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)
• "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)
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.
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.
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)
• 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

Positives
- Equality in the multilingual classroom
- More relaxed atmosphere
- ESL gains

Negatives
- More time consuming
- Difficult to understand content
- English only

Liss Kerstín Sylvén, CARLA 2012
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 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.
Prospects

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• EFYE

http://www.efye.eu/
The aim of the European First Year Experience (EFYE) 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.
Thank you so much for your attention!
Contact information:

Liss Kerstin Sylvén, PhD
Assistant Professor
University of Gothenburg

lisskerstin.sylven@ped.gu.se

+46 31-7862388


