

Mehrsprachigkeit an Hochschulen, Plurilinguisme aux universités
Luxembo(u)rg, February 2010

**Additive university multilingualism in
English-dominant empire:
the language policy challenges**

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Additive university multilingualism in English-dominant empire: the language policy challenges

Research, variables, concepts, agendas, examples

Globalisation – europeanisation – anglicisation

University autonomy and academic freedom

English+ = synergy or hierarchy?

Principles for maintaining diversity

Handout

A taxonomy of variables impacting on multilingual higher education and research

References

Empirical evidence from the Nordic countries

Research on multilingualism in universities?

1. **Extra, Guus and Durk Gorter (eds) 2008. *Multilingual Europe: Facts and policies*. Berlin: Mouton de Gruyter.**
 - nothing on higher education
 - article ‘English as lingua franca in Europe today’ (Juliane House) deals exclusively with informal communication in speech.
2. **Carli, Augusto and Ulrich Ammon (eds.) 2007. *Linguistic inequality in scientific communication today*. Amsterdam: Benjamins, *AILA Review* 20.**
 - mainly on written production and its reception.
3. **DYLAN, LINEE, LANQUA: early days**
4. **Conference proceedings (Wilkinson, van Leeuwen & Zegers). **Need for present conference.****

Les politiques des langues en Europe

Ministère des Affaires Étrangères et Européennes

Délégation Générale à la Langue Française et aux Langues
de France, 2007.

27 pays de l'UE:

- Cadre juridique; législation
- Contentieux avec la Commission de l'UE
- Langues des migrants
- Langues régionales ou minoritaires
- Langues étrangères au sein du système éducatif
- Projets dans le domaine de la politique linguistique

24 pays: aucune mention de l'enseignement supérieure

- **GB:** 1.5% des cours aux Pays De Galles en gallois;
- **Suède:** domination croissante de l'anglais aux universités, ...;
- **Luxembourg:** but le trilinguisme; études en deux langues parmi allemand –anglais – français obligatoires; luxembourgeois

European University Association website

- **Universities in 46 countries**
- **Key priorities**
 - **building the European Higher Education Area through the Bologna process**
 - **research and innovation**
 - **internationalisation**
 - **quality**
- **No mention of language(s)**
- **English-only**

Diversity?

Laisser faire

National traditions

European international traditions

Bologna process: 'internationalisation' = ?

University autonomy seriously constrained

A “universal” language of science?
Augusto Carli and Emilia Calaresu, 2009

The history of modern science definitely shows the need for mutual intelligibility among scholars, but does not show that this is necessarily guaranteed by the convergence on a sole language or that, vice versa, it is impeded by multilingualism. The reasons for monolingualism or multilingualism in science lie outside matters intrinsic to science itself and derive rather from historical, socio-political and economic circumstances in which the scientific communities have to work.

Additive language learning and use

- An essential principle in **bilingualism** studies.
- **Historical** reminders: classical academic competence in Europe presupposed reading and writing proficiency in Latin; **Arab** scholars were the link between Greek learning to Europe.
- Consolidation of '**national**' languages led to more monolingualism and 'national' research.
- **Contextual** pressures: scholars in demographically small countries have needed reading proficiency in influential languages.
- **French and German** were dominant earlier (philosophy, natural sciences, social sciences).
- **Language minority groups and colonised societies** have generally been subjected to **subtractive** language learning.
- Whether **English** remains **additive** needs empirical investigation.

Extracts from CBS's *Language Policy*

- As a Danish university CBS will continue to foster the **Danish** language as a full-scale language of teaching and research.
- It is recognized that in a number of CBS's research areas, **English** is the de facto lingua franca of the academic community. In other areas, **Danish** remains the central language. CBS also uses several **other European and Asian languages** for scholarly purposes.
- The latest revision of the University Act emphasises the obligation of universities to **communicate its research to 'society in general'**, which in practice means a Danish audience and therefore requires **Danish**.
- CBS does not prescribe one particular version of English for its students or staff but aims at **correct, lucid and effective 'international standard English'**, essentially based on British and American variants in its **written** products, whereas more variation can be expected in **spoken** English.

