

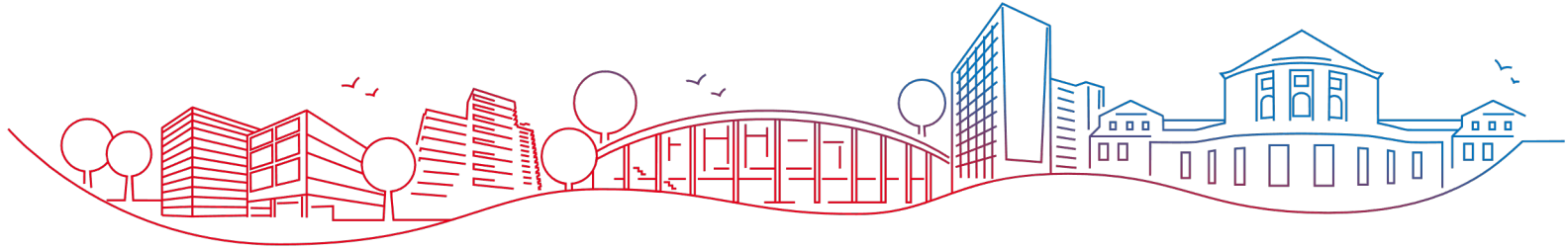


Universität Hamburg

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Research Group LIDS
(Literacy in Diversity Settings)



In the kitchen...

of European transnacional projects

15.05.2025

Sílvia Melo-Pfeifer

Agenda

- 1 Introdução
- 2 Ciência plurilingue? O que é? Como se faz?
- 3 Dois exemplos
- 4 Síntese

1

Introdução



”

**« Le produit fini, l'opus operatum, cache le modus operandi.
(...) On n'entre jamais dans les cuisines de la science. »
(Bourdieu, 1984, p. 23)**

2

Ciência plurilingue? O que é? Como se faz?



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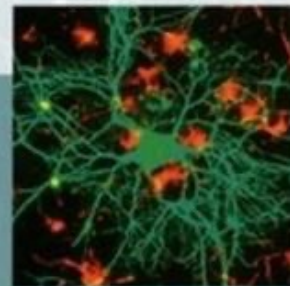
Presses polytechniques et universitaires romandes



Lorenza Mondada

CHERCHEURS EN INTERACTION

Comment émergent les savoirs



SCIENCES &
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COLLECTION

Le
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Pontos de partida: o conhecimento colaborativo e o seu fazer plurilingue

Opus operatum

- Limpas dos traços de produção
- Em forma de:
 - publicações científicas
 - congressos

Modus operandi

- Geralmente criado em ambientes plurilingues;
- Com investigadores plurilingues;
- Em equipas transnacionais;

As redes de co-construção do conhecimento científico

Opus operatum

- “**L’internationalisation des réseaux de travail**, la distribution du travail dans des **équipes souvent dispersées** dans plusieurs sites ou composées de membres appartenant à des **cultures linguistiques et disciplinaires différentes**, la mobilité accrue des experts, le développement de **projets de collaboration internationaux** dans tous les champs professionnels caractérisent la mondialisation du travail [scientifique]. (Mondada, 2004).

Nunca é demais recordar que...

- ... communication between researchers is not neutral by virtue of the fact that it is based on the production and circulation of products in one language **and discourses are not transparent and unambiguous just because we use only one language** (at times).
- ... communication in research teams, in a **continuum between monolingualism and multilingualism**, influences the way in which knowledge, learning and actions are produced, accepted, rejected and used.
- ... also in scientific research, we can **move from languages to speakers!**

3

Dois exemplos:

- LiTE academy (Teacher academy project)
- BoLD (Erasmus Plus Project)



LiTE (LinguaTech Europe) Academy: Advancing Digital, Inclusive, and Multilingual Teaching Practices

ERASMUS-EDU-2024-PEX-TEACH-ACA



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de aveiro



/liteacademyproject



LiTE Academy

Aims/Objectives

- This project aims to enhance language education in Europe by improving the competencies of pre-service and in-service teachers through integrating **Digital tools**, **Inclusive practices**, and **Multilingual pedagogies (DIMs)** to meet student needs in an evolving educational landscape.
- Objectives include;
 - enhancing teachers' skills for navigating digital and multicultural classrooms,
 - integrating digital methodologies for accessibility and engagement,
 - developing inclusive strategies for learners,
 - fostering multilingual capacities,
 - and building a network for resource sharing and professional development.

