



Language policies and the formation of democratic awareness

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Introduction

- During this talk we will
 - briefly outline how language policies and language education can work together to reach ambitious objectives
 - see how language policies can respond to a process of internationalisation at a university level and viceversa
- 



**From the *melting pot* to the
*fruit salad***






e pluribus
unum




united
in diversity






From language policies to language education

- Language education as a basis to implement language policies
 - At the heart of language learning and teaching
- 




The historical evolution of the European projects

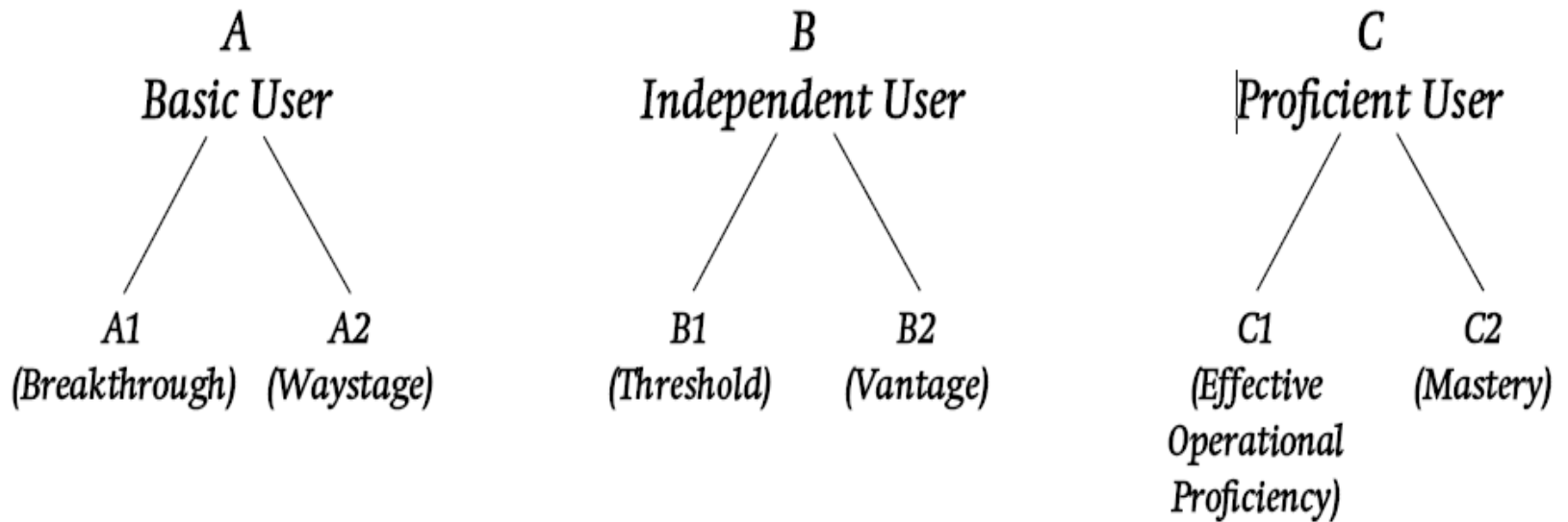
- From *Modern Languages/Langues Vivantes* to the CEFR
 - Social, political and cultural changes
- 



What's the CEFR?

- Basis for reflection upon the nature of languages and communication
 - And upon learning and teaching processes
 - Therefore basis to elaborate curricula, study programmes, exams, textbooks
 - A document to develop a coherent system and related awareness
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The Common Reference Levels





The Global Scale



Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.




Fundamental principles

- Back to the future?

- Article I-2 The Union's values

The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.






The CEFR and civil values


- From Art. 18 of the European Constitution: *The motto of the Union shall be: 'United in diversity'*
- CEFR as an active body-guard of EU values
- Preparation for democratic citizenship = primary educational goal
- *To promote methods of modern language teaching which will strengthen independence of thought, judgement and action, combined with social skills and responsibility.*

(CEFR: 4; Summit of Heads of States which launched the CEFR project in 1991)

