



***European Network for Junior Researchers in
the Field of Plurilingualism and Education***

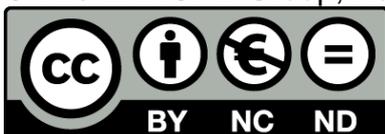
***Qualification Handbook
(Intellectual Output 3)***



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The Qualification Handbook was coordinated by the ENROPE members from Universität Siegen and written together with the partners from Universitat Ramon Llull and Université Sorbonne Nouvelle. However, the entire ENROPE Group is jointly responsible for the development and content of the Handbook.

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1 Preface

ENROPE (European Network for Junior Researchers in the Field of Plurilingualism and Education)¹ is an international, cooperative project aiming to provide high-quality qualification and networking structures for junior researchers in the field of plurilingualism and language education (<https://enrope.eu>). The project was developed from the experience of the international LANGSCAPE research network (<https://blogs.hu-berlin.de/langscape/langscape/>). ENROPE operates at the interface of language education research, language teaching and professional development to develop more plurilingual mind-sets and practices in education and research. As part of its aim to foster strong and reflected professional and researcher identities, ENROPE offered an Intensive Study Programme (ISP) which provided junior researchers with opportunities for transborder collaboration, networking and professional qualification. The ISP consisted of three annual Intensive Study Weeks (ISWs) from 2019 to 2021, linked and enhanced through regular Online Study Phases (OSPs).²

The nine ENROPE partner institutions have worked on three Intellectual Outputs (IOs). IO1 is a versatile online platform serving as the central hub of the wide and diverse network developed by ENROPE. The ENROPE Platform offers spaces and tools for international and field-specific collaboration, such as the e-Portfolio (IO2), as a means to engage in meaningful professional self-reflection as well as professional collaboration. The following Qualification Handbook is the result of the IO3 group. However, this book would not exist without the support, collaboration, and critical review of the other IOs.

Acknowledgments

We would like to thank Michael Byram and Katja Lochtman as well as to the ENROPE quality team and steering group for their extensive review and feedback of the Handbook. During the Intensive Study Weeks, several of the Handbook contents were critically discussed by the participants, to whom we would also like to express our heartfelt thanks. Finally, we want to thank all other researchers from outside the project who have made a thematic contribution to ENROPE in the form of keynote presentations or participation in discussion panels.

¹ The ENROPE project is co-funded by the Erasmus+ Programme of the European Union (project number: 2018-1-DE01-KA203-004253, running time: 09/2018-8/2021).

² Due to the coronavirus pandemic, the planned combination of off- and online events could no longer be carried out after March 2020, and since then, Intensive Study Weeks and Multiplier Events have only been held online.

2 Introduction

2.1 The aim and outline of the Qualification Handbook

The present Qualification Handbook integrates the multimodal outcomes of all ENROPE-related activities into a structure that can be used by researchers, supervisors of early-career researchers and strategic staff at higher education/(post-)graduate schools or in other research contexts. We envisage that this handbook will be used in courses that develop researchers who work in situations where multiple languages play a role. While the ENROPE project focussed specifically on plurilingualism in education, this Qualification Handbook is also relevant to other disciplines where researchers operate across languages.

Why do we need a Qualification Handbook?

One of our starting points was that languages in education are often viewed in separate ways and the use and understanding of languages in education are often taken for granted. As we know from our ENROPE activities and the relevant literature, multiple languages can play a role at all stages of the research process (e.g. reading, data collection, analysis and dissemination) and in relation to the identities of researchers, research participants and user groups. However, language use in the research process and the related competencies required often remain unquestioned. In order to reflect on and develop the competencies that are required by early-career and more established researchers, this Handbook offers a structure to meet the demands and challenges of increasingly plurilingual and multicultural research and educational contexts.

What is the Qualification Handbook?

The name *Qualification Handbook* accentuates the fact that it offers a structure to support the development and facilitation of international plurilingual networks and activities which encourage researchers to reflect on questions of pluri-/multilingualism and related concepts, methods, attitudes, identities and practices in today's multilingual Europe and beyond. The Handbook is also intended to support early-career researchers as well as language teachers in reflecting on their professional identities and practices.

What does the Handbook contain?

The Handbook introduces researchers in the field of plurilingualism and education and in other fields

- to the background that stimulated the ENROPE project and the Handbook ([Ch. 2.2](#))
- to the objectives formulated during the on- and offline ENROPE Intensive Study Programmes ([Ch. 2.3](#))
- to the ENROPE Competency Model ([Ch. 3](#))
- to Key Notions that underlie the ENROPE Competency Model ([Ch. 4](#))
- to a Model Curriculum that offers a framework to support junior researchers and those who supervise or guide research development ([Ch. 5](#))
- to ready-made tasks that can be used by researchers independently or guided by supervisors and facilitators to develop such competencies ([Ch. 6](#)) and
- to the evaluation of the project ([Ch. 7](#)).

2.2 The impact of plurilingualism in European educational contexts

In EU educational policies, multi- and plurilingualism³ are considered to be tools for promoting tolerance in a linguistically and culturally diverse Europe, and they are also viewed as a precondition of and an aim for teaching and learning (cf. Council of Europe 2018). An increasing number of learners at schools and universities within Europe and beyond are plurilingual because

- they live in societies that are officially multilingual (e.g. Belgium, Luxembourg, the Netherlands, Spain);
- they grow up with two or more languages in their families and/or environment; and
- they learn other languages at school.

