

# PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY

*May 2007*

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## RECTOR'S FOREWORD

At the dawn of the third millennium, we are immersed in a project for building Europe, which prominently includes the creation of the European Higher Education Area. Within this process of European convergence – which constitutes our outlook – students' and workers' mobility is a crucial component of political agreements. Therefore, competence in several languages is an indispensable requirement to ensuring that this European convergence and mobility materialise. In this respect, Pompeu Fabra University faces the challenge of pursuing its teaching and research activity with the excellence and calling for service for which it has hitherto been and still is characterised. It strives for this objective from a standpoint of showing openness to the world and the international community, whilst remaining true to the society that created it and promotes it, and indeed by likewise preserving the signs of identity – language, culture and idiosyncrasy – of this society to which it owes everything. The fact that Catalan is a minority language, especially in many specific spheres, poses an additional challenge in this new context of burnishing the university's image to the world, which requires original solutions – perchance that are hitherto unheard of – and perseverance in the quest for a point of balance and unity between necessary internationalisation and the irrevocable preservation of our own identity signs.

This new reality results in an institutional desire to conform to European recommendations in terms of multilingualism in order to attain good academic and professional performance in a context of growing internationalisation of life at a global level, whilst also staying in accordance with current legislation. Consequently, Pompeu Fabra University is currently leading its institutional course towards a determined commitment for language learning, mobility and dialogue between cultures rooted in a clear Catalan base – coinciding with the International Year of Languages taking place in 2008 promoted by the UN General Assembly in order to foster unity within diversity and international understanding; and likewise serving as a means for promoting, safeguarding and preserving the world's linguistic and cultural diversity. In other words, UPF sustains a clear, steadfast will to serve the country; hence, whilst seeking to not overlook the use and promotion of the Catalan language as the official, traditional language of both the University, and as a driving force for teaching – particularly for graduate studies – and indeed of the university administration and as a language of integration, Pompeu Fabra University aims to simultaneously establish and open up new teaching areas for other languages, in particular – though not exclusively – English, as a language of international communication and academic and scientific dissemination. To this end, the University will embark on a gradual, perhaps long, albeit irrevocable, path towards trilingualism on a horizon of a broader multilingualism for the Catalan society and university.

Based on the foregoing premises, Pompeu Fabra University has drawn up this PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY, which establishes a series of initiatives and goals that should enable the university to promote and manage this process of change as a whole in order to progress towards this new trilingual outlook. It constitutes the first stage on the road towards multilingualism – always bearing in mind the twofold meaning, both individual and collective, of the term *multilingualism*, which refers both to the situation in which various languages are

spoken or used in a particular place and to the ability a person shows for using several languages. Moreover, the aim is to do so as clearly and transparently as possible, with the utmost implication and involvement from everybody, whilst minimising potential disputes and shadowy areas as far as possible.

The PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY is not a challenge in itself; rather, it is a means for reaching more ambitious goals regarding service to society, and academic and scientific knowledge in a context of burnishing the university's image outside Catalonia. Thus, this plan constitutes a step forward, and indeed a major stride at that. Nevertheless, it is worth noting that we are by no means starting from scratch. On the contrary, the University has been working on many areas, goals and initiatives of this plan for years. Hence, with the linguistic standard "Regulation and promotion of the use of Catalan at Pompeu Fabra University", approved in 2000 as a chief benchmark, UPF is conducting a careful, though constant and significant endeavour in noteworthy spheres, such as the publication of linguistic data on teaching, the implementation of a clear, transparent information policy, the preparation of a solid range of choices on offer in the sphere of education and accreditation for linguistic knowledge, the offering of linguistic support and assistance, and the implementation of a solid Language Voluntariate Programme in order to help strike a balance between mobility and identity. This has been carried out for years using a multilingual approach. Therefore, from this standpoint, the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY does not constitute a starting point; rather, the definition, completion, systematic approach and determined institutional enthusiasm for a notion and a methodology that have identified Pompeu Fabra University since its inception.

Josep Joan Moreso  
Rector

## **INTRODUCTION: POMPEU FABRA UNIVERSITY, A CATALAN UNIVERSITY WITH A CALLING FOR MULTILINGUALISM**

### **GENERAL GOAL AND CHALLENGES TO BE MET**

Beyond a shadow of a doubt, the Bologna framework – the new European concept of education – has heightened among us the interest in policies concerning languages, as is the case with neighbouring Member States. Likewise, in view of the specific situation in our country, where until recently we neglected foreign language learning and where, moreover, French used to be the first foreign language, this interest in learning languages has now become a pressing need.

In addition, considering that university is the last level of education on which educational policies can have a bearing in this respect, the implementation of a determined initiative regarding the learning of other languages can no longer be left on the back burner. Indeed, our starting point is formed by the quintessential educational value of languages, which are core components of personal and intellectual development, and are vital to sowing the seeds for burnishing professional development, since languages undoubtedly *open doors*.

Furthermore, it is a widely held belief today that universities cannot take the liberty of not resorting to internationalisation. Both of these interconnected facts share an innate need to progress towards a more multilingual setting, which will make it possible for the mobility of students to take place and will facilitate this internationalisation.

The goal of Pompeu Fabra University as regards languages is thus to contribute to shaping up a multilingual framework<sup>1</sup> which, with the preservation and promotion of the Catalan language and identity as a basic premise<sup>2</sup>, makes it possible to create favourable conditions for linguistic and cultural exchange and for the personal betterment of everyone in the university community at UPF, based on the use and interaction of various languages for unfolding administrative, academic and institutional activities.

This represents a threefold challenge in the short- and medium-term. Firstly, to establish the bearing that the Catalan language should have as the official, traditional language of the University; and therefore, its role as the main driving force for administrative and academic activities – especially at graduate level – of the University. Secondly, to also strive to assure the presence of other languages – initially this will basically mean Spanish, as the joint official language of Catalonia, and English, as the lingua franca for international communication – to serve as a bridge and a driving force vehicle for conveying knowledge and establishing relations with other people and institutions in order to assure the University achieves appropriate renown in all spheres of its activity. And lastly, to foster or introduce the selective use of other languages into the university's activities stemming from our setting or which are relatively traditional for

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<sup>1</sup> In this respect, the University takes on and strives to reach goals in terms of languages and multilingualism that have been set in recent years by the European Commission, as laid down in the *White Paper on Education and Training: Teaching and Learning. Towards the Learning Society* (1995), according to which all citizens on the continent should have perfect knowledge of their own language and at least two more.

