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Multilingualism as a resource of the sustainable university

Ingrid Gogolin, Hamburg

What can you expect?

- #ProgressDiversity → Linguistic diversity?
- A brief historical excursion: the formation of „science“ and the linguistic habitus of „scientists“
- An example of a multilingual university – introduction to a research project
- And some selected results
- Quintessence: multilingual habitus @ University?

https://tinyurl.com/3v9nzkk3

Kosmos 112/2021

#ProgressDiversity Why science needs more diversity

→ E-Paper

Download (PDF)

Focus

Long live diversity

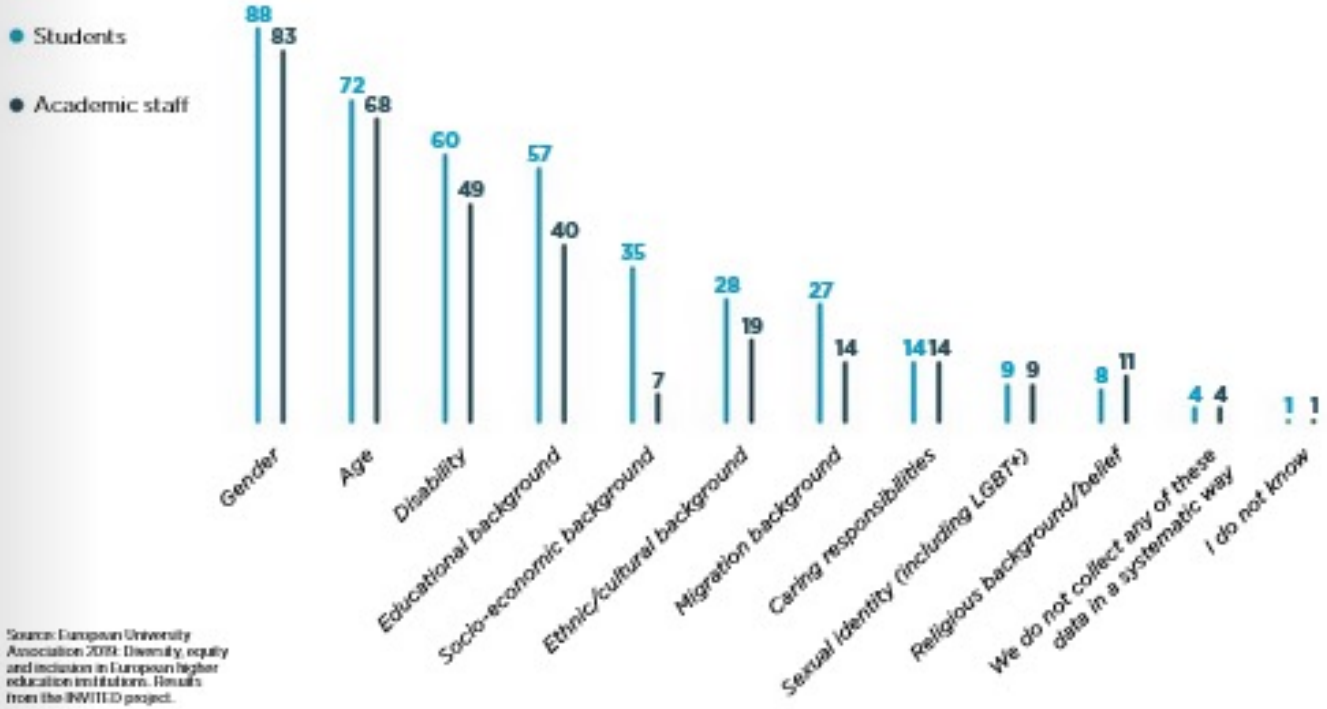
Alexander von Humboldt
Stiftung/Foundation

The more heterogeneous the researchers in a team, the more creative the results: this is a fact now generally acknowledged. Diversity in science has become an important catchphrase – and every country interprets it differently. A journey round the world discovering diversity.

from 01. February 2021 **Text:** Kilian Kirchgessner

What data do you collect about your students and staff that is of relevance to diversity, equity and inclusion?

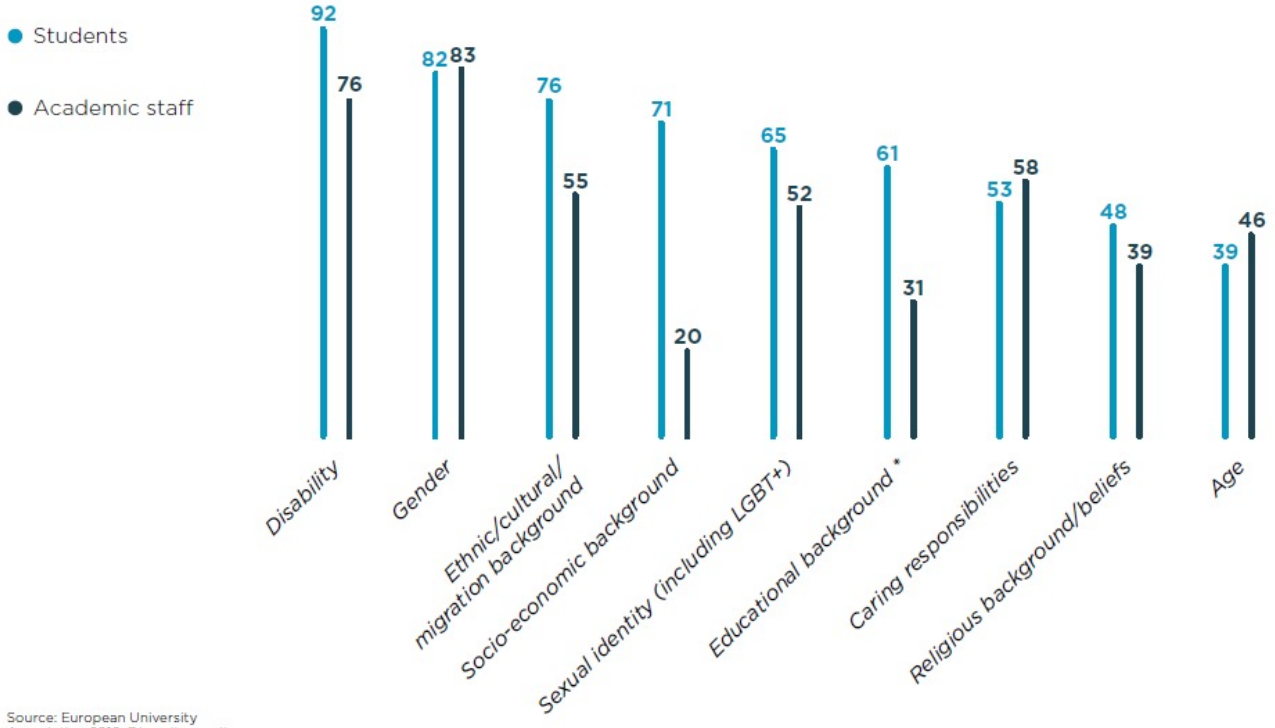
A survey under a total of 159 higher education institutions from 36 European systems, information in percent



