

**LANGUAGE POLICIES  
IN EUROPEAN HIGHER EDUCATION AREA.  
BABEȘ-BOLYAI UNIVERSITY – A CASE STUDY\***

**Roxana-Maria Gâz\*\***

**Abstract:**

*Languages are an important part of our lives. They do not only help us communicate with one another, but they also contribute to our self-improvement, they help the development of the economy and of the business environment. Therefore, universities and governments have to work on promoting languages, language learning and teaching. This article focuses largely on the language policies of the European Union, on the European higher education area, and particularly on the actions taken in order to implement the recommendations made by the European institutions in what concerns language learning. Furthermore, the article presents the preliminary results of a survey carried out among the Romanian students of Babeș-Bolyai University the purpose of which was to see their satisfaction as to the language teaching and the offer of languages within their university. Therefore, this was a good way to see whether the European Union recommendation on the teaching and learning of foreign languages were implemented in Romania and in higher education.*

**Keywords:** language, language policy, language learning, European Union, higher education

**Introduction**

Language represents one of the highest cultural forms and also one of the most important factors that distinguishes human beings from animals. Language means diversity, cultural heritage and cooperation. It is an important part of our identities and represents the most direct manifestation of a culture. Due to language, one may establish relations

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\*\* Roxana Maria Gâz is PhD candidate at Babeș-Bolyai University, Faculty of European Studies. Contact: roxanag@staff.ubbcluj.ro

with other people and may transmit the cultural heritage of their people. Languages represent bridges between peoples and cultures, “the medium through which communication takes place in politics, commerce, defence, academia, the media, technology, the internet, and most aspects of life”, therefore they are definitely “central to our increasingly international world, to globalisation and to the accelerating process of European unification”.<sup>1</sup>

The strategy for multilingualism of the European Union stresses the fact that speaking other languages and understanding other cultures strengthens the connections between different parts of Europe; furthermore it also underlines that languages represent the path that has to be followed for social integration and intercultural dialogue. “Learning a language is not just accessing a communication code. By learning languages, and gaining an insight into the point of view of the others, we become more tolerant, more ready to compromise, more conscious of the complexity of our society. We do not belong to just one mother tongue, but we are nurtured by a variety of cultures”<sup>2</sup>. Languages are important in different areas of human life. Without them there will be no understanding, no development. As such, languages are considered very important for the economic environment of each country<sup>3</sup>. Today’s world implies coexistence in a globalised world, in which people have to face specific challenges and varied problems. The solution is to increase their ability in giving specialized answers by trying to understand diversity in spite of

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<sup>1</sup> Leonard Orban , *Multilingualism – challenges and opportunities of the world economy*, Speech delivered at the University of Tallinn, 19 March 2009, pp. 3-7; Robert Phillipson, *English-only Europe? Challenging Language Policy*, London and New York: Routledge, 2003.

<sup>2</sup> Leonard Orban, *Multilingualism – a bridge to mutual understanding*, speech delivered at Universitatea Babeş-Bolyai, Cluj-Napoca, 15 May 2009, [[http://ec.europa.eu/commission\\_barroso/orban/news/docs/speeches/090515\\_discurs\\_Cluj/Discurs\\_Cluj\\_EN.pdf](http://ec.europa.eu/commission_barroso/orban/news/docs/speeches/090515_discurs_Cluj/Discurs_Cluj_EN.pdf)], 18/01/2011.

<sup>3</sup> Their importance has been affirmed by many politicians, businessmen etc. along the years. See, for instance, the Recommendations from the Business Forum for Multilingualism established by the European Commission at [[http://ec.europa.eu/education/languages/pdf/davignon\\_en.pdf](http://ec.europa.eu/education/languages/pdf/davignon_en.pdf)], 18/01/2011; see Leonard Orban’s speech (the former European Commissioner for Multilingualism) on the importance of languages for business at [www.europa.eu/rapid/pressReleases](http://www.europa.eu/rapid/pressReleases), 18/01/2011; see also the study *ELAN: Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise*, at [[http://ec.europa.eu/education/languages/pdf/doc421\\_en.pdf](http://ec.europa.eu/education/languages/pdf/doc421_en.pdf)], 18/01/2011.

uniformity, the ability of speaking several languages being seen as a great advantage for any individual, organization or company.

