



European Federation of National
Institutions for Language

Multilingual digital content

Workshop

Unity in Diversity, Vilnius 2013

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Dansk
Sprognævn

retskrivning sb., -en, -er, i
sms. retskrivning
skrivning
retslig (el. retlig) adj., -t.
retslæge sb., -n, -r.
retslægeråd sb., -et, rets-
lægeråd, bf. pl. -ene.
retslærd adj., itk. d.s.
retsløs adj., -t.

Languages in the educational system in Scandinavian countries

Primary

- Tendency to introduce English as a foreign language earlier (1.-3.)

Secondary

- Tendency to have fewer foreign languages other than English: mainly German, French
- Experiments with using English as language of instruction in other subjects, e.g. math and biology

Upper secondary

- Strong focus on English as preparation for University. Only one obligatory foreign language at a high level, others as electives. Students interest in other languages is decreasing. Demands from industry for better language skills.

Universities

- Strong tendency towards using English due to internationalisation and the wish to attract international students
- Typically BA in the national language, MA in English
- English almost exclusively used in natural science, less in social science and a little less in humanities.

Nordic analysis of language policies in universities

Same pattern

Universities cope with English in various ways

- English is an issue not only because of international students, but also because of international teachers and of local students going abroad => different kinds of English

Growing awareness that the use of English does not always assure good course quality

- Problems with understanding, less interaction, less fun, more passive students

Growing understanding that many students after graduation may not work in an English speaking environment but rather in the local language

Growing awareness that knowledge of the local language is essential if you want international students and teachers to stay in your country and give return on investment

Percentages of English as language of instruction in master's programs

Country	CZ	DK	EE	AU	BE	BU	CY	DE	FI	FR	EL	HU	IR	IC	IT	LT	LV	MT	NO	UK	NL	PL	PT	RO	SE	SI	SK
Humanities	Green	Green	Green	White	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Red	White	Red	Yellow	Green	White	White	Green	Green	Green
Social Sciences	Green	Green	Green	White	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Red	White	Red	Orange	Green	White	White	Yellow	Green	Green
Math and natural sciences	Green	Orange	Green	White	Green	Green	Green	Yellow	Orange	Green	Green	Green	Red	Green	Green	Green	Green	Red	White	Red	Red	Green	White	White	Green	Green	Green

Percentages of English in ph.d.-dissertations

Humanities	Green	Yellow	Green	White	Green	Green	Green	Green	Yellow	Green	Green	Green	Red	Green	Green	Green	Green	Red	White	Red	Orange	Green	White	White	Yellow	Green	Green
Social Sciences	Green	Orange	Green	White	Green	Green	Green	Yellow	Yellow	Green	Green	Green	Red	Red	Green	Green	Green	Red	White	Red	Red	Green	White	White	Orange	Green	Green
Math and natural sciences	Green	Red	Green	White	Green	Green	Green	Orange	Red	Green	Green	Green	Red	Red	Green	Green	Green	Red	White	Red	Red	Yellow	White	White	Red	Green	Green



Based on EFNIL's
European Language Monitor 2013

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Language in business

Danish Industrial association (10.000 members/1 mio. employees):

- 25 % of Danish industrial companies regard English as corporate language, many because of foreign ownership
- The number of companies doing business in English is growing
- 25 % experience communication problems
- 10 % of the companies have experience that a deal is lost due to language problems
- Most think they do well in English business with partner countries

"the Chinese are better at learning English than we are at learning Chinese"

Entrepreneurs with a background in immigrant languages have 40 % more export than entrepreneurs with a background in Danish

We see an increasing demand for better English

Conclusions

- Market forces have encouraged the use of English in the educational system
- Other foreign languages have been under pressure
- There is a better understanding that more and better language skills are needed both in the educational system and in the business world

New tendencies - two examples

Universities defining themselves as multilingual

Language strategy: University of Copenhagen

- more language support for English and other languages
- more courses in Danish for international students and teachers as a part of a strategy to keep the expertise in the country
- more flexible use of languages - giving room for other languages than English, depending on the context

Language strategy: University of Roskilde

- Languages as additional extracurricular electives offered to all students (law, social science, engineering etc.)

Multilinguality everywhere!

How do we support them?

Multilingual language resources must be made accessible for students at all levels

- Textbooks in multiple languages
- Exercises in multiple languages
- Digital collections of text (corpora) - and textbooks - parallel and comparable
 - Domain specific
 - Genre specific
 - Automatic exploration of parallel texts - phrases, vocabulary
- Terminology databases as teaching tools
 - Collaborative vocabulary and terminology training, crowd sourcing
 - Multilingual
 - Multilevel
- Electronic dictionaries
- Learn how to use of these resources as part of the curriculum


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OM TEKSTEN OM FORFATTEREN SKIJL ORDBOG

DEN LILLE HAVFRUE



Langt ude i Havet er Vandet saa blaåt, som Bladene paa den dejligste Kornblomst og saa klart, som det reneste Glas, men det er meget dybt, dybere end noget Ankertoug naaer, mange Kirketaarne maatte stilles ovenpaa hinanden, for at række fra Bunden op over Vandet. D


