

## ECSPM Annual General Assembly Report (AGA)

The Annual General Assembly (AGA) of the ECSPM, based on the Agenda affixed here as **Appendix 1** which was sent to members prior to the online AGA, had quorum<sup>1</sup>. Announcements, information delivered and discussion on the issues below lasted an hour and a half. (17:30-19:00 CEST).

### PROCEEDINGS

1. The following institutions which had applied for membership (and their applications sent to members prior to the AGA) were welcomed as full members of the CURUM constituency of the ECSPM:
  - 1) [LiDS](#) (Literacy in Diversity Settings), University of Hamburg, Rep: Ingrid Gogolin
  - 2) [DyMe](#) (The Dynamics of Multilingualism with English), University of Innsbruck, Rep: Ulrike Jessner-Schmid
2. The AGA also officially approved, unanimously, the membership of the three institutions below, whose admission in the CURUM constituency of the ECSPM had already been discussed at the Extraordinary General Assembly, in June 2024:
  - 1) [DLCM](#) (Research Unit for the Study of Linguistic Diversity and Multimodality), Dipartimento di Lettere e Culture Moderne, Sapienza Università di Roma. Rep: Monica Barni
  - 2) [CLUSS](#) (Linguistic Research Centre), Università per Stranieri di Siena, Rep: Carla Bagna
  - 3) [INN](#) (Language Teaching and Learning in Multilingual Context Research Group), Inland Norway University of Applied Sciences, Rep: Gunhild Tomter Alstad.

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<sup>1</sup> Those who took part in the AGA were:

The members of the Executive Committee (ExCom): **Bessie Dendrinis**, President (representing CEM, Centre of Excellence for Multilingualism and Language Policy, National and Kapodistrian University of Athens); **Guðrún Gísladóttir**, General Secretary (representing European Artists' Rights and a proxy to represent NPLD, Network to Promote Linguistic Diversity), **Monica Barni** (representing DCLM Research Unit for the Study of Linguistic Diversity and Multimodality, Sapienza University and a proxy to represent Center for Multilingualism, Darmstadt); **Linda Fisher** (representing Cambridge Language Sciences, University of Cambridge); **Jos Swanenberg** (representing DCU Department of Culture Studies, Tilburg University); **Andrea Young** (representing LiLPa: Linguistique, Langues, Parole, University of Strasbourg).

Representatives of the following member organisations: **Gunhild Tomter Alstad** (representing INN, Language Teaching and Learning in Multilingual Context Research Group, Inland Norway University of Applied Sciences), **George Androulakis** (representing GL/ML, Greek Language and Multilingualism Laboratory, Thessaly), **Wendelien Vantieghem** (representing CDL, Centre for Diversity & Learning, Ghent University), **Carla Bagna** (representing CLUSS, Centro Linguistico, Università per Stranieri di Siena), **Myriam Hilout** (representing FUEN, Federal Union of European Nationalities), **Stefnie Nölle-Becker** (representing the Institute of Linguistics and Literary Studies, Division of Multilingualism, Technische Universität Darmstadt), **Ildikó Lőrincz** (representing EdLiC, Éducation et Diversité Linguistique et Culturelle), **Waldemar Martyniuk** (representing ALTE, Association of Language Testers in Europe), **Bessie Mitsikopoulou** (representing CEM, Centre of Excellence for Multilingualism and Language Policy, National and Kapodistrian University of Athens), **Antonella Sorace** (representing BM, Bilingualism Matters), **Sabine Kirchmeier** (representing EFNIL, European Federation of National Institutions for Language), **Luisa Martín Rojo** (representing MIRCo, Centre on Multilingualism, Discourse and Communication, Autonomous University of Madrid), **Thomas Tinnefeld** (representing Saarland Language Council and ICC, International Language Association), **Irini Tsamadou Jacobberger** (representing GEO: Groupe d'Études orientales, slaves et néo-helléniques / Centre for Research in Greek, Slavic and Oriental Studies, University of Strasbourg); **Alice Sophie Rohn** (representing **GS/FL** (German as a Second / Foreign Language, Research Group), Katholische Universität Eichstätt-Ingolstadt).

As 2024 comes to a close, the ECSPM has 31 member organisations and the number of the ECSPM-CURUM members is up to twenty (20).

3. The president announced that the “Professional Development Forum on Linguistic Mediation for higher education language instructors and students”, which is by the ECSPM at the request of two Ukrainian colleagues, Professors Iryna Simkova and Yuliana Lavrysh, will take place in February 2025. It will be hosted and co-organised by the Faculty of Linguistics, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. The event programme is hereby attached as **Appendix 2** and the event flyer will be posted on the ECSPM website.
4. The President reported on how the ECSPM is following up on the initiatives for collaboration with the European Commission, which had been reported at the Assembly in June 2024. Specifically, she informed members about the Recommendation Report prepared and sent to the European Commission with regard to ERC’s ‘English-only’ policy (attached as **Appendix 3**)
5. Prof. Monica Barni, member of the ECSPM Executive Committee, is representing the ECSPM on the [CoARA Multilingualism WG](#), along with Prof. Theodoros Marinis, also on the ExCom. She reported on the work carried out that ECSPM is carrying out as part of the WG’s project concerning “multilingualism and language bias in research, science communication and publishing”<sup>2</sup>. Theodoros has also been working with the President to prepare the ECSPM’s Action Plan to submit to CoARA (the draft is hereby attached as **Appendix 4**).
6. The President asked the host of the 2025 ECSPM symposium, Prof. Luisa Martin Rojo to present the academic component of the symposium (see **Appendix 5**) and briefly talk about the symposium venue: <https://fuam.es/la-cristalera/>
7. The President proposed and the AGA unanimously consented that two WorkGroups be created in order to:
  - 1) Prepare a proposal for an Erasmus+ funded European Teacher Academy (ETA) when the 2025 call is announced. In the meantime she sent everyone information on the 2024 call (see **Appendix 6**).
  - 2) Design and develop a (virtual) Knowledge Hub, dedicated to Translation, Interpretation and Cross-linguistic Communication, to be linked to the Knowledge Centre for Interpretation of the DG for Interpretation of the European Commission.

