

ECSPM Extraordinary General Assembly Report

The General Assembly (GA) of the ECSPM, based on the Agenda appended here as **Appendix 1** that was sent to the members of the members prior to the online GA, had quorum¹. Announcements, information delivered and discussion on the issues below lasted two hours (16.00-18.00 CEST).

PROCEEDINGS

1. The President welcomed everyone to the GA and made a point to say that, as ECSPM is growing and undertaking more responsibilities, there needs to be greater involvement of people from member organisations. She asked that each member organisation name at least one or two more persons to be representatives of their organisation on ECSPM. For example, Tilburg University is now represented by three persons: Max Spotti, Jos Swanenberg, and Irem Bezicioğlu-Göktolga.
2. While Tanja Rinker will continue representing GS/FL Katholische Universität Eichstätt Ingolstadt on ECSPM, in April 2024 she submitted her resignation as a member of the ExCom, which she has served for more than three years. She proceeded to explain that the reason for this choice is because she has recently undertaken new demanding administrative and academic responsibilities at her university. She extended her

¹ Those who took part in the GA were:

The members of the Executive Committee (ExCom): Bessie Dendrinou, President (representing CEM, Centre of Excellence for Multilingualism and Language Policy, National and Kapodistrian University of Athens); Guðrún Gísladóttir, General Secretary (representing European Artists' Rights), Monica Barni (representing DCLM Research Unit for the Study of Linguistic Diversity and Multimodality, Sapienza University); Linda Fisher (representing Cambridge Language Sciences, University of Cambridge), Theodoros Marinis (representing Center for Multilingualism, University of Konstanz), Tanja Rinker (representing GL/FL German as a Second / Foreign Language, Research Group, Katholische Universität Eichstätt Ingolstadt); and Nikolay Slavkov (representing CCERBAL, Canadian Centre for Studies and Research in Bilingualism and Language Planning at the Official Languages and Bilingualism Institute (OLBI), University of Ottawa).

Representatives of the following member organisations: Gunhild Tomter Alstad (representing INN, Language Teaching and Learning in Multilingual Context Research Group, Inland Norway University of Applied Sciences), George Androulakis (representing GL/ML, Greek Language and Multilingualism Laboratory, Thessaly), Piet Van Avermaet (representing CDL, Centre for Diversity & Learning, Ghent University), Carla Bagna (representing CLUSS, Centro Linguistico, Università per Stranieri di Siena), Alexandra Büchler (representing LAF, Literature Across Frontiers), Jelske Dijkstra (representing Mercator European Research Centre on Multilingualism and Language Learning, Leeuwarden, NL), Nazan Doğruer (representing ICC, International Language Association), Myriam Hilout (representing FUEN, Federal Union of European Nationalities), Britta Hufeisen (representing the Institute of Linguistics and Literary Studies, Division of Multilingualism Technische Universität Darmstadt), Francis M. Hult (representing CLPP, Consortium for Language Policy and Planning, University of Maryland), Ildikó Lőrincz (representing EdiLiC, Éducation et Diversité Linguistique et Culturelle), Waldemar Martyniuk (representing ALTE, Association of Language Testers in Europe), Bessie Mitsikopoulou (representing CEM, Centre of Excellence for Multilingualism and Language Policy, National and Kapodistrian University of Athens), Katarzyna Przybcien (representing BM, Bilingualism Matters), Cecilia Robustelli (representing EFNIL, European Federation of National Institutions for Language), Luisa Martín Rojo (representing MIRCo, Centre on Multilingualism, Discourse and Communication, Autonomous University of Madrid), Maximilian Spotti (representing CLDM: Cultural and Linguistic Diversity Management WG of the Department of Culture Studies, Tilburg University), Thomas Tinnfeld (representing Saarland Language Council), Andrea Young (representing LiLPa: Linguistique, Langues, Parole, and, at the request of Irini Tsamadou Jacobberger, representing GEO: Groupe d'Études orientales, slaves et néo-helléniques / Centre for Research in Greek, Slavic and Oriental Studies, both at the University of Strasbourg).

thanks for the opportunity that she had been given to serve the ECSPM as a member of the ExCom and expressed appreciation for the productive collaboration she had with the other members. The ExCom proposed to the GA that Tanja Rinker's position be filled by Andrea Young, representing LiLPa of the University of Strasbourg and Jos Swanenberg representing CLDM of Tilburg University, to serve as an additional member of the ExCom. Jos Swanenberg, who could not be present at the GA and was represented by his colleague Max Spotti, had previously accepted the ExCom's proposal to take on this responsibility. Both recommendations were well received by the GA.

