



EUROPEAN CIVIL SOCIETY
PLATFORM FOR MULTILINGUALISM
Email: multilingualism@ecspm.org

ECSPM 2nd ASSEMBLY

BRUSSELS, 6 FEBRUARY 2018



AGENDA

1. Decision about an ERASMUS+ proposal – partnerships
2. Discussion regarding the appearance of and information on our updated website
3. Discussion forum - decide on topics on which to start the discussion forum
4. The academic research unit cluster, its role in the ECSPM and how best it can develop.
5. New members and Partners
6. Finances



PROPOSAL DECISION

ERASMUS+ call – PRIORITIES:

1. Promoting social inclusion and shared EU values through formal and non- formal learning
2. Mainstreaming and further developing multilingual pedagogies in school education (e.g. working in multilingual classrooms / with bilingual children) and supporting teachers and their training to deal with diversity in classrooms
3. Digital assessment: identifying best practices across educational sectors and countries and scaling up of best practices and experimentation
4. Vocational Education teachers and trainers in work-based learning/apprenticeship (VET)
5. Implementation of Upskilling Pathways for adults without an upper secondary qualification or equivalent
6. Policies and incentives to support innovative teaching and pedagogical training in higher education, including through open and digital education
7. Creation of a European-wide hub for online learning, blended/ virtual mobility, virtual campuses and collaborative exchange of best practices



DISCUSSION FORUM

The ECSPM calls upon its Multilingualism Expert Group (and other scholars) to engage in meaningful discussions about issues related to 4 themes. Position papers (PP) will appear in each theme and discussants will be invited to send their pro or con comments to be published alongside the PP. The themes are:

1. Language learning, teaching, testing
2. Language rights and minorities
3. Bilingualism-multilingualism Divergent and similar concerns between bilingualism and multilingualism research
4. Language, Discourses and Culture



DISCUSSION THEME I

Language learning, teaching, testing

1. Pros and cons on English medium instruction in school and universities in Europe
2. Educating for plurilingual competence, multiliteracy and/or providing support for children in multilingual classrooms: Do they involve different paradigms, ideologies, pedagogical discourses?
3. Monolingual high stakes proficiency tests and their backwash effect on monolingual education.



DISCUSSION THEME 2

Language rights and minorities

1. Children's real needs and rights with regard to their heritage and home languages in schools in Europe
2. The possibility of a language rights charter in Europe
3. Migrants, refugees and language rights



DISCUSSION THEME 3

Bilingualism-multilingualism

- Divergent and similar concerns between bilingualism and multilingualism research
- Ideologies and/or dominant discourses in bilingualism and multilingualism studies
- Current research begins by emphasizing the quantitative distinction between multilingualism and bilingualism and the greater complexity and diversity of the factors involved in acquisition and use where more than two languages are involved (Cenoz 2000; Hoffmann 2001a; Herdina and Jessner 2002). Thus, it is pointed out that not only do multilinguals have larger overall linguistic repertoires, but the range of the language situations in which multilinguals can participate, making appropriate language choices, is more extensive.



DISCUSSION THEME 4

Language, Discourses and Culture

- Education for refugees and migrants and the construction of identities
- Discourses of populism and migration
- The Arts in a neoliberal European context



THE UNIVERSITY UNIT CLUSTER FOR MULTILINGUALISM

IS ACADEMIA PART OF CIVIL SOCIETY?



ACADEMIA & CIVIL SOCIETY

- **Civil Society** is a feature in contemporary knowledge discourses. Within these discourses it becomes clear that *academia is an important part of the civil society*. Intellectuals and the participants of academia always think for this society; when any kind of problem or injustice occurs in the arena of civil society, academics oppose such activity through their writings and speeches and try to mobilize public opinion for a just society.
- The impact of research and the role of intellectuals therefore becomes crucial in any social movements.
- In the field of social movement members of civil society containing a large section of academia play a proactive role. The issues that crop up in this context are: (1) how to conceptualize civil society; (2) linking civil society with the academia, and (3) finding the relation among civil society, academia and social movement.
- The quest for a civil society that can reinvent the state in its own admittedly idealized image is a drama of redemption whose potential nobility commands our admiration. The concept of civil society draws heavily on the liberal intellectual tradition to stress on 'civility'.
- Civil Society is a space that exists over against the state and partially independent from it. It includes those dimensions of social life which cannot be confounded with or swallowed up in the state. The concept of civil society is now accepted in modern social science as an intermediary between the private sector and the state.



