



2021 ECSPM
ONLINE SYMPOSIUM

MULTILINGUALISM IN HIGHER EDUCATION IN EUROPE

28-29 June 2021

& Programme
& speakers



The event is hosted by the Department of Linguistics and the Centre for Multilingualism of the University of Konstanz, Germany, and the European Reform University Alliance (ERUA), funded by the Erasmus+ programme of the European Commission



INTRODUCTORY NOTE

Investigating explicit and implicit language policies in European Higher Education (HE) Institutions is an idea which was born shortly after the 2020 ECSPM Online Symposium that was hosted by the Babylon Center for the Study of Superdiversity at Tilburg University. The idea grew into a plan for action that we wish to look into and investigate during this year's symposium, organised by the ECSPM administration, but with the significant help of the CURUM members who are also participating as discussants.

Our distinguished European and international speakers will deliberate on the important issues of monolingualisms and the role of English-Medium Instruction in HE and present the linguistic reality and practices at their own institutions. Furthermore, both the speakers and their discussants, as well as the symposium participants, will debate views regarding the mono-, bi- and multilingual ethoses and pedagogies in universities, and critique discourses for the construction of curricular knowledge in HE. They will also move beyond critique to useful proposals for language policies which take into account that languages are closely connected with symbolic power but also have material consequences for their users. Finally, representatives from three European university consortia will discuss how they are addressing issues of language policies, plurilingual pedagogies, as well as other academic activities related to multilingualism. This panel is organised by the European Reform University Alliance (ERUA) which is providing support and partial funding for this symposium.

As previous ECSPM annual events, this is not a conference based on an open call for papers, but an occasion for reflection and discussion among the invited speakers and the CURUM members, with a view to an interdisciplinary project which shall seek to find out first of all whether the "multilingual turn" we are witnessing in school education has impacted the long-standing tradition of monolingualism in universities and technological higher education. Moreover, in view of the internationalisation (=commercialisation) of HE at institutional, county and state level in the EU - a condition which seems to be resulting in the peculiar Englishisation of curricula, research and scientific publishing - we wish to understand what is happening in terms the other languages (country official, regional and minority languages) and how the colonisation of knowledge is affecting academic disciplines. We also want to find out if university students' and teachers' lack of academic proficiency in English is affecting the quality of education. Therefore, this symposium aspires to be the stepping-stone for collaborative work leading not only to research-based language policy and curricular practice recommendations to be submitted to the European Commission, but also a collective publication on the theme of the symposium: Multilingualism in European HE.

Bessie Dendrinou
President of the ECSPM

MEMBERS

ALTE (Association of Language Testers in Europe)

Babylon Center for the Study of Superdiversity, University of Tilburg, NL

Cambridge Language Sciences Interdisciplinary Research Centre, University of Cambridge, UK

CDL (Centre for Diversity & Learning), Ghent University, BE

CEM (Centre of Excellence for Multilingualism and Language Policy) University of Athens, GR

CeLM (Centre for Literacy and Multilingualism) University of Reading, UK

Center for Multilingualism, Universität Konstanz, DE

Centre of Excellence - Permanent Linguistic Observatory for Italian Abroad and Immigrant Languages, Università per Stranieri di Siena, IT

EDiLiC (Éducation et Diversité Linguistique et Culturelle)

EEU (Europa Esperanto Unio)

EARights (European Artists' Rights)

EFNIL (European Federation of National Institutions for Language)

FIPLV (International Federation of Language Teacher Associations)

FUEN (Federal Union of European Nationalities)

GEO (Groupe d'Études orientales, slaves et néo-helléniques) Université de Strasbourg, FR

GLML (Greek Language and Multilingualism Laboratory), University of Thessaly, GR

GS/FL (Research Group), Katholische Universität Eichstätt-Ingolstadt, DE

ICC (The International Language Association)

Institute of Linguistics & Literary Studies Division of Multilingualism, Technische Universität Darmstadt, DE

LAF (Literature Across Frontiers)

LiLPa (linguistique, langue, parole), Université de Strasbourg, FR

Mercator-European Research Centre on Multilingualism and Language Learning

MIRCo (Center of Multilingualism, Discourse and Communication), Universidad Autónoma de Madrid, ES

MRN (Multilingualism Research Network), University of Cardiff, UK

NPLD (Network to Promote Linguistic Diversity)