3. Guðrún Gísladóttir introduced the two new institutions seeking ECSPM-CURUM membership and referred to the applications they had submitted and had been emailed to the GA members prior to the assembly. These two institutions are: (1) INN: the research group on Teaching and Learning in Multilingual Contexts at the Inland Norway University of Applied Sciences, and (2) the DLCM Research Unit for the Study of Linguistic Diversity and Multimodality at the Sapienza University. Monica Barni, who is also a member of the ExCom, will be representing Sapienza, and Gunhild Tomter Alstad will be representing INN. The two representatives briefly introduced themselves and their institutions before the GA gladly approved their membership.
4. Guðrún Gísladóttir introduced one more new institution which has applied for membership – it is the Language (and research) Centre with the Italian acronym CLUSS which is functions within the University for Foreigners in Siena that had been a member through the Centre of excellence and permanent linguistic observatory for Italian abroad and immigrant languages, that is no longer operational. Carla Bagna, who will be representing CLUSS introduced herself and the centre she is directing before the GA approved the membership.
5. Monica Barni reported on the work carried out that ECSPM is carrying out as a member of the [CoARA Multilingualism WG](#), whose project concerns “multilingualism and language bias in research, science communication and publishing”². Representing the ECSPM in the WG are Theodoros Marinis, Monica Barni and Bessie Dendrinis.
6. ECSPM, as member of the aforementioned WG, has undertaken the responsibility of carrying out a survey to be answered by ECSPM member organisations, networks and institutions to understand applied and citizen science-oriented researchers' multilingual interaction and communication with stakeholders. This

² The WG has been working towards raising awareness to the academic community, policy makers, and the general public about the importance of multilingualism in science, publications and communication, and towards providing CoARA members and other institutions with an implementation plan and toolkit to enable the recognition of the scientific and social value of “diverse outputs beyond journal publications and irrespective of the language in which they are communicated”. Besides ECSPM, the member organisations or institutions involved in the project are: the Federation of Finnish Learned Societies, Eurodoc, the Marie Curie Alumni Association, Universities Norway (UHR), Adam Mickiewicz University Poznan, the Initiative for Science in Europe, EuroScience, CNRS, Consiglio Nazionale delle Ricerche (CNR), OPERAS, Consejo Superior de Investigaciones Científicas (CSIC), Sorbonne Université, NIFU (Nordic Institute for Studies in Innovation, Research, Research and Education), ENRESSH (European Network for Research Evaluation in the Social Sciences and Humanities), Leiden University, and the University of Milan. The mission and objectives of the WG in brief are: “The EU and its institutions have a duty to enhance, promote and uphold linguistic equity, diversity and non-discrimination in Europe (EU Charter of Fundamental Rights). This WG aims to raise awareness about the importance of “multilingualism in practice of science, in scientific publications and in academic communications” (UNESCO) across all fields, including the social sciences and the humanities. Adopting the framework of balanced multilingualism in research, the WG's main objectives are to provide CoARA members and other institutions with an implementation plan and a toolkit for recognizing and rewarding research carried out and communicated in all languages, and for addressing language biases in metrics and expert-assessment.

project is directed by Theodoros Marinis, who developed the survey – the findings of which will be analysed by a team of young researchers working with the guidance of Theodoros Marinis at the University of Konstanz. Here is the link to the survey: <https://ling-survey.uni-konstanz.de/sosci/Survey-COARA-ECSPM/>.

7. Theodoros Marinis also informed the GA about the Seminar on “Multilingualism in Research and Assessment in HEIs” organised and hosted by the University of Konstanz on 4 April 2024, as part of the work ECSPM is doing with the CoARA Multilingualism WG. The seminar brought together scholars working on multilingualism, academics and researchers from other fields, as well as technology and publishing professionals to discuss issues related to: (1) The generation of valid and reliable criteria for the assessment of multi-/plurilingual teaching and learning, research, and academic publishing, (2) Best practices and the development of tools, guidelines, and models for recognizing, monitoring, and supporting multi-/plurilingual practices in HEIs. The link for the programme and issues discussed is [here](#).
8. Linda Fisher and Andrea Young gave their views on the very successful 2024 symposium, which was hosted by Ghent University. Sincere thanks were expressed to Piet Van Avermaet, who led the Ghent team that worked closely with the ExCom of the ECSPM to co-organise the symposium. The link for the symposium pamphlet is [here](#) and it can be downloaded, while [here](#) one can find the presentations of the thought-provoking talks. Piet Van Avermaet also thanked the ExCom for the collaboration and suggested that the ECSPM engage in investigating and discussing the argument being put forth increasingly by EU member states, i.e. that ‘multilingualism’ (not just English) is threatening the national languages as school languages in the educational context. Bessie Dendrinis promised to write to our member organisation EFNIL (European Federation of National Institutions for Language) represented by Sabine Kirchmeier and Cecilia Rosbustelli, suggesting that the issue be investigated and discussed.
9. Guðrún Gísladóttir announced that the 2025 symposium is planned to be held in on 22 and 23 May, hosted and co-organised by the MIRCo Research Centre of the Universidad Autónoma de Madrid (UAM), directed by Luisa Martín Rojo, who informed the GA about the tentative title of the symposium, which is “Multilingualism for Social Justice in Educational Contexts”, about the location and other related matters. The concept note of the symposium is appended here as **Appendix 2**.
10. Bessie Dendrinis explained that, at the 2024 conference of ICC-Languages – one of our member organisations – at which she had been invited to as a plenary speaker talk about the issue of linguistic mediation between university students, she was approached by Prof. Iryna Simkova³ and Dr Yuliana Lavrysh⁴ from the “Igor Sikorsky Kyiv Polytechnic Institute” of the National Technical University of Ukraine and asked if the ECSPM could organise a forum for Ukrainian HE language instructors on the topic

³ Professor Iryna Simkova is presently Head of the Department of English for Humanities, Faculty of Linguistics. She has been teaching English as a foreign language and ESP at BA, MA, and PhD levels. Her scientific research focuses on English Language Learning in higher education, including such fields as curriculum development, integration of digital technologies into the learning process, diversity and inclusion in the learning environment, and implementation of vocational education programmes in high education.

