Language Policy

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EXECUTIVE SUMMARY

The UGR Language Policy (LP) is an essential part of its Internationalization Strategy and is instrumental to strengthening our students' ability to communicate. In view of the UGR's considerable and extensive experience in international relations, we are aware that, beyond the significant but disparate actions undertaken to date, there is a need to adopt a comprehensive language policy that supports the internationalization process, responding to the challenges this strategy identifies. This comprehensive policy must have a positive impact on teaching and learning, research, services, students, and both Academic and Research Staff (PDI) and Administrative and Support Staff (PAS).

Additionally, the Language Policy is based fundamentally on two complementary pillars: promoting the Spanish language and fostering the acquisition of foreign languages.

The UGR actively assumes responsibility for defending and promoting the Spanish language, as well as safeguarding its status in knowledge generation and transfer. At the same time, the UGR realises just how important multilingualism, knowledge of other cultures and the promotion of our own culture are to the internationalization process. Therefore, the University actively strives to enhance foreign language skills and familiarity with the cultures of all members of our diverse university community. We especially acknowledge the role of English as the international academic lingua franca, which is reflected in its specific status at our institution.

To achieve these aims, the following instruments will be used to implement specific measures according to annual or multi-annual action plans, with an appropriate monitoring system in place that takes into account general and specific indicators, including:

- Creationof a Council for Language Policy to advise and ensure compliance with the policy.
- Promotion of communicative skills, particularly the proper use of the Spanish language among all university community members.
- Promotion of foreign language skills among all members of the university community, particularly through the Modern Languages Centre (CLM).
- Promotionof multilingualism both in official language-related degree programmes and in the extracurricular offer.
- Accreditation of language qualifications, in particular through free B1/B2 level exams at the Modern Languages Centre (a minimum B1 level in a foreign language is required in order to obtain a bachelor's degree in Spain).
- Promotion of foreign language learning by hosting foreign cultural institutions at the UGR.
- Promoting the acquisition and accreditation of Spanish language skills through the CLM, among students,
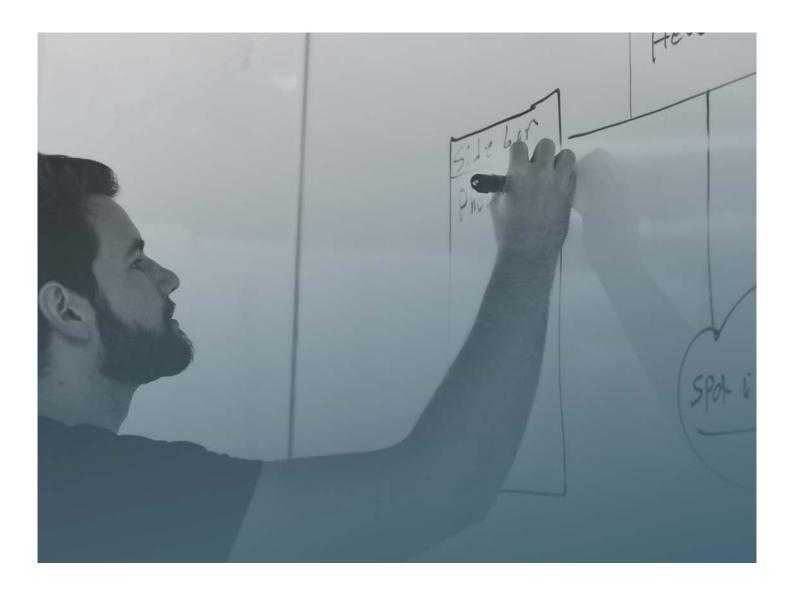
PDI, and PAS who are participating in mobility programmes and studying or working at the UGR.

• Recognition of accredited language skills among Academic and Research Staff (PDI) and Administrative and Support Staff (PAS)in selection and promotion processes, where appropriate.

• Encouraging teaching in foreign languages (especially English) where appropriate, both partially (individual courses) and completely (degrees and educational pathways) together with proper training and support for the students and academic staff involved.