PARTNERS

CCERBAL (Canadian Centre for Studies and Research in Bilingualism and Language Planning at the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, CA)

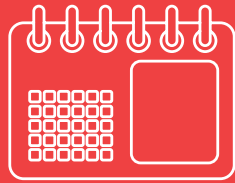
Cracking the Language Barrier (Federation of European projects and organisations working on technologies for a multilingual Europe)

ECML (European Centre for Modern Languages)

LLLP (The Lifelong Learning Platform) European Civil Society for Education

CURUM MEMBERS

Babylon Center for the Study of Superdiversity, Tilburg University • Cambridge Language Sciences Interdisciplinary Research Centre, University of Cambridge • CCERBAL, University of Ottawa • CDL, Ghent University • CeLM, University of Reading • CEM, NK University of Athens • Center for Multilingualism, University of Konstanz • Centre of Excellence - Permanent Linguistic Observatory for Italian and Immigrant Languages, Università per Stranieri di Siena • GEO, Université de Strasbourg • GLML, University of Thessaly • GS/FL, Eichstätt-Ingolstadt • Institute of Linguistics and Literary Studies, University of Darmstadt • LiLPA, Université de Strasbourg • Mercator-European Research Centre on Multilingualism and Language Learning • MIRCo, Universidad Autónoma de Madrid • MRN, University of Cardiff




PROGRAMME OVERVIEW





MONDAY 28 JUNE

- 09:00 – 09:15** **Dorothea Debus**, *Vice Rector for International Affairs, Equal Opportunity and Diversity of the University of Konstanz*
Welcome on behalf of the University
- 09:15 – 09:30** **Theodoros Marinis**, *Director of the Multilingualism Centre of the University of Konstanz*
Welcome on behalf of the Centre
- 09:30 – 10:00** **Bessie Dendrinis**, *President of the ECSPM*
Introduction to the theme of the Symposium: Internationalization or marketization of universities and language
- 10:00 – 11:00** **Ingrid Gogolin**, *Keynote speaker*
Multilingualism as a resource of the sustainable university
Tanja Rinker, *Discussant*
Discussion
- 11:00 – 12:00** **Maria Sabaté-Dalmau**, *Invited speaker*
Englishisation at a bilingual university: curriculum internationalisation, plurilingual praxis and intercultural academic identities
Luisa Martín Rojo, *Discussant*
Discussion
- 12:00 – 13:00** **Martina Zimmermann**, *Invited speaker*
Monolingual academia in multilingual societies: the case of Switzerland
Massimiliano Spotti, *Discussant*
Discussion
-  **13:00 – 14:00** Lunch break
- 14:00 – 15:00** **Eva Vetter**, *Invited speaker*
Multilingual education for social justice: the need for linguistically inclusive HE
Nikolay Slavkov, *Discussant*
Discussion
- 15:00 – 16:00** **Jane Andrews & Richard Fay**, *Invited speakers*
Researching multilingually: Perspectives on/from researcher education in UK universities
George Androulakis, *Discussant*
Discussion
- 16:00 – 17:00** **Ajit Mohanty**, *Invited international speaker*
Multilingualism, English and HE: dominance, hegemony and inequality
Ianthi Tsimpli, *Discussant*
Discussion



TUESDAY 29 JUNE

- 09:00 – 10:00** **Andreas Hettiger**, *Invited speaker*
The role of language centres at universities
Carmen Arrgondizzo & Britta Hufeisen, *Discussants*
Discussion
- 10:00 – 11:00** **Danijela Trenkić**, *Invited speaker*
The relationship between language proficiency and academic achievement in HE
Jeanine Treffers-Daller, *Discussant*
Discussion
- 11:00 – 12:00** **Kathleen Heugh**, *Invited international speaker*
Action Research and policy intervention at the HE institutional level, in teacher education
Piet Van Avermaet, *Discussant*
Discussion
- 12:00 – 13:00** **Linda Fischer**, *Discussion coordinator*
Q&A and discussion on issues raised



- 13:00 – 14:00** Lunch break

PANEL: LANGUAGE POLICY TRENDS IN EUROPE

- 14:00 – 15:30** **14:00 – 14:20** **Irini Tsamadou-Jacobberger**, *Invited panel contributor*
Multilingualism and international policy at the Université de Strasbourg
- 14:20 – 14:40** **Jonathan Morris**, *Invited panel contributor*
The Coleg Cymraeg Cenedlaethol and role of Welsh in Universities
- 14:40 – 15:00** **Monica Barni**, *Invited panel contributor*
Languages and the academy in Italian universities and multilingualism at the UNISTRASI in Siena
- 15:00 – 15:30** **Andrea Young**, *Panel coordinator*
Discussion