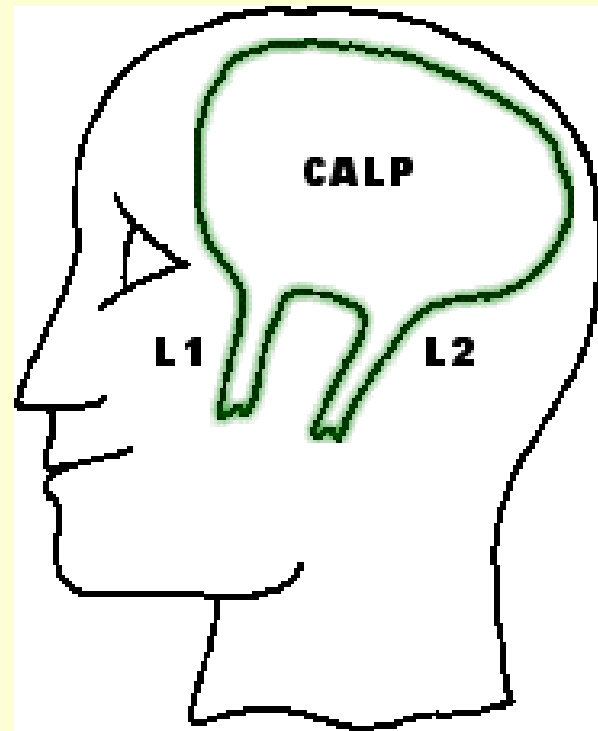
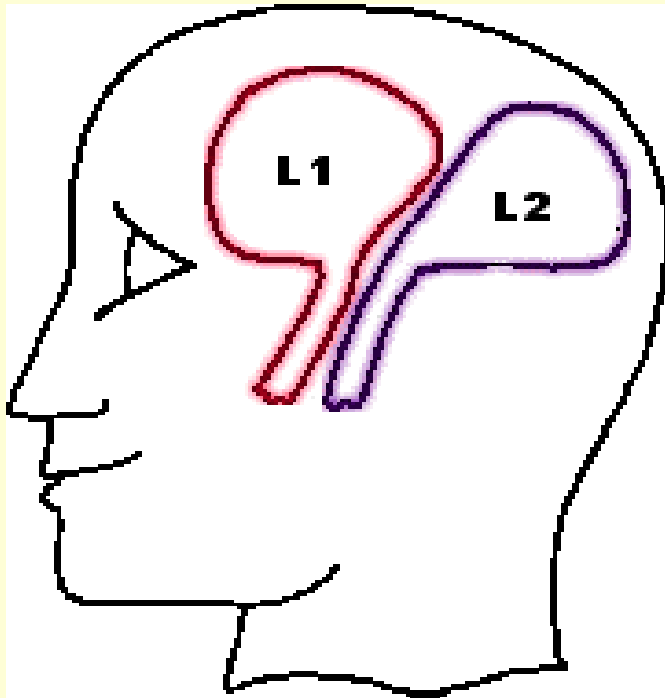




From values to objectives (1)