<sup>2</sup> “Internationalisation and mobility should be able to unfold on a context of upholding the presence of the cultural characteristics of Catalonia at university and, especially, its own language, which is also the language of Catalan universities”. (*Preamble to Act 1/2003, on Catalan universities*).

us – such as French, German, Italian or Portuguese –, the use of the Occitan language, as a language with a certain degree of joint official status in Catalonia<sup>3</sup> and other major languages of the world, such as Arabic, Russian or Chinese.

#### **PLAN OF ACTION FOR MULTILINGUALISM AND ITS STRUCTURE**

In order to reach these goals regarding multilingualism at Pompeu Fabra University in the short- and medium-term, the University wants to work on the basis of this PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY (2007-2013), which will unfold in three spheres of application – institutional, academic and administrative – by means of five areas of action and a series of initiatives in each of these areas. These areas of action will enable us to benefit from suitable regulation, to inform, educate, and give support and encouragement. Likewise, the specific initiatives of each of these areas will be set out and implemented by means of a new regulation based on the current linguistic standard “Regulation and promotion of the use of Catalan at Pompeu Fabra University”, which in conjunction with the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY will serve as a guide and benchmark throughout this process as a whole.

The outlook set out in this document and the strategy intended to meet it – which probably constitute a unique linguistic model placed at the forefront of the current debate on the role of English in our society and our education system – are based on four main factors:

1. Strengthening and increasing the presence of the Catalan language in all spheres of activity of the University, including teaching and research uses – especially focussed on graduate studies – and contributing to a broader renown and dissemination of the Catalan language and culture on the international stage.
2. Lending English the status of a “working language” of the University, with the implications this may bring about on both teaching and research, as well as on the administration of the University.
3. Establishing and assuring the principle of “linguistic security” for students and lecturers alike, with the consequences stemming from it (basically that the language used for academic activities constitutes public, binding information for everyone).
4. Implementing a protocol for managing multilingualism in the classroom, by virtue of which a genuine coexistence and interaction of languages is established, striking a pleasing balance between the linguistic rights and obligations of all parties involved, which makes it possible to progress towards multilingualism.

Therefore, the outset and starting point shall be for life and the general academic activities of Pompeu Fabra University to unfold or be able to unfold in Catalan, Spanish or English<sup>4</sup>. As a result, ideally, in order to make the most of these aims and benefit

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<sup>3</sup> “5. The Occitan language, called *Aranese* in the Val d’Aran, is the language of this region and it is also an official language in Catalonia in accordance with the provisions of the Catalan Statute of Autonomy and the linguistic standardisation regulations”. (*Article 6. Catalonia’s own language and official languages, of the Catalan Statute of Autonomy 2006*).

<sup>4</sup> Indeed, this does not exclude the use of other languages for verbal and written interpersonal or bilateral communication between students and lecturers, nor does it exclude the use of other languages as a method of conveying other specific teachings or for unfolding specific academic activities of the University,

fully from them, all members of the UPF university community should possess sufficient knowledge of these three languages. Even so, it is patent that in the field of teaching this coexistence of languages occurs on an overall level in the University rather than being particular to each class or individual academic activity, in which generally speaking only one of these languages is used when it comes to verbal teaching, preparing course material and drawing up the exams texts.

In principle, aside from general or specific linguistic requirements that may be determined for the various groups within the university community, this means that both students and lecturers alike should possess *active* knowledge in at least one of the three languages, in other words, they should understand and be able to express themselves in those languages. Moreover, they should possess *passive* knowledge of the two other languages, meaning they should be able to understand them without encountering any difficulties. As a result, everyone would be able to use the language they wish and be able to understand the other two languages. Even so, whenever this is not the case, or at least not for everyone, it must be borne in mind that any linguistic shortfall on the part of any lecturer or student in this respect – in other words, ignorance or insufficient knowledge of any of these three languages – shall not under any circumstances be deemed an institutional shortfall, but rather an individual one that will not allow anyone – lecturer, student or institution – to change the language in which academic or institutional activities are unfolding. On the basis of these principles, lecturers – who are, as appropriate, subject to directions from or the approval of the respective centre or the institution itself – and students will be assured the right to use the language they wish from the two official languages of Catalonia and English. This should make it possible to uphold use of the university's own language for teaching and to likewise make rigid, determined progress towards genuine trilingualisation within the university community, thereby opening up a range of possibilities with the enhancements it brings about.

#### **THE VICE-RECTORATE FOR LINGUISTIC PROMOTION**

In order to reach this goal in a gradual, pleasing manner without encountering conflicts, the University needs a roadmap, namely this plan of action. In this context, on behalf of the rector of UPF, the Vice-rectorate for Linguistic Promotion is presenting the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY. The strategic aims and initiatives included in this plan will need to be adjusted and expanded upon over time in order to provide a dynamic response to both the process for implementing multilingualism at UPF and to all the practical issues derived. These aims and actions should also be put forward, lent priority and divided into periods with the help of all the agents involved and everyone's participation in order to benefit each and every one of us, both individually and collectively.

However, in spite of the all-encompassing nature of this plan – or indeed on account of this very nature – it is indispensable to make a significant effort and establish a central body to harmonise, channel, coordinate and foster the various actions that will need to be unfolded at each stage as part of the plan of action, and to likewise ensure that the goals set are reached as envisaged. This central body for fostering multilingualism at UPF shall act at the behest of the Vice-rectorate for Linguistic Promotion – which as a

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either because the study of the language or culture is a core component or owing to other characteristics of the teaching or activities.

political body determining the philosophy and spearheading the governing goals of UPF in terms of languages, is entrusted with the tasks of linguistic promotion and the introduction of third languages into teaching, aims which are envisaged in this plan of action – and will need to both channel and address needs, incidents and possible unforeseen circumstances which may arise over time.

Carmen Pérez Vidal  
Vice-rector for Linguistic Promotion

## **THE PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY (2007-2013)**

The PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY (PAM) features a host of initiatives and goals to reach over the course of the 2007-2013 period, encompassing, in principle, two tenures, although the plan will continue to unfold thereafter. The structure of this plan has been conceived to include spheres of application within the university structure and areas of action that make it possible to meet a range of specific needs in terms of languages. These two aspects are set forth below.