PANEL: MULTILINGUAL POLICIES AND PRACTICES OF EU UNIVERSITY ALLIANCES

- 15:30 – 17:00** **15:30 – 15:45** **Olaf Bärenfänger**, *Invited panel contributor*
Multilingual policy development at the ARQUS University Alliance
- 15:45 – 16:00** **Evdokia Karavas**, *Invited panel contributor*
Is multilingualism a commitment in the CIVIS alliance?
- 16:00 – 16:15** **Fred Weerman**, *Invited panel contributor*
Languages and policies in the EPICUR University Alliance
- 16:15 – 17:00** **Theodoros Marinis**, *Panel coordinator*
Discussion
- 17:00 – 17:20** **Guðrún Gísladóttir**, *ECSPM General Secretary*
Update on ECSPM's involvement in the "European Language Equality" Project
- 17.20 – 17.30** **Bessie Dendrinis**, *President of the ECSPM*
Conclusions - closing of the symposium



ABSTRACTS OF PRESENTATIONS AND PANELS





MULTILINGUALISM AS A RESOURCE OF THE SUSTAINABLE UNIVERSITY

Professor Ingrid Gogolin

This contribution is based on data from a research project on the linguistic texture of Universität Hamburg. The University of Hamburg is a prototype of urban universities with a self-concept of "internationality". But what does this mean for the university as a linguistic environment? We explored the role of multilingualism in research, teaching and learning, and administration. Our guiding questions were: (1) What is the actual linguistic constellation at the University? How many and which languages are present and used by whom and why? (2) Is the university a model for innovative linguistic practice in multilingual societies – or, on the contrary, a space for the preservation of traditional linguistic conditions?

ENGLISHISATION AT A BILINGUAL UNIVERSITY: CURRICULUM INTERNATIONALISATION, PLURILINGUAL PRAXIS AND INTERCULTURAL ACADEMIC IDENTITIES

Associate Professor Maria Sabaté-Dalmau

This presentation provides a critical sociolinguistics approach to 'Multilingualisation' policies in Higher Education. I situate the study in a bilingual context, Catalonia, which is illustrative of the political economic transformations of Southern regions in the European Higher Education Area (EHEA). Drawing on ethnographic work on Curriculum Internationalisation (IoC) strategies and English-Medium Instruction (EMI) programs, I provide a preliminary overview of the consequences that such policies may have for the social actors involved in it. Through the analysis of classroom materials, video/audiotaped lecture interactions and interviews with lecturers and students, I argue that universities are guided by the privatized marketplace, following the tenets of educational neoliberalism, which is based on accountability, credentialisation and competitiveness. I show that not all IoC practices decentralize knowledge generation and access, reinforcing ethnocentric worldviews. I then problematize plurilingual and intercultural programs promoting engagement with linguistic diversity which, in fact, enforce the use of English as the lingua academica, to the detriment of alternative language ecologies that may include local, minority and migrant languages. This may unpack language-mediated social stratification/differentiation practices in increasingly non-welfare tertiary-education institutions.

MONOLINGUAL ACADEMIA IN MULTILINGUAL SOCIETIES: THE CASE OF SWITZERLAND

Dr Martina Zimmermann

In my talk, I investigate tensions in the Higher Education sector of multilingual Switzerland. I introduce the country's multilingual political situation and link it to dominant language ideologies serving as pillars for local language policies inside and outside Higher Education. Recent reforms in the sector have resulted in a competition among universities to recruit students. Within this context, promotional discourses by universities take advantage of the unequal prestige of the different official languages and target potential students "multilingually". Once enrolled however, these students are confronted with the monolingual reality at their institution – as, for example, when they attend

lectures – contrary to what had initially been sold to them. While this illustrates how promotional discourses are instrumental in the reproduction of language ideologies in Switzerland, it also raises wider questions on the ways, multilingualism is tied in with an increasing marketization of higher education, a sector in which neoliberal rationalities have become dominant.

