

LINEE News

4th Issue – August 2009

Editorial

It's late summertime – life is getting easier, nature is in full bloom, people enjoy their holidays. LINEE is on its way from collecting data to prepare the autumnal harvest. And we are approaching a particularly rewarding stage: Twelve research projects are finishing their work, preparing their research reports and writing publications. Three Position Papers summarizing the findings and formulating recommendations are being prepared. The Zagreb partner (the Institute for Anthropological Research) is organizing the LINEE Final Conference in Dubrovnik (from 11 to 15 April 2010), and several groups of researchers are preparing proposals for cross-cutting research looking ahead to the post-LINEE future.

Now the strengths of our network become evident: due to the effort LINEE researchers made to agree on common research questions and to collaborate in data collecting and analysis, they are now capable of presenting coherent results that overcome fragmentation in national points of view and particular research traditions.

During the latest Research and Training Workshop in Szeged (thanks to Anna and her team for organizing it!) LINEE's

networking effect was getting clearer and more visible. This was especially the case during our first PhD Conference, organized by Rosita Schjerve-Rindler and the Vienna team and hosted by the Szeged team. There were a lot of discussions during coffee breaks and in the evenings: researchers from different partners spontaneously formed groups discussing future research projects within LINEE (and outside it). People underlined the fruitfulness of collaboration of partners and the intellectual and personal profit of direct contacts with other researchers. During our 3rd Training Institute in Prague (thanks to Jiří and his team!), 25 young researchers took the opportunity to establish such personal contacts. However, the Training Institute was not only about personal contacts: during four days, they attended lectures and workshops given by renowned researchers and had the opportunity to ask them questions.

Asking questions is also something very important in the area that this newsletter issue concentrates on: we are presenting LINEE research results in the area of Multilingualism and Education. Wishing all readers an delightful late summertime.

Prof. Dr Iwar Werlen, Project Coordinator

Results

Using English as a lingua franca does not necessarily discourage people from learning further languages, and native speakers of English are not necessarily more successful in communicating in multilingual contexts than non-natives. **pages 4–5**

Language classroom cultures in some cases focus on proficiency in German, but often neglect other vital skills for successful communication. **pages 6–7**

Teaching methodologies for state language teaching are in need of modernization in Romania and Slovakia. **pages 8–9**

Ongoing Research

One study investigates how non-native speakers of English communicate with each other effectively. A second study investigates the language use of multilingual immigrant students. A third study investigates language use, language attitudes, language policies and language ideologies of minorities. **pages 10–11**

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What LINEE Is

LINEE is a scientific network, consisting of 9 universities in 9 countries and around 80 researchers (see bottom of this page). Together, they do research in four fields: “Language, Identity and Culture”, “Language Policy and Planning”, “Multilingualism and Education” and “Language and Economy”.

In each of these fields, research projects address the European, national and regional level. Simultaneously, an overarching research platform collects theories, methods and approaches of all these research projects and aims to find common topics, differences, similarities, concepts etc.

What LINEE Does

LINEE researchers analyse various texts (e.g. speeches of European policy makers, official documents, laws, photos, brochures), they conduct and analyse interviews and surveys in order to find answers to questions in four thematic areas (every thematic area contains research projects on European, national and regional level):

Language, Identity and Culture

Researchers in this area investigate how (or whether) language, identity and culture depend on each other, how important they are and what problems and opportunities arise of their relations. The questions are, for example: How important is your language for defining who you are? What are the central attributes for a nation’s identity: the culture, the language, or something else? Is a culture without a unique language actually a culture? Does a common, international language threaten cultural diversity?

LINEE is co-funded for four years by the European Commission (under the 6th Framework Programme). The purpose of LINEE is twofold: firstly, the research done within LINEE is supposed to be more multifaceted, interdisciplinary and comparable than it would be if the partners worked alone. Secondly, LINEE is supposed to become a persistent network of researchers and universities that continue to collaborate even after funding from the European Commission has ended.

LINEE has started in November 2006 and will end (at least within the framework of the European Commission) in November 2010.

Language Policy and Planning

Researchers in this thematic area investigate policies on language, their effects, adequacy and their perceptions by citizens.

Multilingualism and Education

Researchers in this area investigate, for example, how pupils, students and adults learn (or fail to learn) languages, how they behave in multilingual contexts, what the goals of different school systems are and how they achieve or fail to achieve their goals.

Language and Economy

Researchers in this thematic area investigate, for example, what the goals of immigrants or employees of multinational enterprises are, how they achieve their goals, what problems they encounter, how they solve them or how valuable multilingualism is on the job market.