Therefore, the flow of people, trade and capital placed language and communication at the centre of the interactive global cultural economy. As such, Colin Baker underlined the importance of speaking at least two languages, mentioning that “as swift communication by phone and computer across great distances has become possible in recent decades, and as air travel has brought countries closer together, so the importance of bilingualism and multilingualism has been highlighted” (Baker 2001). In this we will try to describe the general European situation (1) in what regards multilingualism (by looking at the main documents adopted on multilingualism: *Council Resolution of 16 December 1997 on the early teaching of European Union languages, Presidency Conclusions of the Barcelona European Council, The Bologna Declaration,* ); then we will try to explain what language policies are, what is their role for the universities and whether or not the European universities have one (2); afterwards, we will reveal some preliminary results of a survey carried out within Babeş-Bolyai University (3) to see if the EU recommendation on the teaching of foreign languages have been implemented or not (in relation as well to its adopted language policy).

### 1. The European dimension

In order to make people proficient in a language that can help the economy and/or the development of a business, people on the labour market have to be trained in schools or universities, or other institutions, by offering language courses. This way, schools and universities can also implement the European Union’s recommendation regarding the need for citizens to be able to speak at least two languages other than their mother tongue. This recommendation was first stated during the meeting of the Council with the Ministers for Education of 4 June 1984<sup>4</sup>. Afterwards, it

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<sup>4</sup> The Council recommended member states to adopt all measures necessary in order to ensure the teaching to pupils of at least two languages other than the mother tongue before they finish the compulsory schooling. See full text in the *Council Resolution of 16 December 1997 on the early teaching of European Union languages*, at [[http://eur-lex.europa.eu/LexUriServ/site/en/oj/1998/c\\_001/c\\_00119980103en00020003.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/1998/c_001/c_00119980103en00020003.pdf)], 22/01/2011.

continued to be reassumed in almost every E.U. document on multilingualism than followed<sup>5</sup>.

More recently, languages policies have become very important for universities, as most of them accepted to adhere to the Bologna process, which is the result of the Bologna Declaration, signed in 1999, by the Ministers of Education from twenty-nine European countries, in order to establish a European Higher Education Area. The main goals of this declaration were to adopt “a system of easily readable and comparable degrees, as well as “a system essentially based on two main cycles” (bachelor and master); to establish a system of credits: to promote mobility for students and teachers; to promote the “European cooperation in quality assurance”, as well as the “European dimension in higher education”<sup>6</sup>.

This European higher education dimension established in Bologna was afterwards completed by several other documents: the Prague Communiqué of 2001, the Berlin Communiqué of 2003, the Bergen Communiqué of 2005, the London Communiqué of 2007, the Leuven Communiqué and the EUA Prague Declaration, both of 2009. All these documents focused on the necessity of having lifelong learning programmes, on the attractiveness of the European Higher Education Area, on the adoption of a system of degree structures based on two main cycles, and the recognition of degrees, on doctoral studies, on the promotion of young researchers and their mobility, on the need to facilitate the mobility of students and staff and to make quality higher education accessible to all, on the social dimension and the employability of graduates, and, last but not least, on the need to preserve cultural and linguistic diversity<sup>7</sup> for a “unity in diversity”.

As a result of these documents and of those issued by the European Union, universities all around Europe tried to implement the recommendations made, in order to have well prepared students for the labour market requirements.

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<sup>5</sup> See the *Presidency Conclusions of the Barcelona European Council*, 15-16 March 2002, at [[http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/ec/71025.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/71025.pdf)], 22/01/2011.

<sup>6</sup> *The Bologna Declaration*, 1999, [[http://www.magna-charta.org/pdf/BOLOGNA\\_DECLARATION.pdf](http://www.magna-charta.org/pdf/BOLOGNA_DECLARATION.pdf)], 20/01/2011.

<sup>7</sup> See full texts at [[www.eua.be](http://www.eua.be)], 23/01/2011.

