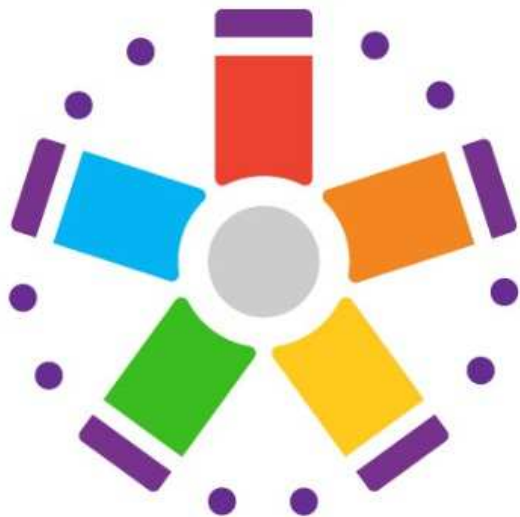


# **MOBILITY AND INCLUSION IN MULTILINGUAL EUROPE:** the **MIME** project and its application to the study of cultures & citizenship



Workshop on Cultures & Citizenship:  
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# Core features of the MIME project

- MIME stands for "Mobility and inclusion in multilingual Europe"
- To understand the MIME project, we need to start from one fact – namely that it addresses questions that are specifically raised in the 2<sup>nd</sup> call to tender of FP7 (on "The multilingual challenge for the European citizen")
- It is *as a consequence of these questions* that the project has two important characteristics. These characteristics define the **nature** of the **results** aimed at, which is why they need to be highlighted here.
- These characteristics are:
  1. strong interdisciplinarity
  2. wide thematic scope

# Strong interdisciplinarity

- Interdisciplinarity is routinely invoked almost everywhere – but often with a bit of tokenism
- Not so here, with a call that explicitly listed the disciplines to be brought in:

*“interdisciplinary research – drawing on a range of disciplines in the field of humanities and social sciences, such as **linguistics, political sciences, sociology, law, history, psychology, economics, educational sciences, philosophy and anthropology** – will take the following dimensions into consideration in order to close the gap between multi- and monolingual citizens and to improve employability and cohesion.”*
- Ten disciplines are indeed, represented in MIME, and **none of them holds a majority**
- This creates a genuine dialogue and partnership of disciplines, which of course influences the nature of the results

# Wide thematic scope

(summary of topics explicitly requested by the call)

- 1) **POLITICAL-LEGAL EXPERIENCE:** Politics and institutions in a comparative perspective spanning European and non-European experience
  - 2) **SOCIOLINGUISTIC PHENOMENA:** Management of multilingualism and its dynamics through policy and practice (majorities, minorities, rights, hegemony)
  - 3) **COMMUNICATION PROCESSES:** Combining a lively diversity with efficient communication (at the micro, meso and macro levels)\*
  - 4) **EDUCATIONAL MATTERS** (pedagogical, organisational, etc.):
    - Revisiting **second/foreign language education** in general (curriculum design, school and non-school education, etc.)
    - Reassessing **multilingual education** under changing macro-level conditions
  - 5) **LANGUAGE TECHNOLOGY**, new media, and their many uses (e.g. language certification)
  - 6) **TRANSLATION AND INTERPRETING**, along with their social implications for migrant integration
  - 7) **ALL OF THE FOREGOING EMBEDDED IN A BROAD AND LONG-TERM PERSPECTIVE:** Foresight on the future of a multilingual Europe in a globalised world, including the **contribution of the language industry**
- This requires a broad view, which of course also influences the nature of the results

*Considering the above,*  
the two core goals of the MIME project are:

- **GOAL 1:** Developing an integrative, coherent approach to address this wide range of questions

This requires:

- micro-meso-macro integration
- explicit system for combining disciplinary inputs

- **GOAL 2:** Using this approach to derive policy orientations for meeting the "multilingual challenge"

This further requires, in addition to the above:

- a strong anchoring in policy analysis, to treat language policy as a form of public policy
- a structured linkage with users ( $\approx$  "stakeholders")