Source: European University Association 2019: Diversity, equity and inclusion in European higher education institutions. Results from the INVITED project.

Which aspects and dimensions of diversity do you address at your institution?

A survey under a total of 159 higher education institutions from 36 European systems, information in percent



Source: European University Association 2019: Diversity, equity and inclusion in European higher education institutions. Results from the INVITED project.

* alternative pathways, lifelong learners

Source: European University Association 2019: Diversity, equity and inclusion in European higher education institutions. Results from the INVITED project.

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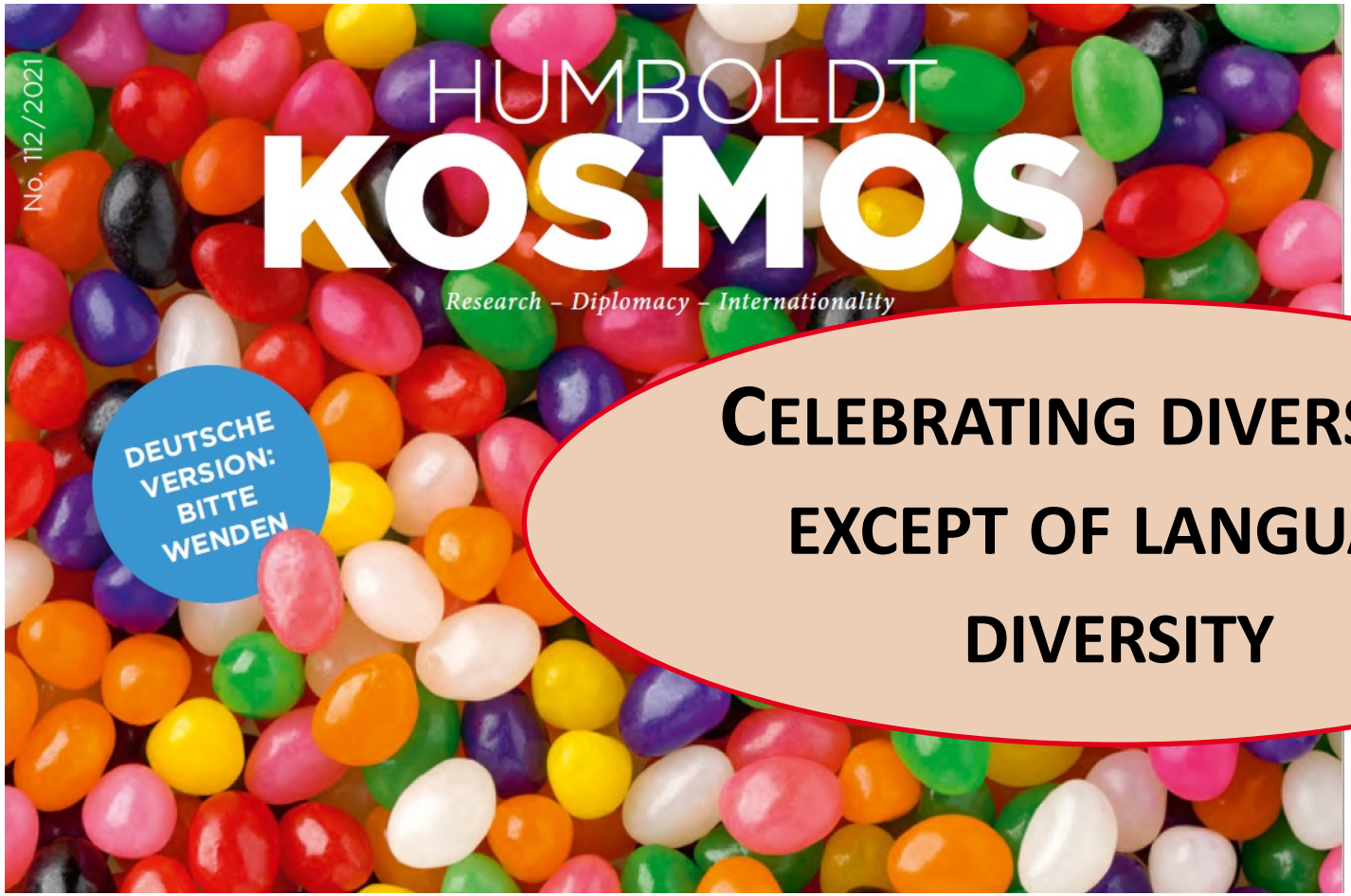

CELEBRATING DIVERSITY - EXCEPT OF LANGUAGE DIVERSITY

What can you expect?

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HISTORICAL PERSPECTIVE: ALEXANDER VON HUMBOLDT AS A „TYPE“

ENCOUNTERS WITH „THE UNKNOWN“

„MULTILINGUAL HABITUS“

What can you expect?

