

Annexes:

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5. report by Helena Agarez on Language policies on the websites of European Universities

Annex 1

Language management questionnaire

Fields marked with * are optional

*First Name: _____ *Last Name: _____

*e-mail: _____

Institution: _____ Nationality: _____

1. Preliminary questions

1. Your language profile is mainly:	☐ Monolingual ☐ Bilingual ☐ Multilingual
2. Languages:	Spoken: _____ Written: _____
3. What kind of language training did you get:	☐ School ☐ Family ☐ Self study Stays abroad: ☐ Holidays, ☐ Professional.
4. Are you involved in language teaching:	☐ Yes / ☐ No
5. Are international contacts part of your:	☐ Individual activities ☐ Professional activities

6. Individual comments:

.....

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2.

3. Detailed questions

7. You are dealing with international ☐ partners / ☐ audiences at your institution:	☐ Yes / ☐ No
8. What kind of an institution is it?	☐ University ☐ Special institute (post-academic) ☐ Special seminars (outside of institutions) ☐ Higher Education ("polytechnic") ☐ Secondary school
9. What kind of curricula?	☐ Face-to-face (traditional) ☐ ICT-supported ("distance learning") ☐ ONLY ICT-supported
10. What is your function?	☐ Participant (co-student) ☐ Teacher ☐ Teaching assistant ☐ Technician ☐ Administrative staff
Describe your international didactic contacts:	
11. In this situation	☐ NEW ☐ Already established (for years)
12. In this curriculum	☐ NEW ☐ Already established (for years)
13. Specify recent changes:	☐ Increasing internationalisation ☐ Stability
<i>Please explain:</i>	
14. Is your didactic environment officially:	☐ Monolingual ☐ Bilingual ☐ Multilingual
<i>Please specify which languages:</i>	
15. Population	☐ One homogeneous local group + one foreign group ☐ One homogeneous local group + various foreign groups
16. Average age:	
17. Any dominant subgroups (e.g. local students/Spanish subgroup)	
18. What is the dominant language profile	

of the group (i.e. backgrounds / level)	
19. Is the institution	☐ Local
	☐ International

20. Area of studies:		☐ Languages ☐ Human sciences ☐ Positive sciences ☐ Mixed		
Please specify:				
21. What is the official language policy / approach for:		Monolingual	Bilingual	Multilingual
ANY CHANGES in recent times?				
.....	Written / printed documents	☐	☐	☐
.....	Oral communication	☐	☐	☐
.....	Outside class situations	☐	☐	☐
22. What is the external language experience (outside class hours)?				
.....				
23. Is there a social integration of foreign population? ☐ Yes / ☐ No				
24. How / where?				
☐ Family ☐ Neighbours ☐ Sports/entertainment OTHER:.....				
.....				
25. What is the official language policy / approach in the use of ICT support?		Monolingual	Bilingual	Multilingual
ANY CHANGES in recent times?				
.....	Written / printed documents	☐	☐	☐
.....	Oral communication	☐	☐	☐
.....	Outside class situations	☐	☐	☐
26. Describe the language approach in ICT-connected programs:				
.....				
.....				
.....				

4. Global attitude / evaluation

27. To what extent are the following components language-bound, in your opinion:
• Efficiency:
.....
• Cooperation:.....
.....
• Social integration:
.....
28. How do you know?.....
.....
.....
.....
29. Any (written) documents on this matter?.....
.....
.....
.....

[illegible]

Annex 2

MAPPING the 24 HOURS in the socio-linguistic behaviour of a “foreign” academic!!!

Please, answer the following few questions about your everyday life
At K.U.Leuven (or the Universidad de Granada, of.....);
ONE PRECISION

1. How long have you been staying at(K.U.Leuven, or....)?
2. In which language do you shop (potatoes, beer,...books...)?
3. In which language do you attend classes, seminars (and/or write papers)?
4. What's your first word / reply on the phone?
5. Who are your partners in sports (disco, ...), and which language do you talk?
6. Can you structure your e-mail partners in terms of language(s)?
7. Which newspapers do you read?
8. TV favorite programmes (on which channel)?
9. What kind of academic websites do you read (in which language)?
10. Any other INTERNET favorites?

Annex 3 : rapport Jan Derboven

1. Beschrijving van de studenten op het H. Geestcollege

- A. 60 buitenlandse studenten op 150 studenten
- B. percentages: vrij representatief in enquêtes
- C. bijna allemaal theologiestudenten, enkelingen studeren filosofie; allemaal doctoraatsstudenten, ofwel masterjaren met het oog op een doctoraat in Leuven; Indiërs worden gestuurd door hun bisdom, kiezen zelf niet voor studies in Leuven. -> contacten tussen India en Leuven: sommige studenten die op Geest aankomen kennen al andere studenten van in India, omdat ze op hetzelfde seminarie les volgden.
- D. Indiërs voornamelijk uit zelfde deel van India (zuidelijke staten, cf. kaart): velen spreken zelfde taal Malayalam, in wat volgt wordt vooral ingegaan op de situatie van Indische studenten die deze taal spreken
- E. Talige situaties in thuisland van buitenlandse studenten: nationale talen, en lokale talen.

2. Talige situatie aan de universiteit

- A. Algemeen gebruik van lingua franca Engels:
 - voor studies aan KUL in Engels: 'good command of the English language, both spoken and written' nodig: ofwel bewijs voorleggen dat een deel van de vroeger gevolgde studies in het Engels waren, ofwel proficiencytest afleggen. Alle Indiërs en veel Afrikanen leggen bij inschrijving in Leuven geen test Engels (TOEFL)af: hebben in thuisland al (een deel van) een opleiding in het Engels gevolgd: volstaat voor KUL

=> Engels wordt door universiteit beschouwd als één taal, hoewel er al vele varianten van bestaan

PROBLEMEN: met Engels als lingua franca

- (accentprobleem)
- sommige Indiërs die pas in België zijn en hier les volgen begrijpen de eerste week / weken niets van het Engels dat hier door de professoren gesproken wordt (lost zichzelf na een tijdje wel op)
 - communicatieproblemen tussen Indiërs en Afrikanen als ze allebei Engels spreken: soms begrijpen ze elkaars accent niet (tot op zekere hoogte meer blijvend probleem, al vermindert het ook wel)

=> Bourdieu: ook van belang buiten zuiver talige aspect: hoewel er toch een gemeenschappelijke taal wordt gebruikt, worden cultuurverschillen die al bestaan tussen Indiërs en Afrikanen toch nog eens op het niveau van de taal (uitspraak) bevestigd

(cf. taalonderwijs in landen, vb. India: onderwijzers Engels spreken er zelf met het typische Indisch-Engelse accent (taalleraar op HGC!) -> taalleraar leek zich beter bewust van waar het probleem zich precies bevond (vb. van precieze verschillen aanwijsbaar)

- vnl. Amerikanen hebben een linguïstisch voordeel?: worden als erg dominant beschouwd tijdens seminars (ook cultuurverschil kan meespelen: meer individualistisch-extravert), cf. misverstand over vraag of er een dominante subgroep is binnen de opleiding!

