



*The Challenge of Multilingualism for Scientific Practice /  
Les enjeux du plurilinguisme pour les pratiques  
scientifiques – COST Project*

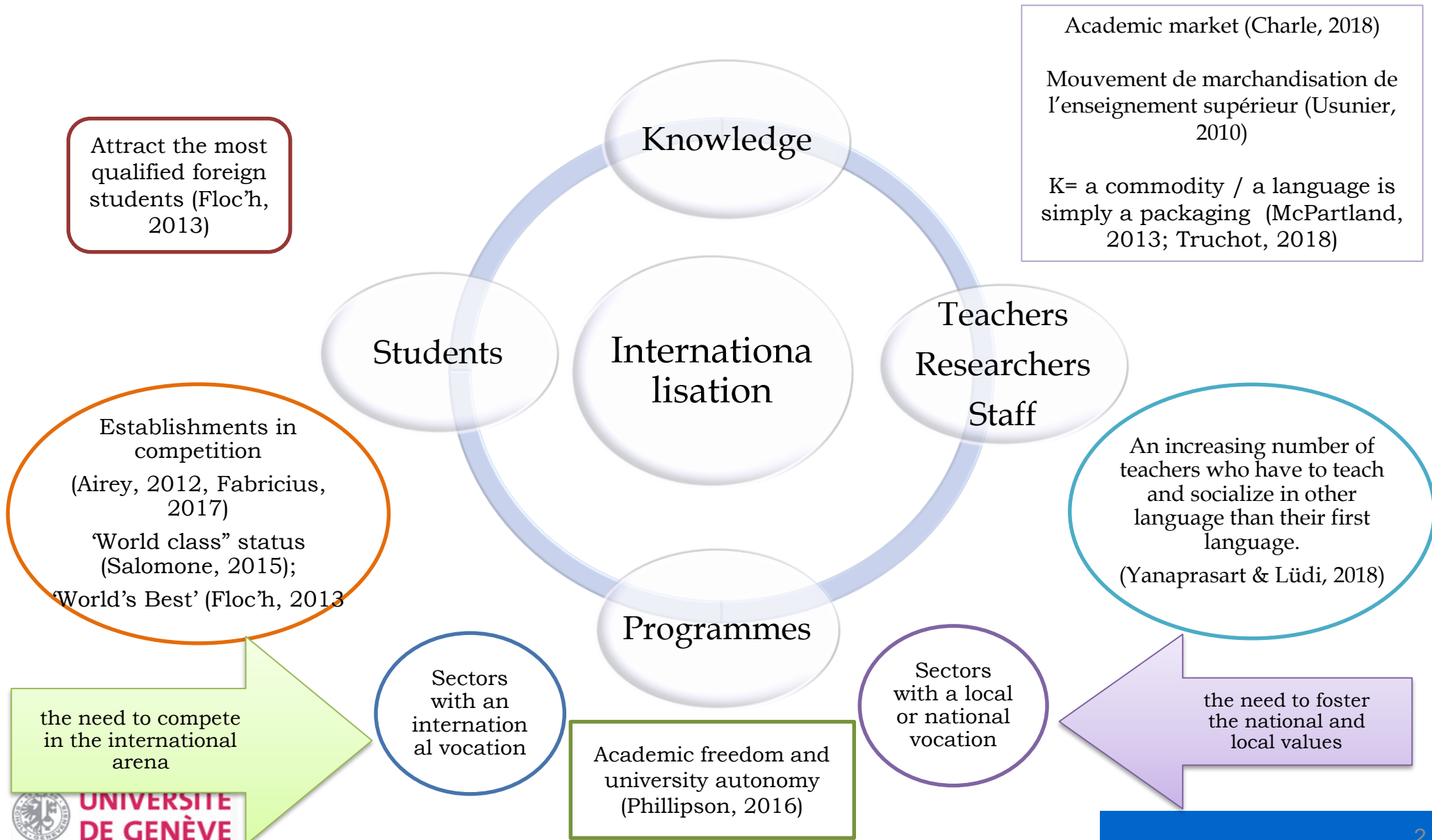
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# Internationalisation in Higher Education