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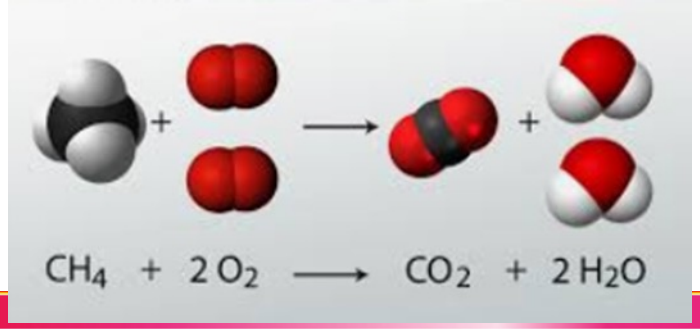


APPRECIATION OF DIVERSITY IN ACADEMIA

PHILOSOPHY OF EDUCATION

~ Richard Smith ~

The following Philosophy of Education is a statement of my views and beliefs on education and teaching, developed over many years of teaching. Education is one of the most important aspects of growth and development, providing children with the fundamental tools necessary to move forward in society as confident, knowledgeable citizens. Education is the means by which we ensure that our society continues to successfully evolve. It is incumbent upon educators to develop new and innovative ways to help children become successful in the future.

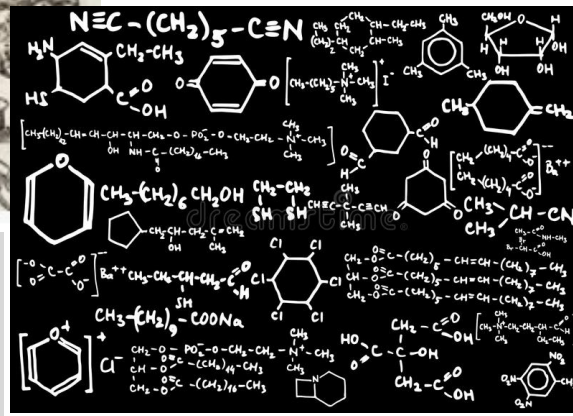
As a child, I can remember telling everyone that I wanted to be a teacher when I grew up, and I never deviated from this goal or lost focus during my high school and college years. When I entered the field of education, I realized my dream and was able to share my acquired knowledge with students. I hope to continue to share the lessons that I have learned along the way and encourage my students to reach for the stars and realize their dreams.

On my journey to becoming an educator, there have been individuals who have helped me develop my teaching philosophy. While a student teacher at St. Michael's University, I had the opportunity to work with a wonderful and caring veteran teacher, Norman Simons. He was a powerful mentor, and taught me the finer points of creating meaningful, relevant, and effective lessons. It was under his guidance that I learned how to remain flexible, open to change, and communicate successfully with [illegible] students. He provided a solid support system and encouragement, as well as honest, he[illegible] that I could learn and grow in my career. As a teacher today, I aspire to model professionalism in the classroom.

Student success is the primary focus of education. My teaching style embodies the role student success. I model an enthusiastic approach to learning, endeavoring to create lea information in a way that students will successfully grasp. I believe this method of enthusiasm on the students' part and encourages them to become engaged in the learni students' emotional well-being also plays a vital role, and, as a result, I strive to remain a nurturing support, encouraging my students to do their best. I have the ability to "co students. I do that by getting to know them and their learning styles to ensure that ea access the curricula.

Students must feel that they matter and that their views are taken into consideration essential that faculty, parents, and the school community work together to create a collaborative learning environment.

In conclusion, my ultimate goal as a teacher are: "To provide students with high quality meets the individual needs of each student. To create an inspiring and equitable learning which students feel safe and secure. To leave a legacy that other teachers and students that I was a sincere individual with a true passion for his craft, who always came in early or stayed late to help a struggling student succeed."

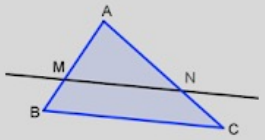


Théorème de Thalès:

Si: M ∈ (AB), N ∈ (AC) et si **(MN) et (AB) sont parallèles,**

Alors: $\frac{AM}{AB} = \frac{AN}{AC} = \frac{MN}{BC}$

(ce théorème sert à calculer des longueurs)

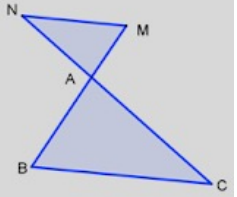


Réciproque du théorème de Thalès:

Si A,M,B et A,N,C sont alignés **dans le même ordre** et si $\frac{AM}{AB} = \frac{AN}{AC}$,

Alors les droites (MN) et (BC) sont parallèles.

(la réciproque sert à montrer que des droites sont parallèles)



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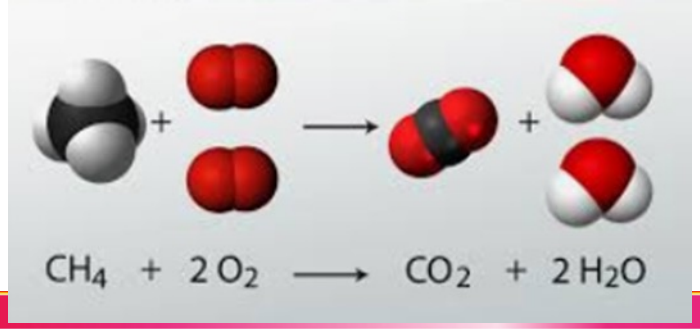
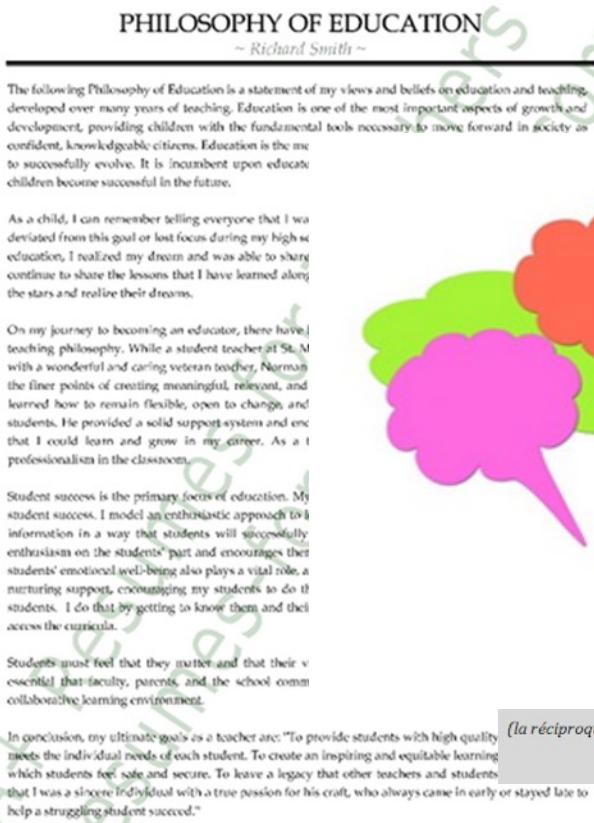


