

# **UAB Plan for Languages**

## **A strategic pledge for multilingualism**

**(Document approved by the Governing Council on 17 July 2008)**

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## 1. Introduction

### 1.1. Mission and vision

#### Mission

The language policy of the UAB is a committed pledge to respond to the need to manage the multilingualism that exists in European knowledge society in terms of language use, quality and learning.

This pledge is specifically focussed on developing a multilingual university model, which involves the use of Catalan, Spanish and English as languages of regular use, with the status corresponding to each, and promotes plurilingual and pluricultural skills throughout the university community.

#### Vision

The UAB wants to be recognised as:

- An institution where multilingualism features among its principal characteristics of identity and within its organisational culture.
- An institution that recognises and values the linguistic capital in the university community and encourages plurilingualism among the people who form part of it.
- A local and international reference point in the construction and application of a management model for multilingualism in the university.

### 1.2. Starting point

The UAB has a social commitment to the Catalan language, both as the native language of Catalonia, and as an official language together with Spanish; a commitment that has emerged from the legal framework and the mission of the University. At the same time it endorses the international projection of the University and a multilingual campus.

These two factors must be mutually fortifying: the Catalan language can only develop within a context that encourages multilingualism; multilingualism should become one of the characteristics of the UAB<sup>1</sup>.

### 1.3. Key ideas

The Plan for Languages is based on three key ideas:

- a) the definition of a multilingual outlook at undergraduate and postgraduate level,
- b) the promotion of plurilingualism in the classroom and transparency of information,
- c) the regulation of multilingualism in institutional communications.

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<sup>1</sup> In this document the concept of *plurilingualism* refers to the skills of people and the concept of *multilingualism* to the coexistence of more than one language in the institution. A more detailed definition of the terms can be found in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* document produced by the Council of Europe.

***Definition of the scope for multilingualism at undergraduate and postgraduate level***

The internationalisation process at the UAB and adaptation to the framework established by the EHEA have formed a scenario of undergraduate degrees, with professional openings, which mainly attract local students (with the exception of certain degrees that attract a significant number of foreign students), and postgraduate degrees that are largely characterised by the mobility of their students.

In this sense a linguistic outlook must be defined for undergraduate level in which Catalan is the predominantly used language and in which Spanish and English, principally, but also other languages, are present. As far as postgraduate degrees are concerned, it is necessary to define a more diverse outlook, in accordance with the kind of courses on offer (official Masters degrees, UAB postgraduate degrees; professional or research orientated; international or local focus, etc.) and the specific characteristics of each case, where in general English and Spanish will have greater importance than for undergraduate degrees, although their roles will vary according to the area of knowledge, and Catalan will be the predominantly used language in those branches of knowledge that are closely linked to the territory and to the educational, social and cultural enrichment of Catalonia.

***The promotion of plurilingualism in the classroom and transparency of information***

Plurilingualism must be promoted within the classroom, in accordance with the outlook for multilingualism that has been defined, for the education of people with plurilingual skills – one of the values that studying at the UAB should represent. In this sense, the transparency of information about the University's language model and the linguistic prerogatives of the university community must be guaranteed.

***The regulation of multilingualism in institutional communications***

The complexity involved in the use of languages in the institutional communication generated by the UAB demands the development of the legal framework (EdA, LPL, LUC, University statutes, etc.), which establishes Catalan as the University's own language and Catalan and Spanish as co-official languages. This should specify contexts for the use of Catalan and Spanish in cases that are not contemplated by the legal framework or in which the legal framework is not sufficiently well-defined, and introduce contexts for the use of English as an institutional and working language, the status of the other languages that are official in Catalonia and in Spain (Occitan/Aranese, Basque and Galician), the contexts for the use of other languages that may be strategic for the international projection of the UAB (French, Mandarin Chinese, etc.) and the contexts in which the use of other languages may be appropriate to address the diversity of the university community and guarantee universal accessibility (Catalan sign language; native or first languages in the university community other than those mentioned previously).

## 2. Areas and lines of work

The specific aims and actions of the Plan for Languages, the framework document on UAB language policy, may be grouped into four broad areas of application:

1. Institutional and management area
2. Teaching area
3. Linguistic and cultural integration area
4. Research area

### 2.1. Institutional and management area

The specific aims for this area are the following:

(1) Define which languages should be used in different contexts, in external institutional communications. For example, in informative and promotional documents of the UAB (guides, information leaflets, merchandising, etc.); the use of English and other strategic languages for those areas where the UAB wants to be projected. In official documents (academic certificates, certificate of attendance in a different university, etc.): the use of English and the official languages of Catalonia and Spain, together with Catalan as the default language.

