

D5.11: “Joint PhD training activities”

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

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".

Exploring the ‘whats’ of multilingual teaching and training spaces. What is multilingualism? What are multilingual spaces? What is entailed in intercultural dialogue and communication and what is meant by multilingual teaching and training? Four lectures will introduce the basic aspects of intercultural dialogue and communication, applied and sociolinguistic approaches to multilingualism and language policies (from linguistic landscaping, discursive and ethnographic analysis of policies and practices, speakers and multilingual repertoires), as well as spaces of teaching and learning lesser used languages.

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.

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.

	Day one	Day two	Day three
09:30-10:00	Introduction to the VIQE	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia
10:00-12:00	Two lectures on Researching language and cultural diversity in HE spaces: approaches to multilingual policies and practices for intercultural dialogue.	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia
12:00-13:00	Lunch break	Lunch break	Lunch break
13:00-15:00	Two lectures on Researching language and cultural diversity in HE spaces: approaches to multilingual policies and practices for intercultural dialogue.	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia	Workshops on Multilingual Learning Spaces – Parallel sessions in Portuguese, Romanian and Finnish as languages in academia
15:00-15:30	Break	Break	Break

15:30-17:00	Intercultural sensitivity training	Intercultural sensitivity training	Closing session
-------------	------------------------------------	------------------------------------	-----------------

C. Materials

- André, João Maria (2013) “Künste und Multikulturalität. Das Theater als interkulturelles Dialogfeld”. In: Braga, Joaquim 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.