CENTRE FOR LITERACY AND MULTILINGUALISM OF THE UNIVERSITY OF READING

- Its mission is to conduct, coordinate, and disseminate world-leading research on literacy and multilingualism. Its team includes linguists, psychologists, teachers, speech & language therapists. The Centre's researchers address key global challenges that cannot be addressed under a single discipline. They have state-of-the-art facilities and provide cutting-edge training. They engage with the public and bring direct benefits to society.
- Their objectives are (1) Research: Conduct and coordinate world-leading research across disciplines, (2) Co-creation of research agendas: Engage with academic and non-academic audiences within the UK and beyond to identify and co-create research agendas, (3) Training of young researchers in innovative methods, tools, and techniques, and (4) Communication by providing a platform to communicate innovative research outcomes to the general public. Visit <https://www.reading.ac.uk/celm/>



CENTRE FOR MULTILINGUALISM, UNIVERSITY OF KONSTANZ

- The work of this unit was presented at the conference in Athens and the PPT presentation is on our website http://ecspm.org/wp-content/uploads/2018/01/Konstanz_Branch_presentation_Athens.pdf



DIVISION OF MULTILINGUALISM, INSTITUTE OF LINGUISTICS AND LITERARY STUDIES, TECHNICAL UNIVERSITY OF DARMSTADT

1. MAIN ACTIVITIES OF THE INSTITUTION

Research in multilingualism, national and international research projects, PhD supervision, organization of master programme in Applied Linguistics, multilingualism and German as a foreign or second language; Participation in teacher training, emphasis on German as a second language and CLIL.

2. ACTIVITIES SPECIFICALLY RELATED TO PROMOTING PLURILINGUAL COMPETENCE, EDUCATION FOR MULTILITERACIES & MULTILINGUAL CITIZENRY

Multilingualism with its far reaching aspects is a basic and regular part of all our research and instruction, study programmes and teacher and in-service training. Our division Multilingualism in the department of Literature and Linguistics as part of the Faculty of Humanities has as its main aim to promote all aspects of multilingualism and plurilingualism. Besides research, we organize a writing center which specializes in questions in multiliteracies, a heritage language centre which concentrates on multilingualism with heritage languages, and a center for intercultural competencies with a focus on intercultural contacts, their linguistic backgrounds and the conditions for successful intercultural communication.



BABYLON CENTRE FOR THE STUDY OF SUPERDIVERSITY

- Babylon focuses on interdisciplinary and collective research efforts, in an attempt to explore the limits of current disciplinary frameworks.
- They focus on a broad range of research topics and areas, covering issues that occur at the strictly local level as well as on the global level, and creating a sound basis for comparative work and theoretical generalization, and they do so by means of paradigmatic orientations towards super-diversity, complexity and mediation, with an immediate contact with partners in the field. The paradigm is superdiversity, and our activities can be summarized as:
 - Developing superdiversity as a research paradigm
 - Developing superdiversity as an international focus of research in a wider and interdisciplinary body of scholarship
 - Giving particular attention to the superdiverse aspects of e-culture.
- Babylon has initiated the International Consortium for Language and Super-Diversity which brought together leading scholars in the field from the Netherlands, Great Britain, Denmark, Finland, Italy, Belgium, Germany, South Africa, the United States, China and Australia for furthering the understanding of super-diversity in the social sciences and casting reassessment of key concepts such as community, language and culture. Through InCoLaS, Babylon is also a member of the Max Planck Sociolinguistic Diversity Working Group. Babylon is also involved in the Toolkit Consortium, the Turkish in Northwestern Europe Network, and the Equaldiv@work Network. Babylon has further developed a regional Dutch-Belgian consortium of actors involved in language acquisition for newcomers, specifically regarding the use of medium-tech instruments such as the mobile phone in language processing recruitment.



