

Université du Luxembourg

A university for Luxembourg and the World

Multilingual university, yet linguistic uniformity?

The case of the University of Luxembourg

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XVIII CercleS Conference 2024



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Methodology

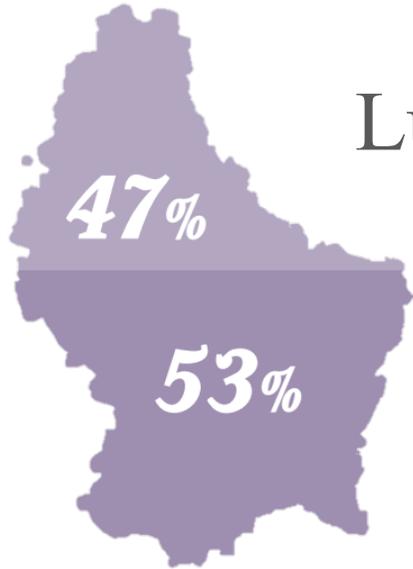


Research
question



Background





Luxembourg, in 2022 Laurent & Doré, 2022: 3

more than 170 different nationalities

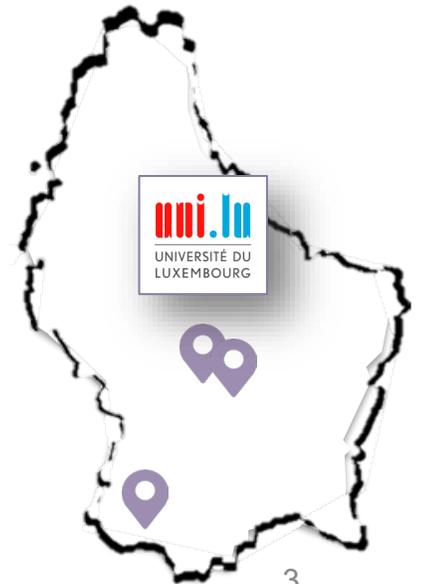
more than 47% of the population in Luxembourg is foreign