## **SPHERES OF APPLICATION**

In order for application of the PLAN OF ACTION FOR MULTILINGUALISM to encompass the University as a whole, the initiatives will be carried out in three spheres of application: the institutional, academic and administrative spheres.

### **Institutional sphere**

Firstly, all initiatives in the academic and administrative spheres, as well as services, will need to be unfolded under the auspices of institutional actions which will be conducted in order to regulate and govern languages so as to establish what the UPF strives to achieve with this plan of action. This will make it possible to determine what rules and regulations the University should abide by in this respect. The fact that there is a Vice-rectorate for Linguistic Promotion and the PLAN OF ACTION FOR MULTILINGUALISM as well as its philosophy and the core nature of a project in a linguistic setting within the global governing project of UPF, constitute the first advocate of this. Set out below are several aspects stemming from the above, including the institutional image, publications, public information and management of each service, to mention a few.

It is important to highlight the fact that the foremost aspect – that is, the philosophy that lays the foundations of the plan – should make it possible to form overviews and attitudes. Accordingly, it should bring about the kind of endeavours that any plan requires. This joint philosophy should enable us to deal with the contributions and involvement undertaken by all parties intervening in the process of developing the plan and likewise to coordinate the respective actions. Along these lines, a range of informative actions would need to be implemented in order for a consensus to be reached right across the academic and rectorial board of the University, as well as among the management team. Indeed, it is unquestionable that when unfolding a philosophy relating to use of languages, the individual plays an essential role and the greater the commitment of each and every one of the agents involved the greater the benefits that will be reaped.

### **Academic sphere**

The academic sphere is the quintessential sphere of the University, where all teaching and research activities unfold from the standpoint of both teaching staff and students; consequently, it is the sphere in which the greatest number of actions and the largest degree of regulations should be implemented in terms of language use.

### **Administrative sphere**

The strategy of working towards multilingualism at UPF is concluded by the university administration that is entrusted with providing management and support services. The administration is charged with a structural task which, if not conducted, would leave the remaining spheres in disarray. A key component of the plan is the use of languages in oral communication, in documentation and in achieving world renown.

## **AREAS OF ACTION**

Within each of the aforementioned spheres, five areas are determined as a common thread, on the basis of which the plan needs to unfold as a result of the various aspects arising from it. An initial aspect is the establishment of a linguistic code: rules should be set; a second aspect is information: information should be provided as to everything the plan entails; a third and fourth dimension involve educating and providing support, both of which are vital and core components of the plan: there is a need to educate, to award qualifications and to offer linguistic support; and lastly, there is similarly a need for a driving force, which constitutes an entirely essential factor in the success and smooth unfolding of the plan.

### **Statutory area**

*UPF is a prestigious institution in both Catalonia and on the international stage. This achievement in both spheres converges to enhance the university's prestige; consequently, there is a need to continue to work on both the graduate level, which is more oriented to the local setting, and on the postgraduate level, with greater rates of internationalisation and multilingualisation, in order to uphold and boost the prestige built up.*

*With transparency and a user-oriented focus set as guiding standards, the initiatives and goals put forward in terms of regulations strive to lay the foundations for allowing UPF to make decided and permanent, albeit gradual progress towards multilingualism, making a number of issues clear: which are and what is the status regarding the main linguistic uses for the three primary languages used by the University; what is understood by "linguistic security"; what are the linguistic uses in teaching, and how should they be made public; what are the linguistic rights and obligations of students and lecturers, and what kind of interaction is established between them and the various languages in class; and what linguistic aspects have to be addressed in unfolding the administrative and academic activity of UPF, including the UPF Group and attached centres.*

## **1. English: a working language at UPF**

Based on current legislation, which assures Catalan the status of the official language of the University, and indeed its own language – one that should thus be used in all of the University’s areas of action – and which likewise endows Spanish with the status of joint official language,<sup>5</sup> UPF determines that English shall be deemed a “working language” with a view to regulating its use in academic activities (teaching, exams, recommended reading, etc.) and research (dissertations, papers for conferences, technical reports, etc.), for management activities (teaching plans and guides, certificates and other academic documents, international agreements, etc.) and for promoting the University outside Catalonia (promotion material, publications, conventions, exhibitions, etc.).

There are a number of general and specific legal and practical consequences in considering English a working language or one of regular use at Pompeu Fabra University. These need to be specified as a whole in great depth when it comes to re-drafting current regulations on linguistic uses in the University, namely the standard “Regulation and promotion of the use of Catalan at UPF”, approved by resolution of the Board of Governors on 8 March 2000. These consequences are related to areas of action 4 and 5 of this PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY which deal with the protocol for management of multilingualism in the classroom, and planning and linguistic requirements in the academic and administrative spheres.

Accordingly, further to this approach, without establishing English as an official language, within the university it is granted a status that will enable it to be used habitually, notwithstanding the selective use of other languages whenever it is deemed pertinent or necessary. This is the case provided that it is deemed necessary to reaching the goals set by the university at any time in terms of teaching or research, management, promotion of the university outside Catalonia or action for multilingualism. This will always be subject to guidelines established, as appropriate, in terms of linguistic planning and the implementation of this PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY by the Vice-rectorate for Linguistic Promotion with a prior resolution or knowledge of the centre or the lecturer or lecturers affected, as the case may be.

Generally speaking, the status of English as a working language in the University should provide the necessary legal framework for using it or requiring knowledge of it alone or alongside other languages, according to what is established in each case:

- In all kinds of institutional, academic and teaching activities.
- In required reading.
- In the texts of exams.
- In order for students to answer exams and participate verbally in class.
- In guides and teaching plans and all other academic documents.
- In the university’s publications.
- In screening processes for recruiting staff to administrative and service positions and in internal promotion procedures, in accordance with the

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<sup>5</sup> “1. Catalan is the traditional language of universities in Catalonia; therefore, it is a regular language of use for their activities. 2. Catalan is the official language of the universities of Catalonia, as is Spanish [...]” (*Article 6. Language, of Act 1/2003, on universities in Catalonia*).

proceedings, criteria and accreditation levels for this knowledge generally established for Catalan and Spanish.

- In screening processes for recruiting research and teaching staff, accordance with the proceedings, criteria and accreditation levels for this knowledge generally established for Catalan and Spanish.
- In requirements the students may have to meet, as appropriate, in order to be admitted to specific studies or to graduate.

