employers and employees working for companies with foreign customers, to address students (in English) and explain why foreign language competence is important in their business context. It has resulted not only in increased interest in language learning but has provided additional incentive to succeed in their vocational courses.



### 3.1. Regional Action Plan for the Promotion of Multilingualism

The Minho University (Universidade do Minho - UM) created an umbrella initiative called APPEAL (Acção / Plano para a Promoção do Ensino e da Aprendizagem das Línguas) for the Northern region of Portugal, developed since 2007. The promotion of multilingualism through a regional action plan of policy-making by initiative of a university is innovative for Portugal. It gives new quality to actors that in the past often operated in a hierarchical, isolated and discontinuous way. APPEAL aims at creating synergies by efficient communication and shared activities within and across institutions through a multi-lateral network based on pluriannual agreements between university and schools, with annual definitions of motivating projects for teaching and learning languages.

#### The APPEAL-approach

In the absence of a national framework that puts into practice EU multilingualism policy, and given the Bologna system change of pre-service teacher training coincident with exceeding school teacher staff and the recent reform of secondary education (2004), that reduces the role of foreign languages within curricula and narrows their variety (giving preference to English and Spanish; German and French with dwindling numbers), there is a urgent need for promoting multilingualism as an overall concept. Therefore it was important to include primary and secondary schools into the development of interface-strategies that join initiatives of language teachers at school and at university within a regional context. APPEAL focuses the quantitative and qualitative improvement of communicative and cooperative structures, reaching out for Municipal Councils (libraries, museums, theatres) and local associations.

APPEAL started at 2007 by initiative of the Faculty of Arts & Humanities (Instituto de Letras e Ciências Humanas – ILCH) and involved progressively other units of UM, above all: departments of the Faculty of Pedagogy (Instituto da Educação – IE) dedicated to teacher training; the Public Relations Bureau that developed a logistic frame for participation in school



events and for schools visiting UM (also the annual «Summer at University»); the Bureau for International Relations, promoting multilingualism by testimony of Erasmus-students and through the program of Erasmus-student-tutorship.

Initiatives only succeed when supported by personalities and structures of decision-making. Therefore APPEAL focuses effective communication between and within institutions in order to develop and realize transversal activities that elicit and sustain motivation for language learning, linking it to authentic contexts (use in different areas of knowledge: CLIL) and youth leisure culture (music, sports, media). For example, visits of school groups to the campus on 'Open days' with a range of short workshop-activities dedicated to different languages (and cultures), that can be learned at the UM (including Russian, Chinese, Japanese and Arab), have been highly motivating, as well as participation of schools in Karaoke shows in English, French and German (involving arts and music teachers) or in story-telling events using input from different languages and enhancing speaking before small audience in everyday contexts (e.g. on the bus). On the level of teaching, there have been workshop-initiatives of in-service teacher training that focus speaking competences and the use of new technologies.

Instead of remaining on a random basis of contacts between language teachers at school and university, APPEAL aims at establishing ongoing and stable cooperation between university units (ILCH / IE) and those schools that develop multilingual policies (projects that involve language area coordinators and other areas, e.g. through participation in Comeniusprojects).

For this purpose there are used two main instruments:

1) pluriannual bilateral institutional agreements between university and a school or 'school-cluster' [agrupamento], partly renewing traditional relations that have existed in a very formalized way over the years within the pre-Bologna model of teacher training.

2) a webpage with partly open / reserved access (partners), hosted at the UM-website ([www.uminho.pt](http://www.uminho.pt)), creating an in-group effect of communicative and cooperative structures, also useful for launching new ideas and projects.

The actual configuration of an APPEAL-network shared by 19 schools (in 2008-09) includes interaction with institutions and (teacher) associations on a national level, as well as on a regional and local level through their partners.

## Learning Outcomes

APPEAL promotes an integrative concept of multilingualism instead of a 'competition' between more or less prestigious (or easily learned) languages. By bringing together teachers for different languages and partners from different sectors of education, it is possible to strive for a variety of language learning and also for a coherent and efficient continuous learning process in the primary and secondary school through to higher education; this includes the use of appealing teaching methods (speaking, new technologies), the promotion of (self-)evaluation and (self-) assessment by parameters defined within the Common European Framework of Reference for Languages (CEFRL), thus aiming at a really progressive transition from one educational sector to another. Focusing the interface between secondary and higher education, the overall aim is to get better-qualified and motivated candidates, independent from their specific choice of academic studies: it is expected to reach at least B2 (English) and B1 (1-2 other languages) competences before entering university; an enhanced learner autonomy and knowledge about the documents or templates (Europass) able to assess and certify competences within the CEFRL.

## Recent initiatives

Among recent new initiatives are the following.

(i) Collaboration with TecMinho (collaboration between the University, and local industry and business associations) in the area of in-service training for language teachers, with special emphasis on technological applications in language teaching and learning;



- (ii) creation of a joint working group to look into the possibility of reintegrating language learning into select undergraduate study programmes (for example, International Relations; Communication Science / Journalism), focussing on Romance languages (using the Inter-comprehension approach). Another working group, which includes representatives of three schools, is trying to find ways of stopping the decline of French in secondary schools;
- (iii) creation of joint working groups on Portuguese as a foreign language with a view to integrating children with a migrant background into schools, and on the question of Academic Standard Language acquisition;
- (iv) establishment of a link between the APPEAL network and a network of «pilot schools» set up by the Goethe Institute Portugal at national level with a view to stimulating motivation for the learning of German.

## Lessons to be learned

Since the launch of the APPEAL-initiative

- decision-makers at university and schools of the region become increasingly aware of multilingualism as transversal key competence (motivation to go beyond English; continuous learning process) and of the necessity to acquire specific skills related to academic life and employability within a life-long-learning perspective;
- schools participate increasingly in activities promoted by university and vice versa;
- more schools are willing to join the APPEAL-network (10 schools in 2010);
- local and regional media give more importance to the initiatives promoted within the network, enhancing the relevance of multilingualism for society and education.

APPEAL focuses on the improvement of inter- and intra-institutional communication and on the dissemination of activities that are normally confined to a bilateral or locally isolated scope. The network dynamics depend on the continuous and efficient work done by logistic and opinion leaders at university and at schools. Therefore periodical meetings are of utmost importance in order to assure cohesion, foster in-group effects and convince others.

There has to be a realistic understanding of what is possible and sustainable in terms of interaction and activities. Only long-term planning as well as a certain routine of activities and periodicity of events leads to the full social recognition of APPEAL. This is one of the most important success factors of this umbrella-initiative, because it gives prestige to the partners involved and enhances the relevance of multilingualism within a concrete regional context.