MULTILINGUAL EDUCATION FOR SOCIAL JUSTICE: THE NEED FOR LINGUISTICALLY INCLUSIVE HIGHER EDUCATION

Professor Eva Vetter

This contribution will present an overview on language (education) policy in Austrian HEI since the 1990s. Different linguistically relevant topics will be addressed such as (explicit) policy making, language awareness, language learning, entry levels and the role of English as a lingua franca. The investigation will concentrate on the University of Vienna but include other HEIs as well. It will be asked what the developments of the last 30 years mean for linguistically inclusive HEIs and which questions emerge in the background of a multilingual society. In a second step, the recent example of an extension curriculum for multilingualism will be given which was designed to offer multilingual knowledge and (language learning) experience to students from all disciplines. The possible implication of this additional curriculum for multilingual education will be discussed.

RESEARCHING MULTILINGUALLY: PERSPECTIVES ON/FROM RESEARCHER EDUCATION IN UK UNIVERSITIES

Associate Professor Jane Andrews and Dr Richard Fay

In this presentation, we consider the linguistic opportunities and challenges present in the specific context of researcher education and development in UK universities. In using the term 'researcher education', we are referring to doctoral researchers and academic staff as researchers who are, necessarily, in a process of developing their research praxis throughout their careers. In the presentation, we draw on previous research projects, such as Researching Multilingually at Borders (funded by the UK's Arts & Humanities Research Council) to explore and problematise ways in which researchers in higher education draw on diverse linguistic resources and repertoires. In critiquing practices and considering constructive proposals to change those practices, we draw on work such as Canagarajah's (2013) translingual practice and Fricker's (2007) epistemic injustice.

MULTILINGUALISM, ENGLISH AND HIGHER EDUCATION: DOMINANCE, HEGEMONY AND INEQUALITY

Professor Ajit Mohanty

Languages in education in multilingual societies are typically organised in a pyramidal pattern in which ITM (Indigenous/tribal, minority/minoritised), regional and national languages are progressively displaced by a dominant/colonial language such as English which becomes the sole language of higher and technical education. School education accommodates major national languages either as medium of instruction (Mol) or as language subjects and, regardless of the formal Mol, the



classrooms transactions are widely multilingual. However, the dominant role of English and its exclusive positioning in higher education affect the multilingual ethos of education and perpetuate socioeconomic inequality. Analysis of language policy and practice in education in India and other post-colonial multilingual societies shows that the privileged position of English has led to social exclusion and monolingual outcomes in education. It is argued that teaching/learning of English in multilingual societies needs to be relocated in a multilingual education (MLE) framework.

THE ROLE OF LANGUAGE CENTRES AT UNIVERSITIES

Dr Andreas Hettiger

The main task of university language centres in Germany and many other European countries has been discipline-based language teaching, in support of research and coursework in different fields of study. However, in the context of intensified internationalization efforts by universities in recent years, the role of language centres is being reconsidered. Questions such as "What is their contribution to strategic university partnerships?" and „How can they help improve their institution's international profile?" are being raised and the answers vary from country to country and from institution to institution. They are significantly influenced by historical, political, social, regional and individual factors. The dominant role of English as a lingua franca in the sciences, the appreciation of national languages and a broader concept of multilingualism are at the core of conflicting discourses and tensions which higher education institutions must deal with as they work these out and decide on the new role of higher language centres in academic institutions.

THE RELATIONSHIP BETWEEN LANGUAGE PROFICIENCY AND ACADEMIC ACHIEVEMENT IN HIGHER EDUCATION

Associate Professor Danijela Trenkić

Although some international students rank among the top performers at UK universities, they perform notably less well on average than home students. My research investigates the role that language plays in their academic success. In this talk, I discuss recent research that bears on the following questions:

- How does teaching to the test affect language proficiency scores with which international students apply for university places?
- How much do the language and literacy skills of international students differ from those of home students?
- To what extent do language and literacy skills affect academic success at university?
- What is the proficiency threshold after which language stops being a barrier to academic performance?

I consider the challenges of pursuing an academic degree in a foreign language, and how psycholinguistic research can inform university policies and strategies to ensure that educational experience and outcomes of international students are not compromised.