## 2. Language policies in European universities

There are many discussions on the definitions given to language policy, but there is not a standard one. Harold F. Schiffman, for instance, argues that language policy is “a set of behaviours, assumptions, cultural norms, prejudices, folk belief systems, attitudes, stereotypes, ways of thinking about language, and religio-historical circumstances associated with a particular language”<sup>8</sup>. Robert L. Cooper notes that “language policy is the body of decisions made by interested authorities concerning the desirable form and use of languages by a speech group”<sup>9</sup>. The UNESCO document on “Everyday Multilingualism” states that “language policy is focused on plurilingualism, intercultural competences, deepening mutual understanding, and supporting transparency and coherence in language learning”<sup>10</sup>.

Therefore, one may resume that language policy represents a set of documents, drafted by governmental institutions, universities etc., which sum up rules and recommendations regarding language that have to be followed in the given country or institution.

European education ministers and universities are well aware of the fact that languages are extremely important and that language policies are needed, not only at governmental level, but at the level of the universities as well, as the universities are the ones that train and perfect the future employees for the labour market.

Nonetheless, the struggle of universities and their commitment to promote linguistic diversity and language learning can only lead to success, both for the institutions and for their students, not to mention the economy. As such, all the above-mentioned benefits and goals can be all transformed into reality through the development of university language policies. These language policies have to include the following:

- a) the promotion of linguistic diversity;

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<sup>8</sup> Harold F. Schiffman, *Linguistic Culture and Language Policy*, London-New York: Routledge, 1996, p. 5.

<sup>9</sup> Robert L. Cooper, *Language Planning and Social Change*, Cambridge: Cambridge University Press, 1989, p. 160.

<sup>10</sup> UNESCO document, *Everyday Multilingualism*, Proceedings of the International Conference at the University of Applied Sciences, 13-15 June 2008, Eisenstadt, Burgenland, [www.unesco.at/news/conference\_report.pdf], 29/01/2011.

- b) the promotion of multilingualism<sup>11</sup>;
- c) the mutual understanding;
- d) the development of a democratic citizenship;
- e) the social cohesion.

But do the European universities actually have a language policy? Or do they just admit that it is necessary to have one, but in fact they don't? Is it that they just advocate for multilingualism in higher education, but when it comes to their own institution nothing is made in this respect?

As an answer to these questions, the European Language Council launched a survey; the questionnaire was addressed to the universities of the European area, in order to find out if they implemented the recommendations of the European institutions, and if so, in which way. This survey was made in 2002 and 2003 and gathered information on the situation at that time regarding language policies in higher education<sup>12</sup>.

Therefore, as the results of the survey show, surprisingly, at that time, there were only three universities in the member states (150 questionnaires sent, but only 21 that responded to the survey) that actually had a language policy in the form of a single document (the case of Babeş-Bolyai University of Cluj-Napoca, Romania) or as a documentation integrated in several documents (the cases of Aristotle University of Thessaloniki, Greece, as well as the University of Freiburg, Switzerland). Other eight universities responded that they were at that time working on the development of a language policy, while ten of them did not have anything similar to a language policy.

In the meantime, for instance, the Aarhus School of Business has developed its own language policy, stating that Danish is the main language of instruction, while English is the second. The document also stresses the

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<sup>11</sup> According to the Council of Europe, and to many other specialists, a distinction should be made between "multilingualism" and "plurilingualism". The former refers to a geographical area where there is a linguistic diversity, several languages or varieties of a language are spoken. The latter refer to the languages an individual can use, and it is opposed to monolingualism. Therefore, an area is multilingual, a university may be multilingual, but an individual is plurilingual.

<sup>12</sup> Angela Chambers, University of Limerick, Ireland, *Language policy in higher education in Europe: a pilot survey*, [www.userpage.fu-berlin.de], 12/01/2011.

need, both for professors and students, to be able to communicate and write at least in the two above-mentioned languages<sup>13</sup>.

In 2004, the Jyväskylä University in Finland also drafted a language policy in the form of a single document, stating the importance of teaching/learning languages in higher education and the need for well trained staff (i.e. not only professors) able to speak English or any other international language.