• Active participation in international, European, national and regional decision-making forums on university language policy.

• Promotion of the Spanish language through language and culture centres, as well as language assistantships abroad.

• Strengthening the role of the CLM in recruiting and hosting international students, placing value on the Spanish language as a key UGR asset.

• Standardisationof UGR institutional terminology both in Spanish and English and the creation of a terminology database (UGRTerm).

• Developing new initiatives to improve the provision of translation, interpreting and revision services to the research community.

• EnhancingUGR institutional information available in English and other foreign languages (webpages, information leaflets, social media, etc.)

• Dissemination of research results and other UGR news in foreign languages through diverse media.

• Promoting the effective use of different languages, both in internaland external communication channels at the UGR.

• Promotion of non-sexist language.

1 INTRODUCTION

This document summarises the main approaches of the UGR Governing Team to language policy, in accordance with the political agenda established by the Rector,and has been enriched by the comments and suggestions provided by the university community during the consultation period of July to September 2016. It is accompanied by a pluri-annual action plan with a corresponding timeline. This document also contains a list of references to other internal and external documents in order to contextualize it.

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THE UGR LANGUAGE POLICY

The UGR Language Policy (LP) is an essential part of its Internationalization Strategy and is instrumental to strengthening international relations, ~~ability~~ to combine ~~the significant but~~ sporadic actions and extensive experience ~~in international relations, widely recommend beyond the view of the UGR's own details~~, is a need to adopt a comprehensive language policy which supports the internationalization process, responding to the challenges this strategy poses. This comprehensive policy must have a positive impact on teaching and learning, research, services, students, and both Academic and Research Staff (PDI) and Administrative and Support Staff (PAS).

Additionally, the Language Policy is based fundamentally on two complementary pillars: promoting the Spanish language and the acquisition of foreign languages.

The UGR actively assumes responsibility for defending and promoting the Spanish language, as well as safeguarding its status in knowledge generation and transfer. At the same time, the UGR realises just how important multilingualism, knowledge of other cultures and the promotion of our own cultureare to the internationalization process. Therefore, the University actively strives to enhance foreign language skills and familiarity with the cultures of all members of our diverse university community. We especially acknowledge the role of English as the international academic lingua franca, which is reflected in its specific status at our institution.

This Plan describes the objectives and different action areas of the UGR Language Policy, outlining the instruments used for implementing the proposed actions and specifying appropriate indicators for monitoring these actions. Moreover, it provides the necessary framework for developing different programmes and protocols for properly carrying out the LP.

2.1. Status of languages at the UGR.

2.1.1. Spanish language at the UGR.

Spanish is the official language at the UGR. Accordingly, most UGR activities and teaching will mainly be conducted in Spanish.

Through its Language Policy, the UGR aims to support the consolidation of Spanish as an academic and teaching language, both at the University and through its relations with our international partner universities. In this way, it is firmly committed to promoting the status of Spanish as an academic and research language, as well as encouraging the acquisition and use of the Spanish language abroad.

The purpose of this objective is threefold: to consolidate the status of the Spanish language in knowledge generation

and transfer, to facilitate research and teaching exchanges with international partners, and to attract talented students, researchers and staff to the UGR.

The UGR has designed different tools to ensure the promotion of the Spanish language, both within the University and abroad, including: a wide variety of Spanish language and culture courses atthe CLM; Spanish language and cultural centres in our partner universities in Russia, Ukraine and Morocco and a comprehensive Spanish assistantship programme at our partner universities in China, the United States, Morocco, Togo and various EU countries.