Zwei-/Mehrsprachige Universitäten lassen sich durch folgende Kriterien definieren, *Michael Langner*

- 1. 2+ languages as medium of instruction**
- 2. 25+% bilingual degrees at the institution**
- 3. Choice of language for the dissertation**
- 4. Encouragement to write in L2**
- 5. Ongoing quality evaluation**
- 6. An explicit language policy**
- 7. Self-instructional language learning centre**
- 8. Languages integral to corporate identity**
- 9. Research into multilingualism**
- 10. Official documents in 2+ languages**
- 11. Majority of website texts in the relevant languages**
- 12. Everyday interaction of students and staff in 2+ languages.**

Right to the bi-/multilingual university label requires 7+ criteria

Apply these to your own university!

What **historical factors have been decisive?**

What are the **current constraints and pressures affecting higher education and research, its content, choice of languages of instruction, and of scholarly production and transmission?**

What **types of linguistic capital are being accumulated?**

Are some types of academic cultural and linguistic capital **at risk?**

Do we live in an age of **English-dominant empire?**

What are the **language policy challenges?**

Undergraduate Programs in Foreign Languages

- **Faculty of Law**
 - LIM – Droit européen (**French**); Deutsches Wirtschaftsrecht (**German**)
 - American Legal Experts' Training (**English**), Formation de droit français (**French**)
- **Faculty of Medicine / Dentistry / Pharmacy**
 - Medical Program (**English and German**)
 - Dental Medicine Program (**English**)
 - Pharmacy Program (**English**)
- **Faculty of Arts**
 - MA – German/French/Spanish/Italian Language, Literature and Culture; English and American Studies; Applied Study of Religions (**English**)
- **Faculty of Science and Informatics (**English**, from 2010)**
 - MSc – Biology, Chemistry, Computer Program Designer, Computer Economist
- **Faculty of Musical Arts**

Dr. János BÓKA, assistant professor, University of Szeged,
Faculty of Law, Institute of Comparative Law

Language Teaching at the University of Szeged

Language Policy Round Table, Szeged, 4.9. 2009

- **variety of languages taught as first and second foreign languages**
- **statistics for foreign students**
- **SWOT (*Strengths/Weaknesses/Opportunities/Threats*) analysis for clarifying language policy**
- **Conclusions:**
 - *diversifying its linguistic portfolio is possible*
 - *strategic planning is required, choice of areas*
 - *use of regional synergies*

Rapport au Parlement sur l'emploi de la langue française, 2009
Délégation générale à la langue française et aux langues de France

203 pages, dont 5 sur *La communauté scientifique*

*L'enquête Elvire - Étude sur l'usage des langues vivantes
dans la recherche publique en France (à paraître)*

- **La langue internationale la plus utilisée dans leur domaine de recherche est l'anglais: son hégémonie est irréversible**
- **Les responsables sont sceptiques sur les capacités du législateur à infléchir cette évolution**
- **Beaucoup de variation entre les champs quant aux publications et aux pratiques quotidiennes**
- **Une école de pensée française? Oui, les mathématiques, et parmi certaines sciences de l'homme et de la société**

Evidence from France and Denmark

- There is *official French documentation* annually of the use of French in all possible contexts nationally and internationally
- *Elvire* study shows how difficult it is to collect valid data across such a diverse field, let alone to interpret its importance (which the report does not attempt)
- Tendency for issues to be seen in *Either/Or* terms
- This is also true of language policy studies in Denmark
- *University of Copenhagen* has a research and teaching centre which recently started compiling a mass of data on the use of Danish and English, on attitudes, and self-evaluation of proficiency

**Hamel: The dominance of English in the international scientific periodical literature and the future of language use in science
(*AILA Review* 2007)**

- **Vast scholarly output in Portuguese and Spanish**
- **The communication of results needs to be related to the larger field** ‘of scientific production, circulation, and the construction of human capital through academic teaching and team-working’.
- **The experience of multiple perspectives** enshrined in specific languages of science can constitute a barrier against scientific ethnocentrism often disguised under the cover of globalism.
- **English will not be enough** for enhancing international communication in science or for fostering creativity and diversity in the scientific research of the future.