These learners switch between different languages and adapt their language use to the demands of their linguistically and culturally heterogeneous social contexts (cf. Canagarajah 2011; García/Wei 2014). The language practices of plurilingual learners are complex and their languages seem to be interrelated. Researchers from different approaches (e.g. Müller-Lancé 2003; Paradis 2004; Adesope et al. 2010; Hayakawa/Marian 2019; Koch 2020) assume that the languages of plurilingual speakers are not stored separately in the brain. Instead, plurilingual speakers naturally build on knowledge and experiences that are already part of their language repertoires and transfer from one language to another. According to Cook (2008), plurilingual speakers develop a multi-competence or a plurilingual communicative competence instead of a native speaker competence in each of their languages. This multi-competence includes a higher cultural awareness, as well as abilities to mediate between people of different backgrounds.

Research shows that plurilinguals can have advantages over monolinguals with regard to the acquisition of additional languages (cf. Cenoz/Genesee 1998; Bialystok 2011). In contexts where the development of a plurilingual communicative competence is supported, plurilinguals can develop a higher metalinguistic awareness and employ with greater frequency strategies such as risk taking, translating or guessing from the context, which are an integral part of additional language learning. That is why they are believed to learn additional languages more sustainably than monolingual speakers.

However, studies that analyse the academic achievement of plurilingual learners show a more nuanced picture. As far as the learning processes of the latter are concerned, namely those with a migration background – research often depicts them as underachievers (cf. Stanat/Christensen 2006). These learners are often marginalised and can rarely unfold their full potential in national educational systems that are organized monolingually (cf. Conteh/Meier 2014). Marginalisation is not only due to language competences but also to socio-economic factors. Cummins et al. (2015) found that – apart from receiving particular support in acquiring the languages of schooling – it is important that the multi-competence of plurilingual speakers, their plurilingual identities and their plurilingual mindsets be valued at school and in the language classroom. This can have a huge impact on the academic achievement of plurilingual learners. Consequently, approaches to language

³ The two terms *multi-* and *plurilingualism* can be distinguished in different ways: Multilingualism can refer to the social dimension, that is, several languages are used in the society. In that case, plurilingualism focuses on the individual as a speaker of various languages (cf. Abendroth-Timmer/Hennig 2014: 23). The *CEFR*, in contrast, defines multilingualism as “the coexistence of different languages at the social or individual level” and plurilingualism as “the dynamic and developing linguistic repertoire of an individual user/learner” (Council of Europe 2018: 28), that is, there is a distinction between (mental) separation and coordination of languages. We are aware that the notion of multilingualism has often been used as a generic term for both contexts, particularly in the anglophone discourse (cf. Franceschini 2004: 106). The same distinction can also be applied to the concept of *culturalism*, i.e. *multi-* and *pluriculturalism*.

teaching and learning are needed in a multilingual Europe that integrate the resources of plurilingual learners and their plurilingual identities into the language classroom (cf. Sugrañes 2017; Hennig-Klein 2018).

Although many researchers and practitioners have tried to translate these assumptions and findings into research and teaching practices, it can still be observed that monolingual approaches to language teaching and learning are prevalent in many European countries (Meier 2018: 104):

In educational institutions more often than not linguistic repertoires are not taken fully into consideration, and individual language competences are kept separate, assessed monolingually and compared to so-called native-speaker standard-language norms. [...] The widely shared monolingual norms mean that learners and teachers often either feel that some languages need to be left outside the classroom doors as they are thought to disturb the learning (Jessner, 2009) or learners, and teachers feel guilty or inadequate when they draw on, or allow, other languages in their classrooms (Moore, 2013).

According to Cenoz/Gorter (2013: 593) “the ideology of language separation and the use of the native speaker as an idealized reference in the teaching of English are well rooted in European education.” At this point, the new perspectives of institutions regarding the idealised native speaker benchmark are to be taken into account as they directly focus on the aims and potential outcomes of language learning and favour the acknowledgment and acceptance of plurilingual diversity. For instance, publications such as the *Companion Volume to the Common European Framework of Reference for Languages* published by the Council of Europe in 2018, clearly steers away from the idealised native speaker standard:

It should be emphasised that the top level in the CEFR scheme, C2, has no relation whatsoever with what is sometimes referred to as the performance of an idealised ‘native-speaker’, or a ‘well-educated native speaker’ or a ‘near-native speaker’. Such concepts were not taken as a point of reference during the development of the levels or the descriptors. C2, the top level in the CEFR scheme, is introduced in the CEFR as follows: ‘Level C2, whilst it has been termed ‘Mastery’, is not intended to imply native-speaker or near native-speaker competence. [...] What is intended is to characterise the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. (CEFR Section 3.6, Council of Europe 2018: 35, 45)

However, empirical studies show that European educators do not feel sufficiently well prepared to foster plurilingual communicative competence among their learners (cf. Göbel et al. 2010; Pözlbauer 2011: 68; Ekinci/Güneşli 2016; Busse 2020: 287) or find that they have reservations or concerns about promoting these areas of competence in educational institutions (cf. Sugrañes 2017; Méron-Minuth 2018). These reservations can partly be traced back to external constraints (e.g. curricula that do not take these areas of competence into account, time pressure, institutional structures) but also to factors that are closely linked to the educators themselves and to the professional identities that they developed in contexts where the above-mentioned monolingual ideology prevails. Due to these factors integrated plurilingual approaches to language learning (cf. Esteve 2015; Koch 2020) and methods that foster intercomprehension between closely related languages (cf. Meißner 2014) or between languages that are not part the same language family (cf. Capucho 2008: 243f.; Wagner 2015: 56ff.) have to date barely been applied to the language classroom. The development and implementation of research and classroom practices that are sensitive to the plurilingualism of an increasing number of learners seems to be a long-term task that researchers and practitioners need to tackle together (cf. Lochman/De Mesmaeker 2018). European language educators, be it researchers or practitioners – need to specialise in pedagogies for plurilingual learners and they will have to develop professional identities that embrace the diversity of European multi- and plurilin-

gualism. A competence framework for teacher education is also needed to develop training modules and to promote a non-deficit-oriented approach to individual plurilingualism in the education system (cf. Busse 2020: 289).

