Abstracts

What does Institutional Globalization Mean for Foreign Language Education in the US? Collaborative and Interdisciplinary Models for the Less Commonly Taught Languages

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The U.S. Department of Education recently published an international strategy document, laying out a framework for U.S. students to become more globally competent (U.S. Dept. of Education, 2012). This policy change ironically follows the deep cuts to the Title VI International and Area Studies programs which had traditionally supported the teaching of many of the less commonly taught languages at U.S. institutions of higher education. The new national strategy runs parallel to a move toward globalization among institutions of higher education in the U.S. over the past decade or so, which has raised serious questions about the role (or lack thereof) of foreign language education within institutional internationalization (cf. Warner, 2011).

The focus on an increasingly global curriculum requires a re-examination of the ways in which languages are learned and taught. It encourages us to explore new models for language learning which are more flexible, focus on discipline-specific needs, promote advanced, professional-level proficiency, and target translingual and transcultural skills (cf. 2007 MLA Report). In creating a conceptual framework for the global institution, we must address the following questions:

- What curricular and institutional changes characterize a global institution?
- How can we create a more central role for the study of language and culture within international initiatives?
- How can we provide our students with a truly authentic translingual and transcultural experience?
- What are some examples of programmatic initiatives that demonstrate best practices?

In this talk, we will highlight a number of initiatives at our institutions in the U.S. that have attempted to address these challenges. We will first discuss a collaborative project that is intended to support a broad range of languages in order to adequately prepare U.S. students for increasingly globalized studies and next we will give a brief overview of three programs at Yale that provide customized instruction focusing on discipline-specific and advanced-level language skills to promote professional competency.

Columbia, Cornell and Yale have recently developed a collaborative framework that allows them to collaboratively offer a variety of less commonly taught languages that are increasingly difficult for universities to support. The Shared Course Initiative (SCI) uses high-definition videoconferencing and other distance education technologies to recreate a synchronous, interactive and learner-centered environment, designed to address the specific needs of a highly interactive language classroom. This model allows students to co-construct their identities as members of a broader community of practice, connecting them across the distance to other learners with similar goals. After two years of implementation, it has quickly become apparent
that such a model for collaborative instruction has the potential for significant curricular and institutional transformation beyond language instruction. Institutions can engage in the creation of collaborative curricula as well as leverage its innovative approach to sharing academic resources across institutional boundaries in order to allow students and faculty to access sources of knowledge regardless of where these are located.

In the second part of our talk, we will focus on three programs that provide an interdisciplinary and student-driven model of language education that matches the needs of a globalized curriculum: Languages for Specific Purposes (LSPs), Directed Independent Language Study (DILS), and Fields. We are offering LSP courses in collaboration with the professional schools that prepare students for both fieldwork and for a culturally diverse work environment. The Yale School of Forestry and Environmental Studies, for example, is working in 70 countries around the world; the Yale global health initiative also has a broad reach across the globe. Examples of recent LSPs include Spanish for Medical Purposes, Chinese for Healthcare Professionals and Haitian Creole for Environmental Purposes. A second program, Directed Independent Language Study (DILS), was first launched at Yale University in 2001 with just one language and now has served approximately 900 students and offered about 90 languages. It allows undergraduate, graduate, and professional students to apply for individualized language support in languages that are not taught in the regular language departments; students may enroll for up to four semesters of study. Similar to DILS but focused on a more advanced level of study, the Fields program, encourages students who are not language or literature majors to pursue advanced language study in the context of their academic and discipline-specific interests (examples include Japanese and architecture; Vietnamese and child psychology; Arabic and journalism; Russian and economics, etc.).

Our recommendations:

1. Situate foreign language learning centrally within the vision of the global university
   - Prepare both students and faculty for global opportunities
   - Target advanced and professional-level language skills

2. Strengthen the broader objectives of FL learning
   - create more flexible and customized opportunities for language and discipline-specific learning
   - Connect international experiences with classroom learning
   - Offer alternative models for FL learning, such as opportunities for experiential and community-based learning

3. Support distance collaborations across institutions
   - sustain diversity in less commonly taught languages
   - encourage faculty across the disciplines to work on common solutions (e.g. strengthening or expanding the curriculum; developing shared courses or materials)
   - share professional development opportunities for language faculty
The new challenges for university language centres in a "Flexilingual" world

- Intercultural, linguistic and pedagogical challenges in the drive to equip both students and academics for an increasingly mobile future

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My practical rather than theoretical contribution to the workshop will highlight the issues, demands and challenges for higher education language providers. I shall firstly address and focus on the key issues of maximising the linguistic potential of students, in particular UK undergraduates who still enter the global job market with noticeably fewer language qualifications than their fellow EU and international students. I shall then look at the role of university language centres in supporting academics with their own needs in English for both Academic and Teaching purposes.

