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?
#ProgressDiversity  Why science needs more diversity

Kosmos 112/2021

→ E-Paper
↓ Download (PDF)

https://tinyurl.com/3v9nzkk3
Long live diversity

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 Köhlgassner
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

- Students
  - Gender: 80%
  - Age: 68%
  - Disability: 49%
  - Socio-economic background: 35%
  - Ethnic/cultural background: 28%
  - Migration background: 27%
  - Caring responsibilities (including LGBT+): 14%
  - Sexual identity: 11%
  - Religious background/belief: 4%
  - We do not collect any of these data in a systematic way: 4%
  - I do not know: 1%

- Academic staff
  - Gender: 83%
  - Age: 60%
  - Disability: 40%
  - Socio-economic background: 35%
  - Ethnic/cultural background: 28%
  - Migration background: 27%
  - Caring responsibilities (including LGBT+): 14%
  - Sexual identity: 11%
  - Religious background/belief: 4%
  - We do not collect any of these data in a systematic way: 4%
  - I do not know: 1%

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

- Students
  - Disability: 92
  - Gender: 82
  - Ethnic/cultural/migration background: 76
  - Socio-economic background: 71
  - Sexual identity (including LGBT+): 65
  - Educational background: 61
  - Caring responsibilities: 53
  - Religious background/beliefs: 48
  - Age: 39

- Academic staff

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

* alternative pathways, lifelong learners
CELEBRATING DIVERSITY - EXCEPT OF LANGUAGE DIVERSITY
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HISTORICAL PERSPECTIVE: ALEXANDER VON HUMBOLDT AS A „TYPE“
Encounters with „the unknown“
„MULTILINGUAL HABITUS“
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APPRECIATION OF DIVERSITY IN ACADEMIA

PHILOSOPHY OF EDUCATION

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 competent, knowledgeable citizens. Education is the means by which society can 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 am reminded of everyone that I wanted to be a teacher when I grew up. 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 teacher, Norma Simons. He was a powerful mentor, and taught me the finer points of creating meaningful, enriching, and effective learning. It was under his guidance that I learned how to be a flexible, open, and accountable teacher that serves the needs of all students. He provided a solid support system and encouragement and, most importantly, 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 importance of student success. I model an optimistic approach to learning, endeavoring to create learning information in a way that students will willingly grasp. I believe this method of engagement is the key to student success. I believe in the value of student engagement in the learning process. The engagement of students is critical to the success of the learning process. I strive to remain a positive force in the classroom and encourage my students to do their best. I believe in the ability of students to perform at their best. I do not expect students to know the information, but rather to learn the skills to secure that knowledge. At the same time, I believe in the ability of students to perform at their best. I do not expect students to know the information, but rather to learn the skills to secure that knowledge. At the same time, I believe in the ability of students to perform at their best.
APPRECIATION OF LANGUAGE DIVERSITY IN ACADEMIA?

PHILOSOPHY OF EDUCATION

"As a child, I remember telling everyone that I was devoted to this goal or that cause during my high school education. I realized my dream and was able to study further to share the lessons that I have learned along the way and realize their dreams.

On my journey to becoming an educator, there have been teaching philosophies. While a student teacher at 12th grade, a wonderful and caring teacher helped me to see the finer points of constructing meaningful, relevant, and engaging learning experiences. He provided a solid support system and resources that I could learn and grow in my career. As a professional the classroom.

Student success is the primary factor of education. My goals as a teacher are: to provide students with high-quality learning experiences that they will remember and use in the future. To create an inspiring and engaging learning environment in which students feel safe and secure. To leave a legacy that other teachers and students will remember and cherish.

In conclusion, my goal as a teacher is to provide students with high-quality learning experiences and to remember the individual needs of each student. To create an inspiring and engaging learning environment in which students feel safe and secure. To leave a legacy that other teachers and students will remember and cherish."

 Bild: Pixabay.com
"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)?
Multilingualism as a Resource

**Reflection on Science**

„Language in Sciences – Multilingualism and Linguistic Reflexivity on the Example of Sustainability Research“

**Research**

„Multilingualism in Standard Medical Care – Resources, Practices and Needs in Everyday Clinical Work“

**Didactic**

„Languages of Instruction – English in the Multilingual University“

**Institutional**

„Languages on Campus – Multilingualism as Resource in Sustainable University Governance“
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?
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?
**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*?
**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.
Pilotversion Umfrage zur Kommunikation und Sprache

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
Sprache 2
Sprache 3
Sprache 4
Sprache 5

Welche dieser Sprachen würden Sie als Ihre Muttersprache bezeichnen?

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

- [ ] 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 - einfache Sätze im Alltag verstehen (z.B. Einkaufen, bei der Arbeit)
2 - einfachen Dialog versteht man (z.B. Mitmachen, bei der Arbeit)
3 - wichtige Informationen im Gespräch, beispielsweise beim Radio, verstehen
4 - verstehen, wenn jemand einen Vortrag hält oder die Nachrichten spricht
5 - ohne große Mühe längere Reden, Spielfilme und Fernsehserien verstehen
6 - alles versteht man, auch wenn jemand schnell und mit Akzent spricht

Welche Sprachen 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 - einfache Sätze im Alltag sprechen (z.B. Einkaufen, bei der Arbeit)
2 - einfachen Dialog spricht man (z.B. Mitmachen, bei der Arbeit)
3 - mich an Gesprächen über vertraute Themen beteiligen
4 - mich in vertrauten Situationen im Alltag und Beruf gut ausdrücken und eigene Ansichten vertreten
5 - mich im Alltag und bei der Arbeit gut ausdrücken und mit anderen diskutieren
6 - mich mühelos an allen Gesprächen beteiligen und angemessen ausdrücken

Welche dieser Sprachen würden Sie als Ihre Muttersprache bezeichnen?

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

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GOVERNANCE (Project IV)

- 661 out of 2243 staff (29.5%)
- Gender Ratio: 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%
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?
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
- Cleaning staff and food supply assistants

Response rate 83%

N = 697

N = 47
- $N = 47$

- 45% born outside Germany

- 11 family languages =

  - German, Spanish, Portuguese, English, Serbian/Croatian, French, 6 West-African and Asian languages
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

Source: http://www.movementdisorders.org/MDS-Files1/HPSIG.jpg
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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:
Languages taught @ UHH: roughly 100
(including Classical Greek, Latin & Hebrew)

Efficiently & Fair – no:
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
MULTILINGUAL HABITUS IN ACADEMIA?

The following Philosophy of Education developed over many years of trials and development, providing children with a confident, knowledgeable, and successful future. It is to ensure that children become successful in the future.

As a child, I can remember telling stories and deviating from this goal. I realized that education is a tool for shaping the minds of students. I provided a solid foundation for those who could learn and grow in the profession as well as the classroom.

Student success is the primary focus of student success. I model cognitive information in a way that enables students to develop strong emotional and social skills while improving their understanding of academic topics. I do this by getting to know the students.

In conclusion, my ultimate goal is to develop the individual minds of each student for success and security. I was a success in education which helped a struggling student succeed.

ONLY AS AN EXCEPTION
Gruß aus Hamburg!
Bibliographical info