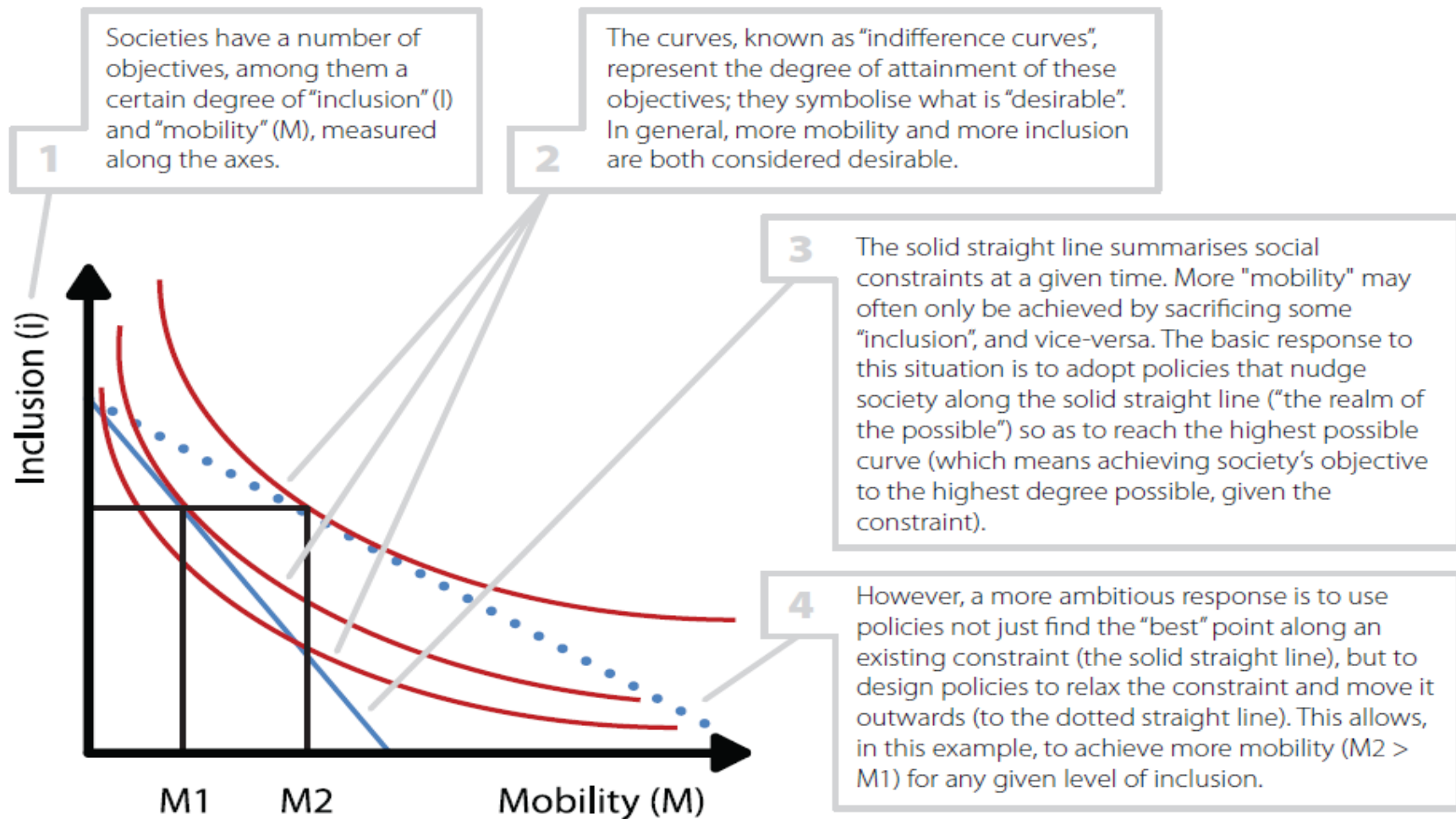
# Starting point

- Two key notions:
  - **Mobility** (of citizens between member states, for work, study, leisure, etc.)
  - **Inclusion** (of citizens, who must feel secure in their identity, language, culture, *whether they're moving or not moving*)