MULTILINGUAL PEDAGOGIES, ACTION RESEARCH AND DECOLONIAL POLICY INTERVENTION IN HIGHER EDUCATION

Associate Professor Kathleen Heugh

This paper traces a decolonial lineage of research and praxis of multilingual educational initiatives in South Africa to Australia and to policy recommendations for teacher education in SE Asia. Policy changes in South Africa in the mid-1990s led to a decade of trialling of 'functional multilingualism' in teacher education and in the professional learning of teacher educators and officials from 15 African countries. Simultaneously, school-based action research influenced system-wide multilingual assessment and diagnostic reporting that fed back into classroom pedagogy and teacher education. These initiatives informed longitudinal action research in multilingual pedagogies and assessment in an Australian university. High level capability in academic biliteracy and translation involving systematic code-switching and trans-knowledging have emerged as key to linguistic and discipline-specific academic achievement and inclusion for minority and majority students in HE. Immediate policy impact in an Australian HEI has some disruptive traction for EMI policy in S and SE Asian HE, including in teacher education.

PANEL: LANGUAGE POLICIES AND PRACTICES IN EUROPEAN UNIVERSITIES

This panel, coordinated by Professor Andrea Young, will question and examine language policies and practices in three specific HEI contexts. Firstly, we consider the challenges and opportunities facing an Italian HEI which caters for an international student population whilst resisting the national call to foster internationalization through the quick fix adoption of English as a medium of instruction. Secondly, we focus on the situation in a French public multidisciplinary university with a 20% intake of international students and an offer of 24 languages for university studies as they try to strike a balance between respecting national language policies and taking into account local specificities and needs. Finally, we turn our attention to policy and current obligations placed on Welsh Universities to provide a Welsh-language service, examining the role of the Coleg Cymraeg Cenedlaethol (Welsh National College) in promoting and facilitating the delivery of Welsh-medium education in both Further and Higher Education throughout Wales. The panel will allow us to discuss notions such as internationality, internationalization, mono/bi/pluri/multilingualism, international mobility and language attitudes from multiple perspectives and to identify opportunities arising from multilingual academic environments.

MULTILINGUALISM AND INTERNATIONAL POLICY AT THE UNIVERSITY OF STRASBOURG

Professor Irini Tsamadou-Jacobberger

This contribution addresses the relationship/connection between institutional international policy and multilingualism through the University of Strasbourg's example. The University of Strasbourg is a French, public, multidisciplinary institution of higher education with 56,000 students, 20% of whom are international. It offers courses in 24 languages, proposed as objects of study, learning, practice, research as well as medium of instruction. From a sociolinguistic point of view, the university space in Strasbourg provides a good illustration of questions related to the interaction between languages



(languages of great and lesser diffusion), their representations, as well as those on the implementation of an institutional linguistic policy, which must both be in accordance with the national linguistic policy and take into account the specificities and needs of the institution. In this context, the questioning of notions such as internationality, internationalization, multilingualism/plurilingualism, international mobility and linguistic representations will allow us to emphasize the subject of our panel from multiple perspectives.

THE WELSH LANGUAGE IN HIGHER EDUCATION: AN OVERVIEW

Dr Jonathan Morris

The Welsh Language Measure (2011), henceforth WLM, provides official status for the Welsh language. In addition, the WLM also places obligations (so-called Welsh Language Standards) on a range of public bodies to provide a comprehensive Welsh-language service. The provision of these services is enforceable by law and overseen by the Welsh Language Commissioner (Carlin & Mac Giolla Chríost 2016). Although the Welsh language has always been a part of Higher Education in Wales, Universities are now required to adhere to the Welsh Language Standards (e.g. Cardiff University 2018). In addition, the Coleg Cymraeg Cenedlaethol (Welsh National College) is a pan-Wales organisation established by the Welsh Government in order to promote and facilitate the delivery of Welsh-medium education in both Further and Higher Education (Coleg Cymraeg Cenedlaethol 2021). This talk provides an overview of the position of the Welsh language in Higher Education in Wales. Firstly, I introduce the policy context and current obligations placed on Welsh Universities to provide a Welsh-language service. Secondly, I examine the role of the Coleg Cymraeg Cenedlaethol in increasing Welsh-medium provision and outline challenges based on the sociolinguistic context of Welsh-English bilingualism (e.g., Morris 2014).