(2) Define the contexts in which the use of other languages apart from Catalan, Spanish and English in internal communications is appropriate, given the linguistic and cultural diversity of the campus: communications about safety and people's rights, or the protocols for self-protection and evacuation of buildings, information about student insurance, etc.

(3) Guarantee the quality of the language used in institutional communications in a sustainable manner.

(4) To promote the transparency of information: offer information periodically about the established criteria in relation to the university's language policy via formal channels.

(5) Inform students of the languages in which they have to be able to express themselves and the languages they need to be able to understand for each subject. Similarly, students must also receive information about the teaching languages for each class group, in accordance with a "scale of multilingualism": languages used for support materials, languages to be used for students' work, etc.

(6) Promote knowledge of languages among UAB employees:

— Academic and administration & services staff must have a sufficiently high level of Catalan and Spanish in accordance with the legal framework.

— Academic and administration & services staff must have a certain level of competence in English, in accordance with their job description and the needs or specific characteristics of each case.

— Academic and administration & services staff should have their plurilingual skills recognised.

## 2.2. Teaching area

The specific aims for this area are the following:

- (1) Define an exit level for Catalan, Spanish and English for undergraduate degrees. Whether an entrance level for English for Masters degrees, and Catalan and Spanish for undergraduate degrees should be defined requires further consideration.
- (2) Include the learning of language skills in the student curriculum through the integration of content and language and specific language training. Of these language skills, the following should be highlighted:
  - Communicative language skills (oral and written communications) in Catalan and Spanish for professional and academic use (oral presentations, argumentation, etc.)
  - Communicative language skills (oral and written communications) in English for professional and academic use.
  - General language skills in English for students who require a compensatory boost to achieve the required exit level.
  - General language skills in Catalan and Spanish as a general language for international and Spanish students from non-Catalan speaking territories.
  - Intercultural skills that enable students to relate to one another in multicultural environments (in business, in user or customer service, etc.)

Similarly, the production and diffusion of language resources and materials for independent working must be promoted, both for student and for teaching staff.

- (3) Promote formal evaluation of language skills.
- (4) Promote the use of Catalan in undergraduate and postgraduate teaching.
- (5) Promote support for teaching staff who include the learning of third languages in their teaching by integrating content and language.
- (6) Encourage plurilingualism in the classroom: diversify subjects linguistically.
- (7) Familiarise local students with the languages and cultures of the incoming population.

## 2.3. Linguistic and cultural integration area

The specific aims for this area are the following:

- (1) To inform students efficiently about the sociolinguistic situation of Catalonia and the university environment before they arrive at the UAB, and once they have arrived (communications with universities of origin, welcome days, workshops, etc.)
- (2) Promote knowledge of Catalan language and culture among newcomers (students, administration & services staff, and teaching and research staff).

(3) Encourage a multilingual environment (cultural and linguistic integration, areas for exchange and interrelationship, etc.) that promotes the internationalisation of the university.

#### **2.4. Research area**

The specific aims for this area are the following:

(1) Promote the dissemination of scientific output which simultaneously supports the use of third languages and of Catalan.

(2) Promote the use of Catalan in research and in publications.

(3) Offer support for the revision of articles in Catalan and also in other languages before publication.

(4) Promote training activities aimed at teaching projects in foreign languages.

(5) Offer support for the preparation of reference materials in different languages (vocabularies and specific multilingual terminology, translation of reference texts, etc.)

### 3. Activities

The main activities forecast for 2008-2010 are the following:

Area	Aim	No of Activity	Activity	Year
Gen.	-	-	Redefine the policy of lines of support for services related to language, especially in the case of translations, with the aim of ensuring that these lines of support contribute to achieving the aims of the Plan	2008
<b>Institutional and management area</b>				
1	1	1	Make available a document of criteria for institutional use in communications with external institutions.	2008
1	2	2	Carry out a study on languages in the university community	2009
1	2	3	Make available a document of criteria for institutional use in internal institutional communications	2009
1	3	4	Define a level to determine the degree of quality for documents, based on a series of items: impact, degree of institutional nature, urgency, etc.	2008
1	3	5	Make available a system of revision and translation that enables the quality of documents produced at the UAB, and especially in the UAB centres, to be guaranteed	2010
1	3	6	Support for the correction and translation of institutional texts	2008
1	4	7	Make available a public information document about University language policy (on the UAB website) in different languages	2008
1	4	8	Disseminate (intranet, website, e-communications) activities in the area of language policy, sector channels and in a permanent space for the Plan for Languages	2008
1	5	9	Give instructions to centres so that they can gather this information and make it available	2008
1	5	10	Design and disseminate a model that shows the scale of multilingualism	2009
1	6	11	Define language requirements for administration & services employment positions	2009
1	6	12	Establish a level of English as a general requirement for staff	2010
1	6	13	Establish an English training programme for administration & services staff	2008-2009
1	6	14	Establish an English training programme for teaching and research staff	2008-2009
1	6	15	Establish as a merit the knowledge of other languages and a training programme for other languages	2008-2009
1	6	16	Write a report on the possibility of recognising the language merits of academic staff	2010
<b>Teaching area</b>				
2	1	17	Define the exit level of English for degree courses	2008-2009
2	1	18	Decide whether to establish an entry level in English for Masters degrees and in Catalan and Spanish for degree courses	2009
2	2	19	Formalise recognition of language competence in students' curriculums	2008-2009