**In *L'avenir du français*, réd. Jacques Maurais et al,
Agence Universitaire de la Francophonie, 2008**

Rainer Enrique Hamel

**assurer la priorité de la langue nationale dans la
production du savoir;**

**augmenter l'attractivité du français comme
langue internationale.**

**The competitive international higher education
market: *Chinese* expanding; *Russian, German,*
French, Spanish significant; *Japanese?***

The pre-eminence of Western science, in our unstable, inequitable, militarised world, is recent

science, mathematics, literature, linguistics, architecture, medicine and music. [...] In so far as public reasoning is central to democracy ..., parts of the global roots of democracy can indeed be traced back to the tradition of public discussion that received much encouragement in both India and China (and also in Japan, Korea and elsewhere), from the dialogic commitment to Buddhist organization... The first printed book in the world with a date (corresponding to 868 CE), which was the Chinese translation of a Sanskrit treatise, the so-called ‘Diamond Sutra’ (Kumārajīva had translated it in 402 CE), carried the remarkable motivational explanation: ‘for universal free distribution’.

Amartya Sen 2005

Patents – intellectual property rights

Japan:	way out in front
China:	recent massive expansion
USA	stable but no increase
F, G, UK	modest
Russia	increasing

**Statistics for each subject area:
pharmaceuticals, electronics, etc**

Contrast the richness of ‘world literature’ with the crude instrumentalism of ‘global English’

Weltliteratur - *Johann Wolfgang von Goethe*

= Texts in all languages that enrich humanity and the individual

*Wer fremde Sprachen nicht kennt,
weiß nichts von seiner eigenen.*

*People who know no foreign languages
know nothing of their own.*

World English - Global English

= Communication for a wide range of purposes

one linguistic template; not merely a neutral tool

What is 'Global English'?

1. English as the default language of *international* communication - also in EU & ASEAN affairs (**GE projects**)
2. English increasingly used *intranationally* in business, the media, higher education, CLIL (**GE projects**)
3. The **processes** underlying 1 and 2 lead increasingly to the **projects** becoming reality, **GE products**.
4. Legitimatory discourses (political, scholarly) of English as 'neutral', a '*lingua franca*' (**GE processes**)
5. English is the most widely learned foreign language (**product**)
6. Anglo-US linguistic norms, with local variation + used in a rich diversity of texts (**GE products**)

Making the triad of *project*, *process* and *products* normative entails disciplining, ranking, excluding and including

Myths and realities of 'global' English = empire English

- The **myth** that English opens all doors, instrumentalism
- Language **dovetails** with commerce, media, military, political forces (cf. 300 Confucius Institutes), and discourses of potentially more humane, anti-capitalist values and just societies
- **US global ambitions** have existed for well over 200 years, continuing the methods and forms of the **British empire**
 - myths of *terra nullius*
 - faith in a divine mission
 - the land of the free ... market, free trade, a warfare state
 - corporate agenda-setting, economic and finance capital
 - applied linguistics cheer-leaders
- Many books in political science stress **empire**
<http://www.americanempireproject.com/>
- **Hubris: crises** in finance, economy, wars, social life

Global = American

**manifest destiny of Anglo-Saxon culture
to spread around the world**

1830

**The whole world should adopt the American
system. The American system can survive in
America only if it becomes a world system.**

President Harry Truman

1947

English in the British empire and colonial America

English is destined to be in the next and succeeding centuries more generally **the language of the world than Latin was in the last or French in the present age.**

John Adams to Congress, 1780

A class of persons, Indians in blood and colour, **English in taste, in opinion, in morals and in intellect.**

Lord Macaulay, 1835

Gandhi on English and universities

- **To give millions a knowledge of English is to enslave us. The foundation that Macaulay laid of education has enslaved us. (1908)**
- **I am afraid our universities are the blotting-sheets of the West. We have borrowed the superficial features of the Western universities, and flattered ourselves that we have founded living universities here. Do they reflect or respond to the needs of the masses? (1942)**

Bertrand Russell warned against excessive corporate influence on universities in 1926.

