



Lifelong Learning Programme



Education and Culture DG



European Universities' Network on  
Multilingualism



## MANAGING MULTILINGUAL AND MULTIETHNIC SOCIETIES AND INSTITUTION

Faculty of Humanities, Tito Square 5, 5000 Koper - Capodistria, Slovenija

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## Managing multilingual and multiethnic societies and institutions

### ABSTRACTS OF CONTRIBUTIONS

***Session 1: Multilingual policies in contact areas: gaps and issues of national and international language policies at the local levels; demands in global scale and responses, local dimension of the language use.***

Paolo E. Balboni, Ca' Foscari University in Venice

#### The quality of multilingual policy in contact areas

Describing the situation in contact areas would provide no food for thought, as all participants know about present day policies and can find plenty of documentation about them. This presentation shall rather discuss the *quality of policy/ies* for multilingual areas. It demands for

- a. a clearly defined *vision* of 'multilingual society'
- b. the consequent *mission*, i.e. the practical and realistically attainable aims of political action
- c. a balance between actual *demand* and possible *supply* of multilingualism
- d. precise *timetable and action plan*, to be checked at definite times in order to decide whether objectives have or have not been reached
- e. a definition of *factors and terms of flexibility* in the timetable and action plan above, so that failures, if any, may be analysed and a re-definition of the timetable and action plan may follow
- f. a *governance model*, where 'model' indicates an abstract structure, and the factors and terms of flexibility in its implementation in different contexts.
- g. Once the main lines of the quality of multilingual policy are drawn, participants can apply them to the multilingual areas they are interested in.

**Paolo E. Balboni** is a Full Professor in the School of Languages and Director of the Language Centre, Ca' Foscari Venice University, Venice, Italy. His main research and teaching interests are Intercultural Education, Foreign Language Teaching and Language Teaching Research. He has previously taught at the University of Siena, Italy and has served as Dean of the School of Languages and Head of the Dtp. of Language Sciences at the University of Venice, President of the National Association of Foreign Language Teachers (1993-2001). Currently he is Secretary General of the Italian Society of Studies on Language Teaching and Educational Linguistics, and Vice President of the *Fédération internationale des professeurs de Langues Vivantes*.



Paola Fogar

### Multilingual policies, language use and plurilingual education in Friuli-Venezia Giulia: projects and proposals

Multilingual policies play an important role in encouraging communication, mutual recognition, shared goals and the development of 'plurilingual identities' in contact areas with rich language repertoires. The multilingual area encompassing Friuli-Venezia Giulia, one of the most heterogeneous regions in Italy and the neighbouring countries of Austria and Slovenia represents a unique scenario for a thorough exploration on multilingualism and for the implementation of educational projects. This is more the case if we consider today's rapidly changing society which presents us with the challenge of the needs of newly created, dynamic language constellations, made up of a variety of majority, minority, regional, community and immigration languages. On the basis of an ongoing research project carried out at the International Centre on Plurilingualism (University of Udine) this contribution will discuss possible options of language learning provision in secondary schools by means of multilingual, cross-curricular and cross-cultural approaches to plurilingual education in a multilingual context.

**Paola Fogar** (degree in Foreign Language and Literature at Udine University, PhD in 'Interkulturelle Mehrsprachigkeit' and Second Language Acquisition at the Alpen-AdriaUniversität Klagenfurt) has been teaching German and English as foreign languages in the lower and upper level of Italian secondary schools since 2000. She has been carrying out a research project on plurilingual education through CLIL at the Centro Internazionale sul Plurilinguismo (research grant) at Udine University since 2010.



Kristin Tytgat, Erasmushogeschool Brussel

Language Policy in higher education in Flanders (Belgium): *English in an academic context*

Teaching in a bilingual and multicultural city as Brussels makes you reflect on the use and the importance of the teaching language in education. Although English is an international language, French and Dutch are the official languages of instruction in the capital of Belgium. In this presentation I would like to explain why the use of the Dutch language at Flemish universities is such a delicate matter considering the long struggle in history to obtain the right to teach in the mother tongue in Flanders. What is the role of English at Flemish universities today? What is the legislation concerning the use of the language of instruction and what is the language policy of Flemish universities? How can we define the criteria for academic English? In conclusion I would like to look at the future and analyse which linguistic opportunities exist in Flanders and Brussels at universities.