University of Luxembourg, in 2022

more than 135 different nationalities

54% of the student population and 80% of the staff are foreign

University of Luxembourg, 2022

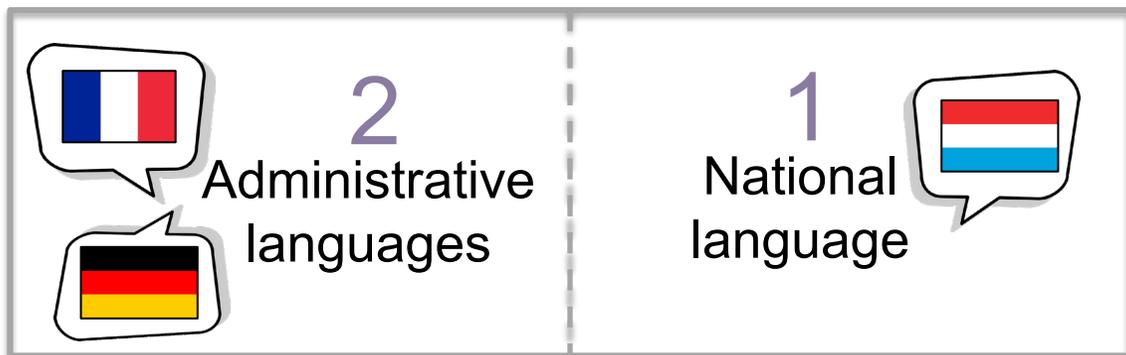




Plurilingual communities, multilingual educational objective



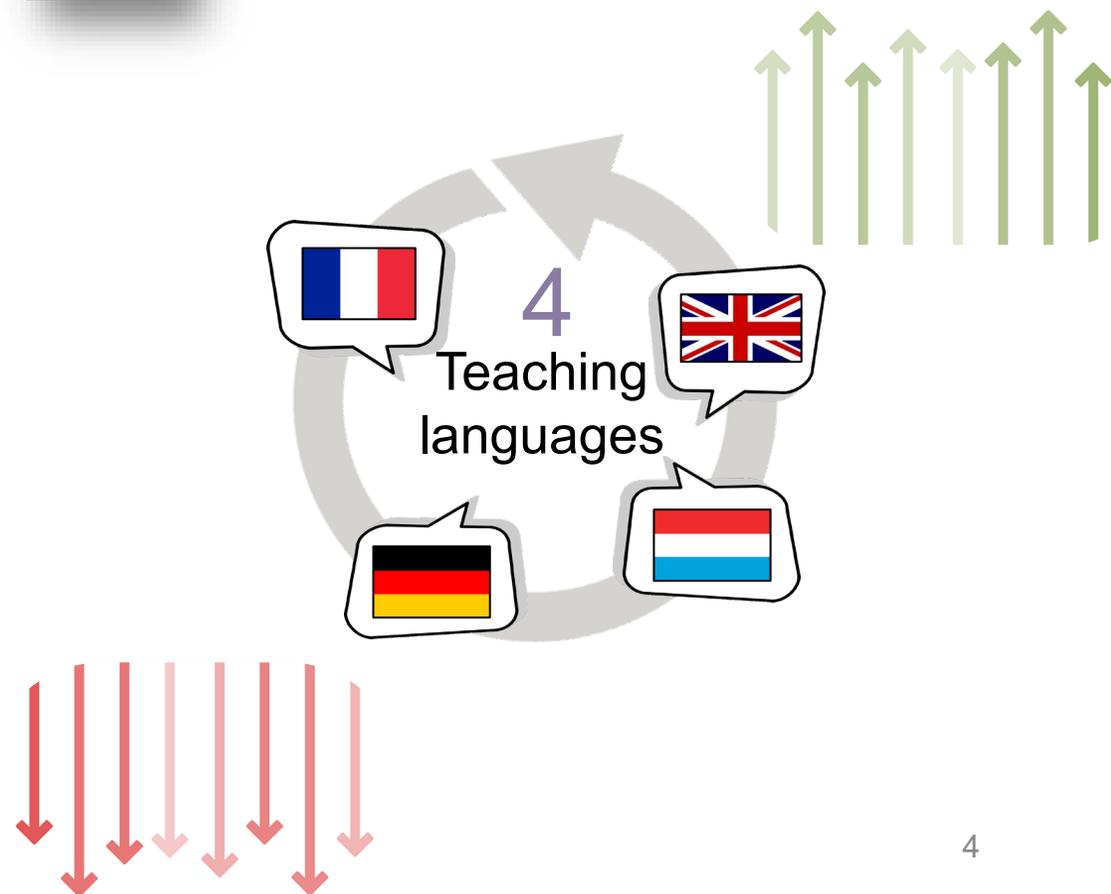
De facto multilingual country



3
Teaching languages



Multilingualism policy





Foreign students in a multilingual university



The term ‘foreign students’ encompasses here **all students who have at least one non-Luxembourgish nationality and whose parents (one or both) are from outside Luxembourg**





Statements

-  “The case of Luxembourg (...) is characterised by the absence of delimited linguistic groups” Garcia, 2014 : 17
-  “Educational trajectories [in Luxembourg] are largely determined by [the simultaneous proficiency in several] foreign languages” Council of Europe, 2005: 17
-  “The Luxembourgish school system is one of those that most directly reproduce social stratification and inequality”
Weber & Horner, 2012: 151

Research questions

-  What is the **profile of the foreign students** who experience multilingual teaching practices at the University of Luxembourg?
-  How do foreign students **perceive** the way in which the University of Luxembourg's **multilingual educational requirements** are **put into practice**?