US investment in academia worldwide

American English-language dominance in Europe was unthinkable before 1945. Creating a global empire was given concrete form in academia through funding by US corporate world ‘philanthropic’ foundations. They invested heavily and strategically in research and higher education in Europe from 1919, and worldwide after 1945. This has decisively influenced the way research paradigms and university training in the social sciences (sociology, anthropology, political science etc.), language pedagogy (applied linguistics, TESOL) and such applied natural sciences as medicine are understood and organized. The significance of English for US empire (eagerly abetted by the British – Phillipson 1992 - like in military affairs) can be traced throughout the 20th century (Phillipson 2009).

The world 'chooses' English

Gordon Brown, 17 January 2008

... English is **our heritage**, but it is also becoming the common future of human commerce and communication.... the bold task of making **our language** the world's common language of choice.

Educational Testing Services, Princeton, NJ

Our **global** mission goes far beyond testing. Our products and services enable opportunity **worldwide** by measuring knowledge and skills, promoting learning and performance, and supporting education and professional development for **all people worldwide**.

European Union integration: a Franco-German agenda, or ...?

The process of European integration might never have come about had it not been imposed on Europe by the Americans.

Erik Holm, 2001. *The European anarchy. Europe's hard road into high politics.*

Copenhagen: Copenhagen Business School Press

Pascaline Winand, 1993. *Eisenhower, Kennedy, and the United States of Europe.* New York: St Martin's Press.

2007 EU-US summit endorsed the Transatlantic Economic Integration Plan and the coordination of foreign policy globally.

COP15?

'world class' universities

Ranked in and for the **anglophone** world

Bibliometric ranking hysteria worldwide – OECD agenda?

The **ranking system in the UK** is a punitive way of rewarding the privileged. A Finnish study (*Pirrko Vartiainen* 2004) contrasts this with much more bottom-up quality control, evaluation serving to strengthen management, mission and follow-up in **Finland**.

University autonomy is the norm here, whereas it is the privilege of elite universities in the UK.

No **university autonomy** in **Denmark**; politicians want élite universities on minimal budgets.

English-only from **MA** upwards? **Doctoral programmes?**

The Impact of Erasmus on European Higher Education: Quality, Openness and Internationalisation

IP/09/301, Brussels, 20 February 2009

Where would European higher education be without the Erasmus programme?

“Unfortunately neither the research team nor the commissioner (DG EAC) did put language education and language of instruction on the strategic agenda of our study.”

Quality and internationalisation – language irrelevant!

Globalisation + Europeanisation + Anglicisation

Globalisation processes, GATS, commodification of higher education are constraining the role of the university as a public good.

The Bologna process towards a single European higher education and research area by 2010 endorses neoliberalism, advocates privatisation of university funding, accountability to the corporate world, and sees '*internationalisation*' as '*English-medium higher education*'.

Ulrich Ammon: *Über die Dilemmata jeglicher EU-Sprachenpolitik, 2009. Der Vorrang von Englisch als Anathema der EU-Sprachenpolitik*

but this is what the evidence shows.

European unification via anglicisation

EU documents drafted in English

Commission, 2008: 73.55% (cf. 1996: 48%)

Council of Ministers, 7 recent presidencies: 75%

Websites: pecking order

DG Research

Framework Programme 7

- **applications: in any of 23 languages, but ...**
- **assessment by experts with a range of linguistic backgrounds**
- **feedback exclusively in (Euro?-)English.**

Portfolio for multilingualism exists no longer post Orban.

The Commission's 2008 'Communication' on multilingualism

- **familiar rhetoric of strengthening all EU languages, lifelong learning**
- **an opening for migrant languages**
- **languages for commerce, employability, etc etc**
- **connects European languages to global interests and markets:**
 - **all EU languages are to be promoted externally**
 - **especially 'those European languages which have a worldwide coverage'**

All languages?

academic freedom?

