

# The Language Policy Plan of the University of Vigo

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## Introduction

With the implementation of the European Higher Education Area in our university system, learning and teaching in foreign languages takes on special significance, since among the commitments made by the participant countries are the promotion of international mobility of teachers, students, and administrative staff; the development of double or joint international degrees; and the creation of a European research area. Thus, the need to improve the level of language proficiency of the university community becomes a strategic move for every higher education institution which seeks to play a significant role within the international context.

The development of international linguistic competences is related to the notion of multilingualism, as described in the Common European Framework of Reference for Languages (CEFR). Besides being the main axis for a European language policy according to the parameters settled by the Council of Europe, this document tries to unify the guidelines in foreign language teaching/learning throughout Europe and to establish common reference levels. It should be noted that these competences imply not only communication in other languages, but also social interaction in languages different from the mother tongue/s. In addition to enhancing communication in an international context, multilingualism allows the combination and transfer of linguistic and cultural competences from one part of the world to another, from one language to another. Therefore, multilingualism offers some solid foundations for the understanding of diversity in language use, consequently, of cultural diversity.

The University of Vigo included within its 2008/12 strategic plan the promotion of multilingualism as one of its strategic lines, associated the strategic goal of becoming a university with a consolidated international presence. The main objectives of this line are to increase the number of incoming foreign students by fostering multilingualism; to promote the knowledge and use of foreign languages by the university community; to increase the number of courses delivered in other languages; and to improve the offer of University of Vigo's multilingual information. This plan includes other actions, which require a proactive attitude by the university with regard to multilingual training, such as those which seek to improve teaching skills or those aimed at promoting student, faculty and staff mobility. This strategic line is also reflected within the 2012-2014 University of Vigo's Internalisation Plan, within the Plan of Academic Activity Internationalisation. Its mandates include the collaboration with other offices at the University of Vigo, mainly

the Vice Rectories competent in the fields of academic organisation, teaching staff, degrees, students, teaching and quality, towards the implementation of an international academic offer, through double and joint degrees and through teaching in other languages a number of courses and/or certain degrees.

The University of Vigo Language Policy must be an initiative in which the entire university gets involved, that is, it should be defined by our students, teachers, researchers and administrative staff. Only the commitment of all the parties involved will ensure its continuity over time in a fast changing context. The present Language Policy Plan of the University of Vigo has been defined with the aim of providing the university community with the necessary multilingual and multicultural skills to meet the challenges of a globalised and multicultural society successfully; and the Language Policy Committee is created as an instrument of engagement and dialogue in order to promote the implementation of the various initiatives included in this plan and to establish the objectives of the institution regarding Language Policy.

The initiatives required to reach the objectives of this Language Policy Plan are grouped around five axes. The first gathers the actions, programmes and initiatives aimed at learning foreign languages and attaining the necessary level of proficiency. The objective of the second axis is to set out establish a strategy for introducing teaching in foreign languages, so that it offers multilingual courses and programmes from which both local and foreign students would benefit. The third and the fourth axes are concerned with the development of linguistic competences in research and administration, respectively. Finally, the fifth axis addresses multilingualism within the field of university internal and external communication.

The present plan presents actions, recommendations and programmes for all the university actors concerned. Once approved by the university Government Council, the plan and the initiatives it includes will be disseminated through the usual media in order to make it known and successfully involve all the members of our community.

## **Language Policy Committee**

The Language Policy Committee of the University of Vigo will be responsible for promoting the implementation of the actions included within the plan and monitoring its development, as well as contributing to the achievement of the strategic objectives laid out in this document.

The Language Policy Committee will be made up of:

- The Vice-Rector with competence in language internationalization, who will act as president.
- The Vice-Rectors with competence in international relations and academic organization, or their delegates, when these competences are not vested in the Vice-Rector with competence in language internationalization.
- The director of the University Language Area, who will act as secretary.
- Five members of the teaching staff, who should represent, as far as possible, all the scientific areas and campuses, and guarantee the presence of non-permanent teachers and research staff.
- Two students.
- One member of the administrative staff.

The members of the Language Policy Committee will be elected by the university Government Council, on proposal of their representatives, for a four-year period. Vacancies will be filled in the same manner.

