



Course syllabus

Academic year 2023-2024

1. Information about the program

1.1 Higher Education Institution	Babeș-Bolyai University
1.2 Faculty	European Studies
1.3 Department	European Studies and Governance
1.4 Field of study	International Relations and European Studies
1.5 Study level	Master
1.6 Programme of study/ Qualification	International Communication

2. Information about the discipline

2.1 Title	Language Policy and Practice in Multilingual Context						
2.2 Course holder	Lect. dr. Roxana-Maria Nistor						
2.3 Seminar holder	Lect. dr. Roxana-Maria Nistor						
2.4 Year of study	1	2.5 Semester	1	2.6. Type of assessment ¹	C	2.7 Type of module ²	OB

3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.2 of which for course	2	3.3 of which for seminar	1
3.4 Total no. of hours in the curriculum	42	3.5 of which for course	28	3.6 of which for seminar	14
Time distribution:					Hours
Study by using handbook, reader, bibliography and course notes					30
Additional library/specialised online research, field research					30
Preparation of seminars/laboratories, homework, projects, portfolios and essays					30
Tutoring					5
Examinations					5
Other activities:					
3.7 Total no. of hours for individual study	100				
3.8 Total no. of hours per semester	142				
3.9 No. of ETCS credit points	6				

4. Prerequisites (where applicable)

4.1 of curriculum	❖
4.2 of competencies	❖ At least a B1 level according to the European Framework of Reference for Languages

5. Conditions (where applicable)

5.1 For the development of the course	❖
5.2 For the development of the seminar/laboratory	❖ (multimedia) classroom, audio system, handouts, electronic materials, projector, screen, copy

¹ E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

² OB - core module, OP - elective module, F - extracurricular module



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6. Specific skills acquired

Professional skills	<ul style="list-style-type: none"> ❖ To use analytical methodologies in the area of international relations and European affairs. ❖ To provide assistance in the area of international language policy and planning ❖ To provide assistance in the management of relations within organisations and institutions involved in European and international processes.
Interdisciplinary skills	<ul style="list-style-type: none"> ❖ To complete individual tasks based on the writing models and with assistance from the teacher, materialized in the form of an individual presentation. Applying the academic learning principles in the foreign language, fully governed by the principles of professional ethics. ❖ To take part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment; the projects can take the form of presentations (conference presentations) on a topic specific to the field of study. ❖ To acknowledge the need for continuous development, focusing on consolidating and developing the basic knowledge related to the management of the individual learning process, regarding interindividual differences, specific to gender and culture, in processing information. The efficient use of certain intellectual operating tools and of learning resources/techniques/strategies: speed reading, reading sheets, taking notes, documentation, cognitive organizers. ❖ To acknowledge the need for continuous development focusing on using TIC tools to assist with personal and professional development management, by joining social media and professional networks, that support the development of the communication skills, specific for the foreign language.

7. Course objectives (based on list of acquired skills)

7.1 General objective	<ul style="list-style-type: none"> ❖ To develop foundational concepts related to language in various settings. ❖ To gain a better insight into the dynamic and complex mechanisms of ‘language policies and practices. ❖ To apply these concepts to specific contexts. ❖ To develop research and writing skills necessary for policy and practice work. ❖ To inform students on methods of designing language policies, and to create learning environments that promote content area learning and literacy.
7.2 Specific objectives	<ul style="list-style-type: none"> ❖ Students will be able to demonstrate a broad understanding of the main issues in language policy and planning, and an understanding of the complex factors that go into language planning decisions at local, national and international levels. ❖ Students will be guided towards in-depth reading on the topics and given the opportunity to develop their skills of analysis and synthesis of theoretical and methodological issues. ❖ Students will also be equipped with the core analytical skills necessary to engage in research on language planning and policy, including data collection, analysis and presentation. ❖ Students will be able to elaborate written papers and original, oral presentations applying the principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study.