=> Bourdieu: machtsituatie: echte native speakers hebben over algemeen meer 'competence' om zich goed uit te drukken

B. Specifiek binnen opleiding theologie:

-Algemeen worden afspraken rond gebruik van Engels goed opgevolgd, op enkele uitzonderingen na (oudere (Vlaamse?) studenten die zich niet goed in Engels kunnen uitdrukken, inleidingen op lezingen in Engels soms enkel in Nederlands gegeven); als andere taal wordt gebruikt (om gedachten beter uit te drukken?) wordt wat er gezegd is normaal steeds wel achteraf vertaald naar Engels

-Studenten zijn algemeen vragende partij voor het strikt opvolgen van de taalregels; worden inspanningen gedaan om het bij enkel Engels te houden

-Buiten colleges, tijdens pauzes e.d. blijft Engels de voertaal, behalve tussen mensen met dezelfde moedertaal

-vakken zelf: bij veel vakken aanbevolen lectuur in Frans of Duits: is waarschijnlijk onvermijdelijk: buitenlandse studenten leren soms taal om boeken voor hun studies te kunnen lezen, meestal voor doctoraat of thesis.

verder is het erg opvallend dat binnen Engelstalige opleiding theologie ook colleges in het Nederlands bij de keuzevakken worden opgegeven: o.m. Hebreeuws I vs. Hebreeuws II met oefeningen, 'Russian philosophy' in Nederlands

C. computerondersteuning KUL:

- algemene website KUL in Engels: niet volledig in Engels beschikbaar: bron van frustratie voor buitenlandse studenten: links naar Nederlandstalige pagina's zonder waarschuwing over taalgebruik (kwestie van hoffelijkheid?)

!! nochtans verwacht veel zorg besteed aan Engelstalige website, omdat

het ongetwijfeld voor een groot stuk mee het imago van KULeuven in het buitenland mee bepaalt -> wel meestal enkel vrij specifieke informatie die enkel in Nederlands beschikbaar is

- raamwerk van lessenroosters alleen beschikbaar in Nederlands: aanduiding van weekdagen, en 'verklaring lokaalcodes',... draagt niet bij tot duidelijkheid
- specifieke site van theologie: soms Nederlands en Engels door elkaar op één pagina; wel dezelfde informatie, maar zelf uit te zoeken waar je het vindt (niet overzichtelijk)
- e-mailverkeer van faculteit uit: allerlei informatie enkel in het Nederlands ook verstuurd naar buitenlandse studenten; soms, niet altijd, met disclaimer: als u alleen Engels spreekt, is deze mail niet voor u bestemd -> gevoel van buitenlandse studenten dat ze voor een stuk buiten spel gezet worden

=>alg. gebruik van Engels (hoewel niet altijd onproblematisch) wordt aanvaard, en taalregels zo strikt mogelijk toegepast; vrij intolerant tegenover doorbrekingen, behalve als het echt niet anders kan

!! uitzondering op aanvaarding: mensen die Engels in hun eigen land niet gebruikten: vb. Congolezen die zich afvragen waarom Frans (een evenwaardige 'wereld'taal) niet kan gebruikt worden: wordt zelfs verbonden aan de geschiedenis van KULeuven: splitsing eind jaren zestig -> Franse taal niet meer welkom?

=> gebruik van Engels op webondersteuning van KULeuven niet altijd consequent: wisselt tussen talen Nederlands-Engels zonder waarschuwingen: taalhoffelijkheid? -> wordt niet echt rekening mee gehouden

3. Communicatie buiten universiteit – sociale integratie

A. eerste contact met België steeds cultuurschok: niet enkel taal, gewoontes, maar ook klimaat en voedsel: aanpassing verloopt niet altijd vlot

B. Indische studenten komen vaak uit dezelfde streek, en soms zelfs uit hetzelfde seminarie in India: sommige studenten kennen hier bij aankomst al mensen door hun studies in India => cf. Hofstede over migranten: als ze gesteund worden door een gemeenschap voelen ze zich veiliger en bieden ze minder weerstand aan de nieuwe omgeving

-> verder ook ondersteuning in kerkgemeenschap (vieringen,...): deel van sociale leven voor priesters

↔ nadeel: gettovorming? weinig contact met Vlaamse studenten

C. onderling contact Indische-Afrikaanse studenten niet steeds even vlot: cultuurverschil (eetgewoonten, taalverschil) staat in de weg van een goede vermenging

-taalverschil: vlottere communicatie met landgenoten: in eigen moedertaal; ook

humor belangrijke factor die niet zo gemakkelijk over te planten is op een andere taal: je mist subtiliteiten van de taal (Hofstede)

-wel Engels als gemeenschappelijke taal, maar weer verschillen bevestigd door andere uitspraak van Engels (cf. hoger)? kan onderhuids verschillen nog benadrukken (wel te relativieren?)

?? zowel Indische als Afrikaanse gemeenschap volgens Hofstede nogal sterk collectivistische cultuur: naast zwakkere individualisme vooral een sterke wij-groep (niet antagonistisch tegen een zij-groep gericht, maar gewoon grote samenhang)

D. contact met Vlaamse studenten: niet erg veel contacten, maar degenen die er zijn, zijn over het algemeen wel positief; Vlamingen wel als een gesloten volk beschouwd
=> vriendelijk als je ertegen spreekt, maar als je er niets mee te maken hebt, worden ze erg afstandelijk gevonden
=> andere manier van ontspanning (wel met vooroordelen?), ook te maken met leeftijdsverschil: laat uitgaan, alcohol drinken in cafés
(in India: priester mengt zich niet zomaar onder de gewone bevolking, zeker niet als er vrouwen in het gezelschap zijn: mentale programmering die niet zomaar uit te schakelen is)
!! toch toenadering door meest sociale figuren: 24-urenloop aan begin van academiejaar: sommige buitenlanders lopen enkele rondjes mee voor het HGC
Ook wel enkele buitenlandse studenten op jaarlijkse kotfeestje in bar in kelder van HGC: uit sympathie, maar toch vrij onwennig: veel lawaai, veel mensen,...

