

Thematic Area 1: English as lingua franca

# BIMU07

**Bi- and multilingual universities**

European perspectives and beyond

20 – 22 September 2007



FREE UNIVERSITÄT BOZEN  
LIBERA UNIVERSITÀ DI BOLZANO  
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## Thematic Area 1: English as lingua franca

20 September, 12.00-12.30

**Hedda Söderlundh** (Department of Scandinavian Languages, Uppsala University)  
English as language of instruction in Swedish higher education

In Scandinavia an increasing number of university courses are taught in English instead of the local language. Students are considered highly proficient in English and the development is generally seen as positive. But concerns have also been voiced: First, with respect to a possible lowering of the learning outcome when both teachers and students are using a second language (English). Second, with respect to the risk of so called domain losses, i.e., that the local language ceases to develop in particular subject areas due to extensive use of another language.

The transition to English is mostly carried out without concerted strategy. Instead various ad hoc solutions are implemented with respect to when, where and how English is used. The language of instruction might be altered e.g. depending on the absence or presence of exchange students. This creates an intriguing bilingual milieu where English and other languages are mixed according to varying patterns. We do, however, not know more in detail what this linguistic environment looks like; knowledge about the linguistic situation and how students deal with learning in the two languages is still wanting.

In this paper I will present a study of the use of English and Swedish at two Swedish universities. The methodology used is ethnography of communication through participant observation with complementary interviews. One finding is that the students adapt well to the unstructured linguistic environment by flexibly switching between the two languages. Students themselves, however, seem to favour a planned language strategy. In particular, students in the social sciences think that more attention should be paid to language questions in higher education. They ask for language goals in addition to existing content goals and request feedback on both language and content in papers and exams.

20 September, 12.30-13.00

**Iris Schaller-Schwaner** (Universität Freiburg-Fribourg, CH)  
Under the microscope: English for plurilingual academic purposes

This paper draws on a qualitative study exploring the use of English in three different disciplinary contexts at one bilingual university. Each has its own history of lived institutional bilingualism involving German (varieties) and French and its own past and present handling of the role and status of English.

The presentation will focus on the Life Science context, in which English has been actively used for local purposes for more than a decade to accommodate international doctoral students and visiting staff. However, together with the whole of the Science Faculty it was shifting from 'Wilde Dreisprachigkeit' to officially 'monolingual' teaching through English in its Bologna Accorded Master's programmes during the period of observation. The data to be discussed were collected systematically over a period of more than a year, mainly in a lunch-time seminar setting in which doctoral students gave talks in English on a recent publication but also during a presentation day when they reported on their own research in progress.

One feature to be addressed is the conspicuous absence of student participation in the ensuing discussion phases in both data sub-sets and what this might be indicative of. A second concern is in how far the shift to officially 'monolingual' teaching was an appropriate step for multilingual university education and what this might mean for the appropriation of English by its 'non-native' users, particularly with regard to institutional regulations reinforcing ENL-referenced norms.

21 September, 14.00-14.30

**Jemma Prior** (Free University of Bolzano)  
The English "problem" at the Free University of Bozen-Bolzano: a response

The Free University of Bolzano is a trilingual university situated in a German-speaking area of Italy where English sits shoulder to shoulder with Italian and German as a teaching language. It functions as a lingua franca in various faculties for the academic staff. However, despite English's seemingly equal role as a language of instruction at the University, it is still a foreign language. There are very few native English-speakers at the University. Daily communication between students and staff often takes place in German or Italian. Students have very few opportunities to interact in English outside the English-language classroom. All these factors create great challenges for the students, the English-language teachers, the lecturers in the faculties and the University in general.

For several years Tandem activities, where language learning occurs through authentic communication with native speakers, have been integrated into the services of the Language Centre to complement standard language courses in order to foster Italian and/or German language acquisition. However, due to the very few native English-speakers at the University, tandem activities had never been used for English-language acquisition.

My talk will present an e-Tandem English-German language exchange that was set up with the arrival of a visiting

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professor from the United States. This e-Tandem exchange was by video conferencing, in which my students (all German speakers) practised their spoken English with the American students, and they, in turn, practised their German with my students.

This talk will outline how the exchange was set up, what was undertaken in the various sessions, and provide some reflections on how a similar scheme could be used to provide students with opportunities for authentic interaction in English with native-speakers.

21 September, 14.30-15.00

**Sverre Bjerkeset, Borghild Roald** (University of Oslo, Faculty of Medicine)  
Experiences with English taught semester in Medicine at the University of Oslo

Since January 2002, the 9th (of 12) semester (Pediatrics and Gynecology&Obstetrics, 20 weeks) of the medical study, University of Oslo has been taught in English. All plenary teaching, information and teaching material is in English. Small group teaching is conducted in either English or Norwegian, depending on the constitution of the group. The project has proven a huge success, with a large increase in numbers of incoming and outgoing students.

The rationale behind the project relates to global aspects of medicine and a will to increase student exchange. Internationalisation at home.

The number of medical students in Oslo is 1300, with 105 students in each semester, 210 students a year. Approximately 25% of every 9th semester class are exchange students from partner universities. In 2004, this English taught semester was subject to a comprehensive evaluation by a research group from the Faculty of Education, U. of Oslo, focusing on educational aspects. The presentation present the results of this evaluation, challenges in establishing and running an English taught program as well the rationale for doing this.

21 September, 15.00-15.30

**Tuula Lehtonen** (University of Helsinki, Language Centre)  
Quick-and-dirty swot analysis on master's programmes conducted in english in non-english environments

Based on our previous experience (cf. the references below) and the information gathered in our current project "2007-09 Englanninkielisten maisteriohjelmien tuki" ("Support for English-medium Master's programmes"), we want to describe the situation, through the eyes of all major stakeholders, of degree programmes taught in a language that is a foreign language in the university where the programme is offered. This information comes from surveys, questionnaires, interviews with the students and the instructors in the programmes, and university administrators. An attempt is made to provide the audience with a practical tool to quickly analyze the strengths, weaknesses, opportunities and threats (SWOT) of these Master's programmes.

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21 September, 16.00-16.30

**Tuula Lehtonen** (University of Helsinki, Language Centre)  
EMI and language assessment of Master's theses: ensuring fair and equal evaluation for all

## Thematic Area 1: English as lingua franca

The continuing spread of English-medium instruction (EMI) in higher education has introduced a number of challenges due to the variable language competence of both students and instructors. One situation where this becomes apparent is in the assessment of Master's theses. EM instructors (mainly non-native speakers of English) may be expected to grade not only the content but also the language of the thesis. However, little is known about how their own language skills influence this evaluation, or how consistent the grading of language is among assessors whose main expertise lies in the subject matter.

In this presentation we introduce some general challenges EM instructors have reported as having when grading EM theses. We focus on a case study from the Faculty of Theology, University of Helsinki, where students can elect to complete their entire programme of Master's-level studies, including the thesis, in English. In a benchmarking exercise carried out in spring 2007, sample texts written in English by theology students were examined by a group comprising lecturers from the faculty and English teachers from Helsinki University Language Centre.

Our aim was to identify the types of macro- and micro-level language-related issues the lecturers pay attention to and how they react to them. Following discussion, we sought to reach a consensus on what each lecturer could focus on in the future to guarantee a more consistent grading of language.

The primary outcome of this benchmarking exercise was a set of practical guidelines for thesis assessors on what constitutes an acceptable (or unacceptable) standard of English. These will be briefly introduced and explained in this presentation.

21 September, 16.30-17.00

**Cristina Mariotti** (Dipartimento di Linguistica dell'Università di Pavia)

English as a medium of instruction for Political Science at Pavia University

In 2006 the faculty of Political Science at Pavia University organized a course where English was used to teach History and Sociology issues. The course mainly addressed Erasmus students, but was also open to Italian students. The present study contains a description of the teaching methodology adopted in this course with its main focus on the use of communicative strategies. Moreover, a study of the effects of English-medium instruction on the note-taking skills of students was carried out. At the beginning and at the end of the course the participants were asked to jot down as many words as they could while the researcher was reading a passage in English from a Sociology book. The parameters taken into consideration were the quantity of retained lexical items, the conformity to the source text and the presence of linking words. A comparison between the pre- and the post-test showed that after the course the students were able to retain approximately the same amount of lexical items, but their ability to identify linking words and to use them while taking notes had improved, showing the positive impact of English-medium instruction on their language processing skills.

## Thematic Area 2: CLIL

20 September, 12.00-12.30

**Jean-Marc Defays** (Institut Supérieur des Langues Vivantes , Université de Liège, Belgio)  
Conditions pour une typologie des discours universitaires

L'institution universitaire s'interroge de plus en plus sur les caractéristiques, les modalités, les finalités des discours qu'elle façonne et qui la façonnent. Elle est effectivement en train de vivre une profonde mutation qui l'oblige à remettre en question autant ses missions (scientifiques, pédagogiques, sociales, économiques, politiques) que les stratégies qu'elle met en oeuvre pour les accomplir. Le moment est donc venu pour l'analyse universitaire des discours de se livrer à une analyse des discours universitaires.

Or l'université, comme la société, est un lieu ouvert où circulent, se confrontent, se confondent, se constituent une multitude de discours qui entrent dans des compositions complexes et variées. Nous voudrions d'abord, dans cette communication, nous interroger sur la spécificité et la variété des discours universitaires, donc sur les principes et les modalités de la constitution d'un corpus.

Nous examinerons d'abord les principes et les critères d'une telle démarche, sur base des typologies des discours existantes, énonciatives, fonctionnelles, pragmatiques, communicatives, situationnelles, y compris en discutant le bien-fondé de la définition de « discours universitaire(s) », au singulier ou au pluriel, avec les présupposés scientifiques et idéologiques qu'elle implique.

Nous suivrons par le débat, aussi large qu'essentiel, relatif à la place (scénographique), au rôle (socio-économique), au statut (symbolique) de l'université dans sa communauté ou dans la communauté internationale. Se posera alors la question de savoir si une typologie – a-culturelle, inter-culturelle – peut, doit couvrir plusieurs langues, plusieurs pays, plusieurs institutions. Alors que sur le plan épistémologique, se pose celle de savoir – en rapport avec les normes (institutionnelles, éditoriales), les méthodologies (traditionnelles, expérimentales), la cognition, par exemple – si pareille typologie peut, doit couvrir plusieurs disciplines.

20 September, 12.30-13.00

**Martin Dodmann** (Freie Universität Bozen)  
L'interazione tra studenti e docenti in ambiente plurilingue

La presentazione propone un modello per analizzare il discorso in ambito universitario plurilingue dove due o più lingue possono venire a contatto sia nelle menti di docenti e studenti che nelle interazioni fra loro. La comunicazione viene considerata come un insieme di episodi, sequenze, scambi e mosse. Normalmente la lezione corrisponde a un episodio caratterizzato dalla sua unitarietà e la sua compiutezza, in quanto raccoglie un numero di elementi interconnessi in un percorso organico che si volge a termine.