The education and training of researchers in many cases refers to national, and sometimes even to regional or local, contexts of multilingualism and education (cf. Andrews/Holmes/Fay 2013). Although Conteh/Meier (2014) state that – with regard to academic research – there is a “multilingual turn in language education”, educational research and language teaching still tend to operate with monolingual frameworks, for example by conceptualising bilingualism as the acquisition of two separate languages at the same time. Junior researchers who want to participate in the development of classroom practices that meet the needs of plurilingual learners paradoxically find their own educational contexts in a monolingual state. To do research on pluri- and multilingualism, it seems to be necessary that (junior) researchers who are, simultaneously, teachers of foreign and/or second languages interact in multilingual contexts themselves and that they can cooperate with other junior as well as senior researchers in that field of research across national and linguistic borders.

2.3 The ENROPE project: Objectives and language policy

Out of the need to address the topic on a transnational basis, an international study programme was developed within the international, cooperative research network ENROPE (European Network for Junior Researchers in the Field of Plurilingualism and Education)⁴ that aims to foster the development of strong and reflected professional identities of early-career researchers whose research is on plurilingualism and/in education and that provides junior researchers with opportunities for trans-border collaboration and professional qualification. The network unites researchers from nine different institutions (Fryske Akademy in Leeuwarden, Goethe-Universität Frankfurt am Main, Humboldt Universität zu Berlin, İstanbul Üniversitesi-Cerrahpaşa, Tallinna Ülikool, University of Exeter, Universitat Ramon Llull-Blanquerna in Barcelona, Universität Siegen and Université Sorbonne Nouvelle – Paris 3) and is supported by fourteen associated partner institutions all over Europe (cf. <https://enrope.eu/partners>). The Intensive Study Programme (ISP) consisted of three Intensive Study Weeks (ISWs), linked and enhanced through regular Online Study Phases (OSPs). The ENROPE Platform (<https://enrope.eu>) offers a full overview of all of the events that were organised and the tools that were developed (cf. The ENROPE Group 2021).

The following list contains the main objectives of ENROPE that were formulated at the beginning of the project:

- establishing networking structures for the professional development for junior researchers in the field of language education and plurilingualism;
- fostering the professional development of junior researchers by providing clearly structured opportunities for critical reflection and self-assessment;
- increasing the depth of doctoral supervision by engaging both supervisors and early-career researchers in an open-ended dialogue on the role and function of professional identities in multi-/plurilingual educational research;
- extending the scope of academic experience by building professional links with similar institutions and experts across national and linguistic borders;
- creating a sense of community through (a) establishing a community of practice offering meaningful interaction between junior researchers from different disciplines and academic

⁴ The project was developed from within the LANGSCAPE network (<https://blogs.hu-berlin.de/langscape/langscape/>).

- and linguistic backgrounds, and (b) the joint production of research resources for sharing, analysing and discussing data;
- fostering the active involvement, autonomy and agency of junior researchers through (a) participation in the development and evaluation of the projects' activities and tools and (b) local, regional, national and international, transcultural and translingual collaboration: by encouraging such processes, ENROPE directly contributes to the European Union's target for plurilingualism and lifelong learning as stated, for example, in the European Council resolution on a European strategy for plurilingualism;
 - promoting meta-reflection with regard to one's own role as a researcher in a multicultural and multilingual context; and
 - promoting meta-reflection with regard to one's own attitudes towards research questions, contents, subjects and research results with the aim of developing a respectful and ethical attitude towards research.

ENROPE has to deal with the fact that the promotion of plurilingualism is reflected in the way we communicate within the project. English as a *lingua franca* is an unavoidable tool for a large part of interaction as no other language is shared by all of the ENROPE partners and participants. However, the activation of plurilingual reflection and communication is a topic of several ENROPE activities (i.e. linguistic housekeeping in Ch. 6). To contribute to local discourses, some elements of the project are offered in translations in the nine institutional languages of the ENROPE partners, namely Catalan, Dutch, English, Estonian, French, Frisian, German, Spanish, and Turkish. These elements are selected components of the ENROPE Platform as well as the introduction to the Qualification Handbook. For more information on the ENROPE language policy, see <https://enrope.eu/language-policy>.

3 Competency Model

The following Competency Model (“professional agency of junior researchers on plurilingualism and education”) – which is available in all ENROPE languages (<https://enrope.eu/enrope-competency-model>) – defines competences that early-career researchers on plurilingualism need in order to meet the demands and challenges of increasingly plurilingual and multicultural research and educational contexts. It refers to a model developed by Legutke/Schart (2016a) that defines the professional competence of language teachers on the basis of four categories: language and culture, teaching and learning, cooperation & development, identity and role (cf. Legutke/Schart 2016b: 18).⁵ Instead of the notion of professional competence, we use the term *agency* (defined below), which focuses on the socially active individual – in our case the junior researcher. As we concentrate on plurilingual research contexts we put “language and culture” into the plural and added “research” to the category of “teaching and learning”. In addition, we used the *Researcher Development Framework* (cf. Vitae 2010)⁶ to define the specific competences of researchers.⁷ As this framework refers to researchers in general, we chose a few categories and adjusted them to the context of research in the field of multi- and plurilingualism. While the inner circle names superior parameters related to the researchers themselves, the outer categories focus on the specific framework of ENROPE and on research in an international research network on multilingualism. All categories interact with and depend on each other.