2	2	20	Retain a policy for subsidising Catalan language training for the university community	2008
2	3	21	Promote the use of level testing in English for new students and also, where necessary in Catalan and Spanish	2009
2	3	22	Promote the use of testing of knowledge of English, and other languages if necessary, to enable accreditation of the level attained in that language on completion of university studies	2009
2	4	23	Define the desired scope for teaching in Catalan on undergraduate degree courses	2008-2009
2	4	24	Introduce this scope as an objective in the planning agreements with centres and departments	2009
2	4. 6	25	Carry out a study of use of languages in teaching undergraduate and official Masters courses	2009
2	5. 6	26	Offer personalised information and support programmes to teaching staff who wish to include learning of third languages in their teaching by integrating content and language and promoting plurilingual skills among students	2008
2	5. 6	27	Draw up a guide for teaching staff with criteria or orientation for managing multilingualism in the classroom	2009
2	5, 6	28	Study and apply incentives for teaching staff to incorporate multilingualism in the classroom and to promote plurilingual skills among their students	2010
2	6	29	Promote the development and use of technological applications for language to facilitate multilingualism in academic documentation	2008
2	7	30	Offer university subjects on the language and culture of the immigrant population aimed at local students.	2009
<b>Cultural and linguistic integration area</b>				
3	1	31	Review the information channels and define the key ideas on language policy and the sociolinguistic situation	2008
3	2	32	Incentivise learning of Catalan among non-Catalan speaking students: subsidised enrolment for lower level classes and recognition of credits	2008
3	2	33	Support the learning of Spanish among international students: 50% subsidies for enrolment (one level per academic year) and recognition of credits	2008
3	2	34	Promote the knowledge and experience of the local culture through the production and diffusion of products and the organisation of activities ( <i>80 tips</i> guide, conversation guides, cultural and leisure activities, etc.)	2008
3	2	35	Experiment with the offer of courses that include Catalan and Spanish learning for international students	2010

3	3	36	Encourage cultural and linguistic exchanges between local students and students spending a period of time at the UAB (language exchange programmes, cultural and linguistic integration internships, exchange partner listings, etc.)	2008
3	3	37	Establish channels for promoting the internationalisation of the UAB taking advantage of the diversity of the population within the university community	2009
<b>Research area</b>				
4	1	38	Consider, and apply where necessary, the availability of financial aid to reinforce the English-Catalan tandem (for example if a thesis is written in Catalan, make available financial aid for revising a publishable article from the thesis in English)	2010
4	2	39	Consider, and apply where necessary, the availability of financial aid for publishing research in Catalan, especially in those areas where the work is local, related to the area	2010
4	2. 3	40	Accept applications for financial aid for writing doctoral theses in Catalan	2008
4	3	41	Consider, and apply where necessary, the availability of financial aid for the linguistic revision of publications (for academic staff in training, for example)	2010
4	4	42	Offer training for the preparation, writing and communication of research projects in foreign languages	2008
4	5	43	Consider, and apply where necessary, the availability of financial aid for the production of reference materials in different languages	2010

Below are the activities grouped by year.

**2008**

Area	Aim	No of Activity	Activity	Year
Gen.	-	-	Redefine the policy of lines of support for services related to language, especially in the case of translations, with the aim of ensuring that these lines of support contribute to achieving the aims of the Plan	2008
<b>Institutional and management area</b>				
1	1	1	Make available a document of criteria for institutional use in communications with external institutions.	2008
1	3	4	Define a level to determine the degree of quality for documents, based on a series of items: impact, degree of institutional nature, urgency, etc.	2008
1	3	6	Support for the correction and translation of institutional texts	2008
1	4	7	Make available a public information document about University language policy (on the UAB website) in different languages	2008