- ‘free’ universities in **The Netherlands and Belgium**
- **Freie Universität Berlin**
- How free is an ‘**American**’ University in the Arab world or a ‘**Christian**’ University in Japan?
- The **Margaret Thatcher Center For Freedom**, based at the **Heritage Foundation in Washington DC**, is explicit about the way it understands freedom: its goal is to ensure that the **US and UK** can ‘lead and change the world’?
- An ‘**English-medium**’ university?
 - UK, USA?
 - former colonies
 - as an export business?

Academic freedom

Council of Europe, Magna Charta Universitatum,
1988

Constitutions of Finland, Germany, Italy, Hungary
legislation in Ireland, Sweden, Norway

EU Charter of Fundamental Rights 2000 Art II-73

The arts and scientific research shall be free of constraint. Academic freedom shall be respected. [...] Freedom of the arts and sciences and academic freedom are extensions of the freedoms of thought and expression.

Lisbon Reform Treaty: EU Charter became law.

synergie

- **L'anglais ouvre beaucoup de portes** qui donnent accès à
 - à une littérature scientifique extrêmement riche
 - à une richesse de cosmologies et paradigmes
 - au contact avec une diversité de chercheurs
 - au prestige national et international
 - à une élite internationale dans beaucoup de sociétés.
- **Le multilinguisme a des avantages cognitifs et culturels** pour l'individu.
- L'anglais langue internationale peut être en **équilibre** avec une langue nationale (en France, la langue de l'état). Une compétence en langue nationale et en anglais permet à l'individu et à l'institution d'exercer **une double fonction** linguistique, soit une locale et une globale.

Cross-cultural translation

Its importance stressed by **Goethe**

Umberto Eco: translation as the only ‘idiom of Europe’, mediating between cultures

Etienne Balibar: English, in fact, is not and will not be the “language of Europe”

EU endorsement and some funding

But why is translation not taught more widely?

Was it phased out of foreign language education for the wrong reasons?

education no longer a public good?

- The global **market in 'international' students** encourages a shift into English away from national languages.
- Transformation of **English**:
from a **colonising** language (N America, Australasia)
and a language of **empire** (Asia, Africa)
to the **neoliberal world imperial language**.

hiérarchie

- La consolidation d'une seule langue internationale, une langue dominante, ferme la porte à d'autres langues et cultures, les marginalise, impose un filtre.
- L'évaluation par pairs, 'referees', privilège ceux qui maîtrisent bien l'anglais.
- Ce système international est dominé par les anglo-saxons souvent monolingues (sont-ils 'pair' avec les multilingues?) qui ne réfléchissent guère à leurs avantages (conditions de travail, langue dominante aux colloques 'internationaux', ...).
- Le nombre astronomique des revues scientifiques mène à une spécialisation qui encourage et établit une hiérarchie de publications.
- L'influence accru du monde des affaires sur les recherches et sur les universités mène à une 'productivité' étroite qui est en conflit avec l'autonomie académique. (Le syndicat des professeurs danois a fait une plainte à l'UNESCO parce que la liberté et l'autonomie académique sont menacées.)
- Les activités de l'UE (fonctionnement interne, financement de recherches, Bologna) et de beaucoup de décideurs nationaux renforcent ce marché des langues inégal et risque de marginaliser les langues nationales.
- Le système des promotions (comme professeur d'université) risque de préférer ceux qui publient en anglais: la diglossie a des effets concrets.

Pierre Bourdieu (2001) Quelles langues pour une Europe démocratique?

On ne peut donc poser le problème de l'hégémonie anglaise sans poser le problème de l'hégémonie américaine (46) ... l'universel, qui en d'autres temps et de façon tout aussi abusive, parlait en français ou en allemand ou japonais. L'impérialisme peut donc imposer des objets de pensée. Et il faut réfléchir sur ce modèle pour voir si et comment il est possible **d'accepter l'usage de l'anglais sans s'exposer à être anglicisé dans ses structures mentales, sans avoir le cerveau lavé par les routines linguistiques (48).**

Why is this easier said than done?