lessen Nederlands worden door weinigen gevolgd: andere talen als Frans of Duits krijgen prioriteit: Nederlands niet nuttig na terugkeer naar thuisland, Frans en Duits nuttig voor thesis / doctoraat; veel Indiërs gaan tijdens zomermaanden naar Duitsland in Duitse parochies werken: Duits nuttig
verder voornamelijk tijdsgebrek (taal naast op zich al veeleisende studies?), en geldkwestie (beurs)

!! veel studenten toch voorstander van een (verplichte?) cursus Nederlands, opgenomen in het vaste curriculum: nauwer contact met Belgische cultuur

E. winkelen: in het Engels: pogingen in gebroken Nederlands worden door Vlamingen toch steeds verdergezet in het Engels; wel naam van verschillende producten in Nederlands gekend

=> feit dat iedereen zo snel op Engels overschakelt, is frustrerend voor wie Nederlands aan het leren is; tegelijkertijd vragen Congolezen zich af waarom

Engels wel gesproken wordt, maar Frans minder door bevolking

F. actualiteit: wereldnieuws vooral belangrijke nieuwszenders als BBC en CNN in Engels gevolgd, wat betreft de Belgische actualiteit wordt er intern vanuit het HGC een 'nieuwsbrief' met het Belgische nieuws verspreid
-> ook Belgische actualiteit in het Engels te volgen

G. 'taal voor dagelijks gebruik': bedoeld: vraag van prof. Lambert: in welke taal neem je de telefoon aan, (of antwoord je als er op de deur geklopt wordt) -> algemeen Engels, vooral aan de gemeenschappelijke telefoons in de gangen van HGC; uitzonderingen mensen die Frans spreken openen de deur wel eens in het Frans, maar ook zeker niet allemaal: meestal wel Engels gebruikt

?? samenhangend met wie er aan de deur verwacht wordt: de taal van de mensen die gewoonlijk bezoeken brengen (telefoon in gang kan voor iedereen zijn (Engels), en op GSM zie je wie belt: direct juiste taal)

H. vrije tijdsbesteding: veelal onderling mensen van zelfde nationaliteit met dezelfde moedertaal: sommige Indiërs spelen wel eens cricket in mei-juni.

I. internet, ICT: vnl. in Engels, maar ook vaak mogelijkheden in eigen taal: sturen van e-mail en lezen van krant in Malayalam kan bijvoorbeeld nieuwssites, vb. manoramaonline.com in Malayalam e-mail in eigen schrift, m.b.h. van Westers toetsenbord: door bijzondere

toetsencombinaties e.d.

=> oplossing mogelijk in MS Windows, als oplossing van verwarring die ook in India zelf bestaat: vele niet-compatibele systemen van gebruik van Malayalam.

!! gebruik ervan ligt niet voor de hand: je moet er wat geoefend in zijn.

dus: niet iedereen gebruikt het!

overige e-mailverkeer in Engels; voor Indiërs soms Duits (voor het regelen van hun verblijf in Duitsland tijdens de zomermaanden)

=> ook het dagelijkse sociale leven blijft vnl. Engels; ook mensen die lessen Nederlands volgen hebben moeilijkheden met het echt kunnen gebruiken van het Nederlands in winkels... weinig sprake van echte integratie

Annex 4: Aristotle University Thessaloniki: full report

Findings Based on Staff Information

Language Management Questionnaire

Although I distributed the questionnaire to a considerable number of colleagues a long time ago, I was handed in only three of them back! Furthermore, all three colleagues that responded were language teachers – two at the School of Modern Greek and one at the School of Journalism and Mass Communication. Moreover, only one of those filled-in questionnaires was fully answered and actually, the colleague who filled it in was speaking to me over the phone for about an hour in order to be able to clarify some of the questions. Therefore I suppose that one of the reasons for this poor “harvest” was reluctance to admit difficulties in decoding of some of the questions.

Anyway, due to the small number of the filled-in questionnaires, I have not been able to draw any conclusions from them. However, if you think that having them would be helpful, I could mail them over to you in order to compare them to the questionnaires gathered by the other colleagues in our working group¹.

Personal Contacts over the Phone

Following Jeff’s advice, I have phoned a number of people, mostly Erasmus students/programmes co-ordinators and/or teachers at various faculties and/or schools, focusing mostly on faculties and/or schools that have nothing to do with teaching languages and/or literature.

The safe conclusion that can be reached at from those contacts is that when it comes to (mostly Erasmus) incoming students, there is always flexibility in contradistinction to the official language policy at Aristotle University. In other words, most staff members seem to realise that the Greek language, apart from being a «weak» one, is difficult to learn during the short period of time allotted to incoming students.²

As you are going to see right below, flexibility – and good will for that matter – can be and is realised in many forms depending on the faculty or school or department involved and, I suspect, on the postgraduate studies and/or academic and research contacts of individual staff members. Actually, I have found out that the most flexible, most “good-willed” and most “multilingual” faculty, among the ones I contacted, appears to be that of Chemistry followed next by that of Geotechnical Sciences. More specifically:

- At the **Faculty of Chemistry**, German, French, Spanish and Italian incoming students are given bibliography lists, offered tutorials or private seminars and are examined in their mother tongues.

As for the 50% of the rest of the incoming students they are asked to communicate in English, whereas the other 50% are given the option of some other languages they may know well. For example, I was told that there was once a student from Poland who was examined in Russian.

¹ Prof. Anna Anastassiadi-Symeonidi has provided me with a paper-report from the School of Modern Greek, Aristotle University, which has a lot of information about the countries of origin, nationalities and categories of the foreign students that attend Modern Greek classes, as well as a list of their motives to learn Modern Greek. If you think this is valuable information for our working group, please let me know and I will translate its most important points.

² Language policy flexibility can be found also in the case of the optional reading lists recommended to Greek students at various schools and departments.