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<sup>2</sup> The WG has been working towards raising awareness to the academic community, policy makers, and the general public about the importance of multilingualism in science, publications and communication, and towards providing CoARA members and other institutions with an implementation plan and toolkit to enable the recognition of the scientific and social value of “diverse outputs beyond journal publications and irrespective of the language in which they are communicated”. Besides ECSPM, the member organisations or institutions involved in the project are: the Federation of Finnish Learned Societies, Eurodoc, the Marie Curie Alumni Association, Universities Norway (UHR), Adam Mickiewicz University Poznan, the Initiative for Science in Europe, EuroScience, CNRS, Consiglio Nazionale delle Ricerche (CNR), OPERAS, Consejo Superior de Investigaciones Científicas (CSIC), Sorbonne Université, NIFU (Nordic Institute for Studies in Innovation, Research, Research and Education), ENRESSH (European Network for Research Evaluation in the Social Sciences and Humanities), Leiden University, and the University of Milan. The mission and objectives of the WG in brief are: “The EU and its institutions have a duty to enhance, promote and uphold linguistic equity, diversity and non-discrimination in Europe (EU Charter of Fundamental Rights). This WG aims to raise awareness about the importance of “multilingualism in practice of science, in scientific publications and in academic communications” (UNESCO) across all fields, including the social sciences and the humanities. Adopting the framework of balanced multilingualism in research, the WG’s main objectives are to provide CoARA members and other institutions with an implementation plan and a toolkit for recognizing and rewarding research carried out and communicated in all languages, and for addressing language biases in metrics and expert-assessment.

8. The General Secretary, Guðrún Gísladóttir introduced the annual accounts for 2023, which the AGA approved. She briefly presented the accounts for 2024 and asked the meeting whether it would approve a 50€ increase of the annual membership fee, which has remained the same since the ECSPM first issued membership invoices in 2016. The suggestion was unanimously agreed upon and as of 2025, the yearly fee will be 250€.
9. The following members announced events their organisations have or will be organising:
- a) Sabine Kirchmeier informed the AGA that [EFNIL's October 2024 conference](#) was on linguistic minorities. They would like to/could contribute to our 2025 symposium, possibly suggest people to invite.
  - b) Antonella Sorace: The [2025 Bilingualism Matters Symposium](#) will focus on minority/minoritized languages. It will be held in Edinburgh on 24-26 March.:
  - c) Ildikó Lőrincz and Andrea Young announced the XI EDiLiC Conference, which will be convened by the Faculty of Education of the University of Hamburg (Germany) 23-25 July 2025. The theme of the conference is "Plurilingual literacies in education: Pluralistic approaches inside and beyond the classroom". When the call is finalised, it will be announced and posted by ECSPM.
  - d) Thomas Tinnefelt announced the [2025 ICC Conference](#).
  - e) Thomas Tinnefelt informed the AGA about a symposium that the Language Council of Saarland and HTW Saar, University of Applied Sciences organized, on [Linguistic and Cultural Borders](#). It took place on 12-13 November 2024 and was held in French.
  - f) Andrea Young informed the AGA that EDiLiC has extended its deadline (until 25th November 2024) for abstract submission for those interested in taking part in the 11th international conference of the EDiLiC association, which will take place at the University of Hamburg (Germany) on July 23, 24 and 25, 2025 on the theme of "Plurilingual Literacies in Education: Pluralistic Approaches Inside and Outside the Classroom". The [11th EDiLiC conference](#) examines innovative approaches to plurilingual literacy, recognizing and embracing the rich diversity of learners, teachers and educators, as well as non-formal and informal communities and contexts. It aims to explore diverse theoretical, methodological and practical perspectives on plurilingual literacy in education, encompassing both traditional classrooms and wider societal contexts.
  - g) Ildikó Lorincz, EDiLiC call for contributions for the second issue of EDILETTRE (the newsletter of Edilic association) on Sustainable Development: [The Contribution of Education to Linguistic and Cultural Diversity](#).
10. The President asked the AGA if there were any other issues to be discussed at this assembly or in the future. As no other issues were brought to the table, the President and the, declared the closing of the assembly.

