

Neville Alexander
University of Cape Town
South Africa

Sunday, August 24

18:00-19:00 Uhr
CCE West Europa

*Evolving African Approaches to the
 Management of Linguistic Diversity*

Africa is one of the linguistically most diverse zones of the world. Taken as a whole, it is also the poorest part of the world. Given the relationship between literacy levels and economic development, one of the decisive questions for the continent is how to manage the multilingualism of African societies without undermining or even negating the possibility of economic growth and development.

In this address, I shall focus on the work of the African Academy of Languages (ACALAN) as well as that of significant government and non-government initiatives to treat linguistic diversity as a resource rather than as a problem. The address will consider questions of definition, standardization and harmonization of varieties as well as the promotion of vehicular, cross-border languages in different sub-regions of the continent. It will also describe in some detail the work in progress with respect to the core programmes of ACALAN and consider the possibility of joint approaches and projects with other parts of the world, such as the European Union, the Council of Europe and initiatives in the Americas and Asia in the context of the global hegemony of the English language.

The address will analyse South Africa's relatively recent and acknowledged innovativeness with respect to language planning and policy development, as well as the numerous challenges it faces in attempting to realize the policies in practice.

In conclusion, the debate about the usefulness, or not, of language planning as a professional practice will be problematised and the dangers of over-elaboration, on the one hand, and planning naivety, on the other hand, reconsidered.



Jim Cummins

*University of Toronto
Canada*

Monday, August 25

*11.40-12.40
CCE West Europa*

***The Role of Multiliteracies Pedagogy as
a Conceptual Framework for Reversing
Educational Underachievement among
Minority Group Students***

The international comparisons carried out through the OECD's Programme for International Student Achievement (PISA) project have provided policy-makers with a snapshot of the educational achievement of first and second generation immigrant students in countries around the world (Stanat & Christensen, 2006). Major variation is evident across countries in the school performance of different groups. Previous research within countries has also shown considerable inter-group variation. This presentation will examine the pattern of results both from the PISA data and other studies that have been carried out during the past 20 years in order to (a) establish the phenomena that require explanation, (b) articulate theoretical models that are capable of explaining the data, and (c) critically examine the policy implications of the research and theory relating to immigrant and minority group school performance.

The presentation will argue that societal power relations, and their manifestation within the school through patterns of identity negotiation, are an integral component of any adequate explanatory model. The policy implications of this position will be contrasted with those articulated by the Transatlantic Task Force on Immigration and Integration (2007) on the basis of the PISA data. As outlined in the quotation below, the Task Force focused primarily on linguistic explanatory factors and corresponding linguistic interventions implemented exclusively in the majority language of the society as the foundation for policy designed to improve minority stu-

dents' academic achievement. Excluded from consideration were sociological/sociopolitical determinants of minority students' academic difficulties and the kinds of interventions that would address these causal factors:

The reports recommend that lawmakers focus on policies that bring children of immigrants into the education system by the age of three, immerse them in the language of their host countries, provide language support through both primary and secondary school within a clear framework, and afford more flexibility to move between academic and vocational education. (<http://www.migrationinformation.org/transatlantic/>)

Drawing on research conducted with minority group students in a variety of sociolinguistic contexts, the presentation will argue that multiliteracies pedagogy provides a more adequate framework for addressing underachievement among minority groups than interventions that focus only on students' presumed deficits in the dominant societal language.