APPRECIATION OF LANGUAGE DIVERSITY IN ACADEMIA ?



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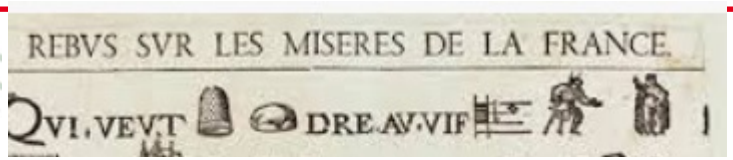
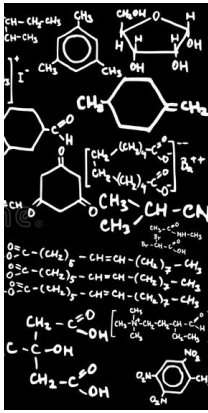


Bild: Pixabay.com



(la réciproque sert à montrer que des droites sont parallèles)

"MULTILINGUALISM AS A RESOURCE OF THE SUSTAINABLE UNIVERSITY"

The research project "Multilingualism as a Resource of the Sustainable University" has examined multilingualism at Universität Hamburg since summer 2015. Researchers have been exploring the following questions:

- What role does multilingualism play in raising awareness and fostering reflective communication in research, teaching, and education at universities?
- How will multilingualism affect the university, whether negatively or positively, in the pursuit of research, teaching, and education?
- How can the university contribute to the development of multilingualism as a public asset (internal as well as external impact)?

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Multilingualism as a Resource

Reflection on Science	Research	Didactic	Institutional
PROJECT I	PROJECT II	PROJECT III	PROJECT IV
„Language in Sciences – Multilingualism and Linguistic Reflexivity on the Example of Sustainability Research“	„Multilingualism in Standard Medical Care – Resources, Practices and Needs in Everyday Clinical Work“	„Languages of Instruction – English in the Multilingual University “	„Languages on Campus – Multilingualism as Resource in Sustainable University Governance“

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OBSERVATIONS: MULTILINGUALISM

- **Metropolitan areas of Germany: more *diverse* than ever**
- **Hamburg's population consists of migrants from approximately 190 different countries (migrant proportion of roughly 30%)**
- **Great deal of research on multilingualism in educational settings is carried out with respect to the elementary and secondary part of education – very little research on the tertiary sector.**

Question 1: Does a "normal" university reflect the multilingual reality of present-day Germany?

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BACKGROUND AND THEORY: LINGUISTIC DIVERSITY AS AN ASSET

- ***value & capital:***
  - ***Human Capital Theory (Language skills as a form of human capital, that is needed and valued by employers)***
  - ***Market Value of Languages (Language skills have economic value if they help creating monetary capital) (Grin 2002, 2003, 2006)***
  - ***Social & Cultural Capital (Language skills increase one's linguistic capital: access to wider circles of societies & cultures; exploiting one's linguistic capital to own needs) (Bourdieu 1991, 1997, Martinovic 2011)***
  - ***Psychic Distance Theory (Language skills as one of the most important components [or determiners of success] in business internationalisation) (Piekkari et al. 2014)***

Question 2: Are language skills needed, used and *valued in the university?*

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BACKGROUND AND THEORY: INSTITUTIONAL GOVERNANCE

- **Efficiency and Fairness in institutional policy (Grin 2015, Grin and Gazzola 2013):**
  - **Efficiency: The proper allocation of resources**
  - **Fairness: A "just" distribution of resources between social actors**
  - **Resource allocation in institutional policies is, hence, a trade-off between efficiency and fairness**

Question 3: Are linguistic resources supported *efficiently* & *fair*?

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DESIGN

- **Cross-sectional study; convenience samples**
- **Questionnaire survey: Partially programmable online tool (Limesurvey); additional Paper&Pencil versions of the questionnaire**

- **Self-assessment on the basis of "can-do-statements" (inspired by the Common European Framework of Reference CFER)**
- **Additional information (open and closed questions) on language acquisition, language attitudes, domains and settings of usage, support of usage, some bio-data.**

- **Additional qualitative study on the basis of interviews with emergent researchers.**