Ciascun episodio è composto di sequenze. Una sequenza può essere una fase plenaria di presentazione di argomenti o di domande e risposte, un dibattito fra studenti, un lavoro di gruppo volto alla realizzazione di un prodotto comune, ecc. All'interno delle sequenze si verificano degli scambi. Gli scambi sono composti di mosse: inizianti, rispondenti e riprendenti. Lo scambio minimo deve avere una mossa iniziante e una rispondente: per esempio, domanda-risposta oppure affermazione-domanda. Lo scambio può chiudersi con sole due mosse. Altrimenti può svilupparsi attraverso una serie di mosse riprendenti che danno luogo a nuove mosse inizianti e rispondenti.

L'analisi delle caratteristiche di mosse, scambi, sequenze ed episodi mette a fuoco le seguenti variabili: lingue e linguaggi, partecipanti, tipi, forme, natura, durata, frequenza. Queste variabili sono trattate come indicatori per la valutazione della comunicazione plurilingue.

The presentation proposes a model for analysing discourse within a multilingual university environment, where two or more languages come into contact both in the minds of teachers and students and in the interaction between them. The communication which takes place is considered as a composite of episodes, sequences, exchanges and moves. Normally a lesson corresponds to an episode, characterised by unity and completion, in that it contains a number of interconnected elements within an organic path leading to a conclusion.

Each episode contains sequences. A sequence can be a plenary session containing a presentation or questions and answers, a discussion between students, group work for the elaboration of a given product, etc. Within the sequences occur exchanges. The exchanges consist of moves. The minimal exchange must contain an initial move and a responding move: for example, question-answer or statement-question. The exchange can be closed with only two moves. Or it can be developed through a series of moves which recall previous ones and give rise to new initial and responding moves.

The analysis of moves, exchanges, sequences and episodes focusses on the following variables: language, participant, type, form, nature, length, frequency. These variables are considered as indicators for the evaluation of multilingual communication.

20 September, 14.30-15.00

**Daniela Veronesi** (Libera Università di Bolzano, Centro di ricerca lingue)  
La lezione frontale nella classe plurilingue: alcune osservazioni

## Thematic Area 2: CLIL

L'intervento intende fornire anzitutto una rassegna degli studi disponibili sulla comunicazione accademica in ambito didattico, con particolare riferimento al tipo di evento comunicativo "lezione frontale", delineandone l'utilità per l'analisi della didattica in lingua veicolare in contesti universitari plurilingui. Dopo aver fatto cenno all'impostazione linguistica adottata all'interno della Libera Università di Bolzano, si mostreranno alcuni esempi tratti da una ricerca, in corso di svolgimento, focalizzata sulle modalità comunicative utilizzate da docenti di materia in contesti didattici. Basandosi su un corpus esplorativo di lezioni videoregistrate, si analizzeranno alcune attività considerate di particolare rilevanza per il sostegno della comprensione entro il discorso monologico-espositivo:

- la segnalazione metalinguistica di fasi della lezione e di specifiche mosse comunicative
- la riformulazione di concetti - l'introduzione di termini - il ricorso a più lingue.

Tenendo inoltre in considerazione il ruolo che sia l'interazione sia il tipo di rapporto sociale 'costruito' tra docente e studenti possono svolgere all'interno della lezione, saranno esaminati il rapporto tra monologicità e dialogicità e le strategie retoriche messe in atto dai docenti per creare coesione sociale.

Taking its departure point from an overview of existing studies on academic discourse, particularly on "lectures", the presentation will discuss some results of an ongoing research focussing on communicative strategies applied by subject matter lecturers at the FUB.

The analysis, based on an exploratory corpus of videorecorded lectures, will address a number of activities that are considered particularly relevant in supporting comprehension of monologic talk; the degree of monologicity and dialogicity and the rhetoric strategies used by lecturers to create social cohesion will also be examined.

20 September, 15.00-15.30

**Emilee Moore, Melinda Dooly** (GREIP Research Group, Universitat Autònoma de Barcelona)

Talk-in-interaction in an initial teacher training CLIL class

Since the fall of the Spanish dictatorship, Catalan universities have played an important role in maintaining the use of Catalan. They have partly taken on the mission of giving the language prestige for disseminating knowledge and for 'doing science'. Catalan is the official language of the majority of universities in Catalonia and Spanish is co-official.

Since the widespread promotion of the Bologna process in the EU, new discourses have appeared at Catalan universities. These include the need to foster excellence in higher education, to capture students from around the world, to promote research in conjunction with the business world, etc., as well as encouraging English for certain academic activities, such as the teaching of subject content (CLIL).

We explore interaction in a university CLIL science education lesson. Our analysis explores how participants categorise languages and draw on multilingual and multimodal resources to engage in talk-in-interaction (construct knowledge, negotiate authority, make jokes, carry out meta-linguistic tasks, etc.) (Goodwin 2000; Goodwin & Goodwin 2004; Mondada 2007). The data suggest that students involved in CLIL undertake elaborate discussion and negotiation of both linguistic and subject knowledge (Gajo, forthcoming) within a continuous unfolding contextual configuration (Goodwin 2000; Goodwin & Goodwin 2004).\*

\*This paper is based on a larger research project (DYLAN FP6-2004-Citizens-4"-028702-2-) in which Eva Codó, Víctor Corona, Luci Nussbaum and Virginia Unamuno have also participated. See: [http://www.dylan-project.org/Dylan\\_en/](http://www.dylan-project.org/Dylan_en/)

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20 September, 16.30-17.00

**Gudrun Ziegler** (University of Luxembourg)

Discovering One's Own Plurilingualism Functionally - First Year Students' Emergent Discourse Practices In A Plurilingual Higher Educational Setting at the University of Luxembourg

The newly founded University of Luxembourg (UL) promotes plurilingualism on all levels on behalf its i) national plurilingualism and ii) its internationally/European bound economic structure and population. However, the question arises as to how the actual practices of plurilingual language uses at UL level display the aforementioned officially acknowledged plurilingualism-s as they might co-exist, coincide or - interestingly - come into opposition.

The present paper is concerned with emergent plurilingual discourse practices as observed in first years students

## Thematic Area 2: CLIL

contributions to seminar related fora (Educational Linguistics) within an e-learning tool used on behalf of a blended learning course set-up: Whereas the bi-weekly face-to-face interactions followed principles of situated, functional plurilingualism (i.e., induced by the type of presentation or the readings under discussion) and mostly relayed on the Luxembourgish variety or German, the - medially - written discourse contributions on the online-fora however, did not replicate the use of French as the established written variety as would predict the national plurilingual context, nor reproduce the functional practices of the face-to-face interaction. In fact, students' plurilingual discourse practices underwent significant changes throughout the seminar, giving way to a functional 'plurilingualism-of-discourse-practices' within the specific plurilingual setting in higher education following its own emerging principles.

According to these findings, the paper outlines main features of the emergent 'plurilingualism-of-discourse-practices' in the e-learning fora with regard to frequency, quality, individual profiles and "trigger effects" (such as language of given tasks or data). In the light of the official policies at hand, these exploratory results allow for a general view on co-existing plurilingualisms within the UL, their reality for the students as actors, their weaknesses and - most importantly - their respective permeability as observable in emergent discourse practices in medially written productions.

20 September, 17.00-17.30

**Alessandro Vietti** (Libera Università di Bolzano)

Multilinguismo in interazione: descrizione dell'uso di più lingue in interazioni verbali tra studenti universitari

Il tema della presentazione è la descrizione delle strategie di gestione del repertorio multilingue che vengono utilizzate nelle interazioni tra studenti all'interno di un contesto trilingue come la Libera Università di Bolzano.

L'analisi dei meccanismi di selezione delle lingue a disposizione dei parlanti si basa su un corpus di dati raccolto con metodi etnografici all'interno di un più ampio progetto europeo (DYLAN) sul ruolo della diversità linguistica nella formazione universitaria.

Nel contributo si cercherà in primo luogo di rilevare quali siano le lingue e la varietà di lingua effettivamente utilizzate dagli studenti al di fuori del contesto didattico, ovvero in interazioni spontanee, con lo scopo di descrivere i repertori usati, le strategie di gestione della diversità linguistica e le norme comunicative che regolano tale attività.

I repertori e le competenze linguistiche a disposizione degli studenti sono allo stesso tempo più ampi e più ristretti di quelli definiti dal trilinguismo istituzionale: più ampi, sia nel senso che a ogni lingua ufficiale corrisponde uno spettro più ricco di varietà di lingua e dialetti, sia nel senso che fanno parte della vita universitaria anche le lingue di studenti stranieri alloglotti (Est europeo, America Latina, paesi baltici ecc.); più ristretti invece perché gli studenti non possiedono un uguale grado di competenza nelle diverse lingue.

Dato questo terreno linguistico comune in parte instabile, la gestione conversazionale dei repertori linguistici reali costituisce per gli studenti un momento fondamentale per mettere in atto una variegata fenomenologia di strategie di contatto linguistico volte a superare le difficoltà comunicative.

20 September, 17.30-18.00

**Lorenzo Spreafico** (Libera Università di Bolzano)

Attività didattiche non frontali in contesto plurilingue

Le attività didattiche non frontali quali i seminari, i laboratori e le esercitazioni sono solitamente caratterizzate da una frizione tra l'ideale natura collaborativa delle interazioni -finalizzata anzitutto all'elaborazione congiunta di conoscenze- e la reale natura conflittuale degli eventi dovuta soprattutto all'asimmetria tra i partecipanti (docente, discenti).

Peraltro qualora le attività didattiche non frontali vengano praticate in contesti accademici caratterizzati da bilinguismo o plurilinguismo questa tensione, che solitamente si traduce in una squilibrata distribuzione dei contributi al discorso, può risultare ulteriormente aggravata dalla compresenza di parlanti caratterizzati da distinti livelli di competenza linguistica. D'altro canto la natura stessa delle attività -che contemplan numerosi momenti di discussione ed interazione assenti invece dall'insegnamento ex cathedra- offre ai partecipanti un'occasione importante per affinare le proprie capacità di gestione di sistemi linguistici e stili discorsivi differenti.

Proprio per queste ragioni, e al fine di contribuire dati spendibili anche per il miglioramento delle pratiche didattiche in contesto plurilingue, si presenteranno alcune riflessioni ricavate dall'analisi di attività didattiche non frontali svolte presso le diverse Facoltà della Libera Università di Bolzano. In particolare si indagheranno aspetti rilevanti per il piano comunicativo e ricavabili dall'osservazione dell'organizzazione del livello lessicale secondo le due variabili della competenza in ciascuno dei codici coinvolti e delle strategie adottate dai partecipanti.

## Thematic Area 2: CLIL

21 September, 11.00-11.30

**Maria Grazia Borsalino** (Università Cattolica del Sacro Cuore, Milano)

Co-docenza bilingue a livello universitario specialistico

Il presente contributo riguarda un'esperienza avviata nell'a.a. 2006/2007 nell'ambito degli insegnamenti di "Inglese Specialistico" e di "Sociologia della famiglia e dei servizi alla persona" impartiti nel primo anno della laurea specialistica in "Psicologia clinica" presso l'Università Cattolica di Milano. Esso si inquadra nella tendenza, sempre più diffusa anche in questa Università, ad offrire nuovi ambienti di apprendimento di una lingua straniera in contesti formali.

