



AQUA-TNET
Year 1 Work Package Workshops
26th – 27th June 2006

WP 6: Minutes of WP6: Languages and Linguistic Diversity

Attendants:

- William David O’Connell
- Marie Teresa Dinis
- Róisín Nash
- David Murphy (frequent visitor over the two days)
- Margaret Eleftheriou (communicated via phone conference on the second day of meeting)

The culmination of this meeting resulted in the excel table (presented as a separate document) where we tackled what the objectives of WP6 were and what we were likely to have completed by the end of the first year (Sept 31st '06) and where WP6 was heading in the proceeding years.

In the first year it was decided to concentrate our efforts at the undergraduate level and to build on this in the proceeding years. During our telephone conference with Margaret our WP leader we were able to clarify a number of issues that arose and to hear where she saw WP6 heading. Each of the following topics was discussed to identify where we currently stand.

Database of Courses throughout Europe:

The information for this database will be provided by the AQUA-TNET partners and used to update and expand an already existing database.

Database on European Curriculum:

A database is currently being compiled along with a review of the curriculum. It was decided where possible to extend the content of the review and database to include not only science but also information on what language the subject is taught through and are there options to learn a second language in the schools involved?

Technical course have been overlooked here so far and it was taught that these would indeed be applicable to aquaculture and so will also be examined.



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Europass

Margaret informed us on Europass as having 5 components (i.e. a transcript of records – Diploma supplement, European CV, language portfolio etc.) with the most relevant component to this work package being the language component.

Student mobility

We found here that it tended to differ between institutes as to whether students travel more as undergraduates or as postgraduates and so the language policy for each institute would have to be investigated at both levels. In addition, the latest Communication from Brussels (10th May 2006) expresses some anxiety at the way certain aspects of lifelong learning as well as mobility features, are being ignored by the universities. So all of the above must be taken into consideration in WP6 which involves languages and linguistic diversity.

Survey of Language Policy & Preparation for Mobility

Here we discussed what potential questions we would pose to institutions with regard to their language policy and if it was integrated with student mobility.

ORION

There is a possibility here to put courses on line in the form of distant/online learning model. Already there are a number of levels (1-10) where English, Swedish, Portuguese and Greek are being used for self-learning. We will look at the ORION language modules for their scientific content, their basic language structures and their terminology to see how they measured up, and that we would identify gaps in language preparation, and look at CLIL methodology.

PESCALEX

The PESCALEX project, which William and Margaret are engaged in, is actually doing a section of the work for WP6 i.e. complementing the work already carried out by ORION. PESCALEX will construct basic language lessons, based on marine sciences, in 8 languages. William has been translating the basic ORION units into Norwegian and Margaret is working on PESCALEX and the whole language preparation aspect. Another of the PESCALEX partners is on her way to Helsinki for a very important CLIL meeting on which she will report to Margaret after the Ghent meeting. There is a possibility to use PESCALEX as a model to work on, for example using the 'Fish disease' module.



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Deliverables for September

- Database – Curriculum, Courses
- Potential identify PESCALEX as model for integration
- Review of ORION (scientific component etc)
- Questionnaire (survey of language policy)

How WP6 ties in with all the other Work packages

- **WP3 – Transparency in teaching – language component**
Europass
Survey of Language Policy & Preparation for Mobility
- **WP4 - Mobility**
Survey of Language Policy & Preparation for Mobility
- **WP5 - Innovation**
Information on new teaching tools – in which language?
- **WP7 - Industry**
Survey of Language Policy & Preparation for Mobility

Questions WP6 is asking

- 1) Do you have international work placements?
- 2) Do you have international course placements?
If yes to No. 1 or 2 then
- 3) What language qualification do you require for mobility?
- 4) Is there a language module incorporated into the course?
- 5) Is there a provision for where a language barrier might appear?
 - a. Institute sending and receiving
- 6) Is your institution aware of Europass?
If yes to no. 6 then
- 7) Is it being used in your institution?

Another conclusion of this work package was to try and involve more partners where possible.



Questions on WP 6 at final plenary session

1) Where are the greatest needs for language accommodation?

- Educational level
- Industry
- Academic
 - MSc
 - PhD

2) To what extent (if at all possible?) is there to merge AltaVista or the like with Orion/PESCALEX?