## Contact information

Country: Portugal

Name of university:

Universidade do Minho / Instituto de Letras e Ciências Humanas (ILCH)

Address: Campus de Gualtar, 4710 – 057 Braga

Contact persons: Prof. Orlando Grossegese,

Marie Manuelle Costa Silva

Email: [ogro@ilch.uminho.pt](mailto:ogro@ilch.uminho.pt); [mmcsilva@ilch.uminho.pt](mailto:mmcsilva@ilch.uminho.pt)

Telephone: 00351-253-604190



## 3.2. French for Students of Aerospace Engineering

Four British Universities, Bristol, Loughborough, Kingston and Salford, each designed and piloted language modules linked to Engineering and Built Environment Degrees. Within each University, a language expert works closely with a vocational expert to design the modules in consultation with employers and professional bodies. As part of this project, Bristol University developed a 20 hour course in French to be taught over 10 weeks within the context of the aerospace industry. The project involved successful collaboration with an important local employer, Airbus UK and the appropriate professional body, the Engineering Council of the United Kingdom.

The Language Gateways into the Professions project is an innovative partnership project coordinated by CILT, the National Centre for Languages and was funded by DIUS, the Department of Innovation, Universities and Skills. Partners in the project include the modern languages departments and vocational (engineering or built environment) departments within the Universities of Bristol, Kingston, Loughborough and Salford, working in collaboration with sector skills councils, professional bodies and employers to design and deliver contextualised language courses to students on engineering and built environment degrees.

As part of this project, academics at Bristol University, working with a local employer, Airbus UK as well as the Engineering Council of the United Kingdom (ECUK), developed a 20 hour course in French, to be taught over 10 weeks, for undergraduate students of aerospace and avionics engineering with an entry level of French A level or equivalent. The university developed a contextualised language curriculum including the history of avionics, specialist terminology, interviews with industry professionals, business French, vocabulary and grammar exercises, plus information and links to careers in aerospace and avionics. Five on-line packages have been developed using Course Genie authorware and delivered on the University's virtual learning environment (VLE) Blackboard. Within the institution the project required collaboration between the language and engineering departments as well as the careers advice service, whose task is to improve graduate employability, which includes promoting language and intercultural skills.



Eleven students enrolled in the first year and displayed an enthusiastic response to the course, which they all completed. There was positive feedback, not only from the students, but also from the employer and the faculty. The University considered the project to be a success and demonstrated its recognition by the issue of a press release, while the Vice-Chancellor has personally complemented the language and engineering department on the course and is supportive of future developments.

The project organisers consider that the successful outcome of the project is based on the strong institutional support for such a language initiative, the international environment within the institution, good interdepartmental collaboration and the excellent relationship developed with Airbus UK. By linking language learning to students' employability as well as integrating this with student's mainstream academic subject, the students were highly motivated to learn a language within a context that they had already mastered. Formative evaluation and support provided by CILT has been developed and delivered in order to support the teams and enable the sharing of best practice at key stages in the project, while funding from DIUS created a space and opportunity to develop materials, enhance the curriculum and teach the course. The decision to expand and enhance an already accredited course with the production of additional, contextualised materials provided a solid foundation for the project.

In considering how to encourage students to pursue further language study in a situation where there is free choice, the question of improving employability is acknowledged as crucial in today's environment. This was recognised in the stated aims of the course, which speak of informing the next generation of aerospace engineers about the importance of developing language and intercultural skills for their future careers and to make the acquisition of these skills relevant to the aerospace industry.

This would be achieved by building on language competences acquired at secondary school through the creation of an integrated approach to language learning, thereby enabling students to gain access to specialist material in the target language. The students practiced making presentations and writing articles, and developed workplace related communicative skills. Awareness of intercultural learning and skills and their importance for professional development is aimed to promote graduates' employability and professional mobility, while motivating students to undertake further language learning.

A wide range of materials were developed in collaboration with the employer, Airbus UK, and are currently available on the university's VLE. These materials are in the process of being formatted in order to be made available via CILT's Virtual Language Resource Bank for general use by other institutions. The production of tailor-made materials was seen as crucial to the success of a course which builds upon existing language competence and moves it to a higher level.

After completing the course, one of the students said : 'The Language Gateway is an engaging way of learning and putting into context French for aerospace engineering. It caters for reading, listening and writing in an enjoyable manner. I found it easier to learn technical vocabulary using the Gateway as it is interactive. I particularly like the section that provides you with links to further information on the topics the exercises dealt with.'

### **Contact information**

Country: United Kingdom

Name of organisation: CILT, the National Centre for Languages

Address: 3rd Floor, 111 Westminster Bridge Road, London SE1 7HR

Contact person: Steve Cushion, Higher Education Adviser

Email: [info@cilt.org.uk](mailto:info@cilt.org.uk)

Telephone: 0044 2076 33 33 00



### 3.3. Language learning as a step toward European Citizenship – Enhances student exchange

In Campus Europae (CE) students from a variety of academic disciplines are encouraged to spend two years in two universities, each located in a different European linguistic community (an exception is granted for Luxembourgish students). Whilst pursuing their regular course of study students are learning the language of their host university.

The learning process is supported by a selected set of supporting tools. Prior to departure students are participating in an introductory e-learning language course, followed by intensive four weeks language programs upon arrival at the host institution. Accompanying, year-long language courses supplement the learning process. Individual mentors and the opportunity to pursue and internship at a local company or other institution further facilitate integration into the social, cultural and academic environment. An emphasis is put on the acquisition of the lesser-taught languages of Europe a learning process which allows for a slow but steady immersion into the local linguistic culture.

The European University Foundation – Campus Europae (EUF-CE) is a network of now 20 European universities, which engage in enhanced student exchange. Fields of cooperation within the network are language learning and coordination of academic recognition. Students spend a minimum of one year at another European University and can opt for a second university within the network. Both universities must have a different linguistic background.

The immediate aims are for the student movers to achieve sufficient proficiency in the host language in order to be able to attend classes at the host university. In the mid-term they are expected to acquire intercultural competences and get acquainted to the culture and society of the host country. The long-term goal is for them to become employable on the European labor market by being able to master at least two – in an optimal case – other languages than their mother tongue with sustained experience of mobility and a good understanding of intercultural interaction.



