IMAGINING THE FUTURE OF MULTILINGUALISM
EDUCATION AND SOCIETY AT A TURNING POINT

BOOK OF ABSTRACT

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Opening Conference

François GRIN, Université de Genève

Psychological correlates of individual plurilingualism. The case of "openness" and "creativity"

Abstract | There is widespread agreement that multilingualism is positively related to psychological personality traits such as openness and to aptitudes such as creativity. However, much of the literature is based on indirect, and often inconclusive evidence. Much of the literature is made of qualitative approaches with limited generalisability. Even among quantitative contributions, frequently encountered limitations include the non-representativeness of the sample or somewhat blunt measurements of the variables (psychological traits and aptitudes on the one side, second/foreign language skills on the other side). In this paper, I discuss the findings of two studies that use a multivariate approach, and comment on the statistically significant conditional correlations between L2 skills on the one hand, and openness and creativity on the other hand.

M. Carmen Fonseca-Mora University of Huelva, Esther Cores-Bilbao University of Huelva, Analí Fernández-Corbacho University of Huelva

Attachment to European identity and values through mediated language learning experiences

Abstract | This paper addresses relational mediation as a teaching methodology that can expand the more conventional EFL approaches by positively investing in the receptiveness of adult learners to European democratic values, such as the appreciation for linguistic diversity and multilingualism, and in the overall social dynamics of the classroom. Relational mediation (CEFR/CV, Council of Europe, 2018) is concerned with the ability of language users to establish a positive atmosphere for communication and to assume empathetic stances on the perspectives, feelings and mindsets of the participants in the communicative situation. It is aligned, therefore, with the work applied linguists who have focused on the strategies which tackle the socio-interactive dimension to language learning. Earlier work in the field of Teaching English as a Foreign Language to Adults (TEFLA) has underscored the expediency of integrating topical knowledge into LF curricula, particularly civic content, to strengthen students' democratic and communicative skillsets and engage with local, national or European institutions, but also to equip learners with suitable strategies to leverage social capital, recognising the value of their fellowship in a united learning community. To this end, this paper examines the deployment of Mediated Language Learning Experiences to empower learners as participatory members of a democratic learning community, in which there is a mutually supportive social interaction. MeLLE also capture the contextuality of social identification, allowing learners to invoke local, national and European identity layers. The results indicate that, following the implementation of MeLLE, higher levels of socio-emotional capital and, by extension, endorsement of European democratic values are achieved.

Nemira Mačianskienė and Vilma Bijeikienė ,Vytautas Magnus University, Lithuania

Linguistically sensitive teaching as a solution to language policy implementation in Lithuania

Abstract | The study focuses on three areas of promotion and development of multilingualism as a key aspect of European cooperation in Lithuania. First, issues in the implementation of language policy on the national level are analyzed. The Lithuanian language, being one of the oldest Indo-European languages, spoken by only over 3 million people in Lithuania and beyond, is considered to be one of the most important characteristics of state sovereignty, integrity (wholeness) and continuity. The language, maintained throughout the long history of the state, faces challenges of the modern global world. The study will investigate the issues of the state language policy regarding the current state of the language, its preservation, preservation of its dialects, study of other languages and key principles of language policy planning and its realization. Then, the situation with the development of students' plurilingual language competencies on the institutional level will be investigated, comparing it in secondary and higher education institutions and emphasizing its opportunities, threats, strengths and weaknesses. Good practices of over 20 years of implementation of multilingualism at one higher education institution in the context of *Artes Liberales* studies will focus on strategic guidelines for the implementation of institutional language policy and will provide data on practical measures taken to implement it. Further on, the empirical research findings initiated by Erasmus+ (Key action 3: Support for Policy Reform) project LISTiac – Linguistically Sensitive Teaching in All Classrooms will be presented. The findings suggest the development of pre-service and in-service teachers' competencies to embrace linguistically sensitive teaching as one of the solutions seeking to ensure respect for human language rights, students' emotional well-being and linguistic security, studying in the learning space which is becoming more and more multilingual and multicultural even in such a homogeneous society as Lithuania used to be.