Il modulo didattico, progettato da ambedue le docenti, ha lo scopo di

- fornire agli studenti gli indispensabili strumenti propedeutici per la comprensione e lo studio di materiali originali relativi alla specializzazione seguita;
- permettere alla docente di Sociologia di affrontare determinati contenuti disciplinari in lingua inglese.

Nelle diverse fasi del modulo si affrontano, principalmente in compresenza, i tratti salienti del lessico specifico, le procedure di analisi del testo, le strategie di ricezione e produzione scritta e orale, la discussione di materiali in inglese, la lezione frontale in lingua e infine il bilancio dell'esperienza.

Gli esiti del percorso risultano positivi sotto diversi punti di vista, sia per gli studenti sia per la docente della disciplina non linguistica.

Altrettanto rilevante è la ricaduta sull'insegnamento della lingua in sé. Si riscontra infatti un evolversi dell'approccio didattico da una prospettiva ESP (insegnamento della microlingua affiancato alle altre discipline specialistiche ma non in esse integrato organicamente) ad una prospettiva CLIL.

In conclusione questa esperienza può configurarsi come un passaggio significativo nell'impostazione della didattica specifica e rappresenta per entrambe le docenti un arricchimento della propria consapevolezza professionale.

21 September, 11.30-12.00

**Enrica Piccardo** (IUFM Grenoble laboratoire LIDILEM Université Stendhal Grenoble 3)

Formazione accademica bi-plurilingue: quali implicazioni per la didattica?

L'introduzione di una dimensione bi-plurilingue nell'istruzione universitaria può rappresentare un'occasione privilegiata di riflessione didattica a livello accademico.

Se è vero infatti che l'insegnamento accademico si avvale degli apporti della ricerca e si pone in un'ottica di innovazione costante dell'offerta formativa, non si può invece dire, in generale, che la dimensione didattica della formazione accademica riceva la dovuta attenzione. L'introduzione di insegnamenti in lingua straniera ha fatto emergere in maniera chiara la necessità di riflettere in termini pratico-operativi sulla formazione didattica dei docenti universitari, in particolare di quelli chiamati ad intervenire nell'insegnamento di discipline non linguistiche in L2.

Un insegnamento bilingue è molto diverso dal semplice trasferimento di un insegnamento in un'altra lingua e questa specificità può favorire l'acquisizione di obiettivi di livello tassonomico superiore. Ciò va ad aggiungersi alla necessità di una individualizzazione dell'insegnamento che tenga conto dei diversi stili di apprendimento.

Partendo dalle ricerche consolidate in questo ambito e dalle ricerche e buone pratiche CLIL, l'intervento si propone di offrire una panoramica completa delle dimensioni su cui è necessario riflettere per poter offrire una formazione universitaria bi-plurilingue efficace.

L'ottica di analisi sarà quella della formazione dei docenti alla luce dell'epistemologia della didattica delle lingue. Si discuteranno sia i fondamenti di una formazione e auto-formazione professionale continua dei docenti, sia gli strumenti di analisi e autoanalisi capaci di favorire una pratica riflessiva, sia infine le ragioni didattiche che giustificano l'acquisizione di un'attitudine riflessiva e di lifelong learning da parte dei docenti.

L'intervento si inserisce nella sessione CLIL, misure di aggiornamento e sensibilizzazione per docenti di materia non linguistica, analisi della comunicazione accademica.

21 September, 12.00-12.30

**Virve-Anneli Vihman, Jennifer Uhler** (University of Tartu)

Becoming Bilingual: Support for Staff Language Development

The nearly ubiquitous trend toward greater internationalisation among universities (in Europe and world-wide) presents both opportunities and threats to educational institutions. Turning the various challenges into advantages is a key to successful implementation of the aims and objectives of internationalisation. In this talk, we examine a particular program developed at the University of Tartu in response to the challenge presented by offering an increasing number of courses taught in English. English-medium courses are increasingly in demand as the international student body grows and as local students demand a more rounded, international education experience. However, some lecturers are better equipped for teaching in English than others, and this challenge can raise various sensitive issues concerning personal self-confidence, institutional identity, effective teaching methods, and academic aims. The University has created an English teaching position with assistance from the U.S. State Department English Language Fellow program

## Thematic Area 2: CLIL

to support the language development of administrators and professors using English as the language of instruction for their lectures. This is an innovative way of centrally providing support and encouragement for those faculty members who are investing time and energy in English-language courses and curricula. The project focuses on English language development for faculty from a wide variety of content areas and specialisations – from medicine and mathematics to law and folklore. With English seen equally as a threat and an opportunity, programs like this one can be crucial in bringing aims of the administrative policy-makers closer to academic staff, and to bringing more enthusiastic participants on board in the inevitable process of internationalisation of curricula.

21 September, 16.00-16.30

**Robert Wilkinson** (Universiteit Maastricht)

Indigenizing the English-native-speaker: teaching professional skills in languages other than English

Recently many European countries have begun to require prospective immigrants and long-stay temporary residents to pass tests of language competence and culture before they arrive in target country. The Netherlands, for example, has applied a strict policy since 1 January 2007. The United Kingdom is considering doing likewise, which has provoked much activity on linguistic discussion lists. In EU countries, however, the policies do not apply explicitly to citizens of other member states. But we may wonder whether inter-EU migrants should be required to learn the language of the host country.

In education, within EU countries many educators are required to teach disciplinary knowledge in a language other than their mother tongue, especially where English-medium education is provided. This is common practice for native speakers (NS) of languages other than English. But it seems less common for English NS to do so. The assumption seems that 'everybody can understand English'; so there is no demand put on the English NS. In an international university this may not appear a problem, but in a bilingual university the situation could be different.

This paper presents the case study of an English NS teaching professional skills through Dutch and French. Comparison is made with the findings of studies investigating disciplinary teaching by non-English NSs (Vinke, 1995; Klaassen, 2001), indicating some salient differences.

References:

Klaassen, R. (2001). The International University Curriculum. Challenges in English-Medium Engineering Education. Diss. Delft: Delft University of Technology.

Vinke, A.A. (1995). English as the medium of instruction in Dutch engineering education. Diss. Delft: Delft University of Technology.

21 September, 16.30-17.00

**Renate G. Klaassen** (Delft University of Technology)

English language proficiency test for scientific staff at Delft University of Technology

Presently more and more higher education programmes in the Netherlands are providing English-medium instruction. Although the original idea was that the language proficiency of the non-native speaking lecturers is at a sufficient level to provide English-medium instruction (Klaassen 2001, Hellekjaer & Westergaard, 2003), an increasing number of students complain about the lecturers' level of English (AAG, 2005). To accommodate the complaints of the students Delft University of Technology decided to screen all scientific staff (around N =1300) during the academic year 2006/2007 on their English language proficiency. The assessment consisted of a diagnostic test and an oral language assessment of one hour in total.

In this paper I will discuss:

- organisation of the large-scale assessment operation,
- participation rate,
- nature of the test,
- average test results on the Common European Framework of Reference scale and the feedback given,
- objections presented by scientific staff, and
- influence of the test on the university policies.

Implications for university language planning policies in general will also be addressed in the presentation.

References:

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Hellekjaer, G.O. & Westergaard, M. (2003), An exploratory survey of content learning through English at Nordic Universities, pp 65-81 in Ch. Van Leeuwen & R. Wilkinson (2003), Multilingual Approaches in University Education; Challenges and Practices, Uitgeverij valkhof Pers Nijmegen

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## Thematic Area 2: CLIL

21 September, 17.00-17.30

**Anne Räsänen** (University of Jyväskylä Language Centre, Finland)

Evaluating English-medium Master's programmes through collaboration – the case of Jyväskylä

Evaluation of content and language integrated instruction in a higher education context where most subject specialist teachers are non-native speakers of English is a very sensitive operation, because both the teacher's communication skills and pedagogical skills are in the spotlight. This also means that their professional identity and academic competence and credibility in focus. Should the evaluation be based on student opinions? On self-assessment? On learning outcomes, or on what?

It is known that the feedback and assessment given by a multicultural and multilingual student group with diverse backgrounds and experiences may reflect cultural differences in what is considered "good" teaching and what the roles, responsibilities, and power relations between students and teachers should be. It is also true that it is not always the teacher's language that is the problem, but the fact that the students' thinking skills and ability to process discipline-specific information at the conceptual level required is still at a developmental stage, which makes academic interaction difficult to understand and participate in.

As English-medium Master's programmes (15 at present) form an important internationalization strategy in the field of teaching at the University of Jyväskylä, a decision was taken to conduct during spring 2007 an institution-wide evaluation of these programmes. The purpose is to identify new elements for the quality enhancement system, to share examples of good practice, and to readjust previously established criteria for evaluation. To achieve this, a collaborative approach including many actors (subject department staff, students, administrators, language teachers) - more in the spirit of action research than external evaluation - has been taken.

The evaluation process, findings, and implications for policy decisions and programme enhancement will be reported in the presentation.

## Thematic Area 3: Institutional language policies

20 September, 12.00-12.30

**Christoph Nickenig** (Freie Universität Bozen)

Perspektiven der Sprachausbildung an einer mehrsprachigen Universität

Der Beitrag zeigt die an der Freien Universität Bozen zurzeit laufende Diskussion im Rahmen der fakultätsübergreifenden "Arbeitsgruppe Sprachen" auf. Von Beginn an standen die Sprachmodelle an der FUB im Mittelpunkt des Interesses, zugleich ist aber auch das Thema Sprachprüfung bzw. Sprachzertifizierung immer stärker in den Fokus gerückt. Dabei hat sich herauskristalliert, dass man ernsthaft über alternative Formen des Assessments nachdenken sollte, bei denen der Sprachstand von Studienbewerbern überprüft werden kann, denn die derzeitige Praxis, bei der es um die Überwindung einer in Termini des Referenzrahmens zwischen B1 und B2 anzusiedelnden Prüfung geht, welche darauf abzielt die Studierfähigkeit in einer Sprache festzustellen, hat sich als diskutabel erwiesen. Der Beitrag zeigt neben der kritischen Diskussion des Ist-Zustandes einen Ansatz für eine den Bedürfnissen der Studierenden angemessene sprachliche Ausbildung auf, bei der Formen des partizipativen bzw. autonomen Lernens stärker in den Blickpunkt kommen. Das Thema Sprachlernberatung rückt in diesem Kontext zwangsläufig in den Mittelpunkt des Interesses, wenn es darum geht, den Lerner stärker für den Lernprozess in die Verantwortung zu nehmen.

Ohne eine kritische Bestandsaufnahme im Hinblick auf die vorhandenen Ressourcen führen derartige Überlegungen jedoch zu keinen konkreten Ergebnissen. Aber auch die Frage nach dem Ziel für den Einsatz der Ressourcen muss gestellt werden. "Mehrsprachigkeit" kann im Hinblick auf die erwartbaren Kompetenzen der Abgänger von mehrsprachigen Universitäten nicht postuliert werden, sondern sie müsste genauer definiert werden.

20 September, 12.30-13.00

**Marta Estella** (Universitat Autònoma de Barcelona / Universitat de Girona)

El espacio europeo de educación superior y la gestión del multilingüismo: la experiencia catalana

En esta comunicación presentamos algunas líneas de actuación para la gestión del multilingüismo desarrolladas por los servicios lingüísticos de las universidades catalanas - con la colaboración de la Generalitat de Catalunya (gobierno de Cataluña) - ante los retos que presenta el espacio europeo de educación superior (EEES).