⁴ Yuliana Lavrysh is an Associate Professor at the Department of English Language for Engineering. She has been teaching English as a foreign language and English for Special Purposes at BA, MA, and PhD levels. Her scientific research focuses on personalization of learning, lifelong learning, ESP teaching and digital pedagogy.

of linguistic mediation, as it would be of special interest to them. As the answer was positive an online forum/seminar late in January 2025 was announced. When the concept note and programme are drafted, in collaboration with the Ukrainian colleagues, she will be asking the ExCom to provide input and will be asking members and ECSPM friends to contribute talks and take part in dialogical sessions.

11. Bessie Dendrinou provided a brief overview of the ECSPM ExCom's pre-arranged meetings with personnel of the European Commission in Brussels, back-to-back with the symposium in Ghent in May. The ECSPM members who took part in these meetings were: Bessie Dendrinou, Theodoros Marinis, Monica Barni, Nikolay Slavkov and Guðrún Gísladóttir. These meetings had been planned with:
 - a) The DG Education and Culture (EAC), the Higher Education Unit and specifically with Vanessa DEBIAIS-SAINTON and Tine DELVA.
 - b) The DG Education and Culture (EAC), the Schools and Multilingualism sector and specifically with Monika HOLMBERG-KEPE, Anna-Maria Giannopoulou and Anna SOLÉ MENA.
 - c) The European Research Council, and specifically with Anna PELAGOTTI, Marietta SIONTI and Jasmin SADAT.
 - d) The DG for Interpretation, and specifically with:
 - Javier HERNANDEZ SASETA, Head of Unit for Strategy, Policy & Communication
 - Paolo TORRIGIANI, Project Manager for the Knowledge Centre on Interpretation and the Speech Repository
 - Marc BERTHIAUME, Head of the IT unit, SCIC (Language technologies and language providers) chairs the SCIC Task-Force on Digital Transformation

12. Monica Barni informed the GA about the meeting with personnel of the HE Unit of the Commission. Information about this meeting is here below:

The members of the ECSPM ExCom met with Tine DELVA, Deputy Head of the Unit on HE. Vanessa DEBIAIS-SAINTON, who is Head of this Unit and was also scheduled to take part in the meeting was unable to make it. We explained to Ms Delva that the ECSPM, and in particular its CURUM constituency, is committed to the development of the European Education Area, but also concerned with the increasing exclusive use of English for teaching, research and publishing, as well as with the Englishization of knowledge in European higher education, because of the serious consequences it has, not only on the participation of emerging and senior scholars and on communicating research outcomes, but also on the educational systems themselves. This is the reason, we added, that we produced the ECSPM "Declaration for Multilingualism in Higher Education" (which one can find on our website – [here](#) – in 27 European languages, plus in Esperanto) and uploaded it as a petition [on-line](#), which is addressed to: (a) the Education Department of the Council of Europe, (b) the Higher Education Unit of European Commission (EAC.B.1), (c) the European University Association (EUA), and (d) Higher Education Institutions across Europe. While we now have over 1600 signatures, we promised to continue our effort to gain support for this important document.

We also informed Ms Delva that our concern for sustained multilingualism in the European Education Area has led us to collaborate, so as to come up with ideas, counsels and advise which are a result of evidence-based research carried out by our own linguistics and multilingualism scholars, as well as by other experts with whom

we cooperate and call upon for our annual symposia and other conventions. And we added that it has also led us to work with colleagues from other disciplines, who have joined forces in the context of the CoARA Multilingualism WG, to continue to raise awareness across HE institutions, regarding the importance of multilingualism in science communication and publishing. Knowing that the primary responsibility for language education policies and principles lies with the Member States of the EU and that the European Commission has an advisory role with its recommendations, we wish to act in an advisory capacity which can lead to a greater understanding of that internationalisation is not synonymous with the increasing marginalisation of the domestic languages, that English-only teaching and research at university blocks the possibility of conveying insights and research results to the general public or to domestic policymakers, while the language used affects both the way that students learn and the content of teaching. We explained that working in a language in which students, instructors and researchers do not have lifeworld or academic proficiency, can adversely affect learning and research outcomes, while it is likely that important domestic aspects are overlooked as researchers seek to deal with issues which appeal to 'international journals,' which are published exclusively in English. With these concerns and recommendations for a greater balance in the languages used for education and research in higher education institutions, we are hoping to organise a European Parliament Forum for Multilingualism in Higher Education and Science Communication, in late Autumn. Having heard our concerns and our work Ms Delva promised to assist our efforts. She also promised to provide us with information about where/how we could seek even minimal funding from the EC for operational costs which we need to cover as we continue to grow as a non-profit organisation, with increasing impact on a European Level.