## **2. “Linguistic security”: an essential notion**

When it comes to the University’s academic activities, “linguistic security” is a vital concept in the process of implementing multilingualism at UPF, inasmuch as it forms the basis to always assuring that academic activities – in other words, essentially classes, both theoretical and practical, the material and the respective reading, and the exams – will be conducted or given in the language announced in each case, beyond any ultimate freedom that a teacher has for choosing a language and any linguistic planning actions that are specifically unfolded in each centre or department or unfolded overall in the University.

Consequently, in line with the principle of linguistic security – both for the lecturer teaching the subject and the student enrolling on or taking part in said class – academic activities and course material, including exam texts, must be conducted and given in the language advertised prior to the start of such courses throughout their entire duration. Indeed, the subject matter, the schedule, the minimum grade for a pass, readings, exams, and so on, may not be negotiated; therefore in order to ensure linguistic security, the above rule shall apply regardless of any circumstance – such as an eventual change of lecturer or the linguistic shortcomings of any students or addressees – and this linguistic choice may not be altered under any circumstance or subject to negotiation between the students and the lecturer.

One direct consequence stemming from this principle of linguistic security that prevails over all academic activities of Pompeu Fabra University is that language in which teaching is given is public, binding information that everyone shall be made aware of with sufficient notice. Likewise, the principle of linguistic security has another significant bearing, whereby the freedom of a lecturer to hold a chair is bound by determining factors in the case of the language because his/her decision is subject both to the very principle of the linguistic security of the students and the ultimate decisions made by the centres, departments or the University in general relating to linguistic planning. Accordingly, although according to current legislation a lecturer can, in principle, choose which language he/she will use to teach and for distributing course material, this ultimate freedom of choice must, if it is appropriate – in other words, subject at all times to the guidelines and specific linguistic planning of each centre or department, or to the general policy of the university in this respect – be exercised prior to publishing information on the language in which teaching will be given through the respective means, and never subsequent to such publication.

In order to ensure linguistic security in all cases without exception, whenever the lecturer of a subject or specific academic activity is unknown at the time of publishing linguistic information concerning academic activities, and thus his/her linguistic option still remains unknown, the department or centre affected must make a decision in this regard on his/her behalf for the linguistic security of the students who may have to enrol on the course or activity. In this case, the lecturer will be required to accept and adhere to this decision. Therefore, the centres or departments must at the respective time publish the language in which all the subjects, both theoretical and practical, will be given without exception, including those that will be taught by lecturers who have yet to be appointed and other lecturers who have not notified their decision on this matter within the respective deadline.

Initially, it is incumbent on the lecturer to adhere to the principle of linguistic security for a specific subject or academic year. In order for this principle to be effective, mechanisms will be set up so that any potential lack of adherence can be known and incidents can be channelled, either through deans or through the respective departments and/or the Vice-rectorate for Linguistic Promotion.

### **3. The language used for teaching: public, binding information**

In order for everyone to be able to exercise their right to linguistic security for academic activities of Pompeu Fabra University, it is vital for everyone to be duly informed with sufficient notice of the “linguistic map” associated with the University’s teaching activities, in other words, the language used to teach the courses and subjects of the University (and attached centres) at both graduate and postgraduate level. This includes the language in which exam texts shall be prepared, as well as the respective course material and readings.

As a result, each centre or department should announce the language or languages that will be used to teach all its theoretical and practical subjects, without exceptions. Also, to ensure the linguistic security of the students, this language shall be upheld for the entire duration of the course or activity, regardless of any circumstance, such as an eventual change of lecturer or the presence of students who may not be familiar with or have sufficient knowledge of the language used for the class or activity. If there are subjects for which a lecturer has yet to be appointed at the time of disclosing this information or whenever a lecturer has not provided this information within the deadline for doing so, it will be incumbent on the centre or department to make a decision regarding the language choice for the subject or activity affected, and the lecturer or lecturers will be required to accept and adhere to such a decision.

The language used for teaching, exam texts and the course material and readings is thus binding for the lecturer and, in the interests of linguistic security, it must be upheld throughout the entire duration of the course or activity and may not be changed under any circumstance or on any grounds.

For all students to know precisely what language will be used to teach each subject or academic activity, both for theoretical and practical subjects in graduate and postgraduate studies, the centres or departments will disclose this information in the pertinent media and, moreover, lecturers shall include this information in the syllabus for each subject or the respective postgraduate programme.

#### **4. Protocol for managing multilingualism in the classroom**

Based on the foregoing goals and actions – which should make it possible to regulate the presence of English as a working language, to establish the principle of linguistic security for students and lecturers and to endow the language used for teaching and academic activities in general a public, compulsory and binding status, including the language used for exam texts and course material and readings – and in order to produce a genuine policy of progress towards multilingualism at the University, it is necessary to establish and define exactly what the rights and obligations of lecturers and students are in the classroom and for academic activities, and likewise what interplays are existing among those rights and obligations in terms of both the three main languages of use at the University and the ultimate employment of other languages.

Thus, within the framework of this initiative or goal, a protocol for managing multilingualism in the classroom is established which, while striking a balance between everyone's rights and obligations, shall make it possible:

- To comply with the generally established legal framework with respect to the two official languages of Catalonia and to make it compatible with the status of a working language attached to English at Pompeu Fabra University.
- To ensure the presence and interaction of Catalan, Spanish and English in the various communicative situations taking place in the University classrooms in a context of intercomprehension among students from various origins and between students and lecturers, regardless of the language used for teaching and the origin of the students attending the class.
- To envisage and regulate the use of other languages in any interpersonal academic relationship that may bilaterally be agreed on between lecturers and students.
- To make a determined contribution to ensuring that the linguistic uses established in the University are respected and, thus, preventing internationalisation from having an adverse effect on the presence of Catalan in the classroom.
- To avoid any conflict brought about by linguistic reasons or to keep such conflict to a minimum.
- To encourage the presence of foreign students and lecturers and, as far as possible, to assure a certain degree of equal opportunities between them and local students and lecturers in order to make accordant progress towards internationalisation and the trilingualisation of the institution, the first step on the road towards broader multilingualism in the University.
- To enable a certain degree of internationalisation to take place “at home” on the part of local lecturers and students of the university who can thus acquire and strengthen their knowledge of English and, eventually, other languages without leaving the University.

