

CURUM

Research and activities

CLUSTER OF UNIVERSITY RESEARCH UNITS FOR MULTILINGUALISM

European Civil Society Platform for
Multilingualism

URL: <http://ecspm.org>

Email: multilingualism@ecspm.org

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Introduction

Honouring the interrelationship between civil society and the academic community, the ECSPM has made possible the generation of a **Cluster of University Research Units** focusing on **Multilingualism (CURUM)** and issues related to linguistic and cultural diversity in social life and social institutions, including education.

The CURUM comprises of dynamic research units at universities and academies in Europe and beyond, each one of which is active in carrying out research projects and various type of exciting endeavors which offer a platform for researchers, educators and practitioners in different areas of language studies and communication to collaborate for the benefit of society.

Under the aegis of ECSPM, which aims to strengthen the [European Education Area](#) and provide support to the activities each unit performs on its own, these units can collaborate to investigate and collect data on issues of common concern, to share research methodologies and outcomes, to organize common academic and social events, and to take joint action for evidence-based language and language education policies. Together, with the sponsorship of the ECSPM, they can advise institutions on a European and national level and provide counsel on policy implementation.

As languages are among Europe's important assets, given that they are an integral part of identity and the most direct expression of culture, multilingualism is a prerequisite for European integration. Viewing multilingualism as an important factor for Europe's socioeconomic development and participatory citizenry, the CURUM project brings together research related to language learning and plurilingual competence, verbal and artistic mediation, translation and technologies in the service of languages in society and language education. The project is impelled by the valuation and management of the linguistic and cultural wealth of Europe, which can only be achieved with policies and strategic planning that are the result of research and intellectual labour. The CURUM (Cluster of Research Units for Multilingualism) is an alliance which serves the purpose of creating a communal space for academic work, contributing further to European integration.

Building a European Education Area is a target shared with the European Commission, which is taking initiatives so that, by 2025, the first decisive steps to reinforcing the cultural dimension of the European Union will have been made, while monitoring educational attainment cross-nationally. These steps take forward the European Council's mandate, comprising of proposals including the improvement of the teaching/learning of languages to ensure Europeans' multilingual habitus and awareness-raising regarding Europe's shared heritage. The mandate also highlights the importance of collaborative work in the academic sector by networks of existing universities to boost cross-border cooperation through long-term institutional strategies.

The very issue of multilingualism, which is at the heart of the work of each CURUM constituent, emphatically serves the purpose of European integration, while preserving diversity: the rich cultural wealth of European states and the many national/official, minority, heritage, and the languages of immigrant populations. Multilingualism is an instrument for 'unity in diversity', the preservation of democracy, transparency and accountability (EPRS, 2019). The *raison d'être* of CURUM is working conjointly to build upon Europe's linguistic and cultural resources for a more inclusive and fairer supranational state. The overriding goal is to bring together European and international inter- and transdisciplinary research into multilingualism leading to cross-fertilisation of ideas fronting social action.

The purpose of this booklet is to acquaint our members and partners with the work that each is doing, as the ECSPM intends to create **Action Plan (2021-2023) on synergies** that will promote dialogue between the units or their members and stimulate creative thinking, innovative teaching and the design of common projects, events, and other activities.

Director: Prof. Jan Blommaert, Department of Culture Studies, School of Humanities and Digital Sciences

ECSPM/CURUM representative: Dr. Massimiliano Spotti, Department of Culture Studies, School of Humanities and Digital Sciences, m.spotti@tilburguniversity.edu

Dissemination of information/research results: <https://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/about-babylon>

Mission

Globalization processes such as immigration and internationalisation lead to contact situations in which different people with their distinct languages and cultures meet. Such forms of contact have been labeled 'super-diversity', and our research program can be described as the study of language and culture in the context of super-diversity. These contacts have consequences at a content level, i.e., for the languages and cultures involved, at an individual level, i.e., for the users of these languages and cultures, and at an institutional level, i.e., for the societal structures in which language and culture contact is situated.

Globalization processes and their outcome, super-diversity, on the one hand pose a theoretical challenge: theoretical and methodological models have to be revised in view of an increasing knowledge on scaling processes, worldwide movements of people, goods, ideas, and a growing influence of telecommunication and new media in the communicative and cultural landscape. On the other hand, they also pose a descriptive challenge: these processes, movements and influences are not yet sufficiently understood and have to be analyzed in detail using a variety of research methodologies at the nexus of online and offline sites within (power saturated) sociocultural spaces, at the crossroads of science and society, and preferably at a world-wide scale.

Research projects completed

- Dec. 2019 – Nov. 2021: Awarded 15.000€ Ministry of Education, Culture and Sciences, The Netherlands. "Students 4 Students" (S-4-S), working toward the development of a learning trajectory for secondary school children dealing with Super-diversity and Migration.
- Dec. 2017 – Nov. 2020: Awarded 50.400€ H2020, KA2 Erasmus + grant Migrant Liter@cies: Exploring MOOCs as a viable way for teaching and learning the official language of the host country.
- Nov. 2014 – Nov. 2017: Awarded 53.945€ N W O Internationalisation for the Humanities Grant - Uncovering the Nexus between Language and Complexity in Action. NWO Project Number 236-98-008.
- Dec. 2010 – Sept. 2012: Awarded 93.090€ Assessing, Recognition Competencies and Certifying Knowledge Acquisition, Valuing Human Capital of Children of Foreign Origin in Education and Training in Europe (Acronym ARCKA). European Integration Fund for Third Country Nationals 2010-2013. European Commission - DG Internal Affairs.
- Nov. 2009 – May. 2010: 15.500€, in co-operation with CINOP (The Netherlands) and Gothenburg University (Sweden), for a research on the Drives and Barriers of ICTs, L2 language learning and newly arrived migrants. The research tendered by IPTS (Institute for Prospective Technological Studies in Seville, Spain) falls under the patronage of the European Commission - DG Research/JRC.

- Jan. 2009 – Jan. 2011: Awarded 104.718€ (together with Dr. Jan Jaap de Ruiter, Dept. Culture, Faculty of Humanities, Tilburg University) from the EACEA – Lifelong Learning Programme of the Education and Culture DG in Brussels. PLUSVALOR.

Ongoing and future research projects

- Marie Skłodowska-Curie Initial Training Network (Leaders: Folksvord & Spotti)
- Cocreate H2020 (WP leaders Mali & Blommaert together with Ghent University) MIGRATION-09-2020: Narratives on migration and its impact: past and present.
- Spotti, Yagmur & Arts currently working with George Androulakis for the submission of proposal in MIGRATION-05-2020: Mapping and overcoming integration challenges for migrant children.
- Spotti & De Ruijter currently working at preparing with Sarali Ginzburg an Erasmus + application on redefining a Didactic Approach to the Teaching of Arabic Language and Culture in conditions of Super-diversity.

Latest Tilburg Papers in Culture Studies

Paper 243 - Haiyan Huang & Ellen Van Praet: Digital popular culture as a way to promote Chinese national identity in the post-socialist era: A case study of My People, My Country

Paper 242 - Alan Runcieman: Community interpreting and the Covid-19 crisis: Present relevancy and future directions

Paper 241 - Inge van de Ven & Tom van Nuenen: Digital hermeneutics and media literacy: Scaled readings of The Red Pill

Paper 240 - Ico Maly: Flemish Interest in an attention-based hybrid media system

Paper 239 - Farzad Karimzad: Multilingualism, chronotopes, and resolutions: Towards an analysis of the total sociolinguistic fact

Paper 238 - Piia Varis: Conspiracy theorising online: Memes as a conspiracy theory genre

Paper 237 - Tünde Faragó: Deep fakes - an emerging risk to individuals and societies alike

Paper 236 - Jan Blommaert: Political discourse in post-digital societies

Paper 235 - Marco Jacquemet: 45 as a bullshit artist: Straining for charisma

Paper 234 - Jan Blommaert: Sociolinguistic restratification in the online-offline nexus: Trump's viral errors

Paper 233 - Ico Maly & Jan Blommaert: Digital Ethnographic Linguistic Landscape Analysis (ELLA 2.0)

Paper 232 - Ico Maly: Hipsterification and Capitalism: A digital ethnographic linguistic landscape analysis of Ghent

Actions

<https://mooc.migrantliteracies.eu/>

<https://students-4-students.nl/>

Directors: Prof. Ann Copestake, Department of Computer Science and Technology and Dr. Brechtje Post, Theoretical and Applied Linguistics, Faculty of Modern & Medieval Languages

ECSPM/CURUM representatives: Dr. Linda Fisher, Faculty of Education lgf20@cam.ac.uk and Prof. Ianthi Tsimpli Theoretical and Applied Linguistics, Faculty of Modern & Medieval Languages imt20@cam.ac.uk

Research Centre email: contact@languagesciences.cam.ac.uk

Website: www.languagesciences.cam.ac.uk

Dissemination of information, research results: <https://www.languagesciences.cam.ac.uk/news>

Mission

Cambridge Language Sciences is an Interdisciplinary Research Centre at the University of Cambridge. Technological advances such as brain imaging and machine learning mean that applied research in language sciences is having a growing impact on our everyday lives – from the development of search engines and virtual assistants like Siri and Alexa, to biomedical text mining and dementia research. We also face new research challenges posed by the increasingly multilingual and multicultural society associated with migration and social change.

Cambridge Language Sciences is one of a select group of University-wide Interdisciplinary Research Centres at Cambridge, designed to build research capacity in tackling some of today's greatest challenges. Our mission is to promote dialogue between language scientists of all disciplines, to stimulate innovative thinking and to catalyse the formation of new interdisciplinary partnerships for novel research and creative teaching.

Our virtual network includes members from across the university including humanities, social sciences, biological sciences, medicine, computer science, engineering and technology. We also collaborate closely with Cambridge Assessment and Cambridge University Press and have strong links with other world-leading partners in the field of language sciences.

The interdisciplinary approach and collaboration between researchers across the Cambridge Language Sciences network strengthens our ability to tackle complex issues in key areas including technology, health, education and society.