Furthermore, the quality of academic training and the integration of incoming students must be guaranteed, both within the framework of short-term mobility programmes and on full bachelor's degrees, master's degrees and doctoral programmes. Therefore, the viability of transforming the current recommendation that incoming students should have a minimum B1 Spanish qualification into a requirement will be considered and studied, in light of their current language level (determined by the Erasmus+ online tool for testing language skills) and their accreditation certificates (this study is already under way). This policy would be facilitated through the implementation of online B1/B2 Spanish exams such as eLADE (CLM-University of Granada Online Examination for the Accreditation of Level B1/B2 in Spanish (eLADE)), designed and managed by the CLM and recognised by the Association of Language Centres In Higher Education (ACLES), the European Confederation of Language Centres in Higher Education (CercleS) and the Conference of Rectors of Spanish Universities (CRUE).

2.1.2. English language at the UGR.
Due to the UGR's increasingly international scope, English has become the academic lingua franca. The UGR, without forgetting its responsibility towards the Spanish language, recognises this status and is aware that proficiency and academic programmes in English, as well as its promotion as the lingua franca of science, makes the UGR more attractive to international students, teachers and researchers. Likewise, proficiency in English enhances the competitiveness of our graduates in national and international labour markets.
Developing and increasing the range of courses and programmes in English is fundamental to fostering an international learning environment as it will be accompanied by different values, worldviews and methodologies in the framework of teaching and learning.

2.1.3. Other foreign languages at the UGR.
The UGR has a long tradition of teaching in foreign languages from diverse geographical and cultural origins. This has always been one of the University's core strengths, and even more so today because the internationalization of teaching and research requires the continuous development of activities in foreign languages.
Global development and European integration mean that proficiency in foreign languages such as German, French, Spanish, Arabic, Russian and Chinese plays a fundamental role in the academic sphere and in society in general. Moreover, the cultural and language skills of students, researchers and other university staff who have migrated to Spain must be considered as an important resource for the internationalization of the UGR.

2.2. The Council for Language Policy.

The Council for Language Policy is an advisory body that includes members from different fields within theuniversity community. It will be responsible for advising on language policy and monitoring this plan, at the request of the UGR Governing Team.

3 UGR LANGUAGE POLICY OBJECTIVES

The UGR's rich history, its status as a prestigious European university and its future prospectscall for the adoption of a constructive approach to language acquisition and multilingualism.

The Language Policy aims to accomplish the following objectives:

- Ensure and promote the status of the Spanish language as an academic and research language.
- Promote the acquisition, accreditation and use of other languages.
- Recognise the status of the English language at the UGR with regard to its role as the international language of university teaching and academics.
- Promote multilingualism among members of the university community.
- Ensure that languages used in research, teaching and administrative services are appropriate and comprehensible.
- Provide adequate services in other languages, responding to the UGR's internationalization strategy.
- Promote the UGR's presence in international media in foreign languages.

4 ACTION AREAS

4.1. Acquisition and accreditation of language skills for the university community.

Excellence in university training requires the acquisition of effective communication skills, both in native and foreign languages, and especially in those languages which are absolutely vital for each respective field of study. Therefore, the UGR, as an international university, aims to equip our community with multilingual skills so that they can communicate effectively in different situations and in different languages.

The UGR will ensure that the University community acquires and accredits the language competencies required in their corresponding field: education, research or management. To that end, language training will be promoted, as far as possible, at all university levels by reinforcing and providing continuity to previous language training plans, as well as designing new specific programmes.

4.1.1. Accreditation of languagecompetence.

Generally speaking, students must demonstrate proficiency in foreign languages in three spheres of academic life. Firstly, in Spain it is compulsory for students to have at least a B1 level qualification in a foreign language in order to obtain their bachelor's degree. In response to this requirement, the UGR has implemented aninnovative measure that allows students to take the CLM B1/B2 exam for free in various languages. Secondly, in international mobility programmes the accreditation of language skills in the native language of the country of destination is often a requirement imposed by the partner university within the framework of these mobility programmes. Moreover, accredited language skills in English or in the native language of the host country are always deemed an advantage in selection processes. Lastly, language accreditation is often an entry requirement when applying for postgraduate studies, depending on the programme, as is the case with language skills in Spanish among foreign students who wish to pursue studies in Spain.