Guðrún Gísladóttir  
General Secretary

Bessie Dendinos  
President



## ANNUAL GENERAL ASSEMBLY

14 November 2024, 17.30 CET, 18:30EET, 16:30GMT

### Agenda

1. New ECSPM memberships (applications of new members attached):
  - 1) LiDS (Literacy in Diversity Settings), University of Hamburg, Rep: Ingrid Gogolin
  - 2) DyMe (The Dynamics of Multilingualism with English), University of Innsbruck, Rep: Ulrike Jessner-Smid
2. Official approval of new members admitted by the body of the ECSPM Extraordinary General Assembly in June 2024
  - 1) DLCM (Research Unit for the Study of Linguistic Diversity and Multimodality), Dipartimento di Lettere e Culture Moderne, Sapienza Università di Roma. Rep: Monica Barni
  - 2) CLUSS (Linguistic Research Centre), Università per Stranieri di Siena, Rep: Carla Bagna
  - 3) INN (Language Teaching and Learning in Multilingual Context Research Group), Inland Norway University of Applied Sciences, Rep: Gunhild Tomter Alstad
3. Participation in the online Professional Development Seminar on Linguistic Mediation for HE Ukrainian colleagues
4. About initiatives for collaboration with the European Commission
5. About ECSPM's involvement with CoARA (rep: M. Barni) and the CoARA Multilingualism WG (rep: T. Marinis)
6. About the ECSPM 2025 symposium: information about:
  - 1) the academic component of the symposium
  - 2) the panels and workshops for work the ECSPM is involved with
  - 3) the symposium venue: <https://fuam.es/la-cristalera/>
7. Participation in the WorkGroups who are to:
  - 3) prepare the proposal for an Erasmus+ funded European Teacher Academy (ETA) and/or participation in the ETA consortium
  - 4) design and develop a (virtual) KNOWLEDGE HUB, dedicated to Translation, Interpretation and Cross-linguistic Communication, to be linked to the Knowledge Centre for Interpretation of the DG for Interpretation of the European Commission
8. The 2023 and 2024 accounts, membership fees
9. Members announce events, case-studies, projects, and actions of interest to ECSPM members, partners and friends
10. Members propose other issues to be discussed at this AGA or during a future ECSPM meeting.

Guðrún Gísladóttir  
ECSPM General Secretary

Bessie Dendrinis  
ECSPM President



The Forum is hosted and co-organised by the Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic"

**PROFESSIONAL DEVELOPMENT FORUM**  
**Linguistic mediation for higher education**  
**language instructors and students**

Tuesday, 4 February 2025		
15:00-15:15 <sup>3</sup>	Welcome message	Zoia Kornieva, Dean of the Faculty of Linguistics of the Kyiv Polytechnic
15:15-15:30	Introduction to the Forum	Bessie Dendrinis, ECSPM President
15:30-15:45	The concept of mediation and agency	Enrica Piccardo, speaker
15:45-16:15	Learners' Perspectives on Mediation-based Language Education	Giacomo Folinazzo, speaker
16:15-16:45	Q&A	Yuliana Lavrysh, coordinator
Wednesday, 5 February 2025		
12:00-12:15	Previous day's overview	Iryna Simova, local host
12:15-12:45	Developing mediation skills at university language centres	Johann Fischer, speaker
12:45-13:15	Q&A	Yuliana Lavrysh, coordinator
13:15-13:45	Mediation for Engineering and Architectural university students	Maria Stathopoulou, speaker
13:45-14:15	Q&A	Iryna Simova, coordinator
14:15-15:45	How and why university students linguistically mediate with each other. Findings from a Case Study	Bessie Dendrinis, speaker
15:45-16:15	Q&A	Iryna Simova, coordinator

**Organisers, hosts and speakers**

**ECSPM** (<https://ecspm.org/>)

A leading European social and academic platform making it possible to share of ideas, policies, research, and good practices with stakeholders across Europe. It collectively advocates actions which aim to ensure that all languages spoken in Europe (national, regional, minority and migrant languages) are seen as assets that need to be supported, promoted and protected. It is structured as an umbrella organisation for 22 European academic/university centres, researching and supporting bi-/multilingualism in education, 4 European and international networks for the teaching, learning and testing of languages, 4 European networks for the promotion and support of European national, regional and minority languages and 2 associations related to the arts. ECSPM is also in partnership with ECML and a number of other institutions, working for greater linguistic justice and language equality, driving for change in attitudes towards languages and the monolingual ethos of communication in society and in its institutions – especially education. ECSPM members and partners represent more than 200 institutions which reach out to thousands of beneficiaries.

**THE HOSTS**

**From the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"**

<sup>3</sup> The programme shows Eastern European Time (EET) which is one hour later than Central European Time (CET).

- Professor Zoia Kornieva: Dean of the Faculty of Linguistics, Doctor of Pedagogy, Professor at the Department of Theory, Practice and Translation of English.
- Professor Yuliana Lavrysh, Doctor of Science in Education, Head of the Department of English for Engineering, Faculty of Linguistics.
- Professor Iryna Simkova, Professor, Doctor of Science in Education, Head of the Department of English for Humanities, Faculty of Linguistics.

