

CercleS 2022

The Future of Language Education
in an Increasingly Digital World:
Embracing Change

**BOOK OF
ABSTRACTS**



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CercleS 2022

The Future of Language Education in an Increasingly Digital World: Embracing Change

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Bionote: **Brendan Keenan**, Chevalier dans l'Ordre des Palmes Académiques, is an administrative attaché at the French Ministry of Ecology. He runs the International Programs Office at ENTPE, a postgraduate school of sustainable civil engineering, transport, planning and the environment and designs EMI pathways. He holds an MPhil in language pedagogy and new communication technologies, an MA in linguistics and a BA in English Literature. He obtained the French CAPES through distance learning. With a Dip TEFLA (Royal Society of Arts) he is also a teacher trainer. He chaired the International Committee of the Regional Alliance of Graduate and Research Colleges, Lyon.

ORAL PRESENTATION

Internationalisation as students' multilingual and intercultural competencies: Developing the whole curriculum

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There are expectations in Higher Education (HE) institutions for growing numbers of international students, and foreign staff, as well as for more possibilities to study overseas. Furthermore, HE institutions should be preparing students for future work life, that seems to be ever more diverse, constantly changing, evolving and taking ubiquitous

forms. This increase of internationalization, in HE institutions “demand[s] that university students develop intercultural competence (ICC) in order to interact successfully with diverse peers and professionals and maximize their collegiate experience.” (Griffin et al., 2016,1; Schuerholz-Lehr, 2007).

To meet these needs in the HE context, the preparation of students for internationalization should be considered as a part of holistic curriculum development and not just as an issue for one single course (Gregersen-Hermans, 2017). This integration, however, requires that the faculty has (a) an understanding of intercultural communication competence and some level of expertise in multilingual and/or intercultural communication and (b) the motivation to integrate it to the curriculum to guide students (Deardorff, 2014; Dervin, 2010).

In this presentation we describe a case of the University of Jyväskylä (JYU), Finland, where we have taken concrete steps towards a process of seeing and developing ‘internationalization’ as individual qualitative competences gained in the HE rather than quantitative institutional data. Here we discuss the pilot phase of the process by using examples and experiences from three participating faculties. All together about 200 students and faculty members, as well as administrative staff were involved in the pilot project. Interviews conducted among administrative staff members, faculty members, and students involved in the development process are used to discuss the possibilities and challenges of a curriculum level development of multilingual and intercultural communication competence that we see as the fundamental element in successful process of cooperation between the different nations, institutions and most importantly individuals coming from different backgrounds.

Keywords: Multilingual and intercultural competence; holistic curriculum development; case

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Bionotes: **Lotta Kokkonen** is working as a Senior lecturer at the Centre for Multilingual Academic Communication, University of Jyväskylä (JYU). She is teaching intercultural communication and her research interests include asylum seekers’ and refugees’ social networks and belonging, international

students' wellbeing and social networks, and networking from a relational perspective. Kokkonen is involved in curricula development for 'home internationalization' and she is responsible for organizing the study programme for students going on an exchange. She is also coordinating a research project on highly educated immigrants' language learning and belonging (JYU).

Teija Natri is a Senior Lecturer of the Centre for Multilingual Academic Communication at the University of Jyväskylä (Finland). She is teaching French for academic purposes and multilingual communication competence. Her specific interest in pedagogical development lies in multilingual and intercultural communication competence in higher education as well as in digital citizenship. She is involved in many national and European research and development projects, such as Digital citizenship through language education (ECML) ja Enseigner et apprendre les langues par les tâches et avec le numérique (Erasmus+).

Juhani Moisio is a project manager at the Centre for Multilingual Academic Communication, University of Jyväskylä (JYU). He works in the various internationalisation projects and activities of the centre and the university in order to find synergy between them. His past work experience in university administration focuses mainly on international mobility and international admissions.

ORAL PRESENTATION

Internationalisation in Finland: Talent Boost & SIMHE – an example

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Sannina Sjöberg

University of Vaasa, Finland

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University of Vaasa, Finland

The University of Vaasa takes part in two major projects during 2022-2024. Talent Boost is a programme in which the aim is to attract specialists, employees, students and researchers to Finland and to make the country more attractive to these groups and their families (Centre of Expertise in Immigrant Integration 2022). The aim of the SIMHE (services at higher education institutions) is to identify and recognise the prior learning of highly educated migrants, as well as to facilitate their access to higher education, completion of degrees and employment in Finland. This is done by giving these persons access to appropriate education and career paths (Finnish National Agency for Education 2022). Within the framework of these projects the University of Vaasa has developed its language teaching for migrants and aims to grow its share of international talent. In 2021 the university had 5 % international students and 18 % international staff members. The goal is that by 2030 the share of international students and staff members would be 35 % each (Vaasan yliopisto 2021). In order to stay in Vaasa, migrants need to know Finnish and/or Swedish. The city of Vaasa is bilingual, as well as Finland as a country. The two national languages, Finnish and Swedish, are equally presented in the Vaasa region. The Language Centre Linginno has developed study paths in Finnish and Swedish for migrants, offering them courses from beginners' level to B1 level (independent user, Council of Europe, 2022). Migrants can find these courses through university marketing, including drop in services for migrants at the university campus, or through the employment office. The materials on the courses are digital and built on