The committee has the following competences:

- a) To participate in the process of defining the University of Vigo Language Policy, by establishing its objectives and scope as well as the mechanisms for its implementation.
- b) To permanently analyse the linguistic needs and shortages of all the parties concerned.
- c) To analyse the proposals, observations or concerns regarding the university Language Policy that may come from any member of the university community.
- d) To propose the most adequate measures for each situation and each group so as to improve the language proficiency level in all the areas of the university life.
- e) To encourage the adoption of measures or the creation and consolidation of support structures which back up the implementation and the reinforcement, if that is the case, of the Language Policy actions.

- f) To elaborate and send to the governing bodies for approval the reports on the application of the guidelines included the Language Policy plan.
- g) To develop the Language Policy Plan.

## Objectives

The general objective of the Language Policy Plan is to enhance the foreign language skills of the university community as a key element within the European Higher Education policy. Thus, the plan is structured so that:

- It takes into account the specificities of our institution with regard to foreign language skills and the linguistic needs of all the parties.
- It actively promotes plurilingualism and institutional multilingualism.
- It guarantees access to language learning facilities, based in the Language Centre.
- It encourages native speakers of other languages, different from Galician and Spanish, to use their mother tongue, without prejudice to the knowledge of the two official languages of Galicia and the University of Vigo.
- It enhances linguistic and cultural diversity and awareness of such diversity among the university community members.
- It facilitates student and staff mobility.
- It fosters life-long language learning.

As set out in the Nancy Declaration released by the Council of Europe in 2006, universities must play their role in enabling all graduates in Europe:

- To be able to communicate in at least two languages other than first language(s).
- To know how to improve their proficiency in language.
- To have confidence and know how to learn a new language when the need or opportunity arises.
- To have first-hand experience in working and learning in, and collaborating with other countries.
- To be familiar with other cultures and intercultural skills.

As a result, the following major action lines must be pursued in Higher Education Institutions:

- L1. To define entry requirements for university degrees and courses and learning outcomes taking into account foreign language competences.
- L2. To incorporate language programmes and offerings into universities' quality culture, and include them in internal and external quality reviews.
- L3. To give particular attention to the professional development of teachers, researchers and administrative staff as regards linguistic internationalisation.
- L4. To support the new learning environments for higher education language learning, in which the use of information and communication technologies and multimedia devices play a crucial role.
- L5. To develop discipline-specific methodologies for teaching and learning through at least one foreign language.
- L6. To adopt multilingual itineraries within international programmes.

In line with these objectives, the Language Policy Plan sets out the following lines of action:

- A1. *Training and learning foreign languages. The University must accommodate changing linguistic circumstances and the social and political climate in order to foster mobility and employability in accordance with the Bologna Reform. For that purpose, it must define the foreign language(s) which must be promoted among students, as well as the level of language competence to be acquired; the desired level of language competence to participate in mobility programmes; the minimum level of the language of instruction that our international visitors must have; and the support infrastructure and services for students and staff to acquire such levels.*
- A2. *University teaching through foreign languages. The language of instruction has an impact on the quality of the learning outcome, as it contributes considerably to the students' cognitive and cultural development. The university must define a model which integrates courses and even entire programmes delivered in other languages and guarantee the quality of these programmes and the language proficiency of the teachers who deliver them, as well as the support infrastructure and services to facilitate the implementation of these programmes.*
- A3. *Foreign languages in research and transfer of knowledge. Future technologists and researchers have to be prepared to face multilingual professional situations, thus the university has to take the necessary steps to guarantee their competence in foreign languages, considering the participation in networks and international consortia. At the same time,*

*the university must provide the support service and infrastructures to achieve such language competences.*

*A4. Foreign languages in administration. The growing degree of internationalisation of the University of Vigo, both in teaching and research areas, creates a need for plurilingual competence of administrative staff. The university has to guarantee multilingualism in university administration and provide the necessary support services and infrastructure to achieve it.*

*A5. Internal and external communication. Corporate identity is also determined by language use, both of mother tongue(s) and foreign languages, within the Institution. Foreign students, teachers, researchers and administrative staff, both those who carry out activities related to studies, work, teaching or research at our university, and those who, for whatever reason, are interested in our academic offer, must have access to accessible and appropriate information. For that reason, the quantity and quality of the information about the institution available in other languages must be guaranteed. A high level language service is a necessary tool to ensure the quality of the University's profile and external communication.*

The following table illustrates the relationship between the main lines of action set out in the Nancy Declaration and the action axes gathered in this plan:

	A1	A2	A3	A4	A5
L1	✓				
L2		✓			✓
L3		✓	✓	✓	
L4		✓			✓
L5	✓				
L6		✓			✓

## **Axis 1. Training and learning of foreign languages**

This axis includes measures and recommendations for the development of students' competences in foreign languages, the objectives regarding such competences and the necessary tools to achieve them. The aim is enabling our graduate students to acquire a relevant level of competence in at least one foreign language and thus contribute to employability.