#### **THE SPEAKERS:**

- **Enrica Piccardo:** Professor of Applied Linguistics and Language Education at OISE, University of Toronto. A collaborator with the Council of Europe since 2008, she co-authored the 2020 CEFR Companion Volume (CEFR CV). Her research spans language teaching approaches and curricula, plurilingualism, creativity and complexity in language education. Among her extensive list of publications, in different languages, is *The Routledge Handbook of Plurilingual Language Education* (Routledge 2022).
- **Giacomo Folinazzo:** Professor and the Head of the Centre for Research in Education at Niagara College in the School of English Language Studies, he holds a PhD in Language and Literacies Education from OISE, University of Toronto. He has taught languages across Canada, Italy and Japan and lectured on a diverse range of subjects, including language, culture, communication, second language learning and TESL at various post-secondary institutions.
- **Johann Fischer:** Director of ZESS (Centre for Languages and Transferable Skills) at Georg-August-Universität Göttingen. Head of the Scientific Committee of UNiCert, member of the Board of the German association of university language centres, he has coordinated European Commission and ECML projects. His research and publications are on the implementation of the CEFR, task-based teaching and assessment, staff development and change management.
- **Maria Stathopoulou:** Adjunct Lecturer at the National Technical University of Athens and the Hellenic Open University, she is a member of the English team preparing the national foreign language exams in Greece and of the authoring team for the mediation descriptors of the CEFR CV (2014–2017). She is also coordinator of the ECML project “Mediation in Teaching, Learning and Assessment” (2020–2023). She has published extensively on linguistic mediation.
- **Bessie Dendrinos:** Professor Emerita and Director of the Research Institute for Multilingualism and Language Policy, National and Kapodistrian University of Athens. Chair of the Central Board for the state foreign language exams in Greece and president of the European Civil Society Platform for Multilingualism, home to the Cluster of University Research Units on Multilingualism. Among her wide-ranging publications, in different languages, is her latest edited volume on *Mediation as Negotiation of Meanings, Plurilingualism and Language Education* (Routledge 2024).

## RECOMMENDATION REPORT

The [European Civil Society Platform for Multilingualism](#)<sup>4</sup>, having collaborated with colleagues from the [CoARA Multilingualism WG](#)<sup>5</sup>, wishes to express apprehension with ERC's 'English-only' policy, even though we know that it is a choice of convenience and practicality, given that English is believed to be the *de facto* academic lingua franca, there are several issues to be taken into serious consideration in the context of our institutionally multilingual European Union, where the concept of multilingualism is deeply rooted in all basic legal texts and where the 24 official languages legally have equal rights.

The first point to consider is that only 1,5 % of EU citizens speak English as their mother tongue, while – according to the 2024 Eurobarometer – only half of the population (47% to be exact) can communicate in this language. What is more, there are significant differences between EU countries whose peoples speak English as an additional language. Those who speak it fluently are just above 60% in countries whose official language is of Germanic origin, like English is. Contrarily, below 60% of those who live in countries whose official languages have other origins do *not* speak the language well or at all. This means, of course, that L1 speakers of certain languages have an *a priori* advantage over others.

Another important and relevant point to consider is that English speakers do not necessarily have academic literacy in the language. It is more difficult for speakers of English as a foreign language to develop it, since they have not had it as a medium of instruction in school and the only way to develop it is by being educated at university through English Medium Instruction (EMI) – an option which is increasingly being offered by European universities, resulting in a variety of problematic situations<sup>6</sup>. Of course, English academic literacy and knowledge of the disciplinary discourse that is needed so as to deal with a specific scientific field of interest can also be developed privately, in which case the divide between the wealthy and the economically disadvantaged is reinforced. Those who cannot afford to develop academic proficiency in English are more likely to encounter difficulties in their academic studies and pursue studies in scientific fields of high prestige where there is high competition. This leads to inequities of opportunity but also potential loss in these fields.

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<sup>4</sup> ECSPM is an umbrella organisation for 20 university centres researching bi-/multilingualism in Europe and beyond, 5 European/international networks for the teaching of languages, 4 European networks for the promotion and support of European national, regional and minority languages, and for several partners including the European Centre of Modern Languages of the Council of Europe, the European Lifelong Learning Civil Society Platform for Education and 'Cracker' a federation of European projects and organisations working on technologies for a multilingual Europe. We are all working for greater linguistic justice and language equality, driving for change in attitudes towards languages and the monolingual ethos of communication in education and the other social institutions. Currently our members and partners represent more than 200 institutions that are concerned with covering all issues concerned with language rights, language education and the use of languages in society. Our members reach out to thousands of beneficiaries.

<sup>5</sup> 38 organisations are collaborating with a view to advancing multilingualism by addressing the issue of language biases in research assessment.

<sup>6</sup> Findings in studies about EMI programmes carried out in Europe, such as those by Macaro *et al.* 2018 and Lueg 2018, include the following: the merit of professorial staff is often judged by their 'native-like' competence in English, rather than by the expertise in their field; students experiencing linguistic limitations in comprehension or production of academic content are excluded from class participation and in the process of learning, due to ensuing loss of interest or lack of concentration, resulting in failure; academic content seems to suffer when the proficiency levels in English (both colloquial but especially academic English) on the part of both instructors and students is not particularly high; in some cases, students from different geo-linguistic areas (including English-dominant ones) are treated unequally, depending on instructors' expectations; students may not be accepted in EMI programmes in the first place if they have not passed language proficiency tests most of which focus almost entirely on accurate usage of surface features of standard British or American English (meaning that these tests are used as gate-keeping devices). Findings also suggest that English for Academic Purposes (EAP) is characterised with versatility and volatility as part of the dynamic nature of disciplinary norms for meaning-making and knowledge-construction practices.