Consequently, in light of the protocol for managing multilingualism in the classroom and on the context of the new policy of progressing towards Catalan/Spanish/English trilingualism – the first stage in the strategy towards multilingualism at UPF – the principle and starting point shall, generally speaking, be for life and academic activities at Pompeu Fabra University to unfold or be able to unfold in Catalan, Spanish or English, of course notwithstanding the use of other languages for interpersonal or bilateral relationships or for specific education or academic actions of the university, whereby either the study of the language, translation or the culture are a core component of the academic content or on account of other specific characteristics of this education



or these actions. Accordingly, in order to make the very most of this, all students and lecturers should ideally possess active knowledge (a capacity for understanding and expression) of at least one of the three languages and passive knowledge (a capacity for understanding) in at least the other two languages. This should make it possible to assure certain rights and to set out specific obligations for students and lecturers, whereby, everyone shall have the right to express themselves verbally and in writing in the language of their choice, and on the other hand shall have an obligation to respect the linguistic choices of others whether or not they understand them.

As a result, regardless of the language used by the teacher in class or to prepare the exam texts (subject in the case of English to approval from the respective dean, at least in an initial stage), all students may express themselves verbally and in writing in whichever of the official languages they wish, or in English. However, in the case of the latter it will first be necessary for them to notify the lecturer as to this choice prior to the start of the course so that said lecturer may arrange all the means of support deemed pertinent, although this only applies, of course, to subjects that are not taught in English.

Aside from this threefold official linguistic status of Catalan, Spanish and English in the classroom, and indeed in spite of it, the lecturer and the student may reach a bilateral consensus to establish an interpersonal academic relationship – in other words for them to communicate verbally and in writing outside the classroom and for the student to answer exams and prepare coursework – in any other language in which they both possess adequate knowledge.

The next section of this document sets out the protocol for managing multilingualism in the classroom in the context of this plan.

## PROTOCOL FOR MANAGING MULTILINGUALISM IN THE CLASSROOM

### *1. Linguistic uses and the coexistence of languages in teaching*

#### *1.1. Rights and obligations of lecturers*

#### *1.2. Rights and obligations of students*

#### *1.3. Rights and obligations of exchange students*

### *2. Striking a balance between rights and obligations to make identity and internationalisation compatible and to progress towards multilingualism*

## **1. Linguistic uses and the coexistence of languages in teaching**

In this new multilingual context at UPF, students and lecturers have certain rights and certain obligations that they should be aware of, respect and adhere to. In accordance with current legislation and in light of the multilingual outlook UPF strives to achieve, a series of basic recommendations are set out in order to manage multilingualism in the classroom. They are as follows:

### *1.1. Rights and obligations of lecturers*

The lecturer of each subject will have the right to decide whether to give the classes and prepare the exam texts in Catalan, Spanish or English<sup>6</sup> – this will specifically be subject to approval from the respective department or centre and to any general requirements set by the University, especially in the case of English – and must state his/her decision in this regard in the guide or teaching plan for the subject or in the respective postgraduate programme. This information, which will be announced through the pertinent means so that students may be made aware of it well before the start of classes, is binding for the lecturer and the University, whereby, in the interests of linguistic security, it must be complied with throughout the full duration of the academic activity.

Accordingly, the lecturer should bear in mind that any request for a change of language used for teaching made by a student is not fitting and that such a change cannot be made under any circumstances since it would give rise to a lack of linguistic security among students and, ultimately, for the lecturer himself. Thus, when faced with a request from a student for a change of language it is necessary to raise the principle of linguistic security that presides over and regulates the University's academic activities. Likewise, it is important to remind the student that this circumstance has already been adequately brought to his/her attention both in the guide or teaching plan for the subject and on the studies website or via exchange coordinators in the case of foreign students. Furthermore, it shall be recalled that the University offers its community a range of tools and educational, informative means, as well as supporting resources, to enable everyone to acquire sufficient linguistic knowledge in at least the three main languages of use in the University.

On the other hand, the lecturer is always required to accept that students may express themselves verbally or in writing (including for exams and coursework) in Catalan, Spanish or English, regardless of the language used for the class or for drawing up exams. Although, in the case of English, the student should inform the lecturer prior to the start of the course so that if the latter does not possess sufficient knowledge, he/she shall have the time to arrange any measures that would enable him/her to follow the contributions or correct exams and coursework conducted in English, seeking the assistance of other students on the course or colleagues from the department, if necessary.

Lastly, the lecturer may if he/she wishes, and provided a bilateral agreement is reached with the student, use any language that both possess sufficient knowledge of in order to unfold his/her academic relationship with a student. This other language, upon which a consensus has been openly reached by both parties, may be used for verbal, written and interpersonal communication occurring outside the classroom and it may also be employed for exams and coursework conducted by the student but not, of course, in the presence of other students.

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<sup>6</sup> Indeed, this does not exclude using other languages for specific teaching or for certain academic activities of the University, either because the study of the language or culture constitutes a core component, or rather owing to other specific characteristics of the teaching or activities which are consequently governed by their own linguistic strategy.

### *1.2. Rights and obligations of students*

Students have the right to use whichever official language they choose or English – again in the case of the latter, whenever the subject is not taught in English this circumstance shall be duly notified to the lecturer – in order to take part in class, both verbally and in writing, and for conducting exams and coursework, regardless of the language used by the lecturer for teaching or to prepare the exam texts. Furthermore, if the lecturer possesses sufficient knowledge of another language also known by the student and the former expressly agrees, the student may use this other language for his/her interpersonal relationships with the lecturer outside the classroom and likewise, as appropriate, may carry out exams and coursework in that language, provided he/she does so according to the terms expressly put forward by the lecturer who shall have full freedom to accept or refuse any proposal made in this regard.

In order to strengthen their language skills, students have the right to take part in language courses offered to them and to get involved in activities organised by the Language Voluntary, which include a conversation exchange bank that makes it possible to acquire or improve one's own familiarity with languages in an informal situation.

Conversely, students have a duty to know what language or languages will be used for teaching a subject prior to enrolling. Said students may not, therefore, require a lecturer to change a language under any circumstance or on any grounds, since any change would constitute a breach of the principle of linguistic security, which prevails over and regulates the academic activity of Pompeu Fabra University.

