

**PLURIANNUAL PLAN FOR MULTILINGUALISM
(2011–2014)**

**Approved at the 12th meeting of the Governing Council (held on 30 June
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PRESENTATION

One of the distinguishing features of Universitat Jaume I (UJI) since its foundation in February 1991 is its commitment to multilingualism, that is, to its official languages (Catalan, as its own language, and Spanish as the language of the Spanish state) and to English as working language.

Since its origins, therefore, UJI has become a cultural model and linguistic paradigm as regards the recovery and normalisation of Catalan, and has implemented clear actions to extend its use and consolidate it as its own official language at UJI, and as the everyday means of expression in all university spheres: administration, teaching and research.

Furthermore, the incipient cultural scenario during the initial stages of the university's existence led to the drafting of a Language Policy Plan, prepared by the Direcció Tècnica de Política Lingüística (Expert Directorate in Language Policy) in 1991.

The initial stages of the European Higher Education Area (1998–1999) then brought a new international dimension leading to a significant increase of language diversity at UJI – Catalan, Spanish, English and other languages – which called for an educational model adapted to the new circumstances. A new Language Policy Plan (1998), the first to be approved by the Senate and the Governing Council, provided a new tool with which to gradually approach the framework set out in the Statutes and to promote an all-embracing change in the university's language practices.

Today, in 2011, we are in the midst of a scenario in which English is shaping up as the world's *lingua franca*, with Europe supporting multilingualism on the one hand, and the preservation of minority languages on the other. This new context and the commitment to our own language require a language policy that promotes linguistic normalisation, particularly by increasing the use of Catalan in teaching, and which at the same time addresses the increasing needs for multilingualism and ensures equal opportunities for all languages. This interpretation has also been made by other universities. In the last few months, the Valencian public universities have worked to find common points and synergies that have been gathered together in a framework plan for multilingualism that each university will develop and adapt to their own plan.

At UJI, one of the most immediate challenges of the governing programme presented by the current Rector's team is multilingualism, understood as the integration of languages. Undoubtedly, this must be one of the core dimensions not only of the Pluriannual Plan for Multilingualism, but also of UJI's strategic plan and educational model, so that the promotion of its own language and culture, the internationalisation of studies, mobility and employability are also involved.

In this vein, the aim of the Pluriannual Plan for Multilingualism is to support and follow up all the objectives and actions aimed at improving language competence and skills and at taking full advantage of the variety of communicative situations that can arise at the university and, by extension, in the community.

Vicent Climent Jordà
Rector

1. INTRODUCTION

The current university context, with the major challenges posed by the incorporation into the European Higher Education Area (EHEA), justifies the preparation of a new framework document on multilingualism at our university. The new educational project calls for multilingual competence as a fundamental requirement, since it is a project that looks outwards, beyond its own walls, and demands and encourages mobility of all members of the university community.

The European Union is founded on the concept of ‘unity in diversity’: diversity of cultures, customs, beliefs – and languages. For this reason multilingualism is essential for the European Union to work efficiently. The Council of Europe stresses the importance of preserving this diversity and the respect for parity between languages, as well as acquisition of the basic competences in order to participate actively in the knowledge society. Higher education centres are therefore responsible for providing students with access to the highest possible number of both European and non-European languages, supported by new technologies and innovative approaches leading to high quality education. In short, the EHEA represents a new educational paradigm with direct consequences for the use of languages at the university.

The action framework for multilingualism is presented in the European Commission’s documents *Common European Framework of Reference for Languages*¹ (2001), *A New Framework Strategy for Multilingualism* (COM/2005/0596 final) and the more recent *Multilingualism: an asset for Europe and a shared commitment* (COM/2008/566 final). They reaffirm that all European citizens should know at least two languages apart from their own in order to achieve the objectives of social cohesion, lifelong learning, mobility, competitiveness and economic prosperity. They also state that it is the mission of universities to provide students with the necessary practical language competences that will prepare them for their future careers.

According to the *Common European Framework of Reference for Languages* (Council of Europe), multilingualism is the co-existence of different languages in a given society, while plurilingualism is the ability to use more than one language. Multilingualism can therefore be considered a social fact, while plurilingualism is an individual fact. The objective of this Plan for Multilingualism is to pave the way for members of the University community to become skilled in at least the three priority languages, but also to acquire plurilingual competence. This competence consists in combining the skills in different languages (which may vary in level, and may be active or passive) in such a way that they can successfully use them in a given communicative situation.

The current Plan comprises all the objectives and actions that help to improve the skills and use of the priority languages, as well as to promote other languages at UJI. The priority languages are Catalan, the University’s own and official language; Spanish, the language of the state and official language; and English, the *lingua franca*.