Mireia Trenchs-Parera, Universitat Pompeu Fabra, Barcelona

The multilingual, multicultural internationalized undergraduate classroom as context for the development of transcultural competence with no specific educational intervention

Abstract | This paper disseminates results and conclusions of a mixed-methods funded research project that investigates whether multilingual and multicultural undergraduate classrooms with full English-medium instruction (EMI) foster the development of transcultural competence, and to what extent. A novel contribution of this project is its multi-dimensional understanding of such competence: (1) linguistic (individual progress in English and translingualism), (2) attitudinal (towards languages), (3) intercultural (development or not of intercultural sensitivity) and (4) identitary (development of a cosmopolitan identity). We take the stand that the development of such competence is one of the main challenges that policy makers, administrators and instructors have or will have to address in classrooms embodying internationalization policies. Such classrooms foster social networks where, due to international migration and academic mobility, students from different origins co-construct adult attitudes and identities and may develop intercultural sensitivity and translingual practices. The paper presentation will zoom in on the project's first results related to the study of language attitudes and practices in relation to transcultural competence. Results are extracted from interviews with first-year undergraduates in one internationalized classroom in Catalonia as well as responses to a sociolinguistic questionnaire and a questionnaire measuring transcultural competence, both taken by students from that classroom and from non-internationalized classrooms at the same university. The project design includes a longitudinal component and results are founded on thematic as well as inferential and descriptive statistical analyses. A significant proportion of the participants in the internationalized EMI classroom reported translingual communicative practices and transcultural language attitudes as well as intercultural sensitivity. However, results point at how, in non-internationalized university classrooms in a social context with high in-coming migratory and degree mobility and wide-spread bi-, pluri- and translingualism, such competence may also be —at least, partially— developed without any specific educational intervention.

Dr. Hiltrud Awad Postdoctoral Research Fellow Department of Translators and Interpreters, University of Antwerp

The Future of Developing and Assessing Interculturality in the Higher Education Language Classrooms: Key Factors to Take Into Consideration

Abstract | Interculturality is increasingly recognised as a core competence to be developed through formal education in order to prepare learners for a successful life and career in an intercultural world. UNESCO recommendations, EU policies and intercultural education scholars clearly identify and stress the significance of developing learners' intercultural competences, specifically, yet not exclusively, through foreign language education. For over 30 years, policy makers and scholars in the field of foreign language education have worked together to better understand what constitutes interculturality, how to develop it, and how to assess it. They have created several frameworks and models for the development and assessment of intercultural competences; nonetheless, there is still much work to be done in order to better understand interculturality, the process of interculturalization, and the consequences of current efforts in intercultural education. Previous research studies on interculturality tended to focus only on students' emerging intercultural competences giving minimum to no regard to what might actually influence (positively or negatively) the emergence and also the development of these competences. This presentation aims to give food for thought for a better future of interculturalization in the language classroom. The presentation will discuss some aspects of the challenging task of developing and assessing interculturality in the language classroom and the importance of 'context' as a key influencer in the interculturalization process. It will highlight some key personal and contextual factors that educators and researchers ought to take into consideration when implementing intercultural education. The presentation will draw arguments from recent criticism of intercultural education, and also from a recent research study on interculturality and context, which investigated factors influencing students' interculturality and their intercultural learning process.

Elena KOSICHENKO, Moscow State Linguistic University

Meeting the Challenges of Time: MSLU Language Policies

Abstract | Language policy in higher education has been an issue of major concern of the European Council for over 50 years now. In the Russian Federation this issue has remained acute since the early 1990s following the dissolution of the Soviet Union in 1991. There are two main approaches to the problem of language policies in higher education: Languages in Education and Languages for Education. With official languages generally being media of instruction, the first approach targets the problem of mother tongues, regional and national languages in education. In the RF the only language of instruction is Russian, which is why higher education is only available for applicants with a good command of Russian. The other direction focuses on teaching and learning foreign languages. In context of higher education this is a multi-faceted problem as universities have to decide what language courses to offer, how to develop distance learning, how to implement double and joint degree programmes. Having remained the pivot of linguistic education in Russia for 90 years, MSLU has accumulated great academic experience. Today MSLU students may choose between 36 languages, 79 bachelor, master and PhD programmes that are accessible at 12 Institutes and Faculties. Regardless of the chosen programme acquisition of two foreign languages is a necessary condition of professional training. All languages are accessible at the Faculty of Translation and Interpreting whose graduates provide professional assistance all across the world. This profound academic background helps us to adjust current programmes to the constantly changing job market and young people's needs. Another issue of special concern is internationalization of higher education. Being the CIS Centre for Languages and Cultures and cooperating with universities from 37 countries, MSLU views exchange and double degree programmes as its main strategic objective and is fast developing in this direction.