### *1.3. Rights and obligations of exchange students*

With respect to the use of languages, exchange students have the same rights and obligations as the remaining students at the University, whereby they have the right to use whichever official language they wish or English – again in the case of the latter, whenever the subject is not taught in English this circumstance shall be duly notified to the lecturer – in order to take part in class, both verbally and in writing, and for conducting exams and coursework, regardless of the language used by the lecturer for teaching or to prepare the exam texts. Furthermore, if the lecturer possesses sufficient knowledge of another language also known by the student and the former expressly agrees, the student may use this other language for his interpersonal relationships with the lecturer outside the classroom and likewise, as appropriate, may carry out exams and coursework in that language, provided he does so according to the terms expressly put forward by the lecturer who shall have full freedom to accept or refuse any proposal made in this regard.

In order to strengthen their language skills, exchange students have the right to take part in language courses offered to them – which are free of charge in the case of Catalan and free in part in the case of Spanish – and to get involved in activities organised by the Language Voluntary, which include a conversation exchange bank that makes it possible to acquire or improve one's own familiarity with languages in an informal situation.

Conversely, exchange students have a duty to know what language or languages will be used for teaching a subject prior to deciding whether or not they will enrol – depending on their knowledge of the languages used for teaching, but in any event subject to the academic regulations of the centre or respective studies. Said students may not, therefore, require a lecturer to change a language under any circumstance or on any grounds, since any change would constitute a breach of the principle of linguistic security, which prevails over and regulates the academic activity of Pompeu Fabra University.

## **2. Striking a balance between rights and obligations to make identity and internationalisation compatible and to progress towards multilingualism**

In light of the rights and obligations set out in this protocol for managing multilingualism in the classroom, lecturers have the right to choose the language they wish for their classes, the exams texts and the respective course material and readings – which shall ultimately be subject to any planning and, in the case of English, approval from the respective departments or centres and to the directions given by the Vice-rectorate for Linguistic Promotion – prior to the start of the teaching activity. However, they are required to use the language or languages stated throughout the entire duration of the academic activity in order to assure the linguistic security of students and they may not incorporate any change in this regard either of their own accord or at the request of any student.

Students have the right to use whichever official language they wish, or English, in order to communicate with lecturers, although in the case of English students are required to notify the lecturer as to their choice prior to the start of the course unless the subject is taught in this language.

Aside from the three main languages used in the university – Catalan as the official language of Catalonia and of the University, Spanish as a jointly official language and English as a working language – UPF will allow and foster the use of other languages for interpersonal academic relationships between the lecturer and the student, and in particular for interpersonal communication outside the classroom, and, as appropriate, for the student to take exams and prepare coursework in order to further communication and foster multilingualism.

This policy of striking a balance between the rights and obligations of students and lecturers in an essentially tri-lingual context, which is nonetheless selectively open to a broader multilingualism, requires both lecturers and students, whether from Catalonia or elsewhere, to strive to acquire at least passive competence in Catalan, Spanish and English and to possess an active command of one of these three languages, so that everyone can express themselves in the language of their choice without anyone being able to challenge them or force them to change the language, regardless of whether they understand it. This coexistence of languages in the classroom constitutes a commodity, since it enables each student to express himself in the language he/she wishes, though it similarly demands an endeavour, as stated, on the part of everyone when it comes to accepting that others may also express themselves in the language of their choice, making it important to endeavour to understand the other two languages this entails.

Indeed, students can take part in a subject taught in Catalan, for instance, by contributing verbally and in writing, and also completing exams and coursework, in Catalan, Spanish and English. The benefit of this is that students who are perfectly familiar with Catalan can attend alongside those who merely possess passive knowledge, as is often the case with exchange students who have followed Catalan courses offered by the University, or indeed as is the case with students from here and elsewhere. At the same time, this multilingualism in the classroom makes it possible to place those who have a clear command of the language used for teaching and those who merely have passive knowledge on the same footing when it comes to comprehension, inasmuch as everyone has the right to take part in class, to be examined or to prepare coursework in the language they have a greater command of, chosen from Catalan, Spanish and English.<sup>7</sup> Likewise, the fact that in a class given in Catalan, participations can be given by students in Catalan, Spanish and English, enhances the multilingual nature of all students in the class – and also of the lecturer – inasmuch as everyone becomes accustomed to hearing other people's language and are encouraged to understand it, though without having to abandon their own language. These very arguments are valid for a class taught in Spanish, and especially for a class taught in English, since this will allow Catalan students with only a passive command of English to attend a class given in that language and to foster their knowledge and command of it, for instance, without having to be examined if they consider that their command does not suffice, since being required to do so may be detrimental to certifying the actual knowledge acquired and, therefore, passing the subject owing to linguistic reasons.

This policy of multilingualism with an initial foundation of three languages – Catalan, Spanish and English – is probably the only course which, whilst striking a balance between rights and obligations, shall make the following possible:

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<sup>7</sup> Indeed, this general rule does not affect specific studies or specific academic activities for which the study of the language or culture is a core component or other possible similar cases which are governed by their own linguistic strategy. Moreover, this general rule does not prevent the student from ultimately being able to use other languages for his interpersonal communication with the lecturer outside the classroom or to carry out exams and coursework, provided he/she reaches a bilateral consensus with the lecturer.

- a)* to strike a balance between necessary internationalisation and an irrevocable preservation of the local language in university teaching;
- b)* to assure the linguistic rights of both lecturers and students, ensuring participation of students in class is centred on equal opportunities; and
- c)* to make decided, solid and pleasing progress towards an authentic Pompeu Fabra University that remains true to its roots, but which is genuinely multilingual and opens its doors to the world.

## **5. Planning and linguistic requirements in the academic and administrative spheres**

Having established the conditions precedent (English as a working language at UPF), the vital concepts (linguistic security, the binding compulsory nature of the language for teaching) and the basic rules regulating communicative interaction in academic activities at the University (rights and obligations relating to multilingualism in the classroom), it is now necessary to specifically address the planning and requirements that are to be implemented in academic terms (relating specifically to the various graduate and postgraduate studies and the University in general) and in administrative terms.