Research projects completed

There are many externally funded research-projects, but these listed below are awarded by the Language Sciences to foster new research

Ongoing research projects

Incubator fund Awards 2019-20

- Crosslinguistic influence in L2 word processing and learning Dr. Francesca Branzi (MRC Cognition and Brain Sciences Unit), Dr. YaNing Chang (MRC Cognition and Brain Sciences Unit), Dr. Dora Alexopoulou (Theoretical and Applied Linguistics, MMLL)

- The evolution of speech: insight from variation in primate laryngeal anatomy Prof. Marta Lahr & Dr. Jacob Dunn (Archaeology), Dr. Andrew Gillis (Zoology), Prof. Tecumseh Fitch (University of Vienna)
- Eye-tracking methods for lexical complexity assessment Dr. Ekaterina Kochmar (Department of Computer Science and Technology / ALTA Institute), Ms. Sian Gooding (Department of Computer Science and Technology), Dr. Elaine Schmidt (Cambridge Assessment English)

Incubator fund Awards in 2018-19

- Developing a large-scale online study of L1 and L2 speech perception Dr. Brechtje Post (Theoretical & Applied Linguistics), Dr. Elaine Schmidt (Cambridge Assessment English), Dr. Matt Davis & Dr. Becky Gilbert (MRC Cognition & Brain Sciences Unit)
- Named-Entity Recognition in Tibetan and Mongolian Newspapers Dr. Hildegard Diemberger, Dr. Thomas White (Mongolian & Inner Asian Studies Unit, Dept. of Social Anthropology), Dr. Marieke Meelen (Theoretical & Applied Linguistics). Collaborators: Dr. Robert Barnett (Visiting Scholar, Pembroke College), Dr. Nathan Hill (SOAS)
- Collecting a Dialogue Corpus for Language Learning Dr. Andrew Caines, Dr. Helen Yannakoudakis, Dr. Paula Buttery (Dept. of Computer Science & Technology); Dr. Pascual Pérez-Paredes (Faculty of Education); Prof. Bill Byrne (Dept. of Engineering)
- Talk about mind and space: paternal and maternal contributions to school readiness Dr. Elian Fink (Centre for Play in Education, Development & Learning), Prof. Claire Hughes (Centre for Family Research), Dr. Henriëtte Hendriks (Linguistics)
- Cognitive differences between bilingual and monolingual 'struggling learners' Curtis Sharma (Linguistics), Dr. Joni Holmes (Centre for Attention, Memory & Learning, MRC-CBU), Dr. Napoleon Katsos (Linguistics), Dr. Jenny Gibson (Faculty of Education), Dr. Jacalyn Guy (Centre for Attention, Memory & Learning, MRC-CBU)
- The costs of faking it: exploring the role of accent in human social signalling Prof. Robert Foley (Leverhulme Centre for Human Evolutionary Studies), Jonathon Goodman (Leverhulme Centre for Human Evolutionary Studies), Prof. Ian Roberts (Linguistics), Prof. Francis Nolan (Phonetics Lab, Linguistics)
- Automatically standardising two multilingual code-switched corpora Dr. Theresa Biberauer (Computer Science & Technology/Linguistics), Christopher Bryant (Computer Science & Technology), Li Nguyen (Linguistics), Sana Kidwai (Linguistics)
- Computational psycholinguistic investigations of semantic graph representations Dr. Andrew Caines (Computer Science & Technology), Dr. Mirjana Bozic (Psychology), Giulia Boloventa (Linguistics), Dr. Paula Buttery (Computer Science & Technology)

Future plans

There are regular Research Strategy Forum meetings to explore potential research collaboration across disciplines and groups, and to act as a driver for new research.

CCERBAL (CANADIAN CENTRE FOR STUDIES & RESEARCH ON BILINGUALISM AND LANGUAGE PLANNING)

Official Languages and Bilingualism Institute (OLBI), University of Ottawa

Director: Assoc. Prof. Nikolay Slavkov, Official Languages and Bilingualism Institute

ECSPM/CURUM representative: Assoc. Prof. Nikolay Slavkov Nikolay.Slavkov@uOttawa.ca

Website: <https://ccerbal.uottawa.ca/en>

Dissemination of information is done through the CCERBAL's website, OLBI's website, OLBI's newsletter and social media. <https://ccerbal.uottawa.ca/en>; <https://olbi.uottawa.ca/>

Mission

The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) fulfills the research mandate of the Official Languages and Bilingualism Institute. The Centre's key research themes include language teaching and learning, new technologies, language assessment, and language policy, including family language policy. Among CCERBAL's multiple activities are a biennial conference, various symposia, workshops, invited speaker series, special events and a bilingual (French / English) peer-reviewed open access journal called Cahiers de l'ILOB. The CCERBAL Research Centre supports 5 active research groups: University Immersion, Language Assessment, Languages and Technologies, Language Management, and Linguistic Risk-Taking. The centre also supports three University Research Chairs: New technologies and CALL; Language Management; and Language Learning and Acquisition.

Research projects completed

- eLANG: Digital literacy for the teaching and learning of languages (ECML)
- MyAnnotator: Development of a digital tool for written corrective feedback for language teachers
- Hybride: Analysis of the professional practices and representations of second language teachers in a blended learning context
- Writers in action! Modelling and scaffolding second language learning writing process at the computer
- Usability tests in CALL development: Insights on the Learner-Task-Tool Interaction
- « Dire autrement »: vers un dictionnaire électronique de reformulation pour apprenants avancés du français langue seconde
- Collaboration in Haitian Teacher Development: Cultivating Inclusive Action Research Practices
- Siawinnu'gina'masultinej: Mi'gmaq language learning and teaching across the lifespan in Listuguj
- Consultation provinciale Destination Réussite 1 : La voix des élèves (Ontario Ministry of Education)
- Action-Research Mise en œuvre des GEEL, littératie dans toutes les matières Ontario Ministry of Education).

Ongoing and future research projects

- Language learning revisited: Adaptive instruction in technology-mediated contexts"
- Toward Achieving Canadian Bilingualism: Investigating Language Teacher Professional Identity in Pre-service ESL and FSL Teachers
- Developing academic biliteracy: Longitudinal case studies of learning to write in Canada's official languages
- Access to postsecondary and institutional choices of Franco-Ontarian students
- Compendium de l'aménagement linguistique au Canada
- The Linguistic Risk-Taking Initiative.

CDL (CENTRE FOR DIVERSITY AND LEARNING)

Ghent University, Belgium

Director: Prof. Piet Van Avermaet, Department of Linguistics, Faculty of Arts and Philosophy

ECSPM/CURUM representative: Piet Van Avermaet piet.vanavermaet@ugent.be

Website/Dissemination of information, research results

- Website: Centre for diversity and learning www.steunpuntdiversiteitenleren.be
- Facebookpage CDL: <https://www.facebook.com/steunpuntdiversiteitenleren/?fref=ts>
- Newsletter CDL: <https://www.cdl.org>

Mission

The CDL brings together a range of activities: research, in-service teacher training, development of materials and tools, consultancy. These activities are all pursued with diversity in mind and coordinated on the basis of constant exchange and cooperation within the multidisciplinary team.

The CDL team carry out predominantly mixed method research into processes and strategies of dealing with diversity and contexts of educational inequality, under the direction of Piet Van Avermaet who has a long-standing expertise in the field of diversity, language and social inequality in education. His expertise and research interests cover topics related to multilingualism in education, social inequality in education, language policy and practice in education, language policy and practice in contexts of (social) inclusion, language assessment, diversity and inclusion, integration and participation, discrimination in education, migration.

Research projects completed

Research output: 32 grants

- Vooronderz. thuistaal in onderwijs (Stad Gent, onderwijsdienst (promotor))
- Reviewonderzoek talensensibilisering (Vlaamse Onderwijs Raad (promotor))
- Language Rich Europe onderzoeksproject (Europese Commissie en British Council (promotor))
- VALIDIV project (IWT/SBO (co-promotor))
- FWO MULAE FWO (co-promotor).

Service (education) output: 17 grants

- Talensensibiliseringsproject BaO (Departement Onderwijs, Vlaamse overheid (promotor))
- Ontwikkelen van E-platform voor professionalisering van lerarenopleiders in omgaan met diversiteit
- Transitions Children and Kindergarten (TRACKs) (Erasmus+K2 (co-promotor)).

Academic and service output: 25 grants

- Project diversiteit UGent (Aanmoedigingsfonds / UGent (promotor))
- OBPMO ontwikkeling toolkit breed evalueren SO (Departement Onderwijs, Vlaamse overheid (promotor))
- Diversity and early childhood (KBS (promotor))
- ERASMUS+ EDINA (KA2 - Cooperation for Innovation and the Exchange of Good Practices. Strategic Partnerships for school education (co-promotor)).

Ongoing and future research projects

- Multilingualism teacher development (Erasmus+K3 (co-promotor))
- EDISTOOLS (FWO (SBO) (co-promotor))
- Promoting early multilingualism in childhood and childcare (ProEMC2) (FWO (SBO) (co-promotor))

- Training the Teachers of the Future: Language Policy and Literacy at CPUT (Cape Peninsula University of Technology) (VLIRUOS (promotor)).

Actions and/or products

- www.metrotaal.be
- <http://www.diversiteitinactie.be/>
- www.bredeschool.org
- <http://www.differentiatieinonderwijs.be/>
- <https://www.potentialtoteach.be/>
- <http://www.vanbasisnaarsecundair.be/>

CeLM (CENTRE FOR LITERACY AND MULTILINGUALISM)

University of Reading, England

Director: Prof. Ludovica Serratrice, School of Psychology and Clinical Language Sciences

ECSPM/CURUM representative: Ludovica Serratrice l.serratrice@reading.ac.uk

Dissemination of information, research results: <https://research.reading.ac.uk/celm/>

Mission

CeLM's mission is to conduct, coordinate, and disseminate world-leading research on literacy and multilingualism. Under five core research themes, our multi-disciplinary approach links Arts and Humanities, Life, and Social Sciences to tackle key global challenges that cannot be addressed under a single discipline. Our state-of-the-art facilities and cutting-edge training provide a platform for researchers and practitioners to engage with the public and bring direct benefits to society. Our vision is to be recognised as a leading, internationally renowned hub for research into linguistic, psychological, clinical and educational aspects of literacy and multilingualism.

Research projects completed

The Language Magician <https://www.thelanguagemagician.net>

Multilingualism and Multiliteracy (MultiLila) <https://www.mam.mml.cam.ac.uk>

ProLanguage <https://research.reading.ac.uk/prolanguage/>

Ongoing and future research projects

MultiMind <https://www.multilingualmind.eu>

Creative Multilingualism <https://www.creativeml.ox.ac.uk>

Language use in Multilingual Families during the COVID-19 Pandemic:

<https://research.reading.ac.uk/celm/research/pandemicmultilingualism/>

COVID-19 Multilingualism and Migration Website: <https://research.reading.ac.uk/celm/the-covid-19-multilingualism-and-migration-website-is-live/>

CEM (CENTRE OF EXCELLENCE FOR MULTILINGUALISM AND LANGUAGE POLICY)

National and Kapodistrian University of Athens (NKUA), Greece

Head of the Coordination Committee: Prof. A.-M. Dimopoulos, Department of Medicine, Rector of the NKUA

Head of the Scientific Committee: Prof. Emerita Bessie Dendrinou, School of Philosophy NKUA

Members of the international Advisory Committee: See [webpage](#)

ECSPM/CURUM representative 2019-2021: Bessie Mitsikopoulou, Division of Language and Linguistics, Department of English Language and Literature

Website: <http://elp.enl.uoa.gr/>

Email: cem.nkua@gmail.com

Secretary: Katerina Kourkouli kkourkouli@enl.uoa.gr

About CEM

The idea of a Centre of Excellence for Multilingualism and Language Policy (CEM for short) was ‘born’ and ‘delivered’ in 2020. The proposal for such a unit was developed by a team of faculty members from the departments of foreign languages and literatures of the School of Philosophy, where CEM is hosted. It was submitted and approved by the Senate of the NKUA, which proceeded to appoint CEM’s Coordination Committee, composed by the Rector himself as president, the Vice Rector of Academic Affairs, the Dean of the School of Philosophy, and nine more professors from different language and linguistics departments as members. Seven out of the twelve members of the Coordination Committee were selected to form the Scientific Committee, which elected its president and choose the members of the international Advisory Committee.

