



Last April in Dubrovnik, researchers working on multilingualism got together to discuss [‘New challenges for multilingualism in Europe’](#). The event

coincided with the closing conference of the [LINEE network](#) (Language in a Network of European Excellence). DYLAN and LINEE (the two major [FP6 actions](#) focusing on multilingualism) had collaborated closely for the

>> DYLAN MEETS LINEE.

Our third newsletter reporting on the closing LINEE meeting

[/ www.linee.info](http://www.linee.info)

[/ www.amiando.com/lineeconference.html](http://www.amiando.com/lineeconference.html)

planning of the event, and scholars from the DYLAN Integrated Project were strongly represented at this meeting, both as speakers or members of the audience. As part of our partnership with the LINEE Network, Jenny Sylvén from the University of Helsinki and Annamária Tóth from the University of Vienna have offered short reports on some highlights of the Dubrovnik meeting, giving this third edition of the DYLAN Newsletter a focus on this conference in Croatia.



“Europe invented multilingualism. Now it has to reinvent it,” Monica Heller (University of Toronto) claimed at the final conference of the LINEE network of excellence from 11 to 15 April in Dubrovnik, Croatia.

She was not alone in questioning theoretical foundations and trying to find new ones. How to enhance European multilingualism (EM) for instance? Receptive multilingualism in bordering regions, the creative exploitation of multilingual resources and the use of English as a Lingua Franca (ELF) in Europe were only three of the solutions in the broader areas of language and economy, languages in education, and language policy and planning.

“EM is a multifaceted cover strategy that refers to a political and a scientific level,” Rosita Schjerve-Rindler (University of Vienna, LINEE) defined the main theme of the conference. The new challenges are just as diverse as the term itself.

For Iwar Werlen (University of Bern, LINEE coordinator) it remains open what impact new forms of migration will have on multilingualism. Second, the rise of new nationalisms can be an obstacle as these movements opt for monolingualism. “Why should someone learn Hungarian in Great Britain?” Werlen pointed to the value of learning small vs. big languages. Rita Francheschini (University of Bolzano, LINEE/DYLAN) summed this up as “the triple M challenge: manage minorities, migrants,

>> NEW CHALLENGES FOR MULTILINGUALISM IN EUROPE.

A general overview of the conference

/ Annamária Tóth, Universität Wien

monolinguals” and added that multilingual awareness should be raised in language teaching.

For Georges Lüdi (University of Basel, DYLAN) cognitive aspects were also important: “we have to know more about the representation of language in the brain.” He further underlined the importance of the ability to use language creatively, which Henry Widdowson (University of Vienna) referred to as “linguaging.”

While Harald Hartung (European Commission) praised the EU’s language policy, Susan Gal (University of Chicago) was the first to question it in her plenary: “We have moved from a monolingual to a multilingual regime, but without changes in the ideas on what language does in social life.” This “top-down regime of multilingual standardisation” includes the creation of trilingual speakers who have a practical language for business interactions and an “authentic language of the heart.” However, this distinction may not be relevant in the present situation, which Gal compared to the alternate visions on language in the late Habsburg Empire, describing them as “polyglot nationalism.” In many exchanges “the types of linguistic skills differed,” she opened the discussion on competence.



DYLAN WP4 Manager François Grin is the co-author of the new publication *“The Economics of the Multilingual Workplace”* (in collaboration with Claudio Sfreddo and François Vaillancourt), which proposes a path-breaking study of the economics of multilingualism at work, proposing a systematic approach to the identification and measurement of the ways in which language skills and economic performance are related.



posted in: [DYLAN-related publication](#)



The Forum for Interdisciplinary Dialogue: “Ideas, Innovation and Communication” will organise an international symposium, dedicated to the discussion of the multiple interdisciplinary dimensions of ‘migrations’, both from the viewpoints of the Social Sciences and Humanities as well as from the manifold perspectives of the Natural Sciences. It will be held at the [University of Vienna](#) on the 1-3 July 2010, co-organised by DYLAN’s WP2 Manager Ruth Wodak.



posted in: [Upcoming event](#) | [DYLAN-related event](#)



The [UAB DYLAN team](#) participated in the organisation of a work session directed at university teaching staff, policy makers and the broader university community, held on 01 June, 2010. UAB DYLAN members Lucia Nussbaum and Cristina Escobar presented findings from the UAB DYLAN team's research. University authorities and professors experienced in teaching content subjects in English at the UAB also spoke.



posted in: [DYLAN-related event](#)



The deadline for application to the [second DYLAN doctoral school](#) has been extended. The new deadline is 15 July 2010. Aiming at fostering the dialogue on multilingualism and linguistic diversity in Europe and beyond, the school will explore the following topics:

- Incentives in language behavior
- Models of Language dynamics
- Socio-psychological dimensions of individual multilingualism

For further details on the contents, programme and organisation of the Second DYLAN Doctoral School, incl. application procedure and practicalities, please visit the dedicated [DYLAN webpage](#).



posted in: [Project life](#)



Two factors should be taken into account when making decisions for language policy

and planning. François Grin (Université de Genève, DYLAN) explained: efficiency and fairness. Considering the objectives of the DYLAN project, Grin pointed out that there was "some work left," including the measurement of multilingual communication, what its costs, benefits and symbolic effects are. Just like his colleagues from DYLAN, Grin pointed to the importance of analysing the links between multilingualism and creativity.