### *Academic sphere*

One initial aspect related to planning and linguistic requirements in academic terms is the regulation of linguistic uses of academic management (essentially concerning languages for which teaching plans and administrative and academic documentation generally need to be published and disclosed, responsibilities associated with compiling and publishing the languages used in teaching, responsibility for duly informing students at each centre with respect to languages, etc.) and the regulation of the ultimate planning of linguistic uses for teaching (in other words, the eventual determination of linguistic paths, groups or percentages in the specific field of study or in the University in general). Another area of this aspect is the determination of linguistic requirements that, as appropriate, may need to be complied with in general by lecturers in order to teach in a specific language and by students in order to be able to enrol on a subject or course taught in a specific language. In the case of students, this issue may be raised in terms of whether it is appropriate to require a minimum level of knowledge of languages (Catalan, Spanish and English generally speaking) in order to be admitted to the University and/or in order to graduate or obtain postgraduate qualifications.

This linguistic planning may envisage measures such as establishing a minimum percentage of Catalan language use in the classroom; setting goals for increasing teaching in English as part of several areas of study, with the twofold aim of ensuring internationalisation of UPF studies and the internationalisation within the local setting of UPF students, who would thus be able to increase their academic command of English; or indeed considering the opportunity to incorporate a requirement into all teaching plans, whereby it would be necessary to undertake a period of residence abroad prior to completing the studies in order to educate the University's students in multilingual terms and encourage their internationalisation.

Strictly speaking, the actions unfolded in this sphere would notably demonstrate the actual extent to which the University's multilingual policy is being applied, inasmuch as its application in the academic sphere would materialise, based on all the actions and goals that are pertinent prior to and following this area. It is consequently vital for this planning to be conducted in conjunction with the decision-making bodies in the academic sphere at both graduate and postgraduate level, whilst involving attached centres as well.

### *Administrative sphere*

In the administrative sphere, linguistic planning is primarily related to the need to shape up the various work positions for service and administrative staff in the University in linguistic terms, whereby, in order to be eligible for specific work positions in the University or to be promoted to certain positions, it will be necessary to certify possessing a determined level of the English language according to the needs and characteristics of the position. This is notwithstanding the requirements for knowledge of Catalan and Spanish stipulated in current legislation in general and in the standard “Regulation and promotion of the use of Catalan at Pompeu Fabra University” in particular. Moreover, linguistic planning in the administrative sphere is also related to scheduling a plan for education in the English language which would meet the specific needs of service and administrative staff in this area.

Accordingly, the aim is to meet the new communicative needs associated with the European Higher Education Area, as well as those needs stemming from implementing the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY, and encourage adaptation to this new European area and boost education, competitiveness and certification of knowledge of the English language among members of the service and administrative staff. To do so, the Vice-rectorate for Linguistic Promotion, in conjunction with the appropriate bodies and all agents involved, will reach a consensus on establishing the respective levels of language and the qualifying conditions, determining a relationship with the plan for education in the English language and with the mechanisms for accreditation generally set out for Catalan and for Spanish. Furthermore, on a provisional basis, it may be pertinent to set up an “associate” system for coverage, by means of services or units, of linguistic needs in the English language, so that each unit, service, secretary’s office, reception, and so on, always has at least one person who has the minimum levels of competence needed in the English language, both in terms of verbal and written expression.

**Information area**

*Success or failure in the policy for providing information about and disclosing the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY will undoubtedly determine the level of involvement and adherence to the plan and, therefore, the extent to which it is a success. As a result, it is highly important to create a strategy for disclosing the information that is spread in concentric circles in a top-down fashion, which will enable all individuals and groups of the UPF university community to know everything they need regarding the new linguistic situation in the University in order to progress in a pleasing manner towards a university with a multilingual outlook.*

*This area of action includes initiatives and goals aimed at informing all members of the UPF university community in an appropriate fashion as to the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY as a whole, in other words, informing them as to what the linguistic policy of the University is, with everything it brings about, and likewise what the strategy is that should be followed in order to implement the policy and what means and support will be earmarked to do so.*



## **6. Development of an active information policy concerning languages**

A fundamental and core tool to actively unfolding this information policy in language matters is the “Languages at UPF” web page, which was launched at the start of the 2006-2007 academic year with the specific aim of forming a necessary port of call for languages at the University and, therefore, all aspects of this policy are and should be echoed. Indeed, along these lines, it is necessary to complete and duly update the UPF language web page with all information regarding the new linguistic situation at UPF and regarding the strategy for achieving this situation and implementing it without conflict, whilst striking a balance between rights and obligations so that everyone will always know everything they need to in this respect.

However, aside from this instrument, the Vice-rectorate for Linguistic Promotion will, especially in the initial stage, need to implement other informative initiatives which constitute a driving force with respect to the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY, in personal terms, relating to specific areas and in the University in general. This is to be done in various formats – leaflets, notices, letters, messages, sessions, etc. – and using various agents and media – through the deans and directors, the Commission for Linguistic Policy, the exchange coordinators, the Programme for Educational Quality, the Language Training Programme, the Linguistic Voluntary, the Language Office, the University Guide and the Exchange Student Guide, etc. – in such a way as to convey the information to all individuals and groups of the University.

Lastly, there is a need, albeit to a different degree, to also disclose the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY externally among the key agents involved and related to languages in general and to the University’s policy in particular, in Catalonia, Europe and beyond. The aim of this measure is to determine forms of involvement and to promote the image of the University, and the institution’s linguistic policy, to the world at large.

### **Education and accreditation area**

*The PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY is founded centrally on the knowledge of languages possessed by the members of the university community. Although personal responsibility for possessing and acquiring sufficient or certain knowledge of Catalan, Spanish or English, and other languages, is down to the individual, the University offers a host of means to enable everyone to supplement their education and linguistic knowledge and it encourages members of the university community to broaden and obtain accreditation for their knowledge of languages.*

*Accordingly, the University offers both service and administrative staff, as well as students and lecturers, education in various languages, including Catalan and English and it also offers certificates for linguistic knowledge achieved in several languages. Additionally, there is also a virtual Catalan self-learning programme on offer to all members of the university community, which is called the “Service for Self-education in the Catalan Language”. All these initiatives for education, self-education and accreditation of linguistic knowledge organised by the institution for the university community as a whole are guided and offered via the University Language Training Programme.*

## **7. Development of a comprehensive, varied range of choices in terms of language education**

The university shall at all times put forward a policy of education and self-education aimed at various university groups, particularly, though not exclusively, with respect to Catalan and English, which, for a variety of reasons and to a rather different extent, are languages that are known to varying degrees within the university community and which require educational attention in order to ensure that within the university community there is suitable knowledge of them. This range of options must be related to language in general and specific forms of use associated with the needs of the various groups within our community. Along these lines, specific emphasis must be placed on Catalan courses addressed to exchange or foreign students and lecturers, and likewise on English courses for all University groups.

