



INGENIUM
European University

Deliverable 9.3

INGENIUM Policy on Multilingualism and Intercultural Understanding

Work Package 9 – INGENIUM for Non-Discriminatory and Socially Engaged Higher-Education

Call: ERASMUS-EDU-2022-EUR-UNIV (EUROPEAN UNIVERSITIES)
Topic: ERASMUS-EDU-2022-EUR-UNIV-2

Proposal number: 101090042
Proposal acronym: INGENIUM

Project duration: from 1 January 2023
to 31 December 2026

COORDINATOR
University of Oviedo (UNIOVI), Spain

PARTNERS
Medical University - Sofia (MUS), Bulgaria
University of Crete (UoC), Greece
Karlsruhe University of Applied Sciences (HKA), Germany
South-Eastern Finland University of Applied Sciences (XAMK), Finland
University 'G. d'Annunzio', Chieti-Pescara (Ud'A), Italy
University of Skövde (HS), Sweden
Munster Technological University (MTU), Ireland
University of Rouen, Normandy (URN), France
'Gheorghe Asachi' Technical University of Iasi (TUIASI), Romania

Project URL: <https://ingenium-university.eu/>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

Table of contents

Document information	5
Document history	6
Definitions & Acronyms.....	6
SUMMARY	7
DESCRIPTION AND METHODOLOGY	8
1. LEARNING	9
1.1. Importance of Languages in International Alliances	9
1.1.2. English as a <i>Lingua Franca</i>	10
1.2. Comparability and Standardisation Metrics for Quality Language Learning	10
1.2.1. The Common European Framework of Reference for Languages (CEFR).....	10
1.2.2. Linking CEFR levels to the European Credit Transfer System (ECTS).....	11
1.2.3. Certification of Language Proficiency.....	11
1.2.4. Qualified Language Teachers.....	11
1.3. Differentiating Language Learning	12
1.3.1. Learning the General Language.....	12
1.3.2. Learning the Academic Language	13
1.3.3. Learning a Language for Specific Purposes (LSP)	13
2. TEACHING	14
2.1. Course: English as a Medium of Instruction for Intercultural Teaching.....	14
2.2. Course: English Proficiency for Administrative Staff.....	16
2.3. Job Shadowing for EMI lecturers and Administrative Staff.....	16
3. IMPORTANCE OF INTERCULTURAL COMPETENCIES FOR STUDENTS AND STAFF	16
3.1. The Intercultural Dimension in Education	16
3.1.1. The Intercultural Competence.....	17
3.2. Approaches to Intercultural Awareness and Understanding at the Alliance Level.....	17
3.2.1. Interculturality as Part of a Foreign Language Course.....	18
3.2.2. Interculturality as a Core Content.....	19
3.3. Mobility - Intercultural Workshops.....	19
4. RESEARCH.....	20
4.1. Context.....	21
4.2. Objectives and Measures	21
4.2.1. Academic English Courses	22
4.2.2. Courses of Other Languages	22
4.2.3. Translation and Editing Services	22

4.2.4. Dissemination of Research and Knowledge within the Alliance	22
4.3. Language Use and Dissemination to the Society at large	22
5. GOVERNANCE	23
5.1. The Use of Languages in the INGENIUM Alliance	23
5.2. Language Policy Decisions regarding Governance and Communication	23
5.2.1. Differences in Language Proficiency at the Governance Level	23
5.2.3. Pre-recorded Video Contributions for Preparation of Meetings or Decision-Making	24
5.3. For Successful Implementation of the Language Policy	24
6. COMMUNICATION	24
6.1. Language(s) Used for Communication between INGENIUM Member Institutions.....	25
6.2. Language(s) Used for External Communication with Prospective Students, Staff and Other Parties	25
6.3. Language(s) Used on (Virtual) Campus within each INGENIUM Member Institution.....	25
6.4. Challenges of Implementing the Language Policy for Communication.....	25
CONCLUSION	27
References.....	28
Annex 1. Matrix to be used by partners to list and to monitor the progress of their key institutional priorities related to the deliverable.....	30

Document information

Project number	101090042	Acronym	INGENIUM
Full title	INGENIUM Alliance European Universities		

Deliverable number: 9.3	Title	INGENIUM Policy on Multilingualism and Intercultural Understanding
Work package number: 9	Title	INGENIUM for Non-Discriminatory and Socially Engaged Higher Education
Tasks related:	Task 9.1 INGENIUM Inclusive University	
WP lead beneficiary	URN	

Due date	M 12 – December 2023	
Delivery date	31/12/2023	
Status	Final	
Type	Document	
Dissemination level	PU-Public	

Description of the deliverable (3-5 lines)	Strongly committed to the European Education and Research Area, the INGENIUM Policy on Multilingualism and Intercultural Understanding highlights the importance of languages and intercultural skills for students and staff studying and working in international environments.
Key words	multilingualism, intercultural communication, intercultural awareness, plurilingual education, inclusion, accessibility;

Document history

Date	Version	Prepared by	Description
10/11/2023	1	Ligia Livanu	First draft
10/12/2023	2	Ligia Livanu	Final draft

Definitions & Acronyms

Definition/Acronym	
CEFR	Common European Framework of Reference for Languages
CP	Credit Points
ECTS	European Credit Transfer and Accumulation System
EMI	English as a Medium of Instruction
HEI	Higher Education Institutions
LSP	Language for Specific Purposes
PD	Professional Development
STEM	Science, Technology, Engineering, and Mathematics

SUMMARY

Multilingualism and cultural awareness are among the eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion, as outlined by EU Member States in the 'Council recommendation on key competences for lifelong learning' (1).

Language competences are at the heart of building the European Education Area. They are vital for mobility, cooperation and mutual understanding across borders.

Geographical, cultural and linguistic diversity is one of the major strengths of the INGENIUM alliance: 10 partners from 10 countries with 11 official national languages including 10 of the 24 EU official languages. To these can be added languages spoken by migrant and local communities, which serve to enrich the cultural and social landscape of the alliance.