Some mobility programmes also require PDI and PAS to demonstrate the accreditation of their language skills. The UGR also promotes both the acquisition of language skills and the accreditation of these skills among the teaching community in order to comply with the Erasmus+ programme guidelines (there is a minimum B2 level qualification requirement to take part in mobility programmes for teaching staff). Likewise, the UGR recommends the inclusion of language skills as a requirement in competitive examinations and recruitment processes, PDI and PAS mobility programmes, and for teaching in foreign languages.

The Modern Languages Centre (CLM) acts as the main UGR instrument of language accreditation. The

Association of Language Centres in Higher Education (ACLES) has officially recognised the CLM B1/B2 certificates for the following languages: French, English, German, Italian and Spanish. Additionally, in line with the Collaboration Agreement for the Accreditation of Foreign Languages endorsed by the Rectors of Andalusian public universities on 2 July 2011 and renewed on 13 June 2016, public Andalusian universities, together with the Conference of Rectors of Spanish Universities (CRUE), recognise the certificates approved by ACLES. Additionally, ACLES is part of the European Confederation of Language Centres in Higher Education (CercleS), which comprises associations that are equivalent to ACLES, spread throughout 22 countries. Certificates featuring a CertAcles quality label are automatically recognised by all European national associations within the CercleS Confederation and its 290 centres.

The UGR has designed an Arabic language accreditation exam (B1 level), which is currently at the pilot and approval stage. Once the processhas concluded, the UGR B1 Arabic certificate will be the first Arabic language accreditation certificate in Europe.

Additionally, many other language accreditation certificates are recognised by the UGR. A table including all of the certificates and levels officially recognised by the UGR is provided to the university community. This table, updated annually, was developed on the basis of previous UGR projects, by a group of experts from different Andalusian universities that were signatories of the aforementioned Collaboration Agreement.
The creation of the Committee for Language Accreditation in 2012 was a significant boost to the development of these elements within the UGR Language Policy. The UGR, among other actions, designed a specific procedure for the recognition of foreign language accreditation at undergraduate level, which was approved by the Governing Council in October 2013. Following the experience gained over the first years of these initiatives, a new, unified procedure encompassing the recognition of language accreditation in all areas, will be proposed. Considerable support will be given to people with special training and language accreditation needs.

Recently, the Monitoring Committee of the aforementioned Collaboration Agreement was established and will update the table of recognised certificates, while also coordinating the Language Policy actions of Andalusian universities.

4.2. Teaching in English and other languages.

Over the past number of years, the UGR has implemented numerous courses and educational pathways at the bachelor's and master's degree level, as well asvarious master's programmes taught in English. One of the main objectives of these initiatives is to further contribute to the UGR internationalization process. Full degrees and courses taught in English (or other foreign languages) must be developed on the basis of preliminary considerations and clear objectives. It is essential to develop and promote courses taught in English at the undergraduate level, especially on degrees in which proficiency in English is necessary in order to gain access to the labour market, provided that accredited teachers are available. The aim of this action is to improve the student's language skills and bring an international experience to those students who are unable to go abroad on international mobility programmes. At the master's level, while the training of local students must be guaranteed, the range of programmes in English should be explored in order to enhance the recruitment of international students. In these instances, it is essential to carefully select appropriate and relevant degree programmes, and ensure the academic staff involved havethe necessary support and training.

A protocol will be developed to implement teaching in foreign languages and will include the following points:

target group of the programme (incoming mobility students who are partially or fully enrolled on degrees, local students, or a combination of both); enough accredited academic staff with appropriate training and language skills; a sufficient number of students (currentand potential) with an adequate language level; and where necessary, the possibility of allowing students to pursuean alternative educational pathway if they wish to pursue their studies solely through Spanish.

During the academic year 2016-2017, the first training sessions for UGR academic staff who already taught in English were organised. These sessions served as a pilot experience for the implementation of a broader programme within the framework of the Action Plan. This programme will take into account linguistic, cultural and educational elements of teaching in foreign languages and in multicultural environments.