13. Bessie Dendrinou, Theodoros Marinis and Monica Barni spoke about the meeting with the Schools and Multilingualism sector personnel, during which the Deputy Head of the Unit, Anna-Maria Giannopoulou, and the multilingualism expert, Anna Solé Mena, informed us about the publication of the 2024 [Eurobarometer Survey on Europeans and their Languages](#) which provides information on citizens' language skills, use of languages and attitude to language learning within the European Union – also in the news and the social media⁵. We were also informed about the publication of [Linguistic diversity in the European Union: Examples of projects supporting regional and minority languages](#), which comprises a compilation of projects co-funded by the Erasmus+ Programme and Creative Europe, was brought to our attention.

From our side, we informed Ms Giannopoulou and Ms Solé Mena about what we of the ECSPM, and especially the CURUM constituency, are doing and how willing we are to put at their disposal our expertise in language studies and multilingualism, as well

⁵ We were also informed of the relevant news item on the EEA portal: [Europeans strive toward multilingualism and value language diversity, according to latest Eurobarometer | European Education Area \(europa.eu\)](#), in the daily news: https://ec.europa.eu/commission/presscorner/detail/en/ip_24_2686 and in social media: (2) PiaAhrenkildeEU sur X: "[Did you know that 79% of young Europeans speak at least one other language than their mother tongue? On #WorldDayforCulturalDiversity, we also celebrate Europe's rich linguistic diversity! euCheck out our fresh 2024 #Eurobarometer on languages: https://t.co/ZldyY9JYf https://t.co/8e5NfKl5oQ](#)" / X, as well as (2) Erasmus+ sur X: "[New 2024 #Eurobarometer out! Focusing on Europeans and their languages, this survey finds looks at the attitude of citizens' towards language learning, skills, and its usage in Europe. eu Find some interesting stats below and by following the link. https://t.co/8e5NfKl5oQ](#)" / X

our research-based experiences in all levels of formal and informal education. We explained that we are in a position to conscientiously offer evidence-based counsel regarding issues for which they may be seeking scholarly/scientific advice. We also offered to report on work which has been carried out locally in different EU countries – work that can be replicated elsewhere through cost-effective ways – and told them that we are thinking of proposing that best practices, with impact in local educational contexts, be assembled and deposited appropriately in a repository of the Knowledge Centre for Interpretation to be transformed into a platform for multilingualism uploading research, actions and projects for dissemination.

Next, we expressed ECSPM's interest to respond to the 2025 Erasmus+ call for European Teacher Academies which are "to embrace multilingualism, language awareness and cultural diversity... [contributing] to the achievement of the objectives of the European Education Area". We explained that we have already brought together prestigious teacher training institutions from across Europe⁶ and when the 2025 call is published, ECSPM will organise and manage the institutions that will collaborate to submit the proposal. Ms Giannopoulou promised to send us as much information as she could regarding the Erasmus+ call on the Teacher Academies. Before the GA she did send the information which is appended as **Appendix 3**.

We also added that we recommend as we did to ERC – that for all Erasmus+ applications for funding of projects should be submitted with a summary in a substantial language other than English.

14. Theo Marinis reported on the meeting with representatives of the DG on Interpretation and specifically with:

- a) Paolo Torrigiani, who talked about Knowledge Centre on Interpretation - a platform the DG has been operating since 2016 and who said that our meeting was timely because the ECSPM could provide ideas on how to transform it into and relaunch it as a Knowledge Centre for Multilingualism- an idea that has been discussed at the DG. A follow up meeting was set up between the ExCom and Mr Torrigianni so that he could present the Knowledge Centre as it is now: "the single go-to space to manage and exchange knowledge, create synergies and disseminate best practices on conference interpretation and more".
- b) Marc Berthiaume spoke to us about the challenge of language technology that the DG is facing in this digital decade, especially with the release of ChatGPT. He emphasized the need for big language data and data sets. He pointed out that member states can create consortia and ALT alliances for language technologies. It is of utmost importance to develop large language models, and support both official EU languages but also the regional and minority languages of Europe. The head of the group will be Thibault Grouas (thibault.groua[at]culture.gouv.fr) aiming to map data sources, identify language data, creating an ecosystem which makes language data available – an essential need. It is imperative also to produce customised language models for lesser used languages. Presently there are eight committees operating for the most used languages in the EU. There is also an embedding project – working on an application that does speech to text,

⁶ Representatives of member institutions who have expressed interest are: George Androulakis (GL/ML), Piet Van Avermaet and the Ghent team – including Nell Foster, Université Libre de Belgique – of the CDL, University of Ghent, Max Spotti, (University of Tilburg), Nazan Doğruer (ICC), Andrea Young of the University of Strasbourg, Ingrid Gogolin and Silvia Melo-Pfeifer, University in Hamburg, and Gunhild Tomter Alstad (INN).

recognising which language each person in a meeting is using and then creating minutes in one language (English). This is to be launched the first week of July. Challenge support European industry on generative AI to support lesser used languages. ALT-EDIC (preserving linguistic and language data space). Interested Universities may work together to provide language data and create large language models, which is of the highest priority in the EC which intends to provide funding for CME models. Also, funding will be available for the development of LT tools and services that can be used to help the achievement of epistemic and pedagogic purposes, particularly at universities. Moreover, funding in relation to ALT-EDIC for large language models – the primary goal data – find in our own structure what can be put on the table – bring datasets to participate. From our side, we informed Mr Berthiaume that we are particularly interested in how we can help produce large data and data sets of scientific discourse and how we can use language technology in science communication.

