

# Language(s) and the construction of knowledge in European HE

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HE

## 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

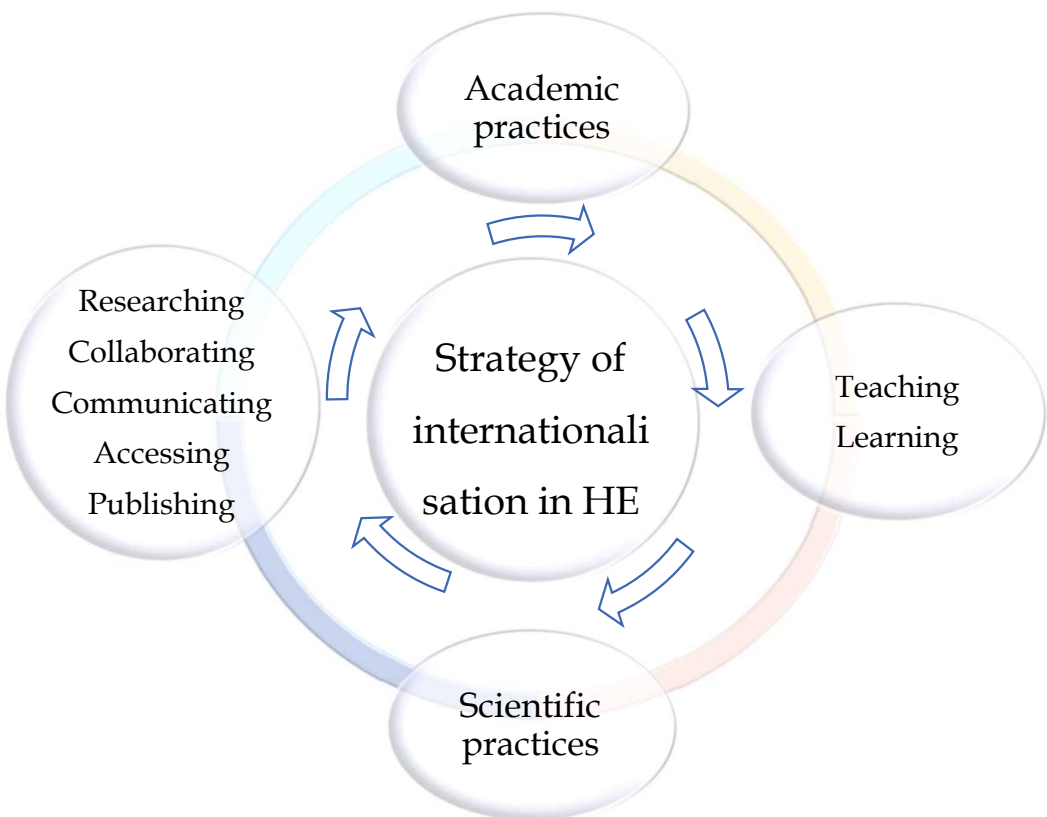


Global competitiveness (Airey 2012, Fabricius 2017) in the academic market (Charle 2018)

Attracting the most qualified (Floc'h, 2013)  
Strengthening the academic and scientific community

Globalising sectors with an international vocation

Merchandising knowledge (Usunier 2010)  
Commercialising science  
Capitalising prestige of "World class" (Salomone, 2015) - "World's Best" status (Floc'h 2013)



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)