## Language Learning

Although some member universities are located in countries offering more widely spoken languages, the network focuses on lesser taught – though not necessarily spoken – languages. The range of languages taught within the network includes Finnish, French, German, Italian, Latvian, Lithuanian, Portuguese, Polish, Russian, Serbian, Spanish and Turkish.

Language learning takes place in three stages. Before departure Campus Europae offers e-language courses for all students, which were developed with the member universities as part of the EU-financed Hook Up! project. These courses contain active and interactive elements and are aimed at bringing the student at least to an A1 level of the Common European Framework of Reference for Languages (CEFRL). Students are strongly encouraged to participate in the e-learning modules as some universities, as a result of this offer, do not offer A1 beginner course anymore. In the future the e-learning modules can be developed to supplement the face-to-face courses.

Upon arrival at the host university students are offered intensive language courses for a minimum of four weeks (on exception within the network, which only accepts students with a level of B1 upon arrival) and at least 5 hours language courses per day. The purpose of these courses is to improve the language proficiency and support the process of immersion into the new language and environment. At the end of the courses the participants should be able to listen to lectures in the language of the host university.

Partner Universities are able to apply to the EUF – CE Campus Europae for financial support to organize intensive language courses; a number of universities have availed of this offer which can be an important incentive to further improve the quality of those courses.

Throughout the academic year students visit language courses with a lesser intensity to further improve their language skills. At the end of their stay they should have achieved a language proficiency level of B1 under the CEFRL.

## Institutional support

Universities are encouraged to offer courses in English, at least for the first semester, however not all institutions have the capacity, and sometimes students are not able to follow course in English due to a lack of proficiency in the language. In any case professors are asked to hold examinations in other languages than that of the host university and employ different examination modes.

Especially in the beginning CE movers are sided with a CE-buddy, a local student who assists in the integration at the home university and is ready to answer practical questions and help with administrative procedures.

Another perspective can be opened by Learning Employability Places (LEPs), which are organized in cooperation with local entrepreneurs and other institutions. Such internships, which have a work volume of about 10 hours per week and run throughout the year, can give students a glimpse of a professional environment in the host country. However, LEPs cannot be offered to all students as allocation heavily depends on the qualification of the respective student and availability of LEPs at the university city.

## Academic Cooperation

In order to pay tribute to the changing structure of academic programs CE pays increased attention to the issue of academic recognition. Due to financial constraints students only agree to be mobile if the recognition of their academic achievements can be guaranteed. Therefore, teachers from all universities regularly meet in several Subject Committees for the respective academic fields (Business & Economics, Engineering, Humanities, Law, Medicine, Natural Sciences, Teacher Training) to develop a system of ex-ante recognition, which should facilitate the drafting of learning agreements and safeguard that they are respected. The Subject Committees inter alia discuss language issues against the background of their academic fields. Some universities grant the recognition of the language courses completed during CE exchange.



## Certification

Students who fulfill the academic requirements of their CE year and in addition comply with certain language requirements are rewarded with a CE-certificate after on CE year. This certificate confirms that the student has fulfilled the criteria in collecting a minimum number of ECTS credits in his or her academic field, which will be duly recognized by the home university and that he or she has fulfilled the language requirements in meeting the B1 level of the language of the host university.

Students who do a full CE cycle in the course of their undergraduate and graduate studies (or equivalent), thus spending two years at two different universities, and meet the criteria for the certificate both times, are awarded a CD-Degree, which is an academic degree awarded under Luxembourg law by the EUF-CE, in addition to their national degree. The degree certifies academic excellence, linguistic skills in three languages and intercultural competence.

## Development of the program

From 2004-2010 more than 550 students have participated in the CE exchange program. Designed as an experimental program CE has become a tangible asset in the international portfolio of the member universities. Whereas CE cannot escape the uncertainties of student exchange as regards practical implementation, a number of success factors and problematic issues can be isolated based on the experience gathered.

Throughout the years and imbalance in mover distribution can be observed, a general trend from east to west is only countered by strong bilateral relations between certain universities, e.g University of Aveiro (Portugal) and University of Novi Sad (Serbia). The traditional Erasmus destination such as Italy, Germany and Spain still host the majority of CE movers. Nevertheless, other countries do have a fair share of incoming movers. Good examples are Latvia, Serbia and Poland. CE movers cover the full range of academic disciplines, mirroring the Subject Committees. The majority so far comes from Business & economics, trailed by Teacher Training. Especially the former is characterized by a wide

offer of English literature easily available and English as a natural working language. In contrast, Law as a subject relying on advanced linguistic skills only attracts a small number of students to atypical exchange destinations.

Those students who follow the language learning pathways usually succeed in attaining a B1 level (or higher) of the respective language and confirm a better understanding of their host country. A certain degree of language proficiency goes hand in hand with academic success.

The language learning process can be supplemented by a number of practices, e.g. strategic placement of foreign students with local students in student dormitories in order to increase the exposure to the foreign language and avoid increased exposure to English.

A stable starting level of the local language further seems to motivate students to apply their knowledge and decreases initial hesitation and fear. A successful experience in the first year stimulates students to go for another year – to a different university in a different country; subjective good practices serve as motivation.

Campus Europae has had considerable success in encouraging students to move to countries whose languages are less frequently taught and in enabling the acquisition of working levels of both general and professionally related linguistic competence in the target languages. The experience of studying in two host environments as well as within groups of students from different nationalities allows those concerned to acquire an understanding of the diversity of European cultures and become better equipped for a career in a multicultural, multilingual Europe.

## Contact information

Country: Luxemburg

Name of organization Campus Europae

Website: [www.campuseuropae.org](http://www.campuseuropae.org)

Contact person: Bernd Justin Jütte

Email: [berndjustin.juette@campuseuropae.org](mailto:berndjustin.juette@campuseuropae.org)



### 3.4. Language learning at primary school through e-twinning initiative

Two primary schools located in isolated, rural surroundings, one in France, the other in Scotland, established an e-twinning link through videoconferencing, so as to introduce French lessons to the Scottish pupils and English language learning to the French students. These early language classes were taught to pupils of 9-11 years old. The Scottish and French children seen on the screen in the classrooms were authentic and the teachers were very enthusiastic about the results the initiative achieved: the students were motivated to introduce themselves, to play games and to communicate effectively.

The learning of English and French is based on the use of live video conferencing acting as a stimulus to motivate the learners and through the use of language by native speakers as a model for the learners.

In both cases the foreign language is organized and taught by the head teacher to all pupils in the final two years of primary school. In the French school only English is taught in two sessions per week. The Scottish school teaches French and also German to the same year groups. Language teaching in both groups is associated with the learning of other subjects.