15. Linda Fischer, who took part in the online follow up meeting with Paolo Torrigiani gave a brief report about how the Knowledge Centre on Interpretation (KCI) has been set up and how it operates at the moment. The presentation of the KC1 is appended as an **Annex** to this document. Members of the ExCom interested in participating in a WG whose task will be to think about the transformation KCI into a Knowledge Centre on Multilingualism will be joined to start with by Max Spotti and Waldemar Martyniuk.
16. Bessie Dendrinis informed the GA that during the meeting with personnel of the ERC, the members of the ExCom representing ECSPM expressed deep apprehension about the exclusive use of English for the submission of proposals for grants by the ERC, which they stressed is a highly prestigious EU institution whose regulations and conventions have an impact on national research evaluation systems. They explained that though they understand that the ERC's 'English-only' choice is for the sake of convenience and practicality, given that English is believed to be the de facto academic lingua franca, it is important that the premier EU funding organisation for excellent frontier research take into serious consideration the fact that in the context of an institutionally multilingual EU, where the concept of multilingualism is deeply rooted in all basic legal texts and where the 24 official languages legally have equal rights, should consider the use of other languages, in addition to English. To this end, a recommendation report was submitted as a follow up to the meeting – addressed to Prof. Milena Žic Fuchs, linguist, member of the Social Sciences and Humanities Board of the ERC and Dr Angela Liberatore. The report is appended here as **Appendix 4**.
17. As the GA was coming to an end, several members announced upcoming events:
 - a) The Bilingualism Matters Symposium 2025 call for proposals, more details here: <https://www.bilingualism-matters.org/events/bilingualism-matters-symposium-2025>
 - b) Ildikó Lőrincz and Andrea Young announced the XI EdiLiC Conference, which will be convened by the Faculty of Education of the University of Hamburg (Germany) 23-25 July 2025. The theme of the conference is "Plurilingual literacies in education: Pluralistic approaches inside and beyond the classroom". When the call is finalised, it will be announced and posted by ECSPM.

- c) Saarland Language Council, as Thomas Tinnefelt announced, is to hold an interdisciplinary conference which will be exploring the complex interactions between languages and cultures. It is in the context of the French Strategy of Sarre that the Linguistic Council of Sarre is organising this symposium in French. For more information see [here](#).
- d) Francis Hult announced that Linnaeus University in Sweden is organising the Educational Linguistics 2024 conference: Language(s) from Childhood to Adult Age, 11-13 September 2024. More information [here](#).



Extraordinary General Assembly 17 June 2024, 16.00-18.00 CEST

All member organisations are invited to an Extraordinary General Assembly to be held online, 17 June 2024, 16.00-18.00 CEST (17:00-19:00 EEST, 15:00-17:00 GMT). If representatives of your organisation cannot participate, please delegate to someone else from your organisation, and let us know their name and email address so that a Zoom link to the assembly can be sent to them, as well as all necessary documentation.

Agenda

- 1) General introduction and dissemination of information
- 2) New member(s) in the ExCom
- 3) New ECSPM memberships (application forms from new members will be sent out before the assembly)
- 4) Work carried out in the context of the CoARA multilingualism WG
- 5) The Case-Study survey and interview for ECSPM members
- 6) Appraisal of the seminar organised and hosted by the University of Konstanz
- 7) Appraisal of the 2024 symposium hosted by Ghent University
- 8) Announcement of the 2025 symposium in Madrid (hosted by MIRCo, UAM)
- 9) Announcement of the planning of an online Professional Development Seminar on Linguistic Mediation for Ukrainian colleagues
- 10) Outcomes of our meetings at the European Commission in Brussels and the workgroups that we need to generate
- 11) The initiative of ECSPM to respond to the Erasmus+ call for European Teacher's Academies
- 12) Other matters: Member organisations may wish to share information about them, make announcements or suggest issues to be discussed during this assembly or in the future.

Bessie Dendrinou
ECSPM President

Guðrún Gísladóttir
ECSPM General Secretary

2025 ECSPM Symposium
MULTILINGUALISM FOR SOCIAL JUSTICE IN THE EDUCATIONAL CONTEXT

Universidad Autónoma de Madrid (UAM)

Proposed date: May 22nd-23rd, 2025

Proposed venue: La Corrala (<https://www.uam.es/uam/lacorrala/centro-cultural>)

[The Multilingualism, Discourse, and Communication Research Center](#) (MIRCo), building upon insights from the [Equiling research project](#), has accepted the invitation and challenge to host and co-organise the 2025 ECSPM Symposium at UAM. Inspired by the outcomes of the aforementioned project and discussions from previous symposia, the theme proposed is: "Multilingualism for Social Justice in the Educational Context". The intention is that the work presented at the symposium will extend beyond critical analysis of how the management of multilingualism in lower and higher education exacerbates social inequality. The aim is to explore collaborative perspectives, methods, and strategies for transforming social and linguistic reality in schools and universities.