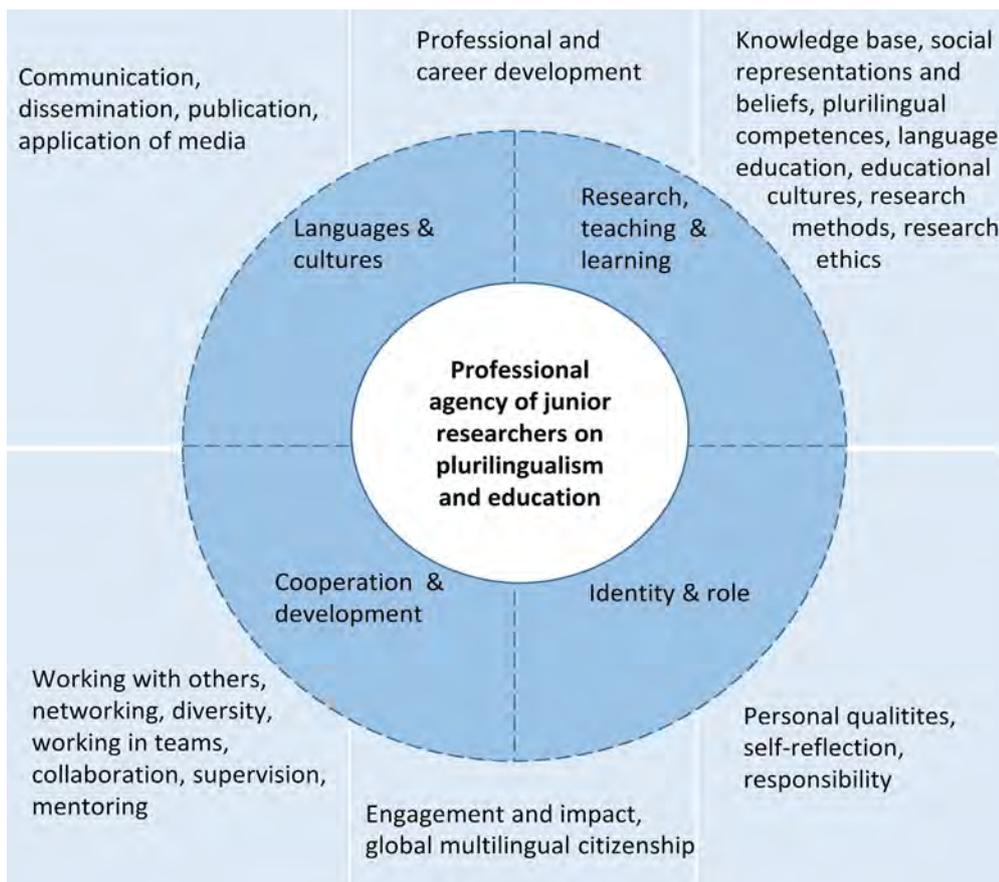


Fig. 3.1: The ENROPE Competency Model

⁵ The original model in English translation can be found in [Annexe 1](#).

⁶ The original model can be found in [Annexe 2](#).

⁷ We kindly thank M. Legutke and M. Schart for permitting the use of their model and the Vitae Group for the authorisation to apply their *Researcher Development Framework*.

4 Key Notions

After developing the Competency Model for the specific context of ENROPE, the international research team discussed which central concepts and terms play a recurring role in this field and need to be defined in order to develop a common ground for further discussion.

The Competency Model defines the key fields of professional development in the inner part of Figure 3.1 and shows important objectives of the ENROPE training elements in the outer part of the illustration. The objectives *communication*, *dissemination*, *publication*, and *application of media* do not appear in the definitions because they are part of the practical training and use of the ENROPE e-Portfolio, ENROPE Platform and ENROPE Annotated Bibliography.

We define the Key Notions using two approaches. The following chapter 4.1 provides comprehensive definitions and gives references to the Competency Model and other Key Notions via hyperlinks. In the subsequent chapter ([Ch. 4.2](#)), we provide a chart in which the Key Notions are characterised by descriptors.

4.1 Definitions of the Key Notions

Agency

The concept of agency can be defined from different perspectives (e.g. from a psychological, a sociocultural and a poststructuralist perspective, cf. Yashima 2013). From a structuralist perspective, the actions of each individual must be interpreted within a specific context (here: researcher education and teacher development). This means that individuals participate in communities of practice and that they are socially and culturally influenced (cf. van Lier 2008) without necessarily being determined by their social or cultural surrounding (cf. the notion of ↗ [self-reflection and meta-reflection](#)). From a poststructuralist perspective, individuals are agents in the sense that they “can act for both change and for resistance to structure” (Jiménez Raya 2017: 25), their engagement is of social and cultural impact (↗ [Competency Model](#)). This means that individuals are able to make choices and to overcome internal resistances (e.g. beliefs, motivation) and external obstacles (e.g. institutional, cultural) which reproduce existing operations of power structures. In multilingual educational contexts, learners can become more conscious and active language users and at the end develop global multilingual citizenship (cf. Leeman/Rabin/Ramón-Mendoza 2011).