Survey targeting foreign students of the University of Luxembourg

CercleS



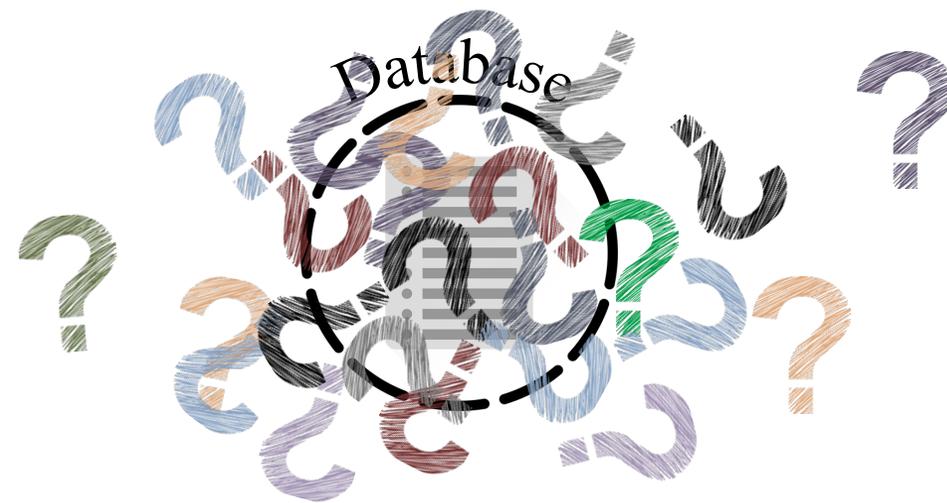
UNIVERSITÉ DU LUXEMBOURG

Linguistic and cultural skills of non-Luxembourgish students

Complete the survey, enter the prize draw and become one of our four winners.

Try your luck to win one of four €30 gift vouchers!

Start now



Support for language teachers' training to promote the inclusion of **refugee & forcibly displaced students** in higher education

Oct. 22- Oct. 25





Survey targeting foreign students of the University of Luxembourg



Sprachliche und kulturelle Kenntnisse nicht luxemburgischer Studierender

Füllen Sie die Umfrage aus, nehmen Sie an der Verlosung teil und werden Sie einer

Versuchen Sie Ihr Glück und gewinnen Sie einen von vier 30€ Geschenkgutscheinen !

Jetzt starten



No database for refugee and forcibly displaced students only

>>> **conditional branching for all**

Support for language teachers' training to promote the inclusion of refugee & forcibly displaced students in higher education
Oct. 22- Oct. 25





Survey targeting foreign students of the University of Luxembourg



Les compétences linguistiques et culturelles des étudiants non-luxembourgeois

Remplissez le sondage, participez à la loterie et devenez l'un de nos 4 gagnants.
Tentez votre chance et gagnez l'un des quatre chèques cadeaux de 30€ !

[Démarrer maintenant](#)



☐ 3 languages



☐ between October 2023 and January 2024
Student population at the time : 7,673

☐ 597 complete answers
→ 442 non-duplicated and usable answers

☐ Confidence level of 96.95%
Raosoft sample size calculator



Refugee / forcibly displaced students; 4.52%

Incoming students on an international mobility programme; 4.75%

Students commuting daily from neighboring countries; 14.03%

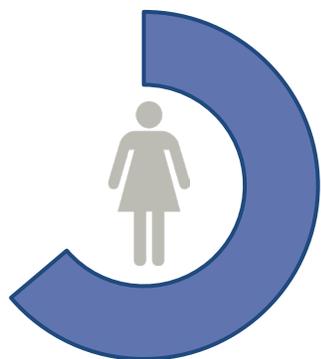
Second-generation immigrant students; 15.16%

First-generation immigrant students; 26.02%

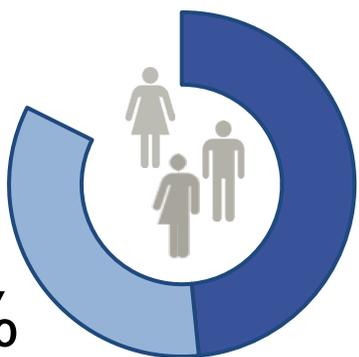
Temporary migrant students who have resided in Luxembourg for less than 12 months; 35.52%



Gender, age and country of origin



64% of our respondents are female



48% are aged between 18-23

34% are 24-30 y. old

भारत (India)