In addition, the University of Götteborg in Sweden has developed a language policy document, proclaiming Swedish and English as the languages of instruction, but advocating for the teaching and learning of other languages as well, in order for the University to be able to promote “mobility, employability and competitiveness on the job market”, to “contribute to the development of students’ language proficiency”, to “promote linguistic diversity in its organisation” etc.<sup>14</sup>

Still, the language policy document of Babeş-Bolyai University of Cluj-Napoca, Romania, remains, as the European Union documents show it<sup>15</sup>, one of the most comprehensive and appropriate documents on this issue. The document, adopted in 2001, under the title *For a European Language Policy*, drafted by Professor Rodica Baconsky, explicitly situates the policy within the European context of 1+2 (mother tongue plus two other foreign languages), underlining the skills required (communication skills, intercultural communication skills etc.) in order to form European citizens, presenting the infrastructure used. The foreign language course culminates in the examination of the students’ linguistic knowledge, in accordance with the *Common European Framework for Languages*, and in the issuance of language certificates.

It is difficult to find other clearly stated language policies in the universities across Europe, as the great majority probably does not have a

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<sup>13</sup> [<http://www.asb.dk/en/foremployees/hrportal/languagepolicy>], 21/01/2011.

<sup>14</sup> See the document *Language Policy for the Götteborg University*, [[http://www.gu.se/digitalAssets/761/761270\\_sprakpolicy\\_eng\\_gu06.pdf](http://www.gu.se/digitalAssets/761/761270_sprakpolicy_eng_gu06.pdf)], 30/01/2011.

<sup>15</sup> See the ENLU’s (European Network for the Promotion of Language Learning among All Undergraduates) document *Benchmarks for a Higher Education Language Policy*, on [[www.userpage.fu-berlin.de/~enlu/downloads/TF1\\_report\\_final.rtf](http://www.userpage.fu-berlin.de/~enlu/downloads/TF1_report_final.rtf)], 29/01/2011. See also *Angela Chambers*, op.cit.

single document, but several other documents, which may be “very unspecific”<sup>16</sup>.

### **3. Foreign Languages within Babeş-Bolyai University**

In the period of time ranging from January 2011 until June 2011, we carried out a survey in order to observe and analyse the attitudes of students enrolled at Babeş-Bolyai University of Cluj-Napoca, Romania towards the learning and teaching of foreign languages within their university. We wanted to see whether the Romanian university took into consideration the recommendations made by the European Union institutions in what multilingualism is concerned and whether the Romanian students are aware of the importance of foreign languages for their future employment.

Mention should firstly be made that, ever since 1995, Babeş-Bolyai University has been organized on three “lines of study” in order to respect the national minorities in Transylvania (Romanian line of study, Hungarian line of study and German line of study).

Therefore, we chose the quantitative research method, as “Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (Mujis 2004: 1). The quantitative method is used to collect numerical data to explain a certain phenomenon. There are cases when many data that are not in numerical format may be collected for the quantitative research by designing research instruments that convert the phenomenon into a quantitative one, which can afterwards be statistically analysed.

Many believe that the quantitative research cannot explain all phenomena, that this type of research is used only by those who wish to quickly get rid of the analysis of a phenomenon and that only the qualitative research may give a true perspective on the facts, but, according to Mujis (2004), this is not true. Why? Because, although the qualitative research may offer a deeper analysis on certain phenomena,

“a well-designed quantitative study will allow us not just to look at what happens, but to provide an explanation of why it

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<sup>16</sup> See *Higher Education Language Policy in Europe: A Snapshot of Action and Trends*, [www.userpage.fu-berlin.de], 25/01/2011.

happens as well. The key lies in your research design and what variables you collect". (Muji 2004: 10)

Furthermore, it is obvious that a qualitative research is much more subjective than a quantitative research.

The questionnaire was elaborated and addressed to students enrolled in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of studies in the above-mentioned Romanian university. For the drafting of the questionnaire we followed the standard steps for the elaboration of a viable questionnaire for our research topic. Therefore, we set as objective to analyse the linguistic skills of students enrolled at Babeş-Bolyai University.

For the sampling we chose the "simple random sampling", which is the most known and used method, as we considered it to be the best way to carry out an unbiased research, granting this way to every students the possibility to take part in our research. This type of sampling is advantageous as it is the most suitable for generalisation and for the inclusion in our research of all necessary subgroups.

After having established the general objectives, we went on to the drafting of the questionnaire. It comprises both closed as well as open-ended questions. The open-ended questions, as it is well known, are those questions where respondents formulate their own answer, while closed questions propose formulated answers to the respondent who has to choose the one/ones he/she considers appropriate in their case.

