



English as the medium of instruction in higher education in Sweden and some other European countries.

An overview of practices and research

The CARLA Conference
20th October, 2012
St Paul, MN, USA

Liss Kerstin Sylvén





Today's presentation

Models

- Sweden
- Other European examples

Research findings

Challenges

Prospects





University of
Gothenburg

38000 students
5900 employees
9 faculties
43 academic
departments
1891





English in Sweden

- 1st FL taught in school
- Mandatory from 3rd grade
- Extramural exposure
- Necessary to learn other languages (English)





Language policy at the University of Gothenburg

- *"It is important that courses in English are available at all levels in higher education. Teaching in other foreign languages than English needs to be available to a higher degree than what is the case today."*
Gov't report 2004/2005
- Internationalization
- Courses at advanced level **should** be offered in English
- Course literature **should** be in English
- Theses in Swedish **should** be accompanied by a summary in English
- All official documents **should** be available in both Swedish and English



Language policy at Stockholm University

- No official language policy document
- Internationalization
- *The basic principle is that we need to develop the parallel use of Swedish and English. Whenever possible, we use both these languages in teaching and research. The use of other foreign languages should also be safeguarded. (Vice-chancellor, 2010)*





Lund University, Faculty of Engineering

- Although the main teaching language is Swedish, teaching and literature in English is a particularly valuable complement at all levels of education.
- Research and doctoral education is highly internationalized, and English is a natural working language. This is established and causes no specific measures in the policy.
- Multilingualism of graduates and employees is a benefit.
- Examiners and the supervisors should have basic skills in the Swedish language.





A pattern





Centre for Internationalisation and Parallel Language Use



CIP > About CIP



CIP in brief

Research and Training Centre Language courses in Danish and English for employees and students at the University of Copenhagen.

CIP is the University of Copenhagen resource centre for parallel language use.

The Centre:

develops the University's strategy for the enhancement of language skills

and carries out target group specific needs analyses and diagnostic language tests

which leads to research-based language courses in Danish and English

which are tailored to the individual's professional requirements, existing language skills, career development, teaching and mode of academic publication.

Parallel Language Use

About the Centre

The Centre for Internationalisation and Parallel Language Use (CIP) was established in 2008 following a decision by the Board of the University of Copenhagen.

CIP will augment the University's efforts to implement a language policy based on the principles of parallel language use. The Centre functions both as a research and training centre; its principal aim is to develop a research-based strategy for the enhancement of Danish and English language skills among various groups at the University. The objective of this strategy is to contribute to the strengthening of the University's international profile by supporting employees and students in meeting language-related challenges.

CIP functions as a resource centre for the University as a whole. Administratively, the Centre is placed within the Faculty of Humanities.

Please follow this link to read more about [the organisational structure of the Centre](#).

What is the motivation behind the establishment of the Centre?

An important aspect of the internationalisation process of the University of Copenhagen is the implementation of a language policy which ensures consistently high standards of language use, in Danish as well as in English. The opening of the Centre for Internationalisation and Parallel Language Use emphasises the University's wish to develop a language policy based on the use of Danish and English as parallel languages.

- Home
- About CIP**
 - Organisational structure
 - Value statement
- Staff
- Research
- English language certification
- Course catalogue
- About parallel language use
- Events
- Contact

CIP's Resource Site



Oxford University, England

All teaching at Oxford University is carried out in English





Université Paris-Sorbonne, France

- No language policy document
- *Languages of the World: 15 languages are taught with innovating methods: immersion courses in English, Business English, English and Spanish over the phone, preparation for the TOEFL, TOEIC and other exams (website)*





Technische Universität München, Germany

- No language policy document
- Some 20 master's programs taught in German and English
- Some 25 master's programs taught entirely in English





Why English?

- No 1 lingua franca around the globe
- Studied as the first foreign language in most European countries
- Frequent extramural encounters
- Literature available in virtually all subjects
- Student mobility
- Research dissemination
- The U.S. is an important market





What does the research tell us?

- Wilkinson (2005)
 - First, teaching through English does have an impact on content.
 - Second, teaching through English demands more time.
 - Third, teaching through English implied a greater need to adapt and reorder tasks and assignments in response to ongoing feedback from students.
- Dafouz, Núñez & Sancho (2007)
 - The hierarchical gap between lecturer and student is diminished
- Nevile & Wagner (2008:128)
 - Choosing to use German or English is not something that can be done simply and easy, once and for all, and subsequently taken for granted, but rather is oriented to by participants throughout, and is dependent on moment-to-moment interactional contingencies for speaker designation and participation.