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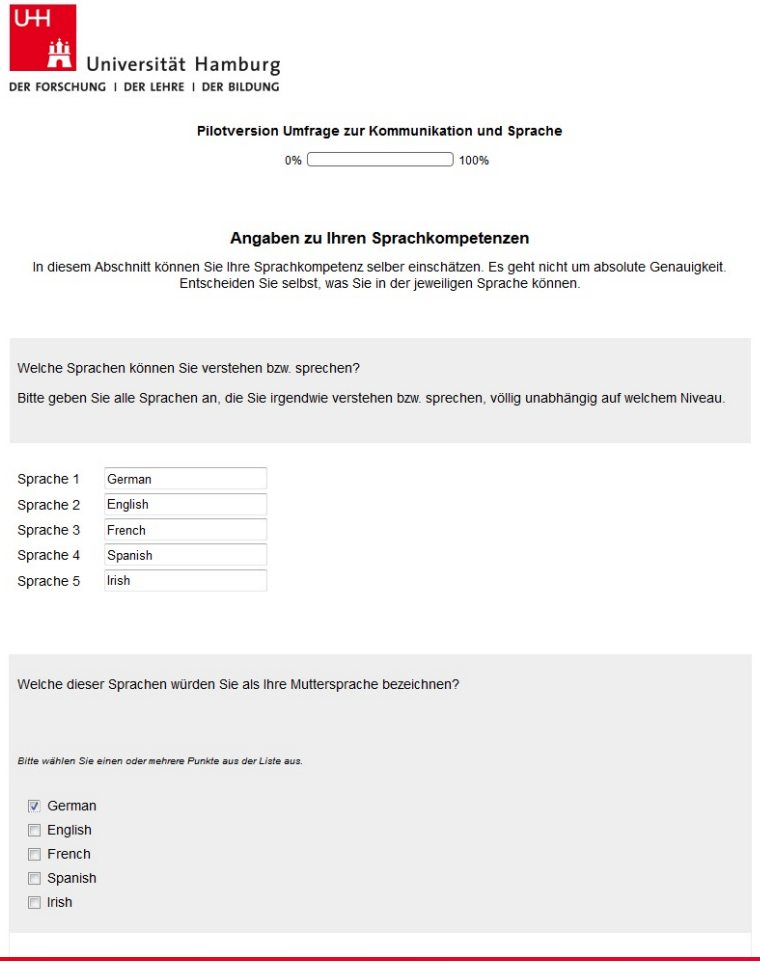
QUESTIONNAIRE: SCREENSHOT



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Pilotversion Umfrage zur Kommunikation und Sprache

0% 100%

Angaben zu Ihren Sprachkompetenzen

In diesem Abschnitt können Sie Ihre Sprachkompetenz selber einschätzen. Es geht nicht um absolute Genauigkeit. Entscheiden Sie selbst, was Sie in der jeweiligen Sprache können.

Welche Sprachen können Sie verstehen bzw. sprechen?

Bitte geben Sie alle Sprachen an, die Sie irgendwie verstehen bzw. sprechen, völlig unabhängig auf welchem Niveau.

Sprache 1: German
Sprache 2: English
Sprache 3: French
Sprache 4: Spanish
Sprache 5: Irish

Welche dieser Sprachen würden Sie als Ihre Muttersprache bezeichnen?

Bitte wählen Sie einen oder mehrere Punkte aus der Liste aus.

- [x] German
- [ ] English
- [ ] French
- [ ] Spanish
- [ ] Irish

Wie gut können Sie die Sprachen **verstehen, wenn Sie zuhören**?

Ich kann auf ...

Bitte markieren Sie für die jeweilige Sprache die Höhe Ihrer Fähigkeiten und Fertigkeiten. Die Abstufungen erhöhen sich von links (1= wenig Kenntnisse) nach rechts (6= hohe Kenntnisse).

	1 - einzelne Wörter und Teile von Sätzen verstehen	2 - einfache Sätze im Alltag verstehen (z.B. beim Einkaufen, bei der Arbeit)	3 - die wichtigsten Informationen im Gespräch, bei der Arbeit, im Radio/Fernsehen verstehen	4 - verstehen, wenn jemand einen Vortrag hält oder die Nachrichten spricht	5 - ohne große Mühe längere Reden, Spielfilme und Fernsehsendungen verstehen	6 - mühelos alles verstehen, auch wenn jemand schnell und mit Akzent spricht	keine Antwort
German	○	○	○	○	○	◉	○
English	○	○	○	○	○	◉	○
French	○	○	○	○	◉	○	○
Spanish	○	○	◉	○	○	○	○
Irish	◉	○	○	○	○	○	○

Wie gut können Sie **an Gesprächen teilnehmen**?

Ich kann auf ...

Bitte markieren Sie für die jeweilige Sprache die Höhe Ihrer Fähigkeiten und Fertigkeiten. Die Abstufungen erhöhen sich von links (1= wenig Kenntnisse) nach rechts (6= hohe Kenntnisse).

	1 - einzelne Wörter und Teile von Sätzen sprechen	2 - einfache Sätze im Alltag sprechen (z.B. beim Einkaufen, bei der Arbeit)	3 - mich an Gesprächen über vertraute Themen beteiligen	4 - in vertrauten Situationen diskutieren und eigene Ansichten verteidigen	5 - mich in Alltag und Beruf gut ausdrücken und mit anderen diskutieren	6 - mich mühelos an allen Gesprächen beteiligen und angemessen ausdrücken	keine Antwort
German	○	○	○	○	○	◉	○
English	○	○	○	○	○	◉	○
French	○	○	○	○	◉	○	○
Spanish	○	◉	○	○	○	○	○
Irish	◉	○	○	○	○	○	○

What can you expect?

- #ProgressDiversity → Linguistic diversity?
- A brief historical excursion: the formation of „science“ and the linguistic habitus of „scientists“
- An example of a multilingual university – introduction to a research project
- **and some selected results**
- **Quintessence: multilingual habitus @ University?**

