

VIRTUAL INSTITUTE FOR QUALITY EDUCATION (VIQE)

Workshop series: “New multilingual learning and teaching spaces for European Campuses”

1. The series

The workshop series *New multilingual learning and teaching spaces for European Campuses* develops with participants critical awareness of cultural and linguistic diversity, as well as of multilingual practices in the spaces of HE institutions. Besides a hands-on approach to multilingual learning in academia, it aims at socializing participants into some of the existing methods to observe, create awareness, identify, tackle or manage diversity for the broader aim of promoting and developing intercultural dialogue.

- The first workshop introduces participants to the ‘whats’ of intercultural communication, of multilingualism, of multilingual spaces, policies and practices, and includes multilingual teaching-learning workshops with lesser used languages.
- The second workshop expands on these issues by exploring the ‘hows’ of engaging in critical research and practice on intercultural dialogue and multilingual diversity in academia: it does that by expanding on the conceptual approaches that are underlying topics related to cultural and linguistic diversity and difference, as well as the corresponding qualitative, creative and linguistic ethnographic research methods, to be further practiced in hands-on workshops. Topics include, among others, intercultural dialogue, multilingual and multimodal communication, linguistic landscapes, language policies and practices, speaker-centred and biographical approaches to languages, learning and the development of repertoires.

UAIC IASI – WORKSHOP 1

The first workshop introduces participants to the ‘whats’ of intercultural communication, multilingual spaces, policies and practices, including multilingual learning workshops with lesser used languages.

A. Four lectures "Researching language and cultural diversity in HE spaces: approaches to multilingual policies and practices for intercultural dialogue".

Lecture 1. *Intercultural Communication. Basic concepts and Multidisciplinary Perspectives* (Thomas Schmidtgal, University of Jena)

The lecture gives a brief overview of the history and current state of Intercultural Communication as a multi-/interdisciplinary field of research. Drawing on the classics (e.g. Hall) as well as more recent

approaches (e.g. Bolten) we will provide a synopsis especially of how the understanding of the term culture has evolved in the last decades (from closed and rather static definitions to open and dynamic ones). Furthermore, we will have a look at other basic concepts such as communication or intercultural competence from a theoretical/interdisciplinary perspective. The lecture will also include theoretical and practical aspects of intercultural competence regarding personal and organizational interaction. Finally, we will reflect on the importance of intercultural thinking in general and in higher education in particular.

Barmeyer, Christoph (2018): *Konstruktives interkulturelles Management*. Göttingen, Vandenhoeck & Ruprecht.

Bolten, J. (2020). Interkulturalität neu denken: Strukturprozessuale Perspektiven. In: H. W. Giessen & C. Rink (Eds.), *Migration, Diversität und kulturelle Identitäten: Sozial- und kulturwissenschaftliche Perspektiven* (pp. 85–104). Stuttgart: Metzler.

Lüsebrink, Hans-Jürgen (2016), *Interkulturelle Kommunikation. Interaktion, Fremdwahrnehmung, Kulturtransfer*, Stuttgart/Weimar, J.B. Metzler.

Müller-Jacquier, Bernd (2003). Linguistic Awareness of Cultures. Principles of a Training Module. In: Peter Kistler/Sini Konivuori (Eds.): *From International Exchanges to Intercultural Communication: Combining Theory and Practice*. Jyväskylä, EMICC Network & University of Jyväskylä (pp. 50-90).

Lecture 2. Searching for information in texts: a digital/computational approach (Elisabetta Jezek, University of Pavia)

It is of great importance nowadays to orientate oneself in the amount of texts we are surrounded with. In order to observe and study linguistic, cultural and societal phenomena starting from texts, we can take advantage from methodologies for extracting this information semiautomatically. In the lecture I will review various tasks that can be performed on texts using methods and techniques from digital and computational linguistics, and explain the basics on how texts must be prepared for this purpose.

Pustejovsky, James & Amber Stubbs (2012). *Natural Language Annotation for Machine Learning*. O'Reilly Media, Inc.

Lecture 3. Multilingual spaces, practices and speakers: linguistic ethnographic explorations (Clara Keating, University of Coimbra)

The present lecture introduces students to the study of contemporary multilingualism, by drawing on a sociolinguistic angle based on linguistic ethnography and discourse analysis. I start by briefly introducing the 'whats' of multilingualism and how the research fields of bilingualism and multilingualism came into being. As we identify the different angles from which we name language spaces, practices and speakers as 'monolingual, bilingual or plurilingual', I explore the extent to which these assessments are situated at the crossroads of hierarchizations of linguistic difference and inequality in late modern societies, historically explained from multiple points of view and further complexified by the dynamics of globalization and increasing migration and mobility. Inspired by dynamic and horizontal understandings of intercultural dialogue based on an ethics of care and hospitality of difference (André, 2013), I explore with students how the linguistic ethnographic angle helps disentangle the complex multilingual spaces, practices and speakers' repertoires, especially in Higher Education institutional contexts.

André, João Maria (2013) "Künste und Multikulturalität. Das Theater als interkulturelles Dialogfeld".



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In: Braga, Joaquin and Möckel, Christian (Eds.) — Rethinking Culture and Cultural Analysis. Berlin, Logos Verlag, 57-75.

Martín Rojo, L. & Pujolar, J., coords. 2020. Claves para entender el multilingüismo contemporáneo. Zaragoza. Pressas de la Universidad de Zaragoza y Editorial UOC

Lecture 4. Linguistic landscapes in European Universities: theory and practice (Raul Sanchez, University of Salamanca)

B. Intercultural sensitivity training

By crossing aspects related to intercultural dialogue, multilingual practice and the dynamics of teaching and learning other languages, participants will, at the end of each working day, have the opportunity to participate in a number of hands-on activities that promote intercultural sensitivity and develop a more critical awareness of cultural, language and communicative diversity.