These measures and recommendations are based on the following aspects:

- Required levels of language competence for graduate and postgraduate students.
- Language requirements to participate in exchange programmes.
- Guidelines for the accreditation of the foreign language competence of the university community members.

## **Requirements when finishing a Bachelor's or a Master's Degree**

This section gives recommendations on the language proficiency levels to be achieved by our Bachelor's or Master's graduates, and identifies the tools to reach those levels.

As for exit levels, it is recommended that our Bachelor's and Master's Degree students are capable of accrediting a B2 level in at least one foreign language, according to the Common European Framework of Reference for Languages. This level is attained when the student members are able to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in the students' field of specialisation. At the same time, they must be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Finally, our graduates must be able to produce clear and detailed texts on a wide range of subjects and explain a viewpoint on a topical issue by indicating the pros and cons of their options.

To reach this objective, the following tools are identified:

- The training offer of the Language Centre of the University of Vigo Foundation. The University of Vigo shall establish, through its Language Area, the characteristics of the courses held by the Language Centre, so that it can guarantee an adequate training offer that allows our students to attain the recommended level during their studies. The University of Vigo is responsible for ensuring that the training offered by the Language Centre is accredited according to the standards of the Association of Higher Education Language Centres (ACLES).
- Subjects delivered in foreign languages. Schools and Faculties will be encouraged to teach courses in foreign languages in the official degrees, mainly in English, in accordance with the resources available in such degrees.



- Recognition of the training in foreign languages during the study period. The foreign language courses taken by the students of the University of Vigo shall be awarded credits as part of the degree curriculum, following the rules established by the corresponding regulation.
- Students' participation in international exchange programmes. Students will be encouraged to take courses for at least one semester in a foreign university and/or do internships in foreign companies or institutions, ensuring in each case the entire recognition of the courses passed, in accordance with the learning agreements. The implementation of double and joint degrees with our international partners will also be promoted.

When elaborating the present document, English is prioritised as the teaching language, considering the current international situation of higher education and the role of English as lingua franca. Nonetheless, the University of Vigo may give priority to other language(s), according to its interests at any time, as proposed by the Language Policy Committee.

### **Requirements for entering an exchange programme**

To guarantee success in international mobility, it is necessary to have the necessary linguistic competences so as to adequately integrate in the academic and social environment of the host institution. For that matter, the following recommendations are made:

- To participate in exchange programmes students must have at least a B1 level of the CEFRL of the language spoken in the host country or, alternatively, English. This level ensures that students are able to understand the main points of clear standard input on familiar matters regularly encountered in work, school or leisure; they can deal with most situations likely to arise while travelling in an area where that language is spoken; they are capable of producing simple connected text on topics that are familiar or of personal interest; and they are able to describe experiences, events, dreams, hopes and ambitions and give reasons and explanations for opinions and plans. The University of Vigo shall establish, through the Vice Rectorry competent in the field of international relations and in collaboration with the centres, the specific linguistic

requirements for the different places offered through exchange programmes and bilateral mobility agreements.

- The University of Vigo shall establish, through the Vice Rectory competent in the field of international relations and in collaboration with the Language Centre, the foreign language accreditation protocol of the university community members who participate in exchange programmes.
- The University of Vigo in collaboration with the Language Centre will ensure that incoming mobile participants have the necessary linguistic support, with adequate courses and schedules, Intensive courses or other language training actions for mobility students will be allocated ECTS credits and defined in terms of the CEFRL as far as competences are concerned. Course will be subsidised on reciprocity with our mobility partners.

### **The accreditation of competences in foreign languages**

By resolution of the Government Council on December 21 2012, the University of Vigo will recognise the following accreditations of CEFRL levels of language proficiency

- Those issued by the University of Vigo, through the Language Centre.
- Those issued by the language centres or their equivalents in other Spanish Higher Education Institutions, duly accredited by the Association of Higher Education Language Centres (ACLES), under resolution of the general assembly of the Spanish University Rectors' Conference on September 8th, 2012.
- Those are listed in the official table of equivalence published by ACLES.
- Other accreditations recognised by the University of Vigo on the basis of specific recognition agreements signed with the institutions or organisms that issue them.