- A somehow similar situation is found at the **School of Veterinary Medicine** of the **Faculty of Geotechnical Sciences**. Incoming students from southern parts of Europe, such as Spaniards and Italians are given bibliography lists, offered tutorials or private seminars and are examined in their mother tongues.³ The remaining incoming students are given the option of the English language only.
I have been told however, that incoming students at the School of Veterinary Medicine are allowed to register for laboratory and clinics courses only. And that is so because in the case of theoretical courses, their ignorance of the Greek language constitutes a major problem, as there can be no staff members that would spare the time to lecture them in their mother tongues or even in English. The language of labs and clinics on the other hand, is somehow restricted to specific situations, is occasionally more “universal” and/or easier for students to grasp, whereas it is also less demanding or time consuming on the part of the teacher/instructor.
- At the **School of Architecture** of the **Polytechnic Faculty**, incoming students are encouraged/urged to try seriously and learn Greek before registering. If that is impossible (!), they are given bibliography lists, offered tutorials or private seminars and are examined in mostly English. “Mostly” English, I have been told, means two things: When it comes to laboratory courses, instructions are in English only. However, with theoretical courses incoming students may occasionally have the option of French as well.
- At the **Faculty of Geology** and with theoretical courses, incoming students are given bibliography lists, offered tutorials or private seminars and are examined in English. Nevertheless, when it comes to laboratories or fieldwork, they are expected to understand Greek. Even then, however, their instructions are in English and they are given to them either by their teachers/instructors or by some of their Greek fellow students, who take up the role of interpreters.
- Finally at the **Faculty of Theology**, incoming students are given bibliography lists, offered tutorials or private seminars and are examined in mostly English, whereas at the **Faculty of Informatics** their only option, if they do not know Greek of course, is English. It seems therefore, as I have already said further above, that there is a lot of flexibility and/or good will on the part of the staff at Aristotle University, and its degree appears to vary according to the faculty and/or school involved.

Findings Based on Student Information

Language Management Questionnaire

From all the questionnaires I distributed among my students – both Greeks and Erasmus students – I was eventually handed in 19 partially filled-in ones. After studying them, I have come to *one major conclusion*, which can be analysed into a number of realisations and to *two important findings*⁴:

³ I have been told by several of the colleagues I contacted over the phone that, according to their experience, most incoming students from the southern countries of Europe do not know foreign languages.

⁴ I could mail you the filled-in questionnaires if you think that would be necessary.

- The major conclusion is that my students either did not understand some of the questions I specifically asked them to answer or, most probably, they misinterpreted them honestly or even interpreted some of the terms used in them quite strictly. For example, it seems that several of them interpreted the terms “monolingual”, “bilingual” and “multilingual” in their strict sense and, although they wrote down that they could speak and write more than one language, they defined themselves as “monolingual”. Similarly most of them misinterpreted or simply ignored the term “language-bound” in question No 27. More specifically:
 - Three of them defined themselves as “bilingual” although they could speak and write three languages (including Greek). However in their case, either both or one of their parents were Greek immigrants and the students had been born and raised abroad before coming to Greece for their university studies. So obviously, they considered themselves bilinguals in the traditional sense of the term, i.e. those who know two mother tongues.
 - There were also some students, both Greeks and foreigners, who defined themselves as “monolingual”, although they could speak and write more than two languages. Obviously these students must, too, have interpreted the term “multilingual” in its strict or rather “perfectionist” sense.
 - Most of the students misinterpreted completely question No 27, whereas several of them failed to answer it, despite my explicit instructions. Almost all of them, even some of those ones that had asked for clarifications, failed to understand the term “language-bound”. Actually, only a few of the students that had asked for clarifications provided appropriate answers for 27a and 27b only!

However, the really important findings, I believe, that can be drawn from their «wrong» answers are the following:

1. Most students must have imposed on themselves some really high/strict standards of proficiency in order to evaluate their own competence and/or performance in the foreign languages they knew.
2. The common denominator in most of the students’ inappropriate answers to question 27 of the questionnaire was their belief of the usefulness of efficiency, co-operation and social integration⁵.

The Auth Web Pages

Since Oscar has informed us about the web pages of the University of Granada, I feel I ought to give you some information about Aristotle University and its Internet profile. The web pages of Aristotle University can be found at the following address:

[http:// www.auth.gr](http://www.auth.gr)

As we can see on its initial page, there is an option of seven (7) languages, i.e. *Greek, English, French, German, Spanish, Italian and Russian*. Not all faculties or schools, however, provide pages for all seven languages. In other words, all seven options are provided up to a certain point of “delicacy”, in M.A.K. Halliday’s sense of the term!

For example, for all faculties we can follow the procedure below:

We select ***Academics*** (initial page in all seven languages), we go on to ***Faculties and Departments*** (in all seven languages), then to ***Faculties*** (in all seven languages), from there to ***Departments/Schools*** (in all seven languages) and finally to ***Departments*** (whose titles are given in all seven languages). From that point onward however, if we select a certain

⁵ I use the term (in)appropriate the way linguists do; in other words, there is no sense of morality involved, whatsoever.

Department, we are given information either in Greek only or, in several cases, in both Greek and English.

Report 11_5

Report-Additional information

In my previous report I mentioned a paper handed to me by Prof. Anna Anastassiadi-Symeonidi. That was a paper read at an one-day event entitled “*Foreign Students at European Universities*” and it referred to the students at the School of Modern Greek, Aristotle University. I have translated mostly those pieces of information that have to do with the countries of origin, the nationalities and categories of the foreign students that attend Modern Greek classes, as well as the list of their motives to learn Modern Greek.

The School of Modern Greek at Aristotle University

Its Role

The School’s role is of paramount importance as its people (staff and administration) are most of the times the very first Greeks that the foreign students get in touch with and spend a lot of time with them. In other words, the School is the very first source of the target language for most of its students, who do not know any Greek at all.

Its Students

The School accepts foreigners who wish to become students at Aristotle University or at any other universities or Tertiary Education institutes.⁶

However, students of such motivation constitute less than 50% of the total amount of foreigners studying at the School. As we read in the report, in the academic year 2000–2001, only 46% of the enrolled students continued with university studies, whereas in the academic year 2001–2002, only 30% of them became university students. Moreover, the number of immigrants selected by the Greek Ministry of National Education and Religions for studies at Greek universities constituted 9% and 6.6% respectively of the enrolled perspective university students. As for the summer courses, only 5% of the students continue with university studies. Such percentages are important, the people at the School maintain, as they correspond to small numbers in comparison to the total amount of foreigners living in Greece. For example, they explain that the 9% of the 46% mentioned above corresponds to 7.6% of the total number of foreigners living in Greece, whereas the 6.6% of the 30% corresponds to 6.9% of the total number of foreigners living in Greece.