The link between the schools was established through a contact seminar held by the British Council in Paris and both schools benefit from the assistance of e-twinning initiative in Brussels. The link is maintained through the use of videoconferencing (equipped with Marratech facilities) and both schools are equipped to receive and send classroom scenes to the other to enable the pupils to carry out live conversations with their partners.

In the case of the French children (total of 26), language lessons take place in the regular class, and in the Scottish school the pupils (total of 18) are either drawn from their regular classes and follow lessons at lunchtime when video conferencing is taking place, or at other times in cooperation with the class teacher.



Apart from introductions in the other language, games and basic phrases, the pupils also exchange news items, weather forecasts, and drawings. They sing songs to each other and they have carried out a study on the architecture of both villages. This means that a basic stock of language is memorized through these activities.

The Scottish Head teacher emphasised that “the importance of teaching French in the primary school is to develop enthusiasm and an interest in the lives of children in France”. The Head of the French school summed up her group’s objectives in similar terms.

A combination of factors seems to point to the success of the initiative:

- the use of technology is attractive to children of this age and they enjoy showing their skills when handling the videoconferencing.
  - They also love the competitiveness of the videoconferencing games.
  - The link with the school in the other country is the key to the children’s obvious enjoyment.
  - The Scottish and French children they see on the screen in their classrooms are real and speak with authentic accents of Orcadian and French children.
  - Bonds have been created between the children and this motivates them to learn to communicate.
  - The communities in which they live share a certain sense of isolation and this experience opens a window on the outside world.
- Success indicators are also several:
- The enthusiasm of the pupils for their English class is the most notable one; they are keen to participate and interact and there is no lack of volunteers to answer and ask questions in both schools.
  - In the Scottish school the children are so enthusiastic they take the initiative to compile photo stories in groups or on their own,
  - In both schools they are willing to give up part of their lunch break to videoconference with the other school.
  - The pupils speak in whole sentences when required and do so with a reasonably authentic accent. All lessons take part in English in France and in French in the Orkneys and at this stage pupils are not exposed to written English or French, just spoken.

- The positive experience of learning a language influences their desire to continue studying languages in the secondary school and to take up learning a new language.
- The first cohort of pupils has reached secondary school and has been complimented on their use of the language and their enthusiasm for learning.
- There is a clear spin-off onto the learning of other subjects and the pupils’ whole attitude to school life, which is more positive as a result of this experience.
- The link was runner-up in the National e-twinning awards in 2008 in Scotland and achieved the intermediate international award in 2007.

### **Contact information**

Country: France

Name of school: École publique mixte de Fromont

Address: 3 place de l’Eglise, 77760 Fromont. France

Contact person: Marie Rössler, Directrice

Email: [ecole@fromont.com](mailto:ecole@fromont.com)

Country: Scotland

Name of school: St Andrew’s Primary School

Address: Toab, Orkney, Scotland. KW17 ZQU

Contact person: Ann Gilmour, Former Head Teacher

Email: [eanngilmour@btopenworld.com](mailto:eanngilmour@btopenworld.com)

Telephone: 0044 1856 861 256



### 3.5. Outside in: bringing the community into school – motivation for languages

Escola Secundária de Tomás Cabreira is a centenary secondary school with a large experience in vocational and professional courses. For that reason Filomena Conceição, as language teacher and as Coordinator of the Language Department, prepares an original and well succeeded case study. She organizes different visits of stakeholders to come into the classroom to explain the need for foreign languages on different professional activities around school. These visitors made their presentations and led all the discussions with the students in foreign languages. This is an example of good practice to increase motivation in language learning.

Even if school does not have the legal possibility to develop its own policies in the curriculum structure, the creation and the promotion of appropriate strategies to enhance students' competences is its specific mission. In the vocational area, in which the core disciplines of the curriculum are from fields as electricity, accountancy, tourism, renewable energies, mechatronics, chemistry etc, motivating students to foreign language learning can, in several cases, be a huge challenge.

The author invites some (once a year) external stakeholders of the region to address students (in English) and to explain them the need of foreign languages at work, in the region. The stakeholders are from multinational or national enterprises that have as costumers a large number of foreigners. The entire regional context is deeply dependent on tourism mobility and tourism related activities. External employees were invited to explain their activities and how they are dependent on good competences in languages and in communication. They emphasize how English is important but also how it is not enough. The intercultural communication constraints were stressed.

This case study presents an example of an effort to increase the interest in foreign language learning and the awareness of languages relevance in their future careers. With this initiative students are also supposed: a) to link languages to vocational activities creating an integrated approach to language learning within the professional context, developing



communicative skills, promoting multilingualism and the awareness of the reality outside school; b) to be aware of real communication situations in their professional fields with specific terminology, specific cultural and professional characteristics. Finally, this initiative aims at promoting the creation of places for internships and/or for work placements, as well. As results of the initiative, which occur once a year when between 3 and 5 of the potential employers visit the school, a real increase of interest can be observed and students are more motivated to read about their vocational subjects. They seem to understand better the role and the value of the linguistic and communicative competences in their future professional development. Students become more self confident in foreign language after using it to ask information about the world of work and to discuss with the stakeholders; they enhance, this way, also, their performance in oral activities in class and it influences global assessment, and motivation. In the non-linguistic disciplines, teachers noticed a better performance and more interest of students. It seems that with this initiative, where they have been exposed to their possible context of work in a foreign language, the interest about their vocational course increases. It is clear that an higher level of achievement in language tasks in class and in activities in some other subjects is real. This opportunity of sharing knowledge is an important spin-off onto learning of other subjects/contexts and the changing of whole students' attitude is the best sign of their motivation.

The enhancement of motivation mentioned above can be justified by different factors linked to the innovation of the initiative which is, in some way, an open of a window to the outside world and a bond with the work context. The strong support of the Head of school and the commitment of all the participants as the availability of the stakeholders which are keen on participating and interacting in a foreign language can be seen in the enthusiasm of participants.

The informal dissemination of the results of this initiative has had a strong impact on the motivation of other teaching staff. An evidence of this impact on school life is the fact that, since the first year of the initiative, the increasing number of students (from vocational and non-vocational courses) who want to participate in the national contest (promoted by the ministry of education) "As Línguas abrem caminhos" (Languages open ways). The first and the second national prizes of the 2008/2009 edition were won by groups of students of Escola Secundária de Tomás

Cabreira (both led by the author of the case study). One of the external participants of the first year of the initiative has become a member of the school council. That's a sign that this case study not only motivates students to learn languages but also stakeholders to participate in school life. These two evidences justify the title of the case study "Outside in: bringing the community into school – motivation for languages".