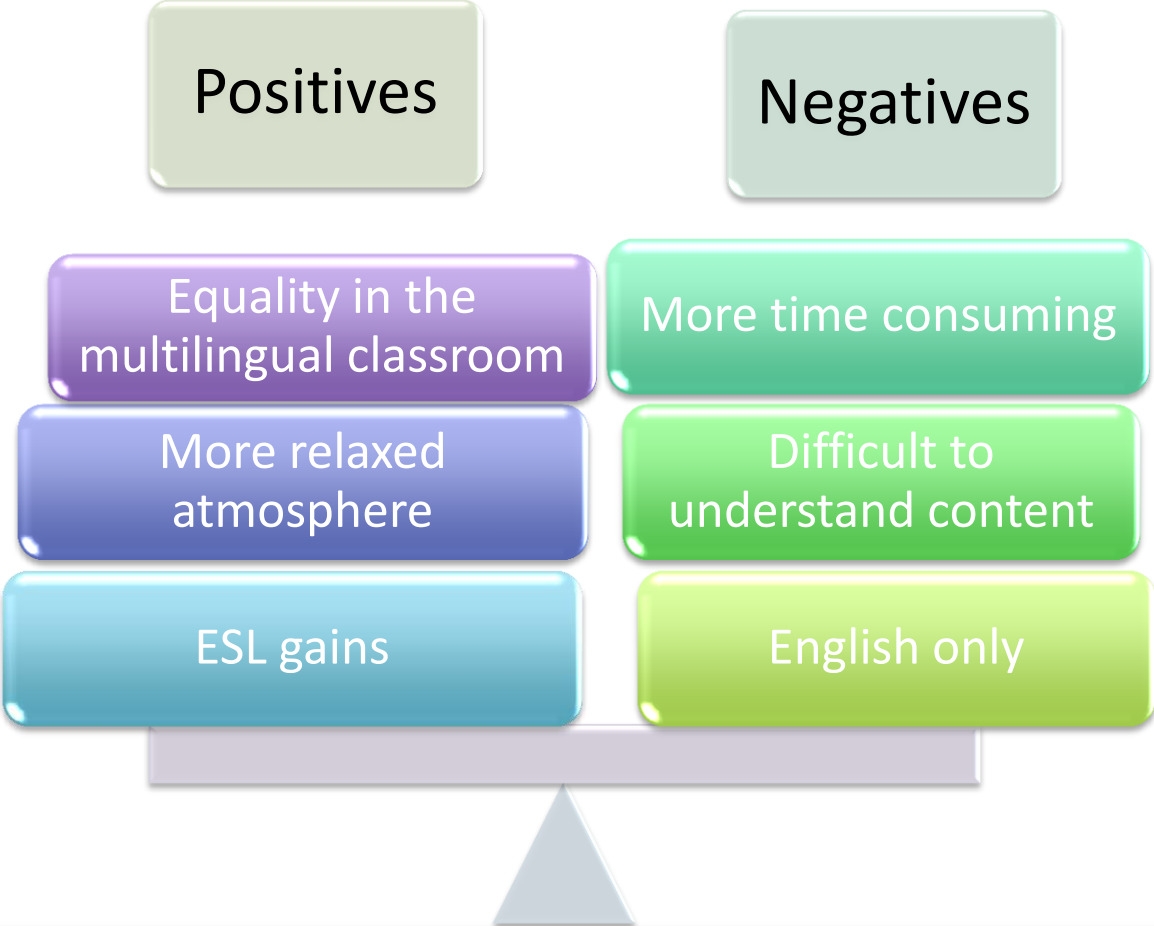
What does the research tell us?

- Moore & Dooly (2010)
 - Participants have more cognitive resources at hand to solve problems in interaction compared to when they only use one language
- Airey (2009), Hellekjaer (2010)
 - Lecture preparation and layout
- Knapp (2010)
 - The idea of getting "two for one" is too simplistic.
 - Avoidance
 - Comprehension problems
 - ESL gains
- Smit (2010)
 - The principle of joint forces





Research findings



Challenges

Language(s) used

- EU: L1+2
- Policy decisions necessary

Widened participation

- A and B students?

Teacher competence

- Language skills
- Organizing skills



Prospects

- Language support
- Close cooperation with course teachers
- EFYE

<http://www.efye.eu/>





Language Support

Faculty of Arts

Faculty of Education

Faculty of Fine Applied and
Performing Arts

Faculty of Science

Faculty of Social Sciences

IT Faculty

School of Business,
Economics and Law

The Sahlgrenska Academy

Language Support at the School of Business, Economics and Law

Are you interested in tutoring sessions, open seminars or workshops? Here you will find relevant information along with time and dates for drop in at the language lab.

Tutoring sessions

Please contact us by e-mail to book a tutoring session. Don't forget to include name of faculty in your e-mail. If, for example, you are interested in working with a text, we would like you to send it to us a day before the appointment. You can also tell us a little bit about what you are primarily interested in improving.

You are welcome to the Language Support facility for a single session or continuously throughout your studies.

Open seminars/workshops

Wednesday, 16:15-17:45.