Interdisciplinary collaboration and community engagement are an integral part of CEM which, despite its being a young institution, has already managed to attract the attention of several languages and multilingualism research units of the largest Greek universities. See the CEM brochure in [English](#), [French](#) and [Turkish](#) (publication of the brochure in German, Italian and Spanish is forthcoming).

CEM is especially concerned with Europe as a cultural topos and as a supranational state for which multilingualism is a precondition for its integration. While it is attentive to European multilingualism policies, and occasionally critical of them, CEM makes a point of monitoring and being fully informed about the policies, proposals and recommendations of the European Commission and the Language Policy Unit of the Council of Europe. These policies and recommendations are not only the basis upon which the CEM offers counsel to the Hellenic Ministry of Education, but they are also a springboard for the development of outreach projects and events for language teachers.

Studies of languages and communication in the social space, as well as discourses which construe European ideologies and social practices – often in comparison with one another – are also among issues that interest CEM. The languages it is concerned with are those which are traditionally taught and learnt in formal and informal educational settings in Greece, but also those spoken by old and new migrant populations. Moreover, it is concerned with the Greek language and language varieties in Greek speaking areas, dialects of the diaspora and of Hellenic communities in the Middle East and beyond. Finally, it is deeply interested in how Greek contributes to international and European multilingualism and in

investigating attitudes to languages, lingoracism, and violation of linguistic rights in Greece and the rest of Europe.

Mission

CEM has set out to impact on how society as a whole and education in particular can deal with the opportunities and challenges posed by multilingualism in a world where transformations are occurring at an unprecedented rate, mainly because of digital technologies, mobility, and the influx of economic immigrants and refugees. Its main aims are:

- to foster interdisciplinary research on multilingualism in the [NKUA](#) with its 43 departments in the arts and humanities, natural and social sciences, medicine and other health sciences, law, theology, sports and digital technologies,
- to create alliances with research laboratories/centres in universities across Greece,
- to build research collaborations with scholars in language studies and multilingualism for the realisation of CEM projects,
- to build partnerships with European organisations, associations, networks and academic units so as to carry out specific projects on issues regarding languages, multilingualism and plurilingual education in Greece and Cyprus,
- to build partnerships with and offer outreach activities to professional associations, to professional and civil society groups, as well as community organisations in Greece and Cyprus,
- to provide research-based support on multilingual policies and practices to state institutions.

Research, actions and projects

CEM has identified four broad areas of study, research, social engagement and knowledge-transfer.

Area 1: Monitoring multilingualism in Greece and Cyprus, and the use of Greek internationally. This is the overall mission of the Multilingualism Observatory CEM is building, so as to investigate various forms of multilingualism in the Greek public space and in Greek institutions, including education, by investigating the use of Greek, varieties and dialects of Greek outside of Greek-speaking countries and the use of Greek on the World Wide Web. The purpose of the Observatory is not only to collect, classify, and analyse data but also to interpret data regarding language choices, to identify challenges regarding language use and to investigate attitudes to languages, and linguo-racist practices, as well as violation of linguistic rights. The construction and development of the Multilingualism Observatory, which is a huge venture in itself, has already started.

Area 2: European language and language education policies

Area 3: Languages in Greek education – languages across the curriculum, language teaching/learning and assessment/testing practices of the school languages; plurilingual education and multilingual classrooms

Area 4: Language assessment – in the context of which the following projects are supported: (a) the KPG multilingual examination suite (https://rcel2.enl.uoa.gr/kpg/en_index.htm) and the KPG Learner Corpus; (b) a new project of comparability between selected language exam systems across EU Member States, particularly those that aim at assessing plurilingual competence, with a view to reducing differences, and creating a European Testing Coordinate allowing valid and reliable measurement of competences leading to comparable data on European students' foreign language proficiency; (c) the development of an inter- and transdisciplinary a platform to help under- and post-graduate students and young scholars be informed about research developments in Language Testing and Assessment.

CEM also supports a number of independent research projects carried out by groups of scholars from the NKUA and other academic Greek institutions. Among them are: Tracing Racism in Anti-racist Discourse; Revitalizing dialects in Greek-speaking contexts; Learning languages in multilingual classrooms, Teaching grammar across languages; Teaching and testing cross-linguistic mediation.

Programmes

CEM has been collaborating with experts on multilingualism studies from the Autonomous University of Madrid, the University of Stockholm, the Free University of Brussels and the Aix-Marseille University on developing a European Master's degree programme in Multilingualism and Language Policy, in the context of [CIVIS](#) project, in which the NKUA is one of a total of eight European universities that has created an academic alliance forming the "European Civic University".

CENTRE FOR MULTILINGUALISM

University of Konstanz, Germany

Director: Prof. Theodoros Marinis, Department of Linguistics

ECSPM / CURUM representative: Prof. Theodoros Marinis t.marinis@uni-konstanz.de

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Website: <https://www.mehrsprachigkeit.uni-konstanz.de>

Mission

The mission of the Centre for Multilingualism is to conduct interdisciplinary research on multilingualism, to integrate research into teaching, to provide training and support to young researchers, and to transfer research outcomes to professionals within the education and health sectors and to provide advice to families. The Centre has a wide focus and includes multilingualism across the lifespan, including children and adults, healthy individuals and individuals with disabilities.

Research projects completed

AthEME (<http://www.atheme.eu>), 2014-2019

Multilingualism in the kindergarten and school, (<https://www.mehrsprachigkeit.uni-konstanz.de/en/research/archiv/>)

Multilingualism and Multiliteracy (<https://www.mam.mml.cam.ac.uk>), 2016-2020

Ongoing research projects

- Multilingualism in the school (<https://mwk.baden-wuerttemberg.de/de/hochschulen-studium/lehrerbildung/foerderprogramm-lehrerbildung/>), 2016-2021
- The Multilingual Mind (<https://www.multilingualmind.eu>), 2018-2022
- Non-Canonical Questions in Early and Late Bilingual Language Acquisition (<https://typo.uni-konstanz.de/questionsInterfaces/index.php/p10-description/>), 2019-2022
- DAAD exchange project with Greece 'German-Greek toolkit for Theory of Mind and Language in Autism' (MiLA), 2020-2022
- ERASMUS+ project 'Teacher Education About Multilingualism' that will develop an e-learning course on multilingualism for trainee teachers, 2020-2023

Future research projects

- Application for an ERASMUS MUNDUS MA in Multilingualism
- Application for an EU RISE project to develop language assessments for less studied languages outside of Europe, including indigenous languages

Actions and/or products

Transfer and outreach activities 2017-2020

- Talk on Multilingualism for nannies in Konstanz together with the Baby Speech Lab
- Workshop on Multilingualism in schools and day care for educational professionals and organisations and heritage language organisations
- Stand at the Long Science Night at the University of Konstanz
- Final event of the one-year training cycle on multilingualism for educational professionals and organisations, heritage language organisations, policy makers, language teachers and families in Konstanz
- Parental workshop for multilingual families in Konstanz
- Conference on Multilingualism in Day care and Schools for educational professionals and organisations, heritage language organisation, local authorities and language teachers in Hegne
- Talk on “High challenge, high support classroom: integrating language across the school curriculum” for educational professionals and organisations and language teachers in Konstanz
- Talk on “Scaffolding academic language across the school curriculum: processes and outcomes of classroom-based research” in Konstanz
- Teacher training on multilingualism on school (Part of the 5th Education Science Day at University of Konstanz) for educational professionals and organisations and language teachers
- Teacher training for educational professionals and organisations and language teachers at the University of Konstanz
- Workshop “Multilingualism at School” in Singen for educational professionals and organisations, language teachers, university students and families
- Stand at the Long Night of Science at the University of Konstanz
- Workshop "Mehrsprachigkeit am Übergang Kita/Schule–Hürde oder Verbindungsweg? for the symposium “Language education from preschool to elementary school” (Bildungsbüro Ravensburg)
- Talk on “Linguistically responsive teacher speech” at Staatliches Seminar für Lehrerbildung, Rottweil
- Schule trifft Uni La scuola incontra l’università; Public event (1-day) for schools from the Bodensee area, focussing on Italian linguistics
- Workshop at the “International parent consultations day” at the Bildungsberatung, city of Konstanz
- 5th anniversary of the Centre of Multilingualism; talks and activities for researchers, educational professionals and organisations, heritage organisations and local authorities
- Parental workshop during the Intercultural week Konstanz-Kreuzlingen
- Participation in a Fishbowl discussion: “Gelebte Mehrsprachigkeit” in Konstanz
- Two talks at the ‘DaZ-Fachtag’ for educational professionals and organisations in Tübingen (Durchgängige Sprachbildung im Mathematikunterricht and Korrektive Feedbackstrategien im gesellschaftswissenschaftlichen Unterricht)

Future Plans

- Stand at the Long Night of Science at the University of Konstanz (July 2021)
- Conference on Multilingualism (June 2021)

CENTRO DI ECCELLENZA DELLA RICERCA – CENTRE OF EXCELLENCE FOR RESEARCH

Università per Stranieri di Siena - University for Foreigners of Siena

Director: Prof. Massimo Vedovelli, Rector of Università per Stranieri di Siena

ECSPM/CURUM representative: Prof. Monica Barni barni@unistrasi.it

Website: <https://eccellenza.unistrasi.it/home.asp>

Mission

The Centre of Excellence for Research: *Permanent linguistic observatory of Italian widespread among foreigners and of immigrant languages in Italy* has the following general objectives:

- describe the changes in the contemporary Italian linguistic space, inside and outside national borders, in its contact with other languages and cultures;
- describe the situation of foreign languages that have entered Italy, especially as a result of immigration flows from abroad;
- provide cognitive tools for the planning of socio-cultural development interventions in the territory and for the planning of actions in the world of training;
- put its activities and tools at the service of the cultural industry and institutional agencies engaged in activities related to language policy.