### **Contact information**

Country: Portugal

Name of school: Escola Secundária de Tomás Cabreira

Address: Rua Manuel Arriaga, 8000 Faro

Contact person: Filomena Conceição, Languages Departement Coordinator

Email: [filomena.conceicao@es-tc.net](mailto:filomena.conceicao@es-tc.net)



## 4. Motivating through integration, accreditation and certification

A major factor in the enhancement of student motivation in expanding their multilingual and multicultural competence at higher education level is the integration of language learning (optional or mandatory) into the study programmes of all disciplines. A language policy based on the promotion of multilingualism (implying the offer of a broad palette of languages and allowing free choice of languages for students) and providing for recognition of the time and effort invested by students in language learning, combined with the definition of learning outcomes related to the specific communicative needs of students and graduates, can make a major contribution in encouraging more students to learn more languages.

The MOLAN Higher Education case studies show that there are many pathways to achieving the integration of language learning in study programmes. In some countries with national regulatory frameworks for HE (as in France), second or third language learning may be mandatory for the awarding of Bachelor or Master's Degrees. In others (such as Poland), national regulations govern the level of competence teachers are expected to enable students to achieve at the end of their first cycle degree (see Case Study n°7 in section 2 above). In cases where programmes and objectives are entirely determined at university level, provision ranges from the mandatory to the entirely optional, but in the latter case, varying degrees of incentive are provided to encourage students to take up and pursue language learning within their course of studies. The spectacular increases in the take-up of the ABV language modules at Freie Universität Berlin (Case Study n°13) or of those offered by the University of Lausanne Language Centre (Case Study n°14) show how a flexible approach to integration within the curriculum can be a powerful tool for enhancing student motivation.

A common feature of successfully integrated language modules is the recognition of student engagement through accreditation. Within the framework of the European Higher Education Area (EHEA) this means the attribution of ECTS credits. These credits relate learning activities to the workload of students (1 credit for a workload of 25-30 hours) and



the definition of learning outcomes in terms of competences as defined in the Council of Europe's Common European Framework of Reference for Languages (CEFR). They are thus easily comprehensible at an international level and to a non-specialist public. They also take into account stakeholders' needs and are thus relevant for academic study, future career and employability and for mobility and social integration. All the Higher Education cases included in this handbook, whether in Warsaw, Berlin, Bremen, or Lausanne, feature the awarding of ECTS credits for the successful completion of language modules.

In a life-long learning process where professional competences are constantly reassessed and can often be validated within the context of further or continuing education, language certification has become an increasingly important element of student motivation. To be of use to the student, certification must of course be founded on a clear and internationally recognised reference framework of competence. This is now generally the case within the European Higher Education Area, with the alignment of many mainstream language certifications on the CEFR. Many University Language Centres now offer students the opportunity to obtain international language certificates such as those administered by Cambridge ESOL, the Goethe Institut, Instituto Cervantes or the Centre international d'études pédagogiques, or test "scores" such as those provided by the IELTS- and ETS-administered tests. Alongside the certifications and tests administered by these international bodies, a growing number of French universities also deliver the CLES (Certificat de langues de l'enseignement supérieur), a national certificate of competence awarded to students achieving a B2 level in a second or third language during the course of a degree programme (Case Study n°15?). Locally designed and administered CEFR-based language certificates can also be found in a number of universities, as for example at Babes-Bolyai University Cluj-Napoca (Romania) (Case Study n°15).

Certification may be used simply as an optional „bonus“ incentive for students to achieve a given level of competence at various stages of their study programme, or as a mandatory requirement validating a given target level set in order to be awarded a degree (e.g. the Warsaw Case Study above).

However each of the above incentives is actually implemented, their success in motivating students to take up more languages and to improve their overall language competence is heavily dependent on all the other factors described in the previous sections of this handbook: certification or testing only make sense if they enable students to measure progress made in integrated language module or course taken as part of their curriculum, within the framework of a clearly defined, administered and supported language policy; the module or course will only be beneficial if they aim to achieve clear learning outcomes and if they involve stimulating teaching and learning methods and materials ; and finally none of the competences acquired will make sense if they are not put to use in an academic or professional context by interacting with other language users. Hopefully, this is what all the case studies in this Handbook amply demonstrate.



## 4.1. Improving multilingual competence of students by the allocation of ECTS

In order to promote multilingual competence, students' mobility and employability, lifelong learning and language diversity in Europe, the Language Centre of the Freie Universität Berlin (FUB) implemented in 2005 languages modules for Bachelor students of other academic disciplines who complete a general preparation for professional life (ABV - Allgemeine Berufsvorbereitung) within their curriculum framework. 12 languages, among them less-taught languages like Arabic, Chinese, Dutch, Portuguese, Russian and Turkish are concerned by this initiative. Students can learn a language starting from any level and reach various CEFR levels from A2.1 to C1.2. Each language module is credited by an allocation of ECTS.

The Bachelor structure plans that students complete a general preparation for professional life (ABV) whose aim is to provide students with relevant skills and abilities on the European labour market. A part of the ABV is dedicated to languages, for which students get 5 ECTS for each module and can reach up to 15 ECTS for 3 semesters of study.

The Language Centre, as the central service in charge of the language training for FUB students, took the challenge to design a new modular curriculum for all taught languages. The learning outcomes of the ABV languages modules are based on the Study Regulations of the University which describe for each competence the learning outcomes and targeted levels. They aim on one hand to provide students with transferable communicative skills relevant to employability, mobility and academic life; and on the other hand to promote learners' autonomy in order to endow students with learning competence. In the case of Spanish language, this has led to an institutional cooperation with the Instituto Cervantes Berlin.



After 8 semesters of implementation, success indicators show that the ABV languages modules initiative is turning into a success story. The general number of students taking part in languages modules increases constantly, from 130 students in the winter semester 2005/2006 to 755 in 2007/2008, such as the number of students who start learning a language from beginners' level. Furthermore, the opportunity to learn less-taught languages at a beginners' level like Arabic, Chinese, Dutch, Portuguese, Russian and Turkish as well as languages such as English, French, German as a Foreign Language, Italian, Polish, and Spanish seems to motivate students to take a course. The number of students starting from beginners' level Arabic courses reached 95 in the winter semester 2007/2008.

Besides this, we observe a growing part of students who learn a second or a third language inside or outside the same linguistic family, showing that the ABV frame is a useful tool to promote language diversity and multilingual competence.