*Kristin Tytgat is specialised in the study of language and communication. She knows several languages, studies their culture and carries out research on multilingualism. She follows the debate in the EU about linguistic diversity and participates in conferences with lectures about the topic.*



Peeter Mürsepp

### Trilingual University as the Model for the Future

Having been managing multilingual educational and research units for more than ten years, the author builds his work and this conference presentation on his experience. He promotes strongly the idea that the future of higher education belongs to the trilingual university. English has practically become the *lingua academia* for the whole planet. Every nation is trying to keep higher education alive in their native language. In addition, in most parts of the world there is a regional 'international' language that cannot be ignored. It is easier to handle the case in smaller countries. In bigger ones bilingual or even unilingual cases prevail. The absolute top of the university rankings (Harvard, Cambridge, etc.) cannot be blamed for the latter case. The medium and lower levels can. To these, linguistic as well as cultural diversity is the basic necessary condition for successful self-organization of their academic communities.

*Peeter Mürsepp is Professor of Philosophy and Head of Department at Tallinn University of Technology. Professor Mürsepp teaches Philosophy, Scientific Method and Globalization courses. He is experienced in managing multilingual educational organizations.*



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Helen Kesonen, Taru University

### Influence of Language Policy to the Local Languages. The Case of Võru Language.

The Võru language (*võro kiil*) is the biggest among the South-Estonian languages, it has about 50 000 active and passive speakers in south-eastern Estonia. Estonian lingual diversity and the development of local languages has been influenced by the written language: the North Estonian language and the South Estonian language. The situation changed in year 1850 when most of the educational literature was published in North Estonian language. In 1920s, in the beginning of Estonian Republic, it was utterly important to have common symbols to create unified national identity and the best symbol was Estonian language. Also, during the time of Soviet Union the "unified" and "clean" Estonian language was a weapon against Russification. It was a common belief that aberrance from standardized written language would weaken the Estonian language's power against Russification. Soviet politics, establishing kolkhozs, deportation and urbanization increased Estonian migration. This and the action against dialects resulted in constant decrease of the number of local dialects speakers. After the independence, processes such as urbanization and globalization have continued influencing the state of dialects. Today, dialects have to compete not only with the Estonian written language, but also with additional global languages.

In contemporary situation the agency behind policy making can be seen in international/global level, government level, regional level and individual level (the culture members). In the case of Võru language the most important seems to be the individual level. According to the research made in 1998, the most important feature about being *võrokene* is to know the language. To have roots in Võromaa or living in Võromaa have secondary meaning.

Estonian language policy stipulates that there is one official language and all the other languages are foreign languages that are spoken by ethnic minorities. Võro language is therefore not protected by law since it is not a language of ethnic minority. The main question is - is this "thing" that is spoken in South-Estonia, a language or a dialect. The history has shown that the answer lies not so much in linguistics, but rather in traditions and politics. European conventions reckon only languages that are appreciated by their state government.