4.3. Research and knowledge transfer ina multilingual environment.

Languages, and active and passive language knowledge, are essential resources in research, although their role varies depending on the discipline.

As far as possible, the UGR will encourage academic and research staff to acquire and improve foreign language skills. Moreover, it will study the feasibilityof creating a translation and interpreting service that provides the revision of academic texts.

Although the UGR acknowledges the key role of English in several disciplines, we will also encourage the use of Spanish in knowledge generation and transfer processes. The UGR thereby supports publications in Spanish, particularly within disciplines that foster educational, cultural and social enrichment.

The UGR is responsible for ensuring that it benefits society as a whole through its research and the generation of new knowledge. Therefore, apart from effectively disseminating research results in English and other foreign languages at the international level, the UGR has a duty to encourage researchers to publish and share knowledge in Spanish, while also establishing and maintaining terminology used by the different academic disciplines in order to interact effectively with society.

4.4. University services offered in other languages.

The UGR is the European leader in figures of international incoming students. Services provided to foreign students, teachers and researchers must offer the same level of quality as those provided to local students and staff, taking into accountthe specific needs of each individual, and the impact that the quality of these UGR services can have on its international reputation. To achieve this aim, it is vital that language and intercultural skills are promoted through training programmes, mobility programmes and exchanges of experiences.

Furthermore, fundamental information about the UGR and its services must be provided both in Spanish and English for the benefit of all students and staff, along with information related to the UGR rules and regulations applicable to these stakeholders.

4.5. Communication policy in Spanish and other languages.

Over the past years, important progress has been achieved in the promotion of the UGR abroad through actions

such as the translation of the UGR webpage into English, the creation of new materials in foreign languages, the development of the UGR's international webpage, the launch of a new project that has developed a database containing the UGR's official nomenclature in English and Spanish, the translation of our bachelor's and master's degree courses and modules into English in order to obtain the European Diploma Supplement (DS) and the issuing of bilingual academic certificates, etc. In line with this translation policy, we must continue translating different types of texts and information into foreign languages, bolstering the UGR's commitment to multilingualism and internationalization.

It is therefore absolutely essential to standardise bilingual [multilingual] institutional terminology. As a first step, a publicly accessible terminology database is currently being developed, UGRTerm. The UGRTerm project is linked to the 'Bilingual (SP-EN) catalogue of UGR degrees and courses (UGRCat)' project — a commitment included in the Erasmus Charter calledthe ECTS Catalogue.

Finally, with regard to quality standards in language use at the UGR, the entire university community is responsible for the appropriate use of the Spanish language, as well as other languages, and for avoiding and preventing sexist language. Teachers must lead by example in terms of promoting high-quality language use. Students are also responsible for improving their written and oral communication skills both in their mother tongue and in other languages.

4.6. Actions to promote the Spanish language abroad.

The UGR Modern Language Centre (CLM) is a world-renowned centre in the field of Spanish and English teaching. Consequently, it isthe main actor in the promotion of Spanish abroad.

Moreover, the UGR has a network of Spanish language and culture centres at our partner universities, as well as a Spanish language assistantship programme. These longstanding actions have also been reinforced through collaborations with the Master's Degree in Teaching Spanish as a Foreign Language, other language-related degree programmes, and the CLM.

4.7. Participation in associations and networks.

The UGR is a member of, and actively takes part in, national and international committees, associations and networks, themain objective of which is to analyse and promote language policies within the framework of higher education.

At the regional level, our Rector is the current chairperson of sectoral committees related to internationalization and, in particular, the Monitoring Committee for the Rectors' Agreement on Language Accreditation.

At the national level, the Vice-Rector for Teaching and Learning participates in the CRUE Steering Committee for Language Accreditation and the Director for Language Policy participates in the CRUE-IC Sub-Working Group for Language Policy, both of which aim to promote language policy at Spanish universities.