Apart from these indicators concerning the increased number of students taking languages courses in a range of 12 languages, the transparency of gains in language competence endows students with objective communicative skills, as well as enhancing professional qualifications and international mobility. Taking the example of languages such as French, Italian, Portuguese and Spanish, students starting from beginners' level can achieve level A2.1

The success of the introduction of ABV languages modules is certainly due to a combination of factors which all act in synergy.

Firstly, we should mention the allocation of ECTS which gives languages an equal status with other subjects and plays a big part in the motivation of students to take languages courses. The fact that languages courses are tuition free can also be seen as a determinant factor for motivation. The strong institutional support that the Language Centre benefits from makes it also possible to use ICT and new learning environment in every course. The flexibility of the course format gives the students the choice between extensive or intensive courses and adapts to students needs and availability. The teacher's qualifications, motivation and sense of innovation play a big part in making the courses attractive and the learning successful.

Last but not least, a major emphasis should be put on the contribution of the Independent Language Learning Centre (ILLC). This centre makes up part of the Language centre and plays a crucial role in supporting the learning of a language inside and outside of the class room. The ILLC provides services like language advice, workshops, organises Tandem projects and gathers resources and materials which are integrated into the language courses. A dedicated space for French language, "Espace français" has been implemented and develops projects to sustain and promote French learning. The website (<http://www.sprachenzentrum.fuberlin.de/slz/index.html>) proposes an online catalogue and links for learning languages. All this together makes the Language Centre a learning space dedicated to learning languages in a city that also has a strong multilingual profile.

As we've seen, the lessons that can be learnt from this ongoing and successful initiative, is that factors such as allocation of ECTS, a wide offering in languages, strong institutional support, transparent and verifiable learning outcomes combined with the integration of ICT and a local linguistic environment have a definite effect on students' motivation to learn languages. It also increases learning competence and promotes a multilingual profile for the next generation of European citizens.

### **Contact information**

Country: Germany

Name of university: Freie Universität Berlin, ZE Sprachenzentrum

Address: Habelschwerdter Allee 45, 14195 Berlin

Website: <http://www.sprachenzentrum.fu-berlin.de/>

Contact person: Isabelle Ortiz

Email: [Isabelle.ortiz@fu-berlin.de](mailto:Isabelle.ortiz@fu-berlin.de)

Telephone +49 30838 55 680



## 4.2. Motivating students by means of fee exemption and the award of ECTS

In 2005, the Language Centre of Lausanne University changed from a fee-based and entirely optional system of language learning to a non-fee approach combined with structural integration into the study programmes. This has proved to be a major motivating factor for more students to engage seriously in continuing to expand their multilingual and multicultural competence by continuing to learn or learning new languages during their studies. A number of faculties of the University now offer the possibility in their Bachelor and Master cycles to validate through the attribution of ECTS credits the language learning efforts undertaken in the Language Centre.

So as to promote individual multilingualism, all language learning for students at the Language Centre is free of charge and potentially credit-bearing (provided that predefined assessment criteria are fulfilled). Students can choose any of the seven languages available at their own starting level and can thus enlarge their multilingual and multicultural profile in relation to their needs, interests, prior competences and by means of individual learning paths. This creates the many different heterogeneous multilingual profiles necessary for society, as opposed to developing only one language at a homogeneous level, and thus represents a powerful aspect of motivation for learning more and new languages.

The Language Centre offers a plurality of extensive and intensive learning possibilities during the whole academic year, including an important integration of new learning environments (new technologies, Tandemlearning, tutoring, etc.) and individualised learning. Thus the Centre is able to overcome time constraints and accommodate individual preferences. From a pedagogical point of view, all modules apply an action-oriented approach, taking into consideration the specific communication needs of the students and future professionals, consciously developing intercultural competence and promoting learners' ability to learn independently, in order to encourage and equip students for continued language learning during and after their studies. The Centre also tries to raise awareness levels among students of the role and impor-



tance of language learning for academic needs, employability and social integration.

Expected learning outcomes are defined in accordance with the requirements of Bologna, expressed in terms of competences and related to the reference levels of the „Common European Framework of Reference for Languages“ of the Council of Europe by means of the systematic use of the European Language Portfolio (ELP) for Higher Education of the European Language Council (ELC/CEL). This allows transparency and comparability at an international level and the coherent documentation of the students' multilingual and multicultural competence from the point of view of the lifelong learning paradigm. Multiple and alternative forms of assessment allow the evaluation of the various aspects of multilingual and multicultural competence and the capacity to learn.

Fee exemption and the recognition of language learning efforts through the award of ECTS have led to a notable increase in the number of participants enrolled in the Language Centre (approximately 2,500 students per year can now benefit from this opportunity, as opposed to around 750 students before the changes). Positive student feedback is another source showing the increase in student's motivation for continued language learning as a result of these improvements.

This structural change took place thanks a combination of different factors. First among these was the perseverance of the initiators of the project with their clear vision, continuously acting at multiple levels, such as commission work, congresses, round-table discussions, research projects, presentations, invitation of international experts to demonstrate examples of best practice, etc., and involving relevant stakeholders such as university decision makers, students, faculty members. This in order to demonstrate and deepen understanding of why these measures are crucial in relation to the realisation of the objectives of Bologna, to show the relevance and benefits of the project and to stimulate reflection on implementation strategies. Another aspect of this constant advocacy is the need to change beliefs and representations concerning languages and language learning and to circumvent numerous forms of resistance.

Secondly, with the creation of the EHEA as a lever and the necessity for universities to engage in internationalisation strategies, the attitude of the administration of the University to language learning has changed. With regard to the new challenges, an increased awareness of the central role of an appropriate multilingual and multicultural profile for every student has arisen. This has led to more support for and engagement with the project on the part of the university administration, and in particular to supplementary budget allocation and institutional support, particularly through the Language Policy Commission of the Rectorate. This commission is composed of members of all faculties, students, language specialists and other bodies, allowing on the one hand the setting up of a project of an institutional language policy as a university-wide question rather than only a faculty-level concern, and on the other the opportunity to demonstrate the benefits of the change.

Other important factors in the success of the project are the ability to employ well-trained and committed staff with appropriate working conditions and ongoing in-service training; the definition of quality criteria in line with the requirements of Bologna for language learning modules; the presence of high-quality support structures for independent learning facilities and the existence of a quality culture and a reflective approach within the Centre's team. Other aspects concern appropriate infrastructures and course modalities (e.g. small groups, flexible timetables); a student-centred, interactive approach related to students' needs and integrating proven methods plus the latest innovations and most recent research findings; and the constant keeping in mind how best to develop students' multilingual and multicultural competence.

