

LANGSCAPE Symposium
"Vitality of urban multilingualism & language pedagogy"

Keynote Speakers: Abstracts¹

Room 2249a
Humboldt-Universität zu Berlin
Unter den Linden 6
10099 Berlin

Link to symposium website: <https://sites.google.com/site/langvumberlin2016/>

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**Super-diversity in language teacher education: compelling issues from the
Australian context**

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The preparation of language teachers who will teach in 21st century school classrooms has never before been characterised by such 'super-diversity', a term initially used to describe the new diversity in British society (Vertovec, 2007, p. 1024). Australia, too, can now be characterised by this super-diversity, that has shifted "from a racially-based white, British Australia, to a diverse, multiethnic, and officially multicultural Australia since the 1970s" (Moran, 2011, p. 2156).

Several key issues surrounding language teacher preparation in Australia have previously been scoped (Harbon et al., 2012). In 2016 further issues can have emerged, including (i) the increasing pressure on all language teachers due to the impact of teacher 'standards' and the measurement or judgement of 'accomplished' teaching; and (ii) the diversity in the heritage and identity development of the teachers themselves as they move along the continuum from graduate status, through proficient and highly accomplished levels, to achieve lead teacher status.

¹ In alphabetical order.

The issues impacting on pre-service and in-service language teacher education are compelling, and evoke interest and attention in the wider community and public media. Discussed in this paper is how schooling systems can assist their accomplished language teachers address the issues they face.

References

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Dr Lid King and Dr Peter Skrandies

DIVERSITY AND THE CITY - The LUCIDE experience

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LUCIDE was a European network of 13 cities (as well as 5 in Canada and Australia) which between 2011 and 2015 examined the realities of a range of multilingual cities - small and large, mega-cities built on immigration and cities whose experience is much more recent. In this presentation I will refer to the outcomes of 3 years work, referring both to the vitality of urban multilingualism and its influence on the cultural, economic and personal life of the city, and to the challenges faced by such unprecedented diversity, challenges which have only increased in the past year. One key conclusion is that such diversity and change is unstoppable in the realities of the 21st century. But for this diversity to succeed and to enrich our societies it will require positive political frameworks, not least in the sphere of education. Many of the analyses and conclusions to which I will refer are contained in a major outcome of the project - "The Multilingual City Vitality, Conflict and Change".

<http://www.urbanlanguages.eu/the-multilingual-city>
www.languagescompany.com

Professor Dr Anne Pauwels, FASSA

Urban multilingual communities: a resource for 21st century language learning at university

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Globalisation, transnational 'hyper'mobility and the 'technologisation' of communication have dramatically changed what it means to learn a 'foreign' language. For example, the exponential growth in on-line communication requires a rethinking of the genres and styles to be learnt as well as a (renewed) foregrounding of the written mode. The increase in transnational mobility has also presented language learning with challenges as well as opportunities: for example, is a native speaker norm still appropriate for language learning when many languages are being used as lingua franca? Furthermore, most cities around the world are now host to many diasporic speech communities. The linguistic resources and practices of these communities have seldom featured in university language learning curricula. In this paper I will examine both the resistance to using these linguistic resources and the opportunities that they present to the university language classroom.

Drs. Cor van der Meer

Minority languages and urban multilingualism

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There is great linguist and cultural diversity in Europe. In addition to state languages there are many more language communities. Well known are Regional and Minority languages, often formally recognized by national governments as ratified by the Charter for Regional and Minority languages. Around 50 million people in Europe speak such official regional and minority languages. Additionally, there are several million people across Europe speaking migrant languages, and also communities who use sign languages. The most recent influx of refugees brings in a wealth of new languages, contributing to new challenges for education systems, teachers and language policy planners, especially in regions where minority languages have to coexist with dominant national languages.

The Mercator Research Centre is a platform for regional and minority languages in Europe. In this presentation I would like to discuss the position of the (traditional) official Regional and Minority languages in Europe towards the existing and recently created challenges in Europe, i.e. their fears, beliefs and struggles. What is the position of the local (minority) language in the context of the growing number of pluri-lingual students? Which dimensions are involved? What is the effect on language pedagogy in practice at school? Such questions will be discussed in this presentation.