LANGUAGES AND THE ACADEMY IN ITALIAN UNIVERSITIES AND MULTILINGUALISM AT THE UNISTRASI

Professor Monica Barni

In most Italian HEIs the response to the State's call to "internationalize" (a call which is complemented by allocation of central State funding, research assessment criteria, and an increasing consideration of international rankings) has been the adoption of the EMI. This choice is based on extrinsic rather than intrinsic values (Molino, Campagna, 2014): it does not seem to respond to a real demand by students or to a demand for language skills in the Italian labour market (Gazzola, 2012). Also, it does not take into account language and content teaching and learning skills and objectives. The aim of my talk is to argue that policy makers of all levels in Italy and elsewhere adopt quick and oversimplified 'recipes' as solutions, making choices which have not been well-thought out and disregarding contextual data. Opportunities and challenges that might emerge from a multilingual and multicultural teaching and learning space, such as the University for Foreigners of Siena, will be presented and analyzed.

PANEL: MULTILINGUAL POLICIES AND PRACTICES OF EUROPEAN UNIVERSITY ALLIANCES

Coordinated by Professor Theodoros Marinis

European Universities are transnational alliances of three or more higher education institutions. They are the outcome of the European Universities Initiative, one of the flagship initiatives of the EU's ambitions to build by 2025 a European Education Area in which learning, studying and doing research would not be hampered by borders. According to this vision, European University Alliances will offer student-centred curricula that will be delivered jointly across inter-university campuses, where students can build their own flexible curricula. Students, staff and researchers are expected to enjoy physical, virtual or blended mobility to study, train, teach, do research, work or share services at cooperating partner institutions. Multilingualism is a cornerstone of the European project and a key aspect of European University Alliances. This is why it was explicitly mentioned in the European Universities Initiative Call. The European Universities Initiative funded 17 university alliances in the first call and 24 university alliances in the second call. This panel aims to discuss how European Universities are addressing multilingualism within their alliance. Representatives from three European University Alliances from the first call (ARQUS, EPICUR, CIVIS) that have multilingualism as a priority in their alliance will present and discuss how their alliance is addressing issues of language policies, plurilingual pedagogies, as well as other activities related to multilingualism. The panel is organised by the European Reform University Alliance (ERUA), represented by Prof. Theodoros Marinis, who is moderating the panel.

Panel members:

- Professor Dr Olaf Bärenfänger (representing the ARQUS University Alliance)
- Professor Fred Weerman (representing the EPICUR University Alliance)
- Associate Professor Evdokia Karavas (representing the CIVIS University Alliance)

ECSPM'S INVOLVEMENT IN THE EUROPEAN LANGUAGE EQUALITY PROJECT

Guðrún Gísladóttir

The European Language Equality project, which aims at the development of an implementation agenda and a roadmap for achieving full digital language equality in the EU by 2030, started on 1 January 2021 and will be completed in the summer of 2022. This presentation will provide symposium participants with information about the ways in which ECSPM - one of the 52 project partners - has been actively involved in this project, mainly for the support of the regional, minority and community languages in EU member states - some of which are in danger of digital extinction. Reasons for joining the project and the benefits from ECSPM's involvement in this remarkable European effort will be discussed.



BIONOTES OF SPEAKERS,
DISCUSSANTS & PANEL
COORDINATORS
(alphabetically)





(alphabetically)

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ANDREWS, Jane: Associate Professor of Education at the University of the West of England in Bristol teaches about multilingualism and learning across programmes relating to early years education and primary education. A recent research project explored how creative arts approaches (using collage, printing, music) can be integrated into teaching and learning with children developing English as an Additional Language. **Email:** Jane.AndrewsEDU[at]uwe.ac.uk

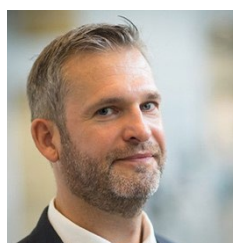


ANDROULAKIS, George: Professor of Sociolinguistics and Language Teaching at the Department of Primary Education, Faculty of Human Sciences, University of Thessaly, Greece, and Director of the Greek Language and Multilingualism Laboratory. He is presently coordinating national, international and European research projects related to the language education of migrants and refugees. **Email:** androulakis[at]uth.gr



ARGONDIZZO, Carmen: Professor of English Linguistics and President of Centro Linguistico di Ateneo, University of Calabria. Also, President of the Associazione Italiana Centri Linguistici Universitari and Vice-President of the European Confederation of Language Learning in HE (CercleS). Scientific coordinator of European Projects, 'best practice' in language learning and in the promotion of multilingualism/multiculturalism in the academic and enterprise sector. **Email:** carmen.argondizzo[at]unical.it.