## **8. Development of a comprehensive, varied range of choices in terms of accreditation of linguistic knowledge**

In terms of accreditation of linguistic knowledge, all members of the university community shall be offered the chance to take exams and to obtain a series of certificates demonstrating their linguistic knowledge, particularly relating to the education and self-education courses available within the Language Training Programme in various languages. These certificates include texts for obtaining interuniversity certificates for the Catalan language, issued by the Interuniversity Commission for Catalan Language Education (CIFOLC) and approved by the Autonomous Government of Catalonia, official certificates of Spanish as a foreign language (DELE) and the programme's own certificates PEI-UPF for English, French, German, Italian and other languages on offer, all in line with the Common European Framework of Reference, a vital tool for languages from the Council of Europe.

At the same time, another significant role in this regard is to be independent as a University centre in terms of certifying knowledge of languages and providing specialised, technical consultancy as to the equivalences of the various language knowledge certificates. This shall be done in relation to the ultimate establishment or supplementation of specific linguistic requirements in the academic sphere, relating to admission, passing academic content, graduating or obtaining validation of a subject, among others.

**Support area**

*Ultimately, all the actions and goals of the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY and a great deal of the University's activities will, in one sense or another, become linguistic activities; in other words, they will eventually be conveyed verbally or in writing by means of language.*

*Even though each individual is responsible for the quality and content of his/her linguistic undertakings, as is the case with knowledge of languages, in order to supplement the personal and linguistic independence and skills of each individual, a linguistic support service for institutional communication is offered by the University with the twofold aim of technically overseeing homogeneous, quality linguistic uses within the University as a whole, and for technically contributing to enable the multilingualisation goals of the University to be reached.*

### **9. Development of an active policy in terms of linguistic support**

On the context of the goals and activities set out in the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY, through the Language Office, the University offers the linguistic support and consultancy needed in order to ensure homogeneous, quality use of language in communication within the institutional sphere of the University. This is aimed at supplementing and enhancing the linguistic independence of the users, within the framework of the general linguistic policy of the University. Similarly, the Language Office provides technical support and consultancy to the Vice-rectorate for Linguistic Promotion concerning the planning, development and implementation of the University's linguistic policy.

On the basis of the premise that each individual is responsible for the documentation and letters he produces, this support and consultancy service is a supplement to and way of strengthening the knowledge, education and personal endeavours undertaken by each individual in terms of languages and linguistic quality. It essentially consists of a service for terminological and linguistic consultancy about the three main languages of use at UPF. It likewise entails the internal assumption or management of certain translation and educating services carried out between the aforementioned languages and other languages, especially relating to institutional documentation (management and administration, publications, institutional promotion), including academic management documents (teaching guides and plans, centre and departmental websites) of the University. What is more, in conjunction with other non-profit units, such as the Language Training Programme, the University aims to be able to handle its own translations into other languages internally.

To this end, the Language Office cooperates with the respective bodies of the University to increase the linguistic quality and independence of the members of the university community, by, among other tasks, conceiving and organising education courses on specific linguistic management tools and skills (spell checkers, machine translation programmes, online dictionaries and resources, etc.) and by disseminating tools for support in the creation of documents.

**Encouragement area**

*In order to contribute to unfolding the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY and the initiatives and goals set forth in it, it is vital for specific institutional action to be established. This action should encompass aspects of information, education and support, without specifically entailing any one of these areas, and it should strive to activate and bring together all these aspects in an informal context of propinquity.*

*Thus, in terms of the initiatives and actions set forth in the PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY, there is a need to strive to assisting all members of the university community to reach the multilingualisation goals set by the institution, whilst promoting and disseminating the University's linguistic situation, its linguistic policy, the cultural and linguistic situation of Catalonia and a range of aspects of Catalan culture. This should all be carried out from the standpoint of encouraging personal contact and promoting cultural and linguistic exchange among lecturers, local students, students from outside Catalonia and members of the service and administrative staff of the University.*

## **10. Development of an active policy in terms of linguistic encouragement and promotion of cultural and linguistic interrelations and integration**

*Encouragement*, here, shall essentially refer to the activation or launching of information in terms of languages and linguistic promotion and everything related to them. There is a need to work on this sphere of action from an approach of propinquity with the following threefold aim: firstly, to actively contribute to disseminating and raising awareness of the linguistic policy of the University and all aspects stemming from it among the university community; secondly, to help mobility lecturers and students to gain a greater acquaintance of the cultural and social context, as well as the fundamental aspects of the situation of Catalonia in general and of UPF in particular, whilst encouraging contact and relations between them and local students and lecturers to make them feel at ease with our environment, to feel involved and to integrate into that environment throughout their stay at the University; and, lastly, to assist mobility students and lecturers, the remaining students and lecturers, and indeed any members of the service and administrative staff who are interested, to gain the linguistic knowledge and skills needed to be able to fully unfold their working or academic lives in a multilingual setting that is a characteristic of Pompeu Fabra University and to be able to achieve appropriate betterment in at least the three main languages of use in the University. This shall be done within an informal context entailing personal exchange.

In the context of this PLAN OF ACTION FOR MULTILINGUALISM, the University places special emphasis on arrival or cultural and linguistic integration for all groups. Along these lines, the plan sets out distinguished formulae for initial contact with teaching staff, with students and with service and administrative staff. Through the Linguistic Voluntary Programme the institution will also guide a series of initiatives that shall make it possible to reach the goals of the plan in terms of encouragement. This will be done through actions for receiving and welcoming newcomers, a programme of activities and cultural and recreational trips in Barcelona and Catalonia at large in order to familiarise people with various aspects of Catalan culture, and a language exchange bank (language parallels) in order to foster the linguistic integration of recently-arrived lecturers and students and boost the internationalisation and multilingualisation of Catalan lectures and students and of members of the service and administrative staff from the standpoint laid down in this PLAN OF ACTION FOR MULTILINGUALISM AT POMPEU FABRA UNIVERSITY.