The increasing number of EMI programmes compromises the development of scientific discourse in the local language, which features as an inadequate medium of scholarship and academic communication. Naturally, language choice for the transmission of knowledge has an important bearing on the type of knowledge students acquire and the skills for knowledge management that they develop, because it is language through which particular forms of knowledge are constructed (Berger & Luckmann 1966).

On a larger scale, the Englishisation of academia is linked to the elimination of discursive diversity in scientific research (cf. Ammon 2014, Berthoud 2022, Gajo & Yanaprasart 2022). The consequences of a monolingual, mono-discursive academic culture and approach to knowledge are related to mental impoverishment (cf. Grin 2014). Homogenising concepts and categories prevent multiple perspectives and epistemic possibilities (Bhargava 2013), while homogenisation of knowledge, i.e., when only one form of knowledge becomes the norm, marginalising all other forms, is equivalent to ‘epistemic poverty’ (cf. Monceri 2014, Usinier 2010). Another relevant concept, discussed by Halvorsen (2018), is that of ‘epistemic expropriation’, meaning that ideas from one epistemic community are procured and valorised in another, resulting in decontextualized knowledge.

Our concern for sustained multilingualism in the European Education Area has led us to take action and come up with suggestions which are the result of evidence-based research carried out by our own linguistics and multilingualism experts, as well as by other eminent scholars with whom we cooperate to promote multilingual scientific publishing (eg. Kulczycki, Engels & Pölönen 2022) and call upon to support our initiatives, symposia, conventions and projects. The reference here is to the recommendations put forth by the [ECSPM Declaration for Multilingualism in Higher Education](#), which has received more than 1,500 signatures from the academic community and by the [Helsinki Initiative on Multilingualism in Scholarly Communication](#), which has also received over 1,000 signatures from academic and research institutions, as well as individuals.

Naturally, we realize that when it comes to the evaluation process of proposals submitted for ERC funding it is extremely difficult, if not impossible, to locate international experts in all epistemic fields who are proficient in the languages of the researchers, were the researchers permitted to submit their proposals in their ‘own’ languages.

Nevertheless, the following recommendations may be of help – however minimal – so as to achieve:

- the visibility and legitimation of other languages, in addition to English, and the promotion of parallel language use for the recognition of the importance of proportional development of scientific discourse in multiple languages
- a fairer expert-based evaluation of the quality of the content of the research proposal rather than the ‘native-like’ quality of English in which it is articulated.

The recommendations are the following:

- 1) Additional requirement for submission of the proposal: Request a 1,500-word abstract in another language (any of the official EU languages) including the aim of the proposed research, objectives to be achieved, research methodology and impact.
- 2) When selecting evaluators: Consider enlisting at least one who has proficiency in the language in which the main investigator/researcher has (a) prepared the research proposal, (b) listed publications in that language.
- 3) Instructions to evaluators: Remind them that applicants come from diverse linguistic and cultural academic cultures and have not necessarily been educated in an Anglophone environment. So, they may exhibit linguistic and discursive hybridity in their texts and a thought process which may have been conceived in a scientific culture that is different from the Anglophone norm. They should bear in mind the diversity of linguistic and cultural backgrounds when evaluating the proposal and:
  - a) assess research quality based on content, not on the quality of linguistic output of the proposal (though the two are intertwined), given that there are manifold costs to being a ‘non-native’ English speaker in academia (cf. Amano 2023)

- b) to take into consideration publications in languages other than English in the references section of the proposal in English
- c) to use the multilingual publication and dissemination plan of project results as a positive criterion.

## References

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## Coalition for Advancing Research Assessment Reform Action Plan by the European Civil Society Platform for Multilingualism

### Presentation of the ECSPM and its The CURUM Constituency

The ECSPM, which is a leading European social and academic platform, is structured as an umbrella organisation for the following members: 4 European and international networks for the teaching, learning and testing of languages ([ALTE](#), [EDiLiC](#), [ICC-Languages](#), [FIPLV](#)) which include hundreds of individual and institutional members; 4 European networks for the promotion and support of European national, regional and minority languages ([EFNIL](#), [FUEN](#), [NPLD](#), [SLC](#)); 2 European associations related to the arts (literary translation [LAF](#), and one for visual arts [EARights](#)); 22 university centres researching and supporting bi-/multilingualism in education – one of these ([BM](#)) being a community of organisations with over 30 branches in Europe, Asia and North America. Altogether, ECSPM members represent more than 200 institutions that are concerned with covering all issues concerned with language rights, the use of languages in society, language in education, research and publishing. Our members reach out to thousands of beneficiaries, making it possible to share of ideas, policies, research, and good practices with stakeholders across Europe. The ECSPM is an independent organization – initially launched as a civil society platform by the DG EAC of the European Commission - responsible for engaging with European Union institutions and other strategic stakeholders to promote synergies, internationalization, scientific cooperation and evidence-based policies.

The aforementioned 22 centres make up a special academic community within ECSPM, i.e. the [CURUM](#) which involves 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 endeavors which offer a platform to researchers, educators and practitioners in different areas of language studies and communication to collaborate for the benefit of society.

Under the aegis of the ECSPM, which aims to strengthen the European Education Area and provide support to the activities each unit performs on its own, these units 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 advise institutions on a European and national level and provide counsel on policy implementation.

The CURUM is an alliance which has created a communal space for academic work, contributing further to European Education Area. 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.