► www.linee.info/researchstructure.htm

Who LINEE Is

Nine European universities in nine countries form the LINEE network, coordinated by the University of Bern:

- Adam Mickiewicz University, Poznan (Poland)
- Charles University Prague (Czech Republic)
- Free University of Bozen (Italy)
- Institute for Anthropological Research,

- Zagreb (Croatia)
- University of Applied Languages, Munich (Germany)
- University of Bern (Switzerland)
- University of Southampton (England)
- University of Szeged (Hungary)
- University of Vienna (Austria)
- www.linee.info/partners.htm

Research Results Due in November

In November this year, LINEE will publish reports on the outcomes of the research projects in its four thematic areas:

- Language, Culture and Identity
- Language Policy and Planning
- Multilingualism and Education
- Language and Economy

The researchers are now analysing the data, interpreting the results and writing down their conclusions. During the next year, small research teams will collaborate with the aim of building on the results of the WP’s in the first two phases of research in order to carry out innovative pilot projects to take the work of LINEE forward.

LINEE in the News

In June, research*eu focus, a European magazine on research in Europe, has portrayed the LINEE project and the work of the Czech partner, the Charles University in Prague, under the heading Success Story.

In April, a number of media has covered the work of LINEE and interviewed some of its representatives. Links to the press release, a written interview with Univ.-Prof. Mag. Dr. Rosita Schjerve-Rindler from the LINEE partner University of Vienna and a radio interview with Prof. Dr. Peter J. Weber are available under:

► www.linee.info/news.htm

Summary of Research Results:

Thematic Area “Multilingualism and Education”

How Multilingualism Works in Classrooms

A LINEE study on the European level showed that, for Erasmus students, English does not prevent further language learning but actually promotes it. A study on the national level showed that in the observed language classrooms in England, Hungary and Italy, linguistic diversity is not much taken into account by teaching practices and policies. Finally, on a regional level, a LINEE study showed that majority language teaching for linguistic minorities in Vojvodina (Serbia), Transylvania (Romania) and Felvidék (Slovakia) needs modernization.

For the study “English and Multilingualism, or English only in a Multilingual Europe?”, LINEE researchers have interviewed Erasmus students from various universities about the influence of English on their motivation to learn further languages, about their attitudes towards native and non-native speakers’ English and about the role of native speakers in their community.

English is not enough

The interviews showed that these students used English as a tool to gain access to multilingual settings and then to improve or learn further languages. For them, speaking English is not enough.

Surprisingly, native speakers did not appear to be the most successful communicators in the Erasmus community. They were reported to be difficult to understand due to speed, accent and vocabulary. Non-native speakers preferred to achieve a high level of English with an non-native speaker’s accent instead of achieving the accent

and competence of a native-speaker.

Language students strongly guided

For the study “Traditional pedagogic cultures in foreign language education and the need for multicompetence”, researchers have investigated language teaching practices and language education policies in Italy, Hungary and England.

The study showed that although migration has led to an increased linguistic diversity in the investigated classrooms, neither classroom practices nor policies give it much attention.

In the classrooms under investigation, students were strongly guided by the teacher, with not many opportunities for the students to use the language in a naturally occurring way. In England, there was a strong focus on accuracy and form rather than on the ability to make oneself understood.

Problematic teaching methods

The third study, “(Inter) regional case studies of multilingual education” in-

vestigated whether and how linguistic, cultural, economic and social needs of minorities are taken into account in the school systems of South Tyrol (Italy), Vojvodina (Serbia), Transylvania (Romania) and Felvidék (Slovakia).

The need of the minorities to get education in their mother tongues was fulfilled. However, their need to learn the majority’s language was not everywhere: the lessons needed the Hungarian students to already have a high competence in the majority language. They were reading high literature and the teachers were not trained as foreign language teachers but as teachers for people who already knew the language.

For Details See:

English and Multilingualism, or English only in a Multilingual Europe? **4–5**

Traditional pedagogic cultures in foreign language education and the need for multicompetence **6–7**

(Inter-)regional case studies of multilingual education **8**

Research Report on Multilingualism and Education:
► www.linee.info/downloads

Projects of “Multilingualism and Education”

Six research projects are grouped under the title “Thematic Area C: Multilingualism and Education”. They investigate how pupils, students and adults learn (or fail to learn) languages, how they behave in multilingual contexts, what the goals of school systems are and how they achieve or fail to achieve their goals.

They address this area on three

levels: European, national and local level. Three research projects of Thematic Area C are finished, three new ones have finished data collection and are now analysing the data.

The “new” and “old” projects are presented on the following pages. The next Newsletter’s issue will present “Thematic Area D: Language and Economy”.

Results: Thematic Area “Multilingualism and Education”
European Level

English as a Lingua Franca Can Promote Learning of Other Languages

Using English as a lingua franca (ELF) does not necessarily discourage people from learning further languages: this is what interviews with Erasmus students and secondary school students indicate. They also indicate that native speakers’ English is considered a model, but not necessarily a desirable goal and that native speakers of English are less successful in communicating in multilingual contexts than non-native speakers.