In particular the Center

- carries out surveys on the spread of the Italian language in the world, on the reasons for its study, on the presence of Italian in urban linguistic landscapes, on the linguistic condition of communities of Italian origin in the world;
- develops theoretical and methodological models for analysing the condition of Italian in contact with other languages-cultures;
- collects documentation relating to studies and experiences on the subject of the spread of Italian in the world, immigrant languages, the literature of emigration, interculturality;
- creates corpora of Italian spread abroad (among our emigrants and foreigners) and other languages in Italy,;
- carries out training activities and tools aimed at those in Italy and around the world who work on the subject matters of the Center;
- promotes relationships and carries out research and training projects with Italian and foreign institutions, within the scope of its own purposes;
- promotes collaborative research projects and activities with Italian and foreign institutions
- promotes, organizes and carries out consultancy activities on behalf of third parties, linked to the purposes of the Center, for external or internal structures of the University for Foreigners of Siena.

The Center also carries out functions of support to the didactic activities aimed at the achievement of qualifications with legal value provided for by the University (internship, tutoring, orientation, planning of teaching materials, training and integration of teaching).

The Center of Excellence is at the service of the country-system and of the entire national and international scientific community, which can make use of the results of the research activities, methodologies and skills present in it.

Activities

Most of the activities of the Center of Excellence are specifically related to promoting research on plurilingualism, promoting plurilingual competence and education.

The following are the main research lines:

1) Immigrant languages in Italy - Responsible: Prof. Massimo VEDOVELLI

Objectives and activities: creation of tools and data collection aimed at mapping the multilingualism present in Italy. For the mapping of immigrant languages, innovative theoretical and methodological models for surveying and analysing linguistic data have been developed, such as the Mobile Laboratory of Sociolinguistic Survey. The Center of Excellence has created the first geolinguistic maps on the presence of immigrant languages in Italian urban linguistic landscapes, using georeferencing tools. The surveys of immigrant languages were carried out in different contexts: Arezzo, Ferrara, Florence, Fonte Nuova, Mentana, Monterotondo, Pistoia, Prato, Rome, Siena. With the collaboration of R. Siebetcheu.

2) Italian language around the world - Responsible: Prof. Massimo VEDOVELLI

Goals and activities: taking up the qualitative approach of Italiano 2000 (De Mauro et alii, 2002), the researchers developed within this line intend to verify the new scenarios for Italian deriving from developments in the global world. The research carried out allows us to observe the situation of Italian in various countries in all continents.

3) Italian for foreigners and new technologies - Responsible: Prof. Andrea VILLARINI

Objectives and activities: online didactic paths for learning Italian offering the space-time independence and flexibility that characterize distance learning. The activities envisaged by the line intend to develop the ability to learn the language independently by reinforcing the foundations on which to build multilingual competence. In particular, the line intends: to promote innovative practices for the teaching and learning of languages using digital devices and contents; make available to users remote and open educational resources to increase the opportunity and effectiveness of training; offer teaching models to modernize and internationalize the training system also through open and mass online courses (MOOC).

4) Italianisms in the world - Responsible: Prof. Carla BAGNA

Objectives and activities: to detect the presence of Italianisms and pseudo-Italianisms in the urban linguistic landscapes. The survey interest the following countries: Albania, Argentina, Brazil, Cameroon, Canada, China, Cyprus, Finland, France, Egypt, Gabon, Germany, Japan, Great Britain, Greece, Kenya, Lebanon, Lithuania, Morocco, Mexico, Peru, Poland, United Kingdom, Russia, Senegal, United States, South Africa, Sweden, Switzerland, Tanzania, Tunisia, Hungary. With the collaboration of Francesca Gallina, Mika Maruta and Raymond Siebetcheu.

5) Foreign languages in Italy - Responsible: Prof. Monica BARNI

Objectives: to carry out surveys on foreign languages at schools, starting from the analysis of other surveys carried out on the same subject in the European context. Carry out systematic quantitative and qualitative research on foreign languages, through the use of tools that also make use of advanced technologies.

6) Vinolingua - Responsible: Prof. Sabrina MACHETTI.

Objectives and activities: creation of a database of Italian and multilingual corpora, creation of materials for the linguistic training of operators in the wine sector. With the collaboration of Simone Casini and Caterina Ferrini.

- 7) Visibility of immigrant languages. Sport and linguistic-cultural integration - Responsible: Prof. Raymond SIEBETCHEU

Objectives and activities: recognition of languages in the sports context also to demonstrate their applicative value in support of educational planning and territorial development actions. The main results expected are: repertoires and linguistic behaviors of foreign athletes; creation of materials for the linguistic training of athletes and sports club operators; creation of a database of Italian and multilingual banners; language policies, sports migration and social inclusion.

- 8) Language-culture, Italian economy in the Far East - Responsible: Prof. Maria Gioia VIENNA

Objectives and activities: detection of the presence of Italian in homogeneous texts of Japanese Pop-Culture (anime, manga, J-pop), with particular attention to the monitoring of loanwords that have entered the current use of the Japanese, their areas of belonging and any extensions of meaning within the target language.

- 9) Immigration and media - Responsible: Prof. Maria CATRICALÀ.

Objectives: to examine the relationship between the media and the issue of immigration. Results achieved: textual and sociological analysis of a corpus of paper and video material related to the representations that the media provide of immigration.

Main research projects completed

- *Italian 2000: Survey on the motivations and audiences of Italian widespread among foreigners*, directed by Tullio De Mauro;
- *FIRB - MIUR* project on the linguistic space of our emigration in the world;
- *LSecon project*, promoted by the Tuscany Region on the language needs of businesses (2010-2013);
- *The global linguistic space of Italian: the case of Ontario*. Research unit: Center of Excellence (coordinator), University for Foreigners of Perugia, University of Toronto (Department of Italian Studies), Italian Consulate General of Toronto, Italian Cultural Institute of Toronto.
- *Language Rich Europe*, a project co-financed by the European Commission under its Lifelong Learning Programme, and initiated and managed by the British Council, under the supervision of a Steering Group. The research element of the project was led by *Babylon, Centre for Studies of the Multicultural Society* at Tilburg University, constructing and administering the research questionnaire among our partner network, processing and analysing the data, and writing up the cross-national outcomes of data collection. The research partners in each country/region have complemented the data collected with their own analysis of the findings, supported by examples of good practice and promising initiatives.

Ongoing research projects:

- *Italian in the global world*, in collaboration with the San Pio V Institute of Political Studies;
- *New racisms in the Tuscany Region*: the initiative sees the cooperation of the Universities of Florence, Pisa, Siena and Siena Foreigners. A line pursued by the research unit of our University focused on the 'Linguistic and semiotic structures of the new racisms and fascisms in Italy and in the world', coordinated by Massimo Vedovelli and created by Orlando Paris
- *Monterotondo-Mentana-Fonte Nuova 2019 project*. The survey intends to compare the current linguistic situation of the territory with that detected in 2004. It is therefore a new survey on the

territories of Monterotondo, Mentana and Fonte Nuova in order to make the comparison with the situation fifteen years ago, when this type of investigation was initiated in this area.

GEO (RESEARCH CENTER FOR ORIENTAL, SLAVIC AND MODERN GREEK STUDIES)

University of Strasbourg, France

Director: Prof. Irini Tsamadou-Jacoberger, Department of Modern Greek, Faculty of Languages and Vice-Rector of International Affairs

ECSPM/CURUM representative: Prof. Irini Tsamadou-Jacoberger jacoberg@unistra.fr

Secretary: Yolande Harster harster@unistra.fr

Website: <http://geo.unistra.fr>

Mission

The GEO Research Center is composed of 46 permanent members (Professors, Associate Professors) and associate members — 3 of the permanent members being «Espoirs de l'Université» award winning associate professors. They specialize in the fields of Arabic, Hebraic, Persian, Turkish, Modern Greek, Japanese, Chinese, Russian and Sanskrit studies. Their research works are diverse and address the history, literatures and languages (linguistics, sociolinguistics, didactics) of the cultural spaces mentioned above. Master's degree students, as well as doctoral students (at present: 18) affiliated with the GEO, benefit from the center's seminars, where they can learn how to master the tools of contemporary scholarship. They also benefit from the various conferences, doctoral conferences and doctoral workshops, which the GEO research center organizes on the thematic issues it chooses for its five-year thematic projects. The dynamic research activity developed by the GEO research center, leads to multiple collaborations between the University of Strasbourg and other prestigious academic institutions across the world, notably in Europe and Russia but also in the Middle East, in Taiwan and Japan, and in Brazil.

Research projects completed

2010-2017:

1. Self-Image, image of the other
2. Memories and societies
3. Gender in Language, Literature, and Society
4. Spaces, Frontiers, Transfers and Heritages

<http://geo.unistra.fr/index.php?id=3516> & <http://geo.unistra.fr/index.php?id=13738>

Research projects completed in collaboration with other research groups (Index= 'Initiative of Excellence' labelled research programs):

- 2013-2016: PLaTeaU-OO-XXI (Platform for Languages and Theater at the University of Strasbourg, East-West in the 21st century)
- <http://geo.unistra.fr/index.php?id=13912>
- 2013-2015: Translation (Transcriptions, Translations, Adaptations, and Rewrites)
- <http://geo.unistra.fr/index.php?id=13912>

Ongoing and future research projects:

2018-2022: Research Project on “Isolation”

Main research topic: « Studying Isolation ». This main research topic is addressed in three different research programmes:

- 1) The isolation of individuals (Project managers: Dr. Antonin Bechler & Prof. Sandra Schaal, Japanese Studies)
Programme 1 deals with objects as diverse as social phenomena religious practices or artefacts and literary works, produced by isolated individuals, or leading to the isolation of the social actors producing them. Specifically, it is concerned with:
 - isolation as a preventive measure or response, meant to extract individuals from a community, in order to protect it from a known, presumed or imagined threat;
 - isolation as a voluntary practice, developed by individuals in order to express their rejection of society or their rejection of social relations seen as unnatural or alienating; this includes cases, when voluntary isolation is considered by individuals triggering it, as a form of self-protection;
 - among forms of voluntary isolation, special attention is devoted to social strategies meant to use isolation as a condition for the production of artefacts or literary works.
- 2) The isolation of groups (Dr. Thomas Boutonnet, Chinese studies; Dr. Emilia Koustova, Russian studies; Prof. Nader Nasiri Moghaddam, Persian Studies; Prof. Irini Tsamadou-Jacoberger, Greek Studies).
Programme 2 deals with forms of isolation impacting groups or communities. This topic is studied through a multidisciplinary and transversal approach. Case studies include:
 - the study of isolation when it impacts specific groups or communities inside a wider community;
 - unwanted isolation as a result of exclusion, marginalisation, segregation or any form of discrimination experienced by a social group or community outside a wider community. This includes the study of deportation and exile;
 - isolation as a political tool or as a result of specific policies;
 - the isolation of given political groups from the national political scene, or isolation of given nations or territories from the international community;
 - strategies of isolating groups or communities through the use of discourse, images, language or stereotypes;
 - the isolation of given groups as a result of the isolation of their idiom and / or their cultural practices;
 - isolation as a tool of classification or as a result of classifications.
- 3) The isolation of genres and forms (Project managers: Dr. Marie Bizais, Chinese Studies; Dr. Julien Dufour, Arabic Studies; Prof. Boris Oguibénine, Sanskrit studies).
Programme 3 deals with the following issues:
 - the origins of the isolation of a given linguistic or genre category;
 - the place of isolated cases in our representations of fields of knowledge organised in categories and the processes used to redefine such categories and representations;
 - the establishment and persistence of generic isolation through time;

- the history of literatures and languages, of their contacts and evolution in the light of the study of isolated cases;
- the impact of exceptions when considering languages as systems and during the establishment of linguistic rules;
- the meaning of originality and isolated literary motives when compared to tradition and stereotypes in literary traditions.

