



UNIVERSITY OF COPENHAGEN



## LANGUAGE PROJECT

Julie Andersen  
University of Copenhagen  
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## Outline



- Survey on language preparation for students
- Sum up points made by Wolfgang Mackiewicz
- MOLEX



## Survey on language preparation for students

by Eva Lack and Wolfgang Mackiewicz, Freie Universität Berlin



Incoming students' level of proficiency in host language rated:

- good by 15 % of all universities
- average by 42 % of all universities
- poor by 42 % of all universities



## Survey on language preparation for students



- Requiring a language test seems to bring about a higher degree of sufficient language proficiency
- 65 % of all universities have had complaints from teaching staff that Erasmus students possess inadequate command of the language of instruction
- 85 % of all universities have had complaints from students that Erasmus students possess inadequate command of the language of instruction



## Quoting Mackiewicz



- Increasing importance of English as an academic *lingua franca*
- Language proficiency – general, academic, subject specific
- Language requirements for mobility differ widely, depending on the specific parameters and aims of a given programme or individual project



## Importance of adequate language proficiency and cultural awareness



- for the quality and success of mobility
- for academic integration and success at the host institution, including credit transfer
- for social integration
- for progression in language learning during study abroad
- for achieving heightened cultural awareness and acquiring enhanced intercultural skills



## Duties / recommendations for sending institutions I



- Offer language and cultural preparation
- Learning outcomes should be related to the proficiency levels of the Council of Europe's *Common European Framework of Reference for languages (CEFR)*.
- Provide info on level of proficiency in the language of instruction at the host institution along with the transcript of record
- Language competence must be a selection criterion.
- If the language of instruction is a language other than the language of the region / state in which the host situation is based, would-be mobile students should all the same have more than a basic knowledge of the language of the region / state



## Duties / recommendations for sending institutions II



- Lay down info on language requirements by the various partner institutions
- Provide opportunities for returning students to continue learning the language of the host country
- Award credits for successful language learning potentially relevant to mobility
- Make full use of opportunities for non-formal language learning, especially of less widely used and less taught languages (e.g. self-learning, tandem, advice)





## Duties / recommendations for receiving institutions



- Clarify requirements for the language(s) of instruction, subject-specific and expressed in reference to the CEFR or to internationally recognised proficiency tests. E.g. Humanities and Social Sciences: > level B2 of CEFR
- Offer intensive pre-sessional courses in language of instruction at different levels
- Provide linguistic support accompanying courses of study
- Award credits for successfully completed language study



## Basic principles regarding intra-European horizontal student mobility



- Mobile students should be issued with a certificate stating the level of proficiency reached in the language of instruction / of the non-academic environment
- Universities should consider the following measures:
  - Creation of environments for independent language learning
  - Creation of language tandem systems
  - Launch of local European / international projects accompanying academic study



## Internationalisation of European higher education



- Maybe inevitable for some universities to offer courses / portions of courses in English
- Sending and host institutions should provide opportunities and incentives for learning the language of the host community
- Continuing education / professional masters – a special case



## MOLEX - *Mobility for Language Experience*



- Launched by the UNICA language core group
- Lifelong Learning Program application submitted in February 2009
- Application reply July 2009
- Start of project November 2009



## Aims of MOLEX



- Identification & analysis of Case Studies with regard to Language / Culture & Mobility Policies,
- Subsequent Drafting & Approval of a Code of Appropriate Practice (10 basic principles - benchmarks),
- Quality Monitoring of the Exercise,
- Extensive Dissemination & Promotion targeted towards the wider EHEA,
- Awareness-raising campaign through a final event in Brussels



## Goals of MOLEX



- Achieve better language teaching and stronger language preparation for mobility and employability,
- Promote the indissoluble connection between language and culture,
- Constitute an active contribution to the materialization of the European Higher Education Area,
- Heighten the quality of mobility,
- Increase mobility numbers and the quality of the language skills acquired,
- Adaption of a Code of Appropriate Practice may bring about an increased volume of multilateral cooperation and a higher degree of transparency and compatibility



Thanks for listening!  
Julie Andersen  
Head of Section  
International Office  
juan@adm.ku.dk



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