Belgique/België/Belgien

Italia

United States
Portugal

Brasil

66 different countries of origin



57.47%

have spent most of their lives in a EU member state

Deutschland

France

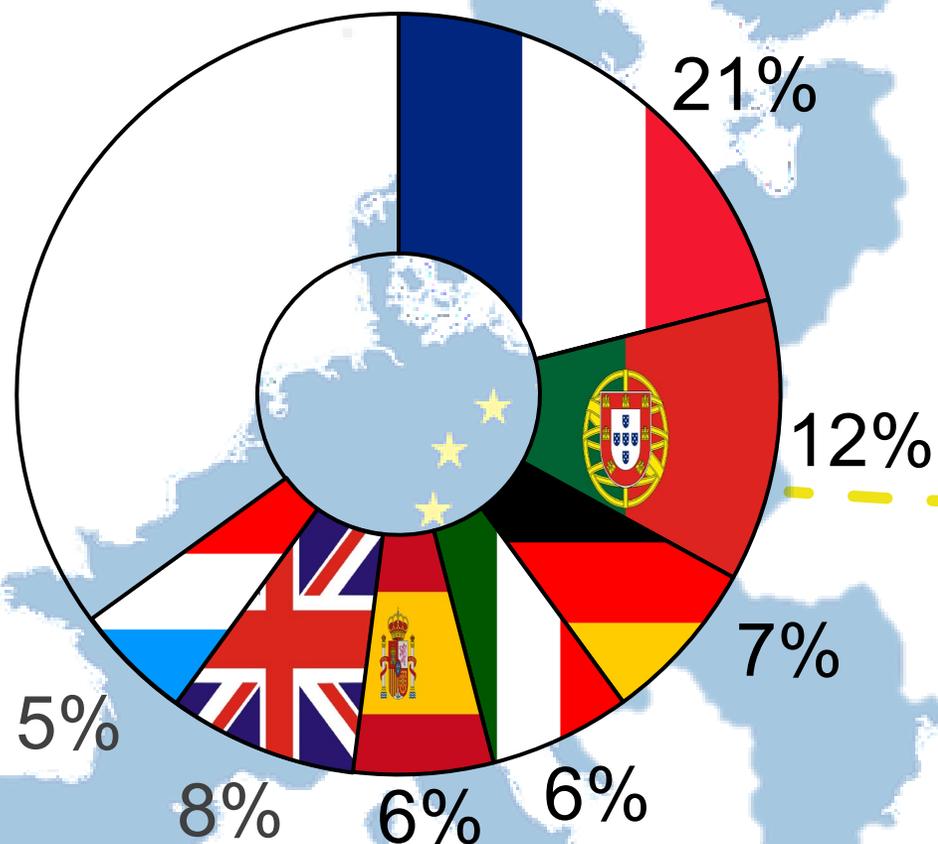
中华 (China)

ایران (Iran)

Lëtzebuerg/ Luxembourg



First language(s)



Most
of the students only
have one first language

More than half
are official languages of
an EU member state



Multilingual requirements, multiple linguistic barriers?