PIs: Ingrid Gogolin & Tobias Schroedler

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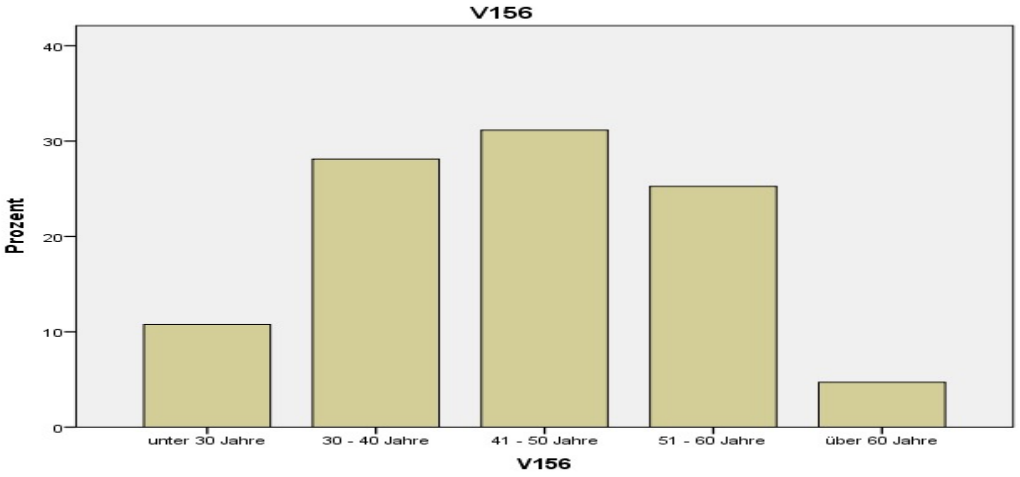
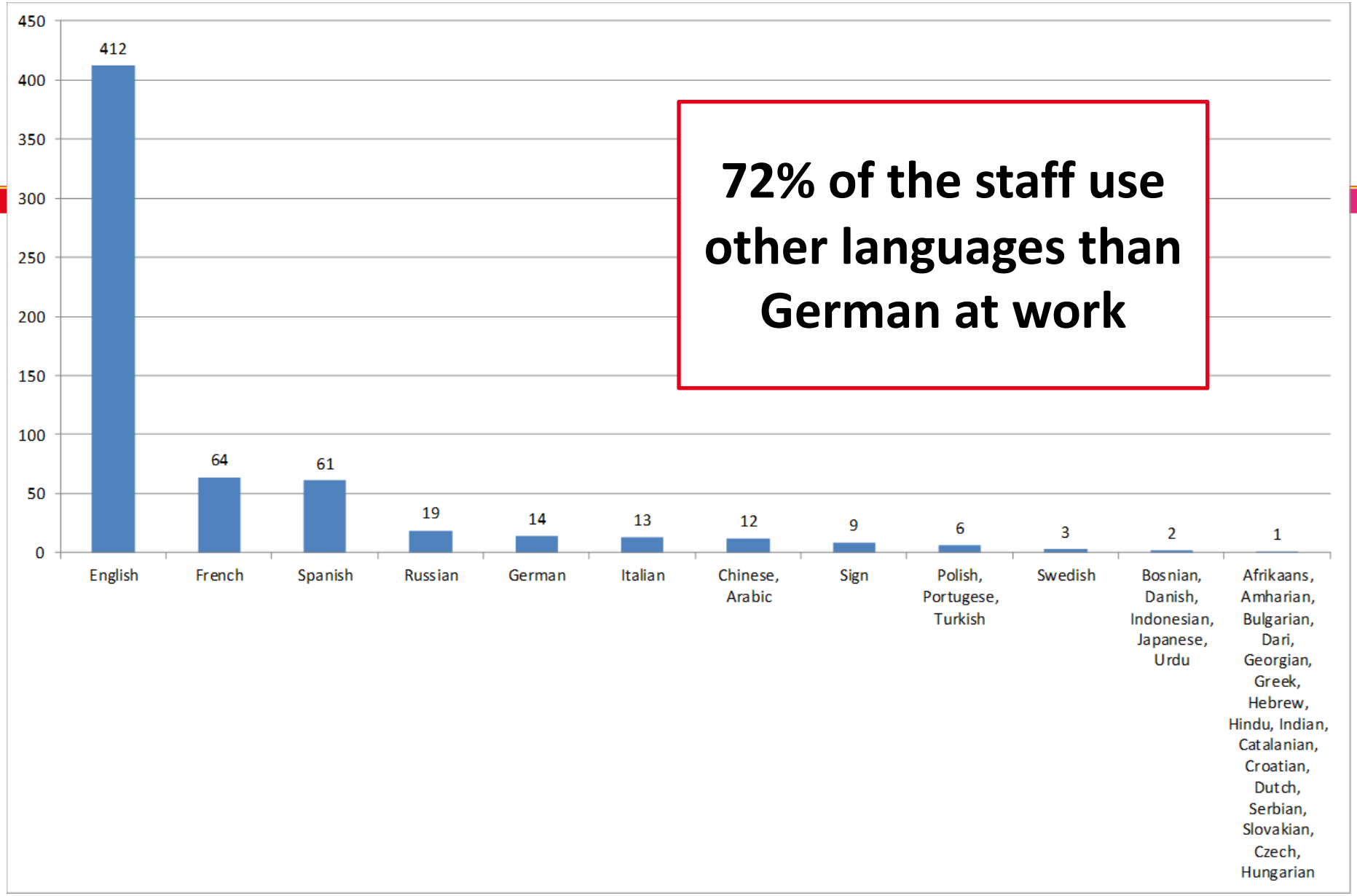
GOVERNANCE (Project IV)

- **661 out of 2243 staff (29.5%)**

Work area	Sample	In UHH Reality
Administrative	59.6%	59.1%
Technical	18.8%	33.6%
Library	7.7%	7.4%
Other	13.9	

- **Gender Ration: female 72.8%, male: 27.2% (in UHH reality: f: 75%, m: 25%)**
- **Age: under 30: 10.8%**
  30-40: 28.1%
  40-50: 31.1%
  50-60: 25.3%
  over 60: 4.7%

