



Transnationalizing Modern Languages (2014-17)

Large project within the AHRC 'Translating Cultures' theme

Project website: <https://www.transnationalmodernlanguages.ac.uk/>

European Civil Society Platform for Multilingualism

University of Reading, 21 March 2019

Charles Burdett

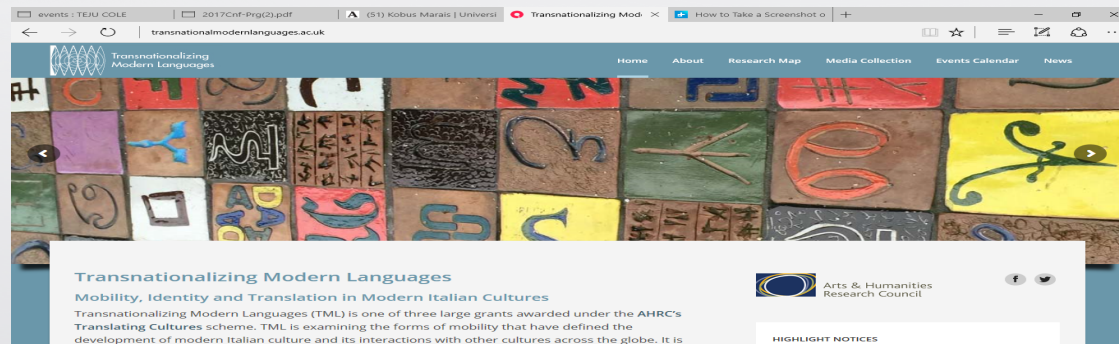


The AHRC 'Translating Cultures' theme: definition of the theme

- In a world seen to be increasingly characterized by transnational and globalized connections, the need for understanding and communication within, between, and across diverse cultures is stronger than ever. The Translating Cultures theme addresses this need by studying the role of translation, understood in its broadest sense, in the transmission, interpretation, transformation and sharing of languages, values, beliefs, histories and narratives.
- This relates not exclusively to processes that are interlingual but also, for example, to those that are intermedial or intercultural. It might also encompass issues such as the 'untranslatable', and the impact of what is transformed, gained or lost in the process of translation. The questions aim to reflect a broad range of cultural issues, understandings and interactions and are not prescriptive either in their conception of 'culture' or 'cultures' or in their understanding of research methodologies – be they, for example, thematic, theoretical or practice-led – applied to their exploration, provided they fit broadly within the traditions and remit of the arts and humanities.
- See AHRC Translating Cultures: <http://translatingcultures.org.uk/>

The TML project: part of Translating Cultures theme

- **Collaboration:** 15 years of team building
- **Opportunity:** a beacon project, the AHRC 'Translating Cultures' Theme
- **Ambition:** changing the DNA of Modern Languages
- **Impact:** a wide range of partnerships



- <http://www.transnationalmodernlanguages.ac.uk/>



TML (2014-2017) project team and partners

Charles Burdett (Bristol); Jenny Burns (Warwick); Jacopo Colombini (St Andrews); Derek Duncan (St Andrews); Margaret Hills de Zarate (QMU); Luisa Percopo (Cardiff); Carlo Pirozzi (St Andrews); Loredana Polezzi (Cardiff); Marco Santello (Leeds); Barbara Spadaro (Bristol); Georgia Wall (Warwick); Naomi Wells (Warwick).

Curatorial Team: Viviana Gravano; Giulia Grechi; Simone Meme; Giulio Pernice; BAN Baglivo Negrini Architetti; Carolina Farina.

Mario Badagliacca (photographer), Shirin Ramzanali Fazel (writer)

Partners: Italian Cultural Institute London, Tunis, Addis Ababa; BSR; Centro Altreltalia (Turin); Centro Memorie Migranti (Rome); Co.As.It (Melbourne); Calandra Institute New York.

Drummond Community High School; Castlebrae Community High School.