THE GREEK LANGUAGE AND MULTILINGUALISM LAB

- The Greek Language and Multilingualism Laboratory, at the Faculty of Human Sciences of the University of Thessaly, is one of the institutions taking part in the project “Researching Multilingually at the Borders of Language, the Body, Law and the State” project, funded by the Arts and Humanities Research Council (AHRC) through the Translating Cultures Theme as one of its three large grant awards.
- The Laboratory’s Director, Prof. G. Androulakis –a member of the ECSPM Multilingualism Expert Group– has been scientifically responsible for research project investigating the language and communication needs of three migrant communities in Greece (Albanian, Pakistani, Romanian) in order to design and implement specialised language materials and courses for immigrant parents which may help them for a better communication with the schools of their children. The research team includes a number of linguistic mediators with the three communities, and many issues of data management and analysis arise from this multilingual dimension of the research. Furthermore, I am the academic coordinator of a nascent research consortium on Adult Immigrants’ Linguistic Integration in Greece (MULTIMMIGRE project). In his role as Director of the Lab, he has been involved in various national and European research and educational programs on language education, language acquisition for people with refugee or immigrant background. (see project ELMEGO, project ECONOLANG and project MATHEME).

Note: the English and French version of their webpage is being updated



EUROPEAN ASSOCIATION OF LANGUAGE TESTING AND ASSESSMENT

- EALTA is a professional association for language testers in Europe and their mission is to promote the understanding of theoretical principles of language testing and assessment, and the improvement and sharing of testing and assessment practices throughout Europe.



EUROPEAN LANGUAGE COUNCIL

- The European Language Council actively promotes European co-operation between institutions of higher education in the area of languages. Its role is to identify new issues and new cultural, social and professional needs, raise awareness of them and coordinate actions designed to address them. See: <http://www.celelc.org/>



PERSPECTIVE NEW PARTNERS





UNIVERSITY OF OTTAWA

OFFICIAL LANGUAGES AND BILINGUALISM INSTITUTE

Their mission is to promote excellence and innovation in the fields of bilingualism and language acquisition. To this end, they endeavour to:

- Create a dynamic and inspiring learning environment that provides a bridge to professional, academic, cultural, and personal growth
- Be a leading national and international hub for Canadian expertise, research, and public policy on bilingualism, social cohesion, and citizenship as they relate to linguistic duality
- Act as a catalyst for the development, promotion, and dissemination of innovative language teaching and evaluation methods as well as cutting-edge research.

The values of the OLBI community of students, faculty, administrators, and alumni relate to creating an inclusive, collaborative, and supportive environment that fosters our five core values: Excellence in teaching, scholarship, research, and service; Respect for and celebration of linguistic and cultural diversity; Commitment to developing strong partnerships; Passion for lifelong learning, creativity, and innovation; Dedication to the growth and success of every community member.

LIFELONG LEARNING PLATFORM: EUROPEAN CIVIL SOCIETY FOR EDUCATION

- The Lifelong Learning Platform is an umbrella organization for more than 40 European networks active in the field of education, training and youth. Currently these networks represent more than 50.000 educational institutions and associations covering all sectors of formal, non-formal and informal learning. Their members reach out to several millions of beneficiaries. Visit <http://lllplatform.eu/>



THE EXPERT GROUP

Massimiliano Spotti (Max) is Assistant Professor at the Department of Cultural Studies and deputy director of Babylon, Centre for the Study of Super-diversity at the Faculty of Humanities and Digital Sciences at Tilburg University, The Netherlands.

Currently he is also fellow of the Royal Academy of Science, Meertens Institute (Language Variation Unit) and Member of the Council of the Dutch Language Union with the specific task of advising the Dutch Ministry of Education, Culture and Science on matters related to Dutch language, Integration and Asylum Seekers.

He has widely published in the field of multilingualism in primary school classrooms with his book *Developing Identities* (2007) and several peer-reviewed scientific articles as well as in the field of language, migration and citizenship (2009, 2011). More recently, he has been co-editor together with Jan Blommaert, Ben Rampton and Karel Arnaut of 2 volumes (2016; 2017) dealing with the concept of superdiversity and its implications for sociolinguistics. Further, together with Ofelia Garcia and Nelson Flores, he has been co-editor of the *Oxford Handbook of Language and Society* (2017).

Currently, he is engaged in two research projects. The first called *Asylum 2.0* aimed at investigating the implications of internet and social media in being and doing asylum seeking. The second called *Migrant Literacies*, funded through the Erasmus + KA2 programme, aims at investigating the implications of media platforms and ICT based language learning for the emancipation of newly arrived migrants.