Origins of its Students

The students at the School can be divided into the following two categories:

Foreigners

Of Greek origin

In the academic year 2000–2001 there were 76 students of Greek origin, that is 17% of the total number of the enrolled students, whereas in the academic year 2001–2002, there were 99 students of Greek origin, that is 23% of the total amount of students at the School.⁷

⁶ In my report dated 1-01-03 I mentioned this School saying: «*Actually, if a foreigner wishes to become a student at Aristotle University, s/he must attend a one-year course on Modern Greek offered at the School of Modern Greek, take the final exams and if s/he does well, s/he is awarded a certificate of competence in Modern Greek. Without that certificate, no foreigner can become a student at Aristotle University.*”

⁷ See Table 1.

Motivation

The following is a hierarchical list of the students' motives to study Modern Greek:

- Studies
- Residence in Greece
- Business
- Greek origin
- To get in touch and learn about Orthodox Christianity
- Because of a love for the Greek language and culture

Countries of Origin

The countries of origin of the students vary from year to year, but they cover a wide range. In the recent years, however, there has been a steady increase in the number of students from the Balkans. As for the European Union countries, there has been a steady inflow from Germany over the past five years.⁸

Orientation of Studies

Among those who wish to become university students, there is a considerable preference for the Faculty of Theology in relation to the Faculty of Philosophy and the School of Law.

Medicine has the lead in relation to exact sciences.⁹

Over the past five years there has been a steady increase, of around 6–7% per year, in learning Modern Greek. People that show considerable interest in learning Modern Greek come mostly from the Balkans, the countries of the former Soviet Union, the Middle East and also (very recently) from Asia and Turkey.

Student Problems

Among the problems mentioned in the paper, there is a very brief mention of language problems. However, it refers to foreign students at Aristotle University, after they graduate the School of Modern Greek and it simply explains that those students have already acquired some level of communicative competence and that have already overcome the primary and most serious language difficulties.

Table 1

5. Winter Courses

	2000–2001	2001–2002
Total amount of students	457	451
No. of counties of origin	61	70
Greek State Scholarship students	154	94
Students selected by the Ministry of NE&R	41	30
Postgraduate students	15	10
Students of Greek origin	76	99
Socrates	37	31
Countries of origin	Albania Russia	Russia Georgia

⁸ See Table 1.

⁹ See Table 2.

	Georgia Germany Romania	Germany Albania Sweden
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6. Summer Courses

	1998–1999	1999–2000	2000–2001
Total amount of students	213	207	208
No. of counties of origin	39	38	45
Aristotle Univ. Scholarship students	88	111	126
Countries of origin	Bulgaria Ukraine U.S.A. Germany France	Germany Bulgaria Ukraine France Romania	Bulgaria Ukraine Germany U.S.A. Spain

Table 2

	2000–2001	2001–2002
Theology	28 students	25 students
Philosophy	23	14
Medicine	13	23
Law	20	8
Economics	12	8
Technical Education	17	6
Polytechnic	–	5

WEBSITE LANGUAGE REPORT

Survey based on the information available on the websites of the following 50 universities:

France	Université Sorbonne Nouvelle Paris III http://www.univ-paris3.fr/
	Université Paris Sorbonne - Paris IV http://www.paris4.sorbonne.fr
	Université Michel de Montaigne –Bordeaux 3 http://www.montaigne.u-bordeaux.fr/
	Université Marc Bloch Strasbourg http://www.umb.u-strasbg.fr
	Université de Nice Sophia Antipolis http://www.unice.fr/
Belgium	Universiteit Gent http://www.rug.ac.be/
	Vrije Universiteit Brussel http://www.vub.ac.be
	Katholieke Universiteit Leuven http://www.kuleuven.ac.be
	Université Catholique de Louvain http://www.ucl.ac.be/
	Université Libre de Bruxelles http://www.ulb.ac.be/
Spain	Universidad de Salamanca http:// www.usal.es/webusal/Principal.htm
	Universidad Complutense Madrid http://www.ucm.es/
	Universitat Rovira y Virgili (Tarragona) http://www.urv.es/home/home.htm
	Universidad de Granada http://www.ugr.es/
	Universidade de Vigo http://www.uvigo.es/indice/index.gl.htm
Portugal	Universidade de Coimbra http://www.uc.pt/
	Universidade de Lisboa http://www.ul.pt/
	Universidade Católica Portuguesa http://www.ucp.pt/#
	Universidade Autónoma de Lisboa http://www.universidade-autonoma.pt/
Italy	University of Bologna http://www.unibo.it/Portale/default.htm
	Università Bocconi (Milan) http://www.uni-bocconi.it
	Università degli Studi di Roma – La Sapienza http://www.uniroma1.it/
	Università della Calabria http://www.unical.it/portale/index.cfm

Greece	University of Athens http://www.uoa.gr/ Ionian University Corfu http://www.uion.edu.gr/ Technological education institute of Heraklion http://www.teiher.gr/ Aristotle University of Thessaloniki http://www.auth.gr/
Germany	Universität Leipzig http://www.uni-leipzig.de/ Universität Stuttgart http://www.uni-stuttgart.de Christian-Albrechts Universität zu Kiel http://www.uni-kiel.de/ Westfälische Wilhelms Universität Münster http://www.uni-muenster.de/ Universität Köln http://www.uni-koeln.de/
United Kingdom	University of London http://www.lon.ac.uk/ University of Edinburgh http://www.ed.ac.uk/ University of Cambridge http://www.cam.ac.uk/ University of Wales http://www.wales.ac.uk/ University of Oxford http://www.ox.ac.uk/
Netherlands	University of Amsterdam http://www.uva.nl/ University of Groningen http://www.rug.nl/corporate/ University of Utrecht http://www.uu.nl/uupublish/homeuu/1main.html Catholic University of Nijmegen http://www.hosting.kun.nl/
Denmark	University of Copenhagen http://www.ku.dk/ University of Southern Denmark http://www.sdu.dk/ Roskilde University http://www.ruc.dk/ruc/ Aarhus University http://www.au.dk/
Finland	University of Turku http://www.utu.fi/ University of Helsinki http://www.helsinki.fi University of Lapland http://www.urova.fi/ University of Jyväskylä http://www.jyu.fi/ Lahti Polytechnic http://www.lamk.fi/

