



UNIVERSITÄT
LEIPZIG

arQus
European University Alliance

European University Admission Language Requirements for International Students – A Look at Varied Standards

LEIC, Vilnius, October 2021

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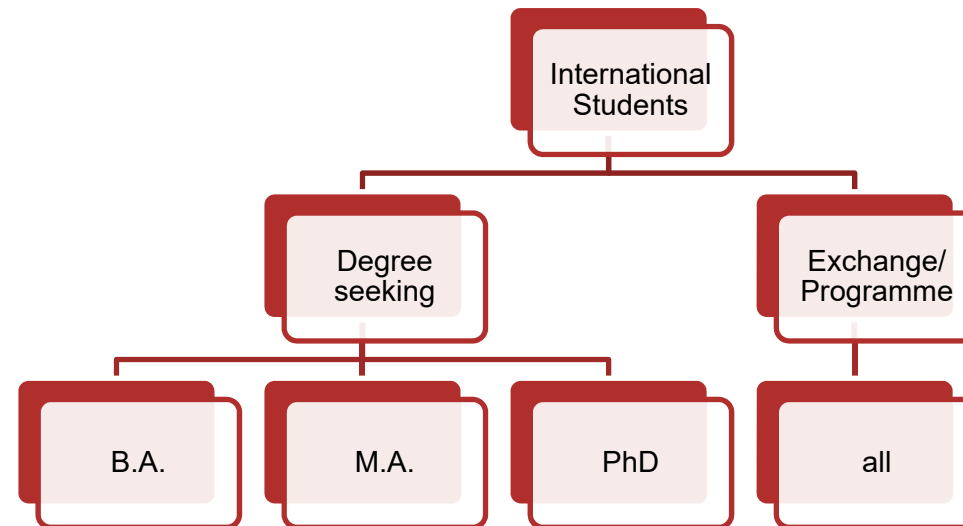
1 BACKGROUND



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- 45 % international students worldwide in Europe
- increasing number of international students
- in Arqus:
 - Bergen ~ 2000, Granada ~ 3000, Graz ~ 4800, Leipzig ~ 3400, Lyon ~ 20.000, Pavova ~ 2400, Vilnius ~ 1400
 - Arqus total ~ **37.000** international Students
- dropout rates for international students high (B.A. & M.A.)
- reasons unknown, but common assumptions:
 - new **study culture**,
 - a lack of **social integration**,
 - and **insufficient language abilities**

1 BACKGROUND



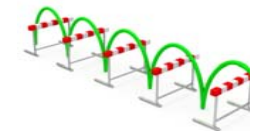
English as Language of Instruction

National Language

1 BACKGROUND – LANGUAGE REQUIREMENTS B.A. IN ARQUS

English as Language of Instruction

Bergen: B2/C1 - „All courses for exchange students are carried out in English”



National Language

Granada (Spanish):	B1 (recommended)
Graz (German):	C1
Leipzig (German):	C1
Lyon (French):	B2
Padova (Italian):	B2
Vilnius (Lithuanian):	B2

Althaus 2018, Deygers et al., 2018

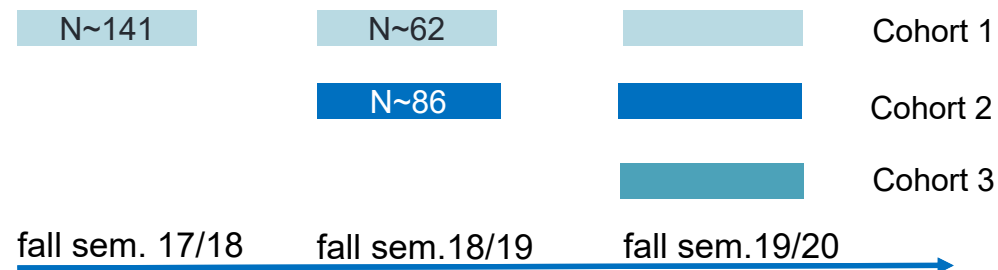
1 BACKGROUND

GERMAN LANGUAGE REQUIREMENTS FOR UNIVERSITY ADMISSION (MOST INT. STUDENTS)