For the elaboration of the questionnaire, we took into consideration several basic rules which state that the questions addressed have to be as simple and clear as possible, to include the "I don't know" option in order not to force the respondent to give an answer that may lead to errors etc. The questionnaire was applied to 140 students from the faculties of history and political sciences within Babeş-Bolyai University.

After having collected the questionnaires, we processed the data. Our questionnaire is made up of 32 questions separated into three distinct parts. The first part, *General Information*, gathered information on the faculty where the students were enrolled, as well as on the year of studies. The second part gathered information on the students' linguistic knowledge, by addressing questions referring to their mother tongue, the number of foreign languages known, the age when they started to learn foreign languages, the enumeration of the foreign languages they spoke, as

well as a section where students were asked to self-evaluate their language skills as per the European Framework of reference for Languages. The purpose of the third part of the questionnaire, *Foreign languages in higher education and students' attitudes towards foreign language learning*, was to analyse the students' satisfaction in what the teaching of foreign languages was concerned as well as the degree of implementation by the university/faculty of the European Union recommendation on the learning of at least two languages other than mother tongue from an early age and at all education levels. Let us see the partial results of the survey<sup>17</sup>.

#### *General information*

According to the analysis made in the SPSS programme, after the insertion of all data and after having established all the variables, we saw that, out of the 140 respondents to the questionnaire, 33 were males and 107 were females.

#### *Language knowledge*

As to the number for foreign languages spoken, the statistics showed that nine of the male respondents declared knowing only one foreign language; sixteen declared knowing two foreign languages; eight of them declared knowing three foreign languages.

As to the female sampling, things are a bit different as out of the 107 female respondents, only two declared knowing one foreign language, forty-five know two foreign languages, forty know three foreign languages, fourteen know four foreign languages and three declared knowing five foreign languages.

### **Your gender \* Foreign languages known Crosstabulation**

Count

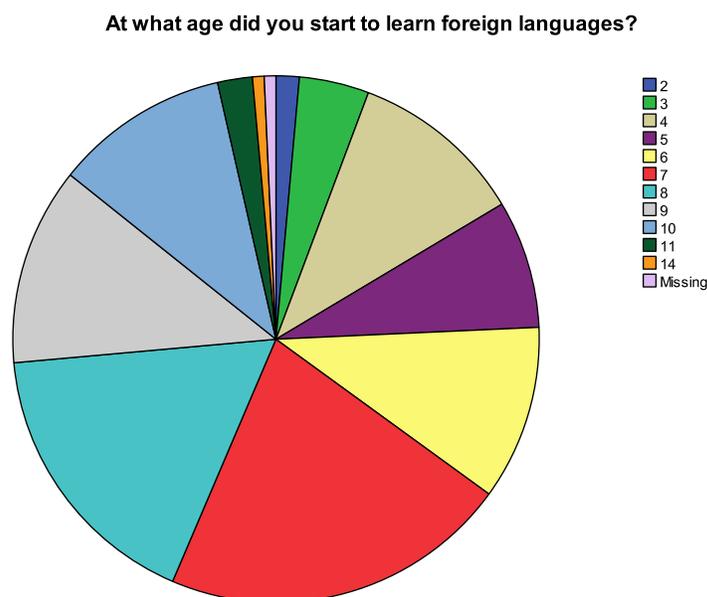
		Foreign languages known					Total
		1	2	3	4	5	
Your gender	Male	9	16	8	0	0	33
	Female	2	45	40	17	3	107
Total		11	61	48	17	3	140

<sup>17</sup> All data were inserted in the statistics programme SPSS. We established the necessary variables according to which data were analysed and compared.

From the above chart we may see that there seems to be a connection between gender and the number of foreign languages. Females seem to be more able to learn foreign languages, as once they start learning one, they continue learning the second, the third.