TABLE

	University + website	Website languages	Language Policy: - in which languages are Bachelor's courses taught? - what are the language requirements for foreign undergraduates?	Where is the information about language for foreign undergraduates?	Teaching and research languages and language requirements for Master's and PhD students.	Where is this information ?	Other Info
FRANCE							
1.	Université Sorbonne Nouvelle Paris III (http://www.univ-paris3.fr/)	Website only in French. English site under construction. "Site du Conseil scientifique et de la recherche" in French and English.	Courses only in French. French Language test is a prerequisite for admission. Language courses (FLE) available. Tutorials for those who need extra training. "Les étudiants de l'Union Européenne sont soumis aux memes règles que les étudiants français"	Homepage: "Relations Internationales"	French language exam is compulsory for all foreign PhD students.	Home page+ recherche+ recherche études doctorales + modalités d'inscription en doctorat.	46% of international PhD students
2.	Université Paris Sorbonne – Paris	Website in French, Spanish	French exam for foreign students.	Home page+ les études + vous êtes étudiant	All foreign PhD students must	International +	About 6000 foreign

	IV http://www.paris4.sorbonne.fr	and English. The Spanish and English sites state that their info is out of date. Only the French site is trustworthy.	No info about courses in other languages.	étranger + “Apprendre la langue française à la Sorbonne”	pass a French language exam.	Inscription des étudiants étrangers	students a year. Total of 24 894 students in 2002/03.
3.	Université Michel de Montaigne – Bordeaux 3 (http://www.montaigne.u-bordeaux.fr/)	Just French.	Only information about language policy is that students must take a French language test when applying. Nothing else about language, not even in the link “international” that addresses the subject of student mobility.	Home page+ international.+ mobilité+ vous venez faire vos études à Bordeaux+ inscription individuelle.+ formalités d’inscription.	No info about language requirements in “Étudiants étrangers 2ème cycle”.		Page “coopération” en construction.
4.	Université Marc Bloch Strasbourg (http://www-umb.u-strasbg.fr)	French and English.	Nothing about language policy in the French version. English Version: “*You will be asked to take a test to evaluate your level in French. There is no particular provision for classes given in English for international students.” “L’université développe des partenariats vers l’international”	This note comes under the heading “Studying at UMB” First text presenting the university).	No specific information about language requirements		19% foreign students.
5.	Université de Nice Sophia Antipolis	Just French.	EU citizens undergo no previous evaluation of		Apparently, no courses in other		

	http://www.unice.fr/		linguistic skills in French: “Si vous êtes qualifié(e) pour vous inscrire dans une université de votre pays, vous l’êtes également pour vous inscrire dans une université française. But all classes are in French. Linguistic competence is required. (voir cours de français)” Non-EU countries: French exam compulsory.	Homepage+ Relations Internationales + étudiant étranger hors programme d’échange	languages. No French language exam is required of postgraduates but they must be fluent enough to follow courses.	Relations internationales+ étudiant étranger hors programme d’échange.	
BELGIUM							
6.	Universiteit Gent http://www.rug.ac.be/	Bilingual site (Dutch and English side by side) but not equivalent.	“The language of instruction at Ghent university is Dutch” (in bold) At least one year of Dutch language learning is required. Insufficient knowledge equals rejection. Same for programmes taught in French and English. List of programmes taught in English is available.	Info for foreign students + how to apply	Some postgraduate studies programmes are lectured in English or French. PhD students may write their dissertation in a language other than Dutch; generally English or French.	“visiting staff” link has also info in Dutch.	
7.	Vrije Universiteit Brussel	Dutch and English	“A certificate of good	In “how to apply”	Several Master’s and PhD progr.	English site – opening	Research and development

	http://www.vub.ac.be		command of English is ALWAYS required (except for native speakers)! “ No undergraduate courses in English. Admission depends on passing a Dutch Language Test.	In “undergraduate programmes”	are taught in English.	page	link is under construction.
8.	Katholieke Universiteit Leuven http://www.kuleuvn.ac.be	Dutch and English	Most undergraduate programmes are taught only in Dutch. A good command of the language is required. One year preparation is advised. Homepage (“teaching”) states there are English-language programmes at basic, advanced and doctoral levels. A few undergraduate courses taught in English are available, aimed at international students. Certificate of Proficiency in English is required.	Homepage (“exchange students”) + Dutch language courses – “all required courses are taught in Dutch”, exceptionally in English.	Master’s degrees courses available in English Almost all faculties accept English-speaking international students at Doctoral level, but most areas of Education and research offer programmes only in Dutch.	Admission + language requirements + doctoral programmes + departments and laboratories + faculty of Arts (ex) – no info about courses!	
9.	Université Catholique de Louvain http://www.ucl.ac.be/	English version available	French language proficiency exam required for admission. Courses and exams in French only.	Étudiant étranger + Secrétariat des étudiants + s’inscrire à UCL + Conditions d’accès	Postgraduate research may be carried out in English and Spanish. DEA in Economy	“les formations avancées à UCL”	Étudiants belges: 18 856 Étudiants étrangers 3

					is in English.		750
10	Université Libre de Bruxelles http://www.ulb.ac.be	English version available. Most documents are in French. Short descriptions of courses and activities in English.	French Proficiency test required for admission. No info on the language in which courses are taught (presumably only French)	Studying at the university + registration and admissions + language shifts to French! “Demande d’admission”, dernière étape: last point – “maîtrise suffisante de la langue française”	No information about language requirements.		30% of foreign students.
SPAIN							
11	Universidad de Salamanca http://www.usal.es/webusal/Principal.htm	English version available. (Almost all info in Spanish, even if the general titles are in English)	No “free-mover” students are accepted. Only those coming under The Erasmus /Socrates umbrella or enrolling in “Programa especial integrado” (in Spanish). Erasmus /Socrates students are required to learn Spanish. Courses are provided.	Foreign students link – info about admission	PhD thesis in Castilian. Exceptions are possible. No info about working language. Presumably Spanish.	PhD programmes	
12	Universidad Complutense Madrid	English version available.	Homepage: boasts of welcoming foreign researchers and students.	Information guide+ registration	Linguistic requirement is, presumably, the same.		Total of 80 218 students