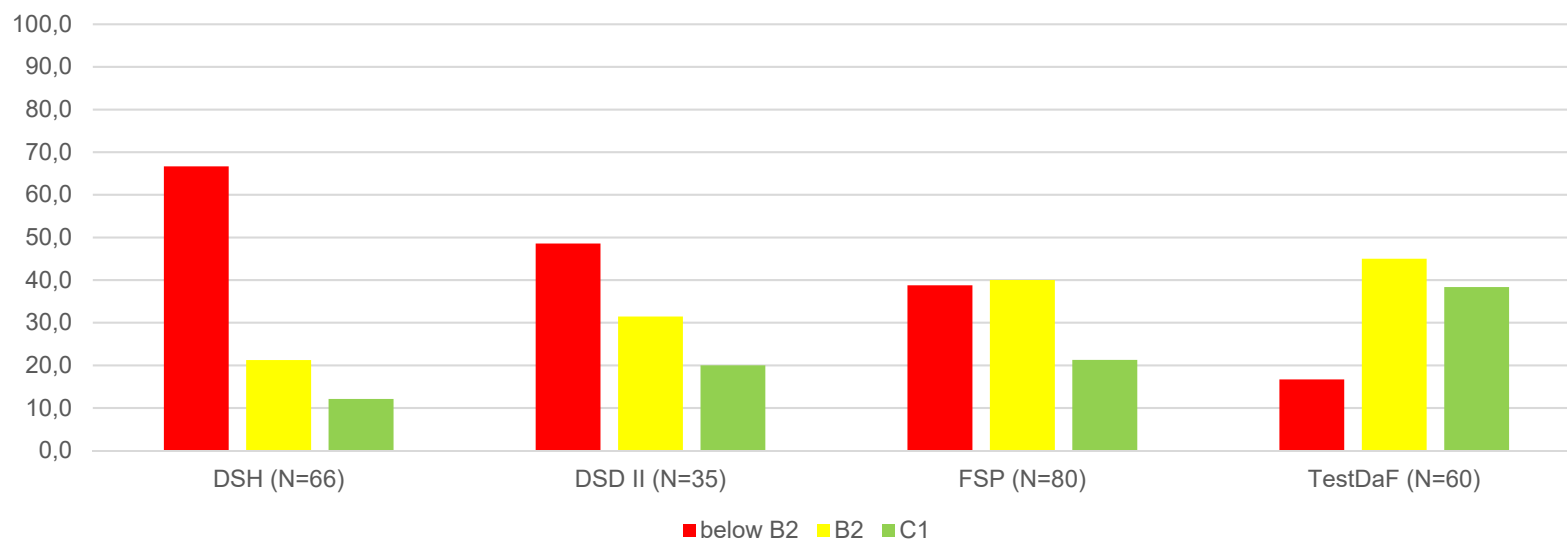
- university entrance language tests (RO-DT, KMK/HRK 2004/2015/2019 § 1.1),
 1. offered world-wide | language testing institutions: *TestDaF, Goethe-Zertifikat C2, telc C1 Hochschule*
 2. offered in Germany | universities or “Studienkollegs/foundation courses“): *DSH* & language part of the *FSP*
 3. offered at schools outside Germany | Central Agency for Schools Abroad (ZfA): *DSD II*
- level B2+/C1, relatively high (Carlsen 2018; Deygers et al. 2018; McNamara 2018)
- no post-admission compulsory further language training

2 UNIVERSITY ADMISSION - LANGUAGE COMPETENCE – ACADEMIC SUCCESS

- 2017-2020
- Leipzig & Würzburg universities cooperation project
- longitudinal, 3 cohorts of international BA students („Bildungsausländer/-innen“), N = 340
- L1 control group N = 186