LINEE researchers have investigated whether English promotes or hinders multilingualism, how students use their English and what their attitudes are towards ELF and native speakers’ English (see Study Outline). To do so, they interviewed Erasmus students and secondary school students and they analysed Internet forums on language issues.

English is only the first step

For Erasmus students, English appears to be a tool to enter communities to which they may not otherwise have had access to – for example, to schools in Hungary and the Czech Republic. They feel that speaking English is not enough and that one has to acquire at least some knowledge of the local languages, too. One interviewee put it like this:

“I think if you just speak English everywhere, you feel a tourist wherever you are. Of course you can’t be a local but maybe something in between and for that you need some language skills.”

Furthermore, English enables Erasmus students to communicate within a group of students with many different mother tongues. Consequently, they do not only learn some of their host country’s language, but also some of their fellow students’ languages, as the statement of another interviewee illustrates:



Students from all over the world: they use English to gain access to other communities.

“People tell their words to others, the words in their language and, and it is one of the topics of conversation always that ‘how is it in your language?’ ‘how is it in your’, and you, you already learn the new, new words and new things.”

Native speakers as reference

When students were asked to rate speech samples from speakers with different accents, they considered the native speakers’ accent as a model. This means that they see it as a point of reference, yet it is something they consider not achievable. Their goal is

to achieve the competence of a speaker with a high, but understandable level of non-native English.

Students reasoned this by saying that, first, a native speaker’s accent was probably not achievable after a certain age and that, second, they were more likely to communicate with non-native speakers than with native speakers anyway, a situation when a native speaker accent might even be a liability.

Native speakers are potential outsiders

The study indicates that native speak-

ers are not considered the most successful users of English in the Erasmus community. They are reported to be difficult to understand due to speed, accent and vocabulary.

Furthermore, Erasmus students seem to develop their own variety of English with unconventional vocabulary, phrases and grammar. Native speakers, however, may not adjust to this "new" English and therefore run the risk of being perceived as outsiders.

Meet attitudes with resources

Although interviews showed positive attitudes towards learning other languages besides English, these attitudes must be met with resources and opportunities to actually learn these languages. If there are not sufficient opportunities to learn further languages, there is the risk that speakers of English rely solely on their English skills.

Train native speakers to talk to non-native speakers

Both interviews and the analysis of Internet forums suggest that native speakers of English should learn (and be taught) to speak in a manner that is understood by non-native speakers

Study Outline

The study "English and Multilingualism, or English only in a Multilingual Europe?" covers mainly three questions: how does the dominant role of English limit the opportunities for students to become multilingual, what are students' attitudes towards native speakers' and non-native speakers' use of English, and what role do native speakers play in multilingual contexts?

The data for the study comes from three sources: semi-structured interviews with 26 Erasmus students; semi-structured interviews with 18 students, teachers and administrators at two secondary schools in Szeged (Hungary); 410 contributions on world-wide, European, Czech and Hungarian Internet forums.

The interviews with students included questions on the interviewees' linguistic background, experiences and use of English. Furthermore, they listened to speech samples of English and rated and discussed them.

Interviews with administrators and teachers were carried out in a similar way, but questions concentrated on educational issues rather than language use and they did not carry out the speech sample rating task.

The selected Internet forums were searched for threads dealing with English native speakers, then researchers looked for keywords like "language" or "English" and finally analysed what the users were writing about and how they did.

and that they should learn other languages at least on a "polite" level instead of automatically assuming English competence of others.

Although the results of this study cannot be generalized, there is potential for this analysis to add to the discussion of English and multilingualism in Europe, particularly in understanding

the complex relationship between non-native speaker communities of English users, attitudes towards English, and native speakers of English.

please send feedback/questions to:
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Researchers involved:
Donald W. Peckham (WP leader), Karolina Kalocsai, Emőke Kovács, Tamah Sherman

Comment by the Work Package Leader

One of the promising results from our research in Work Package 7 in the first 18 months of LINEE is that we found a quite positive response to multilingualism among users of English as a lingua franca (ELF). The users who we interviewed see themselves as a multilingual community of English users who can possibly be described as being a community of practice. It is this dynamic nature of English used as a lingua franca which might mitigate the possible negative effects of the spread of English on multilingualism.

While these particular results are limited to the groups of Erasmus groups that we studied, the examples found might provide inspiration for good practice in English language

teaching, and do suggest avenues for future research.

The teaching about ELF in the context of English language classes not only prepares students for the reality that they will face as English speakers, but helps establish the idea of plurilingualism and linguistic repertoires, which are inherent in ELF. Introducing learners to this reality has the promise of promoting further multilingualism beyond English and it clearly contrasts with a traditional approach to the teaching of English which emphasizes an identification with Anglo-American culture and the placing of native speakers of English at the center of any community.