Janine BERNS - Bert LE BRUYN - Wander LOWIE - Marije MICHEL, Radbout University Nijmegen, Utrecht University, Groningen University

Curriculum changes in the Netherlands: A potential turning point for languages

Abstract | Since 2017, the Netherlands have been working towards a curriculum redesign for primary and secondary education. Under the umbrella of *Curriculum.nu*, policy makers, teachers, school leaders, teacher educators and educational experts have come up with proposals for several subjects, including English, Modern Foreign Languages (MFL) and Dutch. The authors of the current contribution are connected within the *Meesterschapsteams*, a group of academic experts that provide guidance and vision to didactic research and policy. The main innovation we have proposed for Curriculum.nu is to enrich the language curriculum by systematically integrating language-related content. One of the main challenges of language education in the Netherlands is to break the vicious circle of declining interest in language subjects. Building on a long tradition of language teaching, policy changes over the past five decades have resulted in the current state of Dutch educational practice. The limited time allocated to language subjects and the narrow focus of national exams pushes teachers to adopt a utilitarian approach with a focus on skills training, grammar exercises and text comprehension evaluated through multiple choice questions. Unsurprisingly, fewer and fewer students take up a language subject at university and only a limited number enter language teacher training, raising concerns about the future quality and quantity of language education in the Netherlands. In this contribution, we relate the Dutch national discussion to the international perspective provided by the CEL/ELC forum. Nationally, we have used the curriculum redesign as an opportunity to change things for the better by enriching the English, MFL and Dutch curricula with language content ranging from literature over culture to linguistics. At the CEL/ELC level, we argue that a focus on content helps building students' interest and motivation in learning languages and strengthens their identity as multilingual linguistically and interculturally competent citizens in a changing Europe.

Michele GAZZOLA, Ulster University

Les classements des universités comme instrument de politique linguistique

Abstract | Suite au lancement du « processus de Bologne » en 1999, l'Union européenne a encouragé de nombreuses réformes visant à harmoniser les programmes universitaires et à promouvoir la mobilité internationale des étudiants et des chercheurs. Ceci devrait permettre aux meilleures universités d'attirer les étudiants et les chercheurs les plus talentueux, de stimuler la compétition entre les universités et d'augmenter la qualité des activités de recherche et enseignement. Mais mesurer cette qualité n'est pas facile. Une telle évaluation ne peut dépendre que de variables complexes et multidimensionnelles. L'UE a été incapable de fournir rapidement des indicateurs fiables, valables et surtout partagés qui puissent informer correctement les étudiants et permettre une comparaison méthodologiquement solide entre les universités européennes. Ce vide a été progressivement rempli par des indicateurs et des classements (ou rankings) provenant d'autres pays, notamment de Chine et le Royaume-Uni. Le rankings de QS, Times Higher Education, et Shanghai aujourd'hui dominent le marché. Ces classements ne vont pas disparaître. La formation universitaire est un investissement de temps et d'argent considérable pour les étudiants et leurs familles, et les classements leur promettent justement d'obtenir des informations sur la qualité des universités pour orienter leurs choix. Les gouvernements et les universités européens ont internalisé sans esprit critique les indicateurs utilisés dans ces classements et ont mis en place des mesures visant à améliorer leur position dans ces classements. Dans cette présentation je montre que les indicateurs actuellement utilisés dans les classements les plus importants ont créé une structure d'incitations qui favorise le monolinguisme dans l'enseignement et la recherche, notamment la convergence vers l'utilisation d'une seule langue, l'anglais. Je propose un certain nombre de suggestions pour modifier les indicateurs utilisés dans une optique de promotion du plurilinguisme. Dans cette perspective, un classement (et les indicateurs qui en font partie), peut être vu comme un instrument de politique linguistique. En stimulant l'esprit d'émulation entre les universités, son utilisation peut conduire à une évolution des pratiques davantage favorable au plurilinguisme.