Strongly committed to the European Education and Research Areas, the INGENIUM Policy on Multilingualism and Intercultural Understanding highlights the importance of languages and intercultural skills for students and staff studying and working in international environments. The core components of the INGENIUM policy are built around the main areas of higher education -Teaching & Learning, Research, Governance and Communication – with a focus on the intercultural dimension in education.

Our language policy aims to:

- > strengthen the use and role of languages in the key areas of higher education;
- > define the use and role of the English language vis-à-vis the use of national languages;
- > make recommendations to support multilingualism;
- > encourage plurilingual education and communication;
- > raise intercultural awareness
- > foster inclusion and accessibility through languages, language teaching and interculturality.

The language and culture courses we here suggest (pre-mobility language and culture courses for Erasmus students, courses of advanced English for administrative staff, English as a Medium of Instruction for Intercultural Teaching, intercultural workshops) will enable enhanced communication and cooperation between INGENIUM students and staff, improved quality of teaching, and contribute to reducing discrimination and exclusion.

DESCRIPTION AND METHODOLOGY

The INGENIUM Policy on Multilingualism and Intercultural Understanding comprises a set of guidelines and recommendations regarding the use and role of languages for the most important areas of higher education (teaching, learning, research, governance, and communication). A list of recommendations and concrete actions fostering intercultural education has been added to the second part of the strategy.

This document is the result of the work done by the INGENIUM language group made of linguists and language experts in all ten partner universities.

The main group was divided in three subgroups addressing language recommendations for the four areas of higher education: teaching and learning, research, governance, and communication.

The 9.3 subgroups met every month in 2023 to discuss challenges, recommendations and actions to be included in the INGENIUM language policy.

In 2024, the language group met again to discuss the implementation of four priorities: a pre-mobility language and culture course, a course on intercultural communication, a mobility guide for staff, and the implementing of bilingual communication on campus (national language and English).

Before being submitted to the European Education and Culture Executive Agency in December 2023, the strategy was validated by the WP9 language group and by the Steering Committee of the Alliance (ISC).

1. LEARNING

1.1. Importance of Languages in International Alliances

The role of language pedagogy in international alliances such as INGENIUM is crucial for the successful realisation of its core objectives as part of the European Universities Alliance initiative.

EU policy for the creation of European Universities alliances and the development of a European Education Area by 2025 consistently reference the need for deeper and more extensive transnational cooperation between existing Higher Education Institutions (HEIs). This kind of transnational cooperation can only be achieved with the establishment and implementation of a suitable language policy for INGENIUM alliance members.

Language teaching and learning has the capacity to facilitate and enact the transnational cooperation envisioned for European Universities alliances: ‘our vision for the higher education sector in Europe: campuses that span between universities and cross borders and disciplines, where students, staff and researchers from all parts of Europe can enjoy seamless mobility, and create new knowledge together’ (2). The ambitious target of ‘seamless mobility’ within an alliance such as INGENIUM requires the promotion and development of proficiency in relevant languages, and the valuable associated skills and competencies gained.

Language teaching and learning are also vital to other aspirations of European Higher Education policy, for example as a tool to counteract regional isolation, inequality and potential social or political dissonance. While STEM disciplines, digital literacy and innovation are rightfully afforded much importance in Higher Education policies at national and international levels, the key role of multilingualism to facilitate desirable forms of collaboration between HEIs must also be valued and supported.

1.1.1. Multilingualism

Linguistic and cultural diversity is an asset for the European Union. Maintaining and promoting multilingualism, as the reflection of linguistic and cultural diversity, should then be essential for international alliances operating within the European framework. Member universities of the INGENIUM alliance should support multilingualism, offering courses to teach the national / official language(s) / the language(s) spoken in their region.

Members of the alliance which represent lesser spoken languages should initiate or strengthen policies to ensure that the languages are included and promoted in academic life (instruction, communication, governance):

- > Learning the national / official language could be a required course up to level A2 (for incoming students who wish to stay for one semester) or B1 (for incoming students who wish to extend their studies for more than one semester). (Free of charge)
- > Offering short-term intensive on-line courses would facilitate learning and prepare ab initio learners to adjust faster to the new linguistic and cultural context.
- > In addition to the linguistic component, courses should include a cultural component to familiarise students with the culture of the region and increase their overall cultural sensitivity.
- > Offering courses on the academic version of the language for students with a B2 or C1 level would maintain and promote multilingualism.

1.1.2. English as a *Lingua Franca*

English has become a de facto *lingua franca* in European and global contexts. Universities that wish to build an international profile cannot ignore its dominant role in general communication, education and business. This dominance may appear to threaten multilingualism; however, it is possible to avoid monolingual English hegemony.

Firstly, each member of the alliance, as part of their policy, should put in place specific measures to promote the national/official language. Secondly, English may be used as one of the languages of instruction to a multilingual audience, either as a general language (e.g., students or academic staff) or as a language for specific purposes (LSP) (e.g., medical students who study in Greece will also require basic Greek to interact with patients and hospital personnel).

INGENIUM alliance members should adopt a common policy towards the following issues: the minimum level of proficiency required for general English (B2), and the quality standards for evaluation of student language proficiency at an academic level.

1.2. Comparability and Standardisation Metrics for Quality Language Learning

To overcome the obstacles created by the different partner university systems and to allow comparison of both student and staff language skills, it is necessary to establish a standardisation of quality for foreign language instruction.

The Common European Framework of Reference for Languages (CEFR) will serve as a basis for this standardisation. The following communicative language activities: reception, production, interaction and mediation are the most important tools in the framework, linked to the four language skills: listening comprehension, oral expression, reading comprehension and written expression, in addition to use of vocabulary and grammar.

This change of perspective is particularly important in view of the increasing use of digital tools. Once students have learnt to use computer-assisted translation tools in a meaningful and effective way, teaching can focus on the development of what Hymes (3) calls 'communicative competence' (p. 269-293).