Thomas Schmidgall, University of Jena & Anabela Fernandes, University of Coimbra

C. Workshops on multilingual learning spaces: Portuguese, Romanian and Finnish as languages in academia

Exploring multilingual spaces needs to be done with a hands-on approach. For two days, participants will be immersed in language learning workshops of their choice, out of three lesser-used languages in this consortium, in parallel sessions. Engagement in learning activities concerning the use of these languages in higher education will create intercultural awareness regarding the presence of lesser used languages and their speakers in the more formal spaces of academic life.

Portuguese Language – Anabela Fernandes, University of Coimbra

Romanian Language – Ana-Maria Gheorghiu, University of Iasi

Finnish language – Hanna Jokela, University of Turku

AGENDA

	Monday, 9 May	Tuesday, 10 May	Wednesday, 11 May	Thursday, 12 May	Friday, 13 May
		Ferdinand Conference Hall	Building G + Ferdinand Conference Hall		
09:30-10:00	Arrivals	Introduction to the VIQE Raul Sanchez (University of Salamanca) & Nicoleta Laura Popa (University of Iasi)			Departures
10:00-12:00		Lecture 1- <i>Intercultural Communication. Basic concepts and Multidisciplinary Perspectives</i> (Thomas Schmidtgall, University of Jena) Lecture 2 - <i>Searching for information in texts: a digital/computational approach</i> (Elisabetta Jezek, University of Pavia)	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia Portuguese Language – Anabela Fernandes, University of Coimbra Romanian Language – Ana-Maria Gheorghiu, University of Iasi Finish language – Hanna Jokela, University of Turku		
12:00-14:00		Lunch break	Lunch break	Lunch break	
14:00-16:00		Lecture 3 - <i>Multilingual spaces, practices and speakers: linguistic ethnographic explorations</i> (Clara Keating, University of Coimbra) Lecture 4 - <i>Linguistic landscapes in European Universities: theory and practice</i> (Raul Sanchez, University of Salamanca)	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia Portuguese Language – Anabela Fernandes, University of Coimbra Romanian Language – Ana-Maria Gheorghiu, University of Iasi Finish language – Hanna Jokela, University of Turku		
16:00-16:15		Break	Break	Break	
16:15-17:30		Intercultural sensitivity training Thomas Schmidtgall, University of Jena & Clara Keating, University of Coimbra		Closing session	
17.30		Guided tour of the city centre			

Venues and meeting points:

Tuesday, 10 May, 09:30 – 17:30	Ferdinand Conference Hall (main university building, in the Rectorate – Bd. Carol I, nr 11)
Wednesday, 11 May: 16:15 – 17:30	
Thursday, 12 May: 16:15 – 17:30	
Wednesday, 11 May: 10:00 – 12:00, 14:00 – 16:00	Building G of the university (1-floor building, across the street from the main university building)
Thursday, 12 May: 10:00 – 12:00, 14:00 – 16:00	Meeting point: 09.40 – in front of the main university building, main entrance, flanked by the two lion statues

D. Materials

- André, João Maria (2013) “Künste und Multikulturalität. Das Theater als interkulturelles Dialogfeld”. In: Braga, Joaquin and Möckel, Christian (Eds.) — Rethinking Culture and Cultural Analysis. Berlin, Logos Verlag, 57-75.
- Bolten, J. (2020). Interkulturalität neu denken: Strukturprozessuale Perspektiven. In H. W. Giessen & C. Rink (Eds.), Migration, Diversität und kulturelle Identitäten: Sozial- und kulturwissenschaftliche Perspektiven (pp. 85–104). Stuttgart: Metzler.
- Busch, Brigitta. 2015. Expanding the notion of the linguistic repertoire: On the concept of Spracherleben—the lived experience of language. Applied Linguistics 1–20. <https://doi.org/10.1093/applin/amv030>.
- Conti, Luisa (in press, 2021): Dialogic Intercultural Competence: What It Is and Why Teachers Need It. In: Palaiologou, Nektaria (Hrsg.): Rethinking Intercultural Education in times of Migration and Displacement. Cambridge Scholars Publishing.
- Duff, P. A. (2012). Identity, agency, and second language acquisition. In The Routledge Handbook of Second Language Acquisition. Routledge.
- Evanoff, R. J. (2004). Universalist, relativist, and constructivist approaches to intercultural ethics. International Journal of Intercultural Relations, 28, 439–458.
- Guilherme, M. et al (2010) The Intercultural Dynamics of Multicultural Working. Bristol: Multilingual Matters
- Holliday, A. (2011). Intercultural Communication and Ideology. London: SAGE Publications Inc.
- Johnson D.C. (2013) What is language policy?. In: Language Policy. Research and Practice in Applied Linguistics. Palgrave Macmillan, London. https://doi.org/10.1057/9781137316202_1
- Johnson, D. C. (2011). Critical discourse analysis and the ethnography of language policy. Critical Discourse Studies, 8(4), 267–279. <https://doi.org/10.1080/17405904.2011.601636>
- López García, Y. (2021). Imaginaries of Migration: Life Stories of Mexican Migrants in Germany. Bielefeld: transcript.
- Martín Rojo, L. & Pujolar, J., coords. 2020. Claves para entender el multilingüismo contemporáneo. Zaragoza. Prensas de la Universidad de Zaragoza y Editorial UOC
- Tollefson, J. W., & Pérez-Milans, M. (2018). Research and Practice in Language Policy and Planning. The Oxford Handbook of Language Policy and Planning. <https://doi.org/10.1093/oxfordhb/9780190458898.013.1>
- Tusting, Karin (ed.) 2020. The Routledge Handbook of Linguistic Ethnography. London: Routledge.