UJI’s Plan for Multilingualism should be understood as an institutional framework document for the whole of the university community as well as for other people who work on the university campus, in businesses and organisations that are associated in some way with the University. To implement the Plan, a series of more specific measures must be deployed within units, services and degrees. These measures can be introduced as part of strategic or

¹ http://www.coe.int/dg4/linguistic/CADRE_EN.asp.

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improvement plans, together with a manual on the use of languages. Furthermore, this plan is conceived as a supplement of, not a substitute for, the 1998 Language Policy Plan.

The new language guidelines therefore call for a multilingual framework affirming its European dimension without renouncing its own identity and language. UJI has committed to establish a common strategy and formulate a set of good practices with all the other Valencian public universities and the Catalan universities that belong to the Vives Network. As a result of their joint work, a framework for language policies at Valencian public universities (MAPL) has been prepared which the present Pluriannual Plan for Multilingualism (PPM) adapts and develops.

This plan is a strategy, a quality reference, for defining a language model that is in keeping with the University's mission and with the requirements of its immediate environment and the European and international context, and for providing graduates with the multilingual academic and professional training that they will need throughout their lives. An important step towards achieving these objectives is the *Informe sobre els usos lingüístics a les universitats públiques valencianes*, a report on the use of languages at Valencian public universities produced by the Acadèmia Valenciana de la Llengua and the Valencian universities (Artur Aparici i Rafael Castelló (dirs.), AVL, Col·lecció Recerca, no. 13, Valencia, 2011).

UJI's strategic management system (SDE) covers the institutional strategic plan in which the basic lines of strategy are outlined and which allows the University to achieve results of a high standard of excellence as well as high-quality and professional management. For this reason the basic objectives of the PPM have been integrated into the 2011–2014 strategic plan approved by the 11th meeting of the Governing Council on 13 May 2011. The strategic plan, by means of its indicators, will ensure the implementation of the objectives contained in this document. One of the concepts that will help ensure that some of these objectives are achieved is linguistic security, that is, the guarantee that subject courses, conferences and congresses or other academic activities will take place in the language that is publicly announced beforehand.

2. DEFINITION OF KEY CONCEPTS

In order to understand this document properly, an explanation of the key concepts it refers to is required. To this end, they are defined below.

Multilingualism: This term refers to a social situation where more than one language coexists in a given community. It can be said that most of today's communities are multilingual to some extent. Multilingualism is therefore a matter of degree, as communities can be more or less multilingual, in the same way that people can be more or less plurilingual.

Plurilingualism: This term refers to the characteristics of an individual who knows and uses more than one language to some extent. These individuals do not keep the languages they know in watertight mental compartments; rather, they develop transfer-based communicative competence by taking advantage of their linguistic experience in which all the languages interrelate.

Linguistic identity: This term refers to the association of a language with the cultural traits with which an individual identifies him/herself. We usually identify with our mother tongue,

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but for a variety of reasons some individuals may identify more with a second or third language, or with more than one language at the same time.

Own language: This is the language of a given geographical area. In the case of the Valencian Community, its own language is Valencian, academically known as Catalan.

Official language: This is the language or languages that, by law, are official in a given territory. In the Valencian Community, both Catalan and Spanish are official.

Working language: This is a language that, though non-official, deserves to be known for its importance in a certain domain, territory or activity. At UJI, the knowledge and use of English as a working language will be promoted, given the University's commitment to internationalisation and multilingualism. Other languages of scientific and academic interest may also be considered as working languages, and where appropriate, they must be supported in certain domains.

Priority languages: The priority languages of Valencian universities are the two official languages and English.

Lingua franca: This is a language commonly known by a group of people which enables them to communicate with one another. In teaching international student groups, English can be considered the *lingua franca* as well as the working language.

Vehicular language: When more than one language may be present in a subject course, it is necessary to establish a vehicular language, which is the one used by lecturers when teaching and which will be preferred, or used compulsorily, in assignments and exams. Its use must be clearly specified in the information provided to students before they register on the course.

Linguistic security: This concept consists in publicly announcing the language or languages lecturers will use in class for each subject course before the start of academic activity. This information on the priority language of instruction becomes binding for lecturers and students and guarantees that the language chosen will be maintained, as it cannot subsequently be changed or be subject to negotiation by the group or class. The concept can also refer to safeguarding the choice of language established when a talk, lecture, speech or any other academic activity is initially announced.