### Contact information

Country: Switzerland

Name of university: Université de Lausanne

Centre de langues, Bâtiment Anthropole

Address: 1015 Lausanne

Website: <http://www.unil.ch/cdl>

Contact person: Dr. Brigitte Forster Vosicki

Email: [Brigitte.ForsterVosicki@unil.ch](mailto:Brigitte.ForsterVosicki@unil.ch)

Telephone: + 41 21 692 29 21



### 4.3. Motivation through certification

The 2001 language policy of the Babes-Bolyai University of Cluj (BBU) sets clear language proficiency standards and introduces language certification according to CEFR levels as part of university degrees. It was implemented in the context of a governmental recommendation of introducing a language component to university degrees. Two language centres have been set up to develop and provide language testing and certification services at affordable prices. Students are motivated to check and improve their language proficiency level, become more autonomous learners, and familiarise themselves with the CEFR. The language policy may prove a useful tool to promote international mobility, employability, and regional plurilingualism.

The document Toward a European Language Policy in BBU was adopted by the Senate of BBU in December 2001. It stipulates the implementation of a 1+2 language policy for all students of the university: a first language A and two second languages B and C. Students can select language B from among six languages: English, French, German, Italian, Spanish, and Russian. Language C may be any non-native modern language on offer in faculties and language centres. While language B is obligatory in the first year of degree courses, language C is highly recommended, but not imposed.

The initiative is set against the background of experience showing that the majority of students considered language learning as less important than their other academic pursuits. It aims to raise students' awareness of the significance of linguistic competence, in particular for employability, and thus improve their motivation to learn languages. The adaptation of language teaching and assessment to the CEFR is to ensure that the language component of BBU degrees is measured according to European quality standards; that BBU graduates meet the language proficiency standards set by the university; that they meet employability criteria; that they have access to academic and professional resources and are able to cooperate scientifically and professionally in an international context.



In order to ensure that quality language learning standards are achieved, the initiative introduced one foreign language certification according to the CEFR as a part of Bachelor, Master and doctoral degrees. The initial target was for students to achieve B2 level of proficiency in one language B as a condition to gain access to Bachelor degree examinations or enrol in Master or doctoral programmes. However, as this requirement proved to be too ambitious for about a third of the students, the policy was amended in 2004, introducing a non compulsory exit language test at the end of Bachelor programmes.

The ALPHA Language Centre, affiliated to the Faculty of Letters, was set up in 2002. Together with the LINGUA Language Centre, affiliated to the Faculty of Economics, it offers courses and certification in a wide range of languages: in addition to the six languages mentioned above, there are courses of regional and other European languages as well as non-European languages of global economic importance. Certification is not free, but prices are very low for students and staff. Certification is also available to the general public; the profit made from this allows the language centres to be financially sustainable.

The success of the initiative is indicated by a number of facts. Even after the 2004 policy change, which made language certification no longer obligatory in Bachelor degrees, certification is still sought by at least 70% of future graduates. A significant number of candidates achieve autonomy as language learners: in 2007, 38% purchased the Preparatory Guide to the ALPHA Certificate Test, which offers an introduction to both the ALPHA language test and to the CEFR. In the same year, 7.8% of the candidates attended preparatory courses targeting B2 level; this fact shows the motivation of students to reach the quality standards set by BBU.

A number of success factors explain the students' motivation. One of them is that they decide to obtain certification at a low price during their Bachelor degree in case they decide to enrol in a Master programme later, where language proficiency will be required. ALPHA language certification has gained prestige among other academic institutions and employers. BBU's language policy has raised students' awareness of the importance of linguistic competence for employability. The language centres provide high quality services at affordable prices; what is more, as CEFR-calibrated certification helps students identify their strengths and weaknesses and set goals, they are motivated to learn languages even outside the curriculum. Moreover, high levels of proficiency in languages are appreciated in Transylvanian society – most students achieve B2 level or above, which makes language certification a rewarding experience.

However, experience has shown that while students achieve increasingly high levels of proficiency in English, other languages are not in equally high demand. The 2008 BBU language policy tries to lead students towards plurilingualism more successfully by promoting the study of regional languages: in Master degrees language C at B1 level is required at graduation. It is expected that a significant number of students will choose regional languages to meet this requirement, and thus increase the prestige of and demand for languages from the multiethnic context in Transylvania.

### **Contact information**

Country: Romania

Name of university: Babes-Bolyai University of Cluj

Address: Str. Horea Nr. 31, 400202, Cluj-Napoca

Contact person: Adriana Todea

Email: atodea@yahoo.com

Telephone: +40 264 434 164



## MOLAN partner institutions and organisations

Country	institution / organisation	individual contributors
DE	Freie Universität Berlin – co-ordinating institution	Wolfgang Mackiewicz Isabelle Ortiz Lilja Sauter Maria Giovanna Tassinari
AT	Universität Wien	Arthur Mettinger Florian Feldbauer Sanda-Monica Melega
BE	Conseil européen pour les langues / European Language Council	Wolfgang Mackiewicz
BE	Université Libre de Bruxelles	Ian Tudor
BE	Vrije Universiteit Brussel	Piet van de Craen Eva Migom
BE	Hendrik Consciencesschool Brussel	Didier van de Gucht
BE	Hogeschool Universiteit Brussel	Erik Uytterhoeven Ludo Teeuwen
BE	EUN Partnership AISBL – „European Schoolnet“	Marc Durando Silvia Binger Paddy Carpenter (consultant) Anne Gilleran Nathalie Scheeck
CH	Université de Lausanne	Anne-Claude Berthoud Brigitte Forster Vosicki
CY	Panepistimio Kipru	Pavlos Pavlou
DE	Albert-Ludwigs-Universität Freiburg	Janina Cünnen Sonja Dierks Frank Reiser
DE	Europa-Universität Viadrina Frankfurt/Oder	Thomas Vogel Andreas Bahr
DE	Friedrich-List-Schule Berlin	Rainer Jahn