Transnationalizing Modern Languages

Research Map

<http://www.transnationalmodernlanguages.ac.uk/research-map/>



Transnationalizing Modern Languages: The ambitions of the project

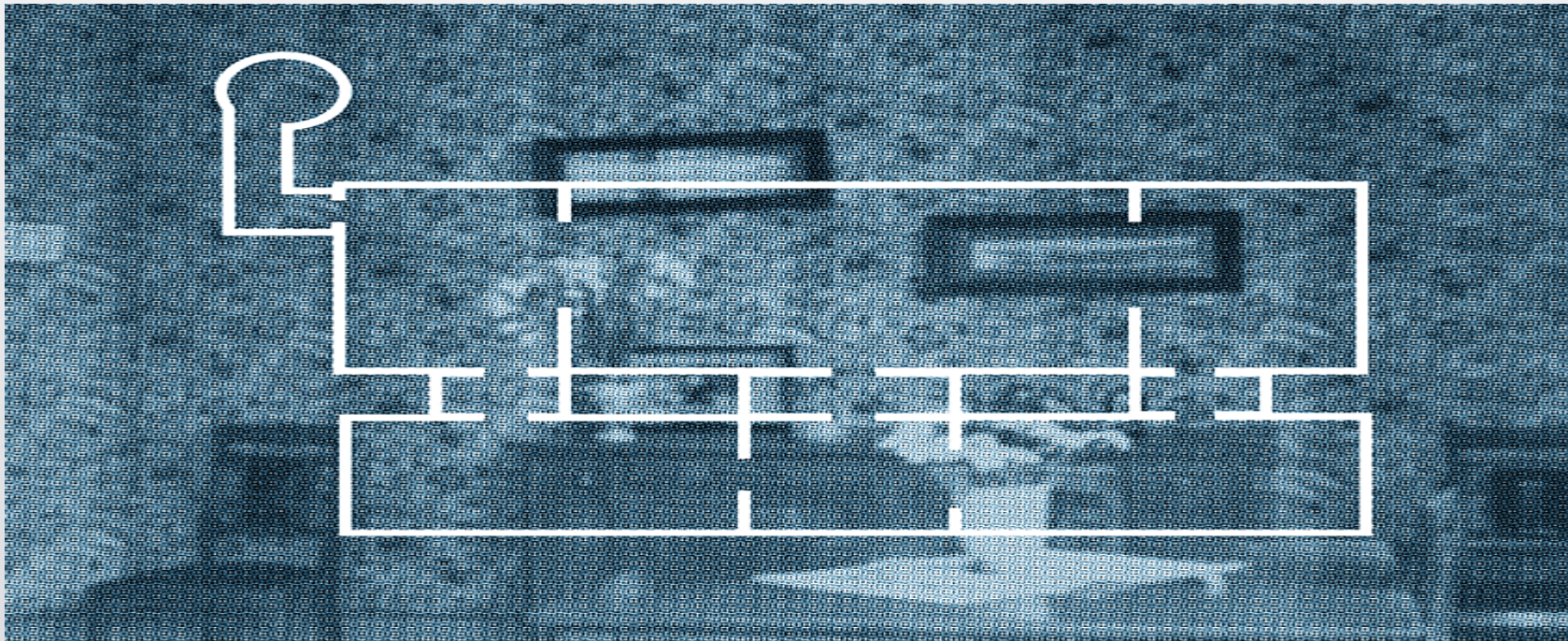
- TML is examining the forms of mobility that have defined the development of modern Italian culture and its interactions with other cultures across the globe. It is doing this by concentrating on a series of exemplary cases, representative of the geographic, historical and linguistic map of Italian mobility
- From the insights that it develops into transnational Italian cultures, TML is participating in the reframing of the study of the disciplinary framework of Modern Languages, arguing that it should be seen as an expert mode of enquiry whose founding research question is how languages and cultures operate and interact across diverse axes of connection.

Beyond Borders: Transnational Italy

TML exhibition initially shown in Rome (Oct-Nov 2016)/ London (Dec 2016 –Jan 2017)

See exhibition trailer:

<https://www.transnationalmodernlanguages.ac.uk/media-collection/exhibition-beyond-borders-transnational-italy/>





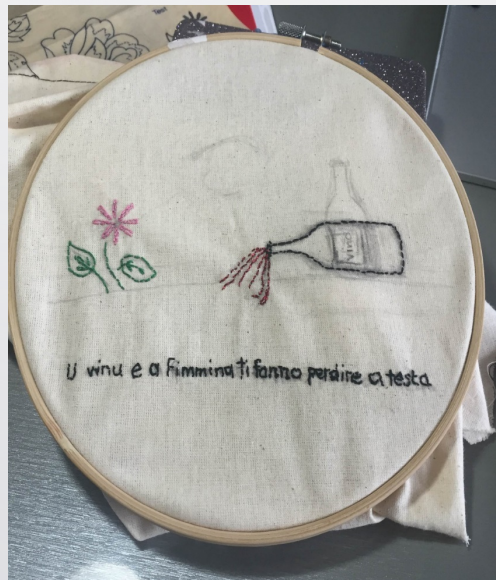
Luci Callipari Marcuzzo & B. Amore shown at *Beyond Borders*

The intergenerational thread of migration:

trauma & desire

<http://bamore.com/>

<https://vimeo.com/160694827>



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The photographs of Mario Badagliacca
shown at *Beyond Borders: Transnational Italy*

See: https://www.mariobadagliacca.com/italy_is_out_2015_2018-r7482





TML: Working with Schools

Taking languages beyond the language classroom

TML working with:

Drummond Community High School

Castlebrae Community High School

<https://vimeo.com/158337501>



Transnational Modern Languages

Book series with Liverpool University Press

- One of the aims of the project is to produce a series of texts (to appear in 2020) that introduce students to the theory and practice of studying cultures in transnational perspective.
- Modern Languages is generally seen as an area of study for ‘specialists’ working in discrete fields, often associated with nations and nation states. It needs, instead, to be articulated as an expert mode of inquiry whose founding research question is that of how languages and cultures operate and interact across diverse axes of connection that may flex according to historical, geographic, economic, political, and cultural conditions. That question needs to take its rightful place as a foundational one not only for MLs, but also for enquiry across the humanities and social sciences into intersubjective and social experience, interactions and organisation in a global frame.
- See: <https://www.liverpooluniversitypress.co.uk/series/series-13275/>
- For a policy paper on the aims of transnationalizing the curriculum, see: <http://www.meits.org/policy-papers/paper/moving-from-a-national-to-a-transnational-curriculum-the-case-of-italian-st>