b



BÄRENFÄNGER, Olaf: Professor for German as a Foreign Language and director of the Language Centre at Leipzig University. His research interests include multilingualism, language(s) for academic and specific purposes, assessment, quality management, research methodology, and foreign and second language acquisition research. He advises the German Federal Government on several academic boards. **Email:** baerenf[at]uni-leipzig.de



BARNI, Monica: Professor of Educational Linguistics at the Università per Stranieri di Siena. She currently coordinates the research line Foreign Languages in Italy at the University's Center of Excellence for Research. Her research activity focuses on teaching, learning and assessment of languages and analysis and impact of national and European language policies. **Email:** barni[at]unistrasi.it

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DENDRINOS, Bessie: ECSPM president and Chair of CURUM, she is Professor Emerita of the National and Kapodistrian University of Athens Greece, Director of the Research Centre for Language Teaching, Testing and Assessment and President of the examination board of the KPG, national multilingual proficiency testing suite in Greece. Her research and publications focus on the politics of foreign language teaching/testing, the hegemony of English, and ideological analysis of (multimodal) pedagogical texts. **Email:** vdendrin[at]enl.uoa.gr



(alphabetically)

f



FAY, Richard: Senior Lecturer in Education in TESOL and Intercultural Communication at The University of Manchester. He specialises in intercultural aspects of language (teacher) education, researcher education (including researching multilingually, intercultural researcher ethics, and epistemic justice) and also intercultural musicking pedagogy (klezmer ensemble performance). **Email:** frjfay[at]aol.com



FISHER, Linda: Reader in Languages Education, University of Cambridge, UK Education Strand Lead, the MEITS project and co-investigator, Education strand of Creative Multilingualism. Her current research interests are in multilingualism, multilingual identity, motivation, the academic and social integration of learners with English as an Additional Language, second language teacher education, and metaphor in relation to belief formation. **Email:** lgf20[at]cam.ac.uk

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GÍSLADÓTTIR, Guðrún: General Secretary of ECSPM, co-chair of EARights, fine arts photographer and translator, she studied Scandinavian Languages and Linguistics. A polyglot, she is author of "Languages as ways of being: The linguistic biography of a Nordic nomad", to appear in *The Dominant Language Constellations Approach in Education and Language Acquisition* (Springer 2021). **Email:** cc[at]gudrun.cc



GOGOLIN, Ingrid: Professor for international comparative and intercultural education research at Universität Hamburg, Germany. Her research is focused on migration and language diversity in education. She was awarded honorary doctor degrees by the University of Dortmund, Germany in 2013 and the National and Kapodistrian University of Athens, Greece in 2017. **Email:** ingrid.gogolin[at]uni-hamburg.de

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HETTIGER, Andreas: Scientific director of the Language Center at the University of Braunschweig. He received his doctorate in general rhetoric from the University of Tübingen and his habilitation in Braunschweig in applied German linguistics and intercultural communication with a thesis on language policy at universities, for which he was awarded a science prize in 2019. **Email:** a.hettiger[at]tu-braunschweig.de



HEUGH, Kathleen: Assoc. Prof. at the University of South Australia, specialises in multilingual education policy and practice from a southern decolonial perspective. She works in remote, rural and urban field research; system-wide evaluation and assessment; policy intervention; teacher education; and longitudinal action research in multilingual pedagogies in HE. These include translation and transknowledging in HE. **Email:** Kathleen.Heugh[at]unisa.edu.au



(alphabetically)



HUFEISEN, Britta: Professor of German linguistics and multilingualism at the Technische Universität Darmstadt, Germany, and Director of its Language Resource Center. She engages in the MA programmes on multilingualism and German as a second/foreign language as well as teacher education. She supervises research on German as a second foreign language and multilingual whole-school policy.

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KARAVAS, Evdokia (Kia): Associate Professor, Head of the Section of Language and Linguistics of the Department of English Language and Literature, Deputy Director of the Research Centre for Language Teaching, Testing and Assessment (RCeL) and a member of the scientific committee of the Centre of Excellence for Multilingualism and Language Policy of the National and Kapodistrian University of Athens.

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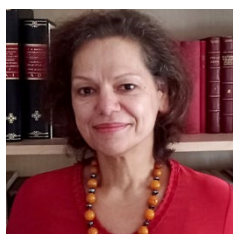
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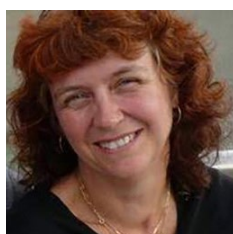
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