This research raises questions

concerning the attitudes towards ELF that non-native and native speakers of English have who are not as intimately involved in communities that use ELF as Erasmus students are. Furthermore, questions are raised concerning how people learn from interaction with other non-native speakers, both in terms of learning ways of interacting, but in terms of their continued learning of English in general.

There is currently a great deal of interest in ELF both in terms of research and teaching, and ELF promises to play an important role in redefining what it means to be an English speaker in multilingual contexts.

Don Peckham,
University of Szeged, Hungary

Results: Thematic Area “Multilingualism and Education”
National Level

Language Classroom Cultures between Teaching Rules and Teaching to Communicate

Several case studies suggest that German language classroom cultures of schools in South Tyrol (Italy), Szeged (Hungary) and Southampton (England) focus on proficiency in German, but often neglect other vital skills for successful communication and language learning: knowing which language to use in which situation, exploiting one’s linguistic knowledge or knowing how to use languages in real-life situations.

LINEE researchers have investigated classroom practices in several schools in South Tyrol (Italy), Szeged (Hungary) and Southampton (England) by making observations, by interviewing students and teachers and by analysing documents on language policies (see the box “Study Outline”).

Focus on accuracy in England

The language lessons that were observed in Hungary and Italy were similar in one respect: teachers tried to balance language skills (speaking,

reading, writing, listening) and centred the lessons around a range of contemporary texts. Furthermore, the main goal seemed that students could make themselves understood; avoiding mistakes was secondary.

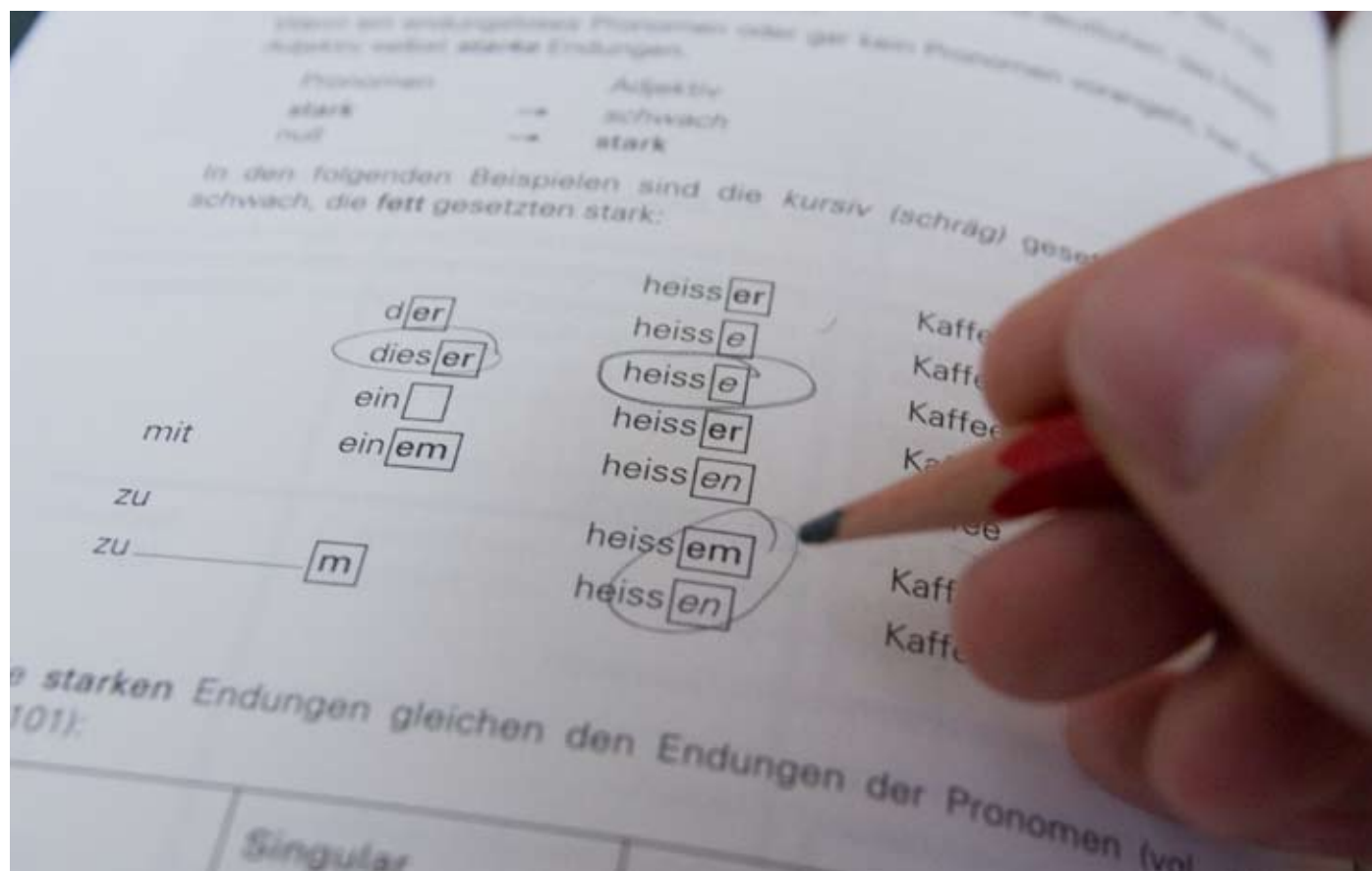
In contrast, there was a strong focus on accuracy and form in England. For example, pupils were interrupted when they made a mistake. Education policies and the observed classroom practices concentrated on speaking and listening, but the speaking part was not done in a naturally occurring way:

