

Mobility and Inclusion in Multilingual Europe (MIME)

A preview of research
results

WP3 – EDUCATION

Brussels – 27 April 2017

Fondation Universitaire



The research leading to these results has received funding from the European Community's Seventh Framework Programme under grant agreement No. 613334 (Project MIME).



Introduction

Target question :

- **Is the principle “Regional location, international orientation” a condition for designing Higher Education Language Policies in order to promote mobility and inclusion?**
- How to define strategies for HE under a tension /a conflict between the local and global?



Introduction (cont.)

- Internationalisation of HE vs impact at local/regional/national level
- imposition of one language (local/national language or lingua franca) but learning spaces are multilingual and multicultural
- Full access to information and knowledge
- Avoid language loss and domain loss



Introduction (cont.)

Examples

- Erasmus mundus programs - "all in English because this is an international course"
- IUI Fioraso – usage of English in HE in Fr
- all in English - Politecnico Milano



Conceptual / theoretical treatment

- Internationalisation and excellence mean lingua franca (English)
 - University classrooms are artificially “monolingual”
- Relevant publications are in English (relevant to whom?)
- Local/heritage languages are not sufficiently important for development/ science
- Impact of HE activity (ex: research) in local fabrics/local contexts seems to be underestimated



Conceptual / theoretical treatment (cont.)

- LINGUICISM

'ideologies, structures and practices which are used to legitimate, effectuate, regulate and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language' (Skutnabb-Kangas 1988: 13)



Conceptual / theoretical treatment (cont.)

- Linguistic repertoires / Plurilingual talks / Translanguaging / Multilingual competence
- Distinction of languages according to communicative aims
 - Language for teaching / learning
 - Language for local/national dissemination
 - Language for international communication



Conceptual / theoretical treatment (cont.)

- Facility to access to concepts / to knowledge in different languages
- Relation between what is explained and what is understood /re-used when just done in a lingua franca
 - linguistic competence as a condition for content knowledge competence
- HE context is not just inside the classroom/the laboratory
 - non formal and informal learning and of local language(s) to live in the MMLS



Data and factual information

Erasmus Online language support (OLS)

- conceptual framework developed under MAGICC project - scenarios designed to improve multilingual competence

Dukhan et al. 2016 – impact of mother tongue on construction of notes and academic performance in 1st year

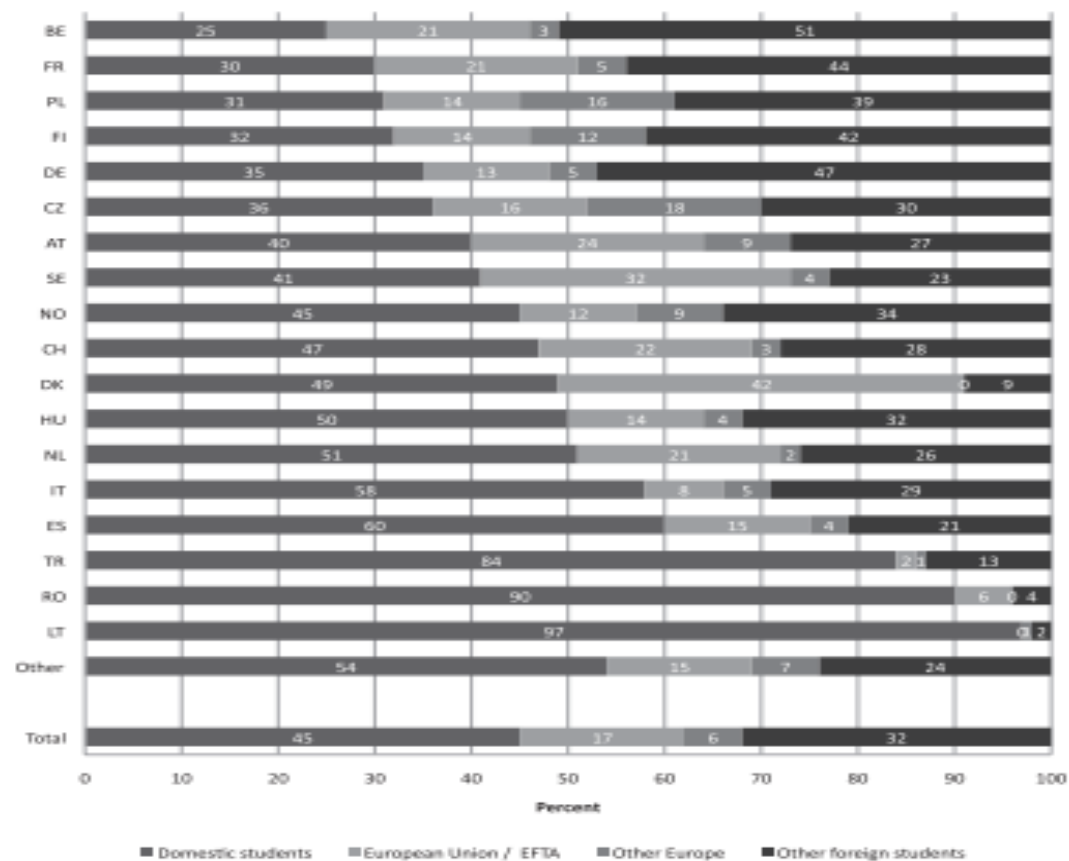
ACA studies ex: Wächter, B et al (2014: 95)



Data and factual information (cont.)

Chart II.2

Home country/region of students enrolled in the ETPs in the academic year 2013/14 – by country (%)



Data and factual information (cont.)

Case studies (MIME)

- 1st cycle course with local and international students
- reception of international students
- multilingual and multicultural communication course for HE staff
- Communication in a research centre in maritime sciences



Conclusion

- Language diversity is an asset, education cannot be reduced to monolingual practices
- HELP (context driven approach) must include
 - Strategies to create the balance between lingua franca (ex: English medium instruction) and local/national language instruction



Conclusion (cont.)

- Use different perspectives verbalised in different languages promotes inclusion and prepares for mobility
- HELP – creates the balance between the local and the global, respecting HE actors specific needs, not only in their daily context but also in their possible future contexts.



References

- Dukhan at al., 2016, “Impact of mother tongue on construction of notes and first-year academic performance”, in *South African Journal of Science*, 112(1/12), <http://dx.doi.org/10.17159/sajs.2016/20160037>
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Thank you for your attention



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