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3
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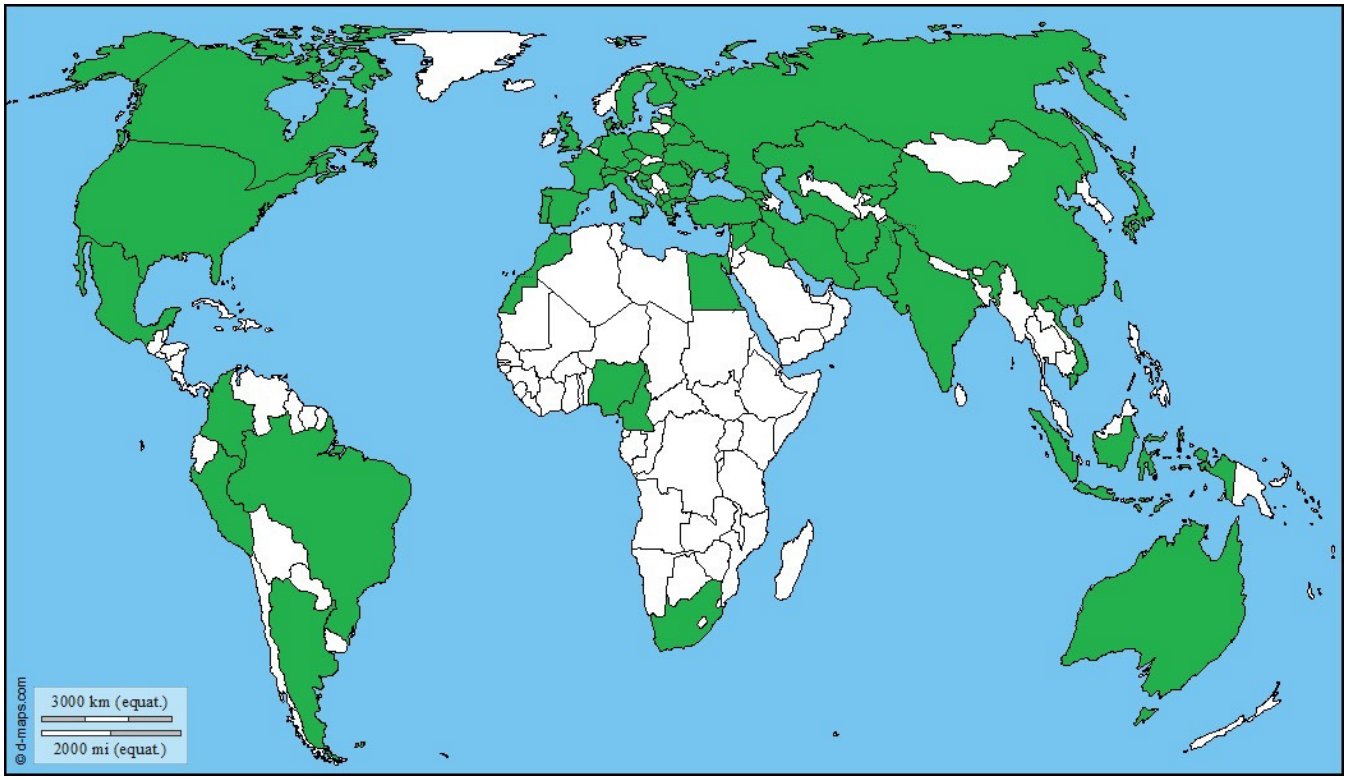
English
French
Spanish
Russian
German
Italian
Chinese, Arabic
Sign
Polish, Portugese, Turkish
Swedish
Bosnian, Danish, Indonesian, Japanese, Urdu
Afrikaans, Amharian, Bulgarian, Dari, Georgian, Greek, Hebrew, Hindu, Indian, Catalanian, Croatian, Dutch, Serbian, Slovakian, Czech, Hungarian
72% of the staff use other languages than German at work

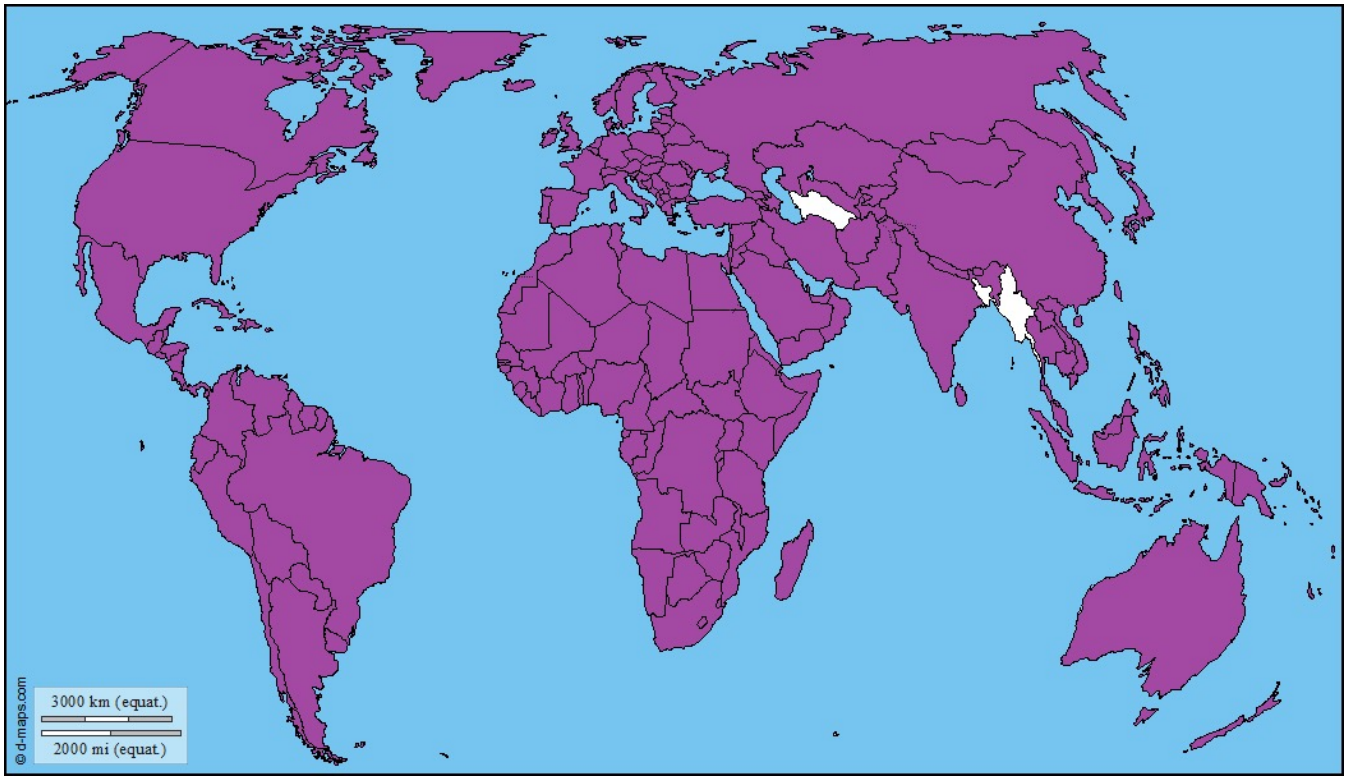
STUDENTS (STUDY III) (RESPONSIBLE PETER SIEMUND, RESEARCHER JESSICA TERESE MÜLLER)