### **ECSPM involvement in the Coalition for Advancing Research Assessment (CoARA)**

ECSPM actively joined the Coalition for Advancing Research Assessment in March 2022 and signed the CoARA Agreement, while also encouraging universities with which it is associated to sign the Agreement also.

Having contributed to a tender for the creation of a workgroup (WG) on multilingualism and language biases in research assessment, the proposal was approved and, in 2023, the ECSPM became an active member of this WG – one of 13 consortia whose mission is to enable systemic reform of research assessment, operating as 'communities of practice', providing mutual learning and collaboration on specific thematic areas. As a participating member of the Multilingualism and Language Biases in Research Assessment WG, the ECSPM and especially members of the CURUM constituency – consisting of academics with expertise in multilingualism research and studies – offers counsel and advice, but also facilitates the exchange knowledge, discusses and develop outputs to advance research assessment.

On 4-5 April 2024, the ECSPM organized a Seminar and Workshop on “Multilingualism in Research and Assessment in HEIs”. The event was hosted by the Centre for Multilingualism, University of Konstanz, Germany. On Thursday 4 April scholars working in multilingualism studies and academics and researchers from other fields, as well as technology and publishing professionals came together to discuss issues related to: 1) The generation of valid and reliable criteria for the assessment of multi-/plurilingual teaching and learning, research, and academic publishing, 2) Best practices and the development of tools, guidelines, and models for recognizing, monitoring, and supporting multi-/plurilingual practices in HEIs. On April 5 members of the CoARA Multilingualism WG collaborated to compose a project proposal on multilingualism and language bias in scientific research, publications, and communication to be submitted for EU funding. For more information click [here](#).

Over the summer of 2024, WG members conducted three surveys about the use of languages and language biases. One of these surveys was organized and conducted by the ECSPM, which sent a survey to its members concerning language use in science communication and citizen science. Preliminary results from this survey were presented in a public webinar organized by the WG in late. For the ppt presentation of the survey and results (in English and German) click [here](#).

### **ECSPM's action plan: focus and priorities**

The ECSPM-CURUM has been concerned about the persistent monolingualism in higher education and our annual academic symposia since 2021 have focused on the fact that, despite the multilingual turn in education internationally, European universities continue to be monolingual topoi, academically speaking. That is, only one language at a time is used for lectures, seminars, project work, research and publications. Subject content is delivered and discussed monolingually but also mono-discursively – transmitting the discourse and jargon of the discipline – whether the subject being taught is in the natural sciences, the social sciences, or the humanities. Monolingualism is viewed as the necessary condition for the development of disciplinary (even interdisciplinary) knowledge. Universities that take pride in supporting multilingualism are those which provide a variety of classical and modern language study programmes and offer their students opportunities to get credit for studying “foreign” languages. Despite the fact that students and staff carry with them valuable semiotic resources, they are not given opportunities to take advantage of their rich repertoires by using their plurilingualism for the advancement of research and science.

Three of our annual symposia focused on multilingualism at university and specifically:

- The 2021 ECSPM symposium, on “[MULTILINGUALISM IN HIGHER EDUCATION \(HE\)](#)” hosted by the University of Konstanz, in Germany, and the European Reform University Alliance (ERUA), focused on the role of English in HE which is linked to the internationalisation and commercialisation of European universities.
- The 2022 ECSPM symposium, on “[LANGUAGE\(S\) AND THE CONSTRUCTION OF KNOWLEDGE IN EUROPEAN HE](#)” hosted by the University for Foreigners in Siena, Italy, focused on explicit and implicit policies of HE institutions, as well as multilingualism, academic literacies and the linguistic construction of academic knowledge in European universities.
- The 2023 ECSPM symposium, on “[THE SOCIAL ROLE OF HE](#)” hosted by the University of Strasbourg, France and supported by the Education Department of Council of Europe, ocused on HE as producer of knowledge, and its important role in democratic societies through increasing access to quality education for all, on raising awareness about issues of social importance, on helping transform societies for sustainable development through technology transfer and practical application of knowledge and ideas, and on engaging with the community at local and transnational levels in pursuit of human and social development.

The 2024 ECSPM symposium, on [PLURILANGUAGING IN MULTILINGUAL EDUCATIONAL SPACES](#)” hosted by Ghent University did not focus exclusively on HE, but there were contributions problematising “The monolingual habitus” (by Jürgen Jaspers, from the Université Libre de Bruxelles), “The English-Medium Engineering Classroom: Spaces of Multilingualism and/or Individual Repertoires?” by Stef Slembrouck and Alexander De Soete (Universiteit Gent and University of the Western Cape), and “Plurilingual scholars in (predominantly monolingual higher education)” by Sílvia Melo-Pfeifer (Universität Hamburg).

Likewise, the 2025 ECSPM symposium, on “[ACTIONS FOR SOCIAL JUSTICE IN MULTILINGUAL SOCIETIES](#)” to be hosted by the Universidad Autónoma de Madrid (UAM), will not focus exclusively on HE but several contributions will be problematising issues such as “Higher education, circuits of mobility, and future re-imagination” by Miguel Pérez-Milans, University College London, and Gao Shuang (University of Liverpool), as well as linguistic justice in research and publishing by Janne Pölonen (Chair of CoARA Multilingualism WG), Emanuel Kulczycki (Adam Mickiewicz University), Theo Marinis (University of Konstanz), Eva Codó (Editor-in-Chief of *Multilingua*), and Monica Barni, (Sapienza University of Rome). Furthermore, there will be a panel with representatives from five different European University Alliances (CIVIS, ERUA, EPICUR, LERU, NEOLAiA to discuss the mutlilingualism policies they are developing so as to support multilingualism in research and publishing.