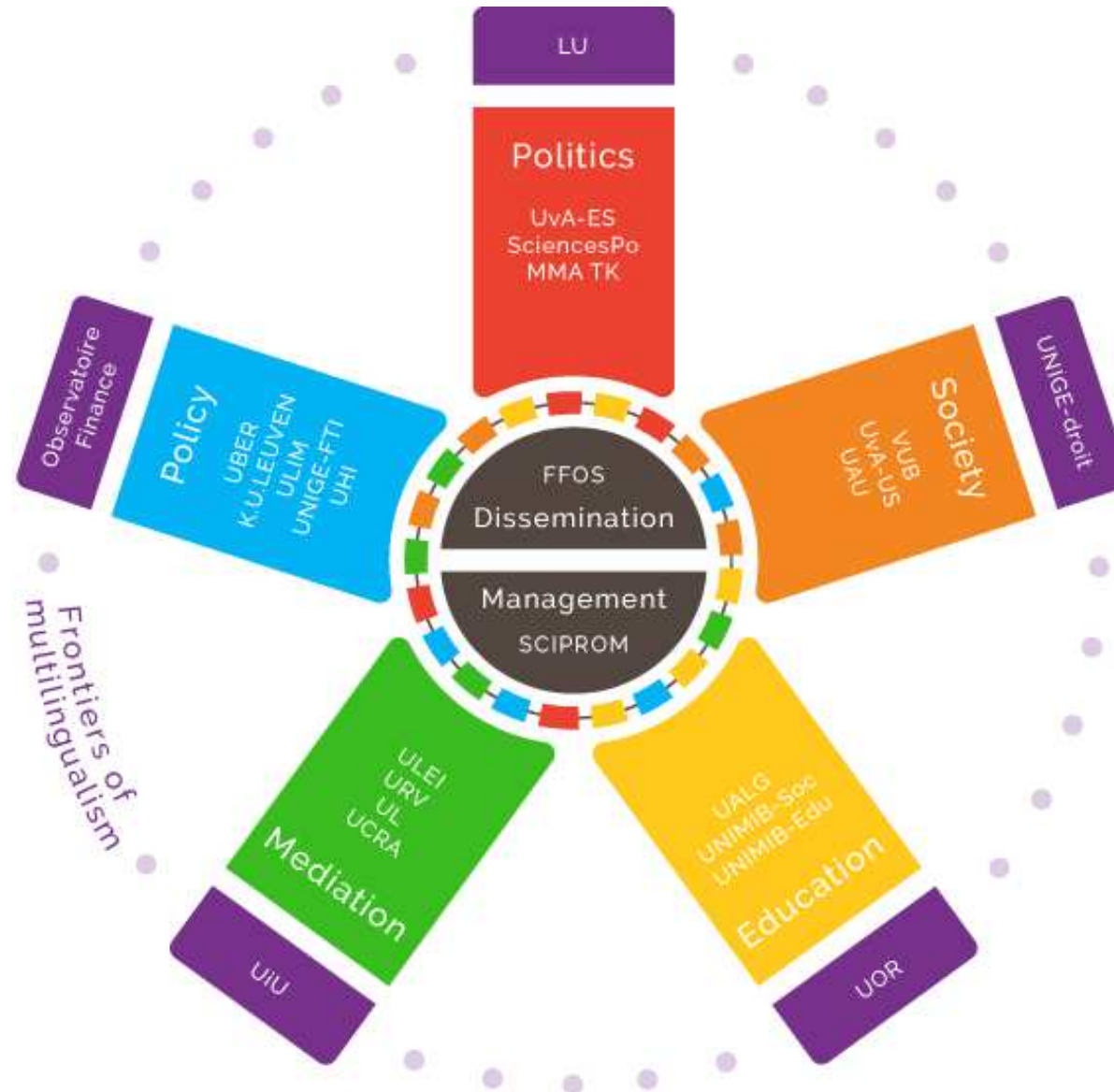
Both can be seen as features of a successful response to the “multilingual challenge for the European citizen”

- The problem is that these two goals are not necessarily converging: more mobility often means less inclusion, and more inclusion often means less mobility – *IF they converged spontaneously, there wouldn't really be any "challenge"*
- This non-convergence itself inspires the choice and development of the analytical framework, which rests on the notion of trade-off

# The trade-off approach: synthetic view



# Organisational chart (and logo)





## Work done so far

- Project time span: March 2014-September 2018: we're not quite mid-way into the project
- Completed: application of the trade-off model to the specific theme areas in order to develop an integrative, coherent approach to meet the multilingual challenge (**Goal 1**, slide 5). **This is a "meta-level" type of result**
- Next phase: using this approach to derive policy orientations for meeting the "multilingual challenge" (**Goal 2**, slide 5)

## Use of current results in the analysis of "culture & citizenship"

- The research of every one of the 23 teams (all minus management and dissemination) addresses matters of **culture**, *via* **language**, linguistic diversity, and multilingualism
- Some touch upon **citizenship** directly (T1.1, T1.2, T1.3; T2.1, T2.2; T6.1); practically all the others address questions related to citizenship
- Much of what MIME delivers is located at the meta level, offering a new way to:
  - a) observe linguistic diversity
  - b) analyze it
  - c) act upon it through better selection and design in language policy

## Using MIME results

- Three possible ways to use it at this point:
  - listing some intermediate results, in particular from the project Tasks that are more directly concerned with culture *and* citizenship (namely, T1.1, T1.2, T1.3; T2.1, T2.2; T6.1);
  - asking/requesting a question, any question, about the linguistic dimensions of an issue of "culture & citizenship", and processing it through the MIME framework;
  - variant of the above: formulating such a question ourselves and processing it through the MIME framework

# Processing through the MIME framework: an example

**QUESTION:** Should immigrants' languages be taught in the public schools of the receiving country? To whom? For how many years? Aiming at what level of proficiency? With what [external] goals in mind?