Andreia Sɪʟᴠᴀ-Mᴀʟʟᴇᴛ - Rosa Maria Fʀᴇᴊᴀᴠɪʟʟᴇ, Université Jean Monnet Saint-Etienne

A new project for learning and teaching languages in higher education: a challenge for the multilingualism

Abstract | Tomorrow's Europe will be a success if the majority of their citizens have multilingual communication skills in different fields of knowledge. The skills acquired in a specific field, through foreign languages, can only increase the neurocognitive development, the practice of different types of memory, the automatisms of conceptualization and discourse construction of the learners. To do this, must be taken into account approaches such as CLIL and the setting up of pedagogical pathways defined by methodologies of communicative interaction, methods of intercultural communication and by techniques of mediation and intercomprehension. We know today that exclusive English teaching, in the context of training in higher education, disables the role of vector of multilingual and pluricultural skills and increases the tendency to a monolingual response. In this sense, French higher education is clearly a textbook case: the use of English in certain specific higher education courses, in a country where linguistic diversity prevails, seems to fill the gap of a real policy focused on multilingualism and the development of pluriculturalism. However, a learning project was born in 2011 within the University Jean Monnet at Saint-Etienne in France, regarding bachelor and master degrees in Foreign Languages applied to International Trade. This project concerns the teaching of the Portuguese language and implements a methodology focused on the acquisition of skills in specific areas such as economics, business and law and their discourse through the acquisition of linguistic, communicative, discursive skills in Portuguese but also in mediation skills and intercomprehension through the staging of other languages of the curriculum (French and English, in particular). This experience is also fueled by a whole complementary system of student mobility and experimentation in the professional world with an international outlook. Our purpose is therefore to demonstrate the success of this experiment and the need to rethink teacher training and language teaching and to suggest some answers concerning the effective application of multilingualism in higher education in France.

Cristiana Cᴇʀᴠɪɴɪ, Università di Bologna

L'intercompréhension pour les langues de spécialité : quand la promotion du plurilinguisme croise l'ingénierie de gestion

Abstract | Dans cette contribution nous allons décrire de quelle manière les méthodologies de l'intercompréhension peuvent favoriser la promotion du plurilinguisme dans les institutions universitaires et, en même temps, créer un terrain fécond à la mobilité internationale. Le succès didactique et scientifique de l'intercompréhension est déjà inscrit dans son histoire de longue haleine (Bonvino, Jamet, 2016) et dans ses multiples applications éducatives, généreusement soutenues par plusieurs projets européens. Plus précisément, nous allons illustrer comment l'intégration des approches communicatives à l'intercompréhension (Capucho, 2017 ; De Carlo, Hédiard, 2011) avec celles ayant une orientation plus déductive (Bonvino, Fiorenza, Pippa, 2011) est appliquée à la conception, ex-novo, d'un module de formation à l'intercompréhension en italien, espagnol et portugais. Ce module s'adresse aux étudiants et aux enseignants en Ingénierie de Gestion participant aux projets de mobilité internationale entre l'Université de Bologne (Italie), l'Université de Sau Paolo (Brésil) et l'Universidad Nacional de Rosario (Argentine). Du point de vue langagier, le défi majeur pour des locuteurs débutants ne parait pas consister dans la compréhension de la langue de spécialité (dans ce cas l'ingénierie de gestion) mais plutôt dans les pratiques langagières et interculturelles utilisées en classe en et en interaction formelle ou informelle. Dans notre cas l'IC s'avère encore plus significative et intéressante parce qu'elle est proposée dans une école qui forme des linguistes spécialisés en interprétation et traduction. En effet, les interprètes et traducteurs aspirent à une parfaite maîtrise linguistique en production et réception, tandis que l'IC cible les habilités réceptives et toute forme hybride ou imperfections linguistiques est tolérée. Du point de vue des politiques linguistiques, l'IC permet aussi de promouvoir la connaissance des langues à moindre diffusion et décentralise le rôle de l'anglais (Frath, 2016) en tant que langue véhiculaire.

María del Carmen ARAU RIBEIRO - Ágnes PAL - Anne CHATEAU, Instituto Politécnico da Guarda, Budapest Business School, Université de Lorraine