students’ speech was strongly guided by the teachers, who often expected specific vocabulary and structures.

Teachers control students

Despite these differences, there are similarities to all three contexts: students were strongly guided by the teacher, with not many opportunities to use the target language in naturally occurring talk. This was especially the case in England and to a lesser degree in Hungary.

Lessons hardly ever moved beyond



German declension: Language courses in England seemed to concentrate more on form and accuracy than on the ability to make oneself understood.

the goal of imparting competence in German towards reflection and development of a more explicitly multilingual and flexible language repertoire, a language repertoire that would include students' first languages, local language varieties and other foreign languages.

The results indicate that the school systems could do better in making the students "multicompetent" language users, meaning that they know several languages, use the appropriate language in the appropriate situation and can effectively combine and exploit their knowledge of languages and their use.

Multilingualism: positive and desirable

In all three regions, students judged multilingualism as positive and desirable. Students in Italy and Hungary said that English absolutely needed to be taught in school, often replacing and overshadowing other foreign languages.

In England, some Romance language were popular with students,

Study Outline

For the study "Traditional pedagogic cultures in foreign language education and the need for multicompetence", researchers wanted to know what values are attached to foreign language education in Szeged (Hungary), South Tyrol (Italy) and Southampton (England) from a policy perspective (cultural and national values, issues of identity) and from a practice perspective (teaching practices, classroom cultures and values).

Researchers used mainly three sources: First, they analysed documents on language education policy

(curricula, key government documents on education and language and newspaper articles). Second, they conducted interviews with teachers and students on their attitudes towards multilingualism, European identity, foreign languages in general and German in particular. Third, they made video and audio recordings of and field notes on teaching practices during lessons of German as a foreign or second language. They conducted their research in Szeged (Hungary), South Tyrol (Italy) and Southampton (England).

mainly Spanish and Italian. However, some pupils pointed out that they could easily communicate around the world by using their mother tongue only and that this negatively influenced their motivation to learn other languages. For example, when some groups referred to their planned trip to Germany, they expressed doubts whether they would

actually get to practice German since "everyone would speak English".

please send feedback/questions to:
linee@isw.unibe.ch

Ros Mitchell (WP leader), Silvia Dal Negro, Gessica De Angelis, Elena Ioannidou, Katalin Petneki, Gerda Videsott

Results: Thematic Area “Multilingualism and Education”
Regional Level

State Language Teaching in Need of Modernization

The dominant need of linguistic minorities in South Tyrol (Italy), Vojvodina (Serbia), Transylvania (Romania) and Felvidék (Slovakia) is fulfilled: they get education in their mother tongue. However, another important need, the need to learn the state language, is not met (except in South Tyrol): both teaching methodologies and the lessons’ content are inadequate. This is what the LINEE case studies “(Inter) regional case studies of multilingual education” suggest.

LINEE researchers have surveyed, compared and analysed educational models, practices and experiences in multilingual settings in four regions: South Tyrol (Italy), Vojvodina (Serbia), Transylvania (Romania) and Felvidék (Slovakia). All these regions share a multilingual history, and national laws clearly guarantee the teaching of the state language to minorities. However, only in South Tyrol is the teaching of the state language satisfactory.

High literature for beginners

The main problem in Vojvodina, Transylvania and Felvidék is that school systems lack a foreign language teaching perspective: the state language is taught as if all students already knew the basics – or even more than that. Students have to study high literature and expand their grammar knowledge. In some cases, even teachers have difficulties in understanding the vocabulary of the texts they are using. Furthermore, the teachers are not trained as foreign language teachers but as teachers of a language that students already know.

Multilingualism not exploited

Surprisingly, the teachers interviewed by the researchers do not seem to exploit the mother tongue of the students when teaching a foreign or second language. There are, however, some exceptions: either some teachers in some of the schools consult with the



Modernization needed: neither texts nor teaching methods of the state language suit the needs of minority students in Vojvodina, Transylvania and Felvidék.

teacher in charge of mother tongue education, or, as in South Tyrol and in particular in the Ladin schools there, a special program is devised in order to respect, value and exploit the linguistic

skills of students.