≈ 0,3



/ 10



27%



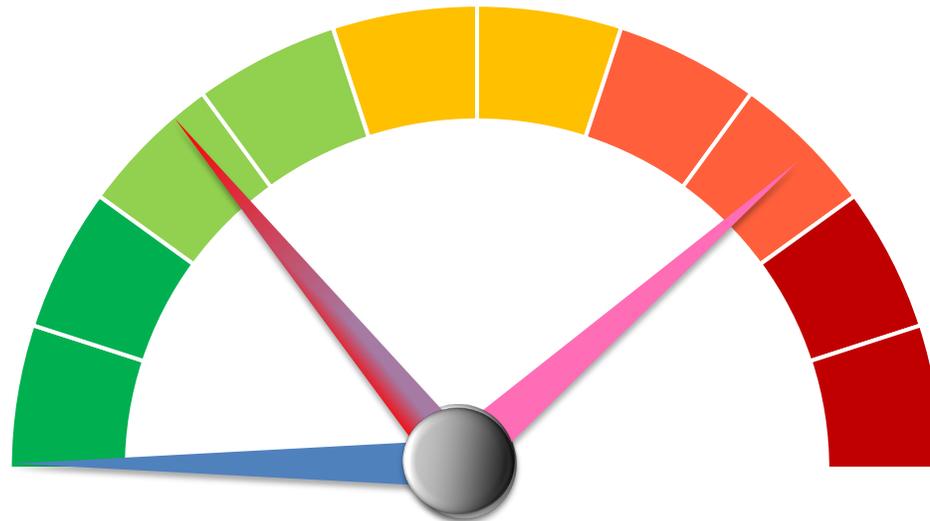
of first- generation
immigrant students



of (former or current)
refugee & forcibly displaced
students

0%

of second-generation
immigrant students
of incoming students



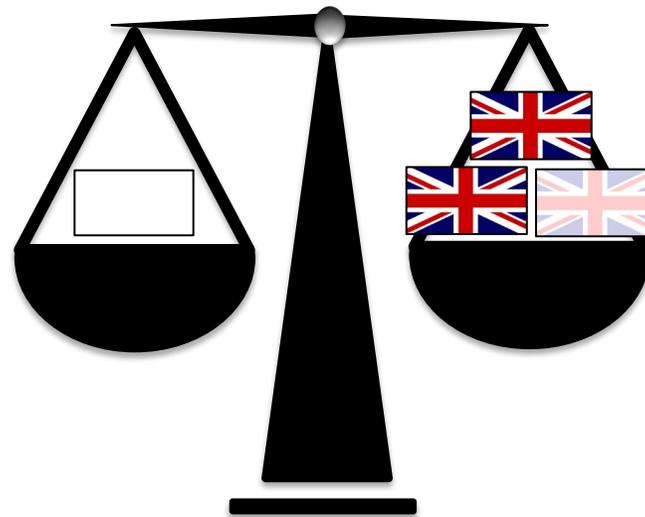


Multilingual requirements, multiple teaching languages?