Nu maa man slet ikke troe, at de forunderligste Træer og Planden mindste Bevægelse af V Fiskene, smaae og store, sm Luften. Paa det allerdybeste og de lange spidse Vinduer a der aabne og lukke sig, efters straalende Perler, een eneste vind

række  
en række er når noget er anbragt ved siden af hinanden

rekke  
ei rekke er når mange står tett ved sida av kvarandre

rekke  
en rekke er når mange står tett ved sida av hverandre

räcka  
en räcka är en rad eller serie av saker

 **OPGAVER**

1 ARBEJDSOPGAVE >

 **VIDSTE DU, AT...**

der har været meget spekulation om H.C. Andersens faderlige ophav - muligvis var hans fadder, Nicolas Gomard, hans biologiske far?

 **RELATERET**

Firefox

Korp Google Oversæt

+Sabine Søgning Billeder Maps Play YouTube Gmail Drev Kalender Oversæt Mere

Google Sabine Kirchmeier-Andersen + Del

Oversæt Fra: Svensk Til: Engelsk Oversæt

Engelsk Dansk **Svensk** Registrer sprog Dansk **Engelsk** Tysk

analysmetod

analysis

Der blev ikke fundet nogen eksempler for "analysmetod"

Eksempel på brug af "analysis":

In addition to bringing little to the booth beyond tired clichés and obvious, mundane **analysis**, his credibility took a massive hit when he played a major role in getting former Texas Tech head coach Mike Leach fired.

Deaktiver øjeblikkelig oversættelse Om Google Oversæt Mobil Fortrolighed Hjælp Send feedback

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EUROPARL SVENSKA-ENGELSKA (stödjer ej utökad kontext)

Syftet är helt enkelt att erinra om gruppens principer, och **analysen** av dem.*I will therefore simply set out the principles and analysis of our Group .*I det här årets rättighetsbetänkande inte innehåller en systematisk **analys** land för land.*when the report on human rights for this year does not contain a systematic analysis of each country .*I de grundläggande rättigheterna utarbetas parallellt - att göra en **analys** land för land, lag för lag.*analysis to be carried out due to the simultaneous preparation of this Charter .*ström, Haarder, Ludford och Belder ger oss européer möjlighet till **analyser** och framför allt till självkritik.*, Mrs Ludford and Messrs Haarder and Belder offer us Europeans the opportunity for analysis and , above all , self-criticism .*ningen här i salen, för mina erfarenheter, efter 25 års dryftande och **analyserande** av de mänskliga rättigheterna, visar att goda avsikter i ko*of this House , for 25 years ' experience of intense discussion and analysis of human rights shows that good intentions combined with massiv*tion och bryr sig inte särskilt mycket om att det saknas tillförlitliga **analys-** och mätmetoder vad gäller de fetter som ingår i choklad.*mer and attaches little importance to the absence of a reliable method of analysing and measuring the fats present in chocolate .*en **analysmetod** som gör det möjligt att fastställa den exakta mängden an*a method of analysis allowing the exact content of vegetable fats other than*Det är alltså klart att vi måste fastställa en **analysmetod** som gör det möjligt att fastställa en effektiv och rigorös k*Furthermore , it is clear that there is still no reliable method for testing the quantity of such fats used in chocolate pr*ntidigt som var och en vet att vi inte förfogar över någon tillförlitlig **analysmetod** för att kontrollera detta.*e fats other than cocoa butter , whereas everyone knows that we do not have a reliable method of analysis allowing this percentage to be ve*I en nyligen genomförd **analys** av kostnader och vinster har kommissionen kommit fram*In a recent cost-benefit analysis , the Commission concluded that values of 30 mg/ m3 are the be*

Strengths:

- Fair command of English
- There are still teachers left that can teach other languages
- Good integration of IT among students
- Very good IT-infrastructure
- Growing awareness in universities that English is simply not enough
- Good expertise in collecting resources and computational processing (CLARIN, META-NET)
- Lots of projects on digital education.
- Open standards are defined

Opportunities:

- Cross language text production
- Cross national sharing of resources
- Establishment of parallel corpora
- Collaborative and interactive use of terminology databases and repositories – crowdsourcing
- Focus by the EU on open educational resources
- Focus on developing a multilingual teaching methodology
- Focus on open access and recycling of data
- Possible business case for open framework providers and data-collectors

Weaknesses:

- People think they are perfect
- But they are getting old, and there are few new ones
- But teachers lack behind
- Schools cannot afford it
- Other education sectors are lagging behind still trying to implement the situation in 2005-2007
- Copyright issues are not solved and cooperation with publishers is difficult
- Results and data are not recycled. We are constantly reinventing the wheel. Little compliance with open standards.

Threats:

- Governments have not realised that language resources are an important part of our infrastructure and are not ready to invest
- Local publishers close down. English course material and text books take over
- Copyright lobbies prevail

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