1.2.1. The Common European Framework of Reference for Languages (CEFR)

Foreign language teaching should be based on the quality standards of the Common European Framework of Reference for Languages. To ensure effective language training, students should sit a placement test before starting a course.

1.2.2. Linking CEFR levels to the European Credit Transfer System (ECTS)

Each sub-level (e.g., A1.1, C1.1) is assigned credit points based on the European Credit Transfer System (ECTS), which allows a quantitative measure of the student's workload. The number of credit points allocated to a module is based on the average amount of student effort required to achieve the respective learning objectives of a module. One Credit Point corresponds to 25-30 hours of work.

The workload per CEFR-sublevel is 5-10 CP. The number of CP depends on the level and characteristics of the language. Level A1, for example, can be covered in a compact course of 5 CP. Level C1, however, deals with language as a means of conveying details, which requires a larger volume of text and thus a greater workload. This is reflected, for example, in the descriptor:

'Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.'

Course levels in the C area should therefore comprise at least 10 CP.

Completion of a level can be demonstrated by the following criteria:

- > regular active participation in communication-focused classes.
- > written examination of the skills: listening comprehension, reading comprehension, linguistic structures, text production
- > oral examination.

1.2.3. Certification of Language Proficiency

A language certificate should also provide information on course content (i.e., the CEFR level concept), the scope of the course (CP), grading systems and the date of level completion.

In addition to language courses that aim to teach the skills to acquire a complete CEFR level, there are courses with specialised content at various language levels. (e.g., speaking and listening exercises at the A level; language courses for specific purposes, teaching technical vocabulary and corresponding structures, scientific language). These courses do not aim to teach an entire CEFR level, but are set at a certain level. An appropriate placement test should therefore precede an entrance qualification.

After successful completion of these special content courses, a certificate of attendance can be issued.

1.2.4. Qualified Language Teachers

The importance of qualified teachers with appropriate training in university foreign language education of students, is undisputed. Educating students in a global context includes acquisition of a basic competence, namely the ability to speak different languages in an academic context, which necessitates instruction by qualified professionals.

Competence in the corresponding foreign language and didactic suitability are important aspects that distinguish a qualified teacher. These aspects can be acquired through appropriate training, such as by training as a language teacher or obtaining a degree in linguistics.

Furthermore, qualified language teachers should be well acquainted with and adhere to the quality standards of the CEFR. They should also have information on the learning history of students, e.g., through the use of learning portfolios. They will be well aware that they are dealing with heterogeneous groups and that differentiation in the curriculum is frequently necessary. Qualifications should also include the ability to design new courses based on current learning theory and appropriate technical vocabulary according to the field of study.

1.3. Differentiating Language Learning

Students wishing to study and ultimately work in a dynamic and internationalised European context, need to develop a dynamic and multidimensional version of communicative competence.

They should be able to use different varieties of a language depending on the context (social, academic or professional).

They also need to learn academic language to respond to the requirements of their studying environment.

Finally, they need to learn the language related to their profession to be able to work effectively in this particular context.

Students might also be able to use varieties of more than one language appropriate for the social, academic or working level respectively. Language teaching in this respect should go beyond teaching language in a uniform way. INGENIUM alliance members should promote a framework of differentiated language teaching, to enable students to learn a language, and importantly how to use it according to the context.

1.3.1. Learning the General Language

INGENIUM alliance members should include support for general language learning to facilitate virtual and in person transnational learning experiences.

Language teaching can enable students to attain Basic Interpersonal Communication Skills (4) for everyday social interaction and where relevant it should enable students to progress to a high level in general language skills for their chosen language/s of study, prepare them to capitalise on networking opportunities and provide them with the capacity to engage in detailed, or subject specific discussions with international peers and/or potential colleagues.

For the language of instruction, the recommended CEFR level of general language competency would be a B2.1. It is also recommended that INGENIUM alliance member students participate in language and culture classes in the local language of the alliance partner institution during the period of their studies. These students should aim to attain an A2.1 level in general language competency in the local language.

1.3.2. Learning the Academic Language

Academic language refers to the type of standard written and spoken language used in academic lessons, books, texts, and assignments.

Learning its 'grammar', the rhetoric and conventions/norms of the main text types related to the academic context, and the relevant "vocabulary" (specific field-related terminology) enlarges the scope of students in terms of perception and production, mostly with regards to writing but also with regards to speaking.

A solid knowledge of the academic language will enable students to participate in an academic context: academic source research, bibliography compilation, thesis or abstract writing, discussion or conference participation.

Members of the alliance should prioritise teaching of academic language, crucial for the development of Cognitive Academic Language Proficiency (4) and consequently inclusion of students in the academic community.

Many students, especially in the early years of their studies, are unfamiliar with the practices and skills involved in formal (general and academic) writing, not only in a foreign language but also in their home language. Teaching academic level formal writing serves to increase their communicative competence in this field.

Students who speak a less common European language would profit from academic courses in one or more of the major EU languages, and improved access to these cultures and languages, facilitating mobility. This constitutes a great opportunity for the INGENIUM alliance members to organise and support courses across the alliance (e.g. Academic German or French in Romania, Ireland and Greece etc.)

In addition to the necessary qualifications posited for general language teachers and LSP teachers, teachers of academic language should combine linguistic knowledge and knowledge of a subject content itself, and be willing to cooperate with the academic staff of each particular field to optimise their knowledge of subject content.

1.3.3. Learning a Language for Specific Purposes (LSP)

In addition to general language skills, students who wish to study and work in an international context need specific language skills related to their particular academic and future professional field.

Teaching languages for specific purposes poses various challenges for learners and teachers, and involves two types of knowledge: knowledge of the target language (grammatical structure, relevant terminology) and knowledge of subject content.