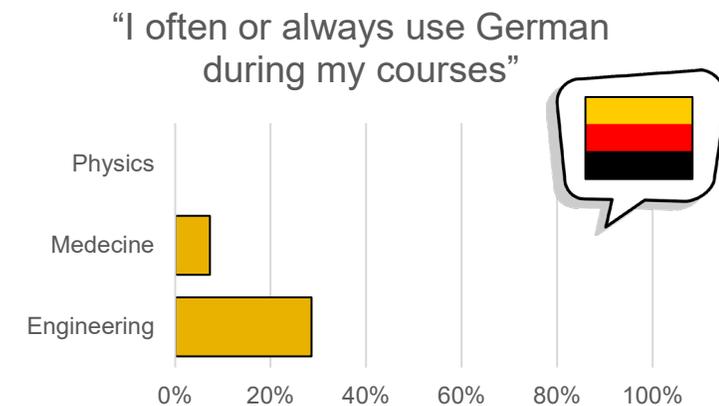
3 faculties, 13 fields of study

42%
of monolingual study
programmes



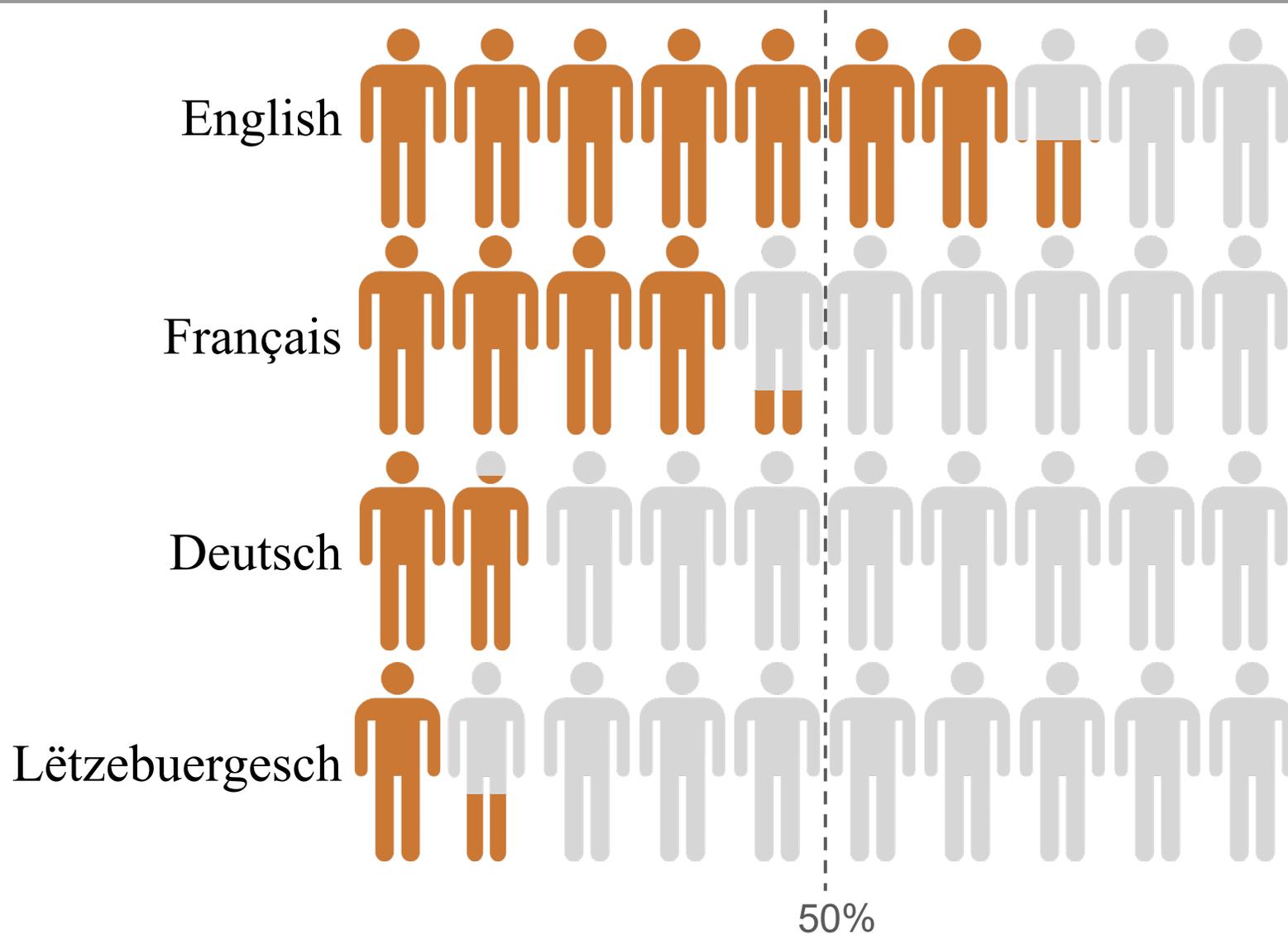
Dominance
of English

Reduced use
of German





Self-assessment of the official languages: “Expert level”

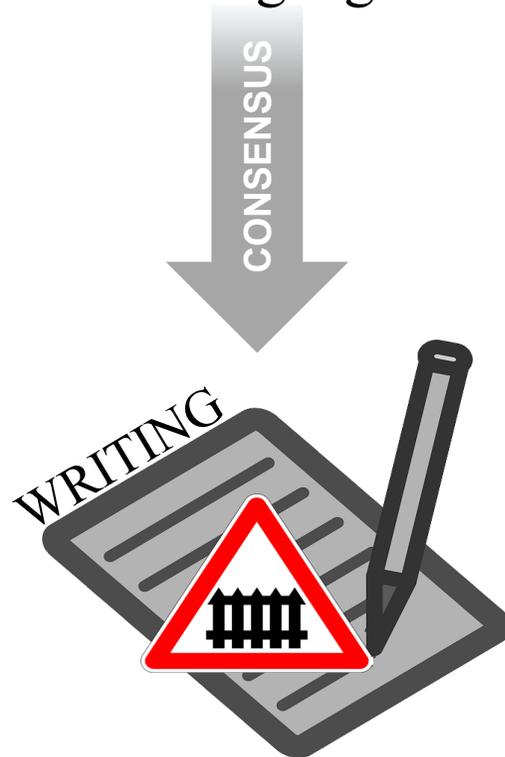


If there is some flexibility in the way languages are used,
are students necessarily
proficient in these languages?