**Session 2: Managing language diversity at work: global economy and local dimension of language use**

Lid King

**New models for Multilingualism in Europe**

It has been claimed that European identity is based on diversity, and that Europeans welcome diversity - “a common sense of belonging based on linguistic and cultural diversity”. Yet we hear increasingly strident calls for simpler, more nostalgic forms of mono cultural identity and leading mainstream politicians, including the German Chancellor and British Prime Minister, have claimed that “multiculturalism is a failure”. Underlying such political uncertainty there are major societal changes taking place - new ways of working, unprecedented levels and types of mobility, the phenomenal power of modern communications, as well as great economic challenges - the rise of new economic powers and the global financial crisis. All of this change - even turmoil - can call into question accepted wisdoms, among them the liberal consensus over “unity in diversity”. In 2010 we set out to analyse and discuss these changes and their effect on language policies in Europe through the “Languages in Europe, Theory Policy and Practice” initiative. Our conclusions remain optimistic, but also suggest that there are some difficult decisions to be made: about language choices, and educational priorities, about the relationship between school and society, and perhaps above all about the places in which multilingualism will flourish. The traditional European way has been a rather gentle symmetrical model - the gradual accumulation of language competence through education, turning monolinguals into multilingualism. The reality is rather more nuanced than this. It is this new reality that we must reflect in the educational (and social) policies of the coming decade.

*Lid King is the National Director for Languages and Director of The Languages Company, which was set up in 2008 to develop the National Languages Strategy in UK. Specialist in language learning, adviser and materials developer, information and advice services developer to business before becoming the National Director for Languages, Dr King was Director of CILT, the National Centre of Languages, where he spent eleven years developing the work of the organisation and spearheading a wide range of language initiatives.*





Roxana -Maria Gâz

**Foreign Languages for Economic Development: *An overview of the Romanian labour market***

Languages are an important part of our lives. They do not only help us communicate with one another, but they also contribute to our self-improvement, they help the development of the economy and of the business environment.

We live in a globalisation era; while at global level there are certain languages that tend to dominate the scene in Europe the linguistic diversity is not eliminated, but rather celebrated. Without the constant effort of the European Union institutions to fight for the promotion of language learning, language teaching and preservation of languages, or without the continuous will of European citizens to learn the languages of their neighbouring states, at any time in their lives, there would not be understanding or a true “unity in diversity”.

In order to make people proficient in a language that can help the economy and/or the development of a business, people on the labour market need to be offered language courses by schools, universities or other institutions. Therefore, universities and governments have a great responsibility to work on promoting languages, language learning and teaching.

The strong connection between bilingualism/multilingualism and the *employment market* has been proven by the fact that those who master several languages are able to contribute to the prosperity of the businesses by being able to act on the market in the way that satisfies their customers’ needs. Even multinational corporations have become aware of the necessity to exploit the linguistic resources of their employees as “language in the new service economy is viewed as a commodity”.

This presentation will mainly focus on the case of the Romanian labour market and its language skills requirements from future employees.

*Roxana-Maria Gâz scholarly interest is language policies of the European Union, particularly the actions that have been taken and implemented in the European higher education institutions for the promotion of linguistic diversity and multilingualism, according to the recommendations of the European Union institutions.*





Peter Weber

### Economic decisions for language diversity at work

The need of languages and their usage in the place of profession, work and life is as different as the associated functions of identity of these languages. In this context, the value or non-value of a language cannot simply be linked to the prestige of its standard version but depends on a complex and at the same time situational bundle of factors.

The individual but also societal usage of language is generally oriented towards the two modes of action - the purposeful action and the action directed to communication. The mode of the purposive-rational action is to be connected to the function of the symbols in Bühler's Organon Model. According to this model it should be aimed for the greatest scope using the least input of resources. Thus the optimisation is carried out in terms of an economy of communication. In this economy it is being searched within languages for ideal characteristics regarding an intended future state, as for example the economical scope. It is not the maximisation of the scope that is central within the action directed to communication and within the function of symbols and signals in Bühler's Organon Model but the maximisation of the individual and societal establishment of identity in contrast to others. This mode of action is central for the individual and collective establishment of identity.

The presentation illuminates the underlying motivation for economic decisions for language diversity at work - which is linked to different types of added values of multilingualism. For the illustration, examples of majority and minority languages and of marketing activities of international companies are selected from an interdisciplinary point of view. This interdisciplinary approach leads to an adaption of the BCG portfolio approach to the field of multilingualism. It could clarify systematically and theoretically the empirical results of the economy of language.