Autonomy

Autonomy can be regarded from different perspectives, which coincide with two main actors and with the setting where these may interact: the learner, the teacher and the context. From the perspective of the language learner, autonomy includes the capacities to plan, monitor and evaluate one’s own learning (processes) as well as the capacities to cooperate, to cope with emotions, to motivate oneself, to structure one’s knowledge and to choose appropriate methods/materials (cf. Tassinari 2010). Moreover, a general language learning competence and the competence to think critically and to engage oneself in a critical discourse (↗ [Competency Model](#)) are part of (language) learner autonomy (cf. Jiménez Raya 2017). Regarding the (language) teacher, the notion of autonomy is linked to the institutional setting to which teachers belong: “Teacher autonomy is not about being free from external constraints but about developing a professional sense of agency as a teacher, about willingness and ability to find spaces for manoeuvre, to navigate through constraints. It is about exploring possibilities, most often in adverse settings” (Jiménez Raya 2017: 25). In the sense of a critical approach,

teachers need to develop a critical view on (↗ [language](#)) education and they need to find ways of interacting with others in a professional community (cf. Jiménez Raya 2017: 105), to engage in networking as well as to be able to work in diverse teams, to collaborate and even to supervise and monitor one another and the learner. In ENROPE, researchers have reflected on the concept of autonomy in the context of ↗ [plurilingual and pluricultural learning groups](#). This includes the idea, that the notions of autonomy and ↗ [agency](#) are thus closely linked to each other.

Collaboration

Collaboration originates from the constructivist idea that learning is viewed mainly as a social act (cf. Abric 1976, 2003, 2016; Vygotsky 1978). Collaboration thus means working together in a community of practice in which responsibilities are shared. Collaboration entails cooperation among peers (and teachers) as well as a possible division of labour. Communities of practice can, in the sense of collaboration, identify, “solve and monitor a problem together” (Scanlon 2000: 465), and thus share and diversify meanings from different (interdisciplinary) contexts. “Collaborative learning abandons the teacher-centred approach whereby the teacher transmits knowledge, the student memorizes and reproduces it, and interaction – when allowed to occur – is limited to discussions among relatively few students and the teacher” (González-Davies 2017: 71). Collaboration is a thus learner centred approach based on interaction and group work. In a research community, collaboration fosters ↗ [reflective practices](#) by means of self-reflection, and it leads to professional development (↗ [Competency Model](#)).

In ↗ [plurilingual contexts](#), collaboration implies intercomprehension, that is, mutual intelligibility in plurilingual situations of communication and receptive competences in ↗ [languages](#) without advanced proficiency (cf. Doyé 2004).

Culture

Culture can be defined as a ↗ [social construct of meaning](#) that is negotiated within communities of practice and discourse communities. We understand discourse communities in accordance with Little et al. (2003: 73) as groups of individuals “who share common ideologies, and common ways of speaking about things”. Culture is not a natural fact bound to a geographical or national space; rather, members of discourse communities actively participate in creating their cultural environment. In line with a discursive understanding of culture, difference can be overcome to the extent that human beings can be ‘socialised’ into the discourse structures of other communities (cf. Breidbach 2007: 131). Lahire (2006) describes how culture becomes relevant for the individual. Individuals reflect on social meanings, evaluate them and use social sense for their ↗ [individual identity construction process](#) (cf. Zimmerman 1998; Hennig-Klein 2018). Culture as well as ↗ [identity](#) can be regarded as dynamic constructs that – in multilingual and multicultural societies – are constantly renegotiated (↗ [Competency Model](#)).

Diversity

Due to a lack of theorisation, the polysemy of the notion of difference sometimes leads to contradictory readings. Very often this notion refers to the idea that there are contrastive pairs which can be clearly distinguished from each other. In the context of studies referring to that concept of difference, categories are usually determined *a priori*, as if they existed *per se* and separately from the percep-

tion of the individuals who define these categories. These studies operate on the pretence that there are fixed categories such as ‘national culture’ or ‘nationality’ and that ↗ [cultures](#) are homogeneous entities that can be described separately.

In contrast, in the context of ENROPE, the notion of difference is defined from the perspective of the individuals who perceive certain phenomena in their life world as being different. Difference does not exist *per se* but is connected to the perception of individuals and to socially constructed discourses. For research projects, this implies that categories should not be determined *a priori*, but that phenomena should be analysed with regard to their heterogeneity and singularity. The plurality of meaning and the plurality of perspectives should be taken into account. Research is always influenced by the researchers and their perception as well (cf. Huver/Bel 2015: 2ff.).

With regard to ↗ [multilingual societies](#), Castellotti (2010) points to the fact that some forms of difference are favoured within societies or discourse communities whereas others are not. This also draws on mind the existence of different ↗ [languages](#) within multilingual societies and the social status of these languages. While ↗ [societal multilingualism or individual plurilingualism](#) are usually appreciated if the languages involved possess a high prestige within that society, other languages (especially migrant languages that refer to the given context) are very often considered to be less valuable. Thus, the notion of diversity can also refer to the acceptance and visibility of languages and ↗ [cultures](#) in the learning context. It may also refer to the acceptance of different teaching and learning styles. In this sense, the difference should not only be celebrated but should be understood as an opportunity (“affordance” in words of van Lier 2000) to develop plurilingual and pluricultural competencies and to analyse the potential of diversity in research, teaching and learning (↗ [Competency Model](#)).

In a broader sense, the notion of diversity incorporates plurilingualism in education into the discourse of inclusion, in agreement with the concept of inclusion as the constructive treatment of heterogeneity of abilities, sexuality, and socio-economic and cultural background (cf. Reich 2012).

Education

Within the context of ENROPE, the meaning of this term is twofold. Education – and language education in particular – refers to a moral and value-oriented dimension underpinning any institutional attempt to organise learning contexts. It also refers to the teachers and the awareness-raising process that they undergo during their formation/career. They become aware of the functions, knowledge, techniques and ↗ [roles](#) expected from language teachers (cf. Legutke/Schart 2016a, 2016b). Kubanyiova/Crookes’ (2016: 117) characterisation of language teachers as “moral agents” appears to be particularly adequate. According to the notion of the co-construction of knowledge (Sociocultural Theory, Vygotsky 1978), the teacher and the learner form a sort of learning system and a community of practice through complex educational activities. Within this complexity, the teacher supports learning processes and the negotiation of meaning. At the same time, the educational system provides a knowledge base and is influenced by the respective social and cultural context. This has to be taken into account in teaching and research as part of the reflection and professional development of teachers and researchers (↗ [Competency Model](#)).