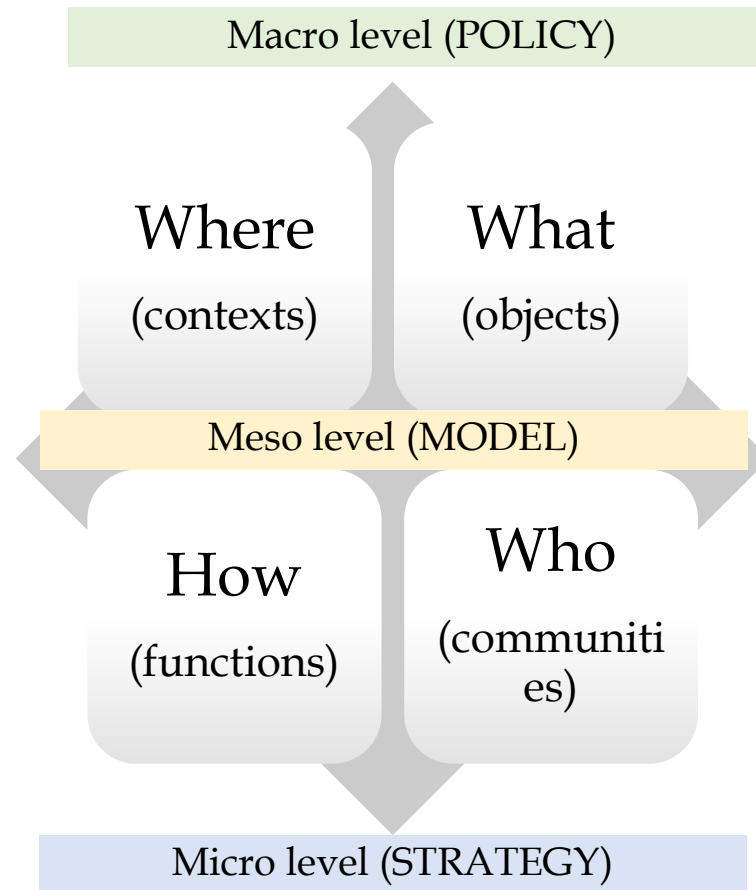
Valorising the local specificity

Serving the local economy and society

Glocalising sector with a local-national vocation

- 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



# Teaching & Learning

Language policy (Macro level)

Unilingualising

science

Uniformising

programs

Standardising policies

Globalising practices

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

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

Multilingualising

knowledge

Pluralising programs

Diversifying policies

Glocalising practices

English = Excellency  
**English naturalisation**

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

One language is not enough.

**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

*Including several languages in a  
language policy of higher education, to  
enhance the learning potential of  
students (Van der Walt 2013).*

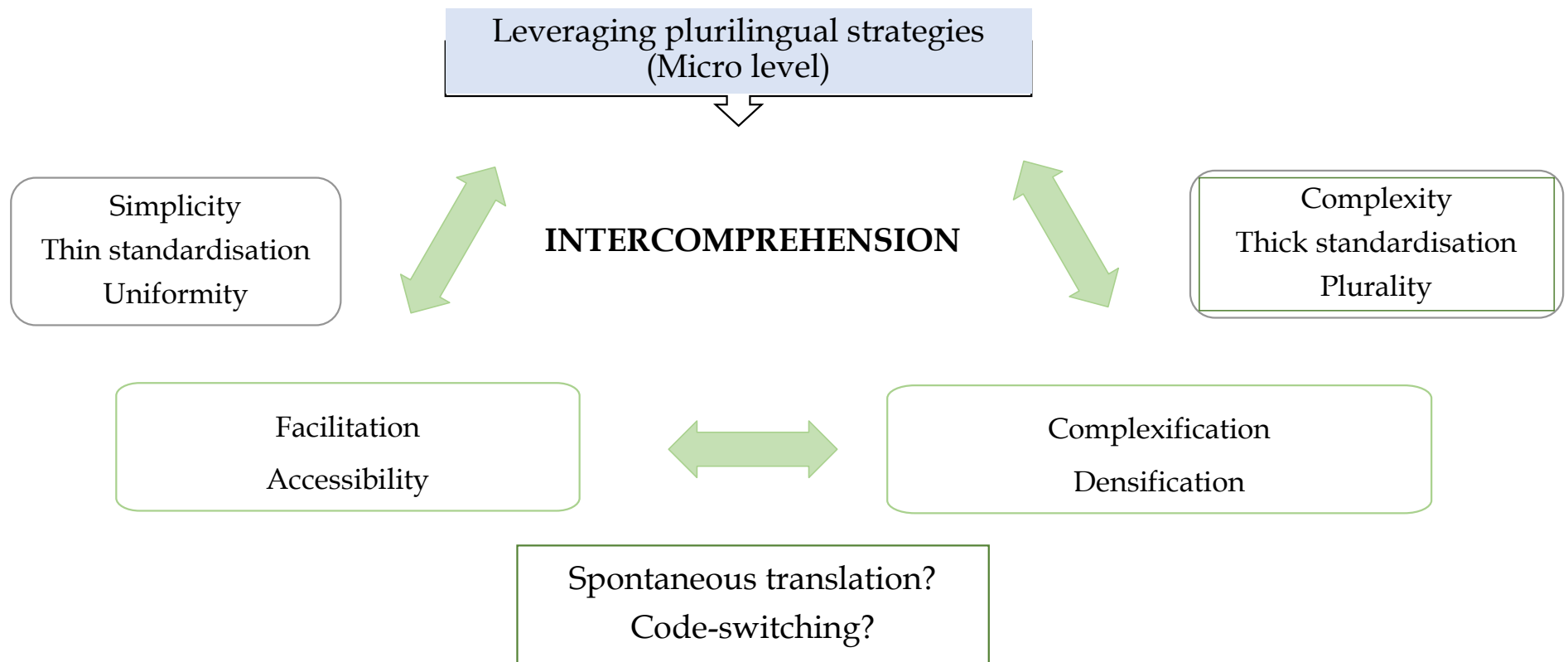
Teaching in L.A  
Course material in L.B

