PANEL: MULTILINGUALISM IN RESEARCH AND TEACHING PRACTICES IN HIGHER EDUCATION

ECSPM 2022 Online Symposium
8-9 April 2022
L’Università per Stranieri di Siena (UNISTRASI), Italy
Communications:

• **Between Monolingualising science and multilingualising knowledge**
  Patchareerat Yanaprasart & Laurent Gajo, University of Geneva

• **Multilingual research practices of an international research team: The tensions between the use of English and intercomprehension**
  Siliva Melo-Pfeifer, University of Hamburg

• **Bi-/plurilingual discourses and practices in the socio-institutional and educational fields at the University of Geneva**
  Ivana Vuksanovic & Roberto Paternostro, University of Geneva.
Between Monolingualising Science and Multilingualising Knowledge

Laurent Gajo & Patchareerat Yanaprasart
Strategy of internationalisation in HE

**Academic practices**
- Researching
- Collaborating
- Communicating
- Accessing
- Publishing

**Scientific practices**
- Global competitiveness (Airey 2012, Fabricius 2017) in the academic market (Charle 2018)
- Attracting the most qualified (Floc’h, 2013) Strengthening the academic and scientific community
- Globalising sectors with an international vocation

**Teaching Learning**
- Valorising the local specificity
- Serving the local economy and society
- Glocalising sector with a local-national vocation

**Repositioning language policy**
- (language choice, use, management)
  - Privileged programs taught in English VS. less privileged left to an education of lower social and economic value in their national languages (Truchot, 2018)

**Merchandising knowledge**
- (Usunier 2010)
  - Commercialising science
  - Capitalising prestige of “World class” (Salomone, 2015) – “World’s Best’ status (Floc’h 2013)
How to maintain their own cultural and linguistic autonomy and academic and scientific freedom (Phillipson 2016), while at the same time struggling to survive in an academic market (Charle 2018)?
Thinking about multilingualism at three levels

- **Macro level (POLICY)**
  - Where (contexts)
  - What (objects)

- **Meso level (MODEL)**
  - How (functions)
  - Who (communities)

- **Micro level (STRATEGY)**
Teaching & Learning

Language policy (Macro level)

Teaching exclusively in **the national language** (Fabricius & Presiler 2015)

- **Englishisation** (Haberland 2009) / **Anglicisation in curricula** (Truchot 2018)
- 70% of universities worldwide (Maringe 2010), Macaro et al. 2018

- **Unilingualising science**
- **Uniformising programs**
- **Standardising policies**
- **Globalising practices**

- **Multilingualising knowledge**
- **Pluralising programs**
- **Diversifying policies**
- **Glocalising practices**

One language is not enough.

**Bi- or trilingualism** is part of their language policy, integrating English as an additional language of instruction, (Veronesi & Nickenig 2009)

**English = Excellency**

**English naturalisation**

**Bilingualism = Excellent and very good**
Diversity of practices within the curriculum: Inclusion Strategy

Implementing multilingual model (Meso level)

Regulation in 1 language
Program written in 2 languages
Video presentation in 1, 2 or more languages
Course in 1 language

L.A (Even-numbered years)
L.B (Odd-numbered years)

Shared interdisciplinary - interfaculty courses
Master 1 in L.A.
Master 2 in L.B.

Oral in L.A
Written in L.B
Bibliography in L.C

Teaching in L.A
Questions - Answers in L.B

Teaching in L.A
Course material in L.B

Teaching in L.A
Summary in L.B

Instructions in L.A
Exam in L.B

Including several languages in a language policy of higher education, to enhance the learning potential of students (Van der Walt 2013).
Mobilising and managing plurilingual repertoire: For what purpose?

Leveraging plurilingual strategies (Micro level)

Simplicity
Thin standardisation
Uniformity

INTERCOMPREHENSION

Facilitation
Accessibility

Complexity
Thick standardisation
Plurality

Spontaneous translation?
Code-switching?
Internationalisation IN-OF science

-**Multilingual perspective**
-**Monolingual perspective**
-**Language diversity as a mediation tool**
-**Plurality of scientific cultures**
-**Diversification**
-**Specification**

- A single common language as a communication tool
- One scientific truth
- Standardisation
- Uniformity

- "Language is simply a packaging" (McPartland, 2013)

- "Code-switching serving as a bridge between two languages, ensuring both learning of science and development of bilingualism" (Mifsud & Farrugia, 2017)

An ideological opposition
Making of science: Scientific practices and Language choice

- Research Evaluation - Assessment Communication
- Scientific practices (Processes/Activities)
- Scientific scholars (Resources/Intentions)
- Choice of researchers (Exclusion) & Researchers’ choices (Inclusion)
- International science
- International collaboration
- Mono-multilingual science & Researching mono-multilingually
- A universal language of science (Gordin, 2015)
- Inclusive scientific communities (Marquez & Porras, 2020)
References