Educational culture(s) (culture[s] éducative[s])

Educational culture(s) arise(s) from discourses that are constructed in institutional and non-institutional social contexts (i.e. family, school, university, etc.) in which individuals (have) evolve(d). In the

course of these construction processes the individual chooses to integrate or to reject ([a] set[s] of) habits (Bourdieu 2002). *Educational culture(s)* develop(s) over time and in accordance with the changes that a society undergoes. *Educational culture(s)* is/are social construct(s) that is/are connected to knowledge base and ↗ [social representations](#) and beliefs, as well as to self- and other-related membership categorisation processes (↗ [Competency Model](#)).

Identity

The notion of identity refers to the concept of self or personal identity and ↗ [role](#) or social identity. According to this understanding identity is developed through social interaction and dialogue (cf. van Lier 2004: 107). Individuals categorise themselves and are categorised by others by choosing specific features, in the sense that they are naming identities. Thus, identity can be defined as a social construct which is dynamic and which usually evolves along the experiences of the individual in (changing) social contexts. Therefore, social identity is also understood as a projection of the self in terms of different roles in social groups (cf. van Lier 2004: 124f.). Some authors distinguish specific levels or facets of identity (cultural, ethnical, linguistic, social, etc.), such as “indigenous versus immigrant, majority versus minority” (Wei 2017: 15) identities, “plurilingual” identities (cf. Flament 2005, 2016; Stratilaki 2011; Sugrañes 2017; Stratilaki-Klein/Nicolas 2020;), among others. As far as (language) teaching, education and practices are concerned, Kubanyiova/Crookes (2016) emphasise the necessity of connecting the abstract construct of the identity of teachers and students with possibly more material, profession-related constructs, such as function, task and role (↗ [Competency Model](#)). These authors point to the conscious, volitional aspect of identity in contexts, where (language) teachers are expected to meet certain social needs and expectations (e.g. with regard to the implementation of language policies within local instances of ↗ [language use and learning](#)). ENROPE leads researchers to reflect on this process of identity construction and its meaning for themselves and in their field of research.

Language(s) (home-, school-, own-languages and immersion)

Languages are social, political and meaning-making constructs which may mean different things to different people; they are not separate linguistic entities. In the globalised world, dichotomous attributions such as L1 or L2, mother tongue, foreign language and second language no longer work. Language-learning biographies are dynamic and linguistic competencies change continuously. Mobility means that the first language is not necessarily the language that a user masters best. Hall/Cook (2012) therefore propose the terms ‘own languages’ and ‘new languages’ (cf. Norton 2010). One’s own language is the language with which the user identifies to a high degree. A new language is a language that is learned at a later stage. Dewaele (2017) and Hoffmann/Ytsma (2004) distinguish between an L1 and an LX to deconstruct the idea of language and pragmatic proficiency.

The concept of heritage languages (cf. Polinsky 2015) focusses on languages that differ from the language(s) of the environment. The learners bring these languages and their plurilingual competences (↗ [Competency Model](#)) into the classroom where they have long been ignored. The idea of competent ↗ [plurilingual](#) ↗ [agency](#) includes appreciation and use of heritage languages in all learning contexts, particularly in further language learning where heritage languages represent a benefit in terms of cross-linguistic interaction.

An additional language refers to any language(s) people may learn besides their first language(s). Underlying the concept of third language acquisition (cf. Hufeisen 2000) is the assumption that learn-

ers draw on prior language knowledge and experience when learning a new language. This can be seen as a more appropriate way of expressing the complex acquisition and use of many languages (cf. García/Kleifgen 2018). From a teaching perspective, the term encompasses all the languages used in the learning process as it “underscores the belief that additional languages are neither necessarily inferior or superior nor a replacement for a student’s first language” (Judd/Walberg 2011: 6; cf. Sugrañes 2017: 49).

In any case, the concept of the perfect native speaker – which is being abandoned by official documents like the *CEFR* – still leads to social notions of language mastery, which have great influence in many areas, such as the choice of a foreign and second language teacher, and the marginalisation of so-called second language speakers in the educational system (cf. ↗ [educational culture\(s\)](#): for socio-historical explanations cf. Bono/Stratilaki 2009; Derivry-Plard 2015: 69–75). In her study, Valadez Vazquez (2014: 421, 418, cf. Varghese et al. 2005) shows how powerful these socially influenced ideas are for the professional ↗ [identity](#) of foreign language teachers. The possibility for teachers to have the impression that they have not mastered the language(s) they teach, may inhibit their self-image and, under certain circumstances, the teaching practices and, ultimately, the learners.

Mediation

Within the *CEFR* (cf. Council of Europe 2001, 2018) the notion of mediation mainly refers to cross-linguistic translation processes whereas within the *Companion Volume* to the *CEFR* this narrow definition is revised (Council of Europe 2018: 34):

In addition to cross-linguistic mediation, it also encompasses mediation related to communication and learning as well as social and cultural mediation. This wider approach has been taken because of its relevance in increasingly diverse classrooms, in relation to the spread of CLIL (Content and Language Integrated Learning), and because mediation is increasingly seen as a part of all learning, but especially of all language learning. The mediation descriptors are particularly relevant for the classroom in connection with small group, ↗ [collaborative tasks](#). The tasks can be organized in such a way that learners have to share different input, explaining their information and working together in order to achieve a goal. They are even more relevant when this is undertaken in a CLIL context.