The Language Centre shall implement, under the supervision of the Language Area of the University of Vigo, a training programme which facilitates access to quality training in foreign languages in accordance with international standards to all the members of the university community. At the same time, it will organise procedures of linguistic competence accreditation opened to all the university community members to facilitate the accreditation of those competences. The University of Vigo is responsible for

ensuring that the members of the university community are able to take part in these initiatives in the best economic conditions.

## **Axis 2. University teaching in foreign languages**

This axis gathers a series of actions which aim at an academic offer in foreign languages, especially English. The labour market has acquired a global perspective, and when writing this plan, one of the basic tools in international communication, which facilitates in a decisive way access to quality employment, both inside the country or abroad, is the English language.

In recent years the mobility of students and working people has increased too. Today, many graduates want to complete their studies in foreign universities or to look for their first job in other countries after finishing their university degree. For that reason, general knowledge of English language is not enough and thus mastering the jargon characteristic of a certain job or field of knowledge becomes essential.

University teaching in foreign languages and bilingual degrees, namely in English, provide our graduates with a great opportunity and an excellent tool for their professional future. Therefore, the University of Vigo, in an attempt to keep up with the social reality, must complete its international offer with subjects and even whole degrees taught in English. This view is supported by the implementation of the European Higher Education Area (EHEA), which strengthens bilingual educational policies.

On the other hand, in conversations with our international partners and with prospective partners in the five continents, the availability of an academic offer in English and the possibility of establishing international double degrees have repeatedly been put forward as the main reasons to establish new partnerships or to increase the existing ones. At this moment, for example, it is extremely complicated to reach academic agreements with institutions in the Top 500 of the Shanghai Ranking unless we offer teaching in English. This is particularly the case with Arabic and Asiatic universities.

In any case, and as mentioned above, prioritising English as a teaching language must not prevent the University of Vigo from establishing other priority languages according

to its own interests, upon proposal of the Language Policy Committee, which will, in turn, adapt the following action lines to the new situation.

This axis involves the following five action lines:

- A training programme for teaching in English
- A free of charge procedure so that the University of Vigo's teachers can prove their skills for teaching in English.
- A procedure to implement programmes and courses in English
- Recognition and incentives to participate in English programmes
- Recruitment of foreign teaching staff for temporary teaching in other languages.

### **Teacher training actions for teaching in English**

Teaching in English requires a minimum language proficiency, since it has to be carried out according to the same quality standards as the teaching in any of the official languages at the University of Vigo and since the language of interaction between teachers and students has a major impact on the academic activity.

In order to achieve the required language proficiency level, the initial and advanced teacher training programmes include courses on CLIL-AICLE (Content and Language Integrated Learning-Aprendizaxe integrada de contidos e linguas estranxeiras) and teaching and classroom language skills, in collaboration with the Language Centre.

So as to optimise the training actions mentioned before, contents, length, periodicity and dates of the courses are agreed with the Language Area of the University of Vigo and the Teaching Training and Innovation Department, in collaboration with the Language Centre.

### **Teacher's accreditation for teaching in English**

The requirement of a minimum level of language competence for lecturing in English creates a need for a procedure to ensure that all teachers who wish to lecture in English actually have the level to do so. The protocol to certify the basic linguistic skills for lecturing is as follows:

- Faculty members who certify an English level equivalent to B2 of the CEFRL, according to the criteria and equivalences approved by the Government Council on December 21 2012 qualify automatically. Only certificates attained over the last three years will be accepted.
- Certify having taught in English in a Higher Education Institution for at least two consecutive academic years or three alternate years.
- Faculty members who do not possess any of these certifications, can sit for a test at the Language Centre, which assesses the candidates' language skills for lecturing in English (HELA: Higher Education Lecturing Accreditation). The Language Centre will establish, under the supervision of the Language Area of the University of Vigo, the criteria of accreditation with a public rubric of assessment. The examination is confidential.

The University of Vigo, in collaboration with the Language Centre, will issue to all the teachers who possess any of the language accreditations above and/or pass HELA a certificate enabling them to lecture in English. This certificate expires three years after they lectured in English for the last time.