The challenge of introducing approaches and policies for ‘multilingualisation’ in Higher Education continue to be an important issue for consideration by the ECSPM-CURUM which we will be continuing not only our academic but also the political work involved in order to get further support from institutions and individuals for our “Declaration for Multilingualism on HE” which appears in 28 languages on the ECSPM website ([here](#)). All those signing it stress the need for change in, so that multilingualism in teaching and learning, in research and publishing, governance and communication is legitimated through explicit institutional language policies. The Declaration in the form of a petition [on-line](#) is addressed to: (a) the Education Department of the Council of Europe, (b) the Higher Education Unit of European

Commission (EAC.B.1), (c) the European University Association (EUA), and (d) the Higher Education Institutions across Europe.

Soon, the ECSPM will also be creating and developing a Knowledge Hub for Cross-lingual Communication, Translation and Interpretation which may be linked to the Knowledge Centre on Translation and Interpretation of the European Commission. The time plan foreseen is the following:

- 30 December 2024: To have formulated a Workgroup for the CONTENT design of a space on the ECSPM website
- 20 January 2025: To have created an initial plan and decided on the title of the K-Hub
- March - April 2025: To have designated the sorts of information which will feature in the K-Hub, including categories such as Research & Innovation, Postgraduate studies in the areas of concern across Europe, Tools, Organisations and Collaborative spaces, Partner institutions
- May 2025: To have a working proposal for the design of the ECSPM K-Hub
- June 2025: To discuss the ideas about the K-Hub and collaborations with (at the ECSPM Symposium in Madrid)
- July 2025: The ECSPM K-Hub will be under construction
- November 2025: The ECSPM K-Hub will be in trial operation.

## 2025 ECSPM Symposium

### MULTILINGUALISM FOR SOCIAL JUSTICE IN THE EDUCATIONAL CONTEXT

Universidad Autónoma de Madrid (UAM)

16-16 May, 2025

Venue: La Corrala (<https://www.uam.es/uam/lacorrala/centro-cultural>)

[The Multilingualism, Discourse, and Communication Research Center \(MIRCo\)](#), building upon insights from the [Equiling research project](#), has accepted the invitation and challenge to host and co-organise the 2025 ECSPM Symposium at UAM. Inspired by the outcomes of the aforementioned project and discussions from previous symposia, the theme proposed is: "Multilingualism for Social Justice in the Educational Context". The intention is that the work presented at the symposium will extend beyond critical analysis of how the management of multilingualism in lower and higher education exacerbates social inequality. The aim is to explore collaborative perspectives, methods, and strategies for transforming social and linguistic reality in schools and universities.

In line with this aim, we wish to focus on how participatory action research in this field can contribute to a transformation towards greater sociolinguistic justice in educational contexts. To this end, the researchers to be invited will be asked to shed light on actions through which collaboration between researchers and research participants may lead to a trajectory of critical reflection, analysis and, ultimately, to taking steps to effective management of the multilingualism so evident in educational institutions throughout Europe and beyond today, so as to 'neutralize' the effects of inequality which prevent access to education by a section of the student population, fail to recognize what multilingual students can offer, and limit their civic participation. Moreover, symposium participants will be asked to explore key concepts within this participatory approach, such as conscientization, critical sociolinguistic awareness, agency, and linguistic citizenship. Last but not least, they will be asked to discuss the impact of this kind of research and provide a platform to showcase best practices and transformative actions within the educational sphere, ranging from individual, immediate changes to enduring, collective efforts.

Key questions to be addressed include: How can we effectively integrate a goal of social transformation into the classroom, and what obstacles and advantages does this field of work offer? How can we broaden participation in these transformations beyond the classroom setting? How can we navigate the influence of economic considerations in language policies within educational institutions? What role should English play as student language diversity continues to increase? How can we recognize and promote the value of local/home languages within this changing landscape? Which specific aspects of the educational domain require attention, and how can we navigate political changes that may pose challenges to these efforts? In the face of competing priorities, how do we allocate time and space to address these critical issues? What are the strategies and resources for raising awareness in education? How is agency mobilized in the educational context?

## INFORMATION ON EUROPEAN TEACHER ACADEMIES

Below are useful links with info regarding Erasmus+ Teacher Academies.