At the international level, the UGR is a member of the European Language Council (ELC), which is a key body forthe development of language policy in Europe.

5 LANGUAGE POLICY INSTRUMENTS

5.1. UGR Modern Languages Centre (CLM).

The Modern Language Centreis a fundamental instrument of the UGR Language Policy, representing the two pillars on which the LP is based. On the one hand, it is a key resource for the teaching and accreditation of foreign languages among the university community and society at large in Granada. On the other hand, the CLM is a fundamental resource for the teaching and accreditation of international students, including those whose sole objective is to learn Spanish, others who come to the UGR to enrol on degrees or as part of mobility programmes, as well as international teachers and researchers who complete mobility visits at the UGR.

Since the founding of the CLM almost 25 years ago, both the UGR itself and the international university context within which it operates have changed dramatically. Accordingly, the CLM has begun the process of adapting to the current situation, performing its crucial role as a key instrument for internationalization and the promotion of the Spanish language.

In some regions, especially in the US, the CLM is responsible for projecting the UGR's international image. Accordingly, maintaining high-quality teaching standards and services is crucial to the UGR's international reputation.

Actions to integrate CLM students into the UGR will be implemented, promoting reciprocal mobility flows, and enabling UGR students to complete exchanges abroad at the partner universities sending students to the CLM on the Study Abroad Programme. In the same way, the UGR must make maximum use of the courses offered by the CLM to international students attending the University, ensuring that the mobility programmes on offer are flexible and well-coordinated, in such a waythat all stakeholders (the CLM, UGR and our partner institutions) benefit. Furthermore, the role of the CLM in improving the language skills of members of the university community should be emphasised. Its long and distinguished tradition of teaching foreign languages makes the CLM a vital instrument for the effective implementation of the actions proposed within the scope of activity of the Language Policy. The potential of the CLM has been bolstered by its approach to maintaining direct contact with the University's different campuses, including Ceuta and Melilla, and the setting up of several CLM branches, with the aim of making access to training in foreign languages easier for the entire university community.

Lastly, it is important to highlight the tremendous work of the CLM in the area of language accreditation, both in Spanish and in other foreign languages. The CLM has been pioneering within the Spanish university context and should continue to provide UGR students and staff with language accreditation services.

In order to ensure fluid academic relations between the CLM and the different UGR Faculties, Schools and Departments, the Language Policy proposes the creation of an Academic Council of distinguished teachers and researchers who are committed to enhancing the quality of the education provided at the CLM.

5.2 Faculties, Schools and Departments.

The UGR provides a wide range of academic courses through Spanish and other foreign languages, primarily, but not exclusively, at the Faculties of Arts, Translation and Interpreting, and Education.The main bodies responsible for delivering these courses are the Departments of Didactics of Language and Literature; Semitic Studies; French Philology; Greek and Slavonic Philology; English and German Philology; Romance, Italian and Galician-Portuguese and Catalan Philology; Spanish Language; General Linguistics and Literary Theory; Spanish Literature; and Translation and Interpreting. These bodies are doing excellent work in teaching and research and the Language Policy should strengthen their efforts in these areas. They should also be represented on the UGR Council for Language Policy, which will be set up in order to advise the Governing Team of the University of Granada and monitor the relevant action plans in this field. They must also be represented on the Academic Board of the Modern Languages Centre.

Within the framework of the UGR's policy of support for multilingualism and multiculturalism, great efforts should be made to maintain and promote the wide rangeof language-related studies and research at our University.

5.3. Visiting academic staff.

International academic staff provide strong support to language-related teaching. The UGR has been pioneering in hosting teachers and lecturers from partner universities to teach on language-related degrees at the UGR. In this sense, our partners make a great contribution to the implementation, consolidation and success of our degrees and electives (including languages such as Chinese, Slavic languages, Japanese, Italian, Portuguese, Romanian, etc.). This policy should be maintained in order to ensure that our students are always in contact with native teachers in language-related degrees. This is an effective way to cooperate with our partners and facilitate the implementation of new studies, where applicable.