The issue of heterogeneous language skills

Foreign students
may assess themselves differently
depending on the language skill in question





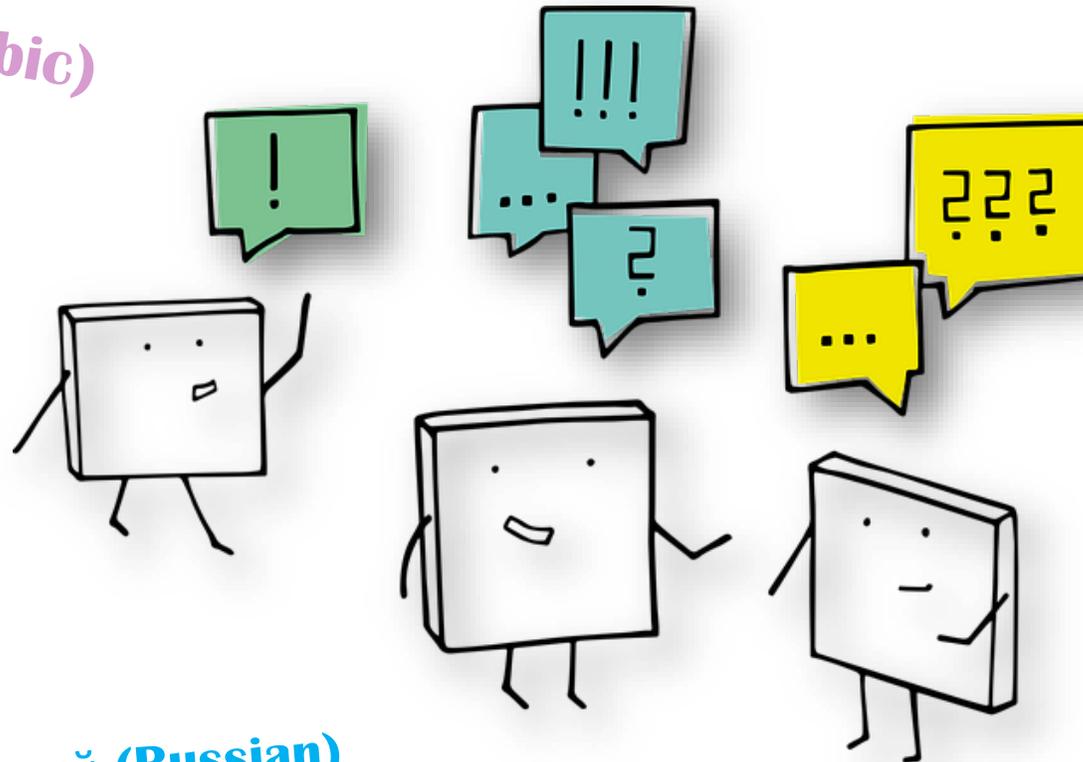
Besides the University's official languages...
depending on the skill, 13 – 15 other languages are used



العربية (Arabic)

Српски (Serbian)

日本語 (Japanese)



Suomi (Finnish)

Türkçe (Turkish)

Čeština (Czech)

Polski (Polish)

Ελληνικά (Greek)

中文 (Chinese)

Română (Romanian)

Nederlands (Dutch)

Русский (Russian)

Svenska (Swedish)

Latviešu (Latvian)