Bottom-up improvement

The interviewed teachers, school principals and human resources managers

suggested changes and pointed out problematic areas. This could lead to a bottom-up, local improvement of the situation.

Such a bottom-up approach would be able to take into account the diversity of minorities – something that national policies neglect: they tend to treat "a minority" as a homogenous whole, even though the minorities under investigation are very diverse and changing – as are their needs.

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Researchers involved
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Study Outline

For the study "(Inter) regional case studies of multilingual education", LINEE researchers have investigated whether and how linguistic, cultural, economic and social needs of minorities are taken into account in the school systems of South Tyrol (Italy), Vojvodina (Serbia), Transylvania (Romania) and Felvidék (Slovakia).

They looked into the methods of language teaching in these regions

and evaluated their success. To do this, they used historical and political background information, statistics about the demography of certain areas, about the relevant municipal and political units and about the investigated communities.

Researchers interviewed teachers, school principals and human resources managers; they video-recorded language lessons and had students fill in questionnaires.

Comment by the Work Package Leader

Modern educational theories and policies highlight the importance that the educators consider students' long- and short-term language needs, since their language policy choices have implications for the opportunities that students see available to them at school and in society.

A more decentralized legal framework allowing for local decision making would strongly enhance the possibilities of the communities we researched as every town and every village may present from time to time very different needs to satisfy. We believe that the best practices grow locally and should not and cannot be transported from one location to another.

The existing regulations are based on an outdated point of view, according

to which the state language is spoken by everyone, and it is, therefore, the minority language(s) only that need(s) special educational care. We, nonetheless, suggest the well-structured teaching of the state language(s) with a special methodology designed for minority speakers, taking into account the fact that in many regions the state language is a de facto foreign language for such speakers.

Closely related to the previous point, it is necessary to provide training for teachers who will become teachers of state language as non-mother tongue rather than teachers of state language and literature.

We also find it imperative that the majority communities have more possibilities to learn about the minority

communities' culture, history and language. It is an implicit understanding that minorities should know about the majority, but for some reason, this obligation does not apply the other way around. We do not envisage the compulsory teaching about the minority, rather, a system offering various possibilities of cultural, social and linguistic bonding.

Last, in our understanding multilingualism is a resource and not a problem to be managed. We would welcome this attitude on a greater scale as well, not only in the case of established or historical minorities, but also with newly arrived immigrant communities.

Paul Videsott,
University of Bolzano, Italy

Ongoing Research Projects

The following three articles present the three ongoing research projects in the thematic area of Multilingualism and Education. The results of these research projects will be available in November.

Ongoing Research: Thematic Area “Multilingualism and Education”
European Level

Non-natives Talking to Non-natives: How They Communicate Effectively

Where non-native speakers of English communicate in English with each other and with native speakers, they create a new “kind” of English: English as a Lingua Franca (henceforth ELF). LINEE researchers want to know

- how students achieve their communicative goals in this context,
- what learning strategies they employ,
- what they consider as effective communication and
- whom they consider as effective communicators.

The study “Learning, use and perceptions of English as a Lingua Franca communication in European contexts” partially builds on results from the previous study “English and Multilingualism, or English only in a Multilingual Europe?” (see page 4). This study showed that while English native speakers are perceived to be less successful in situations where English is used as a Lingua Franca, users of ELF

still tend to orient to the native speaker ‘ideal’.

This result prompted the questions of effective communication and learning strategies in this context and of attitudes towards ELF.

The first question was investigated by observation and by interviewing international students studying temporarily at the University of Szeged and at the Charles University in Prague: researchers have recorded dinner party conversations and casual conversations in pubs (of course, all participants knew about and agreed to the recordings).

Later, the participants were invited to listen to the recordings, to comment on them and to answer the researchers’ questions. Furthermore, groups of students were asked to perform a task which engaged them in planning, decision-making and problem solving. Meanwhile, the researchers recorded their interactions. Later, the students

were asked to comment on the recordings and to answer the researchers’ questions.

In exploring the question of attitudes towards ELF, researchers both interviewed students of English and conducted focus groups in the UK and Prague, in order to find out about the students’ perceptions of the use and users of ELF.

Their specific research goal is to find out what these students consider as effective communication, whom they consider as effective communicators and whether there is a difference in attitude between native and non-native English speakers. In the UK setting, the researchers are also exploring the extent to which (if at all) orientations towards ELF differ between students who learn other languages and those who do not.

Currently, the researchers are analysing the data and working on conclusions.