In line with this aim, we wish to focus on how participatory action research in this field can contribute to a transformation towards greater sociolinguistic justice in educational contexts. To this end, the researchers to be invited will be asked to shed light on actions through which collaboration between researchers and research participants may lead to a trajectory of critical reflection, analysis and, ultimately, to taking steps to effective management of the multilingualism so evident in educational institutions throughout Europe and beyond today, so as to 'neutralize' the effects of inequality which prevent access to education by a section of the student population, fail to recognize what multilingual students can offer, and limit their civic participation. Moreover, symposium participants will be asked to explore key concepts within this participatory approach, such as conscientization, critical sociolinguistic awareness, agency, and linguistic citizenship. Last but not least, they will be asked to discuss the impact of this kind of research and provide a platform to showcase best practices and transformative actions within the educational sphere, ranging from individual, immediate changes to enduring, collective efforts.

Key questions to be addressed include: How can we effectively integrate a goal of social transformation into the classroom, and what obstacles and advantages does this field of work offer? How can we broaden participation in these transformations beyond the classroom setting? How can we navigate the influence of economic considerations in language policies within educational institutions? What role should English play as student language diversity continues to increase? How can we recognize and promote the value of local/home languages within this changing landscape? Which specific aspects of the educational domain require attention, and how can we navigate political changes that may pose challenges to these efforts? In the face of competing priorities, how do we allocate time and space to address these critical issues? What are the strategies and resources for raising awareness in education? How is agency mobilized in the educational context?

INFORMATION ON EUROPEAN TEACHER ACADEMIES

Below are useful links with info regarding Erasmus+ Teacher Academies.

- Explanatory factsheet : [Erasmus+ teacher academies - Publications Office of the EU \(europa.eu\)](#)
- 11 new factsheets for the projects of the first Call 2021 : [Erasmus+ teacher academies selected under the 2021 call for proposals - Publications Office of the EU \(europa.eu\)](#)
- 2021 projects: [EU Funded projects | EU Funding & Tenders Portal \(europa.eu\)](#)
- 2022 projects: [EU Funding & Tenders Portal \(europa.eu\)](#).
- Erasmus+ Programme Guide 2024: [The Erasmus+ Programme Guide | Erasmus+ \(europa.eu\)](#).
- Erasmus+ Teacher Academies 2024 dedicated page in the Funding & tender opportunities portal, including FAQs: [Funding & tenders \(europa.eu\)](#).
- News item in the EACEA website, including the novelties of the Call, tips on how to apply and other useful resources: [Erasmus+ Teacher Academies 2024: how to apply - European Commission \(europa.eu\)](#).
- The project addressing the topic of multilingualism is ALTA: [ALTA – Allophone Teachers' Academy, an Erasmus+ project \(altaeurope.eu\)](#).
- Some general information that may be useful for interested parties that are not familiar with Erasmus+ for schools:
- Erasmus+ : what's in it for schools' [Erasmus+, quels avantages pour moi? - Publications Office of the EU \(europa.eu\)](#) we have leaflets in (EN FR DE NL ES)
- European School Education Platform : A new leaflet : <https://op.europa.eu/en/publication-detail/-/publication/86dee4d4-fe05-11ee-a251-01aa75ed71a1>
- We will soon have it in all languages.

Useful information:

The priorities of the 2024 call for the Erasmus+ Teacher Academies:

In the objectives of the action and under the revised guiding point 'Link to the objectives of the call', four horizontal priorities of the Erasmus+ Programme have been added, as theme(s) for the Teacher Academies activities:

1. Inclusion and diversity;
2. Environment and fight against climate change;
3. Addressing digital transformation through development of digital readiness, resilience and capacity;
4. Common values, civic engagement and participation.

In the call it stated that:

Teacher Academies should identify and work on one priority or more priorities that are particularly relevant for their partnership with a view to enhancing a high-quality education/professional development, and addressing (future) teachers' pressing needs, notably by offering teachers courses, modules and other learning opportunities on:

1. Inclusion and diversity, notably:

To help teachers acquire the necessary knowledge, skills and competences for the educational inclusion of children/students with fewer opportunities, including children/students with disabilities or special needs, with a migrant background, as well as children/students living in rural and remote areas such as outermost regions, children/students facing gender inequalities, socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. This also means understanding underachievement, disengagement, and addressing well-being, mental health and bullying.

Examples include: Developing competences to teach in multilingual and multicultural settings, on gender-sensitive practices, inclusive education for children with special needs, on creating supportive learning environments and strategies addressing learners' and teachers' well-being at school, on how to use a variety of learning approaches and blended learning, as well as formative assessment methods and tools.