En concreto, se abordan los retos siguientes:

- la redefinición de la función de los servicios lingüísticos universitarios
  - la introducción de las competencias como elemento clave en el currículum de los estudiantes
  - el incremento de la movilidad estudiantil y la necesidad de recursos de acogida
  - la necesidad de trabajar en entornos multilingües
  - el cambio en los usos lingüísticos en la docencia que conlleva la introducción de los campus virtuales y las tutorías
- Asimismo se exponen las líneas de actuación desarrolladas por las universidades catalanas:
- Política lingüística interuniversitaria común para la acogida lingüística: información, cursos, voluntariado lingüístico. Portal Interc@t. Experiencias como los cursos basados en la intercomprensión entre lenguas románicas.
  - Elaboración de productos interuniversitarios que faciliten la integración en el EEES: productos para la formación dirigida a las competencias lingüísticas en el ámbito académico y profesional, modular, capaz de atender la diversidad de necesidades, que fomenta la autonomía e incorpora las TIC. Curso en línea Argumenta: comunicación universitaria eficaz.
  - Gestión del multilingüismo en los textos de la Universidad: desarrollo de aplicaciones de tecnología lingüística y de contenidos interuniversitarios para facilitar el multilingüismo en la documentación académica, web, publicaciones institucionales, etc. Proyecto RESTAD.
  - Exigencia de acreditación lingüística en catalán, lengua propia y oficial.

20 September, 12.00-12.30

**Nina Raud, Katrin Reinvere** (Narva College, Estonia)

Experiencing multilingualism at classes in Narva College (Estonia)

Narva College located in the north-east of Estonia (Ida-Viru County) is a regional faculty of the Estonia's only classical university, the University of Tartu (founded in 1632). Narva College of the University of Tartu (NCTU) is a leading multilingual teacher training institution in Estonia, which offers a high-quality professional education based on internationally accredited curricula. The College is an Estonian centre with a high degree of competence for training teachers for schools with Russian as language of instruction and schools running language immersion programmes. The role of the College is special due to the fact that it is located in the area where 26 % of the population in Estonia, 76% in Ida-Virumaa county and 96% in Narva town are Russian native speakers. The College conducts research in the areas of multicultural society, educational and national policies of the Republic of Estonia, relationships between minorities, contacts between Slavic and Estonian nationalities and cultures, and multilingualism and intercultural communication. 80% of the students are Russian, 20% Estonian native speakers.

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How to overcome difficulties and bring into practice the richness of cultural aspects of a class where the language of instruction is different from the native language of a group – this is the main question the presenters are trying to answer.

The presentation focuses on practical aspects and teaching experience of two lecturers of NCTU with the aim to contrast and compare advantages and disadvantages of their approaches to multiculturalism in a university class by hypothesizing that

- a multicultural/multilingual class provides lecturers with excellent opportunities to enrich the subject content by means of contrastive analysis and by creating secure environment for representatives of different cultures and nationalities
- on the other hand, it might interfere with the proper communication of a subject content in an immersion class.

The ideas how to improve the quality of teaching by including multicultural component are given in a way of a summary suggestion for further discussion and testing in practice.

By the presentation the speakers hope to involve and inspire the audience for a productive discussion and the exchange of ideas as to how multicultural aspects and the variety of languages spoken in a class can be used.

20 September, 12.30-13.00

**Miquel Strubell** (Universitat Oberta de Catalunya)

Universitat Oberta de Catalunya: a case study

This University, founded in 1994 on grounds intimately related to language, as will be explained, is one of a small group of pioneers in the delivery of higher education through the internet.

The University, which belongs to ICDE and EADTU, has designed its highly innovative educational model placing the learner at the centre, and not the teacher.

The development of the university has involved language issues right from the start, and in view of the fact that decisions have sometimes been made which are inconsistent with its overall philosophy, the rectoral team felt it was time to design an institutional language policy, to cope with a multilingual context.

The paper will present our institutional policy and explain the criteria involved and the areas covered, and will exemplify the policy in the fields of language technology development and use, foreign language competence, language in the student-teacher-examiner relationship, etc.

20 September, 15.00-15.30

**Stefan Oltean** (Babes-Bolyai University)

Babes-Bolyai University: Options for a language policy

The paper proposes to examine the European, national and the regional context in which Babes-Bolyai University- a multilingual and multicultural university - elaborated its language policy. The role that diverse factors had in the shaping of this language policy is examined, after which its main features are presented, such as the formula it sanctions, the proficiency level it sets, the relevance of widely-spoken and of regional and minority languages. The way in which the University has updated its language policy after the implementation of the Bologna process in Romanian universities, which started in 2005, is also discussed, along with aspects relating to practices and representations.

20 September, 15.30-16.00

**Kouros Lachini** (Qatar University Qatar University, Foundation Program)

English Language Program at the Qatar University: Challenges and solutions

The purpose of this presentation is to familiarize the audience with the challenges and solutions that the Qatar University (QU) had to go through when it commenced its ambitious and comprehensive English language program in 2004. It also intends to share the policy makers' experiences in implementing the reform movement at QU which demanded a huge leap to standard higher education in the Middle East where English should be the medium of instruction. Building upon a sociolinguistic situation of Qatar, the English Language Program (ELP) which was revitalized at Foundation Program, QU in 2004 required a number of significant measures taken to provide the students with English language instruction in some areas of science and leaving out some others due to their nature. Moreover, decisions had to be made on which courses should follow a bilingual program and which should not, what the English language requirements for the students should be if they want to be enrolled in their academic studies through the medium of English, how the students can be supported for continuing their education in English, how the English instructors should be empowered to meet the standards, and to what extent the policy making in English language instruction should be dependent on the results of formal and action research projects conducted by the

### Thematic Area 3: Institutional language policies

faculty members of QU. This presentation will also highlight the current ELP outcomes of evaluations and its impact on the students' achievement in different colleges of QU.

20 September, 16.30-17.00

**David Lasagabaster** (University of the Basque Country)

English as language of instruction in a bilingual (Basque & Spanish) university

The University of the Basque Country is the public university of the Basque Autonomous Community (BAC) in Spain. This is a bilingual community in which both Basque and Spanish are official languages and, therefore, taught both at preuniversity and university levels. At the University of the Basque Country about 42% of first year undergraduates currently choose to study all or part of their different degrees in Basque. The staff is made up of 4,100 lecturers and researchers, 1,258 of whom (30.6%) are fluently bilingual, and of 1,568 administratives, 773 of whom (49.3%) are bilingual to different degrees (there are four language profiles for those working in the university administration).

In an attempt to foster the internationalization of our university, during the 2005-06 the so-called Plan of Plurilingualism was implemented, whose objective was/is to boost the use of foreign languages as means of instruction in the different degrees. However, English has become the only foreign language used so far. In this presentation the objectives, procedure and results of this Plan of Plurilingualism will be briefly put forward. Through this plan undergraduates are given the possibility to join optional subjects in English, subjects which run parallel to the groups taught in Basque or Spanish.

Last but not least, the results obtained in a survey carried out among students who could have participated in the plan (but finally did not) will be analysed. The results happened to be rather frustrating, as the two main reasons not to have joined the plan were the following: (i) My command of English is not good enough to enroll in the English group, and (ii) I could have joined the English group, but I am not ready to make the effort it requires to study the subject in English. Advice and comments will be warmly welcomed.

20 September, 17.00-17.30

**Marianna Visser** (University of the Basque Country)

Accomplishing a balancing act as a bilingual university: the challenge at Stellenbosch University, South Africa.

The paper presents an analysis of the multi-faceted considerations that characterise the bilingual language policy of Stellenbosch University in South Africa, in terms of which Afrikaans and English are specified as languages for teaching and learning. The balancing act that needs to be achieved at Stellenbosch relates to a number of perceived contrasting practices in the implementation of the language policy. One of these factors entails the overt commitment of the University to internationalisation on the one hand, and the assurance of a viable position to Afrikaans as academic language, on the other, which is strongly associated with the identity of a large group of the Afrikaans community. Another factor in this challenge relates to making access and academic success possible to the indigenous African language speaker population, most of whom either do not have a proficiency in Afrikaans, or have a very limited proficiency in Afrikaans. The paper evaluates the success of the practices in the implementation of bilingual teaching at Stellenbosch university against the background of these different concerns of securing a viable status for Afrikaans as academic language on the one hand, and on the other hand, the use of English for the purpose of making the University accessible to the majority of people who have an indigenous African language as first language, in addition to first language English speaking community of South Africa. The range of factors involved in the design of the bilingual policy of Stellenbosch University and best practice methods is analysed with reference to the requirements of accessibility of the institution to all South African students who have as a first language Afrikaans, English or one of the nine indigenous African languages.

20 September, 17.30-18.00

**Àngels Pinyana, Joan Masnou** (Universitat de Vic, Spain)

The International Business Culture course – or how business students at the UVic benefit from international exchange programs

This communication presents an example of integrating the English language in a university where English is not the main language of communication. The course called International Business Culture has been held at the Universitat de Vic (Spain) for five years. It aims at making learners aware of cultural differences in the business world and helps students develop understanding of the fact that people exhibit culturally-conditioned behaviors. At the same time, the course also serves to link cross-cultural communication, language and management skills.

The content of the course includes background theory on cross-cultural issues related to the business world and a description of the cultural values and how they affect business relations from a variety of geographical areas around

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the world. One of the particularities of the course is that each area is introduced by a specialist from local or foreign universities and business people with a renowned experience in cross-cultural settings.

Although the course is basically addressed to all the business students of the Faculty of Business and Communication, it is interesting for students of other knowledge areas who share an interest in the way culture affects professional and personal relations. The only requirement of the course is that students should have an upper intermediate level of English. This course is also open to all incoming students so that the course can benefit of this multicultural setting.

The presentation will deal with both academic and organizational issues involved in the design and implementation of this course, and the benefits that a multicultural setting brings to prepare students for interaction with people from cultures other than their own, to develop critical and intellectual discussion and also to acquire pragmatic competence in cross-cultural business settings.

21 September, 11.00-11.30

**Vic Webb** (Dept of Afrikaans, University of Pretoria)

Constructing language policy in tertiary education: the politics of identity and the University of Pretoria

The University of Pretoria, established in 1908, began as a wholly English medium university. In 1932 it became an Afrikaans medium institution, but changed its language policy to a bilingual university in 1997. Today it is officially still bilingual (Afrikaans and English), but its language policy practice is increasingly English only, both as regards language of instruction and language of management. Policy-wise, it has practically come full circle. The question is: why and how did this happen?

The proposed paper will provide a brief overview of language policy changes at the University of Pretoria over the past 100 years, and will then discuss the factors which underlay these policy and policy practice changes. Besides the role of the historical context (racial and linguistic conflicts), it will look at economic factors (the serious need for the economic upliftment of poor Afrikaans-speaking whites at the beginning of the 20<sup>th</sup> century, and of the disadvantaged black community at the millennium), demographics (patterns of migration, in particular urbanisation), socio-cultural factors (the deep-seated drive of the white Afrikaans-speaking community during the first half of the previous century towards being given recognition and respect, that is, the use of language as an instrument in the process of identity construction, and the role of post-Apartheid cultural hybridisation), and political factors: the quest of the Afrikaner (white Afrikaans-speaking community) for power and control, and, in the post-Apartheid period, the development and promotion of democracy: the principles of equity and access, human rights and national integration.