3. STRUCTURE OF THE PLAN: GENERAL OBJECTIVES AND DIMENSIONS

UJI's PPM adapts and develops the MAPL – prepared and approved by the Valencian public universities – and is structured into three general objectives, two dimensions and fifteen specific objectives. Based on this structure, UJI's PPM develops a series of specific actions designed to achieve these objectives and establishes indicators that will show the extent to which they are met.

The three general objectives of the MAPL are the following:

1. Use of Catalan (cross-cutting objective): to advance towards the normal and common use of Catalan as the University's own language.

2. Plurilingualism: to increase and improve the knowledge of languages among University members.

3. Multilingualism: to promote harmony between different languages and to turn multilingualism into a value for the University and all its members.

The first general objective is cross-cutting, as it affects both the individuals and the institution, and is a consequence of the universities' responsibility for spreading and developing the Valencian Community's own language, as a mark of identity of our society. The knowledge and frequent use of Catalan, in addition to Spanish, bring us closer to and identify us with the surrounding community.

The second general objective affects the members of the university community: students, teaching and research staff (PDI) and administration and service staff (PAS). We want these people to acquire plurilingual competence, improve their language skills and be able to use at least the three priority languages at UJI: Catalan, Spanish and English.

The third objective affects the institutions and the values it sets out to convey. We want to promote harmony between languages and respect for them and the people who use them.

These three general objectives give rise to two dimensions into which the 15 specific objectives common to all Valencian universities are structured, since the first general objective can be deployed in both dimensions:

Dimension 1 covers the objectives of plurilingualism, that is, the individual domain.

Dimension 2 is complementary and focuses on the institution.

1. Individuals

Emphasis is placed on teachers, researchers, administration and service staff and members in the spheres of teaching, research and management, so that the University members become more plurilingual.

2. The institution

A multilingual culture must be deployed in the fields of teaching, information and awareness-raising, institutional tools and texts, language quality and all other academic, administrative and institutional activities.

4. SPECIFIC OBJECTIVES AND RESULTING ACTIONS AFFECTING UJI

DIMENSION 1: INDIVIDUALS

- 1. To increase the active use of Catalan among people, both in academic and management activities**

ACTIONS	INDICATORS
1.1. To promote the use of the own language through actions facilitating its use at the University.	Number of information actions on activities carried out in Catalan at the University.

2. To ensure plurilingualism among all students and staff in at least the three priority languages.

ACTIONS	INDICATORS
2.1. To raise awareness among University members on the interest and importance of multi- and plurilingualism and on the role of each language in university life, in students' education and in a quality professional career, through specific campaigns.	<ul style="list-style-type: none"> – Number of information actions on multilingualism and plurilingualism. – Number of campaigns and scope (according to target users).
2.2. To plan the languages of instruction in each degree in order to ensure students' plurilingualism in at least the three priority languages.	Number of plans for multilingualism per degree.

3. To guarantee the principle of linguistic security in academic activity.

ACTIONS	INDICATORS
3.1. To raise awareness of the concept of linguistic security in teaching and other academic activities.	<ul style="list-style-type: none"> – Number of information actions. – Percentage of subjects in which the language of instruction has been publicly announced during the registration process.
3.2. To implement means to check whether the language option announced in the degree teaching information is maintained.	<ul style="list-style-type: none"> – Students' responses to questions on compliance with linguistic security. – Percentage of credits actually taught in Catalan and in English with respect to those offered in these languages. (Approximation by means of survey or questions in students' survey on teachers' activity. Distinguish between undergraduate and postgraduate degrees)
3.3. To implement means to monitor language commitment in other academic activities	Answers to questions on the compliance of linguistic security in the surveys on satisfaction with academic activities.

4. To improve basic and applied teaching of Catalan, English and other University languages and ensure language accreditation.

ACTIONS	INDICATORS
4.1. To identify the needs of the university community members as regards priority	Preparation of plans for multilingualism in all University