Actions and/or products:

The GEO publishes its scholarly works within the GEO series hosted by the Presses universitaires de Strasbourg (PUS) and also at different publishing houses in France and abroad.

GEO series:

- "Collection bleue" (<https://books.openedition.org/pus/342>)
- "Classiques d'ailleurs" (<https://books.openedition.org/pus/386>)

Publications (selection):

- E. Koustova, ed., *Combattre, survivre, témoigner: expériences sociétiques de la Seconde Guerre mondiale*, Strasbourg, PUS, 2020
- S. Schaal, M. Bizais, eds., *Educations sentimentales en contextes orientaux*, Strasbourg, PUS, 2019
- I. Tsamadou-Jacoberger, I. Stamatiadou, eds., *Texte et contexte. Méthodes et outils de l'édition critique de quelques manuscrits arabes, grecs, italiens et latins*, Strasbourg, PUS, 2019
- I. Tsamadou-Jacoberger, M. Zerva, Georges Vizyinos, *L'unique voyage de sa vie*, Strasbourg, PUS, 2018
- G. Ducoeur, *La vie de Bouddha (Lalitavistara sūtra)*, Strasbourg, PUS, 2018
- L. Décourt, V. Odoïevski, *Les nuits russes*, Strasbourg, PUS, 2018
- H. Ibata, C. Lezni, F. Moghaddassi Fanny, dir., *Geographies of Contact, Britain, the Middle East and the Circulation of Knowledge*, Strasbourg, PUS, 2017
- D. Banon, *L'Ecole de pensée juive de Paris, le judaïsme revisité sur les bords de Seine*, Strasbourg, PUS, 2017
- A. Bechler, *Ôé Kenzaburô, une économie de la violence*, Strasbourg, PUS, 2016.
- O. Blinova, dir., Zinaïda Gippius, *poésie et philosophie du genre*, Strasbourg, PUS, 2016
- N. Nasiri-Moghaddam, *La Révolution constitutionnelle à Tabriz à travers les archives diplomatiques françaises (1906-1909)*, Paris, *Connaissances et Savoirs*, 2016
- I. Tsamadou-Jacoberger, et al., eds., *Manger en Grèce*, Paris, Presses de l'INALCO, 2016 (Special issue of the *Cahiers balkaniques*)
- R. Baudin, ed., *Manger russe*, Paris, Institut d'Etudes slaves, 2015 (Special issue of the *Revue russe*, 44)
- Tsamadou-Jacoberger, I. & Zerva, M. (2017). *Apprentissage des langues à l'Université de Strasbourg: motivations et représentations (en grec)*, in Georgakopoulos, Thanasis, Pavlidou, Theodossia-Soula, Pechlivanos, Miltos, Alexiadou, Artemis, Androutsopoulos, Jannis, Kalokairinos, Alexis, Skopeteas, Stavros & Stathi, Katerina, *Proceedings of the 12th International Conference on Greek Linguistics*, Editions Romiosini/ CeMoG Freie Universität Berlin, vol. 2: 1051-1064
- Tsamadou-Jacoberger, I. (2018). «Norme, variation et changement linguistique. Discours sur le génitif en grec moderne», *Les Cahiers du GEPE*, N°10/ 2018. Normes et rapports aux normes. *Éléments de réflexion pluriels*, Strasbourg: Presses universitaires de Strasbourg, URL: <http://www.cahiersdugepe.fr/index.php?id=3275>

International collaborations

The dynamic research activity developed by the GEO study group leads to multiple collaborations between the University of Strasbourg and other prestigious academic institutions across the world. Here is a list of the GEO's international partners:

- Arabic studies: Balamand University (Lebanon), Saint-Joseph University (Beyrouth), University of Tunis, University of Rabat, Heidelberg University
- Chinese studies: Taiwan Normal University
- Japanese studies: Waseda University (Tokyo), Keiô University, Rikkyô University, Tôyô University, Seijô University, Ochanomizu University, Chûô University, Kyôto University, Ritsulmeikan University, Dôshisha University, The University of Brazilia.
- Neo-Hellenic studies: University of Athens, Cyprus University, Patras University, Thessaloniki University, Volos University, The University of the Peloponnese.
- Slavic studies: RUDN University (Moscow), Lomonosov State University (Moscow), Higher School of Economics (Moscow), Università di Napoli "L'Orientale".
- And, for all fields of studies: Faculdade de Filosofia, Letras e Ciências Humanas Departamento de Letras Orientais, Universidade de São Paulo (USP).

International conferences (selection):

2017-2019

- « Reconsidérer le Modan: la ville, le corps et le genre dans le Japon de l'entre deux-guerres »
- « Congrès de l'Association Internationale pour l'étude du Moyen Arabe »
- « Le Roman d'Istanbul. Modernité, polyphonie et multilinguisme dans un centre littéraire de la Méditerranée orientale »
- « Nourriture et changement social entre Occident et Orient »
- « Un intellectuel alsacien dans la Russie des Lumières : Louis Henri de Nicolaï, juriste et poète strasbourgeois, président de l'Académie des Sciences de Saint-Pétersbourg »
- « Haruki Murakami » (
- « Corps et message »
- « La traduction et la découverte du patrimoine littéraire franco-persan »
- « Xth International Conference of the Study Group on Eighteenth Century Russia »

GL/ML (GREEK LANGUAGE & MULTILINGUALISM LABORATORY)

University of Thessaly, Greece

Director: Prof. George Androulakis, Department of Primary Education, School of Humanities and Social Sciences

ECSPM/CURUM representative: Prof. George Androulakis androulakis@uth.gr

Website: <http://greeklanglab.pre.uth.gr/>

Mission

The mission of the Laboratory is threefold: It carries out research on multilingual literacies in educational settings; it conducts research and educational projects on the teaching of Greek in educational institutions in Greece, on the teaching and learning of Greek as an additional language to speakers of other languages who live in Greece or in other parts of the world, and on the teaching and learning of Greek and other languages to migrants and refugees; it carries out studies in Greek from a sociolinguistic perspective.

Current projects coordinated by GL/ML

1. Teach for integration (T4I)

Funding: UNICEF
Duration: November 2018 to March 2020
Budget: 165,000€

The inclusion of refugee and migrant children in classrooms has been a great challenge for the last four years in the Greek education system. Teachers who teach small or bigger numbers of refugee and migrant students continue to express an urgent need for support, especially in the areas of teaching Greek as a Second Language, educational material use and development, differentiated teaching, classroom management in multilingual and multicultural settings. In response to these urgent needs, UNICEF, in collaboration with the Institute of Educational Policy (IEP) and Greek Universities, coordinated by the Greek Language and Multilingualism Lab (GL/ML) of the University of Thessaly, implement the Teach4Integration project from November 2018 until March 2020, benefiting over 900 public school teachers.

The objectives of the project are:

- To review the materials that were already developed in the teachers' training projects in Greece and in other countries.
- To provide training materials and techniques, open for use to the educational community and other relevant bodies, public and not-for-profit.
- To organise and implement practice-based and experiential training sessions, both online and face-to-face in ten Greek cities, addressing the above-mentioned categories of teachers.

2. Accelerated learning programmes for refugee students in secondary education (ALP)

Funding: European Union (Erasmus+)
Duration: October 2019 to December 2020
Budget: 169,000€

While access to public schools for refugee children is expanding in Greece and Cyprus, quality learning, regular attendance and drop-out prevention have been the biggest challenges. It is inevitable that students struggle, having to deal not only with language barriers but also with the lack of knowledge on different learning subjects that they have missed. Even if these students acquire basic communicative competence on Greek language thanks to the support of Reception Classes and the mainstream classes' language teachers, the knowledge gap on other subjects in Maths, Natural Sciences and Social Sciences constitutes a great challenge to effectively and systematically catch up the lost contents and keep up with the appropriate level of education.

The ALP project aims at: creating students' materials (accompanied by diagnostic tests and teachers' guides) that can accelerate the learning of six subjects, namely (i) Math, (ii) Physics, (iii) Chemistry,

(iv) Biology, (v) History & vi) Social Science, to learn what corresponds to the three years of lower secondary education (Gymnasium) within a period of one year, in order to systematically cover the knowledge gap deriving from out-of-school periods. The materials will aim to assist the teachers in non-formal education programmes, as well as formal schoolteachers upon approval by the Institute of Education Policy of Greece and the Pedagogical Institute of Cyprus. The objectives of the project are to prevent drop-out and support participation and school success for adolescent students who:

- return to school after long periods of absence in schooling
- need to deal with their classmates' much higher level of knowledge on different subjects
- face the language barrier.

3. Creative multilingualism: from practice to research to education (MEinART)

Funding: Hellenic Foundation for Research and Innovation

Duration: January 2020 to December 2022

Budget: 155,000€

When searching for arguments about funding and sustainability of the humanities and social sciences in Higher Education Institutions, creativity and multilingualism are two of the most recurrent concepts that come in play. MEinART project bridges them and focuses on gender mainstreaming, based on previous expertise of research with and for women, in projects such as ELMEGO, MATHEME or PRESS, and promoting participatory art-based research and education.

The main goal of the proposal is to research the relationship between creativity and multilingualism, and more specifically to identify the value of multilingual/translingual practices as sources of creativity; the research will lead to the construction of innovative learning spaces for women, focusing on arts-based and digital public pedagogy. The project's specific objectives are:

1. to investigate how multilingual/translingual creative practices shape identities of women with immigrant and refugee background;
2. to investigate the potential of using modes of art and creative applications of ICT for the multilingual/translingual self-expression of women speakers;
3. to design alternative (digital, blended and face-to-face) learning spaces that will facilitate and valorise women's identities.