*Peter Weber is Full Professor for International Business Communications and Vice-president, University of Applied Languages, Munich, Germany. His main scholarly interests are Multilingualism (Economy of Language and Language Economics), Economics (Economy of Education and Marketing), Regional or Minority Languages.*



Sonja Novak Lukanovič

Institut of Ethnic Studies and University of Ljubljana, Slovenia

Lucija Čok, Science and research centre, University of Primorska, Koper, Slovenia

### ***The value of mastering languages in economy***

In today's multicultural and global society, more so than in the past, and the interaction between economy and language is a reality. People are more aware that it is due to processes of globalisation that the lines of force influencing geographic, cultural and social diversity and links deviate from or lose their original meaning. This is particularly evident in economy where capital plays the leading role. The currents of global economy are denoted in two dimensions - on the one hand the development of processes of global organisation of economy and capital, and on the other hand the appearance in these processes of people and organisation, which must communicate between themselves quickly and well to achieve success and goals set by the capital. In these communications new information technology is not the only important thing. Language plays an important role. Basic contents denoting language processes together with economic categories in society represent benefits and expenses related to a set of variables concerning manners of regulation of intergroup communication, approaches at labour market, distribution of language equality, use of majority and minority languages at work posts, role of individual language in the economic development of society, and economic advantages of the language policy that encourages learning/teaching several languages. In this presentation, some empirical data from the research project "Language and Economy" will be summarized.

Based upon hypotheses that language has a value and that language market is shaped by the society and the individual, adequate methodological approaches have been used. The research project was performed upon a selected sample of institutions, economy subjects and individuals (managing human resources) that were interviewed and submitted questionnaires on various dimensions of language value, as well as different parameters in placing language on the language market. Qualitative, quantitative and comparative methods of data analysis were used. Empirical results identify the dimension of language value that has been exposed by a single individual from the selected sample. Differences in the hierarchy of classifying individual value dimensions arise from the status of language (dominant group language, minority language and foreign language), the environment, and the individual's characteristics. Research data show whether a language on the labour market contributes to the elimination of psychological boundaries, easier approach to other/foreign market, success on labour market (employment), mobility - flexibility on labour/manpower market. The interdependence between the structure of language market, linguistic behaviour of individuals and economic successfulness will be presented.

***Sonja Novak Lukanovič*** is Associate Professor at the Faculty of Arts, University of Ljubljana, Ljubljana, Slovenia, and Senior Scientific Associate at the Institute for Ethnic Studies from Ljubljana. Her scholarly interest is languages in multicultural societies (applied linguistics). She is the president of Slovene Association for Applied Linguistics, a member of the Slovene national commission for UNESCO and a Slovene representative in the Working Group of Alps-Adriatic communities.



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***Lucija Čok** is Senior Researcher in the field of Multilingualism and Full Professor of Didactics of Multilingualism and Intercultural Communication at the University of Primorska, Koper, Slovenia. Her scholarly interests are phenomena related to languages and cultures in contact, to language learning and teaching, sociolinguistics and promotion of linguistic diversity as well as to education that encourages peaceful coexistence of various cultures and ethnic groups. She is a member of numerous boards of experts that have prepared the research and education policy in Slovenia as well a member of High Assessment panels within the directorates of European Commission and EUA.*



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***Session 3: New spaces for language and identity. Multiple identities within global vision of political, social and cultural cooperation. Migration and cooperation.***

Colin H Williams

### New Spaces, Old Truths: Problematic Applications

This presentation will consider how three fundamental trends in society are coalescing to change the relationship between selected minority language communities, the state and the international system and globalisation. The three trends are 1) the increased regulation of minority languages; 2) the withdrawal of public sector finance and support and its partial replacement by non-state agencies and organisations; and 3) the increasingly plural nature of media, IT and communication systems which render innovations within the target minority languages more difficult to sustain, at least from a financial and resource perspective. Such a configuration makes it more imperative that selected minority language agencies and organisations exchange best practice, develop sophisticated arguments for mainstreaming their agendas and needs and understand the full implications of entering an increasingly regulated and judicial context whose interventions can have unintended consequences on the capacity of the target language group to develop their own policies and implement their own agendas. One of the great virtues of the EUNoM space is that it allows such arguments to be constructed, tested, refined and applied.