L'impérialisme culturel est avant tout affaire de la mécanique des forces d'un système de pouvoir, d'un engrenage de rapports inégaux d'où résulte l'hégémonie d'une vision de monde. D'où l'importance de revenir à l'idée matérielle et systématique de la culture comme médium symbolique structurant. Des représentations de l'ordre du monde, des systèmes de référence, des matrices organisationnelles se généralisent, appairassant comme les seules possibles, les seules rationnelles et raisonnables. Elles branchent en direct les sociétés particulières sur le flux d'un modèle unique de modernité qui touche toutes les sphères de la société : technologique, linguistique, économique, politique, juridique, éducative, religieuse, etc. L'impérialisme culturel ne se réduit pas donc pas aux seules manifestations des rapports de force dans le domaine des médias et de la culture de masse, même si, dans la configuration de la relation néocoloniale avec les peuples "autres", ces dispositifs occupent une place de plus en plus stratégique. Ce sont les modèles d'institutionnalisation des technologies de communication, les modes

Armand Mattelart, *Diversité culturelle et mondialisation*

d'organisation spatiale, les paradigmes scientifiques, les schémas de consommation et d'aspirations, les modes de gestion de l'entreprise, les systèmes d'alliances militaires. Ou encore le droit contractuel taillé sur la pensée juridique états-unienne et *lingua franca* régissant les rapports d'affaires internationaux. Le mode d'opération du rapport inégal se présente de façon différenciée, asynchrone et asymétrique, selon le degré de perméabilité des zones et des agents de la vie sociale face aux systèmes de référence promus comme universelles.

Cela n'a rien à voir avec les théories du complot, ni avec une psychologie des intentions, même si la composante consciente et volontaire est présente dans cette forme de violence symbolique. [...]

Rien à voir non plus avec la représentation passive de la subalternité. Résistance culturelle et impérialisme culturel sont les deux faces du même processus.

Language policy challenges for universities

Continental Europe

- **strong national language traditions**
- **several internationally significant languages**
- **recent changes in the language mosaic**

Postcolonial world

- **multilingual contexts**
- **English-medium universities spreading**

Conceptual muddle facilitates hegemonic English

Conceptual fuzziness in macro-sociolinguistics

Global English

Language spread

Language death

Lingua franca

Domain

Domain loss

Parallel competence

Bilingualism

Counteracting conceptual fuzziness in macro-sociolinguistics and language policy

Global English

additive English

Language spread

linguistic imperialism

Language death

linguicide, language murder

Lingua franca

academica: EAP, ESP

Domain

register, publication, medium

Domain loss

**linguistic capital accumulation
by dispossession**

Parallel competence

Complementary competence

Bilingualism

polyglossia, plurilingualism?

English-medium teaching in European higher education

- surveyed by *Jim Coleman*, patchy data
- *David Graddol* and *David Crystal* tend to endorse the expansion of English uncritically
- false of Coleman to claim that there is a consensus about the likelihood of global diglossia with English as the exclusive language of science, and that ‘it seems inevitable that English, in some form, will definitely become *the* language of higher education’.

These are the discourses of the global English project, marketing the product, easing the process

Declaration on a Nordic Language Policy 2006

Nordic Council of Ministers (5 pp.)

**Danish, Faeroese, Greenlandic, Finnish, Icelandic,
Norwegian, Saami, Swedish, English.**

- **Language rights**
- **Goals**
- **Four issues to work with**
 - *Language comprehension and language skills*
 - *The parallel use of languages*
 - *Multilingualism*
 - *The Nordic countries as a linguistic pioneering region*

The parallel use of English and the languages of the Nordic countries

- ***that* it be possible to use *both* the languages of the Nordic countries essential to society and English as languages of science**
- ***that* the presentation of scientific results in the languages of the Nordic countries essential to society be rewarded**
- ***that* instruction in scientific technical language, especially in written form, be given in both English and the languages of the Nordic countries essential to society**
- ***that* universities, colleges, and other scientific institutions can develop long-range strategies for the choice of language, the parallel use of languages, language instruction, and translation grants within their fields ...**

Norwegian university policy 2006: three guiding criteria for all institutions except the Samisk Høgskole

A duty to see that the national language, Norwegian, is developed and used in all fields, hence the need to develop appropriate strategies.