Given the diversity of academic or professional fields, it would be difficult to posit general levels of proficiency. What we could instead:

- > Perform Assessment: We need a clear definition of what constitutes an LSP versus a general language test.
- > Determine the linguistic threshold below which a person's performance becomes inadequate.
- > Define the profile of LSP teachers: Expertise in both language and subject content are equally necessary.

2. TEACHING

English shall be the primary language of instruction for all common courses within the INGENIUM alliance. This is based on the need to ensure effective communication and enable collaboration among students and faculty, from different linguistic and cultural backgrounds. Since courses are offered to all students in the alliance, the language of instruction should be common (English), and cultural perspectives need to be taken into consideration.

English as a Medium of Instruction (EMI) is today widespread in institutions of higher education worldwide, and a majority of European universities currently offer content-subject courses delivered in English.

Research consistently emphasises that the lack of teacher training and the scarcity of Professional Development (PD) programs persistently hinder the effective implementation of EMI. Without sufficient teacher training and PD opportunities, the quality of instruction may be compromised, ultimately impeding students' academic success in EMI.

Universities within the alliance should adhere to a common strategy aimed at promoting and strengthening teacher training for EMI lecturers. Faculty members should receive adequate training and support to effectively teach in English, including pedagogical strategies for accommodating diverse language backgrounds and promoting language development among students. Additionally, practical and accessible guidebooks are necessary to support EMI teachers and provide them with valuable resources.

Ideally, teachers delivering content through a Second Language (L2) should already have a self-assessed level of English at a B1/B2 level according to the CEFR, obtaining a certified C1 level upon completion of the PD program(s).

Teaching staff with insufficient skills in the language of instruction should be offered support by all Alliance partners, both home universities and others. Administrative staff that have A1/A2 levels of English should be offered support by their home university to obtain at least B1/B2 skills.

Specific language courses should be offered for academic staff, in addition to informal opportunities, such as language cafés, for interaction and use of English with alliance partners. Providing opportunities for international mobility and job shadowing is crucial for fostering competence in L2. To this end university alliance partners need to promote exchange of good practices and guidelines.

2.1. Course: English as a Medium of Instruction for Intercultural Teaching

As all courses common to the Alliance will be taught in English, and since teaching staff should benefit from adequate training in EMI and interculturality, the following course design is to be adopted.

Objectives:

- > Understand the principles and practices of EMI methodology.
- > Explore effective feedback strategies suitable for EMI classrooms (i.e. foster interaction).
- > Acquire strategies to promote student engagement, comprehension, and critical thinking in EMI.
- > Enhance intercultural competence and foster an inclusive learning environment.
- > Promote language proficiency in English required for effective EMI instruction.

Proposed contents:

Module 1: Introduction to EMI

- > English Medium instruction: basic notions
- > Main benefits and challenges of EMI (for lecturers and students)

Module 2: EMI Pedagogy and Classroom Management

- > Methodological principles of EMI
- > Classroom interaction and management

Module 3: Intercultural competence in EMI

- > Understanding cultural diversity and its impact on EMI classrooms
- > Creating an inclusive and respectful learning environment

Module 4: Promoting Critical Thinking in EMI

- > Designing engaging activities to enhance critical thinking skills
- > Supporting comprehension and language development simultaneously (dual focus)

Module 5: Best practices in EMI

- > Examples of good practices from the alliance

Organisational Form:

- > Courses would be offered online using Teams, Zoom or any other platform open to all universities, with lecturers from all universities to promote interaction and networking.
- > Courses could be offered in autumn and spring, to include a combination of lectures, interactive workshops, group discussions and practical activities. Guest speakers, experienced EMI practitioners, and language experts will be invited to provide insights and share their experiences. Participants will be encouraged to engage in reflective practice and apply their learning to real-world scenarios.

Length of Course + Admission Prerequisites:

- > 20-25 hours of lectures/workshops plus 5-10 hours of independent work. Prospective participants include lecturers engaged in EMI programs.
- > Participants should have a B2 CEFR level (in some cases B1 participants may be accepted).

2.2. Course: English Proficiency for Administrative Staff

Students on exchange with Alliance partner universities will not only have contact with their instructors, but also with administrative staff who will require equally adequate courses to better their English skills and ensure a more effective communication in mobility.

Organisational Form:

- > An online course using Teams, Zoom or any other platform open to all universities, with lecturers from all universities to promote interaction and networking.
- > Courses could be offered in autumn and spring, to include lectures, interactive workshops, group discussions and practical activities.

Length of Course + Admission Prerequisites:

- > 20-25 hours of lectures/workshops plus 5-10 hours of independent work. Prospective participants include administrative staff from the Alliance.
- > Participants should have a B1 CEFR level (in some cases A2 participants could also be accepted).

2.3. Job Shadowing for EMI lecturers and Administrative Staff

Physical or virtual job shadowing may be proposed across the Alliance. On a voluntary basis and in compliance with the EU General Data Protection Regulation, teachers may record classes, to be made accessible to colleagues from the same field in other Alliance universities.

3. IMPORTANCE OF INTERCULTURAL COMPETENCIES FOR STUDENTS AND STAFF

3.1. The Intercultural Dimension in Education

The importance of educational systems in acquiring intercultural competences is unquestionable, with many authors (5) emphasising the role of educational and legal systems in the development of intercultural awareness at an individual and societal level. When organising a multicultural and multilingual university alliance, it is essential to consider how to approach and respond to intercultural needs and challenges, particularly in view of the inherent diversity involved.

INGENIUM universities should consider possibilities for development and acquisition of intercultural competences, to facilitate inclusivity and healthy immersion of students and staff in academic community life.

Byram et al. (6) state that a teaching and learning process focusing on this competence is long-term and complex, encompassing three main phases – the ‘preparatory phase’ (before contact with different culture/s is established), the ‘fieldwork phase’ (the experiences themselves) and the ‘follow-up phase’ (after return to one’s own cultural space) (p. 19-20).

A concerted insight into the dynamics of this process at the level of INGENIUM is required, to both facilitate exchanges from an early stage and allow flexibility in accordance with each university's needs and specificities.