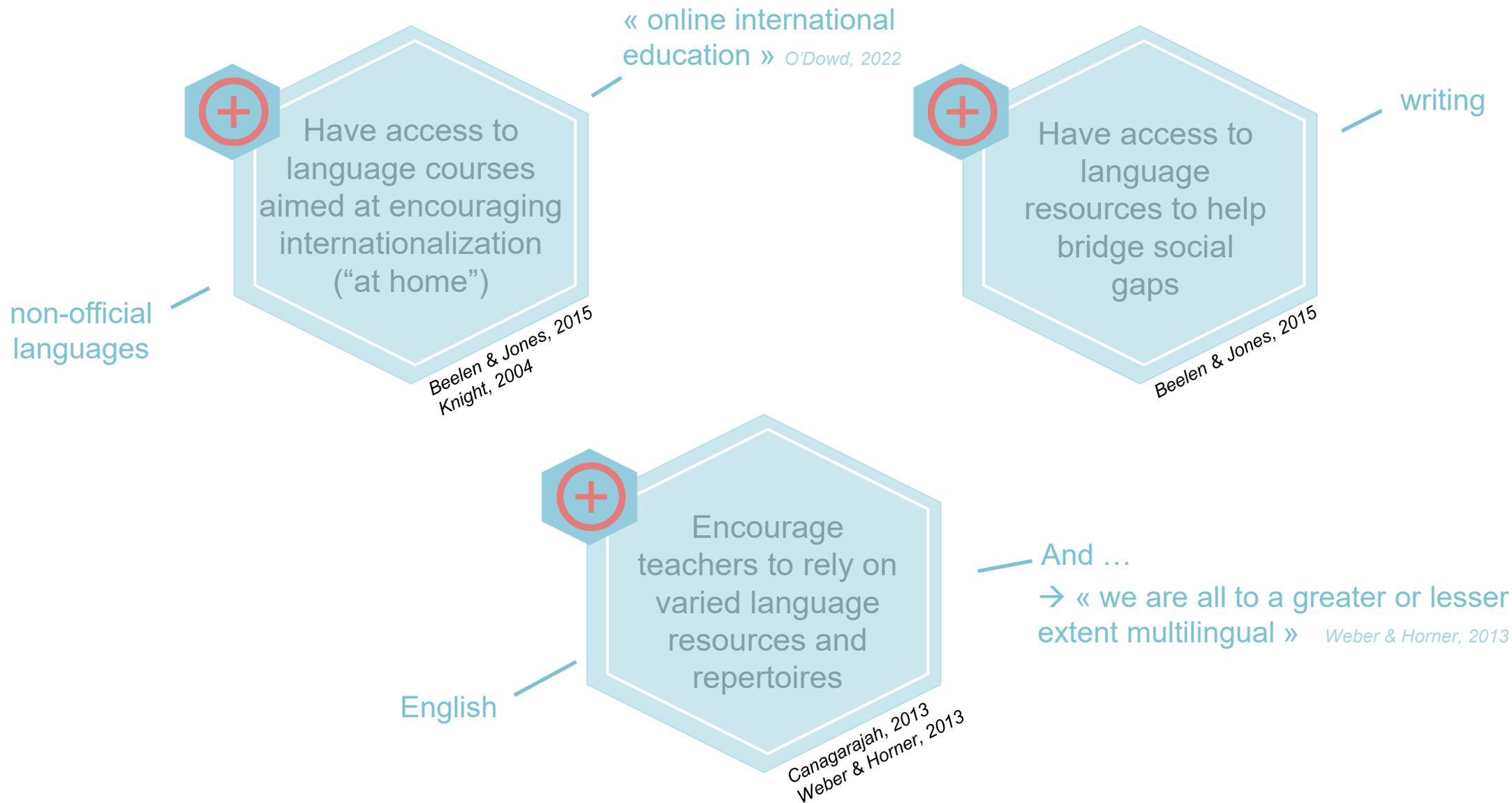
Italiano (Italian)

Português (Portuguese)

Español (Spanish)



Considerations





Yes



4 official teaching languages



Multilingual requirements are generally not a barrier to education



Multilingual requirements are suitable for multilingual study programmes

Yet



60 different first languages + 13-15 resource languages



Some foreign student profiles are more vulnerable to certain linguistic prerequisites.



Teaching languages used may weigh differently in the programmes or slightly differ from those announced



Supporting & harnessing on the linguistic and cultural diversity of the student body

Foster global citizens by helping students “acquire international skills required in a globalized world.”

European commission, 2013





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The case of the University of Luxembourg

That time has not yet come

“The problem is not English, but linguistic hegemony” Grin, 2013

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vielen Dank

Thank you very much
gracias
mahad
ΕΥΧΑΡΙΣΤΙΕΣ
grazie
mercici
mahad
kiitos
tack
teşekkürler
vielen Dank
multumesc
gras
gracias
multumesc
mercici
grazie
tack
ΕΥΧΑΡΙΣΤΙΕΣ
спасиби
благодаря
спасиби
mahad
спасиби
большое спасибо
Thank you very much