„Wir sind ein mehrsprachiges Netzwerk, wir haben aber festgestellt, dass die

einzigste Sprache, die alle verstehen, Englisch ist, deswegen tagen wir in Englisch.“ LINEE coordinator Iwar Werlen argued in his opening speech in Dubrovnik about efficiency. In a similar vein, Barbara Seidlhofer (University of Vienna, DYLAN) asked whether English was there although or because the conference was multilingual. For her, the answer was clear: ELF is not a threat to multilingualism if it is properly conceptualised. Jennifer Jenkins (University of Southampton, LINEE) added that "native speakers are not necessarily excluded from ELF, but they do not provide the norms of ELF communication." She urged LINEE to take a position "on the need for a lingua franca for Europe" with English being "currently the best candidate for this role."

ELF may be an efficient way to manage multilingualism, but not the only one. In the course of managing communication between people from diverse multilingual backgrounds, interlocutors resort to different kinds of interpretation and translation processes and the use of multilingual repertoires, Georges Lüdi (University of Basel, DYLAN) pointed out. He defined the multilingual repertoire as a "toolbox where interlocutors

together take out of the box what they can use, helping each other, sharing their resources." He claimed that monolingual speakers were "handicapped" because they could not use partial competence in such situations.

A practical example of this was given by Laurent Gajo et Anne-Claude Berthoud (Universités de Genève et Lausanne (DYLAN), who spoke about multilingual resources in higher education. Focusing on the impact of multilingualism on the construction of knowledge, their main example came from a German-French law course. They explained that the teachers in these curricula saw multilingual competence as a "hard skill".

>> MANAGING MULTILINGUALISM: BETWEEN EFFICIENCY AND FAIRNESS

/ Annamária Tóth
Universität Wien



The [40th conference of the German Applied Linguistics association](#) (Dt. Gesellschaft für Angewandte Linguistik) will take place in Leipzig, D on 15-17 Sep 2010. The theme of section 9 on Intercultural communication and multilingual discourse concerns the analysis of intercultural communication and multilingual discourse. The main focus of this workshop is on presentations of empirical research results, theoretical as well as methodological inquiries into intercultural communication along with multilingual discourse and aspects dealing with its practical use.



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The [European Commission](#) recently published a booklet on new societal challenges for the European Union and how to address them through research in the social sciences and humanities. The booklet can be downloaded on the [Cordis web site](#).



posted in: [Good to know](#)



The Network of Finnish University Language Centres (FINELC) and the Language Centre of the University of Helsinki will host the 11th CercleS International Conference in Helsinki, Finland, on 2 – 4 September 2010.

The European Federation of Language Centres in Higher Education (CercleS) has been promoting interaction and cooperation between different institutions involved in language teaching in Europe since 1991, bringing together some 290 Language Centres, Departments, Institutes, Faculties or Schools in Higher Education whose main responsibility is the teaching of language.

The call for papers as well as further information is available at the conference website.



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The DYLAN coordinator, Prof. Anne-Claude Berthoud, participates to "Oh my god!", a Lausanne based exhibition commemorating the Darwin Year 2009, with the film "Le langage et l'évolution" by David Monti.

The exhibition at Palais Rumine in Lausanne will be open until Sep 2010, for more information please refer to the [exhibition website](#).

Prof. Berthoud's film may also be downloaded on [DYLAN's website](#).



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One of the topics at the LINEE conference was the level of language pro-

>> HOW MUCH LANGUAGE IS ENOUGH?

/ Jenny Sylvin,
University of Helsinki

ficiency required by EU citizens. One suggestion was that receptive skills (lingua receptiva) can be enough. At the opposite end was, among others, Piet van de Craen (Free University of Brussels, DYLAN), who suggested that partial skills should only be intermediate aims in language education, well knowing that, in reality, we will never get perfection.

In many multilingual societies lingua receptiva probably works quite well. Cornelia Hülmbauer (University of Vienna, DYLAN) pointed out that lingua franca and lingua receptiva serve the same goal: both strategies are vehicles for attaining understanding between members of diverse language communities and in both cases communicative success overrules linguistic norms. Even though English as a lingua franca appears to be monolingual, the

speakers' and hearers' first and other languages play a part in the interaction. They are resources that can be used when the speakers need to find alternative ways of expressing themselves.

Alan Dykstra (City University of Seattle) gave a presentation on Slovakian students' views on how much English they need to master as EU citizens. Most students seem content with just passing courses, and achieving basic skills needed for employment is their main motivator. There are exceptions, though. Many students find the lack of a practical situational context de-motivating since they are not challenged and don't get to develop their English in a more creative direction. According to Dykstra, there seems to be a demand for creative English in university programmes.

Jan Blommaert (Tilburg University) asked what it means to know a language. According to him maximal knowledge means fluency in a multitude of genres and varieties, and having a voice. This voice might be what the linguistically ambitious Slovakian students seek: the means to express one's inner self in different varieties and genres. As there are very different levels of fluency in people's proficiency in languages, we must take the whole repertoire into account. The repertoire constitutes functionally organised linguistic resources. As our proficiency improves, we change as language users and still, we will always be only partial in our language skills. We have lost the ability to speak like five-year-olds and we are not yet able to speak like very old people, Blommaert concluded.