The abovementioned objectives correspond to the 3 distinct phases of the project, namely: practice, research, education. Adopting a deliberately inclusive and critical stance, MEinART will have a significant academic impact by promoting inter-disciplinary research, blending of research and artistic performance methodologies, and combining new theory and innovative educational practice. From a societal point of view, MEinART plans to have a transformative impact which will be achieved through smart dissemination, building synergies and engaging key stakeholders, as well as actively involving possible end users. By establishing links between research and practice, MEinART will contribute to the raise of arts-based and ICT-based interventions related to multilingualism and migration, and will spot and benefit from new areas of social impact, through the workshops, webinars and other meetings and events with organisations, associations, researchers, performers, practitioners and policy-makers.

Director: Prof. Tanja Rinker, Sprach- und Literaturwissenschaftliche Fakultät, Didaktik des Deutschen als Zweitprache

ECSPM/CURUM representative: Prof. Tanja Rinker tanja.rinker@ku.de

Secretary: Anna Gruber anna.gruber@ku.de

Website: <https://www.ku.de/slf/germanistik/fremdsprache/>

Mission

The degree program for German as a second or foreign language at the German department of the Catholic University Eichstätt-Ingolstadt trains students to become teachers in public schools or also in language schools in Germany or abroad, teaching students with a language background other than German.

Several research projects within the multilingualism research group span projects from more basic research projects (e.g. investigating the neural basis of multilingualism) to applied projects (e.g. evaluating different language intervention methods in kindergartens). One further mission of the program is to provide training to teachers already working in schools, information for multilingual families or advice to policy makers in the area of education.

Research projects completed

- 2009-2012: “Language Processing in Turkish Children with German as a Second Language: Neurophysiological and Linguistic Investigations“, Federal Ministry of Education and Research (BMBF), 165,000 Euro (PI: Tanja Rinker, then University of Konstanz)
- 2010-2014: EU COST-Action IS0804, “Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment“, Workgroup member
- 2014-2019: EU FP7 Project “AThEME – Advancing the European Multilingual Experience“, workpackage member
- 2015-2017: Transferplattform “Multilingualism in Daycare and Primary Schools“—Partners: Italian General Consulate, School Board Konstanz, Day Care Centers, Konstanz, with Janet Grijzenhout. Excellence Initiative, University of Konstanz, 162,800€.

Ongoing and future research projects

- 2016-2021: “Supporting Academic Language Development: New Perspectives on German as a Second Language in the Classroom” / “Teacher attitudes towards multilingualism”. Principal Investigator and Project leader with Janet Grijzenhout
- Start of Project: 1 April 2016. MWK Baden Württemberg, 926.750€

- 2018-2022: "Input factors in bilingual Italian-German children", within consortium "MultiMind" – Marie Skłodowska-Curie Action Innovative Training Networks (ITN), European Commission, ca. 265.000€.

Future plans

Currently ERASMUS-proposal under way on increasing teacher 'knowledge' about multilingualism–partner organisation.

INSTITUTE OF LINGUISTICS AND LITERARY STUDIES, DIVISION OF MULTILINGUALISM

Technische Universität Darmstadt, Germany

Director: Prof. Britta Hufeisen, Division of Linguistics and Multilingualism, Department of Literature and Linguistics

ECSPM/CURUM representative: Prof. Britta Hufeisen britta.hufeisen@tu-darmstadt.de

Dissemination of information and research results: <https://www.daf.tu-darmstadt.de>

Mission

To conduct research in all dimensions of multilingualism, multiple language acquisition and learning, especially the ethnological dimension (for example the language acquisition processes and results of grown-up refugees), the political and educational dimension (for example the study of school development processes concerning the implementation of plurilingual whole school policies throughout Europe), the educational dimension (for example the development and research of materials to be used in multilingual heterogeneous welcome classes), or the linguistic dimension (for example the deeper understanding of the relevance of text competency in an L2 for the acquisition and development of an L3 text competency; in how far are certain L2s more helpful than others for the development of the subsequent L3 text competency) the theoretical dimension of multiple language learning (for example the assessment of L3-models).

Research, past and present

L3-Forschung

Seit einigen Jahren etabliert sich die Mehrsprachigkeitsforschung und rückt spracherwerbs-theoretische und linguistische Fragestellungen in den Blickpunkt: Wie lernen wir Sprachen? Was passiert, wenn wir zweite und weitere Fremdsprachen lernen? Wie kann das Lernen optimiert werden, wenn wir bereits auf Sprachlernerfahrungen zurück greifen können? Welche Konsequenzen können oder sollten daraus für sprachpolitische Entscheidungen, Curricula, Lehrwerke und die konkrete Lernsituation gezogen werden?

Im Rahmen verschiedener Forschungsprojekte werden an der TU Darmstadt- in Kooperation mit anderen Universitäten und Bildungseinrichtungen Deutschland-, Europa- und weltweit – Untersuchungen durchgeführt, die sich beispielsweise mit dem frühen Lernen der zweiten Fremdsprachen Französisch und Latein bereits in der 5. Klasse beschäftigen, die das Zusammenspiel von relevanten Faktoren im Rahmen eines Gesamtsprachencurriculums analysieren und die Theoriebildung vorantreiben.

L3 = L2 + n (n >= 1)

Research on three languages in the early 1990s marked the beginning of a new empirical area that until just a few years ago was – if undertaken at all – subsumed under the headings of SLA or bilingualism. L3 now stands as a symbol for research on three or more languages, and for research on multilingualism and multilingual language acquisition and learning. In a research field as broad as L3, new methods of investigation must be created, and triangulation of methodology has proven to be especially valuable. Linked to these considerations are questions of how linguistic research results can be reflected in the teaching and learning of languages.

On an international scale, a number of colleagues devote their time to L3. Some of their publications can be found in the bibliography below. They meet on various occasions and during the bi-annual L3 conference founded by Jasone Cenoz, Britta Hufeisen and Ulrike Jessner in 1999. The International Association of Multilingualism was founded at the 2003 conference.

Actions and/or products

Academic and outreach activities 2018-2019

These include guest lectures to the community of the Division, such as by Prof. i.R. Dr. Ulrich Schmitz on “Linguistic Landscaping”, or Prof. Carolina Flinz (Uni Mailand) in collaboration with Prof. Britta Hufeisen on Korpora und DaF, Prof. Karin Kleppin (Ruhr-Uni Bochum), Prof. Kathrin Siebold (Philipps-Universität Marburg) and Prof. Jörg Roche (LMU München). It also includes meetings, consultations and PhD defence sessions with doctoral students from Darmstadt and from collaborating universities, work with visiting scholars such Prof. Larissa Aronin (Oranim College in Haifa, Israel) on an ontogenetic perspective on research on L3, multilingualism and multiple languages acquisition; Working meeting of the Scientific Advisory Board for Language Promotion Hessen.

Several research projects, financed by Hessian, German or European institutions, were launched, among them a project on the influence of the education system on learning habits among refugees, or another project on the procedural assessment of everyday language usage among citizens whose first language is not German.

LiLPa (THE LINGUISTICS, LANGUAGES AND SPEECH RESEARCH UNIT)

University of Strasbourg, France

Director: Prof. Rudolph Sock, Phonetics Institute of Strasbourg

ECSPM/CURUM representative: Prof. Andrea Young, Faculty of Education and Lifelong Learning
andrea.young@inspe.unistra.fr

Secretary: Stéphanie Debaize debaize@unistra.fr

Website/: <http://lilpa.unistra.fr/>

Mission

The general scientific objectives of LiLPa are to:

- a) track important ongoing methodological and epistemological mutations within the Linguistic Sciences;
- b) motivate the socio-professional relevance of the Linguistic Sciences;
- c) constitute a real centre of excellence in both areas of research and training.

Currently, the major scientific orientations of the Research Unit are:

- 1) endeavouring to articulate general issues relating to didactics, language teaching and learning;
- 2) multilingualism and plurilingualism;
- 3) the relation between speech production and perception;
- 4) problems of meaning at the different levels of its anchoring and its emergence in both synchrony and diachrony.

Some specific research works focus on problems dealing with language and cultural contact, particularly in the field of linguistic and educational contrastivity, on the symbolic and statutory levels of the languages in contact examined. One may also cite the case where FAS (First and Second Language) data on research in French-English in an immersive kindergarten school in Strasbourg, serve to comprehend acquisition in young children. Another project (Languages, language and literacy), envisages plurilingualism as a factor of inclusion in early kindergarten. Finally, a Franco-German College (Communicating in a plurilingual and pluricultural context) contributes to increasing the number of cross-border doctoral training programs, while enhancing their quality through joint supervision.

Recent research projects completed

2014-2019 Languages, language and Literacy (Project coordinators: A. Young & L. Mary). Identifying and analysing professional practices which support the language development of emergent bilingual children and favour inclusion in pre-school. Longitudinal and ethnographic research project in a class of multilingual 3-year olds in a priority education area. In this project, the filmed data (video recordings of interactions and activities involving the teacher, the classroom assistant, the pupils and their families, plus interviews with the different members of the educational community) led to the creation of a 23-minute film and a set of short video clips organised into ten thematic sections for use in teacher education and professional training.

2013-2014 [Community \(Collaborative Community Approach to Migrant Education/Co-construire l'éducation des migrants\) project](#), ECML programme "Learning through Languages: Promoting inclusive, plurilingual and intercultural education" (Project coordinator: A. Young).

2012-2014 [LUCIDE \(Languages in Urban Communities: Integration and Diversity for Europe\) project](#), European Commission Lifelong Learning Programme (Project partners for Strasbourg: C. Hélot, A. Young & E. Caporal-Ebersold). The LUCIDE network investigated how communication occurs in multilingual settings across the EU and beyond and developed ideas about how to manage multilingual citizen communities. The aim was to help institutions (councils, schools, hospitals) and local and national economies capitalise on diversity as an economic resource and to strengthen social cohesion by fostering better communication and mutual understanding. We also wanted to understand better how the cultural richness of these new cities can strengthen the "diverse unity" of the 21st century.

Ongoing research projects

2019-2022 BEAM (Recherche participative pour le développement du langage et de la littératie des enfants bilingues émergents à l'école maternelle). Project coordinators: A. YOUNG & L. MARY. This participative research project follows on from the work carried out in early years classrooms by Mary & Young in Alsace since 2014. Professionals and researchers work in close collaboration in order to address the complex and frequently uncomfortable situations which they face and which arise out of a difficulty to adjust teaching to take into account the linguistic and cultural diversity of pupils and to respond to the needs of young emergent bilinguals. By co-constructing a whole school longitudinal approach, we seek to encourage agency and support sustainability.

2019-2022 [LoCALL \(Local Linguistic Landscapes for global language education in the school context\)](#) European Commission project: Strategic partnerships in the field of education, training, and youth (Project members for Strasbourg: A. Young, L. Mary & M. Siemushyna). This project describes and tackles the formative needs of teachers to deal with linguistic superdiversity in language education, proposing new methods and collaborative learning tools to map local Linguistic Landscapes and discuss them comparatively at an international level. It acknowledges the importance of involving youth, especially those with a migrant background, in the active discovery of their social and lived multilingualism and their own linguistic repertoires and connects foreign language learning and language awareness, acknowledging languages and the linguistic resources that young people have at their disposal and promoting their integration in teaching practices. Partners from the universities of Aveiro, Barcelona, Gröningen, Hamburg.