**Colin H. Williams FRSA** is a Research Professor in the School of Welsh, Cardiff University, Cardiff, UK. His main scholarly interests are in sociolinguistics and language policy in multicultural societies, ethnic and minority relations, and political geography. He has previously taught in universities in Canada, England and the USA and has served as an adviser to several governments focussing on human rights, LPLP strategy and international aspects of language planning.



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Tomasz Wicherkiewicz

## New languages, new identities... Language policy and development of new (?) ethnolects in Central Europe

The old opposition between *language(s)* and *dialect(s)*, relations between the 'pigeonholed' linguistic varieties, as well as the problem of the "inventory of languages" are recently getting new dimensions - socio-, and ethno political as well as Eco linguistic. As an unintentional or even side effect of the dichotomous alternative, used by the authors of the *European Charter for Regional or Minority Languages*, a conjunctive interpretation of the dichotomy found its way into very pragmatics of applied language policy. Unwittingly, the European language policy (makers) re-opened the old academic debate on *Abstansprachen* and *Ausbausprachen* (H.Kloss), on *langues collatérales* (J.-M.Eloy), or e.g. on *Mikrostandardsprachen* (M.Wingender) and *Micronationalism* (P.Coluzzi) or the *literaturnye mikroyazyki* (A.Dulichenko). In such a way, the hitherto neglected language varieties, gained a chance to officially enter both the family of recognized languages and to launch programs (or at least undertake individual activities) aiming at reversing languages shift, language revitalization and/or maintenance.

The proposed presentation shall outline, briefly present and compare the above mentioned terminology and to exemplify it with situations of those languages in Central Europe that - successfully or not - strive for upgrading their linguistic status and launching modern language planning mechanisms. The recent developments in the domain of corpus planning, language policy and status planning have significantly changed the sociolinguistic situation of these regiolects during the recent decade, having also influenced their legal situation and official status. The author intends to focus on various forms of language planning and language maintenance activities which start forming a pragmatic scenario for many neglected language communities/varieties throughout (Central) Europe.



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Juliane House

### English as a global lingua franca: A Threat to Multilingualism?

This presentation will open with a brief outline of the role of English as a lingua franca today. Secondly, English as a lingua franca will be discussed from four different perspectives: 1. a socio-political and socio-cultural perspective; 2. a linguistic perspective, where results of two relevant research projects will be outlined; 3. a psycholinguistic perspective; and 4. a pedagogic perspective where a few suggestions for quality assurance in English medium instruction will be presented.

*Juliane House is Professor Emerita of Applied Linguistics at Hamburg University, Hamburg, Germany and a Senior Member of the Sonderforschungsbereich "Mehrsprachigkeit" (Research Centre on Multilingualism), where she has been principal investigator of projects on translation and multilingual business communication. Her scholarly interests are contrastive pragmatics, discourse analysis, politeness theory, English as a lingua franca, intercultural communication, and translation.*



### **Round table / panel discussion**

#### ***New spaces for identity***

In the context of the conference languages and identities at round table Multiple identities within global vision of political, social and cultural cooperation will be displayed. New spaces for language and identity will be discussed.

*Moderator:* Lucija Čok, University of Primorska

#### *Participants:*

Miha Rolih, entrepreneur in the global market, Moira Cavaion, PHD student, University of Primorska, Ana Cukjati, Alumni BA, Koper - Capodistria, Jan Hrvatin, MA student, University of Primorska, Andrej Bertok, Italian minority representative

Globalisation promotes some devolution of governance to regions and makes international cooperation for resolving crises imperative. Managing diversity in the Slovenian border area needs new approaches and new spaces for language and identity are opened up. Individuals are freed from the institutional integration that structured their identity and relationship to language and culture.