Teaching in L.A  
Summary in L.B

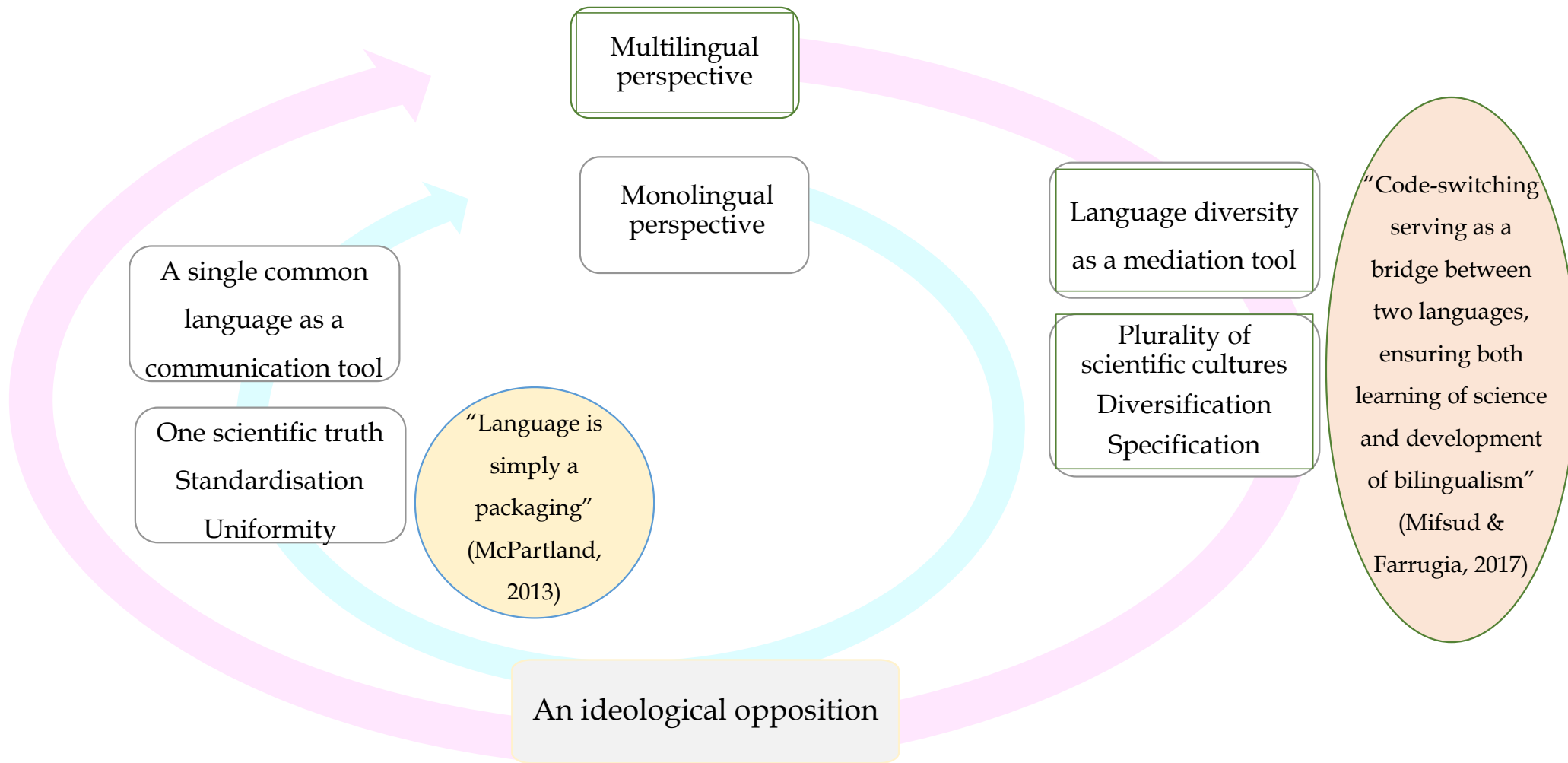
Instructions in L.A  
Exam in L.B



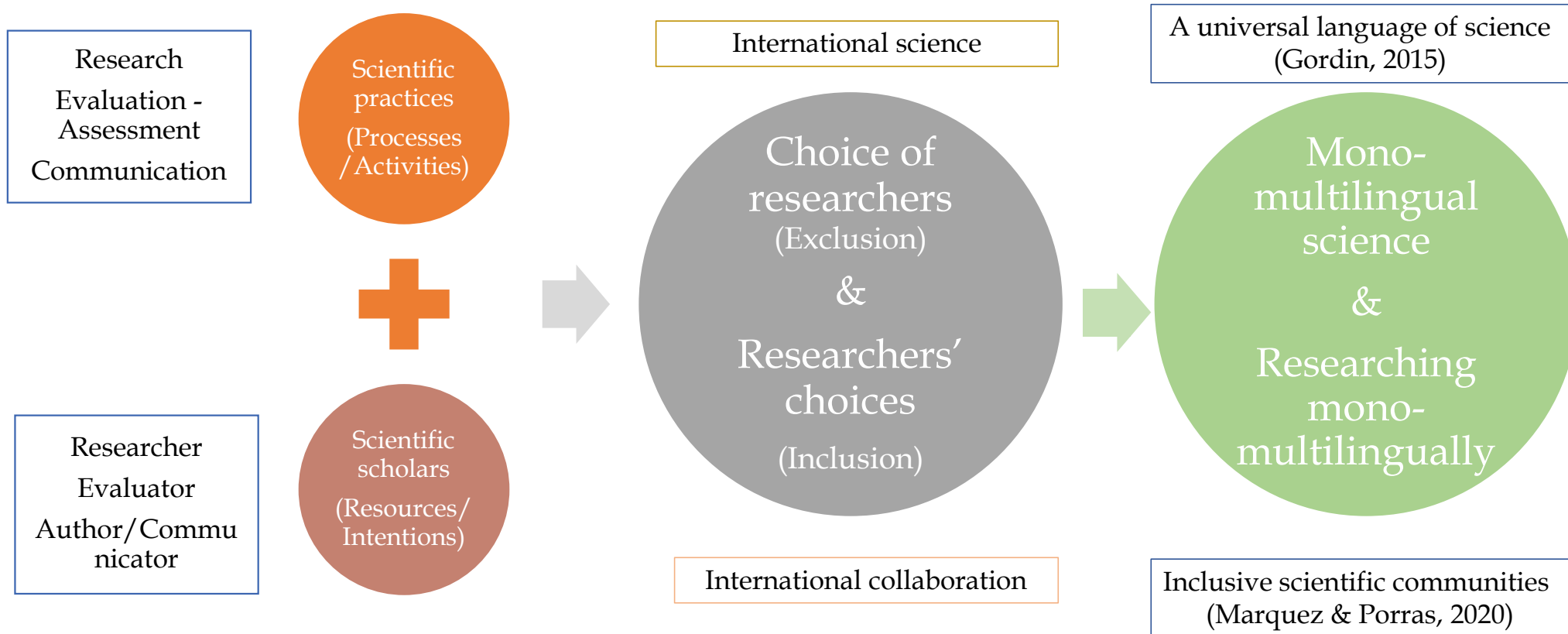
# Mobilising and managing plurilingual repertoire: For what purpose?



# Internationalisation IN-OF science



# Making of science : Scientific practices and Language choice



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