	http://www.ucm.es/		Any foreign student is required to “have an adequate command of Spanish” since “regular university courses are taught in Spanish” No info about courses in other languages.	procedures+ language requirements (page 3)	No specific information.		
13	Universitat Rovira y Virgili (Tarragona) http://www.urv.es/home/home.htm	Site in Catalan, Castilian and English.	Catalan and Spanish (sic) are official languages. Teachers can choose between them. Students are required to learn Catalan. In 2003, 65% of classes at URV were taught in Catalan.” Catalan courses are free. No classes in English for foreign students.	Visitors and foreign students (homepage)+ useful information + languages at URV (first item)	Foreign professor must teach either in Spanish or Catalan. No info about language regarding postgraduate courses.		University “Supports the Commission for the promotion of Catalan teaching abroad.
14	Universidad de Granada http://www.ugr.es/	Site in Castilian, French and English (all available)	“The University of Granada receives more than 8,000 lecturers, students and university administrators each year from all over the world, who attend Spanish classes, regular courses (around 5% of registration numbers), teach, collaborate with research groups, etc.” No other info about	“International relations”	No info		

			language.				
15	Universidade de Vigo http://www.uvigo.es/indice/index.gl.htm	Site in Gallician and Castillian. Info in English for international students not available (page under construction).	Nothing in the homepage about international relations or students. Supposedly, Castillian and Gallician are official languages. Survey demonstrates that Castillian is used more often* No info about courses in other languages.	Homepage+ areas e oficinas + Normalización lingüística (links)	No specific information about language requirements.		* go to http://webs.uvigo.es/normализacion/ANL_Docencia1.htm#docoral
PORTUGAL							
16	Universidade de Coimbra http://www.uc.pt/	Available in English (not equivalent)	No information about language requirements, but all courses are lectured in Portuguese. Faculties' websites only in Portuguese.	Foreign students +Erasmus students	No specific information		
17	Universidade de Lisboa http://www.ul.pt/	Only Portuguese	Courses taught in Portuguese. Knowledge of the language is advised, but there is no mention of entry exams .	Estudantes + guia do estudante estrangeiro (in English) – language requirements	No info. “Visitor’s info” is merely touristic		

18	Universidade Católica Portuguesa http://www.ucp.pt/#	Some info available in English	Language of instruction is Portuguese, but a few graduate courses and seminars are taught in other languages by visiting professors .	English link + admission requirements	No info, but all details are in Portuguese.		
19	Universidade Autónoma de Lisboa http://www.universidade-autonoma.pt/	Only the presentation text is in English	Nothing about languages anywhere. No information for foreign students.		No info for foreign postgraduates		

ITALY							
20	University of Bologna http://www.unibo.it/Portale/default.htm	Only in Italian	Courses presumably only in Italian (info on language courses -It)	Homepage+ relazioni internazionali + studenti stranieri	No specific information		
21	Università Bocconi (Milan) http://www.unibocconi.it	Site in English and Italian	All undergraduate applicants take an Italian language test. Most courses are in Italian, but there are several graduation courses in English (mostly Management and Economy)	International Relations	MBA courses in Italian and English		

22	Università degli Studi di Roma – La Sapienza http://www.uniroma1.it	Only Italian	Language exam is required before admission. Graduation courses presumably in Italian.	Homepage+ studenti+ studenti stranieri	Master on Management in English. Euro PhDs – info in English		
23	Università della Calabria http://www.unical.it/portale/index.cfm	Only Italian	No info on language on which courses are taught. Presumably only Italian. Homepage has no link for foreign students or staff apart from Socrates / Leonardo projects.		No specific information		

GREECE							
24	University of Athens http://www.uoa.gr/	Site in Greek and English	No link for foreign students. International relations link is under construction. Nothing about language except for Socrates students (Greek courses available). “European Programmes Office” is all in Greek.		No specific information.		

25	Ionian University Corfu http://www.uion.edu.gr/	Greek and English	Students' page is under construction. No info for foreign students. Nothing about language.		Nothing about / for foreign staff		
26	Technological education institute of Heraklion http://www.teiher.gr/	Website opens in English but Greek is available.	No info about language policy for foreign students.		European Master's degrees available.		
27	Aristotle University of Thessaloniki http://www.auth.gr/	Spanish, English, German, French and Italian	Admission of foreign students depends on certificate proving knowledge of Greek. Presumably, all courses are in Greek . No mention of courses in other languages.	Admission+ admission of foreign students	No info.		

GERMANY							
28	Universität Leipzig http://www.uni-leipzig.de/	Site in 13 languages	Exam of German required for admission purposes.	Homepage: information for foreign students + knowledge of German.	Offers many graduation, Masters and PhD		

			Most classes are in German. Offers internationally orientated degree programmes.		courses in other languages.		
29	Universität Stuttgart http://www.uni-stuttgart.de	English and German.	All students must pass the German proficiency Test. Description of the faculties only in German. All courses state the language in which they are taught – almost always German (even courses identified as “French” and “Italian”!)	Information for international students + degree students+ entrance requirements	International courses – Phd and Masters. Doctoral thesis can be written in English.		
30	Christian-Albrechts Universität zu Kiel http://www.uni-kiel.de/	German and English	Certificate of Proficiency in German is a prerequisite. Course description only in German. Much of the info for foreign students is only in German. Of all the faculties, only Engineering has a site in English. No info on language of	Homepage+ Studying in Kiel+ Information for international applicants and students	Master's available in English		Has 1600 foreign students.

			courses.				
31	Westfälische Wilhelms Universität Münster http://www.uni-muenster.de/	Site also in English	Certificate of Proficiency in German is a prerequisite. Course description of graduation programmes in German. Classes in German, presumably.	Homepage + studienkolleg	No visible info for visiting staff. Masters and PhD programmes available in English		
32	Universität Köln http://www.uni-koeln.de/	Also English (next to no info)	For info, foreign students are supposed to go to the pages in German. English has almost no info. No info in English about the need to learn German. Implicit.		Some Masters courses have info in English available.		
UNITED KINGDOM							
33	University of London http://www.lon.ac.uk/	English	A good command of English is required. A few faculties demand a test. Courses in English only. No link directed to foreign students and staff.		No specific information		

34	University of Edinburgh http://www.ed.ac.uk/	English	States minimum grades in English Proficiency exams for acceptance. Courses in English. Teaches Gaelic and Celtic.. Has localized pages for students according to their origin.	International Office website			Students come from around 120 different countries.
35	University of Cambridge http://www.cam.ac.uk/	English	Good level of English required. No English language courses for foreign students. Courses are in English and exams also.	Info at: Undergraduate admissions + Applying from overseas +“what if I’m from a country outside the EU?”	No info on language for visiting staff or researchers.		
36	University of Wales http://www.wales.ac.uk	Welsh and English (equivalent)	No info directed at foreign students specifically. No info on how to apply. Welsh and English are official languages. Both are used for administrative purposes. The “Welsh Language Scheme”, prepared under the welsh Language Act 1993 states the possibility of having		No specific information		

			courses in both official languages. No info about language in which courses are taught.				
37	University of Oxford http://www.ox.ac.uk/	English	“Appropriate level of English” is required. All courses in English (implied)	First link – Prospective students + international students			

NETHERLANDS							
38	University of Amsterdam http://www.uva.nl/	Dutch and English	Courses are taught almost exclusively in Dutch, but most of the literatures and some of the lectures are in English. Prerequisite: English and Dutch Proficiency exams. International Study Programmes (Graduate) are taught in English.	Homepage + prospective students + entry requirements/ language of instruction	Postgraduate studies available in English		International students are welcome on all levels of study and info is clear and easy to find.