The role of these factors in the case of the University of Pretoria's language political history will be analysed within the larger context of the power of English (alternatively: English imperialism), and the social meaning of Afrikaans and the African languages.

The paper will end with a brief discussion of the current drive in the Afrikaans community towards the maintenance of Afrikaans as a high-function language, including its role in tertiary education.

21 September, 11.00-11.30

**Christa van der Walt** (Stellenbosch University)

What chance bi/multilingual universities in an English world?

In his latest survey of the the prospects for English language teaching in the next 50 years David Graddol (2006:76) claims that over half the world's international students are taught in English and that universities are increasingly offering courses in English. This seems to be a necessary condition for achieving excellence and prestige. At the same time the use of English is becoming commonplace and bilingualism is valued more than monolingual, home language speakers of English (Graddol 2006:72). These statements must be examined critically in the light of efforts to offer mass higher education and to deal with students who may not be well-prepared for tertiary studies. It must also be seen in the context of low status languages that may feel threatened in the presence of English. This paper attempts to show that tertiary bi/ multilingual education is determined and conditioned by the same factors that obtain for bilingual education in general: social, historical, socio-structural, cultural, ideological and social psychological factors (Hamers and Blanc 2000: 323). The claim in this case is that such factors can help educational language planners not only to understand the birth and growth of a bi/ multilingual education system, but also to predict the chances of such institutions to thrive in an increasingly 'English' world. The claim is made by comparing the contexts in which specific bilingual universities function in Europe and South Africa.

References:

Graddol, D. 2006. *English Next*. Plymouth: British Council.

Hamers, Josiane F. and Michel H. A. Blanc (2000). 2nd Ed. *Bilinguality and Bilingualism*. Cambridge: Cambridge University Press.

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## Thematic Area 3: Institutional language policies

21 September, 12.00-12.30

**Jean Paul Kouega** (Cameroon)

Functional French-English bilingualism among anglophones in Cameroon tertiary institutions

This paper describes a type of functional French-English bilingualism that has developed in the higher education institutions of Cameroon, a West African country having French and English as its joint official languages since 1961. The informants for the study are law and economics anglophone students of the University of Yaounde II at Soa and anglophone civil servants working in Cameroon. After graduation, these students take up jobs in such fields as law (magistrates, bailiffs, notaries etc) and economics (insurance brokers, company managers etc). The data analysed are drawn from a questionnaire filled in by the students, and from official examinations results obtained from the University Admissions Office. Additional data come from interviews with - and participant observation of - anglophone civil servants in their places of work. The analysis reveals that, thanks to content materials teaching through the French medium, anglophone students - who are holders of the British-based General Certificate Education Advanced Level (GCE A' level, the equivalent of the *Baccalaureat* in the French system of education) and who had acquired a smattering of French in secondary education - end up being proficient in French and English and, later on in active professional life, they successfully operate in anglophone and francophone communities.

21 September, 14.00-14.30

**Märtha Norrback, Marion von Etter, Esko Koponen** (University of Helsinki)

Rethinking Institutional Language Policy of the University of Helsinki – Goals, Principles and Practices

The University of Helsinki has recently (March 2007) adopted a concise language policy in which, for the first time, general guidelines for the use of languages in the University's teaching, research, administration, services and societal interaction is given an overall treatment. In the document, language diversity and the co-existence of several languages within the University are regarded as a resource not yet fully exploited.

Thus the University of Helsinki rises to the challenges of internationalisation and globalisation. This is done by providing guidelines to increasing the use of English throughout its activities on the one hand, whilst the position of the two national languages, Finnish and Swedish, within the academia is ensured on the other. Institutional bilingualism (Finnish and Swedish), aiming at educating a sufficient number of Swedish-speaking people to meet the national need, will be maintained and developed.

Internationalisation is a key condition for high quality research as it enables comparison and generates creativeness. According to the document, instruction in English will be increased and its quality enhanced. Multilingual teaching situations will be encouraged in order to achieve a truly international, bi- or multilingual and intercultural learning environment. As the importance of interaction in the Baltic Sea area is growing, the University makes efforts to improve the knowledge of the languages of the neighbouring countries.

The University values democracy and considers the promotion of multiculturalism and multilingualism as expressions of it. The University aims at providing better services both in English and in Swedish. As the University becomes increasingly international, new demands are set on every member of the academic community. Each University member bears the responsibility of adequate language use. In consequence of the extensive use of English in academic discourse and publications, the development and preservation of academic and popular terminology in the national languages are also covered by the document.

The new language policy pertains to the University as a whole and all units participate in its implementation.

21 September, 14.30-15.00

**Zsuzsanna-Éva Kiss** (University of Szeged)

The implementation of multilingual education policy in the University of Sapientia, Romania

This thesis analyses the implementation of multilingual education policy in the University of Sapientia, Romania. The primary objective of my research is to highlight the importance of multilingual education and additive language policy in the context of the social, political and cultural suppression of the Romanian education policy aimed at implementing asymmetric bilingualism. Secondly, I will outline the future challenges and prospects of the institution including decentralization attempts and the development of a self-sustaining professional and financial basis as a precondition for successful economic and social participation in the region. As part of my empiric investigation I examined the benefits and disadvantages of multilingual education as encountered by students and teachers who had direct experience with the multilingual education delivery from the linguistic, pedagogical and financial points of view. Also, I studied the obstacles they encountered in their struggles to obtain public support. Data collection tools included questionnaires administered among members of the teacher, student and administrative clan as well as structured interviews. The results of my investigation demonstrate that the language planning efforts of the university are first of all aimed at promoting and preserving literacy in the first language so as to assure the mother-tongue maintenance of

## Thematic Area 3: Institutional language policies

the Hungarian minority. Attempts were made to incorporate Romanian and English as additional languages of training so as to ensure access to the official language of the state and to a language of global communication in order to train competitive professionals on the European job market. Based on my findings I assess that the main obstacles of successful education are the lack of professionals and the financial shortage of the institution. I conclude that the major role of the Sapientia University is to contribute to the modernization of the Transylvanian minority education. Aside from exploring how the competitive (co)existence of professional trainings in Hungarian, Romanian and English have been adjusted to the current political and social reality, my study has also relevance for other research areas, such as exploring the language planning strategies of a minority university in the view of Romania's accession to the EU.

22 September, 10.30-11.00

**Paolo Volonté** (Libera Università di Bolzano)

La sfida di studiare in una facoltà trilingue

L'intervento, di carattere non specialistico, offrirà un resoconto dell'esperienza d'insegnamento plurilingue maturata presso la Facoltà di Design e Arti della Libera Università di Bolzano. La Facoltà, fondata nel 2002, è strutturata in maniera rigorosamente trilingue: l'insegnamento è organizzato in maniera tale che il diploma di laurea certifica non solo le competenze acquisite dallo studente nelle discipline di progetto, ma anche la sua conoscenza di tre lingue europee: italiano, tedesco e inglese. Nel corso degli anni si sono palesati vantaggi e svantaggi di questo modello. L'intervento cercherà di mettere in luce le caratteristiche del modello nelle sue due versioni finora sperimentate, e le loro conseguenze sull'insegnamento nel suo complesso, sull'attività dei docenti, sulle caratteristiche degli studenti in entrata e in uscita.

22 September, 10.30-11.00

**Michelle J. Mellion** (Radboud University Nijmegen), **Renate G. Klaassen** (Delft University of Technology)

Implementing English Language Policy in the Netherlands: A Tale of Two Universities

With the signing of the Bologna Declaration and the adoption of the Bachelor-Master structure, a revolution in European Higher Education has begun, resulting in university curriculums which are more international and more compatible with one another. Many European universities have decided to 'hop on the bandwagon' and to offer these Bachelor and Master programs in English. In order to facilitate the 'Englishing' of their curriculums, these universities pioneered their own individual English language policies. Our research examines the critical factors which determine the success of these English language policies in the Netherlands, Delft University of Technology and Radboud University Nijmegen. By means of a questionnaire, document analysis and interviews, we analyzed the effectiveness of the policy measures taken to improve the English proficiency of the lecturers, the students and the support staff involved in the Bachelor, Master and PhD programs. In our results we see striking differences, not only in the way these policies have been implemented at the two universities, but also in the approaches used by the various faculties of each university. Furthermore, we researched whether the English language proficiency of the lecturers, students and support staff had improved after undergoing training. What we found was that difficult language barriers had to be crossed, but that once a learning ladder was in place, the lecturers, students and support staff had acquired more confidence to surmount the fears that prevented them from reaching the target level of proficiency. We consider how measures can best be established for monitoring the progress made in improving the English language proficiency of the lecturers, students, and support staff over time. We can conclude that by setting targets to achieve improved English proficiency at all levels and by implementing successful English language policies at the two Dutch universities, "the best of both worlds" can be experienced.

22 September, 11.00-11.30

**Frank van Splunder** (Universiteit Antwerpen)

English as a language of instruction in Flanders (Belgium): Multilingual Reality vs Protectionist Policy

Belgium lies at the crossroads of several major European languages and cultures. Although officially trilingual (Dutch, French, German), the country may be said to consist of regions with a specific linguistic identity. In Flanders, the Dutch-speaking part of Belgium, multilingualism is almost part of daily life. This is also reflected in higher education, where students are actively exposed to several languages (Blommaert 2006). This is much less the case in the French-speaking part of the country, where foreign language learning remains rather problematic (Ginsburgh and Weber 2006).

In spite of this multilingual reality, Flanders officially adheres to a *monoglot ideology* (Silverstein 1996) which explicitly states that Dutch is the language of education, thus restricting the use of other languages of instruction. In the past,

## Thematic Area 3: Institutional language policies

this *protectionist model* (Brink 2004) served to safeguard Dutch against French. Although Dutch is in fact the majority language in Belgium, in terms of power it used to be a minority language (to the extent that, for instance, French was the only language used in higher education until the 1930s). Today, English may be perceived as the increasingly dominant language.

In this presentation, I want to show how Flemish universities try to accommodate to restrictive language laws concerning the language of instruction against a background of an obvious demand for more instruction in English. As a case study, I will refer to the University of Antwerp's recent *Language Policy Statement*, which was drafted to be in line with legal requirements set up by the Flemish government. The policy statement clearly reflects a complex linguistic reality in an academic context. It tries to compromise between 'protecting' the native language and providing for English as an academic lingua franca in a multicultural context.

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22 September, 11.30-12.00

**Peeter Müürsepp** (International University Audentes, Estonia)

Teaching the voice of the "other" in the Borderlands

Institutional multilingualism is becoming a real challenge for many universities, especially in small countries. Pressure towards internationalization necessitates introduction of English as the language of instruction. However, universities as important cultural centres need to be involved in preserving and developing local cultural and scientific heritage. In addition, for many regions of the world, there is another important foreign language besides English, which could and should be applied in university education.