# Role and place of language in the internationalisation of teaching

## Study of internationalisation of universities

### **Problematic of language management**

(Implicit vs. Explicit university language policies, Gazzola, 2010)  
(absent - 'forgotten', Phillipson, 2016)

**Problematic of language use**  
in producing, transmitting, enforcing knowledge, and its diffusion - circulation  
(Loss of terminologies, domains, creativity, quality, independence, influence, Frath, 2014)

### **Problematic of language choice**

#### Globalisation:

a «*lingua franca*» → a «*lingua academica*» (Englishisation, (Haberland, 2009)?)

#### Glocalisation:

the plurality of the languages and cultures in contact → plurilingualism / pluriculturalism?  
(Excellence = mediocre Globlish vs. several languages? (McPartland, 2013))



# Various questions when dealing with the internationalisation of language diversity

To what extent does internationalisation lead to a mono-, bi- or plurilingual education?

Should internationalisation, while embracing English, not remain plurilingual?

What impact do these changes have on language policies in higher education?

What about the disciplinary transmission of content?

What economic and scientific “profitability” would mono-bilingualism (English and a local language) have or not in relation to a plurilingual policy?

To what extent do the choices made in terms of language policy and language teaching promote or not the democratisation of the “society of knowledge”?

## “Additive view”

EN = ‘a killer language of innovation’  
(Salomone, 2015)

NEEDS, TOOLS, SKILLS:  
Heterogeneity,  
Synergy, Transversality, Cross-  
functionality, Transferability

## “Integrative view”

EN = ‘a gateway language’ (Forlot, 2013),  
‘a gateway to languages’  
(Schröder, 2018)

# Cost Action Proposal:

## *The challenges of multilingualism in the context of scientific practices*

- **Origin of the project:** reflections carried out by the “Languages and science” working group of the CEL/ELC (current controversy on the benefits and risks of using a single language in the world of research and higher education in the context of internationalisation) + Dylan Project (Berthoud, Grin & Lüdi, 2013)
- **Emerging topic:** multilingualism in scientific practices
  - Variety of practices: doing science, disseminating science, assessing science (Darbellay, Gajo & Steffen, 2017)
  - Variety of institutional contexts: universities more or less oriented towards their national / regional context, more or less specialised, etc. (Borg et al., 2016)

# Goals and Tasks

- **Two main goals:** (a) examining practices in a wide diversity of contexts; (b) structuring the emerging field of research into issues of multilingualism in internationally oriented scientific practice
- **Three main tasks:** (a) discussing the results of research in this field; (b) **identifying and investigating multilingual scientific practices in the participating institutions;** (c) identifying relevant issues for a future research programme

# Investigating practices in their contexts

- **Scientific practices:** (a) more or less central (day-to-day interaction within research groups, evaluation of research projects, ceremony for the award of an honorary doctorate, etc.); (b) more or less contextualised (popularisation activity vs. international conference, etc.)
- **Linguistic practices:** various modes ranging from monolingualism to multilingualism; wide range of multilingual practices (various working languages in production and / or comprehension, multilingualism in the oral and / or written mode, formal or informal translation, etc.)
- **Cross analysis** to be considered at three levels: choices made in the actual interaction itself (**micro level**), habits linked to disciplinary practices and academic cultures (**meso level**), and the requirements of the socio-political environment (**macro level**)

# Expected Outcomes

- To elaborate a **collection of concrete examples** of multilingual scientific practices
- To propose **questions for field research** carried out both in the framework of a large-scale European project and / or of other projects, carried out at national level
- To help universities in their **governance**: raising awareness of their responsibility at the end of the educational chain (legitimisation of knowledge and of “language-for-knowledge”)



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