Institutions should elaborate language strategies for ensuring parallel competence in Norwegian as the national language and English as the international scholarly language.

Institutions should develop a reflection process on democracy, communication, and language use.

University autonomy and language policy

University of Helsinki, Finland, 14 March 2007

... **University Language Policy is based on the following strategic precepts:**

Languages are a resource within the academic community

- **The University's bilingual and multilingual environment and internationalisation are sources of **enrichment for all** and are a necessity for the international comparability of its research performance.**
- **Language skills are a means to understanding foreign cultures and for making Finnish culture known to others. The university promotes the language proficiency of its students and staff as well as supports their knowledge of different cultures. **Multilingual and multicultural communities promote creative thinking.****

The language policy is in Finnish, Swedish, and English.

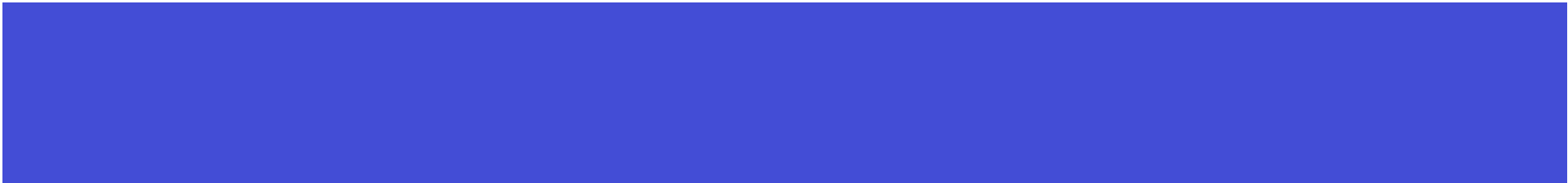
Implicit bilingual higher education?

- **A Nordic/Scandinavian language as medium; course books in English.**
- **PhD defence in English (lecture), discussion in L1.**
- **Autonomy:** a board of studies, department, or the individual teacher can select whether to use L1 or L2, and whether appropriate teaching is possible
- **Quality:** presupposes pedagogically valid development of academic competence, and its evaluation:
 - ***receptive competence*** (writing, listening) in both languages
 - ***productive competence*** (writing, speaking) in L1 and/or L2 depending on context

Handout

Additive university multilingualism in English-dominant empire: the language policy challenges

A taxonomy of variables impacting on multilingual higher education and research



Communiqué from the World Conference on Higher Education: The New Dynamics of Higher Education and Research For Societal Change and Development, UNESCO, 8 July 2009

- ... Higher Education as a **public good** is the responsibility of all stakeholders, especially governments...
- **Autonomy** is a necessary requirement for fulfilling institutional missions through quality, relevance, efficiency, transparency and social responsibility...
- **International cooperation** in higher education should be based on solidarity and mutual respect and the promotion of **humanistic values and intercultural dialogue** ...
- For **globalisation of higher education** to benefit all, it is critical to ensure **equity in access and success**, to promote quality and to respect **cultural diversity as well as national sovereignty**.
- **Academic freedom** is a fundamental value that must be protected in today's evolving and volatile global environment.

UNESCO, 8 July 2009: how does language policy fit in?

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- 
- **relevance**
 - **efficiency**
 - **intercultural dialogue**
 - **equity**
 - **in access**
 - **and success**
 - **cultural diversity**
 - **national sovereignty**
 - **academic freedom**

UNESCO Centre Européen pour l'enseignement supérieur (CEPES)


The bilingual university – its origins, mission and functioning Bucharest, 15-19 March 2000

- **Influence of specific political and social environment;**
- **Bilingual universities becoming more widespread;**
- **Mission: community bridge-building, promoting a wider outlook, promoting bilingualism as an objective, bilingual policies need to permeate all university organizational matters;**
- **Access to higher education in one's own language 'a basic human right'.**

Human rights approaches, including EU Charter of Fundamental Rights

Massive evidence from Canada, Finland, Switzerland, Wales of bi- or multilingual higher education functioning well by **granting the right to mother-tongue medium education and university autonomy**, preconditions for academic freedom.

