

## WORK PACKAGE 7

*Towards a plurilingual and intercultural European University*



TRANSFORMING REGIONS FOR AN INCLUSIVE EUROPE



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European Union



***QUESTION 2***  
**HAS YOUR ALLIANCE  
DEVELOPED A LANGUAGE  
POLICY?**



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OCTOBER  
2024

INTERNATIONAL SYMPOSIUM

NEOLAiA  
TRANSFORMING REGIONS FOR AN INCLUSIVE EUROPE

Page No 11

NEOLAiA

# Common Charter on Language Policy and Staff Accreditation Criteria

## Coordinator

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Codrut Serban  
Renáta Tomášková  
Avra Xepapadakou

# University language policies



16  
Wednesday  
morning

#Conference

ANGLICIZATION OF HIGHER EDUCATION:  
THE PRESENCE OF ENGLISH AND  
DIVERSITY OF ITS USES



16  
Wednesday  
afternoon

#Conference

PLURILINGUAL AND INTERCULTURAL  
PERSPECTIVES IN HIGHER EDUCATION



17  
Thursday  
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#Conference

SHARING IDEAS AND EXPERIENCES FOR  
PLURILINGUAL AND INTERCULTURAL  
INTEGRATION AT UNIVERSITY



17  
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#Conference

SHARING EXPERIENCES IN OTHER  
EUROPEAN UNIVERSITIES ALLIANCES



18  
Friday  
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#Workshops

UNIVERSITY LANGUAGE POLICY  
CHARTER DRAFTING

## Conclusion

NEOLAiA Charter on Language Policy and Staff Accreditation Criteria presents a comprehensive and forward-thinking framework for fostering plurilingualism and cultural understanding within university settings. By advocating for inclusive policies that recognize diverse linguistic repertoires, promoting effective plurilingual approaches to teaching and research, acknowledging the value of EMI, emphasizing the intercultural dimension of language, and setting forth staff accreditation criteria, the Charter aims to define language policy in higher education. It stresses the importance of moving beyond monolingual biases, ensuring that linguistic diversity is an asset rather than a barrier, and embracing language as a tool for cultural exchange, social justice, and citizenship. Through these principles, the Charter seeks to create a more inclusive and equitable academic environment aligned with the aims and values of the European Union and the Council of Europe Language Policy Portal.

NEOLAiA  
PLAIAIANE  
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université  
de TOURS

neolaia@univ-tours.fr

REGISTRATION: neolaialanguage.sciencesconf.org

MAME / 49 BOULEVARD PREUILLY 37000 TOURS - FRANCE



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the European Union

Lay out the **rich panoply of linguistic situations** in our Alliance

Deficient English language

Identify **challenges** affecting language policy: 8 main fronts

English which permeates all domains and warrants safeguarding the less

State our firm commitment to **internationalization** on 5 main fronts

possibility of excessive anglicization

# Executive summary

## 1. INTRODUCTION AND BACKDROP

The push for internationalization<sup>1</sup> has gathered momentum across European Higher Education Institutions (HEIs) over the last two decades. The creation of the European Higher Education Area (EHEA), the expansion of university access policies, the phenomenon of globalization, or increased migratory movements have spurred on a profound rethinking of the role of foreign languages in a truly international 21st-century tertiary education (Bazo et al., 2017).

In this context, English is widely considered as a *lingua franca* and European HEIs must orchestrate a balance between two seemingly contradictory yet complementary realities: the need for strong English as a Medium of Instruction (EMI) programs, and the promotion of plurilingual and intercultural education policies that counter an excessive anglicization of Higher Education.

The universities comprised within the NEOLAIA Alliance seek to attain such a balance between these two crucial circumstances which are shaping the present and future of internationalization at tertiary level. They represent a rich variety of linguistic situations yet are united in their diversity via their firm commitment to internationalization practices, shared challenges, and a common vision of ways forward in this terrain.

The objective of this *White Paper* is precisely to identify those challenges and to signpost ways forward to counteract their potentially adverse effect through the specific tasks, milestones, and deliverables encompassed within Work Package 7. It is hoped that the language policy baseline outlined in this *White Paper* will serve as a bedrock for harmonized language policies across our institutions and will constitute the starting point of the NEOLAIA *Common Charter on Language Policy and Staff Accreditation Criteria*.

