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Thematic Network Programme in the Area of Languages III - TNP3 Sub-Project Two: Languages for enhanced opportunities on the European Labour Market

Brigitte Forster Vosicki, Université de Lausanne



- Overarching aims of TNP III/2
- Objectives
- Methodology
- Some results: synthesis report
- Some results: European wide consultation
- Missing elements



SOCRATES/ERASMUS Network project, 2004-2007

- Subproject 2 - 15 countries
- <http://www.elccel.org/>
- Structured, comprehensive and continuous dialogue between higher education institutions and other stakeholders

Overarching aim

- “To bring about a clear understanding on the part of all stakeholders of the linguistic and language-related needs arising from European integration and globalisation both in higher education itself and in the non-academic environments”
- “A willingness on the part of universities to gear the content, learning outcomes, and quantity of provision to the needs identified”

Objectives

Identification of a set of communicative and cross-cultural skills and competences for enhanced opportunities on the European and international labour market

1) **Data collection template:** Various sources of information representing different perspectives (those of employers, employees and specialists in the subject area) : communications from labour Ministry and employment offices, from employers, employers' organisations in the private and public sector, international organisations, analysis of company academic recruiting and career guidance literature, interviews with job recruiters, human resource managers, employees, surveys on professional insertion of graduates after some years of having finished their studies, surveys on language needs of unemployed done by labour offices, news reports in the press, and studies and research.

⇒ national report, synthesis reports

2) European-wide consultation with external stakeholders: graduates and employers

Some results: synthesis report

- English is necessary but not sufficient
- Real workplace communication is needed



1 - Generic competences for interpersonal and strategic communication

- Participating in and leading meetings and negotiations
- Working in teams and groups
- Making decisions
- Solving problems collaboratively
- Networking, intercultural communication
- Analysing for organising, sharing, and presenting information both orally and in written form
- Searching, analysing and evaluating information
- Interpreting, comparing facts and drawing conclusions

2 - Language specific communicative competences including intercultural competences

- Taking part in work-related face-to-face conversations and discussions, the ability to talk on the phone and to use the language for purposes of travel, socialising and in different formal and informal situations, for professional presentations and meetings.
- Reading mainly constitutes professional literature for updating expertise and understanding work-related texts.
- The main writing skills expected are correspondence (letters, emails), reports, project plans and other documentation and the ability to edit and assess others' written texts.

3 - Profession specific communicative competences

Job-related communication situations – e.g. international lawyer, research scientist, journalist, project manager and staff, sales manager, marketing professional, health personnel, PR officials...



4 - Life-long language learning competences

Capacity to independently expand languages repertoires and intercultural competences in response to changing professional needs and for career development



European wide consultation

Question C22: Please rate how important in your profession/field it is to cope with the following situations of foreign language use.

Scale:

1 = not important / 2 = not very important / 3 = important / 4 = very important

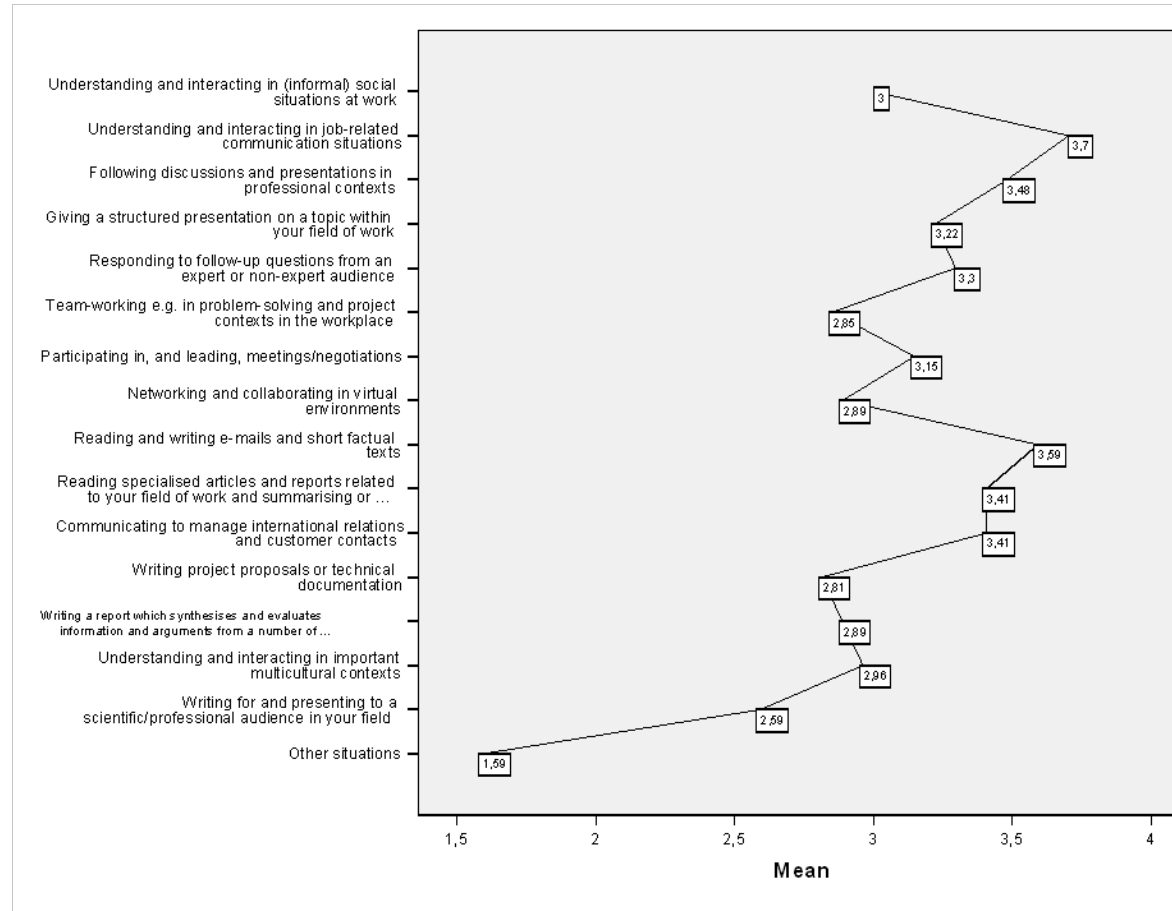
236 employers

606 graduates

Similar perception of needs

Trends

Results of European wide consultation





Core competences for the European labour market

- Understanding and interacting in job-related communication situations (e.g. hosting a visitor, telephoning, travelling, talking about your job, giving presentations, etc.)
- Following discussions and presentations in professional contexts
- Reading and writing e-mails and short factual texts
- Reading specialised articles and reports related to your field of work and summarising or reporting on them
- Understanding and interacting in (informal) social situations at work
- Participating in, and leading, meetings/negotiations
- Networking and collaborating in face-to-face and virtual environments
- Communicating in order to manage international relations and customer contacts
- Understanding and interacting in important multicultural contexts (i.e. with an awareness of intercultural differences in communication)

What is missing?

Still a mainly monolingual approach:

- Students have to act in multilingual and multicultural situations where they might use several languages at one time
- The whole plurilingual and pluricultural repertory is used to manage the communicative process

A plurilingual approach has to integrate more visibly translingual competences. Learning outcomes in this direction could e. g. be:

- To treat in oral and written form in one's own language or another language of the plurilingual repertory information from different oral or written sources in different languages
- To make use of the lexical elements of other languages of the repertory to resolve communication problems
- To transfer learning experiences of one or more languages to the learning of a new language

Thank you for your attention!