To equip teachers to addressing the barriers faced by these groups in accessing education, as well as contributing to creating a positive learning climate and inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community; building relationships of trust with learners, parents, families and carers; using collaborative practices and work in multi-disciplinary teams in schools.

Further references:

- Council Recommendation on [promoting common values, inclusive education, and the European dimension of teaching](#)
- Council Recommendation on [Pathways to School Success](#) (replacing the Council Recommendation of 28 June 2011 on policies to reduce early school leaving)

2. Environment and fight against climate change, notably:

- To implement and further develop comprehensive and collaborative approaches to teaching and learning for the green transition and sustainable development, recognising that all teachers, whatever their discipline or sector of education, are sustainability educators who need to support their learners in preparing for the green transition.
- To offer (future) teachers professional training/education about climate change and how to best teach it; develop sustainability competences of (future)teachers/educators and education leaders; and exchange and develop the approaches of the participating organisations regarding environmental sustainability.
- To exchange on how to raise awareness about the green transition, environmental and climate-change challenges, to develop competences, green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of teachers.
- To support teachers in adopting pedagogies, including testing innovative practices, that enhance teaching and learning for the green transition and sustainable development in interdisciplinary ways, including the socio-emotional aspects of learning, so that all learners can become agents of change and learn to reflect and act, both individually and collectively, locally and globally, for a more sustainable world.

Further reference: [Council Recommendation on learning for environmental sustainability](#)

3. Addressing digital transformation through development of digital readiness, resilience and capacity, notably:

- To support the need to engage (future) teachers in the path to digital transformation, with a view to harness the potential of digital technologies for teaching and learning and to develop digital skills for all, also increasing the capacity and readiness of institutions to manage an effective shift towards digital education.
- To contribute to the first strategic priority of the Digital Education Action Plan, the development of a high-performing digital education ecosystem, by building capacity and critical understanding on how to exploit the opportunities offered by digital technologies for teaching and learning at all levels and for all sectors and to develop and implement digital transformation plans of educational institutions.
- To support the purposeful use of digital technologies for teaching, learning, assessment and engagement. This includes the development of digital pedagogy and expertise in the use of digital tools for teachers, including accessible and assistive technologies and the creation and innovative use of digital education content. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by under-represented groups.

- Use of the European frameworks on digital competences of educators, citizens and organisations is encouraged.

Further reference: [Digital Education Action Plan \(2021-2027\)](#)

4. Common values, civic engagement and participation, notably:

- To train and equip (future) teachers.
- To promote active citizenship and ethics in their teaching, and foster the development of social and intercultural competences, critical thinking and media literacy.
- To offer opportunities for children/students' participation in democratic life, social and civic engagement notably through formal or non-formal learning activities.
- To raise awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their cultural identity, cultural awareness and their social and historical heritage.
- Further reference: Council Recommendation on [promoting common values, inclusive education, and the European dimension of teaching](#)
- For the 2025 Erasmus + Teacher Academies Call, we do not have the final timeline yet, but submission of proposals will probably be in 2ndQ of 2025.



RECOMMENDATION REPORT

The [European Civil Society Platform for Multilingualism](#)⁷, having collaborated with colleagues from the [CoARA Multilingualism WG](#)⁸, wishes to express apprehension with ERC's 'English-only' policy, even though we know that it is a choice of convenience and practicality, given that English is believed to be the *de facto* academic lingua franca, there are several issues to be taken into serious consideration in the context of our institutionally multilingual European Union, where the concept of multilingualism is deeply rooted in all basic legal texts and where the 24 official languages legally have equal rights.

The first point to consider is that only 1,5 % of EU citizens speak English as their mother tongue, while – according to the 2024 Eurobarometer – only half of the population (47% to be exact) can communicate in this language. What is more, there are significant differences between EU countries whose peoples speak English as an additional language. Those who speak it fluently are just above 60% in countries whose official language is of Germanic origin, like English is. Contrarily, below 60% of those who live in countries whose official languages have other origins do *not* speak the language well or at all. This means, of course, that L1 speakers of certain languages have an *a priori* advantage over others.

Another important and relevant point to consider is that English speakers do not necessarily have academic literacy in the language. It is more difficult for speakers of English as a foreign language to develop it, since they have not had it as a medium of instruction in school and the only way to develop it is by being educated at university through English Medium Instruction (EMI) – an option which is increasingly being offered by European universities, resulting in a variety of problematic situations⁹. Of course, English academic literacy and knowledge of the disciplinary discourse that is needed so as to deal with a specific scientific field of interest can also be developed privately, in which case the

⁷ ECSPM is an umbrella organisation for 20 university centres researching bi-/multilingualism in Europe and beyond, 5 European/international networks for the teaching of languages, 4 European networks for the promotion and support of European national, regional and minority languages, and for several partners including the European Centre of Modern Languages of the Council of Europe, the European Lifelong Learning Civil Society Platform for Education and 'Cracker' a federation of European projects and organisations working on technologies for a multilingual Europe. We are all working for greater linguistic justice and language equality, driving for change in attitudes towards languages and the monolingual ethos of communication in education and the other social institutions. Currently our members and partners represent more than 200 institutions that are concerned with covering all issues concerned with language rights, language education and the use of languages in society. Our members reach out to thousands of beneficiaries.