### **Implementation of subjects in English**

In this section a strategy is defined to implement subjects or degrees in English in the University of Vigo Schools and Faculties. This strategy considers, among other aspects, the material and human resources available, the social opportunity, the nature and academic level of the studies lectured. The strategy will be developed as follows:

- Schools and faculties will promote the update of the verification reports of the degrees in question to include, in an explicit way, the subject/s that will be delivered in English, along with all the necessary information to justify the initiative.
- The University of Vigo will establish a protocol so that schools and faculties can inform on their willingness to offer either courses, groups within these courses or whole degrees in English. The procedure will define, among other aspects, the deadlines, requirements, minimal teaching commitment and other relevant criteria for the implementation of teaching through a foreign language. In any case, the University will give priority to the implementation of degree lines in

English which start with first year courses and gradually extend to the whole curriculum.

- Once the courses, groups or degrees to be taught in English are decided by schools and faculties, it is the departments' responsibility to assign the courses to the teachers who are qualified in one of the ways described in the previous section.
- The University of Vigo will promote the appropriate changes in the academic management system to incorporate English teaching so that students have access to this information when they enroll.

The University of Vigo will establish recommendations regarding the minimum level of language competence students must certify in order to take courses lectured in English. The CEFRL B1 level will serve as the minimum point of departure.

### **Recognition and incentives linked to English teaching.**

Teachers' recognition for courses taught in English is based on the added effort they make in preparing and delivering courses. Thus, in those cases in which participation of teachers and students in courses taught through English or any other foreign language is voluntary, it seems appropriate to define a set of incentives that encourage such participation.

In the case of teachers, recognition shall be made through the following instruments:

- Recognition of the additional teaching workload resulting from lecturing through a foreign language, under the terms approved by the Government Council for recognition of teaching activity.
- Issuing a certificate of participation in programmes lectured in a foreign language.
- Priority access to international exchange programmes and calls.
- Priority access to teacher training programme actions, in particular to initiatives related to methodological training in foreign language, CLIL-AICLE, tandem teaching, the development of records for teachers, the use of the European portfolio, the development of an AICLE working guide, or the creation and adaptation of materials.

- Access to support in the use of the English language and to methodological counseling.
- Inclusion of the accreditation of CEFRL B2 level or higher as an asset in teacher recruitment procedures.
- Specific assessment of teaching through a foreign language within the Docentia programme.
- Regardless the participation on the HELA test mentioned before, the University of Vigo shall subsidise the fees of the first CEFRL levels tests at the Language Center of University of Vigo's Foundation. Such financing will be applied to any language accredited by the Language Center, the target level being compulsorily higher than B1 in case of English.

Students' participation in these programmes will be recognised as follows:

- Partially subsidising the fees of the first CEFRL level test at the Language Center of University of Vigo's Foundation .
- Priority in international mobility exchange calls in case of a tie, after applying the scale of the call.
- Priority in double degree international programmes.
- Recognition of bilingual teaching in the academic records and/or on the European Diploma supplement.
- Support actions for students' language training, such as courses abroad, or specific courses on learning methodologies and foreign languages in specific fields of knowledge.

### **Recruitment of foreign teaching staff for temporary teaching through other languages.**

One aspect to take into account when assessing the international appeal of universities is the presence of teachers and researchers of reference and recognised academic and scientific excellence. These are, in turn, source of prestige and a key element in global visibility as they open new doors for the presence of the University of Vigo in other places and vice versa. Therefore, in addition to contributing to internationalise the University of Vigo faculty staff, the presence of foreign teachers of excellence in our

classes can contribute substantially to increase the quality and the international appeal of our academic offer.

On the other hand, having a competitive position in the national and European university system for foreign teacher recruitment is not enough; the University of Vigo must be equipped with enough resources and support to enable an appropriate integration of foreign staff inside the university community, the schools and faculties, the International Postgraduate and Doctorate School etc.

Thus, this line of action has two complementary objectives:

- To internationalise the University of Vigo teaching staff by inviting renowned teachers to post graduate degree programmes.
- To increase the quality and international attractiveness of the postgraduate academic offer with the presence of foreign teachers of excellence.

At the same time, the Language Policy Committee will consider the possibility of extending these objectives to the last years of undergraduate programmes.