Ongoing Research: Thematic Area “Multilingualism and Education”
National Level

Multilingual Immigrants and Education: Language Use and Language Attitudes Closely Examined

LINEE researchers are investigating the language use of multilingual immigrant students in Italy, England and Austria focusing on individuals who are already competent in a number of linguistic varieties such as home and host languages, foreign languages or dialects. In addition to language use, researchers are also examining students' and teachers' attitudes towards languages, multilingualism and “legitimate” varieties in education.

Language education in schools (especially in Europe) deals with the teaching of the standard variety of students' first language (in some cases with the eradication of local dialects) and with the teaching of one or two foreign languages, one of which might be a second community language in the region or in the State, or a neighbouring language. This paradigm somewhat implies the existence of a uniform society in which pupils share the same linguistic background, the only difference being in families' social and educational level and therefore in

students' availability of the standard as their first language.

However, the mobility of masses of people from all over the world towards Western societies, the increasing mobility within the enlarged European Union and more generally between Eastern and Western Europe and the Southern and Northern sides of the Mediterranean Sea, is radically changing the social, ethnic and linguistic composition of many regions in Europe. All this has (or should have) an impact on language education and on the way language issues are dealt with in schools.

From these premises, LINEE researchers addressed the following questions:

- What criteria can be used and agreed upon in order to define what a multilingual school environment is?
- (i) What is the relationship between multicompetent students and language awareness? (ii) What is the awareness of multicompetent in-

dividuals of their multilingualism, of its role in the language learning process, as well as of their socio-linguistic environment (which languages or language varieties are used by whom in which situations), especially as regards their daily school experience?

- To what extent do participants (students, teachers, headmasters ...) believe that multicompetence may enhance further language learning?
- Which language attitudes are shared by the different people involved in language learning in multilingual educational environments and how do these attitudes influence students' existing multilingualism/multicompetence?
- What is the relationship between education language policies and students' multilingual repertoires? Are there any clashes/tensions?

The data is in the process of being analysed and results are expected to be available in October 2009.

Ongoing Research: Thematic Area “Multilingualism and Education”
Regional Level

What Language Do Students Use in What Situation?

Minorities in Romania, Slovakia, Serbia, Hungary and Italy are in the centre of the study “Language use and language values in minority school settings”. Researchers are interested in four aspects: language use, language attitudes, language policies and language ideologies.

First, researchers want to know what languages are used in what situation in the minorities' foreign language classrooms. To this end, they have interviewed students and teachers and

have observed lessons in foreign language classrooms.

Second, researchers are interested in the attitudes of students towards their minority language, the majority language and English (American English, British English and first language accented English). The attitudes are studied in an indirect way, via the matched guise technique: students hear recordings of someone speaking a particular language and are asked to “rate” the speaker, for example from

“(a) = nice” to “(g) = unpleasant” or from “(a) = educated” to “(g) = uneducated”. In addition, students are also asked to fill in a short questionnaire with questions about what they think of these languages and their speakers

Third, researchers have interviewed students, parents, teachers, school principals and educational officials to investigate language ideologies and language policies in the areas of interest. Researchers are now analysing the material they have collected.

Training and Networking for PhD Students

From 22 to 27 June, the third LINEE Training Institute took place at the Charles University Prague in the Czech Republic. The internationally renowned experts Richard Baldauf, Aneta Pavlenko, Ingrid Piller and Glyn Williams gave lectures and led seminars for PhD students. Their input offered multifaceted perspectives on LINEE's research topics.

The presentations, seminars and papers of the four main speakers sparked lively discussions with and among the 25 PhD students who attended the Training Institute in Prague. Each of the experts concentrated on one of LINEE's thematic areas of research: Language, Identity and Culture (Ingrid Piller), Language Policy and Planning (Richard B. Baldauf), Multilingualism and Education (Aneta Pavlenko), Language and Economy (Glyn Williams). The papers that they provided are available on the LINEE website (linee.info/ti_papers.htm).

Valuable advice and networking

The four main speakers were not only present for their presentations and seminars, but they also attended other presentations and were available to the PhD students for individual consultations, too. Thanks to this, students were not only given general input during presentations, seminars, formal and informal conversations, but they could also ask very specific questions relevant to their work.

The doctoral students had the opportunity to present their dissertations during a poster session, taking place in an unusual form: there was a guided tour along all of the posters with a short presentation by the author, followed by a discussion. This assured that everybody got involved. The presenters got useful feedback both from the other doctoral students and from the tutors.

Another benefit of the Training Institute was the networking effect: the participants took the opportunity to

strengthen their network and to discuss not only their current research projects, but also possible future projects.

Showing other perspectives

Even though the research of some participants concentrated, for example, on language and education, while others' research concentrated more on language and economy, the participants took part in all presentations and seminars. The lively discussions during and after seminars indicated that the participants welcomed this diversity of perspectives.