5.4. UGR Spanish language and culture centres abroad.

UGR Spanish language and culture centres offer a wide variety of opportunities: internships, employment experiences for UGR students and graduates, research cooperation with Hispanistsfrom our partner universities, collaborative initiatives related to institutional strengthening etc., while at the same time fostering recognition of UGR efforts to promote the Spanish language abroad.

UGR language and culture centres have been established at the following partner universities: Kazan Federal University, Moscow State Linguistic University, Udmurt State University, Voronezh State University and the Kalashnikov Izhevsk State Technical University in Russia; Taras Shevchenko National University of Kyiv in Ukraine; the Hassan I University, and Mohammed I University in Morocco; and the University of Lomé in Togo.

5.5. Spanish Language Assistantships in partner universities.

Spanish Language Assistantship programmes are managed through a job bank for students in their last year of a

Bachelor's or Master's degree, or recent graduates. This provides them with a great opportunity to begin their first job after finishing a language-related degree or to complete a professional work placement during their studies. Both this and the aforementioned programmes are developed in collaboration with Embassies, Consulates, the Spanish Ministry of Education, and the Cervantes Institute.

UGR Language Assistantship programmes are offered at the following partner institutions: Peking University (China); Iowa Central Community College and the University of Massachusetts (US); University of Belgrade (Serbia); University of Warsaw and Maria Curie-Skłodowska University (Poland); Udmurt State University (Russia); University of Lomé (Togo),the Hassan I University, and Mohammed I University (Morocco). Moreover, there is an agreement with the IES Foundation to provide Language Assistantships at different US universities.

5.6. Foreign language centres at the UGR.

The UGR has a long tradition ofcollaborating with centres devoted to the promotion of different languages and cultures, such as the Goethe Institute. At present, the UGR houses the Confucius Institute, "Russkiy Mir" Russian Centre and "al-Babtain" Chair in Arab Studies. These centres offer great opportunities for language learning and institutional collaborations and therefore, these activities must be reinforced as much as possible within the framework of the UGR Language Policy. The UGR should ensure that these activities benefit the entire university community, that there are special discounts for UGR students, PAS and PDI and that the corresponding credits will berecognised.

5.6.1. Confucius Institute.
Confucius Institute of the University of Granada is a collaborative initiative between the University of Granada, Peking University and the Chinese National Office for Teaching Chinese as a Foreign Language (Hanban). Its main objective is to promote the study of Chinese language and culture and develop these activities at the city and university level. It offers Chinese courses at many different levels and organises film cycles, seminars, conferences and workshops.

The Confucius Institute also acts in an advisory rolewith regard to the UGR's international relations with Chinese institutions.

5.6.2. "Russkiy Mir" Russian Centre.
The "Russkiy Mir" Russian Centre of the UGR is a collaborative initiative between the University of Granada and the "Russkiy Mir" Foundation. Its main objectives areto provide access to bibliographical and audiovisual resources about Russian language and culture, offer Russian language and culture courses, carry out dissemination and outreach activities, organise cultural and artistic activities related to Russia, cooperate in cultural and scientific exchanges, and promotestudies and research relatedto Russia, its language and culture.

"Russkiy Mir" Russian Centre also acts as advisor in international relationships between Russia and the University of Granada.

5.6.3. "al-Babtain" Chair in Arab Studies.
The "al-Babtain" Chair in Arab Studies was created as a result of an agreement between the Foundation of Abdul Aziz Saud Al-Babtain and the University of Granada in 2007. Its main objective is to promote the teaching and knowledge of Arabic language and culture in Granada. It works in collaboration with the Euro-Arab Foundation for Higher Studies and the Modern Languages Centre to offer Arabic language courses.