- Coherence and transparency
 - Plurilingualism and pluriculturalism
- 

SUP or CUP



**Surface
Features
of Language 1**

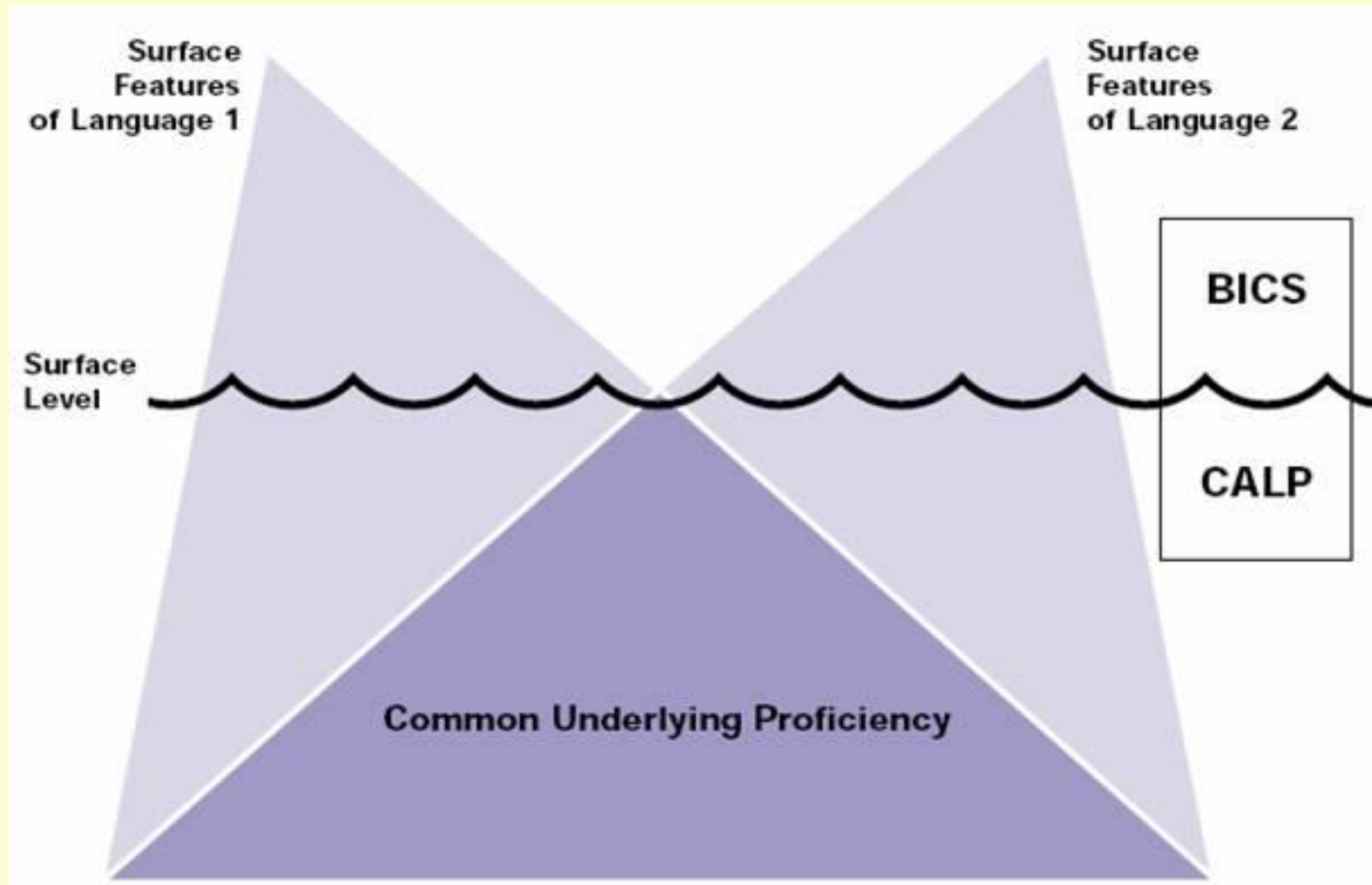
**Surface
Features
of Language 2**

**Surface
Level**

BICS


CALP


Common Underlying Proficiency






From values to objectives (2)

- Favour international co-operation and mobility
 - Develop foreign language learning and teaching by coordinating educational policies
 - Develop relations among EU citizens to promote open-mindedness and mobility
- 

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- Promote mutual understanding, tolerance, the respect for different identities and cultural diversity through more efficient international communication
 - Overcome prejudice and discrimination
 - Maintain and develop cultural richness and diversity in Europe
 - Avert the dangers that might result from the marginalisation of those lacking the skills necessary to communicate in an interactive Europe.
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Which actions?

- Intensify foreign language learning to promote plurilingualism
 - Guide citizens to an efficient level of communicative skills in different languages
 - Diversify languages taught at school/college
 - Support flexible teaching programmes
 - Support the use of foreign languages in non-linguistic subjects
 - Support language learning with ICT
 - Support programmes of international exchange
 - Encourage and support life-long language learning
- 



Which kind of student?

- Social actor
- Autonomous and responsible: the 4 general competences






Which type of teacher?

- The CEFR asks questions, but it does not answer them
- Awareness



From theory to practice

Implementation at the
University of Parma



Internationalization processes match language policies

- Many efforts made to turn the University of Parma more and more into a diversity-friendly environment
 - Erasmus+ in its various programs
 - Language training for outgoing students
 - Language training for incoming students > Italian for academic purposes free programs
 - Overworld
 - Dual degrees
 - University Center for International Cooperation
 - Bricst projects
 - ...
- 



Thank you and have a nice
stay in Parma

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