“

The universities comprised within the NEOLAIA Alliance seek to attain a balance between the need for strong English as a Medium of Instruction (EMI) programs and the promotion of plurilingual and intercultural education policies that counter an excessive anglicization of Higher Education.

<sup>1</sup> Following de Wit et al. (2015, p. 29), internationalization is understood as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”.

Orchestrate a **balance** between EMI and plurilingualism.

Establish **ways forward** for all **stakeholders** based on **3 pillars**: accreditation, training, and incentives

A **common, official, harmonized, and explicit language policy** across our institutions





## ***QUESTION 3***

**WHAT WAS THE PROCESS TO  
DEVELOP A LANGUAGE POLICY  
WITHIN YOUR ALLIANCE?**

# THE PROCESS

## MULTIFACETED AND COMPLEMENTARY DOCUMENTS

1

**SPECIALIZED  
LITERATURE**

LATEST  
RESEARCH

2

**OFFICIAL  
POLICY  
DOCUMENTS**

CRUE  
BRITISH  
COUNCIL

3

**PRIOR NEEDS  
ANALYSES**

PFP AT THE  
UJA

PPP

794  
participants

153  
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641  
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## LANGUAGE POLICY

University of Jaén

### ❖ GENERAL BACKGROUND

Higher education, both at national and European levels, has increasingly extended the teaching and use of English and other foreign languages on university campuses for over some decades. The founding of the European Higher Education Area, the expansion of university access policies, and the phenomenon of globalisation and increased migratory movements have created a need to re-think foreign languages' role in the international university of the 21st century.

To this end, the document drawn up by the Ministry of Education, Culture and Sport entitled *Estrategia para la Internacionalización de las Universidades Españolas 2015-2020* (*Strategy for the Internationalisation of Spanish Universities*), published in 2014, recommends, among other measures, initiatives to make our universities more internationally attractive by the offer of courses taught in English or other foreign languages at both undergraduate and postgraduate levels and promoting the acquisition of sufficient levels of a foreign language for all Faculty members and staff.

In the documents published by the Internationalisation and Cooperation sector of the CRUE (CRUE-IC), a series of specific measures are proposed, which include three **main courses of action** – accreditation, training and incentives - thereby addressing the three collectives of the university community: the student body, faculty members and administration.

1. **Accreditation:** It is essential to agree on and unify criteria to avoid the enormous heterogeneity and uncertainty that often affects both the question of levels of attainment in English (and in other foreign languages) and the mechanisms used to this end.
2. **Training:** It is essential to identify the new roles of the various actors involved in the university internationalisation process to offer quality training. Both students and faculty members should be aware of what the teaching-learning process in a foreign language implies. This process is not merely changing the *lingua franca*



## Addition of recommendations

3. Position:
- ☐ Full Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☒ Other

### QUESTIONNAIRE

(Likert scale: 1: Not at all; 2: Moderately; 3: Considerably; 4: Extensively)

- Plausibility of the White Paper**
1. The White Paper maps the current NEOLAiA reality.
  2. The White Paper covers all relevant stakeholders.
  3. The White Paper is delimited enough to be manageable.

- Clarity of the White Paper**
4. The White Paper is easy to understand as far as the framework is concerned.
  5. The White Paper is easy to understand as far as the language is concerned.
  6. The White Paper outlines the language policy basis of the NEOLAiA alliance.
  7. The White Paper argues for the need to establish clear criteria for language policy.

- Quality and relevance of the White Paper**
8. The White Paper addresses the need to establish clear criteria for language policy.
  9. The White Paper supports the validity of the claims.
  10. The White Paper provides a clear vision of the future.
  11. The White Paper proposes a clear path forward.