39	University of Groningen http://www.rug.nl/corporate/	Dutch and English	Announces that it is a “truly international university”. In almost all university programmes the language of instruction is Dutch. Proof of proficiency in Dutch required. Info about language requirements is made explicit	Homepage has links to info for international students and staff (very visible).	Great variety of Masters and PhD programmes in English. Admission demands Certificate of Proficiency in English		
40	University of Utrecht http://www.uu.nl/uuublish/homeuu/1main.html	Dutch and English	“Language of instruction in higher education is Dutch”. Students must pass a Dutch language examination. Courses in English – all disciplines all levels (Bachelors included). Students must prove proficient in English. Info for PhD students: almost all academic staff members speak English, German (to a lesser extent) and French.	Homepage+ studying+ programmes in Dutch	Masters, Doctoral programmes in English.	Homepage + research + doctoral degree + language	International Neighbour Group (ING) organizes social activities for foreigner postdoc students and staff members
41	Catholic University of Nijmegen http://www.hosting.kun	Dutch and English	Courses from regular programme are mainly in Dutch. For these, a	Homepage – international + teaching	A great number of Masters		

	.nl/		certificate of Dutch proficiency is needed. It is not needed for English programmes. Offers over 200 courses in English. Certificate of Proficiency in English is required. Courses in English and French at Bachelor's level.		programmes in English. PhD students must have a good level of English		
DENMARK							
42	University of Copenhagen http://www.ku.dk/	Danish and English	Most courses are taught in Danish. Foreign students who enrol as an ordinary student must prove proficiency in Danish through a test. Guest students are not expected to learn Danish. A great number of courses in English at Bachelor's and Master's level.	Homepage – studying... + degree students + rules of admission	Master's courses in English. Info on PhD programmes not available on the website		
43	University of Southern Denmark http://www.sdu.dk/	English and Danish	Innumerable programmes in English at undergraduate and graduate level. For international study programmes a certificate of proficiency in English is required. For regular programmes, a Danish language exam.	Homepage+ information for foreign students and researchers	Various Master's pr. In English. PhD students <i>may</i> learn Danish		

44	Roskilde University http://www.ruc.dk/ruc/	English and Danish	International programmes do not require proficiency in Danish. Students are, however, <i>encouraged</i> to attend Danish language courses: “Internationalisation also means readiness to learn new languages, even if the language in question is one of the less widely spoken.”	Homepage + about RUC+ an internationally oriented university.	English language PhD and Master’s programmes - no need for Danish.	.	
45	Aarhus University http://www.au.dk/	Site in English with a choice of Danish	Those who enrol as regular students follow courses in Danish and must prove proficiency in the language. Those who enrol as guest students must have a good knowledge of English.	Homepage – prospective students+ admission of foreign students	Master’s programmes in English – proficiency in Danish not required. Certificate of English proficiency is. PhD thesis may be written in other languages (each faculty decides which).		

FINLAND							
46	University of Turku http://www.utu.fi/	Finnish and English	“It is a Finnish-language university” offering various courses in English (mostly postgraduate). Bachelor’s degree: main language of instruction is Finnish. Knowledge of the language is a mandatory prerequisite.	Homepage+ International Office + Info for incoming students	Master’s and PhD program. in English. English generally used in postgraduate education.		4% of the students are foreign citizens.
47	University of Helsinki http://www.helsinki.fi	Finnish, Swedish and English	Languages of instruction are Finnish and Swedish. Finnish is the main language. “Swedish is used in some degree programmes, diploma courses and major subjects.” No full graduation programme is available in English, though many of the courses are taught in English. Applicants who do not speak Swedish or Finnish must prove proficient in English.	How to apply +Language requirements	Master’s and PhD programmes in English	How to apply +Language requirements	More than 1250 foreign degree students. Total: 38000 students.
48	University of Lapland http://www.urova.fi/	Finnish and English.	Main language of instruction is Finnish.	Homepage+ Info for students + progr. taught	One Master’s degree programme		Nearly 4000 students. 148 exchange

			Some courses and international programmes in English are available	in English	taught in English.		students.
49	University of Jyväskylä http://www.jyu.fi/	English and Finnish	Info for degree students: “Fluency in Finnish, Swedish, or English is required. Applicants without a good knowledge of Finnish or Swedish must be able to give evidence on their proficiency in English.” Language of instruction is mostly Finnish. International programmes in English are available.	Study at JYU + Admissions Degree studies + Structure of studies + language requirements	Master’s and PhD programmes in English.	International study programmes	15 000 degree students. Exchange students from 150 countries.
50	Lahti Polytechnic http://www.lamk.fi/	Finnish and English.	Language of instruction is Finnish, but two degree programmes are taught entirely in English. Foreign students are expected to have a good level of English. Language studies in Finnish, Swedish and another language are compulsory for every student (not just foreigners)	International study guide + language requirements	Only one postgraduate degree programme.		5 000 students

Extra information on French Universities (http://www.edufrance.fr/fr/d-catalogue/n_accueil2.asp):

(Results may overlap)

Teaching in English:

Graduate- 7 institutions (Tourism, management, business)

Post graduate – over 40 institutions (mostly business and administration and Engineering)

Bilingual teaching (English/French):

Graduate – 12 schools (mostly management)

Postgraduate – over 40 schools 8mostly management)

Bilingual (French/Spanish):

Graduate- no schools

Postgraduate: Poitiers (Droits et Institutions européennes, Ingénierie pour la protection de l’environnement, technologie educative)

Trilingual:

Graduate: Applied languages and management. Ex: Montpellier 3, Université Paris 12

Postgraduate: Biology, Medicine. Institut National Polytechnique de Lorraine, for example