Within the context of ENROPE, the notion of mediation may also refer to any and all pedagogical actions, performed by those acting as mediators (Coste/Cavalli 2015; Bruderermann et al. 2018). The attention of those acting as learners may thus be directed (i) to specific contents of the target knowledge, as these may differ from what those acting as learners already have; (ii) to more or less abstract stages and conditions that inform the learning process (metacognitive dimension); or (iii) to the suggested framework wherein the mediation takes place (instructions, activities, expected actions as well as outcomes). In the field of research, this is relevant for the negotiation of concepts and theories in different languages and cultural and institutional contexts within the collaboration of a community of practice such as ENROPE (↗ [Competency Model](#)).

Pluri-, multi-, translingualism, translanguaging, translingual teaching

According to the *CEFR* (Council of Europe 2018: 28ff.) the term *multilingualism* focuses on the use of different ↗ [languages](#) at the social or individual level whereas the term *plurilingualism* refers to the individual linguistic repertoire seen as a dynamic and developing resource. Plurilingualism as a competence is described by Coste/Moore/Zarate (2009: v) as follows:

On désignera par compétence plurilingue et pluriculturelle, la compétence à communiquer langagièrement et à interagir culturellement possédée par un acteur qui maîtrise, à des degrés divers, plusieurs langues, et a, à des degrés divers, l'expérience de plusieurs cultures, tout en étant à même de gérer l'ensemble de ce capital langagier et culturel. L'option majeure est de considérer qu'il n'y a pas la superposition ou juxtaposition de compétences toujours distinctes, mais bien existence d'une compétence plurielle, complexe, voire composite et hétérogène, qui inclut des compétences singulières, voire partielles, mais qui est une en tant que répertoire disponible pour l'acteur social concerné. (Coste, Moore & Zarate, 1997, p. 12)

[Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw.]

The plurilingual speaker has just one single plurilingual repertoire. Plurilingual competences (↗ [Competency Model](#)) are understood as a “dynamic, creative process of ‘linguaging’ across the boundaries of language varieties, as a methodology and as language policy aims” (Council of Europe 2018: 28). If we keep in mind the concept of own/new languages, the language use of plurilingual speakers is never monolingual as they always make use of their own integral linguistic repertoire (cf. Vogel/García 2017; Meier 2017). The challenge of formal language education is to integrate translanguaging which can be defined as: “The ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah 2011: 401). Stratilaki-Klein (2020: 151) defines plurilingualism as the space where social actors can define “des profils individuels et des territoires identitaires transportables”: It aims at the deconstruction of ideological views on languages, creates a translanguaging space, reconstructs power relations within the classroom and leads to ↗ [identity development](#) (cf. Stratilaki 2014; Wei 2017: 15, 23). In this understanding, Stratilaki (2014: 143) relates translanguaging to the “representations of self in the language learning process” as well as to “critical pedagogy, social justice, and the linguistic human rights agenda” (Wei 2017: 24). This brings us back to the concepts of ↗ [agency](#) and – in terms of translanguaging teaching – to its relation to language use and ↗ [language](#) ↗ [education](#).

Reflective practice

According to Wolff/Legenhausen (1992), to learn (an) additional language(s), it is not enough to use the language(s) in communicative acts, because a conscious reflection on how messages are constructed in that/those language(s) is also needed. Hence it is necessary to work in the classroom from two closely related dimensions: on the one hand, from the social dimension, which refers to the use of the language(s) in communicative situations; on the other hand, from a cognitive dimension, which refers to the mental mechanisms that the students activate in an attempt to express something in (a) ↗ [language\(s\)](#) that is not their own. These mechanisms can be more or less explicitly realised in the form of metalinguistic reflection.

From this perspective, many authors claim that a pedagogical action that incorporates language reflection activities into communicative tasks must be included in the teaching of additional languages. This is because in learning a ↗ [new language](#), its use is as relevant as the cognitive management that takes place during the message construction process (cf. van Lier 2004; Cots/Nussbaum 2008; González-Davies 2012, 2014; Abendroth-Timmer/Aguilar Río 2014; Esteve/González-Davies 2016).

This awareness is achieved from specific activities carried out by the students themselves and oriented towards linguistic sensitisation and awareness; it is not achieved through long grammatical explanations or metalinguistic reflections by the teacher (cf. Cots/Nussbaum 2003; Corcoll López/González-Davies 2016). These include *intra- and inter-linguistic transfer* activities such as translation, code-switching and so forth (cf. González-Davies 2004; Early/Cummins 2015).

For Robins et al. (2003) reflective practice is “a tool that allows teachers, student teachers and teaching assistants to understand themselves, their personal philosophies and the dynamics of their classroom more deeply” (Sellars 2017: 2). This self-reflection is no less important for researchers in the field of plurilingualism, to aid the comprehension of and responsibility in their field of research as well as their own philosophy and by this to enhance their professional development (↗ [Competency Model](#)).

Role(s)

The participants of a given social group may recognise one another as members of that very group (cf. ↗ [identity](#)), insofar as they share expectancies regarding the behaviours that they usually associate with specific positions and/or status, as these may be held by particular members within the group. Roles are thus directly connected to specific social functions within particular social contexts (cf. Bruderemann et al. 2018). As such, they are informed by ↗ [social and individual representations](#) and personal expectations, and consequently may lead to social behaviours that emerge from different norms or that are connected to varying ideologies and/or policies. Individuals may define one common role in different ways. This may lead to different practices by means of which individuals will come to terms with the expected roles. Within ENROPE, researchers will have to define their role as ↗ [plurilingual individual](#), former or future teacher, peer in the international ENROPE group and researcher in a specific field.