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languages in the different spheres of use and by group (PAS, PDI, undergraduate students and postgraduate students).	spheres.
4.2. To plan the actions in each undergraduate degree that will facilitate the students' acquisition of C1 level in Catalan and B2 in English.	Preparation of departments' plans for multilingualism. Preparation of degree plans for multilingualism.
4.3. To establish, in each service and unit, the functional needs of PAS members as regards languages, and to plan and ensure the achievement of the objectives.	Preparation of services' plans for multilingualism.
4.4. To prepare a guide for multilingual teaching as a support for the degree plans for multilingualism.	Publication of a guide for multilingual teaching.
4.5. To promote language learning among University members so that they improve their communication skills according to each group's needs and to emphasise self-learning as a method for continuing language learning.	<ul style="list-style-type: none"> – Percentage of University members taking part in language courses and training actions (by group and language). – Number of language courses and training actions aimed at University members (increase) – Percentage of University members with accreditation for a language level (by group and level). – Level of students' satisfaction with language courses and training actions.
4.6. To establish a system for the accreditation of the language competence of University members in accordance with recognised standards.	<ul style="list-style-type: none"> – Collaboration with recognised accreditation organisations outside the University. – Number of agreements for mutual recognition of certificates.
4.7. To facilitate the voluntary accreditation of all University members.	<ul style="list-style-type: none"> – Number of periodical accreditation tests organised by the University. – Number of external institution tests or exams taken at the University (University of Cambridge, TOEFL, etc.) – Number of voluntary placement tests for students.
4.8. To establish compulsory accreditation of level C1 in Catalan and B2 in English as a requirement for undergraduate students before	– Introduction of the language requirement in undergraduate degrees (2015–2016).

they register on the final degree project (as from academic year 2016–2017).	– Accreditation tests for students (the first one offered for free).
4.9. To ensure that all teachers and researchers obtain the certificate qualifying them to teach in Catalan and foreign languages	– Number of courses and paths offered for obtaining teaching qualification in Catalan and foreign languages.

5. To improve the language quality of academic texts.

ACTIONS	INDICATORS
5.1. To draw up and implement a manual for the use of each language.	Publication of the language use manual.
5.2. To promote text editing and revision in other languages.	<ul style="list-style-type: none"> – Number of texts in Catalan and English supervised and corrected by the SLT. – Percentage of corrections, with respect to translations, received by the language or equivalent services. – Quality standard of the corrections of academic texts received by the language or equivalent services (sampling). – Quality standard of institutional texts (sampling).

6. To increase the number of students who are taught in Catalan and in English and of teachers with the requisite proficiency to teach in these languages.

ACTIONS	INDICATORS
6.1. To increase the number of course subjects taught in Catalan and in English, particularly of compulsory course subjects.	<ul style="list-style-type: none"> – Number of compulsory course subjects taught in Catalan and in English. – Percentage of final degree projects written in Catalan. – Percentage of students taught in Catalan and in English. – Percentage of lecturers who teach in Catalan and in English.
6.2. To support state-regulated teaching of English in degrees and encourage the coordination of English course subjects with the rest of degree subjects, particularly those which are taught in English.	Number of educational innovation projects on language and content coordination and integration.
6.3. To support teaching in Catalan and in English in degrees through incentive and recognition	– System recognising that a teacher has started teaching

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systems for the teachers who implement it.	in other languages. – Number of teachers who have started teaching in Catalan and in English.
6.4. To guarantee a consultancy service in other languages to support the task of the teacher and to foster their professional development, both in teaching and research.	Number of actions supporting teaching in other languages implemented by the USE and the SLT.
6.5. To amend the recruitment requirements for PAS and PDI candidates to include the three UJI priority languages.	– Publication of the amended requirements. – Percentage of positions with a linguistic profile in Catalan and in English (for PAS and PDI)
6.6. To make the three priority languages a requirement in the teaching career document.	Publication of the language requirement in the teaching career document.
6.7. To promote the incorporation of foreign lecturers to teach in degrees.	Publication of the grant programme for short-stay visiting teachers.
6.8. To promote the participation of teachers in exchange programmes, particularly in Erasmus teaching visits.	Number of teachers who have been on a visit abroad and taught in English.

7. To increase the use of Catalan in research, knowledge transfer and scientific diffusion.

ACTIONS	INDICATORS
7.1. To increase the number of doctoral theses written in Catalan.	Number of theses written in Catalan.
7.2. To promote scholarly publication in Catalan.	Number and percentage of doctoral theses, research articles and scholarly publications written in Catalan by University members, as recorded in the institutional repositories.

8. To promote mobility in order to strengthen innovation and experience exchange among staff working in Catalan.

ACTIONS	INDICATORS
8.1. To promote exchange programmes between Catalan-speaking universities.	Number of PAS and PDI members participating in mobility programmes in Catalan-speaking areas.

9. To promote linguistic integration of the people coming from other cultural and linguistic areas.

ACTIONS	INDICATORS
9.1. To organise courses in the two official languages for people coming from other cultural and linguistic areas.	Number of Spanish and Catalan courses organised. Number of participants.
9.2. To organise academic and leisure activities involving people from the Catalan cultural and linguistic area and from other areas of origin.	Number of reception and integration actions. Number of participants.