3.1.1. The Intercultural Competence

As most authors agree (6), intercultural competences could be regarded as a continuum of knowledge, skills and attitudes. In the 2002 publication of the Language Policy Division of the Council of Europe on *Developing the Intercultural Dimension in Language Teaching* (p. 33, p. 40) the terms *savoir*, *savoir-faire* and *savoir être* are invoked to cover the same general concepts, also covered in the 2013 UNESCO *Conceptual and Operational Framework* (7) for intercultural competences.

Challenges in ensuring the development of adequate intercultural competences at the INGENIUM alliance level may stem from the complexity of defining these three components. Intercultural knowledge, intercultural *savoir-faire*/skills and *savoir être*/attitudes are dynamic, multiple and continuously changing constructs. There is no culture without individuals, and no individual can be defined by a single and immobile cultural identity. Intercultural competence therefore, goes beyond acquiring information, or tolerance or awareness of cultural diversity. For this reason, the development of skills and attitudes needed to navigate cultural gaps and to promote respect and inclusiveness, should be a priority for INGENIUM universities.

To facilitate intercultural awareness and understanding, INGENIUM universities should therefore focus on the following:

- > **Cultural knowledge** – information about the different cultures linked to the ten countries of the alliance, including history, traditions, customs and social norms.
- > **Skills** – including but not limited to: the ability to interpret information, situations and events contextually and appropriately, and to compare and link them to previous knowledge and experience.
- > **Attitudes** – including but not limited to: practising curiosity, empathy, open-mindedness, flexibility, unbiased reflexiveness and self-reflexiveness.

All INGENIUM partners should consider including this competence as one of the teaching-learning objectives in – (a) foreign language courses/activities for students and staff, (b) courses/activities with interculturality as core content for students and staff.

3.2. Approaches to Intercultural Awareness and Understanding at the Alliance Level

The use of English as a *lingua franca* at all Alliance levels is a pragmatic unavoidable choice for communication purposes, however national languages courses and activities that focus on multiculturalism and interculturality should be made available by the respective universities, allowing intercultural dialogue within the context of multilingualism.

At the same time, one of the benefits of having a common language as a communication tool is for promotion of intercultural understanding and the creation of a welcoming environment for all institutional actors.

Combining and customising these approaches, in accordance with each university's needs and context should be considered, with a view to fostering intercultural competence among students and staff.

3.2.1. Interculturality as Part of a Foreign Language Course

The Common European Framework of Reference for Languages contains references to 'intercultural skills' and 'intercultural awareness'. The CEFR considers that linguistic competences are also linked to social and cultural appropriateness.

Any foreign language class should aim at developing intercultural skills as follows:

- > raising the student's curiosity in 'otherness'
- > raising awareness of identity, one's own included
- > avoiding national stereotypes and prejudices
- > adapting language to the context in which it is spoken and the communication patterns of the target community
- > negotiating meaning and handling cultural misunderstandings

As summarised by Agar (8), cited by Kinginger (8), '... it is no longer possible to abstract language away from culture: cultural practices are seen to be deeply embedded), conveyed, embodied, and negotiated within the use of language' (p. 156). Hymes (3) when reporting on communicative competence, drew attention to the factor 'lack of appropriateness', and thus the importance of sociocultural elements when learning a second language.

Language is a carrier of culture; through language, people classify the world around them.

As already mentioned in the previous chapter, language learning is more about socialisation than acquisition.

Outgoing Support

Consequently, foreign language courses curricula in INGENIUM universities should explicitly include learning outcome and intercultural competence as course objectives. Special attention should be paid to activities that focus on cross-cultural communication skills, while developing linguistic competences.

Incoming Support

Alliance universities are encouraged to establish language learning opportunities for their national language (as a foreign language), with a focus on intercultural dialogue.

These courses maybe online (especially as part of the preparatory phase) and/or onsite (as part of the fieldwork phase) by qualified lecturers. The online course may be available prior to a mobility or independently. The length of the courses should be adapted to each institutional specific context and to the mobility offered. Thus, enabling students and staff on mobility to benefit from a richer exposure to, and a deeper understanding of the cultural environment they are immersing in, while contributing to the development of best practice and strategies within the Alliance.

Besides training given by qualified lecturers, establishing 'language buddy' systems at all university levels for students on mobility may also be considered by the alliance partners.

These systems are proven to facilitate connections and learning among young people. The selection process should be organised by each institution according to clear criteria and focus on linguistic and intercultural communication skills.

Language cafés may also play a role, as they offer a possibility to improve not only linguistic competencies, but also intercultural communication skills.

3.2.2. Interculturality as a Core Content

Intercultural training courses and activities aimed at raising intercultural awareness as a core content, should also be considered at the INGENIUM alliance level. In these cases, English as a *lingua franca* should be the language of communication, while encouraging active/passive multilingualism whenever possible.

The courses/events should be provided online or onsite during mobilities by qualified lecturers/trainers. All intercultural training events should emphasise diversity and inclusion within the alliance, encouraging interaction, dialogue and collaboration.

Other collaboration activities between INGENIUM universities that can foster intercultural awareness, understanding and appreciation during all mobility phases are:

- > joint cultural performances, such as exhibitions with specific cultural items
- > intercultural café sessions, international student days
- > food festivals
- > dancing/singing contests
- > online/onsite student debate seminars or panels on social issues and cultural differences.

3.3. Mobility - Intercultural Workshops

Intercultural communication increases a learner's knowledge about the world and other cultures. It emphasises that culture matters, but as a first step. Dealing with stereotypes, adapting to a new society, possible acculturation, the ability to build new relationships, reflecting on one's own and the host culture, and the impact on individual identity and the development of empathy, are salient components of intercultural communication and relevant in intercultural learning.