In order to reach these objectives, the University of Vigo will implement the following actions:

- Foster and enhance the participation of the University of Vigo as a host institution in international teacher mobility programmes to enable the presence in our classes of teachers from our international partners under the conditions and periods such programs establish.
- Promote the organisation and development of international intensive academic programmes at the University of Vigo (Erasmus Intensive Programmes, Jean Monnet modules etc.).
- Disseminate internationally teacher recruitment calls under the terms defined in the regulations.
- Foster the recruitment of prestigious international teachers, by complementing with our own resources (helping with accommodation, assigning proper workplaces, giving access to all university services, etc.) the resources attained by these teachers at their home places (sabbatical year programmes, finance from international programmes, etc.).



### **Axis 3. Foreign languages in research and transfer of knowledge**

Researchers and technologists, as well trainees, who develop their activity at the University of Vigo shall be prepared to face multilingual professional situations. The university must therefore take the necessary steps to ensure their competence in foreign languages. At the same time, the university must provide services and infrastructure to acquire such competences. For that purpose, the following actions will be developed:

- Special attention will be given by the Language Area of the University of Vigo, in collaboration with the Language Centre, to the acquisition and improvement of foreign language skills by researchers, teachers, and staff linked to research projects and transfer of knowledge. The Language Centre will organise specific courses to achieve this goal.
- Promote language proofreading programmes of academic texts, memories, contracts, patents and any other document related to teaching, research or transfer of knowledge, as well as actions to improve oral presentation skills.
- Foster the participation of teachers and researchers in international mobility programmes, such as Erasmus Programmes and other exchange programmes managed by the Vice-Rectorate with competence in international relations, by granting financial support to mobility.
- Reinforce the support to research groups in the inclusion of foreign graduate students, technologists and researchers, as well as foreign trainees under the framework of the current regulations.

Priority will be given in these actions to new staff and trainees.

### **Axis 4. Foreign languages in administration**

The growing degree of internationalisation of the University of Vigo, both in teaching and research, creates a need for plurilingual competence of administrative staff. The university must ensure plurilingualism in administration and provide the necessary services and infrastructure to achieve it. With this aim, the following actions will be developed:

- Special attention will be given by the administrative staff service of the University of Vigo to the acquisition and improvement of their staff language skills. Thus, the administrative staff training service, in collaboration with the Language Centre, will provide the necessary language tuition, in particular to the staff that is in contact with the foreign community at the University of Vigo.
- Facilitate from the Vice-Rectorate with competence in international relations, in collaboration with the administrative staff training service, adequate support to improve the administrative staff oral skills in English. With that aim, the University will promote the recruitment of foreign trainees and administrative staff with high competence in English from our international partners to provide support in the different services of the University of Vigo, and will give linguistic support and conversation grants to foreign students.
- Boost the budget allocation of mobility grants for administrative staff so as to promote their participation in international mobility programmes, such as the Erasmus programme and other exchange programmes managed by the Vice-Rectorate with competence in international relations.

## **Axis 5. Internal and external communication**

Society perception of the corporate identity of our university is also determined by the use of both mother and foreign languages within the institution. Since students, teachers, researchers, administrative staff and foreign services have a right to accessible information, the University must ensure the quantity and quality of the information of and about the institution available in other languages. High level language services are a means to guaranteeing the University's profile and its external communication. The actions planned in this field are:

- Promote the multilingual presence of the University of Vigo, its Faculties and services in the different communication and electronic dissemination platforms. Provide the full version of the University of Vigo's institutional web in languages other than Galician and Spanish.
- Ensure adequate linguistic competence (at least in English) of the staff responsible for the communication tasks at the university.

- Make available to all the university community and to our international partners an English version of at least those documents, forms and other printed material of the University of Vigo that have international relevance.
- Promote the publishing of an abstract of the news published at DUVI [University of Vigo Journal] in other languages, English at least. Such abstracts shall be disseminated internationally among subscribers by the usual procedures of content syndication.

## **Plan monitoring, development and assessment**

The Language Policy committee is responsible for the development, monitoring and assessment of the University of Vigo Language Policy Plan.

The development and monitoring of the actions included in the Plan will be carried out through specific forms for each of the actions, in which the name, description, objectives, liability, target group, resources and time reference will be defined. Additionally, the form must allow a section for observations and proposals for improvement. Parallel to this, we shall define performance, process and result indicators in the actions or objectives which can be included in the forms too.