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## VALIDATION PROTOCOL

1. Country: Spain
2. Institution: University of Seville

Questionnaire

## Elimination of certain items

## VALIDATION PROTOCOL

1. Country: Spain
2. Institution: University of Seville

3. Position:
- ☐ Full Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☒ Other

### QUESTIONNAIRE TO VALIDATE THE WHITE PAPER OF THE NEOLAiA PROJECT

(Likert scale: 1: Not at all; 2: Moderately; 3: Considerably; 4: Extensively)

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## Simplification of vocabulary

- ☒ Full Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Other

### QUESTIONNAIRE TO VALIDATE THE WHITE PAPER OF THE NEOLAiA PROJECT

(Likert scale: 1: Not at all; 2: Moderately; 3: Considerably; 4: Extensively)

Plausibility of the White Paper				
1. The White Paper maps the current NEOLAiA reality.	1	2	3	4
2. The White Paper covers all relevant stakeholders.	1	2	3	4
3. The White Paper is delimited enough to be manageable.	1	2	3	4
Clarity of the White Paper				
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9. The White Paper supports the validity of the claims.	1	2	3	4
10. The White Paper provides a clear vision of the future.	1	2	3	4
11. The White Paper proposes a clear path forward.	1	2	3	4

## Completion of certain lines of action

## Clarification of concepts

## Suggestion of useful references

“The document correctly identifies the areas that need some improvement and, moreover, it proposes **detailed** actions and initiatives to overcome the difficulties in a **practical** way.”

**Higher Education Institution system**, with a very **concise clear picture** drawn of accreditation, training, and incentive programs that will help stakeholders achieve linguistic goals with much more ease.”

“It contains **what is expected** of a document intended to **harmonize language policies** among the NEOLAIa institutions.”

“It delineates the **balancing of English** while **prioritizing other foreign languages** all the while keeping the recommendations completely **attainable** and with

“presenting **precise** guidelines to effectively address current challenges. These recommendations are **backed by the latest scientific evidence ... I thus think it is a great piece of work.**”

## VALIDATION PROTOCOL

Spain  
University of Seville

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## VALIDATION PROTOCOL

1. Country: Spain
2. Institution: Universidad Pon
3. Position:  
☐ Full Professor

## VALIDATION PROTOCOL OF LANGUAGE POLICY WHITE PAPER

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# THE PROCESS

**LESSONS  
LEARNED**



**Evidence-  
based  
practice is the  
way to go**

**Balance and  
compromise  
are essential**

**Triangulating  
feedback ups  
the ante**



***QUESTION 4***  
**DOES THE POLICY INCLUDE  
RECOMMENDATIONS?**



# STRUCTURE

## TEACHING FACULTY

- 36  
action  
lines

## STUDENT BODY

- 19  
action  
lines

## ADMIN STAFF

- 14  
action  
lines

# EXAMPLES



01

## ACTION LINE 1

**T.T.2.** SET IN PLACE **COUNSELLING AND FEEDBACK OPTIONS** FOR INEXPERIENCED TEACHERS OR THOSE WHO SEEK TO BE **OBSERVED** BY ADVISORS IN ORDER TO RECEIVE RECOMMENDATIONS ON THEIR TEACHING.



02

## ACTION LINE 2

**T.T.3.** ESTABLISH A **MENTORING OR SHADOWING PROGRAM**, WHEREBY MORE EXPERIENCED PRACTITIONERS IN TEACHING CONTENT THROUGH LANGUAGE ACCOMPANY AND FOLLOW THOSE WHO ARE JUST STARTING OUT OR REQUIRE GREATER GUIDANCE.



# 03

## ACTION LINE 3

**T.T.4.** OFFER EXTRA SUPPORT IN THOSE SUBJECTS IMPLEMENTED VIA ANOTHER LANGUAGE THROUGH THE FIGURE OF THE **LANGUAGE ASSISTANT**, WHO WILL PROVIDE THREE-PRONGED SUPPORT.



# 04

## ACTION LINE 4

**T.T.6.** PROVIDE INCREASED OPPORTUNITIES TO CARRY OUT INTERNATIONAL TEACHING STAYS IN ORDER TO OBSERVE BEST PRACTICES AND **DEVELOP JOINT TEACHING PROJECTS.**



# 05

## ACTION LINE 5

**T.T.8.** SET UP CROSS-INSTITUTIONAL **BLENDED INTENSIVE PROGRAMS (BIPS)** TO FOSTER INTERNATIONALIZATION THROUGH THE CREATION OF PROFESSIONAL LEARNING COMMUNITIES.