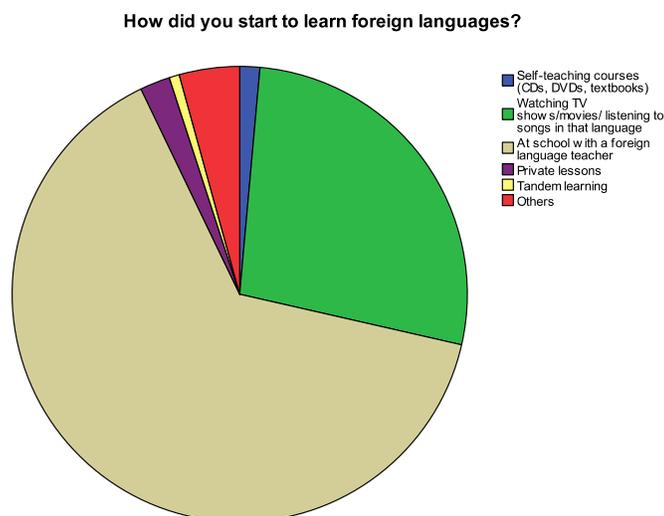
It is well known that one of the main recommendations of the European Union is the learning of at least two languages other than the mother tongue. That is why we wanted first of all to see the age when the respondents started to learn a foreign language and how. As we shall see in the chart below, many of the Romanian students who participated in the survey declared having started to learn a foreign language at an early age<sup>18</sup>.

The age when students started to learn foreign languages



<sup>18</sup> It is very well known the fact that the city of Cluj-Napoca won the *Piccolongo* competition for the early foreign language learning. See more at [<http://piccolingo.europa.eu/en>], 28/03/2011.

### How they started to learn foreign languages



#### *Foreign languages in higher education and students' attitudes towards foreign language learning*

Babeş-Bolyai University is known for its multilingual and multicultural organization established, in 1995, through its Charter. Therefore, it has twenty-one faculties and three "lines of study" (Romanian, Hungarian and German). At bachelor's level, the university offers 104 specialisations in Romanian, 55 in Hungarian, 13 in German, 8 in English and 1 in French. At master's level, there are 179 courses in Romanian, 36 in Hungarian, 7 in German, 34 in English, 11 in French, 3 in Italian and 3 in Spanish.

Babeş-Bolyai University is a good example in Europe in what concerns language policy. As we have previously mentioned, a survey carried out by the European Language Council, in 2002-2003<sup>19</sup>, showed that, out of the 150 universities that were sent the questionnaire, only 21 responded. Out of these 21 universities, only three of them had at that time

<sup>19</sup> Angela Chambers, University of Limerick, Ireland, *Language policy in higher education in Europe: a pilot survey*, [www.userpage.fu-berlin.de], 12/01/2011.

a language policy, either under the form of a single, compact document (the case of Babeş-Bolyai University) or as a documentation made up of several documents that mentioned the use of languages in their universities (the case of Aristotle University of Thessaloniki, Greece and the case of the Freiburg University in Switzerland).

The case of Babeş-Bolyai University is considered a case of good practice in what regards language policies in higher education<sup>20</sup>. Adopted in 2001, under the title *For a European Language Policy*, the documents explicitly situates the language policy in the European context of 2+1 (learning at least two languages other than the mother tongue), underlining the necessity for the students to acquire certain compulsory skills (communication skills, intercultural communication skills etc.) for the formation of European citizens. The document also presents the infrastructure of the university for the teaching and learning of foreign languages. Within the university there are two language centres (ALPHA and LINGUA), which, apart from offering language courses for people of all ages, also issue language certificates for the graduates of the university who, at the end of their studies, have to prove that they have a certain level of linguistic skills. When enrolling at the university, students are expected to be at a B1/B2 level according to the CEFR. The purpose of the language courses offered during the academic studies is to bring students at a C1/C2 level.

Given this background, we wanted to see whether students are aware of the importance of foreign languages or not. We included in the questionnaire an open question (“Is foreign language knowledge important from your point of view? Please motivate your answer”). Therefore, we were able to classify the answers according to their types:

- foreign languages are important for the students’ personal development (students answered here that foreign language knowledge is important for them to communicate with other persons from different cultures, to go on vacation abroad etc.) and

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<sup>20</sup> See the ENLU (European Network for the Promotion of Language Learning among All Undergraduates) document, *Benchmarks for a Higher Education Language Policy*, at [www.userpage.fu-berlin.de/~enlu/downloads/TF1\_report\_final.rtf], 29/01/2011. See also Angela Chambers, *op.cit.*

- foreign languages are important for the students' professional development (students answered here that foreign language knowledge is important for them to develop their communication skills and, most of all, to find a good job).

It is very important to see that students are aware of the necessity to learn foreign languages, and to learn as many and as varied as possible. That is why, we included a question asking them to mention which languages are the most important from their point of view.