- Explanatory factsheet : [Erasmus+ teacher academies - Publications Office of the EU \(europa.eu\)](#)
- 11 new factsheets for the projects of the first Call 2021 : [Erasmus+ teacher academies selected under the 2021 call for proposals - Publications Office of the EU \(europa.eu\)](#)
- 2021 projects: [EU Funded projects | EU Funding & Tenders Portal \(europa.eu\)](#)
- 2022 projects: [EU Funding & Tenders Portal \(europa.eu\)](#).
- Erasmus+ Programme Guide 2024: [The Erasmus+ Programme Guide | Erasmus+ \(europa.eu\)](#).
- Erasmus+ Teacher Academies 2024 dedicated page in the Funding & tender opportunities portal, including FAQs: [Funding & tenders \(europa.eu\)](#).
- News item in the EACEA website, including the novelties of the Call, tips on how to apply and other useful resources: [Erasmus+ Teacher Academies 2024: how to apply - European Commission \(europa.eu\)](#).
- The project addressing the topic of multilingualism is ALTA: [ALTA – Allophone Teachers' Academy, an Erasmus+ project \(altaeurope.eu\)](#).
- Some general information that may be useful for interested parties that are not familiar with Erasmus+ for schools:
- Erasmus+ : what's in it for schools' [Erasmus+, quels avantages pour moi? - Publications Office of the EU \(europa.eu\)](#) we have leaflets in (EN FR DE NL ES)
- European School Education Platform : A new leaflet : <https://op.europa.eu/en/publication-detail/-/publication/86dee4d4-fe05-11ee-a251-01aa75ed71a1>
- We will soon have it in all languages.

### Useful information:

The priorities of the 2024 call for the Erasmus+ Teacher Academies:

In the objectives of the action and under the revised guiding point 'Link to the objectives of the call', four horizontal priorities of the Erasmus+ Programme have been added, as theme(s) for the Teacher Academies activities:

1. Inclusion and diversity;
2. Environment and fight against climate change;
3. Addressing digital transformation through development of digital readiness, resilience and capacity;
4. Common values, civic engagement and participation.

In the call it stated that:

Teacher Academies should identify and work on one priority or more priorities that are particularly relevant for their partnership with a view to enhancing a high-quality education/professional development, and addressing (future) teachers' pressing needs, notably by offering teachers courses, modules and other learning opportunities on:

#### 1. Inclusion and diversity, notably:

To help teachers acquire the necessary knowledge, skills and competences for the educational inclusion of children/students with fewer opportunities, including children/students with disabilities or special needs, with a migrant background, as well as children/students living in rural and remote areas such as outermost regions, children/students facing gender inequalities, socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. This also means understanding underachievement, disengagement, and addressing well-being, mental health and bullying.

Examples include: Developing competences to teach in multilingual and multicultural settings, on gender-sensitive practices, inclusive education for children with special needs, on creating supportive learning environments and strategies addressing learners' and teachers' well-being at school, on how to use a variety of learning approaches and blended learning, as well as formative assessment methods and tools.

To equip teachers to addressing the barriers faced by these groups in accessing education, as well as contributing to creating a positive learning climate and inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community; building relationships of trust with learners, parents, families and carers; using collaborative practices and work in multi-disciplinary teams in schools.

Further references:

- Council Recommendation on [promoting common values, inclusive education, and the European dimension of teaching](#)
- Council Recommendation on [Pathways to School Success](#) (replacing the Council Recommendation of 28 June 2011 on policies to reduce early school leaving)

## **2. Environment and fight against climate change, notably:**

- To implement and further develop comprehensive and collaborative approaches to teaching and learning for the green transition and sustainable development, recognising that all teachers, whatever their discipline or sector of education, are sustainability educators who need to support their learners in preparing for the green transition.
- To offer (future) teachers professional training/education about climate change and how to best teach it; develop sustainability competences of (future)teachers/educators and education leaders; and exchange and develop the approaches of the participating organisations regarding environmental sustainability.
- To exchange on how to raise awareness about the green transition, environmental and climate-change challenges, to develop competences, green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of teachers.
- To support teachers in adopting pedagogies, including testing innovative practices, that enhance teaching and learning for the green transition and sustainable development in interdisciplinary ways, including the socio-emotional aspects of learning, so that all learners can become agents of change and learn to reflect and act, both individually and collectively, locally and globally, for a more sustainable world.

Further reference: [Council Recommendation on learning for environmental sustainability](#)

## **3. Addressing digital transformation through development of digital readiness, resilience and capacity, notably:**

- To support the need to engage (future) teachers in the path to digital transformation, with a view to harness the potential of digital technologies for teaching and learning and to develop digital skills for all, also increasing the capacity and readiness of institutions to manage an effective shift towards digital education.
- To contribute to the first strategic priority of the Digital Education Action Plan, the development of a high-performing digital education ecosystem, by building capacity and critical understanding on how to exploit the opportunities offered by digital technologies for teaching and learning at all levels and for all sectors and to develop and implement digital transformation plans of educational institutions.
- To support the purposeful use of digital technologies for teaching, learning, assessment and engagement. This includes the development of digital pedagogy and expertise in the use of digital tools for teachers, including accessible and assistive technologies and the creation and innovative use of digital education content. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by under-represented groups.

- Use of the European frameworks on digital competences of educators, citizens and organisations is encouraged.

Further reference: [Digital Education Action Plan \(2021-2027\)](#)

#### **4. Common values, civic engagement and participation, notably:**

- To train and equip (future) teachers.
- To promote active citizenship and ethics in their teaching, and foster the development of social and intercultural competences, critical thinking and media literacy.
- To offer opportunities for children/students' participation in democratic life, social and civic engagement notably through formal or non-formal learning activities.
- To raise awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their cultural identity, cultural awareness and their social and historical heritage.
- Further reference: Council Recommendation on [promoting common values, inclusive education, and the European dimension of teaching](#)
- For the 2025 Erasmus + Teacher Academies Call, we do not have the final timeline yet, but submission of proposals will probably be in 2ndQ of 2025.