Links and Book Recommendations

 [Useful Links & Book Recommendations](#)



Prospects

- Language support
- Close cooperation with course teachers
- EFYE

<http://www.efye.eu/>





EUROPEAN EFYE FIRST YEAR EXPERIENCE



- Registration
- About us
- Programme
- Practical information
- Contact

> Home > About us

- EFYE
- Previous Conferences

European FYE

EUROPEAN EFYE FIRST YEAR EXPERIENCE

The aim of the European First Year Experience (EYFE) Conference is to explore the student experience at universities across Europe, with a specific focus on the importance of the first year. The amount of research about the induction of students has increased world-wide and evidence clearly shows that a positive start influences the result of their entire university education. The EFYE is linked with the US National Resource Centre for First Year Experience and Students in Transition®, which organises the annual International First Year Experience Conference.





Summary

Models

- Similar
- English only

Challenges

- Other languages
- Widened participation
- Competences

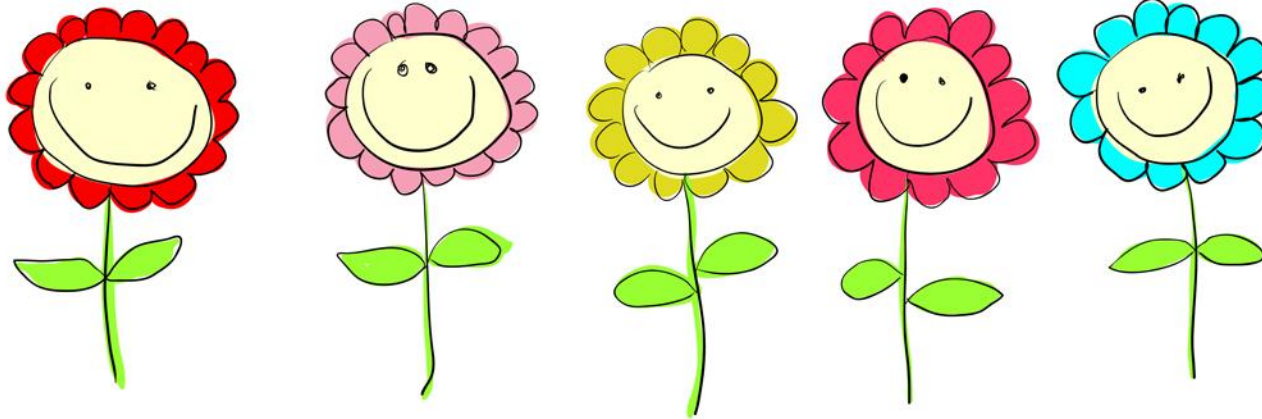
Prospects

- Language support
- Research





Thank you so much for your
attention!





Contact information:

Liss Kerstin Sylvén, PhD
Assistant Professor
University of Gothenburg

lisskerstin.sylvén@ped.gu.se



+46 31-7862388





References

- Airey, J. 2009. *Science, Language and Literacy. Case Studies of Learning in Swedish University Physics*. Uppsala: ACTA UNIVERSITATIS UPSALIENSIS, 81.
- Dafouz, E., B. Núñez and C. Sancho. 2007. Analysing stance in a CLIL university context: Non-native speaker use of personal pronouns and modal verbs. *International Journal of Bilingual Education and Bilingualism* 10, no. 5: 647-62.
- Dafouz Milne, E. and B. Núñez Perucha. 2010. Metadiscursive devices in university lectures. A contrastive analysis of L1 and L2 teacher performance. In *Language use and language learning in CLIL classrooms*, eds Dalton-Puffer, C, Nikula, T and Smit, U. Amsterdam: John Benjamins.
- Hellekjær, G.O. 2010. Language matters. In *Language use and language learning in CLIL classrooms*, eds Dalton-Puffer, C, Nikula, T and Smit, U, 233-58. Amsterdam: John Benjamins.





References, cont'd

- Knapp, A. 2011. When comprehension is crucial. Using English as a medium of instruction at a German university. In *English in Europe today. Sociocultural and educational perspectives*, eds De Houwer, A and Wilton, A, 52-70. Amsterdam: John Benjamins.
- Moore, E. and M. Dooly. 2010. "How do the apples reproduce (themselves)?" How teacher trainees negotiate language, content, and membership in a CLIL science education classroom at a multilingual university. *Journal of Language, Identity & Education* 9, no. 1: 58-79.
- Smit, U. 2010. CLIL in an English as a lingua franca (elf) classroom. In *Language use and language learning in CLIL classrooms*, eds Dalton-Puffer, C, Nikula, T and Smit, U, 259-77. Amsterdam: John Benjamins.
- Wilkinson, R. 2005. The impact of language on teaching content: Views from the content teacher. In *"Bi- and Multilingual Universities – Challenges and Future Prospects"* Helsinki, Finland.