**The first foreign language mentioned as being the most important nowadays**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	126	90,0	92,0	92,0
	French	1	,7	,7	92,7
	German	7	5,0	5,1	97,8
	Chinese	3	2,1	2,2	100,0
	Total	137	97,9	100,0	
Missing	System	3	2,1		
Total		140	100,0		

**The second foreign language mentioned as being the most important nowadays**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	6	4,3	4,9	4,9
	French	50	35,7	40,7	45,5
	German	45	32,1	36,6	82,1
	Italian	3	2,1	2,4	84,6
	Spanish	9	6,4	7,3	91,9
	Swedish	1	,7	,8	92,7
	Chinese	4	2,9	3,3	95,9
	Japanese	3	2,1	2,4	98,4
	Portuguese	1	,7	,8	99,2
	Russian	1	,7	,8	100,0
	Total	123	87,9	100,0	
Missing	System	17	12,1		
Total		140	100,0		

**The third foreign language mentioned as being the most important nowadays**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	1	,7	1,2	1,2
	French	30	21,4	36,1	37,3
	German	23	16,4	27,7	65,1
	Italian	1	,7	1,2	66,3
	Spanish	6	4,3	7,2	73,5

	Swedish	1	,7	1,2	74,7
	Norwegian	1	,7	1,2	75,9
	Chinese	9	6,4	10,8	86,7
	Japanese	1	,7	1,2	88,0
	Arabic	2	1,4	2,4	90,4
	Portuguese	4	2,9	4,8	95,2
	Finnish	2	1,4	2,4	97,6
	Russian	2	1,4	2,4	100,0
	Total	83	59,3	100,0	
Missing	System	57	40,7		
Total		140	100,0		

**The fourth foreign language mentioned as being the most important nowadays**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	French	1	,7	3,7	3,7
	German	4	2,9	14,8	18,5
	Italian	3	2,1	11,1	29,6
	Spanish	4	2,9	14,8	44,4
	Chinese	8	5,7	29,6	74,1
	Japanese	2	1,4	7,4	81,5
	Portuguese	4	2,9	14,8	96,3
	Russian	1	,7	3,7	100,0
	Total	27	19,3	100,0	
Missing	System	113	80,7		
Total		140	100,0		

Seeing that English, French, German, Spanish, Portuguese, Chinese are the languages that have been mentioned the most, we further asked the students which languages they studied at the faculty they enrolled, in order to see whether their linguistic needs were being covered or not.

The results have shown that, out of the 140 students who participated in the survey, all of them declared they studied one foreign language as part of the curriculum (89.3% study English, 3.6% study French, 5.7% study German, 0.7% Spanish and 0.7% Norwegian). Only 13 respondents declared they studied a second language at their faculty: 5% study English, 0.7% French, 2.1% German, 0.7% Chinese and 0.7% study Portuguese (i.e. 9.3% of the total number of participants in the survey). Only one student declared studying a third language (Chinese 0.7%). Students are satisfied with the languages taught, as the study has further showed. As such, they gain linguistic skills that, as students themselves declared, will help them find a good and well-paid job. Well trained students also help increase the amounts of foreign investments in our countries and foreign investments may boost the Romanian economy.

#### **4. Conclusions**

After having seen some result of the survey carried out among the Romanian students enrolled at Babeş-Bolyai University of Cluj-Napoca, we may say that the foreign languages offered to students is rather varied and covers a wide range of languages.

However, mention should be made that, even though the language policy of Babeş-Bolyai University situates the university in the 2+1 context (i.e. the learning of two languages other than the mother tongue), it seems that things are not really happening this way. As we have seen, out of the 140 students interviewed for our survey, only thirteen study a second language, while the first language studied is English in almost all cases. The offer of the university is varied enough and students are aware of how important it is to learn foreign languages and be able to speak them, but most of them study only one foreign language, and that is English.

We believe that the role of universities is not only that of teaching languages to students, but also of making them aware of the fact that English is not enough. Languages have played and they will always play an enormous role in the training of students. Those who can speak one or

more foreign languages (certainly, other than their mother tongue) have more options, more possibilities after graduation, in what concerns academic mobility, as well as professional mobility, as opposed to those who do not have language knowledge.

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