The benefits of intercultural communication are not confined to individual learning, but intrinsic to the concept of world citizenship; as Adams (10) states 'Quite simply, becoming a citizen of the world is an economic, practical and moral imperative. It is also an issue of our very survival.' (p. 98) In a globalised world, the notion of world citizenship should be addressed in educational programmes, as part of an internationalisation process and if we are to meet the challenges of current multicultural societies.

Duderstadt, cited by Deardorff (5), agrees with Adams and summarises by saying '...understanding cultures other than our own has become necessary not only for personal enrichment and good citizenship but for our very survival as a nation' (p. IX). It is important for students to learn more than course content. According to Sideli et al. (11) students who are educated as 'citizens of the world' are 'better prepared for their increasingly international

careers, experience the type of personal growth and maturation key to higher-level managerial success, become more sensitive to issues of cultural diversity, speak other languages and develop special skills for lifelong learning' (p. 38).

Intercultural competence is related also to the skills that employers are looking for, and Lustig (12) explains that the ability to relate to people from vastly different cultural and ethnic backgrounds is an increasingly important competency.

Intercultural workshops for staff and students are a practical solution for raising intercultural sensitivity when dealing with people from another cultural background, for example, mobilities, international students in class or/and working with international colleagues. A workshop may include a presentation followed by group work and group discussions. Workshop participants are invited to share their experiences on intercultural issues using Byram's *Autobiography of Intercultural Encounters* (13).

Possible topics, covering knowledge, skills and attitudes:

- > Intercultural Communication
- > Definitions of Culture
- > Cultural models
- > Cultural Otherness
- > Bennett's Developmental Model of Intercultural Sensitivity (DMIS)
- > Skills for Managing Intercultural Encounters
- > Ethnocentrism
- > Perception
- > Stereotypes & Generalisations
- > Non-verbal Communication
- > Cultural Value Dimensions - Hofstede, Hall, Trompenaars – critical evaluation
- > DVD clips & YouTube ones & EU project examples – discussions (14-18)
- > Specific case studies - discussions

4. RESEARCH

The INGENIUM Alliance comprises ten universities from different European countries, with their own constellations of national language(s), regional dialects and regionally-recognised languages, each with different local language policies. This makes the alliance a potential site for unique cultural and scientific exchanges, while posing challenges as to the harmonisation of linguistic practices linked with the production, publication and dissemination of scientific research within the Alliance (both for the academic community and society at large).

4.1. Context

Within the alliance, there are distinct trends in terms of the preferred language(s) for publishing and disseminating research results. Firstly, English is the undisputed *lingua franca* used for such purposes. However, members of the Alliance differ in the extent to which they use English compared to their national/official language (s). This depends on the country's policies regarding the use of their official language for scientific research (some countries promote the use of the national language while others encourage the use of English) as well as on the specific field of research. The preference for English vs a national language for research production and dissemination is also manifest in certain members of the Alliance and in the choice of language postgraduate students are required to use for their written assignments and dissertations.

In some countries (or specific disciplines, across Alliance members) the use of English is part of everyday academic activities. As a result, researchers and academics have developed a high degree of competence in English and many express their confidence in reading, writing and spoken presentations. Yet, there is a significant number of researchers among partner institutions who do not feel sufficiently competent to carry out these activities in a language other than their first language. This inhibits them from publishing their research in English or, due to the importance of the English language in academia, forces them to look for costly professional resources or services that help them with language editing.

4.2. Objectives and Measures

One of the most important aims of the Alliance is to allow European universities with different features and areas of strength, to cooperate and complement each other in fields of education and research. To achieve this, we need to ensure that researchers (both academics and postgraduate students) affiliated to the various members of the Alliance, have access to scientific productions originating in other universities, members of the Alliance. In the spirit of inclusiveness and respect of cultural differences, important cornerstones of the Alliance, researchers should have sufficient competence, means and opportunities to use a variety of languages when interacting with colleagues for research purposes. We suggest that the Alliance should adopt a series of policies which address such objectives, namely:

- > to provide language courses for researchers wishing to consolidate their grasp of academic English
- > to provide courses in other major languages that academic staff would be interested in learning
- > to provide researchers with translation and editing services
- > to use the INGENIUM platform as a forum in which researchers can disseminate their work particularly if it is not written in English.

These policies should be implemented always in compliance with the regulations of each University and the associated country.

4.2.1. Academic English Courses

Universities should provide specialized language courses for researchers (academic staff, doctoral students) including both oral and written skills. Courses should be held by highly qualified practitioners with expertise in the field of academic English.

4.2.2. Courses of Other Languages

The Alliance should provide support to allow academics to develop at least conversational skills in another language spoken in the partner institutions. To enable the participation of as many interested members as possible, courses should be online on the INGENIUM platform and may be coordinated centrally or from each university (e.g. courses in Spanish targeting staff from two or three universities).

4.2.3. Translation and Editing Services

The INGENIUM Alliance should provide support for the researchers involved in translating scientific output into English, as well as a dedicated proofreading service. Researchers should be enabled to disseminate their results within the alliance and to the international scientific community without incurring the expense of an outside service. This service aims to promote accessibility and inclusiveness of non-native English speakers, preventing those who cannot afford an external service from being penalised.

4.2.4. Dissemination of Research and Knowledge within the Alliance

A database of research and scientific articles published by Alliance members who want to share their work with other members will be placed on the INGENIUM platform. The database will be accessible to all students and staff at partner universities. To facilitate browsing of the materials, authors should provide an abstract in at least 2 languages, including English, and where possible, a third language among those spoken within the Alliance.

4.3. Language Use and Dissemination to the Society at large

The European University Alliance has an important role to play in Europe as a knowledge institute, through the dissemination of research findings to the society at large. Accessibility of academic results for the wider public is pivotal to raise public awareness of academic research and its relevance to society. In view of the predominance of the English language in academic publications, researchers and institutions should be encouraged and provided with the means and opportunities, to make research findings public to the wider society, who speak a variety of local and national languages.