Autonomy: Sustaining Language Learning

Abstract | At the heart of teaching resounds the call to make learning sustainable, where learners learn how to learn and participate fully in their lifelong learning. Beyond the classroom context and even within the classroom, teaching should be designed to empower learners for autonomy. The presentation will focus on the results of studies analysing tools and practices proven to be effective for promoting learner autonomy in courses on language for specific purposes (LSP), in university language centers and in higher education in general. A 2017/2018 survey from the CercleS Focus Group on Autonomy and follow-up interviews carried out in summer 2020 confirm that, despite diverse interpretations of the notion of autonomy, autonomous learning is currently supported in approximately one-fifth of member university language centers through a variety of pedagogical practices, among which self-access language learning modalities (including in some cases learning advising as support for independent and cooperative learning) or blended learning systems. Addressing the need to further integrate autonomy in higher education, the CORALL E+ project (*Coaching-oriented Online Resources for the Autonomous Learning of LSP*, 2019-2022) is engaging teachers from six European universities to create a conceptual framework and common resources to support autonomous learning of LSP. While raising awareness among LSP teachers about the importance of autonomizing learners, the research and results encourage a coaching-oriented approach to language teaching which provides enriching opportunities for tasks that give learners the safe space for enacting their growing autonomy. In a third broad-based approach, evidence also supports autonomy for language learning from the STEAM-based (STEM plus the Arts) E+ project DT.Uni (*Design Thinking Approach for an Interdisciplinary University*, 2017-2020), where international learners from diverse fields have become familiar with applying design thinking. Using a variety of levels of English and their intercultural communicative competences, participants in administrative/managerial positions, teachers/researchers, and university students have worked on developing approaches to solving wicked challenges. In this context and as in each case to be presented, their self-assessed level of efficacy was measured and found to contribute to insights into autonomy, understood as interdependent activity rather than independence, within the critical discussion of challenges for teaching and learning languages in higher education.

Rachele RAUS, Università di Torino

Droits et variétés linguistiques à l'aune de l'Intelligence Artificielle : présentation d'un projet de l'Université de Turin

Abstract | Notre réflexion portera sur les droits et variétés linguistiques à l'aune de l'Intelligence Artificielle (IA), thématique centrale d'un projet que nous coordonnons à l'intérieur des activités du Centre d'excellence Jean Monnet Intelligence artificielle pour l'intégration européenne de l'Université de Turin en Italie (www.jmcoe.unito.it), projet qui a obtenu les fonds du programme Erasmus+ de l'UE. Les objectifs de ce projet sont de réfléchir de manière interdisciplinaire (droit, sciences du langage, informatique) sur les effets de l'I.A. sur le multilinguisme européen, ce dernier étant un élément-clé de l'intégration, avec une attention particulière aux dispositifs liés à l'industrie de la langue, et de donner des suggestions visant à promouvoir des pratiques éthiques et respectueuses des droits linguistiques dans le domaine de l'industrie de langue (outils technologiques de la langue, traduction automatique…). La méthode de recherche interdisciplinaire est circulaire dans la mésure où nous avons prévu de faire participer à nos travaux les étudiant.e.s de Master 2 et les doctorant.e.s en sciences du langage et dans les technologies numériques. Parmi les différentes questions que nous avons commencé à analyser et que nous voudrions discuter dans le cadre de la conférence, nous priviligérons : 1) La question de la sélection des données qui servent à l'entraînement de l'IA à des fins de son implementation dans les technologies de la langue (traducteurs automatiques comme Google Translator, DeepL…; systèmes d'écriture intelligente…), ce qui va avec une réflexion sur la notion de « source faisant autorité » (ISO Norme 23185) ; 2) La question de la non-neutralité des données (I. Bartoletti 2020), qui renvoie à des questions sociales, notamment à la présence de stéréotypes, et qui pourrait limiter la variation linguistique diatopique et diastratique à plusieurs points de vue.

Closing Conference

Enrica PICCARDO, University of Toronto

Educating in multilingual societies: The mediated nature of language development in the new CEFR

Abstract | In the last two decades since the publication of the CEFR 2001, a richer conceptualization of mediation has emerged, and this broader view has informed the development of new illustrative descriptors for mediation and related areas in the updated CEFR, the newly released CEFR Companion Volume (Council of Europe, 2020). Mediation is a crucial notion in our multilingual and multicultural societies and it is central to all aspects of knowledge (co)construction. Mediation may take place within one language variety but often it implies plurilingual action: acting as an intermediary across linguistic and cultural barriers or facilitating pluricultural space in which creativity can flourish, concepts can be developed and issues can be more easily addressed. Such mediation implies flexible deployment of one's plurilingual/pluricultural repertoire to facilitate mutual understanding and/or to assist in the development of an idea, the completion of a task or the resolution of a problem. The talk will introduce the concept of mediation in the new CEFR and the way this concept fosters a new dynamic and plurilingual attitude towards languages and their use. In particular, I will explore the potential of mediation when it comes to the role that languages and language learning can play in the construction of learners' plurilingual profiles and eventually in the protection of our societies' cultural biodiversity.