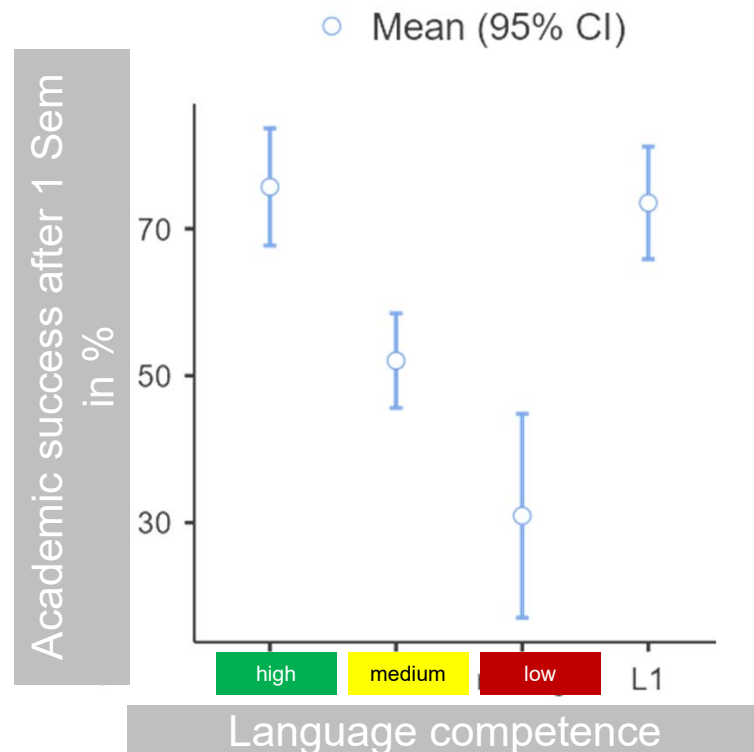


2 UNIVERSITY ADMISSION - LANGUAGE COMPETENCE – ACADEMIC SUCCESS



Language competence measured with CEFR related tests: onSET, ACTFL Reading & Listening Proficiency Test, TestDaF Writing Task

2 UNIVERSITY ADMISSION - LANGUAGE COMPETENCE – ACADEMIC SUCCESS

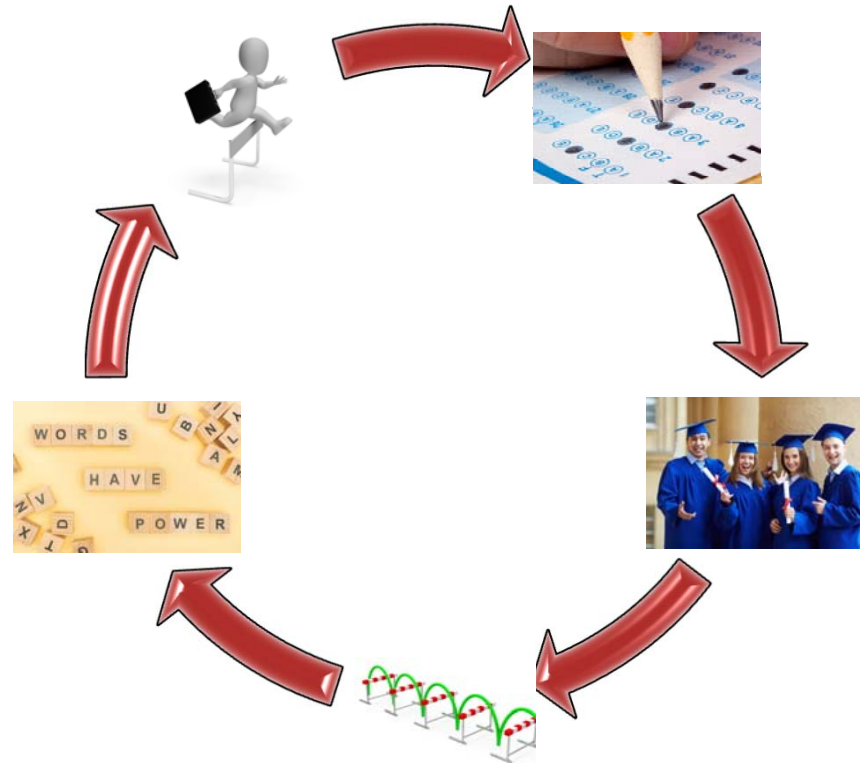


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3 RESULTS & DISCUSSION

- Sufficient language competence is a crucial factor for academic success
- Language requirements for University admission are regulated very differently throughout Europe and are hardly comparable
- Variation and diversity belong to Europe and to the freedom of universities, but false positive certification of language competences for studying has serious consequences
- If CEFR levels are to be used for the language tests (especially for) university admission, a robust competence model for the skills to be tested would actually have to be developed first.
- In addition to promising initiatives such as NULTE incl. UNlcert, this would be a great and important task for the European University Alliances.

THANK YOU



pictures: colourbox

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