One such measure could be the circulation of a regular online 'Research News Bulletin', in which researchers would provide a summary of their research in a form that is accessible and appealing for the wider public. This would be written in the national language (or locally-used languages), and would appear on/be linked to the INGENIUM platform. Alliance members would require an editorial board comprising academics from all fields represented in the institutions, to supervise the process and encourage fellow researchers to publicise their work.

5. GOVERNANCE

5.1. The Use of Languages in the INGENIUM Alliance

The Alliance is required to address the question of language use at a governance level. In many contexts, English is considered to be a *lingua franca*, however it is also common practice for academic training and research to be conducted in other European languages. This raises the question of how to strike the right balance as a European higher education institution that is connected to partners across the globe as well as how to maintain the promotion of all alliance languages.

The INGENIUM alliance includes 10 universities and 11 national languages. English is often used as a *lingua franca*. This means that the language used should be appropriate for communication purposes and made understandable for all or as many members as possible. The members of the working group consulted with all alliance members to obtain information concerning overall language proficiency across the alliance.

This consultation concluded that English language proficiency varies greatly between alliance members and also between staff or students in individual universities. As an example, while many members of the teaching community reported feeling at ease publishing articles in English or giving talks on their field of expertise, they did not report feeling at ease speaking or participating in discussions on other more general themes in English.

5.2. Language Policy Decisions regarding Governance and Communication

Governance structures (e.g., during meetings of university committees) are recommended to use a single official working language, i.e., English as a *lingua franca*. It is important to recognise that the level of English language skills among alliance institution members varies considerably, and that differences in language skills also differ between administrative staff, teachers and students. For this reason, it is recommended that reporting and outcomes of decision-making procedures are communicated in the languages used across the alliance. This is to ensure that all members of the community have access to key information.

5.2.1. Differences in Language Proficiency at the Governance Level

Members of the alliance should ensure that staff members who participate in decision making at a governance level have sufficient language proficiency to understand, participate and be understood by others. It is recommended that those participating in decision making should have at least a B2 level in English.

5.2.2. Pre-recorded Video Contribution to Meetings:

Where contributions to discussions or meetings can be pre-recorded, these contributions can be shown or broadcasted at meetings in the individual member language with added English subtitles.

5.2.3. Pre-recorded Video Contributions for Preparation of Meetings or Decision-Making

- > If the video includes a local alliance member language – subtitles should be provided in the single official working language i.e. English as a *lingua franca*.
- > If the video is made in English, subtitles should be added in English
- > If the video is made in English, subtitles may be added in local alliance member languages.

In meetings concerning only 2 members of the alliance, it may be possible to work in two languages if access to: a) the presence of a translator or b) translation tools that allow translation of all contributions.

When a translator cannot be present, or translation tools cannot be made available, it is recommended that the members of the meeting use the single official language, i.e., English as a *lingua franca*.

5.3. For Successful Implementation of the Language Policy

In order for the language policy for governance to be successfully implemented, the members of the partner institutions within the Alliance are recommended to:

- > Promote language learning
- > Provide intensive intermediate and advanced English language lessons in all alliance member universities.
- > Translate official documents into all local alliance member languages.
- > Make meeting minutes available in all languages.

6. COMMUNICATION

Clear language policy for communication within the INGENIUM university is essential for reaching the right audiences, in the appropriate ways and ensuring inclusiveness and accessibility in a multinational, multicultural and multilingual institution.

Language communication, as elaborated in this section, refers to the languages used for conducting both internal and external communication. It seeks to ensure that all parties involved are provided with clear information and are engaged in conversations that they can understand and contribute to in a meaningful way. It also incorporates our aspirations for preserving and promoting multilingualism within the alliance.

6.1. Language(s) Used for Communication between INGENIUM Member Institutions

English has become a *lingua franca* in the European context and is a practical choice for communication between INGENIUM member institutions. This requires all shared documents, meetings, conferences etc. are delivered in English.

However, to allow for full inclusivity and transparent decision-making and communication, each institution should consider translating relevant documents, communication and information shared within INGENIUM, into the national and local language(s) of the institution or other languages for further internal dissemination.

6.2. Language(s) Used for External Communication with Prospective Students, Staff and Other Parties

Each member institution could exercise flexibility in making communication materials available in a language that is not English or an official language at the institution when required, for example, when reaching out to specific target groups, such as peer research groups or prospective students from foreign countries.

6.3. Language(s) Used on (Virtual) Campus within each INGENIUM Member Institution

A common issue among institutions based in non-English speaking countries concerns an inconsistent use of English, in addition to use of national and local language(s) for on-campus communication purposes. This relates to accommodate and support for incoming academic and administrative staff, and international students. In both contexts, it is necessary for institutions to have an internal policy for bilingual communication, i.e. local language(s) plus English as a minimum, so that it can cater for inclusion of faculty staff and students who do not speak the local and national language(s). Relevant action and forward planning by INGENIUM member institutions will support the promotion of increased international collaboration and exchange with accessible bilingual or multilingual materials and information. Automated translation tools/ software may be of use to help facilitate this and reduce costs.

6.4. Challenges of Implementing the Language Policy for Communication

Improving English Language Levels of Staff in Each Institution

Teaching and administrative staff (especially those working in international offices) could, in many cases, benefit from English language courses to develop their language skills and be able to communicate more fluently and freely in an internationalised context. The alliance should therefore consider organising English language courses (General / Business English) in addition to courses in local and national languages.

Preserving and Promoting Multilingualism

Universities play an important role in preserving and promoting multilingualism as part of their academic vocation. Members should consider making key internal or external communication available in other languages as per their own needs and audiences (for example, depending on the nationalities of their non-native students and faculty staff), or promoting local and national languages which may have become marginalised.

Intercultural Awareness

As part of good communication skills, INGENIUM alliance members should also ensure that staff and students have access to relevant training on intercultural matters. Raising awareness of 'intercultural sensibility' is vital, and training courses are necessary as most intercultural knowledge is implicit in its nature.¹

Translation Lists and Alliance 'Vocabulary'

Agreements between INGENIUM members on the use of standardised translation lists and vocabulary are suggested, to ensure smooth communication and common understanding.