International University Audentes, located in Estonia, on the borderline of different civilizations according to Samuel Huntington, is a good example of the situation described above. We have three languages of instruction: Estonian, English and Russian. Currently, half of our students study in Estonian. The other half is divided almost evenly between students studying in English and Russian. Our students come from more than thirty and faculty from more than ten different countries. This makes our university the most international one in Estonia and probably in the whole region. The model we are developing is rather dynamic than static as due to the demographic situation in the region, the number of high school graduates able and willing to study in Estonian or Russian will be decreasing rapidly during the next five-six years. Therefore, we expect to increase the number of students studying in English.

Managing a trilingual organization is financially more costly than to deal with a mono- or bilingual one. However, having a multicultural environment around us is clearly a more valuable asset. Our students have the chance to hear the voice of the other every day first hand and obtain perfect experience for working in different cultural environments in the globalizing world. In addition, we have also recently become a valuable laboratory for evaluating the most acute political controversies in our own country.

## Thematic Area 4: Minority languages and higher education

20 September, 14.30-15.00

**Jan-Ola Östman** (University of Helsinki)

Methodology in the analysis of minority issues in higher education

The study reports on initial findings and methodological issues in the cross-university project 'Linguistic diversity in higher education in Northern Europe' (DYLINE), segment #14 within the all-European DYLAN project.

The project sets out to investigate how the official and public language policies at a selection of universities in Northern Europe (so far commissioned: universities and colleges in Norway, Sweden, Finland and Estonia) are in consonance with the actual linguistic strategies used at these institutions. At all institutions we are particularly focussing on the role and status of the respective national minority languages, and in all cases we have to do with universities/colleges that also have international ambitions. One of the aims is to find out how the demands in both these directions (the local and the global) are met – or, rather, how they are planned to be met.

In order to get at the implicit attitudes – and not only the explicit opinions expressed in policy-documents, etc. – we are carrying out interviews with administrators, faculty, students and others, both individually and in focus groups.

In order to find the implicit attitudes – both towards issues of globalization and glocalization, and towards national minority groups – we are using discourse analytic tools, in the sense these are employed within linguistic pragmatics and conversation analysis. Spoken, written, and – where possible - signed data are gathered and analyzed.

The presentation explores the methodological possibilities encountered, the methods used and the (especially ethical, but also practical) constraints which of necessity have to be imposed on the data for this kind of research.

20 September, 15.00-15.30

**Paul Videsott** (Libera Università di Bolzano, Centro di ricerca lingue)

Die Rolle des Ladinischen an der Freien Universität Bozen

Unter den mehrsprachigen Universitäten Europas nimmt die Freie Universität Bozen insofern eine Sonderstellung ein, als sich hier diese Mehrsprachigkeit – zumindest in einem Teil ihres Studienangebots (der Ausbildung von Lehrkräften für den Primarbereich an der Fakultät für Bildungswissenschaften) – auch auf eine Minderheitensprache erstreckt: das Ladinische.

In unserem Beitrag soll die Rolle des Ladinischen an der Freien Universität Bozen beleuchtet werden sowie auf einige praktische Probleme eingegangen werden, die sich vor allem daraus ergeben, dass das Ladinische nicht über eine akzeptierte überlokale Schriftsprache verfügt.

20 September, 15.30-16.00

**Laszlo Vincze** (Universität Pecs)

Der Zusammenhang zwischen muttersprachlicher Bildung und Identität am Beispiel der schwedischen Minderheit in Finnland

Der Zusammenhang zwischen der muttersprachlichen Bildung und der Identität ist ein wichtiges Thema der Minderheitenforschung. Da die Identität in der frühen Lebensphase am plastischen ist, wird meistens der Einfluss der muttersprachlichen Grundschulen untersucht, anderen Bereichen, wie z.b. dem Hochschulwesen der Minderheiten wird weniger Aufmerksamkeit gewidmet.

Zwischen September 2006 und Januar 2007 habe ich mehrere Aspekte der Zweisprachigkeit der Schweden in Finnland untersucht. Eine Untersuchung widmete ich dem Einfluss der schwedischsprachigen Universität auf die Identität der Studenten. Befragt wurden 250 Studenten der Schwedischen Handels- und Wirtschaftsuniversität und der Schwedischen Gesellschaftswissenschaftlichen Hochschule. Die Fragebögen waren auf den sprachlichen, sozialen Hintergrund, die Identität und die kulturelle Orientierung der Studenten ausgerichtet.

Die Untersuchung hat die Annahme bestätigt, dass es für die Studenten sehr wichtig ist, auf Schwedisch studieren zu können. Es hat sich herausgestellt, dass ihre Identität von der schwedischsprachigen Universität stark geprägt wird, und sie beeinflusst bedeutend, wie tief sich die Studenten mit der schwedischen Sprache und Kultur verbunden fühlen.

Das Interessanteste an meiner Untersuchung war der Vergleich der Ergebnisse mit denen einer ähnlichen Untersuchung, die im Oktober 2006 unter schwedischsprachigen Gymnasiasten durchgeführt wurde. Dieser Vergleich hat bewiesen, dass die Identität und die Verbundenheit mit der schwedischen Kultur bei den Studenten wesentlich stärker war, als bei den Gymnasiasten, der Unterschied ist zwischen den Studenten bzw. Gymnasiasten aus zweisprachigen Familien besonders deutlich. So bestätigen die Ergebnisse meine These, dass die Universitäten einer Minderheit neben ihrer primären Aufgabe, die Bildung der Intellektuelle der Minderheit auch in der Prägung und Bewahrung der Identität der Minderheit eine wichtige Rolle spielen.

## Thematic Area 4: Minority languages and higher education

20 September, 16.30-17.00

**Conchúr Ó Giollaáin** (Acadamh na hOllscolaíochta Gaeilge, Irish-medium University, National University of Ireland, Galway)

The provision of post-graduate education to a minority language community as a pro-active sociolinguistic intervention.

This paper will endeavour to present an outline of the aims and background of the approach adopted by Acadamh na hOllscolaíochta Gaeilge (Irish-medium university), NUI Galway, in making provision for post-graduate training and education. Acadamh na hOllscolaíochta Gaeilge offers an array of diploma, higher diploma, degree and post-graduate degree courses aimed at the educational and vocational requirements of the Irish-speaking community in Ireland. In tandem with the Acadamh's fundamental aim of enhancing third level Irish-medium educational opportunities available to Irish speakers, both in the Gaeltacht (Irish-speaking districts) and in other parts of Ireland where the use of English predominates, the Acadamh seeks to provide a selection of courses and academic programmes, especially at post-graduate level in order to train Irish-speakers for strategically significant employment sectors which are particularly relevant to the sociolinguistic challenges faced by Irish-speaking communities in a rapidly changing Ireland.

This paper will indicate the strategic intent involved in the Acadamh's approach to post-graduate education, and will demonstrate the sociolinguistic context in which the requirements specific to post-graduate vocational education emerged. The presentation will concentrate on the sociolinguistic interventions envisaged in the provision of the MA programmes in Language Planning, Translation Studies and Teaching Methodologies. The sought-after beneficial impact of enhancing post-graduate opportunities in these critical sectors will be elucidated in the context of the challenging language scenario which must be urgently addressed if Irish is to prevail as a vital communal language.

20 September, 17.00-17.30

**Laurie Gayle** (University of Glasgow)

The Third Wheel: the Influence of Cymdeithas yr Iaith Gymraeg on the Linguistic Policies of Welsh Universities"

This paper examines the role of the Cymdeithas yr Iaith Gymraeg (Welsh Language Society) as an internal influence on certain Welsh universities and their linguistic policies. Particular attention is paid to the effects the student-led pressure group has in shaping, defending and protesting minority language policy within the university context.

An analytical history of Cymdeithas yr Iaith Gymraeg is presented and the group's methods and achievements are contrasted against those of, both the State, and the university's language initiatives towards academia. The paper discusses whether Cymdeithas yr Iaith Gymraeg is indeed carving a formidable minority language policy in Welsh higher education.

Two universities are used as case studies, one located in a Welsh-speaking stronghold, the other in an English-speaking region of Wales. Each university community, and its branch of Cymdeithas yr Iaith Gymraeg, is examined using research methods essential to garnering specific data (surveys detailing information from students and the public, interviews with tutors and other university staff, discourse analysis of newspapers). Resulting information is also taken into account when assessing the Welsh university's efforts to keep a linguistic balance between English and Welsh speaking students. Other sectors investigated include:

- The quality of bilingual service
- The adequacy of provision in Welsh
- Equality and sustainability issues
- Effects of policies on the Welsh language, Welsh speaker and community compliance with policy requirements

Finally, the paper argues that Cymdeithas yr Iaith Gymraeg is an important part of a system of checks and balances which is needed for minority languages within the confines of university circles.

20 September, 17.30-18.00

**Seosamh Mac Donnacha** (Acadamh na hOllscolaíochta Gaeilge, National University of Ireland, Galway)

The role of the third level sector in supporting the sustainable development of minority language communities

This paper will address the role of the education system – and of the third level sector in particular in supporting the sustainable development of minority language communities. The paper will draw, in particular, on the results of two studies carried out in 2004 (Mac Donnacha et al. 2005) and 2005 (Mac Donnacha 2005) which looked at the linguistic dynamics of schools in the Gaeltacht (Irish-speaking) areas of Ireland. A total of 129 primary level and 27 second-level schools (90% of the total number of schools) participated in these studies, which looked at, inter alia, the linguistic profile of the schools as represented by the percentage of children attending school who spoke Irish as a home language, the effect that the schools had on the language proficiency of students as they move from the lower to the higher classes, the language of the teaching resources used in schools, the language or mix of languages used as a medium of teaching in schools, and the language used in normal conversations by the students while in the environs of the school.

The paper will conclude with a discussion of the implications that this research has for third level institutions which

## Thematic Area 4: Minority languages and higher education

have a role in supporting minority language communities, and in particular for the educational development and training of teachers in such institutions.

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## Thematic Area 5: Language competence of incoming and outgoing students

21 September, 11.00-11.30

**Carmen Argondizzo, Jean Jimenez** (Università della Calabria)

Communicating in Multilingual Contexts: the challenge of a European project and partnership

Taking part in an exchange study program often creates a sense of initial frustration in mobility students who need to develop intercultural strategies to overcome cultural differences in the new academic context. Besides having knowledge of the language and culture, exchange students are also frequently required to use essential academic language skills. Prior to their study abroad scheme, however, they are not always appropriately trained to do so. Their sense of initial frustration may increase when they realize that their host university takes their academic skill-based competence for granted. Thus the idea of creating a website which caters to the needs of mobility students prior to taking part in exchange programs, with particular focus on the development of academic language skills, led to the Communicating in Multilingual Contexts (CMC) project. This project, which involves a partnership made up of six university institutions located in England, Holland, Italy, Portugal, Slovakia and Spain, aims at providing innovative online language materials that should allow exchange students to develop and improve their academic language skills consistently with their needs in higher education contexts abroad and thus help them fully enjoy their exchange study program. In order to achieve these objectives, the project offers didactic materials in the form of a software product based on two online learning modules, focusing on both content and language. Indeed the ICL (integrating content and language) approach is essential in enabling students to acquire the necessary abilities to cope with the academic environments as well as the linguistic and cultural diversity of the European countries where they will undertake a mobility experience. The two modules are organized around the following specific academic topics: 'meeting on campus', 'study skills', 'academic courses online', 'curriculum vitae'; 'oral presentations', 'academic seminars', 'off campus', 'jobs on line', and are related to the skills in the Common European Framework of Reference. The materials also aim at gaining insights into linguistic and cultural diversity as related to the 6 countries involved, as well as providing detailed information about the exchange universities (accommodation, social events, facilities, customs, etc.). Moreover, since it is widely recognized that Dutch, Italian, Portuguese, and Slovak are less used and less taught languages, the purpose of this project is also to contribute to the development of linguistic academic skills in these languages as well, in order to further highlight the need for a broader multilingual community where the knowledge of such languages may begin to be spread in European countries. The presentation will offer insights into the organization and implementation of an academic oriented European project and take the audience on a virtual tour of the CMC website in order to show practical examples of the project products.