During the presentation I shall highlight some key stages in the implementation of language policy developments at both national, regional and institutional levels. I shall be showing the latest facts and figures relating to language uptake, and the reasons behind this. It will become clear how important a role university language centres in the UK and Ireland have been playing up to now, and how this role will increase. Although numbers have declined in the number of students who are taking an honours degree in a language, the numbers of students who are taking a language as an assessed module in their degree has grown sharply, as has the number of students choosing to pay to do a language course as an extra-curricular activity.

These figures show that language study has become more popular not less, but the way, amount, level, purpose and indeed reasons have changed. Indeed we as language professionals and providers still need to agree on and then accept a broader definition of language study in higher education. Furthermore it can be argued that students need a flexible approach and offer in language provision. Some will still want a traditional or revised degree in language study. We still need these students. We also still need those students who choose to 50% languages combined with a different field of study, such as business, law, engineering or management. But the new norm and majority will be those increasing numbers of students who take a language as an assessed module or extra

Organisations such as the British Council and the British Academy have all launched research projects over the last five years to emphasise the need to move from a monolingual to a multilingual mindset. The British Council's "Language Rich Europe" and the British Academy's "Born Global" projects run alongside national awareness raising campaigns such as "Speak to the Future", which are promoted by key press organs such as The Guardian, and furthermore given support at the highest level by no less a select body than the House of Lords. I shall here elaborate on my concept of "flexilingualism".

The language needs of undergraduates - particularly in the UK and indeed Ireland where the Irish government has just launched a new consultation paper on the future of language education - have become not only an educational issue but also a marketing tool. This is a result of the new university financial landscape, and the emergence of a consumer orientated and fee-based world of English, and to a lesser extent, Irish, Northern Irish, Scottish and Welsh institutions which charge lower fees. I shall therefore also look briefly at LSE's own Language Policy and the areas of concern for all students and institutions.
Finally I shall also look at the training needs of academics who do not have English as their first language, but who are nevertheless increasingly obliged to operate in English both in English and in non-English speaking countries. I will consider the extent to which institutions need to extend existing hybrid support (linked linguistic, intercultural and pedagogical training) to post-graduates and post-doctoral fellows to provide a pan-European - and eventually global - model of good practice in the field of continuing professional development.

LSE provides interesting examples of the mobile academic of the 21st century. A common example could be someone who completes their undergraduate degree in their home country of Spain, takes a Masters in the UK, completes a PhD in the Netherlands and continues their academic trajectory an Italy-located but pan-European structured institution such as the European University Institute in Florence. After their time in Florence they then gain a position in Germany, being asked to teach in English but nevertheless having to operate and interact on various Levels and with variety of people using German as their means of communication outside of the classroom. This seemingly seamless process of professional and intellectual development can however cover multiple stresses and strains on the individual that need to be assessed and addressed.

Using the example provided by the Fiesole Group (EUI, LSE, Humboldt Berlin, Collège d'Europe, UPF Barcelona, CEU Budapest), I shall indicate the strategies institutions need to develop to ensure that future employees have their potential as practicing academics maximised, and that potential pitfalls in language, pedagogy and intercultural areas are minimised when dealing with students. Institutions which consider themselves international - by this I mean having an increasing number of international students, recruiting an increasingly international workforce, having degrees that focus on international areas, and furthermore which position themselves and/or brand themselves as "global players" - will need to address these key issues if their particular process of internationalisation is to be both effective and successful.

Consequently there will be a need to develop a variety of support strategies, programmes and systems run by professional educational developers who can put together a variety of courses focused on the specific needs of both individuals and groups, delivered face to face or online, which blend existing support strategies in imaginative, inventive ways however with the most practical of purposes - to create a better teacher, and not just from a language point of view.

The areas of concern for both individuals and institutions:

- ensuring all international academics can operate effectively using ELF
- ensuring that all academics can teach effectively
- ensuring that all academics can use their ELF effectively within the classroom taking into account and being aware of the needs and levels of the students
- ensuring academics can maintain, develop and "translate" their pedagogical identity in an ELF environment
- ensuring academics are aware of differing academic cultures and the effect these may have on the use of ELF or on a possible move towards a favouring an Anglo-American way of teaching
- ensuring that academics can operate professionally in the language of their country of employment
CIP SYMPOSIUM 2014

Flere sprog til flere studerende - Nye studiekompetencer til den globaliserede verden
More Languages for More Students - Improving Study Skills for a Global Context

Key references for this area:

- UCML/AULC survey of IWLPs conducted by John Morley, Caroline Campbell and Peter Howarth October - November 2013 [http://www.aulc.org/documents.html](http://www.aulc.org/documents.html)
- The 4th Wulkow Memorandum on Staff recruitment, Management and Development in (Fourth meeting held January 19th to 22nd, 2012) • The 3rd Wulkow Memorandum on Budgets, Resources, Entrepreneurship (Third meeting held January 27th to 29th, 2011) • The 2nd Wulkow Memorandum on Quality Assurance (Second meeting held January 14th to 16th, 2010) • The 1st Wulkow Memorandum on Language Centres in Institutions of Higher Education in Europe (First meeting held January 22nd to 24th, 2009)
- IntUni Erasmus Network: the challenges of the multilingual and multicultural learning space in the international university [www.intluni.eu](http://www.intluni.eu)
- LETPP: languages in Europe - theory, policy and practice [www.letpp.eu](http://www.letpp.eu)
“Vi og sprogene”

Vigdís Finnbogadóttir, Patroness of the University of Copenhagen Language Strategy and UNESCO Goodwill Ambassador for languages, women’s rights and education

(this presentation will be held in Danish)

Diskussion om bæredygtighed angår hver generations ansvar for at omgås naturen med respekt og mådehold for ikke at slide på dens grundlag, og dermed forringe dens kvaliteter for kommende generationer. Bæredygtighed kan dog selvfølgelig også dreje sig om uhåndgribelige forhold, såsom overlevering af sproglige og kulturelle kvaliteter, og vores pligt til at dyrke den grobund, der er grundlaget for sprogenes økologi.

Under vores himmelstrøg er traditionen for at undervise i fremmedsprog og positive holdninger til at mestre flere fremmedsprog blevet overleveret fra tidligere generationer. Almene fremmedsproglige kompetencer kommer på forskellig vis samfundet til gode. De giver os indsigt i andre kulturer, sætter os i stand til at samarbejde med andre nationer og gøre os gældende i internationale sammenhænge, fx ved at slå til lyd for vores syn på velfærd og demokratiske rettigheder. Foruden at fungere som nogle til enkeltpersoners uddannelse og karriere, spiller fremmedsproglige kompetencer en vigtig rolle inden for erhvervslivet, især når det gælder håndel med udlandet og firmaer med international virksomhed. Kundskaber i de klassiske sprog bidrager til viden om og forståelse for vores rødder og det fundament, som europæisk kultur baseres på. Traditionen for at oversætte mellem mange sprog beriger vores egen kultur og gør det muligt at gøre nordisk litteratur kendt ude i den store verden.

De skildrede kvaliteter er dog ikke en selvfølge. Fra anden verdenskrig er engelsk kommet til at spille en stadig større rolle. Anglo-amerikansk kultur er slået igennem, og nye medier og kommunikationsformer har givet engelsk en hidtil ukendt status. Derfor er engelskkundskaber uhyre vigtige. Her er der dog tale om ambivalente forhold, da ukritiske holdninger til det engelske sprogs dominans kan true de økologiske forhold, der danner grundlaget for sproglig og kulturel diversitet.

I oplægget diskuteres sprogenes økologi, og hvordan almene og solide kundskaber i engelsk kan sikres samtidig med, at der lægges vægt på at bevare og styrke den sproglige og kulturelle diversitet, som længe har været karakteristisk for nordisk kultur og som på flere måder har tjent vores interesser.
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Flere sprog til flere studerende - Nye studiekompetencer til den globaliserede verden
More Languages for More Students - Improving Study Skills for a Global Context

Portuguese for archaeologists, German for theologians, Italian for art historians: Challenges in developing a pluralistic language strategy at the University of Copenhagen

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In 2013, the University of Copenhagen launched a strategic project called “More Languages for more students”. The project aims at improving university students’ language skills in a number of languages, including English, German, French, Arabic, Spanish, Danish, etc. The implementation of the language strategy falls into two phases. The first phase is devoted to assessing the needs of students and other relevant actors through questionnaire surveys and focus group interviews (e.g. Long 2005, Kaewpet 2009, Benesch 1996). In the second phase, the focus is on implementing language-supporting activities across different programmes and faculties.

The language strategy’s overall theoretical point of departure are two core sociolinguistic concepts: linguistic repertoire (Gumperz and Hymes 1972) and communicative competence (Hymes 1972). These concepts allow for perceiving both L1 and L2 acquisition as a set of functional linguistic and communicative skills. Skills can be both interactive, for example speaking or writing in a wide range of contexts, or receptive, for example reading, listening and understanding lectures in a language without necessarily being able to speak it. Furthermore, they can be divided into skills in general academic language, everyday language or simply directed towards text types, genres and academic disciplines (e.g. Henriksen and Jakobsen 2013).

This view is similar to Blommaert and Backus (2011) who argue that “knowing a language” today is a question of “knowing a language by degree” where the relevant skills and competences are functionally distributed, comprising a patchwork of available resources.

Our talk addresses some methodological challenges in connection to large-scale needs analysis and presents data from two larger surveys among students. It also discusses possible outcomes for future pedagogical activities and links the strategy with the overall language policy of the university.

References