# 06

## ACTION LINE 6

**I.T.3. BOLSTER LANGUAGE REVISION PROGRAMS** (OF ACADEMIC TEXTS, FINAL REPORTS, CONTRACTS, PATENTS, PROJECT APPLICATIONS, RESEARCH OUTCOMES, AND ANY OTHER DOCUMENTS RELATED TO TEACHING, RESEARCH, OR KNOWLEDGE TRANSFER) AND **INCENTIVIZE PUBLISHING** IN ENGLISH AND OTHER FOREIGN LANGUAGES IN ORDER TO BOOST THE **INTERNATIONAL PRODUCTION AND DISSEMINATION OF RESEARCH.**

[www.neolaiacampus.eu](http://www.neolaiacampus.eu)





## ***QUESTION 5***

**CAN YOU MENTION ONE OR  
TWO ASPECTS OF THE POLICY  
THAT BROUGHT CONTROVERSY?**

# CONTROVERSY

1

Speaking exclusively in our *mother tongues* and fostering translation  
**VS.** Favoring the *mother tongue + 2 objective*

2

Fighting the *hegemonic role of English* **VS.** Seeking to promote  
*English as a lingua franca (ELF)* in the academic world

3

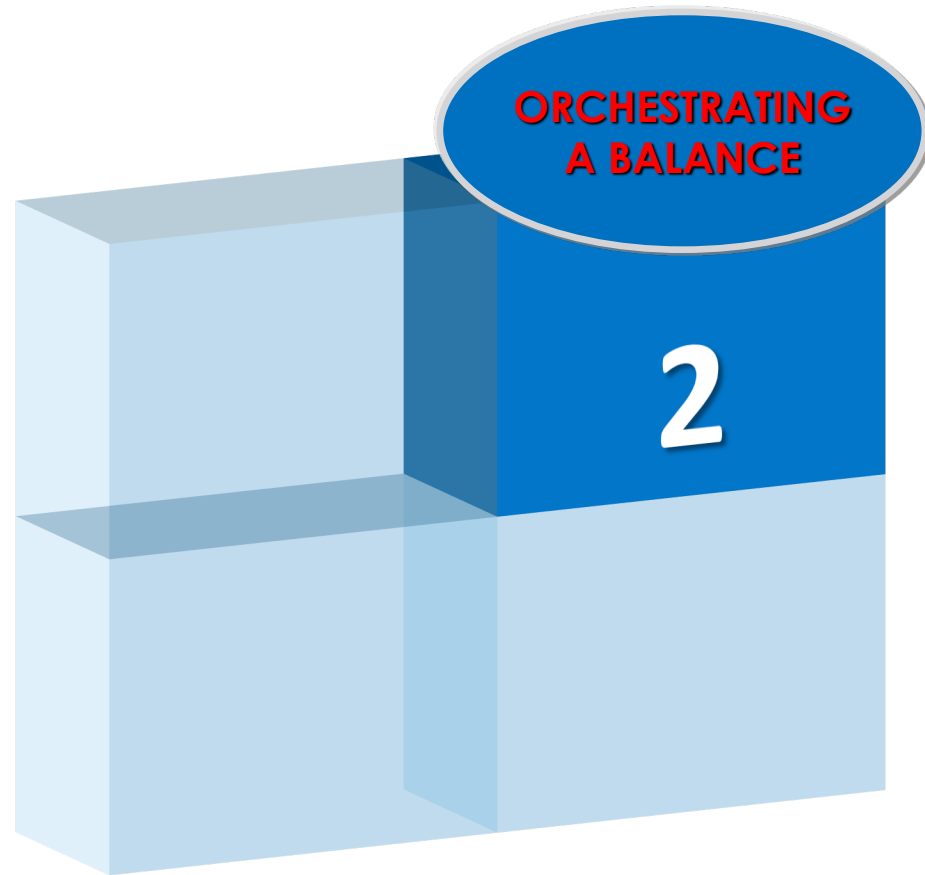
Increasing course offerings and publications in *languages other than English* **VS.** The need for *EMI* and to publish in English in top-tier journals