LiTE (LinguaTech Europe) Academy: Advancing Digital, Inclusive, and Multilingual Teaching Practices

ERASMUS-EDU-2024-PEX-TEACH-ACA



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LiTE Academy

From countries (and languages)... to people



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BOLD: “Building on Linguistic and Cultural Diversity for social action within and beyond European universities”



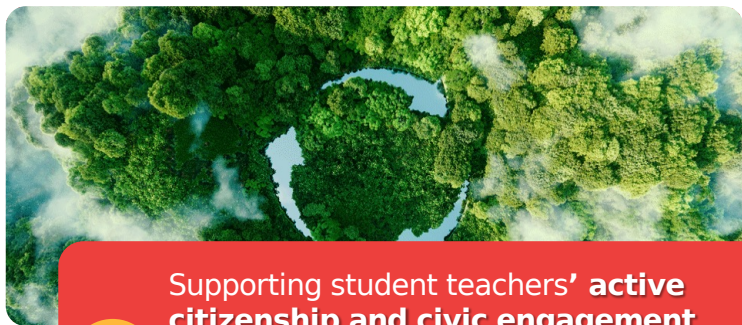
PROJECT CODE: 2022-1-DE01-KA220-HED-000086001



Co-funded by the
Erasmus+ Programme
of the European Union

Aims of the project

BOLD bridges the gap between initial teacher education and engagement in civil society by...



0
1

Supporting student teachers' **active citizenship and civic engagement** through the development of professional knowledge and competencies leading to social action;



0
2

Promoting the collaboration of HE institutions with civil society organisations and associations, through the implementation of **service-learning and social action collaborative projects** advocating for linguistic and cultural diversity.

Our partners

<https://boldproject.eu/>

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rd



Universität
Hamburg
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01



Université d'Aix
Marseille (France)

02



Web2Learn
(Greece)

03



Universidade de
Aveiro (Portugal)

04



Universidad Autónoma
de Madrid (Spain)

05



Rijksuniversiteit
Groningen (The
Netherlands)

From countries (and languages)... to people



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Autonoma de
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Zourou,
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”

**«Le domaine de la recherche scientifique, comme d'autres domaines professionnels, s'organise de plus en plus sous forme de réseaux internationaux, marqués par la mobilité des chercheurs, par des projets de recherche fédérant plusieurs universités, par des comités scientifiques internationaux, par la multiplication de collaborations à tous niveaux.
(Miecznikowsky-Fünfschilling et al, 1999: 167)**

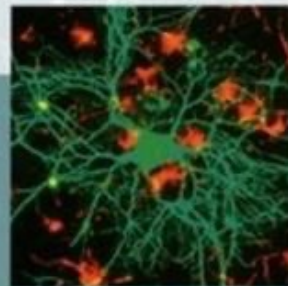
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Síntese

Lorenza Mondada

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Synthesis and.. a way forward?

- The way we present our collaboration in transnational projects tends to reproduce linguistic ideologies and hierarchies, monoglossic ideologies about scientific practices, and even a monolingual vision of science (in general) and researchers.
- This is not to deny **the pragmatic needs associated with the use of a lingua franca** in the context of international communication, where the very existence of a common language is perceived and experienced as an asset (Coste et al, 2006; Zarate & Liddicoat, 2009), even if we recognize the **inequalities it causes in symbolic and practical terms** (Carli & Ammon, 2007);
- We need to complement these pragmatic needs with “**epistemological needs**”: in order to understand and support the cause of plurilingualism and multiculturalism, it is necessary to ‘uninvent’ (a term used by Makoni & Pennycook, 2007) the monolingual transmission practices associated with the dissemination of knowledge and ‘reconstruct’ the multilingual nodes that currently frame research (professional mobility, multilingual research teams, co-production of texts, etc.).

Some suggestions

- Show the kitchen of the production of the knowledge;
- Introduce the concepts you are using in the original languages, and pay tribute to the contexts where they emerged;
 - without tokenisms or exoticization;
- Make the cross-linguistic conceptual comparisons clear;
- Do not take the monolingualised “paper” production for granted;
- Help the reader see how the management of linguistic repertoires and use of different languages (even in the literature review) contributed to the final product of the project (a paper or other);
- Embrace “doing research on multilingualism”... Multilingually!

”

Synergo's productions will be multilingual (we will have juxtaposed linguistic versions of a same deliverable) and plurilingual (even when we don't see it!)



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Kontakt



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Didaktik der romanischen Sprachen

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