5.7. The UGR Internationalization Fund.

The UGR Internationalization Fund promotes and supports UGR Language Policy actions though several programmes, especially Programme 6: Grants supporting the implementation of the UGR Language Policy, which consists of three types of funding, two of which are focused on teacher training, while the other promotes the enhancement of compulsory language skills in administrative management:

- Grants for teacher training in English.
- Language courses and accreditation of language skills for PDI involved in internationalization activities.
- PAS grants for the accreditation of language skills.

Other programmes are included in the UGR Internationalization Fund which are focused on language training for students, PDI and PAS.

Thanks to the grants for short international learning mobility, students have access to a wide variety of grants for intensive language learning courses held in summer at partner universities such as University of Seoul (Korea), Yanka Kupala State University of Grodno (Belarus), Loyola University Chicago (US), Comenius University in Bratislava (Slovakia), University of Ljubljana (Slovenia), Tel Aviv University (Israel), Tohoku University (Japan), Portuguese Universities and the Camões Institute (Portugal), Alexandru Ioan Cuza University of Iasi (Romania) and Voronezh State University (Russia).

There are also PDI and PAS mobility grants for language learning purposes at foreign institutions such as at the National University of Ireland (Galway).

These actions must be reinforced in linewith the budget allocations. In collaboration with the PAS Training Plan, the possibility of expanding the programmes for training and language learning purposes is under study, especially for PAS members who need to improve their language skills to effectively carry out their work.

5.8. Other UGR funds and programmes.

There are other UGR Funds which promote several actions included in the UGR Language Policy such as the following:

- The UGR Fund for language training of undergraduate students.
- The UGR Plan for Teacher Training and Innovative Teaching Practice (FIDO) aims to promote the internationalization of teaching and the implementation of bilingual teaching.
- Incentive programme for language skills that includes the recognition of credits for students who have higher than a B1 level in a foreign language or a B1 or higher level in a second foreign language.

5.9. Official bilingual terminology database (multilingual): UGRTerm.

As already mentioned, it is of vital importance that a standardised bilingual (subsequently multilingual) terminology database is established at the institutional level. To achieve this aim, a special work group and adequate technical resources were provided to properly develop and implement a terminology database which will be available to the public and university community online: UGRTerm.

As a substantial part of the database content is closely linked to the curriculum, the UGR has started to simultaneously create and design abilingual ECTS catalogue called UGRCat (bilingual (SP-EN) catalogue of UGR degrees and courses). The interoperability of these two useful resources will allow the UGR curriculum to be updated twice a year and available online on the UGR webpage and the international UGR webpage.

5.10. Translation and interpreting services.

A new database related to translation and interpreting services (including the languages, address and thematic areas etc.) will be created to facilitate the search for professional translation and interpreting services.

Moreover, the feasibility of creating a new service will be considered. It will aim to manage how the database is used and facilitate the search for translators and interpreters available for UGR research groups, faculties and schools, and services, as well as language revision and editing services for research papers and communications given at conferences (preparing oral presentations).

6 MONITORING

6.1. Indicators (complementary to those of the Internationalization Strategy):

- Number of Bachelor's and Master's degrees taught in English and other foreign languages.
- Percentage of Bachelor's and Master's ECTS credits taught in English and other foreign languages.
- Percentage of doctoral training activities taught in English and other foreign languages.
- Percentage of students who have a higher level than the compulsory B1 certificate demonstrating their language skills upon completing their Bachelor's Degree.
- Number of students who have language certificates in more than one foreign language upon the completion of Bachelor's Degrees, Master's Degree or Doctoral Programmes.
- Number of students who have participated in short placements for language-learning purposes (summer courses).
- Percentage of PDI and PAS who have a B1 certificate (or higher) in a foreign language.
- Percentage of theses written and defended in a foreign language.
- Academic programmes (number of languages, degrees, courses and credits) in foreign languages.
- Number of visiting lecturers hosted at language-related Departments.
- Number of UGR Spanish language and culture centres abroad and Spanish Assistantships at partner universities.
- Number of students participating in CLM Spanish language and culture programmes, specifying how many of whom are enrolled on official degrees.