1	4	8	Disseminate (intranet, website, e-communications) activities in the area of language policy, sector channels and in a permanent space for the Plan for Languages	2008
1	5	9	Give instructions to centres so that they can gather this information and make it available	2008
1	6	13	Establish an English training programme for administration & services staff	2008
1	6	14	Establish an English training programme for teaching and research staff	2008
1	6	15	Establish as a merit the knowledge of other languages and a training programme for other languages	2008
<b>Teaching area</b>				
2	1	17	Define the exit level of English for degree courses	2008
2	2	19	Formalise recognition of language competence in students' curriculums	2008
2	2	20	Retain a policy for subsidising Catalan language learning for the university community	2008
2	4	23	Define the required scope for teaching in Catalan on undergraduate degree courses	2008
2	5. 6	26	Offer personalised information and support programmes to teaching staff who wish to include learning of third languages in their teaching by integrating content and language and promoting plurilingual skills among students	2008
2	6	29	Promote the development and use of technological applications for language to facilitate multilingualism in academic documentation	2008
<b>Cultural and linguistic integration area</b>				
3	1	31	Review the information channels and define the key ideas on language policy and the sociolinguistic situation	2008
3	2	32	Incentivise learning of Catalan among non-Catalan speaking students: subsidised enrolment for lower level classes and recognition of credits	2008
3	2	33	Support the learning of Spanish among international students: 50% subsidies for enrolment (one level per academic year) and recognition of credits	2008
3	2	34	Promote the knowledge and experience of the local culture through the production and diffusion of products and the organisation of activities ( <i>80 tips</i> guide, conversation guides, cultural and leisure activities, etc.)	2008
3	3	36	Encourage cultural and linguistic exchanges between local students and students spending a period of time at the UAB (language exchange programmes, cultural and linguistic integration internships, exchange partner listings, etc.)	2008
<b>Research area</b>				
4	2. 3	40	Accept applications for financial aid for writing doctoral theses in Catalan	2008
4	4	42	Offer training for the preparation, writing and communication of research projects in foreign languages	2008

2009

Institutional and management area				
1	2	2	Carry out a study on languages in the university community	2009
1	2	3	Make available a document of criteria for institutional use in internal institutional communications	2009
1	5	10	Design and disseminate a model that shows the scale of multilingualism	2009
1	6	11	Define language requirements for administration & services employment positions	2009
Teaching area				
2	1	18	Decide whether to establish an entry level in English for Masters degrees and in Catalan and Spanish for degree courses	2009
2	3	21	Promote the use of level testing in English for new students and also, where necessary in Catalan and Spanish	2009
2	3	22	Promote the use of testing of knowledge of English, and other languages if necessary, to enable accreditation of the level attained in that language on completion of university studies	2009
2	4	24	Introduce this scope as an objective in the planning agreements with centres and departments	2009
2	4. 6	25	Carry out a study of use of languages in teaching undergraduate and official Masters courses	2009
2	5. 6	27	Draw up a guide for teaching staff with criteria or orientation for managing multilingualism in the classroom	2009
2	7	30	Offer university subjects on the language and culture of the immigrant population aimed at local students.	2009
Cultural and linguistic integration area				
3	3	37	Establish channels for promoting the internationalisation of the UAB taking advantage of the diversity of the population within the university community	2009

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Institutional and management area				
1	3	5	Make available a system of revision and translation that enables the quality of documents produced at the UAB, and especially in the UAB centres, to be guaranteed	2010
1	6	12	Establish a level of English as a general requirement for staff	2010
1	6	16	Write a report on the possibility of recognising the language merits of academic staff	2010
Teaching area				
2	5. 6	28	Study and apply incentives for teaching staff to incorporate multilingualism in the classroom and to promote plurilingual skills among their students	2010
Cultural and linguistic integration area				
3	2	35	Experiment with the offer of courses that include Catalan and Spanish learning for international students	2010

Research area				
4	1	38	Consider, and apply where necessary, the availability of financial aid to reinforce the English-Catalan tandem (for example if a thesis is written in Catalan, make available financial aid for revising a publishable article from the thesis in English)	2010
4	2	39	Consider, and apply where necessary, the availability of financial aid for publishing research in Catalan, especially in those areas where the work is local, related to the area	2010
4	3	41	Consider, and apply where necessary, the availability of financial aid for the linguistic revision of publications (for academic staff in training, for example)	2010
4	5	43	Consider, and apply where necessary, the availability of financial aid for the production of reference materials in different languages	2010

For each activity indicators will be established to allow them to be evaluated.

#### 4. Evaluation and monitoring

An annual report will be produced including all the activities carried out together with the corresponding results, and this will be presented to the Commission for Language Policy for discussion and approval, where appropriate.

A summary document for the period 2008-2010 is planned for 2011 along with an evaluation consultation with different agents (students, academic staff, centres, etc.) with the aim of revising the lines of action and introducing changes where necessary.

#### 5. Development and technical support

The creation of a figure with specific responsibility for this Plan, to be nominated by the rector, is proposed.

The Language Service is the body that provides technical support for the Plan for Languages.

In order to carry out the activities proposed in the Plan, coordination mechanisms will be set up with the principal areas of the UAB that are involved: Area of Academic Affairs, Area of International Relations and Area of Communication and Promotion.