Shi-Xu

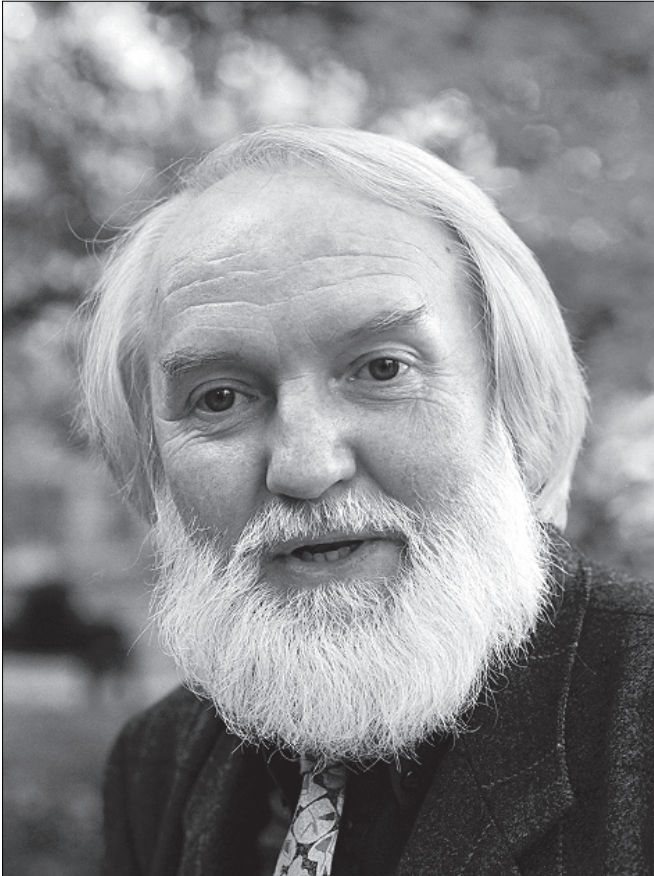
*Zhejiang University
China*

*Tuesday, August 26
12.00-13.00
CCE West Europa*

*Reconstructing Eastern Paradigms
of Discourse Studies*

Current scholarship on language and communication has largely been culturally monological rather than dialogical and diversified. In this keynote, I respond to this sorry state by arguing for the reconstruction of Eastern paradigms in favour of multiculturalism in discourse research.

To that end, I first critique the ethnocentrism of the case of Critical Discourse Analysis, then point to the cultural realities of the Eastern discourses, i.e. the discourses of Asia, Africa, Latin America and other subaltern, Third World societies, and finally demonstrate the unique intellectual accomplishments of the Eastern world useful for the study of their discourses. In conclusion, I outline the basic requirements for the new paradigms and the corresponding action strategies for the reconstructive work.



Konrad Ehlich

*LMU – Munich/Berlin
Germany*

*Wednesday, August 27
12.30-13.30
CCE West Europa*

Modalitäten der Mehrsprachigkeit

Die Mehrsprachigkeit erscheint in der so genannten „Ersten Welt“ noch immer als ein weitgehend problematisches Konzept. Diese Problematisierung lässt sich kaum von Erkenntnissen, insbesondere linguistischen, beeinflussen, die die Zweifel an der Mehrsprachigkeit in Frage stellen, denen gegenüber diese Zweifel sich aber offensichtlich als resistent zeigen. Der Vortrag wird im ersten Teil eine Spurensuche nach Gründen für diese Unbeeinflussbarkeit unternehmen. Sie führt in die Konstituierung des europäischen Nationalstaats-Konzepts und entwickelt aus ihm heraus die Modalität des Nicht-Dürfens von Mehrsprachigkeit als Konstituens für die politischen Erfordernisse der nationalisierten Moderne.

Der zweite Teil des Papiers fasst die linguistischen Erkenntnisse zur Mehrsprachigkeit in systematisierender Absicht zusammen. Dabei geht es um die Modalität der Möglichkeit von Mehrsprachigkeit in einem individuellen wie in einem gesellschaftlichen Sinn. Die Mehrsprachigkeit wird mit Blick auf die drei zentralen Dimensionen von Sprache untersucht: die zweckbezogene oder teleologische, die wissensbezogene oder gnoseologische und die identitätsbezogene oder kommunitäre. Dabei wäre es naiv, die Möglichkeit von Mehrsprachigkeit als etwas zu konzeptualisieren, das sich quasi von selbst, naturwüchsig umsetzen könnte oder würde. Vielmehr wird

die Möglichkeit von Mehrsprachigkeit als Anforderung an gesellschaftliche wie an individuelle Arbeit gesehen. Der dritte Teil des Vortrags konfrontiert die Möglichkeit von Mehrsprachigkeit mit der gesellschaftlichen Realität der Gegenwart – sowohl der der „Ersten Welt“ wie der derjenigen Teile der Welt, die sich in den Emanzipationsbewegungen des 20. Jahrhunderts aus deren Hegemonie – mehr oder weniger effizient - herausgelöst haben. Das Augenmerk wird dabei exemplarisch auf den indischen Subkontinent einerseits, den europäischen Kontinent andererseits gerichtet.

Aus der Analyse der postnationalen Konstellationen wird die Modalität der Notwendigkeit von Mehrsprachigkeit für das Projekt einer differenzierten Weltgesellschaft entwickelt. Deren kommunikationsethische Fundierung bedarf einer Differenzierung des Verständigungshandelns, die den regressiven Rückfall in nationalistische wie ethnizistische Identitätsmodelle ebenso verhindert, wie sie die Gefahren einer repressiven Negation dessen meidet, was in der sprachlichen Konsolidierung entfalter Sprachenpotentiale gesellschaftlich gewonnen wurde. Aus solcher Deontik der Mehrsprachigkeit ergeben sich Konsequenzen sowohl für die kommunitäre wie für die gnoseologische und die teleologische Dimension von Sprache.