TML: Global Challenges (2016-2017)

- TML Global Challenges (2016-2017) builds on the experience of the TML project, particularly the work it carried out with Community High Schools such as Castelbrae and Drummond, in Edinburgh. It allows us to rethink and explore the relevance and impact of multilingualism and multilingual education in the context of Namibia.
- We are asking what can be done to support effective multilingual education in schools and to encourage sensitization towards the importance of translation practices among parents, teachers and young professionals such as medical students. The project is based on principles of co-research and co-production and we are working in close dialogue with current developments in the school curriculum in Scotland and Wales as well as, more broadly, with ongoing debates on mono- and multilingualism as competing models for citizenship and social cohesion.
- The project is a result of the partnership of TML with the University of Namibia (UNAM) and the Phoenix Project (Cardiff). For more details of the project and project partners:
- <https://tmlnamibia.wordpress.com/>

TML: GC Training trainers and professionals University of Namibia (2017)





TML and Policy

The project TML and TML and Global Challenges has contributed to the:

The Salzburg Statement for a multilingual world:

<https://www.salzburgglobal.org/multi-year-series/education.html?pagelId=8543>

SALZBURG
GLOBAL
SEMINAREDUCATION FOR
TOMORROW'S WORLD

In today's interconnected world, the ability to speak multiple languages and communicate across linguistic divides is a critical skill. Even partial knowledge of more than one language is beneficial. Proficiency in additional languages is a new kind of global literacy. Language learning needs to be expanded for all – young and old.

However, millions of people across the globe are denied the inherent right to maintain, enjoy and develop their languages of identity and community. This injustice needs to be corrected in language policies that support multilingual societies and individuals.

We, the participants of Salzburg Global Seminar's session on *Springboard for Talent: Language Learning and Integration in a Globalized World* (December 12-17, 2017 salzburgglobal.org/go/586), call for policies that value and uphold multilingualism and language rights.

The *Salzburg Statement for a Multilingual World* will be supported by a comprehensive report and blogs on key topics published during 2018.

The Salzburg Statement
for a Multilingual World

WE LIVE IN A WORLD IN WHICH:

- All 193 UN member states and most people are multilingual.
- 7,097 languages are currently spoken across the world.
- 2,464 of these are endangered.
- 23 languages dominate, spoken by over one half of the world's population.
- 40% of people have no access to education in a language they understand.
- 617 million children and adolescents do not achieve minimum proficiency levels in reading.
- 244 million people are international migrants, of whom 20 million are refugees, a 41% increase since 2000. Migrants and refugees alone would constitute the 5th most populous country in the world.

Our world is truly multilingual, yet many education and economic systems, citizenship processes and public administrations disadvantage millions of people due to their languages and language abilities. We must tackle this challenge if we are to achieve the Sustainable Development Goals, adopted in 2015 by 193 countries to "end poverty, protect the planet and ensure prosperity for all." A just education system built on strong and fair language policies is fundamental to inclusive progress.

PRINCIPLES

- Multilingualism denotes both the explicit teaching of languages, and the informal patterns of communication that emerge in multilingual societies.
- Plurilingualism is the knowledge of multiple languages by individuals.
- Historical, geographic, and socio-economic circumstances lead to many different forms and uses of multilingualism.
- Multilingual education, and support for social multilingualism by states and international organizations, promotes exchange of knowledge and intercultural understanding and strengthens international relations.

Targeted language policies can enhance social cohesion, improve educational outcomes and promote economic development. Additive language learning approaches allow children to build strong literacy skills in their mother tongues; help communities retain their languages of identity, knowledge and belief; and create opportunities to learn new languages of personal, recreational, cultural or economic benefit. Multilingual policies can sustain the unique and vital resource of language diversity and drive positive change in the world, economically, socially and politically.

We urge individuals, corporations, institutions and governments to adopt a multilingual mindset that celebrates and promotes language diversity as the global norm, tackles language discrimination, and develops language policies that advance multilingualism.

The *Salzburg Statement for a Multilingual World* was jointly drafted in English by Salzburg Global Fellows. All translations have been provided through the goodwill and voluntary efforts of the Fellows and their colleagues. Read the original here:

[SalzburgGlobal.org](https://salzburgglobal.org) education.salzburgglobal.org/statements





TML and Policy Report

The project TML and TML: Global Challenges has produced its own policy report:
'Reframing language education for a global future':

<http://www.bristol.ac.uk/media-library/sites/policybristol/PolicyBristol-report-35-Sept18-transnationalizing-modern-languages.pdf>

The report was presented at the British Academy on 9 November 2018.

For a recording of the presentation:

<https://www.transnationalmodernlanguages.ac.uk/2018/09/24/tml-policy-report-and-ba-event/>

Reframing language education for a global future

British Academy, 9 November 2018