# CONTROVERSY



**SOLUTION 1: RESPONDING FLEXIBLY**

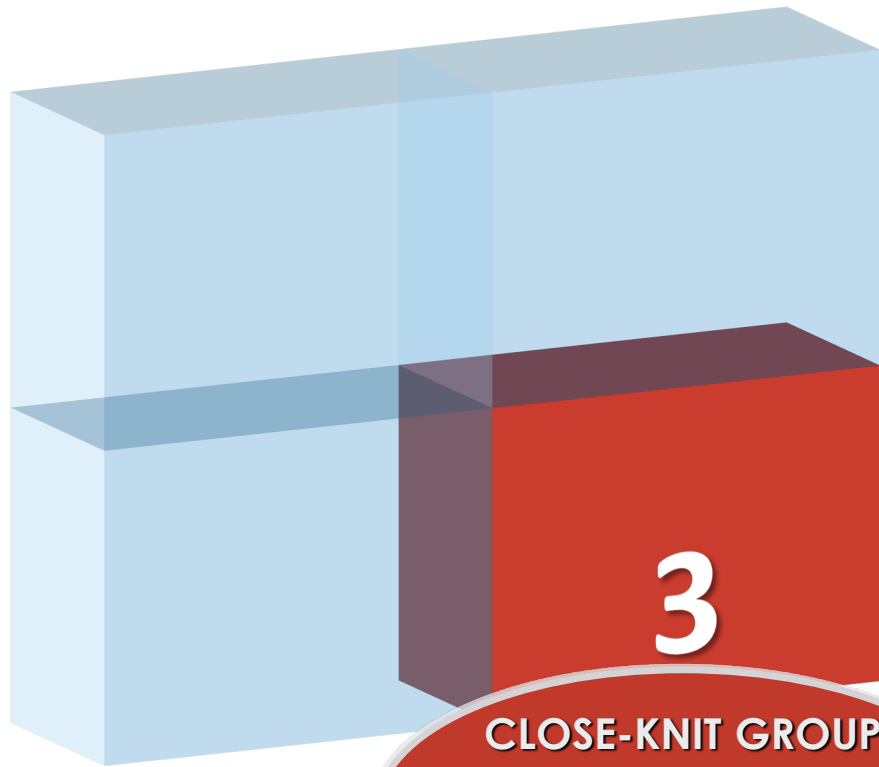
# CONTROVERSY



**SOLUTION 2: COUNTERBALANCE,  
CONCILIATION, COMPROMISE**



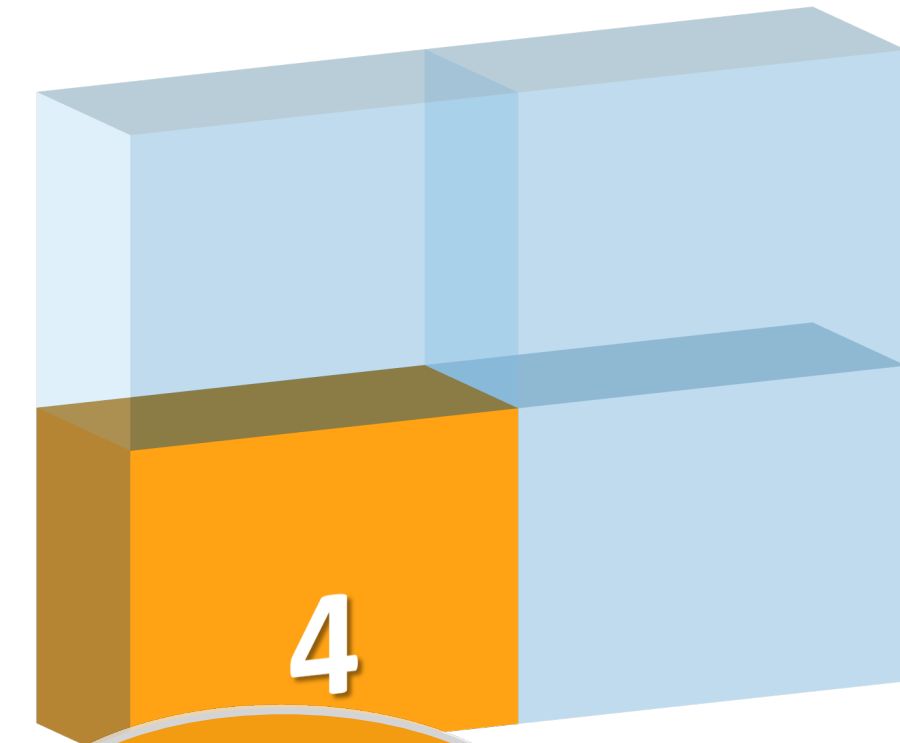
# CONTROVERSY



CLOSE-KNIT GROUP  
EASY TO REACH CONSENSUS  
WILLING TO PUT IN  
EXTRA WORK

**SOLUTION 3: THE HUMAN FACTOR**

# CONTROVERSY



**CREATING TASK FORCES  
AND HOLDING EXTRA  
MEETINGS**

**SOLUTION 4: GOING THE EXTRA MILE**



## ***QUESTION 6***

**IS THE LANGUAGE POLICY  
IMPLEMENTED AS PLANNED?**

***CHALLENGES, EXAMPLES OF GOOD  
PRACTICE, AND LESSONS LEARNED***

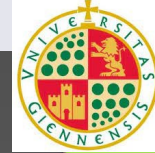
# CHALLENGES



UNIVERSITÄT  
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GERMANY

DIVERSE DEGREES OF  
*IMPLEMENTATION*



SPAIN

DIVERSE DEGREES OF  
*COMMITMENT*

THE MAIN  
CHALLENGES



UNIVERSITY of NICOSIA

CYPRUS



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ROMANIA

# STEPS FOR IMPLEMENTATION / BEST PRACTICES

1. Translation of the White Paper into all our mother tongues.
2. Decision not to have it signed by each University ...
3. ... but, rather, to secure support from the Commission and to meet with our Rectors to determine which measures can be adopted at each institution.
4. Open access on our webpage ([www.neolaiaicampus.eu](http://www.neolaiaicampus.eu)).
5. Coordinated official presentations at each university.
6. Press releases.
7. Radio interviews.
8. Visibility at international conferences (e.g. AERA).
9. Social media (@neolaia.campus)



NEOLA

# Libro blanco de Política Lingüística

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Avra Xepapadakou

NEOL

# Językowi Bílá kniha

## Koordinátorka

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NEOL

# Kalby po Baltoji knyga

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NEOLAiA

# Politica Lingvistică Carte Albă

## Coordonator

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## Membri

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Encarnación Almazán Ruiz  
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Iunie 2024