21 September, 11.30-12.00

**Claudia Provenzano, Mariella Natale** (Centro Linguistico, Libera Università di Bolzano)

Competenze linguistiche in italiano: esami e certificazioni a confronto

Si propone un confronto tra tipi di esami e certificazioni di accertamento della conoscenza della lingua italiana presenti nell'Università di Bolzano e nel territorio della provincia di Bolzano: Presso il Centro linguistico dell'Università di Bolzano si certificano le competenze linguistiche degli/delle studenti, con obiettivi diversi, attraverso due tipi di prova:

- LAT (esame di accertamento della conoscenza della lingua italiana)
- CELI (Certificazione internazionale)

Nel territorio sono presenti due modalità di accertamento delle competenze linguistiche in italiano.

Una è legata al contesto scolastico: seconda parte della terza prova dell'esame di maturità

La seconda è legata al mondo del lavoro: esame di bilinguismo

I tipi di esame hanno finalità e target diversi, ma potrebbe essere interessante approfondire differenze e caratteristiche comuni:

- destinatari e obiettivi
- abilità accertate
- tipi di testo
- livelli
- valutazione

Alla luce dei confronti è possibile individuare elementi che portino a collaborazioni e sinergie tra le diverse istituzioni per migliorare le competenze dell'italiano L2?

## Thematic Area 5: Language competence of incoming and outgoing students

21 September, 14.00-14.30

**Carmela Briguglio** (Curtin Business School, Curtin University of Technology)

The role of Language Adviser in University settings: helping students to help themselves

A very diverse student body (particularly linguistically and culturally) is the norm in Australian tertiary institutions with many international students having to study in English as a second language. This paper examines the approaches and provisions that Australian universities are adopting to help international students develop English language for academic purposes, with varying measures of success.

Academic Language Advisers, whose role is to facilitate student learning, carry out this role in a number of different ways in different universities. This paper discusses how this role is carried out within the Communication Skills Centre of the Curtin Business School, at Curtin University of Technology in Western Australia. Staff at the Centre have, over a number of years, adapted their role to ensure that students become active learners and take maximum responsibility for their own development. Some of the principles that have guided our work include:

- a continued emphasis on student development, rather than remediation, with a belief that all can improve their linguistic proficiency ;
- services available to all students studying at all levels across the Curtin Business School;
- support which aims to demystify academic discourse for students;
- students taking responsibility for their own work (teaching and helping students to develop the skills they require for self –improvement); and
- three way learning (students learn from us and from each other, but we also learn from them).

The paper then discusses the strategies, based on the above principles, which have been adopted by staff to help students develop the skills they require in English for academic purposes. It is argued that the very diversity which marks our classrooms needs to be fully explored and built upon in order to teach valuable intercultural communication skills for global/ multinational settings and to enrich the tertiary learning experience for all students.

21 September, 14.30-15.00

**Tom Toepfer** (University of Helsinki Language Centre)

University Language Teachers and CEFR: Where are we now?

After six years and more than 35 translations, the Common European Framework of Reference for Languages has been carefully studied by language teachers in European universities. In fitting with local needs and interests, university professors and teachers use many different approaches to CEFR. Because instructors' personal styles play a role in the interpretation of the Framework, the information acquired in these approaches is unfortunately somewhat sporadic and unsystematic. Nevertheless, courses and examinations are often assigned CEFR levels. Furthermore, courses and exams are regularly described in prospectuses and/or curricula with either CEFR levels or CEFR descriptors. Going even further, in some cases this linkage to descriptors is by extrapolation, that is, CEFR descriptors are rewritten for specific usages, or new ones are created on the basis of those already existing. This authoring is commonly performed as committee work. However, it must be admitted that the actual linking of specific CEFR descriptors and levels to what is being done in university language instruction is far from complete. Those who glibly speak of consensus on specific cases of CEFR application are glossing over what really happens. Teachers deeply experience the dissonance between CEFR theory and its application. In order to address this issue, teacher training in the application of CEFR must be given far more attention. This paper will describe some of the procedures taken in various universities, mostly in Finland, in applying CEFR. It will also recommend future measures, steps that need to be followed to ensure transparency and equality of evaluation.

21 September, 15.00-15.30

**Ana Banesa Fernández Granda** (University of Santiago de Compostela, Spain)

Language for academic purposes: The CMC Project

Language competence plays a major role in the access to higher education. I will deal in this paper with the importance of language for academic purposes: the teaching of a language to help learners to study, conduct research or teach in that language. Particularly, I will focus on mobility students who are planning to carry out a university experience abroad and need to develop essential academic language skills in order to meet the standards of the target universities. For this purpose, I will present the European Project CMC (Communicating in Multilingual Contexts. Awareness and Development of Academic Language Skills for Mobility Students) which aims to enable mobility students to improve their linguistic knowledge as required in trans-national academic environments by creating online multimedia learning language materials. The materials are designed for six different languages: Italian, Dutch, Spanish, Slovak, Portuguese and English and cover different aspects of the academic context: note-taking, delivering oral presentations, writing a CV. This project wants to foster the development of linguistic academic skills in less used and less taught languages such as Dutch, Italian, Portuguese and Slovak, in order to highlight the need for a broader multilingual community.

## Thematic Area 6: Autonomous learning and extracurricular measures

21 September, 11.00-11.30

**Hans Drumbl** (Freie Universität Bozen)

Die mehrsprachige Universität als Ort des Lernens – Von der „Best Practice“ zum „guten“ Schreiben

Die im Untertitel anklingende Spannung zwischen „gutem“ Schreiben und der „Best Practice“ im Bereich der mehrsprachigen Kommunikation wird an Fallbeispielen aus dem kommunikativen Alltag der Freien Universität Bozen problematisiert. Vor dem theoretischen Hintergrund eines Sprachmodells, das von den Begriffen „constructions“, „formulaic language“ und „corpus analysis“ bestimmt ist, wird die Frage des idiomatischen Sprachgebrauchs in mehrsprachigen Lebens- und Arbeitssituationen neu gestellt und in ihren theoretischen wie praktischen Aspekten behandelt.

Als Ergebnis wird für die Situation der Mehrsprachigkeit in Südtirol idiomatisches Sprechen und Schreiben als unverzichtbares Ziel erkannt und gefordert. Die Universität erscheint in dieser Perspektive als Ort des lebenslangen Lernens mit einer Praxis der schrittweisen Veränderungen in Hinblick auf die Ziele, die nur graduell erreicht werden können.

21 September, 11.30-12.00

**Suzanne Cloke** (University of Padova)

From Down Under and Back Again: An Italian - Australian Intercultural Wiki Experience

This paper presents a pilot project on the use of wikis to facilitate student-centered language learning, and intercultural awareness. Wikis allow multiple collaborating authors to create and modify texts, which can become a shared repository of knowledge. This second-generation web tool encourages language learning and cultural interchange through socialization and cooperation (Godwin-Jones 2003; Eresbach & Glaser 2004).

Two sets of students were grouped together to collaborate on questions relating to contemporary life and youth culture – one group comprised false beginners in Italian/English (Level A2) and the other more advanced students (Level B2/C1). At the beginning of the semester, we brainstormed issues of interest and from these developed 5 guiding questions/issues which participants discussed for a two-week period. In each two-week block participants collaborated together to investigate the relevant issue. As a capstone experience, participants were asked to prepare and publish on the Wiki site a composite image of contemporary Australia/Italy which resulted from their online collaboration.

The wiki, an asynchronous exchange experience, was favored over synchronous experiences because of the time difference between Italy and Australia. However, synchronous activities using voice and video chats (Skype and MSN messenger) were also encouraged. In general, Italian students were directed to communicate in English, while Australian speakers were asked to write in Italian.

Our discussion will focus on interaction, codeswitching, negotiation of meaning and collaboration (Kötter 2003). We explore the management of miscommunication and error-correction as well as the shared construction of intercultural identity (Abrams 2002). A related issue is the development of writing skills over the life of the project.

21 September, 12.00-12.30

**Sandra Montali** (Centro Linguistico LUB)

Imparare italiano fuori dalla classe

Una buona parte degli studenti stranieri che frequentano l'università trilingue di Bolzano si trovano nella necessità di imparare l'italiano e si rivolgono al Centro linguistico.

Le ore a disposizione per i corsi di lingua non sono sufficienti a garantire risultati miracolosi e gli insegnanti lamentano una certa passività e „scolasticità“ tra gli studenti meno motivati. Inoltre gli studenti tendono a costituire gruppi chiusi e monolingui e ad interagire pochissimo con l'ambiente circostante. In particolare gli studenti di lingua tedesca sopravvivono tranquillamente a Bolzano senza usare l'italiano, come dovrebbero fare invece se studiassero, ad esempio, nella vicina Trento.

Per stimolare un cambio di atteggiamento abbiamo iniziato – come coordinatrici didattiche di Italiano, Tedesco e Inglese – un'azione di sensibilizzazione all'autoapprendimento, a partire da un questionario di rilevazione di quanto intraprendesse per conto suo uno studente del primo anno per imparare la lingua ed esercitarla fuori dalla classe. Alla discussione dei risultati abbiamo affiancato la produzione di una sorta di vademecum sulle strategie di apprendimento delle lingue, in cui proporre diversi modi di rapportarsi al territorio e allo studio, al di là dei corsi istituzionali. Una particolare attenzione è stata dedicata al lavoro in internet.

Inoltre, per incoraggiare a un rapporto più stretto tra studenti di diversa madrelingua, abbiamo avviato ove possibile un sistematico abbinamento di gruppi di italiano e di tedesco in modo da familiarizzarli con attività di scambio linguistico in tandem.

La comunicazione tra i docenti è stata razionalizzata anche tramite una piattaforma sperimentale Moodle, sulla quale abbiamo creato una borsa idee tandem e una raccolta di risorse didattiche in rete, oltre a scambiarsi fogli di lavoro e

## Thematic Area 6: Autonomous learning and extracurricular measures

spunti per lezioni.

21 September, 16.00-16.30

**Raffaella Bernardi, Ulrike Kugler** (Libera Università di Bolzano)

Language Technologies in support of a Multilingual Library

In this paper we present the Musil (Multilingual Search In Libraries) system, developed within an on-going project on the enhancement of an OPAC (Online Public Access Catalog) search system with multilingual access. The project aims at integrating advanced linguistic technologies in a user friendly interface and bridging the gap between the world of free text search and the world of conceptual librarian search.

