

Working group:

- Elaine Rees, Jocelyn Wyburd, Simon McIlgrew, Kristof Wybraeke, Mike Kelly, Anastasia Atabekova, Joanne Paisana, Ksenia Golubina, Lusine Fljyan, Marina Burke, Maurizio Viezzi, Boris Vejdovsky, Taina Saarinen (reporter)
- + visiting part of the time: Wolfgang: Mackiewicz, Gladis Garcia-Sosa, Ann-Claude Berthoud

We begun the session with a round of "why am I in this group". Very different kinds of topics emerged:

- Development of undergraduate degrees in terms of languages (either language programmes or language intergration in other degrees);
- Multilingualism as a societal issue such as traditionally more or less monolingual societies facing a turn towards "superdiverse"; or monolingual societies in still rather monolingual situations but facing the need for languages in a globalising world; or "superdiverse" societies with strong monoligual undertones
- Curriculum development from the perspective of multilingualism, multiculturalism, languages (in primary, secondary and tertiary education as well as in teacher training
- Language choice and motivation
- Language of schooling, as the L1 of (sometimes a majority) of students / pupils might not be the language of education
- Equality and participation in a multilingual and multicultural society where languages are continuously hierarchised
- Language technologies and multilingualism
- Multilingualism vs. lingua franca

These themes translate both into top down and bottom up questions. They also reflect on some kinds of paradigm shifts with regard to language, multiculturalism, or pedagogy. The big question is: if this is today's multilingualism, what is multilingualism tomorrow? What are the implications of multilingualism to different fields (not just languages); what's the future of translation vs language degrees vs teacher training vs training of experts in any field vs technological developments? What kinds of pedagogical challenges does this pose? What are the implications of language hierarchies (EU languages, indigenous languages, migrant languages) for multilingual societies?

In other words: we are talking about a **huge societally important phenomenon**. What's the position of higher education in all this? How can we influence EU policies? How can the ELC support the work of universities as they conduct this societally relevant work? What's the role of fields like translation and interpretation in this (see for instance project "IMPLI")

For instance: right now, teacher training is focussed on language and pedagogy, but we need to develop teacher training to a more integrated direction and raise awareness of multilingualism in all aspects of education. We need to take best practices from projects that work.

As the nature of multilingualism is changing (with the changes in the nature of immigration patterns, labour market structures, global cooperation etc), we need

multilingual strategies that go beyond the linguistic ones. We considered the possibility of initiating a **training module on multilingual and multicultural strategies and competencies** for teachers and students that would give them tools to work in situations where the traditional, bilateral multilingual practices don't work: coping with uncertainties and insecurities of new situations that arise with new kinds of multilingualism that goes beyond the "parallel monolingualism" as described by Monica Heller; we discussed professions such as social workers, police, librarians, medical doctors, teachers...

We also discussed the role of teachers in this – this would need to be empowering for the teachers (rather than make them feel that they are incompetent in their work if they need this kind of education).

At least Mike Kelly, Joanne Paisana, Elaine Rees and Anastasia Atabekova were interested in participating in some aspects of this kind of project. We discussed the need to provide a bridge between theoretical and practical work in the field. The project should be started with mapping the field for existing training and education and taking things forward from there. We also discussed the different languages this kind of a module should be conducted in; not all teachers / students / professionals are multilingual, even if they work in a multilingual environment!