- **Sample: 1250 (= response rate 3,5%) students of Uni HH**
- **63% female [UHH average: 56%]**
- **81% German citizens [UHH average: 88%]; 9% double citizenship; 84% born in Germany**
- **Overall number of languages students reported to use in their everyday life: 300**
- **Average no. of languages (daily use): 6.5 (Median=5; Modal=4; SD=2,59)**
- **Range of languages used: from 2 to 15**
- **Highest proficiency in language except of German or other family language: English**

STUDENTS' COUNTRIES OF ORIGIN



ORIGINS OF THE LANGUAGES STUDENTS REPORTED TO USE IN THEIR DAILY LIFE



MEDICAL SECTOR (STUDY II – PIS MIKE MÖSKO AND HOLGER SCHULZ

- **Which language resources among employees ?**
- **How and to what extent are they used ?**
- **How many patients with limited German usually attend the hospital ?**
- **Which languages do they speak ?**
- **How are communication barriers handled in day-to-day work ?**
- **What kind of support do employees in health care services get & need to attend patients with limited German ?**

MEDICAL SECTOR (STUDY II) DESIGN

Sampling at two clinics: psychiatry & psychotherapy; of oncology & hematology

Staff members of all different professions involved in patient care:

- **Administrative staff**
- **Doctors**
- **Nurses and doctor‘s assistants**
- **Psychologists**
- **Specific therapists**

N = 697

- **Cleaning staff and food supply assistants** → **N = 47**
  - **Response rate 83%**

Source: http://www.movementdisorders.org/MDS-Files1/HPSIG.jpg

- **N = 47**
- **45% born outside Germany**
- **11 family languages =**
- **German, Spanish, Portuguese, English, Serbian/ Croatian, French, 6 West-African and Asian languages**

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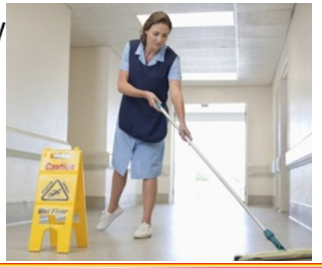

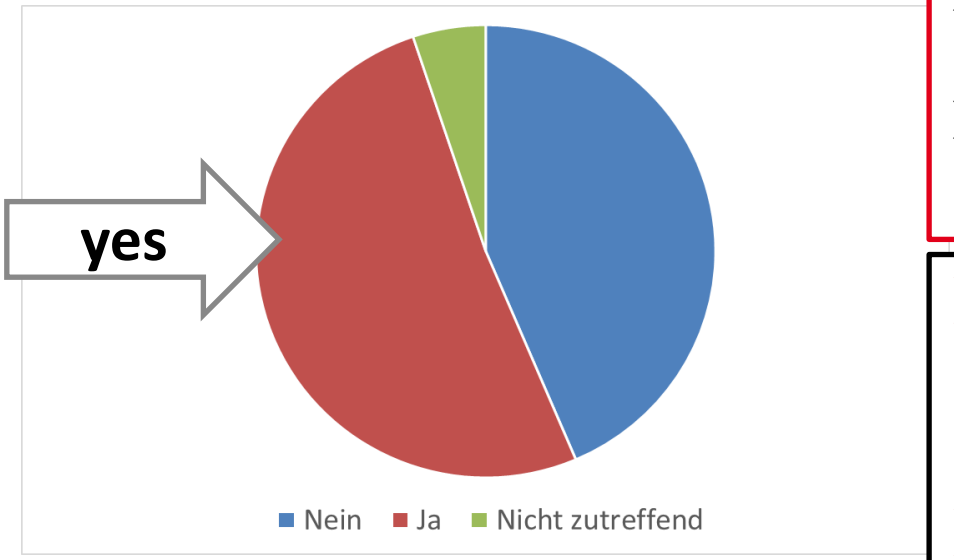

Do you support other persons at work with patients who do not speak sufficient German?

- **Translation of texts**
  2,5%
- **Communication with patients**
  52,5%

- **Cleaning staff and food supply assistants have substantial language competencies**
- **These competencies are used in clinical settings**
- **Conflict between the professional role (duties) and clinical needs**

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- **Quintessence: multilingual habitus @ University?**

Answers

Research Question 1: Does a "normal" university reflect the multilingual reality of present-day Germany? → yes and no: yes among students and staff in positions with low esteem; no in leadership positions (admin)

Research Question 2: Are language skills needed, used and valued in the university? → yes, needed; yes, used; no valued

Question 3: Are linguistic resources (assets) supported efficiently & fair? → well… (next slide)

LANGUAGES SUPPORTED EFFICIENTLY & FAIR ?

Supported – somehow:	Efficiently & Fair – no:
Languages taught @ UHH: roughly 100 (including Classical Greek, Latin & Hebrew)	Languages supported & valued as media of administration, research and teaching: 2

A „NORMAL SCHOLAR“ 20## … :

- **Fluent („native speaker“) of his/ her national language(s)**
- **Fluent („2nd language speaker“) in English**
- **If „native“ English speaker: monolingual**

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MULTILINGUAL HABITUS IN ACADEMIA ?

ONLY AS AN EXCEPTION

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