The need of multilingual access to textual information is perceived worldwide and is particularly relevant for libraries that operate in a multi-cultural context, like the Library of the Free University of Bozen-Bolzano (FUB), which is a multilingual (Italian, German, and English) university offering several international study programs.

Moreover, due to the collaboration with both German and Italian libraries, FUB librarians use both the Italian and German subject headings systems ("Soggettario italiano" and

"Schlagwortnormdatei" (SWD)) for cataloging bibliographic items. Additionally the "Library of Congress Subject Headings" (LCSH) are used to catalog bibliographic items in English.

The evaluation of the FUB Library OPAC search logs shows that a considerable portion of the queries are "duplicated" in two languages and that many are even repeated in three languages, namely Italian, German, and English. This situation is of course a major barrier in accessing the Library Catalog: besides wasting the users' time, this search method does not guarantee users to find all possibly relevant books either written or cataloged in a language different from the one of the query terms.

In this paper we present the architecture of the system, its interface and preliminary evaluation of both the system functionality and usability.

21 September, 16.30-17.00

**Paola Vettorel** (Università di Verona)

Which (new) role for self-access centres?

This paper aims at exploring which possibilities self-access centres and language advisers can have to support students, especially incoming and outgoing mobility ones, in a multilingual higher education context.

Self-access centres as a support to autonomous learning have been an established reality for some years now. In this context, the figure of a Language Consultant to support students in their language learning has also been fostered by some Language Centres, in the consciousness that students' autonomy in learning involves a series of skills and reflections which need guidance and training. In a constantly growing bi- and multi-lingual higher education context the need to support students in their language learning, especially as concerning specific academic subjects, seems fundamental; this is especially true for mobility students (Erasmus but not only), both incoming and outgoing.

The possible developments of SAC centres and of the role of a Language Consultant could integrate more general language learning needs with the specific needs of using English and other languages as medium of instruction. These developments could include not only measures aimed at language awareness and study skills, but more specifically materials targeted at the subjects taught in a second or foreign language through a CLIL methodology. These measures could see the development of initial and ongoing self-assessment tools, learning paths and self-study modules specifically-focused on the discipline language and discourse, which could be implemented with the support of new technologies through the creation of tools such as learning objects, blogs and forums.

21 September, 17.00-17.30

**Maurizio Rosanelli** (Libera Università di Bolzano)

L'italiano L2 tra altre lingue. Sperimentazioni didattiche alla Facoltà di Design della LUB

La presenza di un consistente numero di studenti italofoeni e germanofoni, non autoctoni, con competenze linguistiche di livello elementare, rispettivamente nel tedesco e nell'italiano, (circa il 50% degli iscritti al primo anno nell'ultimo biennio) ha portato ad introdurre – a partire dall'anno accademico 2005/2006 - una significativa innovazione nell'offerta didattica relativa all'apprendimento linguistico nel corso del primo semestre di studio.

Le riflessioni attinenti all'efficacia e all'efficienza del monte ore previsto per attività in classe (circa 280 ore nel periodo agosto - febbraio) non possono essere disgiunte dalla considerazione di fattori quali il contesto di apprendimento, la tipologia dei destinatari e di due elementi di criticità:

- la discrepanza tra livello di padronanza linguistica acquisita al momento dell'inizio delle attività accademiche (in ottobre, dopo circa 120 ore di corso di lingua) e i bisogni comunicativi legati alla frequenza di corsi in facoltà;
- la necessità di incrementare le competenze linguistico-culturali generali riguardanti, nello specifico, l'ambito italiano e tedesco, con puntuali riferimenti anche al design.

L'attenzione sarà focalizzata sul grado di adeguatezza di tre modalità di intervento nella situazione di insegnamento/apprendimento delineata: tandem, didattica integrata delle L2 e uso veicolare dell'italiano (CLIL).

## Thematic Area 6: Autonomous learning and extracurricular measures

22 September, 10.30-11.00

**Annemarie Saxalber** (Freie Universität Bozen)

Schreibleistungen und Schreibprobleme junger Erwachsener am Übergang zwischen Schule und Universität

Der Übergang von der Sekundarstufe II zur Universität ist eine wichtige Schnittstelle, die aus Sicht der Institutionen wie aus der der jungen Studierenden oft als „Bruchstelle“ wahrgenommen wird. Dieser Hypothese wird in einer Studie nachgegangen, der ein Untersuchungskorpus von Prüfungsarbeiten (Maturarbeiten, Aufnahmetests, Prüfungsarbeiten in den ersten Studienjahren) zugrunde liegt. Im Beitrag wird die Frage thematisiert, inwieweit ein Ausformulieren der erwarteten Schreibkompetenzen auf universitärer Ebene möglich und sinnvoll ist. Auch wird angedacht, welche schreibdidaktischen Prinzipien an der Oberschule in den Vordergrund gerückt werden sollten, damit Studierende mit einer gewissen Selbstständigkeit die neue Schreibkultur ihrer akademischen Disziplin erkunden können. Schließlich werden einige Überlegungen zu den unterschiedlichen Prüfungsanforderungen (Themenstellung, Textsorten, Kriterien) und zu den Prüfungsmodalitäten angestellt.

22 September, 11.00-11.30

**Renate Maria Weissteiner** (Freie Universität Bozen)

Von der Oberschule an eine mehrsprachige Universität

Ausgehend von statistischen Grundsatzdaten der Freien Universität Bozen im Hinblick auf das Bildungsangebot dieser dreisprachigen Universität und der prozentualen Herkunft der Studierenden sollen Möglichkeiten aktiven Handelns beim Übergang von der Schule zur Universität aufgezeigt werden, um Kompetenzen, Fertigkeiten und Fähigkeiten der Studierenden zu erweitern.

Ins Blickfeld der Betrachtung rücken dabei als Oberschulen insbesondere pädagogische Gymnasien in Südtirol und als Universität die Fakultät für Bildungswissenschaft in Brixen. Aus dem reichhaltigen Bildungsangebot in Brixen werden vor allem die Studiengänge (Lehrerausbildung im Primar- und Sekundarbereich, Soziale Arbeit und Sozialpädagogik) und die Spezialisierungsschule für Integration ins Auge gefasst, zumal sie meist eine studiencurriculare Fortführung für Oberschulabsolventen und –absolventinnen von Pädagogischen Gymnasien darstellen.

Aus diesem Grunde ist es ein Ziel der Ausführungen, auf der Basis von einschlägiger Literatur und ausgewählten bildungsspezifischen Fragestellungen in Form von Schüler- und Schülerinnenbefragungen, Ist-Zustände und eventuell auch Desiderate zwischen diesen beiden Ausbildungseinrichtungen aufzuzeigen, ohne jedoch auch

Fragestellungen außer Acht zu lassen, die das Zusammenspiel zwischen Oberschule und Arbeitswelt behandeln.

Weiters soll das Augenmerk auf die dialektische Interaktion zwischen Oberschule, Universität und anderen Bildungsressourcen vor Ort geworfen werden, um dem Anspruch eines life-long und life-wide-learnings gerecht zu werden.

## **Workshop 1: Issues and perspectives of language learning in multilingual higher education** **Christoph Nickenig** (Freie Universität Bozen)

This workshop offers an opportunity for teaching and administrative staff of language centres in bi- or multilingual universities to meet and to discuss specific topics which they encounter in their everyday activities.

The workshop will address at least five different critical areas:

- It is very difficult to deal with absolute beginners in one of the teaching languages
- What can we expect from our students (entrance and exit levels)
- Is the cost of a multilingual education sustainable for students and universities in terms of time and money? Is multilingualism more than just a question of cost-effectiveness?
- Very often multilingual universities fit into a multilingual setting: How can the students' close contact with the territory be fostered?
- How can we bring together language and subject matter instructors?

And what could be possible solutions for these issues? What are middle- and long-term perspectives for language teaching in multilingual institutions? Could the implementation of an integrated system of language advising, autonomous learning and "traditional" language courses be a possible solution?

**\*\*\* Please register for this workshop as soon as possible. Please send an e-mail to: [bimu07@unibz.it](mailto:bimu07@unibz.it)**

## **Workshop 2: Academic teaching through a second or foreign language:** **Developing strategies with university teachers** **Rosalind Duhs; Carol Benson** (Stockholm University)

With the internationalization of higher education in Europe, many universities are making policy decisions concerning the languages in which teaching, learning and research are to be conducted. Increasingly, students and teachers are being called upon to use a second or foreign language to deal with cognitively demanding academic content.

This workshop is designed to engage participants in a series of activities and discussions focused on academic language issues. Duhs and Benson, the workshop leaders, have designed and piloted a short course at Stockholm University for university teachers who are faced with a change in their teaching language (TL) from Swedish to English. The course aims to raise teachers' awareness of their own language skills as well as those of their students, helping them to identify appropriate strategies for enhancing learning in a non-native language environment.

Using the course materials and activities as a platform, workshop participants will be involved in demonstrations and then in meta-level reflection on the various approaches and strategies presented.

## **Workshop 3: Autonomes Lernen und aussercurriculare Massnahmen** **Michael Langner** (Universität Freiburg, CH)

Der Bologna-Prozess (Kreditierung, Softskills, Mobilität) führt zu einer starken Strukturierung aller Studiengänge. Dadurch bestehen weniger Möglichkeiten zu einem Ausbau an Präsenzkursen zum Sprachenlernen. Gleichzeitig verstärkt sich die Nachfrage nach Lernmöglichkeiten für Fremdsprachen, da diese als wertvolle Zusatzqualifikationen für den Arbeitsmarkt gelten. Universitäten, die sich der Wichtigkeit von Fremdsprachenkompetenzen bewusst sind, hier zu aller erst die zwei- bzw. mehrsprachigen Universitäten, müssen sich dieser Herausforderung stellen.

Eine Antwort besteht in der grundlegenden Veränderung von Lernmöglichkeiten. So z.B. in der Institutionalisierung von Lernberatung, der Vermittlung von Sprachen-Tandems, dem Auf- bzw. Ausbau der Selbstverantwortung der Studierenden für ihr Sprachenlernen, dem Einbezug vielfacher Sprachlernanreize ausserhalb jeglichen Curriculums.

Vor dem Hintergrund eines einführenden Konzepts zu den so genannten „Individuellen Lern-Projekten Sprache“ der zweisprachigen Universität Freiburg/CH sollen dann im Workshop verschiedene Themenbereiche komplementär, ergänzend, konträr etc. diskutiert werden. Es wäre ein schöner Abschluss, wenn wir am Ende der Tagung einen Kriterienkatalog für autonomes Lernen an zwei-/mehrsprachigen Universitäten erstellen könnten.

### **Stichworte:**

Konstruktivismus, elektronische/digitale Medien, Blended Learning, Lernvertrag, Lernpfade, Language learning beyond B2, life-long learning, Selbstlernzentren, Integrierte Sprachenzentren, Lernberatung.

**\*\*\* Please register for this workshop as soon as possible. Please send an e-mail to: [bimu07@unibz.it](mailto:bimu07@unibz.it)**

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