2017- ongoing TAKB (Teachers' Attitudes, Knowledge & Beliefs about language-s). Project members for Strasbourg: L. Mary & A. Young. International, comparative study, coordinated by Andrea SCHALLEY, involving researchers from Australia, Germany, Ireland, Israel, Netherlands, Norway, Sweden, UK.

Recent book chapters

- L. Mary & A. Young (2020). Teachers' beliefs and attitudes towards home language maintenance and their effects, pp. 444-463 in A.C. Schalley & S.A. Eisenclas (eds.), [Handbook of Home Language Maintenance and Development](#). Social and Affective Factors. Handbooks of Applied Linguistics (HAL) 18, De Gruyter Mouton.
- L. Mary & A. Young (2020) ["The Role of Multi-Media in Expanding Pre-Service Teachers' Understanding of Culturally and Linguistically Diverse Classrooms and Furthering Their Professional Identities"](#), chapter 32, pp. 630-648 in Management Association, I. (Ed.). *Accessibility and Diversity in Education: Breakthroughs in Research and Practice*. IGI Global. <http://doi:10.4018/978-1-7998-1213-5>.
- M. Siemushyna & A. Young (2019). In which language(s) do you parent? How language(s) used by migrant families influence the realization of parenting functions, pp. 149-171 in Sampson Lee Blair & Rosalina Pisco Costa (eds.), [Transitions into Parenthood: Examining the Complexities of Childrearing. Contemporary Perspectives in Family Research](#), Vol. 15, Bingley, Emerald Publishing Limited.
- C. Helot, M. Yoshimura & A. Young (2019). [Educating English Language Teachers to Critical Language Awareness: A Collaborative Franco-Japanese Project](#), pp.197-217 in Mario E. López-Gopar (ed.), *International Perspectives on Critical Pedagogies in ELT*. Palgrave Macmillan, Cham.
- Young, A. (2018) Unpacking teachers' language ideologies in schools in Alsace, France, pp. 70-75 in Kimberly Safford & Liz Chamberlain (eds.), [Learning and Teaching Around the World](#), London & New York, Routledge/The Open University. Reprint of A. Young. (2014) ["Unpacking teachers' language ideologies: attitudes, beliefs and practiced language policies in schools in Alsace, France."](#), *Language Awareness*, Vol 23 (1-2), pp. 157-171.
- Mary, L. & A. Young (2018) Black-blanc-beur: Challenges and opportunities for developing language awareness in teacher education in France, pp.275-300 in Christine Hélot, Carolien Frijns, Koen Van Gorp, Sven Sierens (eds.), [Language Awareness in Multilingual Classrooms in Europe: From Theory to Practice](#), Berlin & Boston, De Gruyter. <https://doi.org/10.1515/9781501501326-009>

- Young (2018) Language awareness, language diversity and migrant languages in the primary school, pp.23-39 in Peter Garrett & Josep M. Cots (eds.), [The Routledge Handbook of Language Awareness](#), Oxford, Routledge.
- S. Birot-Freyburger, L. Mary & A. Young (2018) Regards croisés sur des pratiques professionnelles dans une classe de petite section multilingue, pp.147-166 in Greta Komur-Thillooy et Sladjana Djordjevic (eds.), [L'école, ses enfants et ses langues](#), Paris, Editions Orizons.
- L. Mary & A. Young (2017) From Silencing to Translanguaging: Turning the Tide to Support Emergent Bilinguals in Transition from Home to Pre-school, pp.108-128 in BA. Paulsrud, ; J. Rosen ; B. Straszer & A. Wedin (eds.), [New Perspectives on Translanguaging and Education](#), Bristol, Multilingual Matters, 234p.

Recent publications for professionals

- Young, A. (2019) "Pourquoi et comment communiquer, travailler et construire un partenariat avec les familles des enfants dont les langues familiales diffèrent des langues de la structure éducative ?", [Le partenariat avec les familles dans l'éducation plurilingue de la petite enfance](#), Recueil des contributions de la conférence du 26 juin 2018 à Luxembourg, Service National de la Jeunesse, en collaboration avec le Gouvernement du Grand-Duché de Luxembourg, Ministère de l'Education nationale, de l'Enfance et de la Jeunesse, pp.17-27.
- Young, A. (2019) "Kommunikation, Zusammenarbeit und Aufbau einer Partnerschaft mit den Familien von Kindern, deren Familiensprachen sich von den Sprachen der Bildungseinrichtung unterscheiden: Warum und wie?", [Die Bildungspartnerschaft mit den Familien in der frühen mehrsprachigen Bildung](#), Sammlung der Beiträge der Konferenz vom 26. Juni 2018 in Luxemburg, Service National de la Jeunesse, en collaboration avec le Gouvernement du Grand-Duché de Luxembourg, Ministère de l'Education nationale, de l'Enfance et de la Jeunesse, pp.17-27.
- Young, A. (2017) "Les démarches inclusives des langues et cultures familiales", pp.55-70. Dans les actes du colloque interacadémique et interdegré: [Langues des élèves, langues de l'école](#), ESPE Gennevilliers, Université Cergy Pontoise, Paris, 14 octobre 2015.

MERCATOR EUROPEAN RESEARCH CENTRE ON MULTILINGUALISM AND LANGUAGE LEARNING Fryske Akademy, Leeuwarden, Netherlands

Managing director (ad interim): Drs. Willem Smink

ECSPM/CURUM representative: Drs. Cor van der Meer cvdmeer@fryske-akademy.nl

Email: mercator@fryske-akademy.nl

Dissemination of information, research results:

The Mercator European Research Centre uses several channels for dissemination, such as:

- Website: <https://www.mercator-research.eu/en/>
- Facebook: <https://www.facebook.com/MercatorResearch/>
- Twitter: [@mercatornetwork](https://twitter.com/mercatornetwork)
- the Mercator Network Newsletter (2500+ subscriptions)
- the [online media channels](#) of the Fryske Akademy <https://www.fryske-akademy.nl>

Mission

The mission of the Mercator European Research Centre is the acquisition and inventory, research and study,

dissemination and application of knowledge in the field of language learning at school, at home and through cultural participation. Its work is mostly focused on the regional and minority languages in Europe, but immigrant languages and smaller state languages are also topics of study.

The Research Centre is situated in the minority-language province of Fryslân. As a research institute, the centre wants to make use of the excellent opportunities the Frisian situation has to offer as a living laboratory on multilingualism. At the same time, Mercator makes state-of-the-art research and promotes interesting developments from other minority-language regions available to relevant stakeholders in Fryslân. Thus, the Research Centre brings Fryslân to Europe and Europe to Fryslân.

Research projects completed

- [COMBI](#) - Communication competences for migrants and disadvantaged background learners in bilingual work environments. The goals of COMBI project are to develop innovative and inclusive/systemic practices and methods focused on acquiring communication competences in the languages required in the workplace. It takes into consideration the multilingual reality of European regions
- [Critical Skills for Life and Work](#) - Developing the Professional Intercultural Communicative Competence of highly skilled refugees. This project aims to design and implement effective training tools for enhancing key skills and competences of both highly skilled refugees and the language teachers who work with them, and thus enhance employability and societal integration
- [LangOER](#) - Enhance teaching and learning of less used languages through Open Educational Resources and Practices. LangOER was a 3-year network that addressed the questions: How can less used languages, including Regional and Minority languages, benefit from Open Educational Practices? How can Open Educational Resources (OER) be shaped to foster linguistic and cultural diversity in Europe? What policies are favourable to the uptake of quality OER in less used language communities?
- [LangUp](#) - Preservation of Minority cultures and languages. An entrepreneurial opportunity to embrace the past and the future. This project focuses on and develops courses for youth workers, who are well situated to advise young people on how capitalizing on their minority language skills can help them in their search for work
- [LEARNMe](#) - Language and Education Addressed through Research and Networking by Mercator. Provides policy guidelines and recommendations for policy stakeholders in the field as well as for practitioners, meant to provide a very practical outline of how multilingual needs of less used languages can be approached
- [Teaching in Diversity](#) - The project aims at clarifying why teachers need to teach diversity, how to teach in diversity and how to manage diversity
- [Study on minority languages and education for the European Parliament](#) - Research for CULT Committee - Minority languages and education with a focus on vocational education.

Ongoing and future research projects

- [3M- More opportunities with multilingualism](#)
The goals of the 3M-project are to develop, experiment with, and evaluate new approaches and didactic tools for multilingual education
- [Endangered Languages and Endangered Archives](#)

The archives are focused on the study of language contact and language change and the reconstruction of historical sound recordings. We investigate the phonetic aspects of languages and dialects of minority and regional languages, in particular those of the Russian Federation and neighbouring countries

- [ENROPE](#) - European Network for Junior Researchers in the Field of Plurilingualism and Education
This project aims to provide high-quality qualification and networking structures for professional development for junior researchers in the field of language education and plurilingualism
- [Holi-Frysk 2.0](#) - Frisian in secondary education: a holistic approach
This project will serve as a pilot study for the development of multilingual teaching methods for different types of secondary schools. Research will be conducted into the implementation of new teaching methods and the effects it has on the language attitudes and the effectiveness of teachers
- [VirtuLApp](#) (Virtual Language App)
This project aims to create an app, handbook and toolkit for an innovative multididactic approach which teachers can use in the classroom in any (multilingual) situation
- [Wiki on Minority language learning](#)
The goal of the wiki is to complement the Mercator Regional Dossiers with information on the education of minority languages that have only a (very) small place in the national education, and thus share knowledge on minority language learning and to increase the visibility of minority languages online.

Actions and/or products

- [Regional Dossiers](#)
The Regional Dossiers focus on the educational system in European regions that have an autochthonous lesser-used language, and on how the lesser-used language is embedded in this system. The Regional dossiers are written according to a fixed structure, so that they can be used for comparative research.
Currently there are 58 Regional Dossiers
- [Mercator Network and Partnerships](#)
Besides the Mercator Network, Mercator Research Centre has several partnerships
- [Database of Experts](#)
The database of Experts contains the names, affiliations and areas of expertise of more than 600 experts in the fields of European minority and regional languages, multilingualism, language learning, and language policy
- [Network of Schools](#)
Network of Schools is a network of multilingual schools in minority language areas in Europe. It provides a platform for the exchange of information among educational practitioners. All member schools are located in an area in Europe where a minority language is used next to the national language. The schools actively use the minority language in their daily teaching practice
- [Publications](#)
Publications by Mercator Research Centre are online and in the Mercator Library at [Tresoar](#).