	<ul style="list-style-type: none"> ❖ Students will be able to complete individual tasks independently/autonomously. ❖ Students will take part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment. ❖ Students will manage the individual learning process, identifying the learning needs, monitoring and reflecting on using the intellectual work tools efficiently together with the traditional learning resources/techniques/strategies and the ITC tools.
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8. Contents

8.1 Course	Teaching methods	Observations
1. Overview – Living in a Multilingual World	Lecture, PPT presentation	
2. The E.U. and Multilingualism	Lecture, PPT presentation, handouts	
3. Language Policy and Planning	Lecture, PPT presentation, handouts	
4. Language and (Economic) Power	Lecture, PPT presentation, handouts	
5. Language Policy and Integration (Citizenship)	Lecture, PPT presentation, handouts	
6. Language Policy and Practice in Institutions / Companies	Lecture, PPT presentation, handouts	
7. Language Policy and Practice in Schools / HEI	Lecture, PPT presentation, handouts	
8. Language Policy and Practice in the Family	Lecture, PPT presentation	

Bibliography:

1. Materials presented to students (PPT presentations, handouts)
2. Fornasiero, Jean et al. (2020). *Intersctions in Language Policy and Planning. Establishing Connections in Languages and Cultures*. Springer: Switzerland.
3. Gazzola, Michele; Templin, Torsten; Wickström, Bengt-Arne (eds.). (2018). *Language Policy and Linguistic Justice. Economic, Philosophical and Sociolinguistic Approaches*. Springer Nature: Switzerland.
4. Kelly, Michael. (2018). *Languages after Brexit. How the UK Speaks to the World*. Palgrave Macmillan: Southampton, UK.
5. Lo Bianco, Joseph; Aronin, Larissa. (2020). *Dominant Language Constellations. A New Perspective on Multilingualism*. Springer Nature: Switzerland.
6. McCarty, Teresa L.; May, Stephen (eds.). (2017). *Language Policy and Political Issues in Education*, 3rd edition, Springer International Publishing: Los Angeles – Auckland.
7. Smith-Christmas, Cassie. (2016). *Family Language Policy. Maintaining an Endangered Language in the Home*, Palgrave Macmillan: UK.
8. Spolsky, Bernard (ed.) (2012). *Language Policy*. Cambridge University Press: Cambridge.
9. Vetter, Eva; Jessner, Ulrike (eds.). (2019). *International Research on Multilingualism: Breaking with the Monolingual Perspective*. Springer Nature: Switzerland.
10. Wyatt, Raymond. (2007). *Check Your English Vocabulary for Business and Administration*, 4th edition, A&C Black: London.
11. www.europa.eu
12. <https://eur-lex.europa.eu/>

8.2 Seminar/Laboratory	Teaching methods	Observations
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1. Overview – Living in a Multilingual World	PPT presentation, group activities, individual activities	
2. The E.U. and Multilingualism	PPT presentation, group activities, individual activities	
3. Language Policy and Planning	PPT presentation, group activities, individual activities	
4. Language and (Economic) Power	PPT presentation, group activities, individual activities	
5. Language Policy and Integration (Citizenship)	PPT presentation, group activities, individual activities	
6. Language Policy and Practice in Institutions / Companies	PPT presentation, group activities, individual activities	
7. Language Policy and Practice in Schools / HEI	PPT presentation, group activities, individual activities	
8. Language Policy and Practice in the Family	PPT presentation, group activities, individual activities	

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3. Gazzola, Michele; Templin, Torsten; Wickström, Bengt-Arne (eds.). (2018). *Language Policy and Linguistic Justice. Economic, Philosophical and Sociolinguistic Approaches*. Springer Nature: Switzerland.
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11. www.europa.eu
12. <https://eur-lex.europa.eu/>
13. <https://en.unesco.org/>

9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:

Students will acquire knowledge and competences in the area of language policy and planning, written and oral communication, so as to become familiar with situations encountered in the professional environment, in language policy decision-making bodies, both public and private. Such abilities correspond to the requirements of the labour market in the area of policies and communication, as they include the drafting of documents, the participation in decision-making, in business, mass media and political situations, in keeping with the students' area of training.



10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Ability to use talk about language policy and planning, about decision-makers in this field, about factors influencing decision-making in the field of language policy and planning	Oral exam	60 %
10.5 Seminar/ Laboratory	<ul style="list-style-type: none"> attendance and active participation correct and timely fulfilment of all tasks acquisition of specialised vocabulary accuracy, fluency, and appropriateness of their English language (spoken and written) 	Active Engagement and Presentation	30%
			<i>Ex officio</i> : 1 point
10.6 Minimum standard of performance			
For grade 5: <ul style="list-style-type: none"> the ability to answer correctly to at least 1 question subject (oral exam) a coherent and well-documented presentation delivered active attendance at a minimum of 25% of seminars 		For grade 10: <ul style="list-style-type: none"> the ability to answer correctly to all questions (oral exam) a well-documented, coherent and engaging presentation delivered, using specialized terminology related to the field of Language Policy and Planning active attendance at a minimum of 50% of seminars 	

Date

Course holder signature

Seminar holder signature

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Date of departmental approval

Head of department signature

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