1/ General characterization of the problem in terms of the MIME framework

2/ Table with the following columns (WPs 1, 2, 3 and 4), with one row per task (13 rows)

- Task No.
- Conceptualisation of the problem in the task
- Manifestation of the trade-off resulting from the question asked, in the context of the task concerned
- Current arrangement (in general)
- Possible changes alleviating the constraint
- Conclusion / substantial recommendation for area- / domain-specific policies

3/ Table with the following columns (WP5), with one row per task (5 rows)

- Issues raised by the initial question
- Issues raised by the recommendations made in response (coming from other WPs)
- Recommendations for policy selection and design
- Additional comments

4/ Table with the following columns for further insights (WP6), with one row per task (5 rows)

- Any implications for security?
- Any implications for consumer protection?
- Any implications regarding Roma populations (or other diasporic minorities)?
- Any implications for intra-EU retirees?
- Any implications regarding creativity?

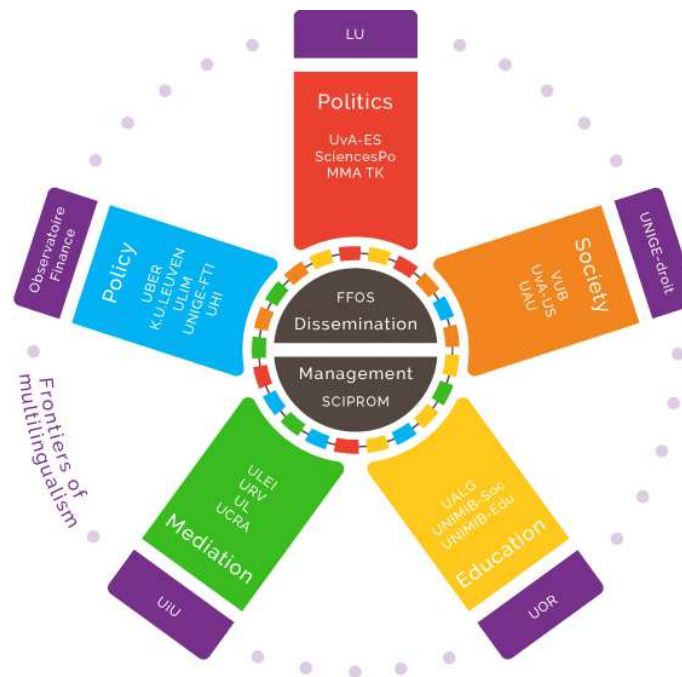
5/ Integrative conclusion and recommendations

# Tentative answers to the sample question

- **Sample question(s):**
  - *Should immigrants' languages be taught in the public schools of the receiving country? To whom? For how many years? Aiming at what level of proficiency? With what [external] goals in mind?*
- **Answers:**
  1. Mostly yes, for (i) economic and (ii) cognitive-pedagogical reasons, prioritising the languages of intra-EU migrants
  2. As electives, not as compulsory topics (not excluding using it as a medium of instruction for purposes of literacy development, see below)
  3. Available to all (incl. majority children), to avoid ghettoization (use language awareness approaches)
  4. Focusing on the early years for literacy development among allophone children; extendable into later years as a language subject among other languages
  5. Proficiency levels aimed at in keeping with objectives of other language teaching for non-local languages
  6. This approach must fit into a broader integrative concept inspired by a European *multilingual ethos*

# Information

- ✧ More info on the project: [www.mime-project.org](http://www.mime-project.org)
- ✧ More detail in the *MIME* position paper at <http://www.mime-project.org/resources/MIME-POSITION-PAPER-V4.pdf>





**Merci – Danke – Grazie – Grazia**





# APPENDIX: MIME RESEARCH TASKS



## WP1: Politics

- 1.1 National perspectives on diversity
- 1.2 Politics of language policies
- 1.3 Language and minority rights

## WP2: Society

- 2.1 New mobilities
- 2.2 Reconceptualising identity
- 2.3 Urban multilingualism

## WP3: Education

- 3.1 Reassessing the language curriculum
- 3.2 Informal and non-formal language learning
- 3.3 Multilingual higher education

## WP4: Mediation

- 4.1 Language technologies and industries
- 4.2 Translation and interpreting
- 4.3 *Lingua Franca*
- 4.4 Intercomprehension

## WP5: Policy

- 5.1 Multilingualism and dynamics
- 5.2 Linguistic justice
- 5.3 Language and social justice
- 5.4 Integrated language policy
- 5.5 Implementing modern language rights

## WP6: Frontiers of multilingualism

- 6.1 Multilingualism and security
- 6.2 Multilingualism and consumer protection
- 6.3 Multilingualism in Roma perspective
- 6.4 Language needs of retirees
- 6.5 Multilingualism, creativity and finance