While the participants brought their "linguistic perspective", two local scholars presented a particular view on LINEE's research topics. The historian Miroslav Hroch stressed out the role of languages in the building of nation states in Central Europe and the ethnologist Leoš Šatava presented some of his research on the (language) situation of the Sorbian ethnic minority in Lusatia (Germany).

Finally, during an excursion to the SAPA business and cultural center of the Vietnamese community in the Czech Republic, the participants had the opportunity to actually experience what most of them had only known by reading the research reports of the LINEE project that investigates the situation of the Vietnamese community in the Czech Republic.

To be repeated

The organizers of the Training Institute, the LINEE team from Charles University Prague (Jiří Nekvapil, Vít Dovalil, Tamah Sherman, Marián Sloboda, Ivo Vasiljev, Oliver Engelhardt, Dagmar Siegllová), received favourable feedback both from the invited experts and the student participants. Feedback like: "Thank you for the brilliant organization of every single aspect of the Institute, which I enjoyed immensely". It is likely that the next Training Institute will take place in Prague next year again.

► www.linee.info/ti_papers.htm

LINEE's Training Institutes

The Training Institutes take place once a year, every year organized by a different partner university. Their goal is to

- spread excellence outside LINEE,
- reinforce integration between those who are already participating in the network,
- disseminate the methodological and theoretical know-how, philoso-

phy and results of the LINEE research activities among doctoral students.

This year, apart from 19 members of LINEE, 3 members of the European research project DYLAN (Language Dynamics and Management of Diversity) and 3 other students participated as trainees in the Training Institute in Prague.

LINEE Conference: New Challenges for Multilingualism in Europe

From 11 to 15 April 2010, LINEE is organizing a top-level scientific conference aiming to spread knowledge and to bring together academics, policy makers and practitioners.

The conference, entitled “New Challenges for Multilingualism in Europe”, takes place from 11 to 15 April 2010 in Dubrovnik (Croatia) and is hosted by the Institute for Anthropological Research, Zagreb.

With an increased awareness of international globalisation and European integration, the existing mainstream conceptualizations of multilingualism and linguistic diversity have been increasingly questioned, in particular within the humanities and the social sciences. In a EU context of socio-political transition it is therefore a challenge to take stock of the existing disciplinary knowledge, and to reassess it against the background of the ongoing integration process which goes along

with the transformation of traditional linguistic and cultural patterns where languages still function as markers of national identity and as symbols of social and economic power manifestations.

After almost four years of joint research, the goal of this top-level conference will be spreading the outcomes of research conducted by the LINEE network of excellence at the European and national/regional levels of policy making as well as to the general public and the public media with the aim of strengthening linkages between theoretical analysis and the dissemination of research results.

In cooperation with researchers involved in the DYLAN project (Language dynamics and management of diversity, funded under FP6 of the European Union), the Conference will also strive to provide a common platform for the exploration of new perspectives for research in the identified field.

Registration/Call for Papers:

► www.amiando.com/lineeconference

Sociolinguistics Symposium 18: Negotiating Transnational Space & Multilingual Encounters

The Sociolinguistics Symposium 18 (SS18) is a forum to discuss research findings and to debate theoretical and methodological issues concerning language in society.

It takes place from 1 to 4 September 2010, hosted by one of LINEE partner

universities, the University of Southampton.

The submission deadline for proposals is 16 November 2009.

Registration/Call for Papers:

► www.southampton.ac.uk/ss18

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70 LINEE Researchers Gather in Szeged

In May, around 70 LINEE researchers gathered in Szeged (Hungary) to discuss past and future research. Such meetings, called “Research and Training Workshops”, take place twice a year, each year at a different LINEE partner university.

LINEE at Conferences

LINEE participates in the following conferences:

- 19th Annual Conference of the European Second Language Association (Eurosla 19; Cork, Ireland, 2–5 September 2009)
- BAAL Annual Meeting (Newcastle, England, 3–5 September 2009)
- 30th Annual ACIS Conference (Dublin, Ireland, 8–10 September)
- SLE 42nd Annual Meeting (Lisboa, Portugal, 9–12 September)
- Sixth International Conference on Third Language Acquisition and Multilingualism (Bolzano, Italy, 10–12 September)
- MIDP symposium ‘Multilingualism from below’ (Antwerp, Belgium, 14–16 September)
- Political Linguistics Conference (Lodz, Poland, 17–19 September)
- Sprachen ohne Grenzen – Internationale Fachkonferenz (Berlin, Germany, 18–19 September)
- XXXI. Romanistentag (Bonn, Germany, 27 September – 1 October)
- International Association of Teachers of English as a Foreign Language – Hungary (Budapest, Hungary, 2–4 October)
- LINEE Final Conference: New Challenges for Multilingualism in Europe (Dubrovnik, Croatia, 11–15 April 2010)