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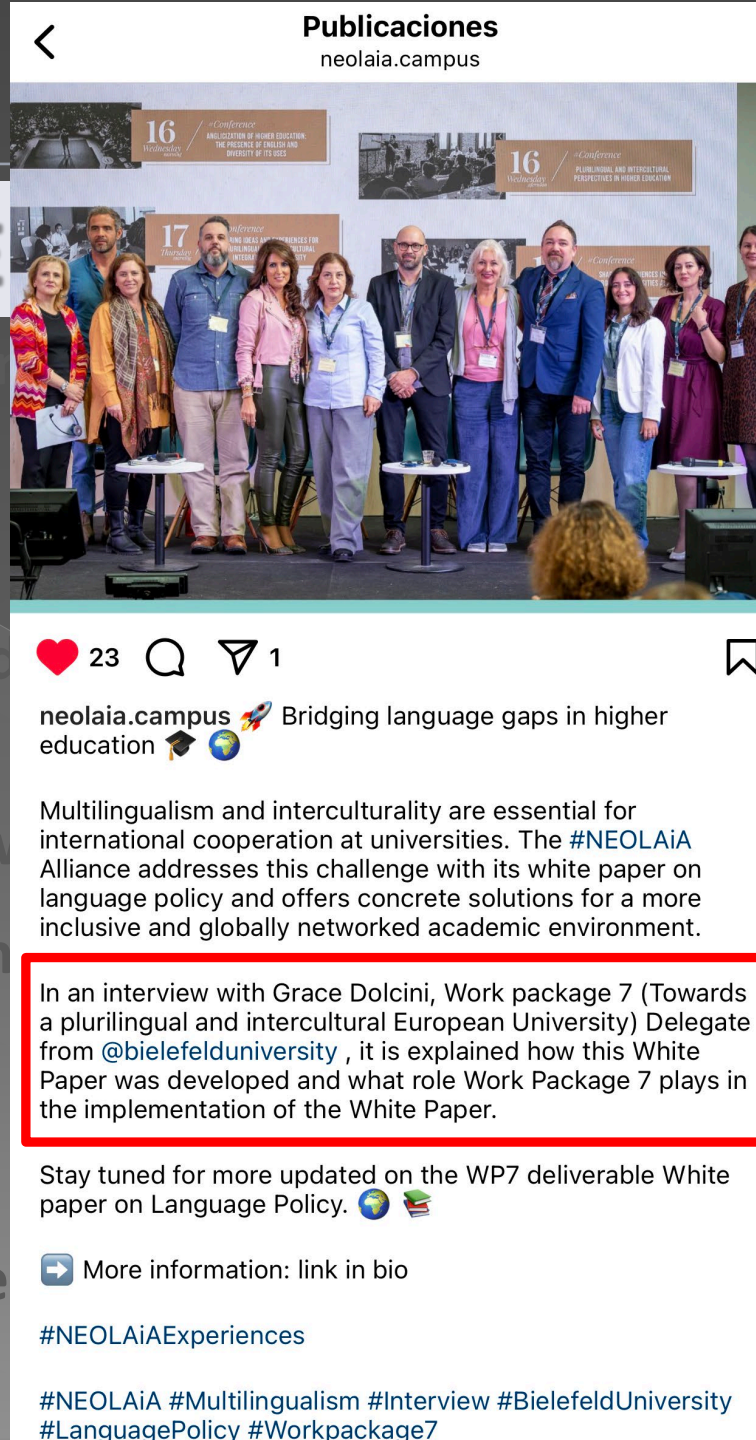
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- 5. Coordinated official presentations at each university.**
6. Press releases.
7. Radio interviews.
8. Visibility at international conferences (e.g. AERA).
9. Social media (@neolaia-campus)

# STEPS FOR IMPLEMENTATION / BEST PRACTICES

1. Translation of the White Paper into all our mother tongues.
2. Decision not to have it signed by each University ...
3. ... but, rather, to secure support from the Commission and to meet with our Rectors to determine which measures can be adopted at each institution.
4. Open access on our webpage ([www.neolaiaicampus.eu](http://www.neolaiaicampus.eu)).
5. Coordinated official presentations at each university.
6. Press releases.
7. Radio interviews.
8. Visibility at international conferences (e.g. AERA).
9. Social media (@neolaia.campus)

# STEPS FOR IMPLEMENTATION

1. Translation of the White Paper into all languages
2. Decision not to have it signed by all Rectors
3. ... but, rather, to secure support from all Rectors and to meet with our Rectors to discuss the White Paper
4. Open access on our webpage ([www.neolaia.eu](http://www.neolaia.eu))
5. Coordinated official presentation
6. Press releases.
7. Radio interviews.
8. Visibility at international conferences
9. Social media (@neolaia.campus)



# PRACTICES



# STEPS FOR IMPLEMENTATION

1. Translation of the White Paper into a
2. Decision not to have it signed by each
3. ... but, rather, to secure support
- and to meet with our Rectors to determine
- each institution.
4. Open access on our webpage ([www.neolaia.org](http://www.neolaia.org))
5. Coordinated official presentations at
6. Press releases.
7. Radio interviews.
- 8. Visibility at international conferences**
9. Social media (@neolaia.campus)



## STEPS FOR IMPLEMENTATION

1. Translation of the White Paper into all
2. Decision not to have it signed by each U
3. ... but, rather, to secure support
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4. Open access on our webpage ([www.neolaia.eu](http://www.neolaia.eu))
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6. Press releases.
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9. Social media (@neolaia.campus).



# LESSONS LEARNED

LESSONS  
LEARNED



**Realistic yet  
ambitious**  
*("A Dios rogando  
y con el mazo  
dando")*

II SYMPOSIUM ON  
LANGUAGE POLICY  
**(UNIVERSITY OF  
JAÉN, JUNE 2026)**

**Ongoing  
dialogue,  
stocktaking, and  
troubleshooting**



MUCHAS GRACIAS!