Country	institution / organisation	individual contributors
DK	Aarhus Universitet / Aarhus University Business and Social Sciences	Karen M. Lauridsen
DK	Handelshøjskolen i København	Ole Helmersen
ES	Universidad Pompeu Fabra Barcelona	Carmen Pérez Vidal Mireia Calm Novellas
ES	Universidad Pablo de Olavide Sevilla	Francisco Lorenzo Virgina de Alba Quinones
FR	Université Charles-de-Gaulle – Lille 3	Sophie Babault Martine Benoit Rodica Calciu
FR	Université Rennes 2	Daniel Toudic
GR	Aristotelio Panepistimio Thessalonikis	Angeliki Kiliari Anna-Maria Hatzitheodorou
HU	Kodolányi János F_iskola Székesfehérvár	Csilla Sárdi Kiszely Zoltán
IE	Institiúid Teicneolaíochta Trá Li (Tralee)	Kristin Brogan
IT	Università degli studi di Torino	Anne Chiarloni Stefan Kather
LT	Kauno Technologijos Universitetas	Audrone Daubariene Regina Petrylaite Ilona Rinkeviciene
LT	Vytauto Did_iojo universitetas	Ineta Dabasinskiene Nemira Macianskiene Natalja Mazeikiene
LU	European University Foundation (EUF)	Bernd Justin Jütte Krzystof Kaluzny
PL	Uniwersytet Warszawski	Jolanta Urbanokowa
PT	Universidade do Algarve Faro	Manuel Célio Conceição Maria Conceição Bravo
PT	Universidade do Minho Braga	Orlando Grossegesse Marie Manuelle Silva
	Agrupamento de Escolas D. Afonso III Faro	Diamantino Martins

Country	institution / organisation	individual contributors
PT	Direcção Regional de Educação do Algarve	Maria do Carmo Gonçalves
PT	Escola Secundária de Tomás Cabreira Faro	Filomena Conceição
PT	Direcção Regional de Educação do Algarve	Maria do Carmo Gonçalves
RO	Universitatea Babe_ - Bolyai Cluj-Napoca	Adriana Todea
SI	Univerza v Ljubljani, Filozofska fakulteta	Neva _libar
TR	Hacettepe Üniversitesi Ankara	Ayfer Altay Elif Ersozlu Orhun Yakin
UK	The National Centre for Languages – CILT London	Teresa Birks Steve Cushion Geoff Swinn
UK	University of Ulster	Elisabeth Lillie Victoria Rios Castano Gregory Toner
UK	University of Wolverhampton	Henrietta Harnisch



## External experts

DE	Adrian Bröking	Friedrich-Ebert-Oberschule Berlin
DE	Astrid Buschmann-Göbels	Fremdsprachenzentrum der Hochschulen im Land Bremen
DE	Doris Gebert	Universität Potsdam
DE	Bärbel Kühn	Fremdsprachenzentrum der Hochschulen im Land Bremen
DE	Malgorzata Majewska-Meyers	Malgorzata Majewska- Meyers
DE	Heidrun Peters	Ernst-Moritz-Arndt- Universität Greifswald
ES	Yolanda Ruiz de Zarobe	Euskal Herriko Unibertsitatea
HU	Ildikó Szábo	Kecskeméti F_iskola
IE	Tanya Flanagan	Kildare Education Centre
IS	Oddn_ Sverrisdóttir	Háskóli Íslands
IT	Margrit Wetter	Università degli studi di Roma „La Sapienza“
UK	Anna Callahan	University of Essex
UK	Gladis Garcia	University of Essex

## Evaluation board

IT-chair	Maurizio Viezzi	Università die Trieste
BE	Brian Fox	European Commission, DG Interpretation BE
BE	Regis Ritz	European University Association, Brussels BE
FR	Annie Lhéréte	Ministère de l'Education nationale, Paris FR
UK	Richard Whewell	University of Strathclyde



## Management committee

DE	Wolfgang Mackiewicz, Co-ordinator	Freie Universität Berlin
BE	Marc Durando, Deputy co-ordinator	EUN Partnership AISBL – „European Schoolnet“
AT	Arthur Mettinger	Universität Wien
CH	Anne-Claude Berthoud	Université de Lausanne
ES	Carmen Pérez Vidal Fabra Barcelona	Universidad Pompeu
FR	Daniel Toudic	Université Rennes 2
LT	Ineta Dabasinskiene	Vytauto Didiojo universitetas

## Project manager

DE	Dieter Jirmann-Heidl	Freie Universität Berlin
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## Contributing schools

Ensemble scolaire Saint Léon IX.	Nancy	France
Ecole publique mixte de Fromont	Fromont	France
St Andrews Primary School	Toab	Orkney Islands Scotland
Hässelbygårdsskolan	Hässelby	Sweden
Siegerland – Grundschule	Berlin	Germany
Wildern School	Southampton	United Kingdom
Collège International	Fontainebleau	France
Istituto Tecnico Industriale (ITIS) Marconi	Verona	Italy
Lycée Fulbert	Chartres	France
The Midlands Curriculum Centre for Languages, University of Wolverhampton	West Midlands	United Kingdom
Lycée professionnel Eugène Guillaume	Montbard	France
Oriveden Keskuskoulu	Orivesi	Finland
1st Experimental Lyceum of Athens	Athens	Greece
Sint-Janscollege	Poperinge	Belgium
Liceo Scientifico „Francesco Cecioni“	Livorno	Italy
Malorees Junior North Town Primary School	London Taunton	UK UK
Seduva Gymnasium Kedainiai Language School	Seduva	Lithuania Lithuania
L'école secondaire Dzukija d'Alytus	Alytus	Lithuania
St. Michael's, Loreto Secondary School	Navan	Ireland



St. Laurence's National School	Greystones, Wicklow	Ireland
Hucknall National C of E Primary School	Hucknall	UK
Escola Secundária de Pinheiro e Rosa	Faro	Portugal
Whitehouse Common Primary School	West Midlands	UK
Sabhal Mòr Ostaig Portmarnock Community School	Isle of Skye Portmarnock	Scotland Ireland
I.I.S.S. Vivante-Pitagora	Bari	Italy
Bradley CE Primary School	Ashbourne	UK
Zespół Szkół Gimnazjum i Szkoła Podstawowa nr 13	Zawiercie	Poland
Brentfield Primary School	London	UK
Göztepe _hsan Kur_ uno_lu Anadolu Lisesi (High School)	Göztepe	Turkey
Walthamstow School for Girls	Walthamstow	UK
Onze-Lieve-Vrouwe-instituut	Poperinge	Belgium
Karinthy Frigyes Gimnázium	Budapest	Hungary



Edited by

Daniel Toudic  
Université Rennes 2  
1, Place du Recteur H. le Moal  
FR-35043 Rennes

and

Wolfgang Mackiewicz  
Freie Universität Berlin  
ZE Sprachenzentrum  
Habelschwerdter Allee 45  
DE-14195 Berlin

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