⁸ 38 organisations are collaborating with a view to advancing multilingualism by addressing the issue of language biases in research assessment.

⁹ Findings in studies about EMI programmes carried out in Europe, such as those by Macaro *et al.* 2018 and Lueg 2018, include the following: the merit of professorial staff is often judged by their 'native-like' competence in English, rather than by the expertise in their field; students experiencing linguistic limitations in comprehension or production of academic content are excluded from class participation and in the process of learning, due to ensuing loss of interest or lack of concentration, resulting in failure; academic content seems to suffer when the proficiency levels in English (both colloquial but especially academic English) on the part of both instructors and students is not particularly high; in some cases, students from different geo-linguistic areas (including English-dominant ones) are treated unequally, depending on instructors' expectations; students may not be accepted in EMI programmes in the first place if they have not passed language proficiency tests most of which focus almost entirely on accurate usage of surface features of standard British or American English (meaning that these tests are used as gate-keeping devices). Findings also suggest that English for Academic Purposes (EAP) is characterised with versatility and volatility as part of the dynamic nature of disciplinary norms for meaning-making and knowledge-construction practices.

divide between the wealthy and the economically disadvantaged is reinforced. Those who cannot afford to develop academic proficiency in English are more likely to encounter difficulties in their academic studies and pursue studies in scientific fields of high prestige where there is high competition. This leads to inequities of opportunity but also potential loss in these fields.

The increasing number of EMI programmes compromises the development of scientific discourse in the local language, which features as an inadequate medium of scholarship and academic communication. Naturally, language choice for the transmission of knowledge has an important bearing on the type of knowledge students acquire and the skills for knowledge management that they develop, because it is language through which particular forms of knowledge are constructed (Berger & Luckmann 1966).

On a larger scale, the Englishisation of academia is linked to the elimination of discursive diversity in scientific research (cf. Ammon 2014, Berthoud 2022, Gajo & Yanaprasart 2022). The consequences of a monolingual, mono-discursive academic culture and approach to knowledge are related to mental impoverishment (cf. Grin 2014). Homogenising concepts and categories prevent multiple perspectives and epistemic possibilities (Bhargava 2013), while homogenisation of knowledge, i.e., when only one form of knowledge becomes the norm, marginalising all other forms, is equivalent to 'epistemic poverty' (cf. Monceri 2014, Usinier 2010). Another relevant concept, discussed by Halvorsen (2018), is that of 'epistemic expropriation', meaning that ideas from one epistemic community are procured and valorised in another, resulting in decontextualized knowledge.

Our concern for sustained multilingualism in the European Education Area has led us to take action and come up with suggestions which are the result of evidence-based research carried out by our own linguistics and multilingualism experts, as well as by other eminent scholars with whom we cooperate to promote multilingual scientific publishing (eg. Kulczycki, Engels & Pölönen 2022) and call upon to support our initiatives, symposia, conventions and projects. The reference here is to the recommendations put forth by the [ECSPM Declaration for Multilingualism in Higher Education](#), which has received more than 1,500 signatures from the academic community and by the [Helsinki Initiative on Multilingualism in Scholarly Communication](#), which has also received over 1,000 signatures from academic and research institutions, as well as individuals.

Naturally, we realize that when it comes to the evaluation process of proposals submitted for ERC funding it is extremely difficult, if not impossible, to locate international experts in all epistemic fields who are proficient in the languages of the researchers, were the researchers permitted to submit their proposals in their 'own' languages.

Nevertheless, the following recommendations may be of help – however minimal – so as to achieve:

- the visibility and legitimation of other languages, in addition to English, and the promotion of parallel language use for the recognition of the importance of proportional development of scientific discourse in multiple languages
- a fairer expert-based evaluation of the quality of the content of the research proposal rather than the 'native-like' quality of English in which it is articulated.

The recommendations are the following:

- 1) Additional requirement for submission of the proposal: Request a 1,500-word abstract in another language (any of the official EU languages) including the aim of the proposed research, objectives to be achieved, research methodology and impact.
- 2) When selecting evaluators: Consider enlisting at least one who has proficiency in the language in which the main investigator/researcher has (a) prepared the research proposal, (b) listed publications in that language.
- 3) Instructions to evaluators: Remind them that applicants come from diverse linguistic and cultural academic cultures and have not necessarily been educated in an Anglophone environment. So, they may exhibit linguistic and discursive hybridity in their texts and a thought process which may have been conceived in a scientific culture that is different from

the Anglophone norm. They should bear in mind the diversity of linguistic and cultural backgrounds when evaluating the proposal and:

- a) assess research quality based on content, not on the quality of linguistic output of the proposal (though the two are intertwined), given that there are manifold costs to being a 'non-native' English speaker in academia (cf. Amano 2023)
- b) to take into consideration publications in languages other than English in the references section of the proposal in English
- c) to use the multilingual publication and dissemination plan of project results as a positive criterion.

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