Future plans

The Mercator European Research Centre aims to extend their research in different aspects of multilingualism, especially in the area of language learning, education and policy. Furthermore the centre aims to expand its role of platform and intermediate between Regional- and Minority languages and between academic knowledge and applied knowledge or daily practice.

MIRCo (CENTER ON MULTILINGUALISM, DISCOURSE & COMMUNICATION)

Universidad Autónoma de Madrid / The Autonomous University of Madrid, Spain

Director: Prof. Luisa Martín Rojo, Depto. de Lingüística General, Lenguas Modernas, Lógica y Filosofía de la Ciencia, Teoría de la Literatura y Literatura Comparada, Facultad de Filosofía y Letras

ECSPM/CURUM representative: Luisa Martín Rojo luisa.rojo@uam.es

Website: <https://www.mircouam.com/en/>

Mission

The MIRCo Research Center provides a space for scientific exchange in which specialists from different fields can coordinate and perform “frontier research” on issues related to language and discourse in society. With globalisation and the tertiarisation of the markets, the question of languages, multilingualism and linguistic diversity is now of central importance in the economy and is transforming society and political culture. For this reason, an important mission of the MIRCo Center (in conjunction with various peer groups) is to investigate questions related to these transformations, from an interdisciplinary standpoint, especially when the scientific community has expressed conflicting opinions in the regard. MIRCo seeks to obtain innovative answers, not only in theoretical terms but also regarding methods and applications, for example by addressing innovative strategies such as citizen science. The transformation of the MIRCo Group into the MIRCo Research Center will reinforce its transdisciplinary and international character, by facilitating the incorporation of researchers from other disciplines. Our goal is for MIRCo to become a space of encounter and connection between basic and applied research networks, helping to consolidate, expand and reinforce the pioneering scientific effort that the MIRCo Group has been carrying out at the Autonomous University of Madrid (UAM) since 2000.

Adopting a critical standpoint, MIRCo provides a debating space for researchers in linguistics, sociology, anthropology, political science, philosophy, psychology, cultural studies, economics and education, as well as in natural sciences such as biology. It also facilitates training for young researchers and, as a discourse observatory based on community science, fosters interaction with society.

The activities of the MIRCo Center take place in three main areas – research, training and knowledge transfer, and projects are carried out with public and private institutions, both national and international. The MIRCo Center will generate research proposals aimed at achieving participation in high-level competitive projects, in which young researchers will be invited to take part. MIRCo’s activities will be transdisciplinary, based on theoretical and methodological innovation and on taking new approaches to linguistic resources. These activities are expected to have a major impact in this field, based on our understanding of languages as “commons”, and on emphasising the knowledge and the agency of speakers concerning language and discourse.

Main research projects completed

- COST European Cooperation in Science and Technology 2013, ref: ISCH COST Action IS1306) New Speakers in a Multilingual Europe: Opportunities and Challenges. Equipo: 20 Universidades, (01.01.2013-31.12.2017). Chair of the Action: Dr. Bernadette O'ROURKE (Heriot-Watt University Edinburgh); Vice-Chair of the Action: Dr. Joan PUJOLAR (Universitat Oberta de Catalunya). Member of the steering committee and Coordinator of the Migration group
- Plan Nacional de I+D+i., Ministerio de Economía y Competitividad. Ref: FFI2016-76425-P). Superdiversidad lingüística en áreas periurbanas. Análisis escalar de procesos sociolingüísticos y desarrollo de la conciencia metalingüística en aulas multilingües. Principal Researcher: Gabriela Prego Vázquez. (01.01.2017-31.12.2019). Financing: 61.710€
- (Plan Nacional de I+D+i., Ministerio de Economía y Competitividad. Ref: FFI2015-67232-C3-1-P." Linguistic "mudes": an ethnographic approach to new speakers in Europe. (Acrónimo: NEOPHON2). (01.01.2016-31.12.2018). Financing: 50.094€
- (Plan Nacional de I+D+i. 2008-2011, Ministerio de Economía y Competitividad. Ref: FFI2011-24781). Nuevos hablantes, nuevas identidades: prácticas e ideologías lingüísticas en la era post nacional Equipo: L. Martín Rojo; (01.01.2012-12.01.2014). Financing: 94.380€. Investigador responsable: Joan Pujolar Cos (Universitat Oberta de Catalunya). Tipo de participación: investigadora- (Banco Santander-UAM). Superdiversity, multilingualism and the translocalization of higher education: Network trajectories of students in Madrid and Hong Kong. Principal Researcher: L. Martín Rojo; (01.06.2014-30.03.2015). Financing: 12.000€
- (Banco Santander- UAM). Chinese and English as languages of the wider world: a sociolinguistic study on second language education and youth interests in London, Madrid and Hong Kong. Principal Researcher: L. Martín Rojo. (01.06.2011-09.30.2012). Financing: 18.000€
- (Ministerio de Ciencia e Innovación. Desarrollado en: UAM, Facultad de filosofía y letras, lingüística lenguas moder. Lógica, filoso, cienc. Ref: FFI2010-09407-E). Discourse studies: on the critical and the decolonisation turn. Principal Researcher: L. Martín Rojo. (01.12.2010-01.12.2011). Financing: 7.000€
- (I+D Ministerio de Educación y Ciencia. Desarrollado en: UAM, Facultad de filosofía y letras, lingüística lenguas moder. Lógica, filoso, cienc. Ref: HUM2007-64694). Escuela y multilingüismo: un estudio sociolingüístico crítico de los programas de educación lingüística de la comunidad de madri. Principal Researcher: L. Martín Rojo. (01.10.2007-02.28.2011). Financing: 120.516€
- UAM, Facultad de filosofía y letras, lingüística lenguas moder. Lógica, filoso, cienc. Ref: CCG06-UAM/HUM-0324). La construcción de las relaciones interétnicas en las escuela en el contexto de diferentes políticas nacionales y lingüística. (01.01.2007-12.31.2007).

Ongoing and future research projects

1. R+D+I National Plan, Call for challenges, Coordinated projects. Critical linguistic awareness and agency of speakers: action research for sociolinguistic equality (EquiLing). Principal Investigator: Luisa Martín Rojo. (Awarded).
2. EU RISE project 873082. CONTESTED_TERRITORY (From Contested Territories to alternatives of development: Learning from Latin America). Participants: R&D coordinated research project (21 groups in Europe and Latin America). Principal Investigator: Héctor Grad Fuchsel. EU Horizon 2020.

Actions

This group integrates 19 researchers from different Universities: Seniors (Martín Rojo, Heller, Pujolar, Márquez-Reiter), mid-career scholars (Pérez-Milans, Patiño Santos, de la Garza, and Relaño) who were trained by the group in the early stages of their career, and young researchers (Llompart, Fernández, Hidalgo, Castillo). All the researchers have developed together new lines of research, they collaborate in research projects (led by Martín Rojo, but also by Pujolar, Heller, and Pérez-Milans), and most of their publications (approx. 20 books and edited special issues; approximately 95 papers in Journals and book chapters in 5 years) are the outcome of this collaborative research and an important part of them are co-edited or co-authored. Thus, for example, Márquez Reiter & Martín Rojo (2014), Martín Rojo & Rodríguez Torres (2016), Martín Rojo & Márquez-Reiter (2019), Heller, Pietikäinen & Pujolar (2017). and several publications by Pujolar are outcomes of the project, “New speakers, new identities: linguistics practices and ideologies in the post-national era”; while other publications such as Martín Rojo (2010); Márquez & Martín Rojo (2010); Pérez-Milans (2013; 2015); Pérez-Milans & Patiño (2014); Patiño, Pérez-Milans & Relaño (2015); and Relaño Pastor (2015) are direct or subsequent outcomes from the project “School and Multilingualism: a critical sociolinguistic study of language education programs of the Comunidad de Madrid”. Other outcomes of the collaboration among the researchers of this team have been the organisation of Conferences, proposed symposia, and contracts with the Administration.

MRN (MULTILINGUALISM RESEARCH NETWORK)

Cardiff University, Wales

Director: Dr. Jonathan Morris, School of Welsh, Cardiff

ECSPM/CURUM representative: Dr. Jonathan Morris MorrisJ17@cardiff.ac.uk

The Multilingualism Research Network was established in January 2020 following the Multilingualism and Multi-identities in Wales conference held in November 2019. Following an initial meeting with 25 staff and postgraduate research students from across the University, we have identified key research networking and outreach activities. We have also submitted an application for funding from the University in order to increase our profile.

The proposed network will bring together researchers who have an interest in bilingualism and multilingualism across languages and social contexts. It is open to all who have an interest in psycholinguistic, sociolinguistic, and sociological aspects of learning and using more than one language in the home, in the education system and in the community.

The study of multilingual individuals and communities spans different fields. This is reflected at Cardiff University where there is activity in a number of Schools as well as institutional strategies regarding the Welsh language (Welsh-medium provision and language use). The aims of the network are as follows:

1. foster networking and collaboration among staff and PGR students in different fields;
2. co-ordinate institutional and community engagement activities and online resources regarding the use of more than one language in the home, education system, and community, and develop pathways to policy impact in order to strengthen the profile of the University as a world leader in multilingualism;
3. develop transformative and interdisciplinary research grants leading to impact and high-level outputs.

Proposed activities (2020-2022)

Research networking events: There will be a series of regular networking events for researchers which aim to facilitate collaboration.

The following activities may be subject to funding:

- 'Pathways to impact in multilingualism research' Away Day: This event will facilitate knowledge exchange between researchers and stakeholders in order to raise awareness of our work among civic society in Wales and also provide researchers with a better knowledge of how to create impact
- Multilingualism Research Training Days for PGR Students and Early-Career Researchers: This event will provide a coherent training package which would allow PGRs and ECRs to gain insight into the interdisciplinary nature of the field. Working with PGR students, we aim to develop a series of training workshops with external facilitators over three days. Workshops would include, but are not limited to, training on analysing linguistic data using acoustic phonetics, statistical analysis for multilingualism research using R, designing and running psycholinguistic experiments, multilingualism classroom research, and transcribing multilingual data. The event would open to all PGR students and ECRs at Cardiff University as well as external delegates
- Second Cardiff Multilingualism and Multi-identities Conference: Following the success of the first Multilingualism and Multi-identities Conference, funds are sought to hold a second event. The conference aims to bring together research on bilingualism and multilingualism and calls for closer alignment between researchers, practitioners and policy makers. The key themes of the conference align with the network's aims of examining and promoting multilingualism in the home, in education, and in the wider community
- Multilingualism in Cardiff Outreach: We aim to develop a website and resources hub for bilingualism and multilingualism. This will be developed by members and will provide opportunities for undergraduate student input. We also hope to liaise with the National Museum Cardiff regarding a temporary exhibition and series of public-facing talks showcasing historical and contemporary aspects of multilingualism in Cardiff.