Demographic constraints (e.g. X% of the population in state education) can serve to ensure or restrict implementation of a right.



Since Hungarian speakers in Romania are 7% of the population, they qualify for university autonomy, and should not continue to subsidize Romanian-medium education.

Babeş-Bolyai University, Romania.

*Public hearing in the European Parliament,
Brussels, 9 October 2007*

Criteria 1 and 2

Tolerance, openness, and 'respect' must build on *de facto* **societal and linguistic diversity**, and individual and group **multiple identities**.

Where languages coexist in the same territorial and political space, there needs to be **informed awareness** of linguistically based **conceptual differences** in the relevant languages, and of the risk of mismatches, misunderstanding and conflict

- *nation* in Romance languages and Hungarian
- *bilingualism* in USSR, Denmark, India.

Criterion 3

Explicit language policies are needed.

This implies

- **meeting the legitimate needs of majority and minorities**
- **sensitivity to context**
- **careful nurturing and management of bilingualism at universities**
- **awareness:**
 - **a) linguistic;**
 - **b) languages as resources and rights in modern societies.**

Global English-medium studies?

The University of Nottingham's subsidiaries - Malaysia Campus and one in China - give the clear impression that what is being exported, even in degrees in Education, English, Applied Linguistics, CLIL, is not only the British English medium but also British content.

'All undergraduate and postgraduate programmes are conducted entirely in English with the same teaching and evaluation standards as at the University of Nottingham, UK.'

Globalisation via English-medium?

- **A possibly representative British university with campuses in Malaysia and China gives the clear impression that what is being exported (in Education, English, Applied Linguistics, CLIL) is not only the British English medium but also British content.**
- **‘All undergraduate and postgraduate programmes in are conducted entirely in English with the same teaching and evaluation standards as at Nottingham UK.’**

Winston Churchill

... the British Empire and the United States who, fortunately for the progress of mankind, happen to speak the same language and very largely think the same thoughts.

House of Commons, 24 August 1941

The power to control language offers far better prizes than taking away people's provinces or lands or grinding them down in exploitation. The empires of the future are the empires of the mind.

**when receiving an honorary degree at Harvard University
6 September 1943.**

*UNESCO Recommendation concerning the Status
of Higher-Education Teaching Personnel*

11 November 1997

- **the right to education, teaching and research can only be fully enjoyed in an atmosphere of academic freedom and autonomy for institutions of higher education ...**
- **Recognizing the diversity of cultures in the world ...**
- **Teaching in higher education is a profession: it is a form of public service ...**

(from 13 pp. of text)

Multilingualism and creativity

David Marsh et al 2009

Study on the Contribution of Multilingualism to Creativity, Compendium Part One.

***Multilingualism and Creativity:
Towards an Evidence-base.***

Report for the European Commission.

<http://bit.ly/multiling>

A 'European Doctorate' certificate and a doctoral diploma from the candidate's own University, if ...

the rules in accordance with the recommendations of the Conference of European Rectors have been followed:

- **at least three months of study in a second European country,**
- **the PhD thesis is assessed by academics from two countries,**
- **there is a written assessment by an expert from a third European country, unless the PhD evaluation board already includes academics or experts from three European countries.**
- **The oral examination of the thesis includes the use of a second European Union language.**
- **The doctoral thesis may be written in the language of the country where the doctorate is sustained. A summary must be written in another language of the European Union.**
- **The procedures for the European Doctorate certificate are the exclusive responsibility of the coordinator of a programme.**

The English of researchers: synergy or hierarchy?

'parallel languages'

Nordic language boards and governments

'complementary languages'

Bent Preisler,

Danish natural scientists, in Harder 2009

*English in Denmark: Language policy,
internationalization and university teaching.*