10. To increase the number of university extension or supplementary academic activities offered in Catalan.

ACTIONS	INDICATORS
10.1. To increase the number of university extension activities in Catalan.	– Number of university extension activities in Catalan. – Number of participants in extension activities carried out in Catalan.
10.2. To increase the number of supplementary academic activities in Catalan.	– Number of supplementary academic activities in Catalan. – Number of participants in supplementary academic activities carried out in Catalan.

DIMENSION 2: THE INSTITUTION

11. To ensure Catalan is established as the normal and commonly used language in carrying out administrative, academic and institutional activities.

ACTIONS	INDICATORS
11.1. To ensure Catalan is established as the normal and commonly used language among members of the university community.	– Degree of use of Valencian in the signs on campus and in the university concessions. – Percentage of outgoing registered documents in Catalan. – Percentage of PAS and PDI Training Plan courses taught in Catalan. – Percentage of PAS and PDI Training Plan courses with materials handed out in Catalan or in the two official languages. – Percentage of institutional

	<p>home web pages (governing bodies, centres, departments, institutes and services) with a version in Catalan.</p> <ul style="list-style-type: none"> – Percentage of institutional representatives' speeches (in academic year opening and closure ceremonies, graduations and <i>Doctor Honoris Causa</i> events) – Percentage of institutional advertising in Catalan.
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12. To increase the number of credits and course subjects offered in Catalan and in English.

ACTIONS	INDICATORS
12.1. To plan the vehicular language of all degree course subjects.	Number of degree and departmental plans for multilingualism.
12.2. To establish objectives to increase the number of credits and course subjects in Catalan and in English.	<ul style="list-style-type: none"> – Percentage of credits taught in Catalan and in English (distinguish between undergraduate and postgraduate degrees) – Percentage of course subjects taught in Catalan and in English (by type of subject, that is, compulsory or optional). – Percentage of course subjects taught in Catalan or English with class materials in the relevant language (by language).

13. To turn active multilingualism into a value of UJI and all its members.

ACTIONS	INDICATORS
13.1. To publicise the PPM and all its objectives in the University, so that all bodies take it into account when planning their activities.	<ul style="list-style-type: none"> – Number of meetings and communication activities on the PPM. – Degree of references to multilingualism in institutional documents: statutes, strategic plans, study programmes, teaching guides, institutional website (binary indicator).

	– Results of the survey on multilingualism at the University.
13.2. To ensure the normal use of the three priority languages and plurilingualism are established in the university community.	Number of activities carried out in each language.

14. To inform on the benefits of bilingualism and raise awareness among the university community on the use of Catalan when carrying out administrative, academic and institutional activities.

ACTIONS	INDICATORS
14.1. To train service directors, department directors, vicedeans, etc., in the importance and benefits Catalan has for the institution and how it should be conveyed to the staff they are responsible for.	Number of meetings and items of information undertaken with the persons responsible for services, centres, etc.

15. To ensure the linguistic quality and multilingualism of institutional tools and texts.

ACTIONS	INDICATORS
15.1. To promote the use of at least two priority languages in the institutional documents.	Number of multilingual documents produced.
15.2. To ensure the use of the three priority languages in the relevant information on the institutional website.	– Percentage of webpages in Spanish, Catalan and English. – Results of surveys and interviews on satisfaction with the use of languages in the website.
15.3. To ensure the use of Catalan in institutional computer tools.	– Percentage of computer tool uses in Catalan (accesses to the institutional website, applications to the e-site, online surveys, intranet and teaching platform settings, and so on). - Number of institutional tools with support for the multilingual option and in operative use.

5. PLANNING OF UJI ACTIONS

In an endeavour to involve the whole university community, the services, the institutes, the centres, the degrees and the departments shall carry out the appropriate actions to achieve the

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objectives laid down in this Plan by implementing their own plans for multilingualism, strategic plans and improvement plans.

These more specific plans for multilingualism shall be prepared within one year after the date this Plan is approved.

6. FOLLOW-UP AND EVALUATION

For the sustainable and quality development of multilingualism and plurilingualism at UJI, everyone's wholehearted support is needed.

The follow-up mechanisms to be implemented are those already established for the University's strategic plan and others such as the DOCENTIA programme.

Furthermore, the Language Policy Committee and the Language and Terminology Service will be responsible for planning priority actions each year, collecting the relevant data and following up all the actions arising from the Plan and evaluating their degree of achievement. They shall also submit an annual report to the Governing Council.

Additionally, the Interuniversity Language Policy Committee shall also monitor the situation in our university as compared to that in the other Valencian universities and according to the indicators included in the Framework on Language Policies at Valencian Public Universities.