¹ Intercultural skills will support one's communication skills when talking with other people who have a different cultural background. Intercultural sensibility includes the awareness of one's own and the other's cultural norms and values, the similarities and differences and how to behave appropriately.

CONCLUSION

The Policy on Multilingualism and Intercultural Understanding provides several key elements concerning language use for teaching, learning, research, governance and communication within INGENIUM and the wider European context.

As part of this endeavour, INGENIUM partners were asked to provide feedback on how they approach languages in their activities. Their responses, feedback and challenges they identified have been integrated into this policy. The recommendations made by the Language Policy group mirror the current situation in INGENIUM and offer key suggestions on how to approach language issues. They also incorporate group members' aspirations for preserving and promoting multilingualism within the alliance.

The language policy presents a framework for putting in place the actions recommended in this document, aligned with those mentioned in the INGENIUM application form: language and culture immersion courses for students and staff on mobility, procedures for language learning and level accreditation, language-related activities via the INGENIUM platform and mobility guides for staff.

The Language Policy group agrees to continue the joint work on language-related issues and to advise on the implementation of multilingualism within INGENIUM.

It is through multilingualism that the goal of an integrated, international, inter-university campus can be achieved and the values of European democracy enriched and strengthened.

References

- (1) European Education Area. *Council recommendation on Key Competences for Lifelong Learning*. <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences?> [Accessed 20th November 2023]
- (2) Gabriel M. *Erasmus+: 44 European Universities to cooperate across borders and disciplines*. Available from https://ec.europa.eu/commission/presscorner/detail/en/ip_22_4702 [Accessed 20th November 2023].
- (3) Hymes D.H. On Communicative Competence. In: Pride J.B., Holmes J. (eds.) *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin; 1972.
- (4) Cummins J. The Cross-lingual Dimensions of Language Proficiency: Implications for Bilingual Education and the Optimal Age Issue. *TESOL Quarterly*. 1980; 50(4): 940–944. Available from <https://www.jstor.org/stable/3586312> [Accessed: 20th November 2023].
- (5) Deardorff D.K. *The SAGE Handbook of Intercultural Competence*. California: SAGE Publications; 2009.
- (6) Byram M, Gribkova B, Starkey B. *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Strasbourg: Council of Europe – Language Policy Division; 2002.
- (7) Intersectoral Platform for a Culture of Peace and Non-Violence, Bureau for Strategic Planning. *Intercultural Competences. Conceptual and Operational Framework*. Paris: UNESCO; 2013.
- (8) Agar M. *Language Shock: Understanding the Culture of Conversation*. New York: William Morrow and Company; 1994.
- (9) Kinginger C. *Language Learning and Study Abroad: A Critical Reading of Research*. Hampshire: Palgrave MacMillan; 2009.
- (10) Adams M.J. *Making connections in our global age: Setting the context*. <http://fdu.edu/newspubs/adams/030627monaco.html>. (Accessed April 2014)
- (11) Sideli K., Dollinger M. and Doyle S. *Successful recruitment of business students for study abroad through program development, curricular integration and marketing*, In Hult G.T. and Lashbrooke E.C. (eds.) *Study Abroad Perspectives and Experiences from Business Schools*. Amsterdam: JAI; 2003.
- (12) Lustig M.W. *Toward a well-functioning intercultural nation*. *Western Journal of Communication* 69; 2005.
- (13) Council of Europe. *Autobiography of Intercultural Encounters*. <https://rm.coe.int/autobiography-of-intercultural-encounters/16806bf02d> [Accessed 24th November 2023]
- (14) CUB@work – *Cultural Unconscious Bias in the workplace*. <https://cubatwork.erasmus.site/> [Accessed 20th November 2023]
- (15) CIT4VET – *Open Online Catalogue of Intercultural Tools for Vocational Education and Training*. <https://cit4vet.erasmus.site/> [Accessed 20th November 2023]

- (16) Vocationally Orientated Culture and Language in Need. <https://vocal.erasmus.site/> [Accessed 20th November 2023]
- (17) European Centre of Modern Languages of the Council of Europe. <https://www.ecml.at/> [Accessed 20th November 2023]
- (18) The International Education Mark. <https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/what-is-the-international-education-mark> [Accessed 20th November 2023]

Annex 1. Matrix to be used by partners to list and to monitor the progress of their key institutional priorities related to the deliverable.

Institutional transformation objectives	<i>Please list the institutional transformation objective that you seek to attain.</i> <i>Select between 3/5 institutional objectives</i>
Barriers faced to achieve those objectives at the institutional level	<i>Please list and explain the barriers that you currently face to achieve your institutional objectives.</i>
Potential Actions to be taken at the institutional level	<i>List the actions that you plan to take within your institution.</i>
Actions to be taken at other levels	<i>List potential actions concerning other actors, such as regional or national governments.</i>
Responsible(s) within the institution	<i>Explain who from the institution will be involved in the actions. Include the main responsible and other involved actors.</i>
Expected timeline and key milestones	<i>Please define an expected timeline and establish milestones if possible,</i>

Authors

Alberto Fernandez Costales (UNIOVI)

Aspasia Chatzidaki (UoC)

Dobriana Sidjimova (MUS)

Evagrina Dirtu (TUIASI)

Helen Braund (URN)

Ines Nikšić (HIS)

Kristin Brogan (MTU)

Ligia Livanu (URN)

Lilybeth Fontanesi (Ud'A)

Lyudmila Tomova (MUS)

Maria Poulopoulou (UoC)

Mikko Höglund (XAMK)

Miia Kartunen (XAMK)

Muiris ÓLaoire (MTU)

Sheila Walsh (MTU)

Steffi Retzlaff (HKA)

Tania Zulli (Ud'A)

Tina Ewald (HKA)