Claire Kramersch

*University of California, Berkeley
USA*

*Thursday, August 28
12.00-13.00
CCE West Europa*

Third Places in Applied Linguistics

The concept of “third place” or “third culture” (Kramersch 1993) has been conceptualized under various names in various disciplines in the social sciences. This paper reviews the ways in which thirdness has been theorized in applied linguistics and how it has been used in the teaching of language, literacy and culture. It first takes stock of current structuralist and emergent post-structuralist notions of thirdness: semiotic relationality and ‘third meaning’ (Peirce 1898/1955, Barthes 1977), ‘dialogism’ in philosophy and literary criticism (Bakhtin 1981), third ‘space of enunciation’ in cultural studies (Bhabha 1994), ‘third culture’ in foreign language education (Kramersch 1993) and the notion of ‘thirding’ in literacy pedagogy (Gutierrez et al. 1999, Kostogriz 2002). The paper then reviews current attempts to capture the language/culture relation in cross-cultural communication studies, sociocultural theory and intercultural learning research. It takes note of a persistent structuralist perspective that retains the polarity Self /Other despite attempts to reach a third place that would be neither the culture of origin nor the target culture. It discusses some of the thorny issues facing structuralist research in times of globalization. Globalization, that has been defined by Pennycook (2007:25) as “a compression of time and space, an intensification of social economic, cultural and political relations, [and] a series of global linkages that render events

in one location of potential and immediate importance in other, quite distant locations”, presents a challenge to structuralist theories of third place. How are we to analyze the data of linguistic and cultural practices in decentered, multidimensional contexts of communication? And what kind of culture should we teach when we teach language: the historical culture of an ethnic or national community? The communicative culture of international exchanges? The hybrid culture of transcultural flows? And on what grounds can language users hope to achieve mutual understanding? The paper introduces the post-structuralist notion of symbolic competence (Kramersch 2006, Kramersch & Whiteside 2008) – a crucial dimension of both communicative and intercultural competence – that makes thirdness the prerequisite for interhuman understanding. With its emphasis on the subjective, historical, stylistic and performative dimensions of meaning-making, symbolic competence becomes the very manifestation of thirdness in applied linguistics. Thirdness in turn becomes the principle of viable scientific inquiry and sound pedagogic practice.



Rita Franceschini

**Free University of Bozen-Bolzano
Italy**

**Friday, August 29
14.30-15.30
CCE West Europa**

Multilingualism: Research Opportunities

Studies on bilingual and multilingual skills and situations have brought about a great change of perspective in various areas of linguistics, in general fostering the development of a more global and less dichotomous view of an individual's language competence and ability to manage this competence at a social level (for instance in institutions like schools, but also in companies and public administration offices in areas where there is a high degree of multilingualism).

"Multilingualism", which is becoming more and more fashionable a term, tends to be used as an umbrella term covering studies on situated topics at a social and institutional level, at an interaction-discourse level and at a personal level as well as being used to refer to innate abilities that are biologically rooted. The paper will take this situation, which requires clarification, focus on the change of perspective that many of these studies have provided for linguistics over the last decades, and then propose research areas based on these points.

Certain key concepts which can be referred to in order to explain such a change of perspective are:

- cultural and linguistic diversity: the awareness that linguistic diversity is an intrinsic characteristic of Europe is gaining strength; evidence is provided by Europe itself, as opposed to other regions of the world, which demonstrates an unusual ability to manage a situation that is so complex and yet is concentrated in such a small space;

- the historical foundations of multilingualism: over the centuries Europe has been characterized by various types of multilingualism, not just since the migrations within and beyond European borders; consequently from this research has tried to develop a wider view concerning language skills;
- cultural awareness is a key term that refers to how much is culturally founded in the topics linked to multilingualism: if it is natural to have innate abilities to learn several languages, it is also natural to develop these abilities in language contact, in other words in real contact through interaction.

The second part of the paper aims to offer an overview of several subjects that seem to be incomplete or that should be developed in the future with the aim of establishing research that is, to a great extent, based on multilingualism. With this in mind, I will refer to some suggestions that I was able to make while working as a member of the European Commission's High Level Group on Multilingualism.