Self-reflection and meta-reflection

As for future language teachers/junior researchers in the field of language teacher education, (self-)reflection is directed towards the learners, languages/cultures, tools and context of reflection, teacher educators/researchers, peers, former teachers and the institutional and the social setting (cf. outer circle in Fig. 4.1). It is also directed towards the teachers/researchers themselves, that is, to their personality, experiences, theoretical knowledge about language teaching and learning and the field of language education (↗ [Competency Model](#)), their language teaching and learning competences, professional acting, motivation, emotions and professional ↗ [identity](#). The following model, translated from Abendroth-Timmer (2017: 11) focuses on reflective language teacher education and research:⁸

⁸ The parameters of the model can be adapted to the settings of junior researchers in the field of plurilingualism and education where “teacher educators” would be replaced by “supervisors” etc.

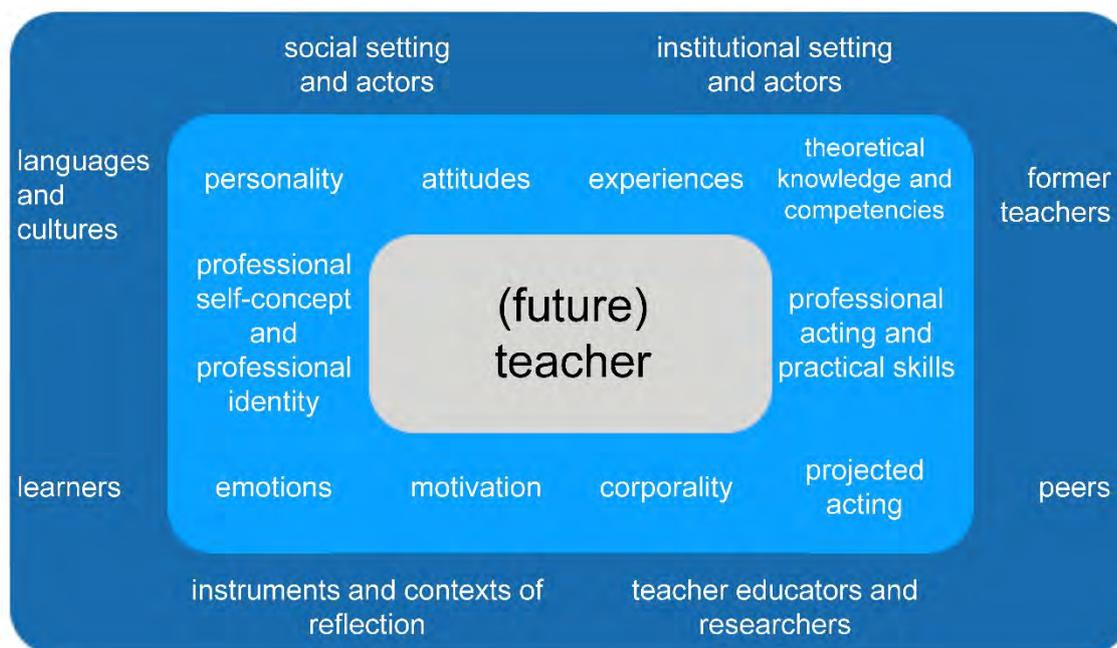


Fig. 4.1: Model of reflection

The notion of meta-reflection is defined on the basis of the factors presented in the model above. It is crucial to understand how these factors, but also the context, the addressees and the methods of reflection influence the reflection processes and the contents themselves.

This is a cyclic process. To begin with, the researchers look at the context of language teaching and learning in the sense of the model. They also adopt an outside perspective on this model and reflect on the model itself.

On the basis of self-reflection processes, the researcher must also define and position themselves as a researcher in a multicultural and multilingual research context and in relation to the object of research, the field of research and the research subjects. They should question their own research results on the basis of their own ↗ [plurilingualism](#) and institutional background. This serves to make the research process and the results transparent in terms of research ethics (cf. Viebrock 2015) and makes it possible to pursue a respectful treatment of the research subject/participants. At the same time, it is a systemic issue concerning the role and function of research in society and the social responsibility of the researcher (↗ [Competency Model](#)).

Social and individual representations

The concept of social representation in its theoretical and empirical status has long been discussed and with different approaches (cf., e.g., Moscovici 1985; Potter/Litton 1985; Guimelli/Rouquette 1992; Moliner 2005). One such attempt has been the model of three different levels of social representation (SR) already proposed by Rosa (1994: 273):

Level a: SR as phenomenon, i.e. “ways of knowing” characteristic of social reality, which emerge in everyday life during interpersonal communications and are directed towards comprehension and control of the physical-social environment;

Level b: a theory of SR, i.e. the collection of conceptual definitions, methodological operations and formulation of constructs which have SRs, as their object;

Level c: a metatheory of SR, i.e. the collection of critical comments, ripostes and comparisons with other theoretical models which emerges from the critical debate on the theory of SR.

The French notion of *représentation sociale* covers both thought and action, but also knowledge and practice, as well as the saying and the doing. It is at once an individual mental structure and a social habitus (cf. ↗ [educational culture\(s\)](#); ↗ [role\(s\)](#)). Kramsch (2011: 307) relates the term to the notion of *discours* in the tradition of French epistemology:

It structures and is structured by what some authors [...] call *discours*, in the sense given to the term by Pierre Bourdieu and Michel Foucault in social and cultural theory, and by James Gee and Norman Fairclough in educational linguistics. In fact, French *discours* corresponds here pretty much to what James Gee has called Discourse with a capital D, i.e., “a way of behaving, interacting, valuing, thinking, believing, speaking and often reading and writing that are accepted as instantiations of particular roles of specific groups of people” (Gee 1990: xix).

This broad view of social and individual representations as a cultural discourse is well integrated into the ENROPE training approach. Furthermore, within ENROPE, researchers have to develop a critical view and initiate a critical discourse on the three levels of representations (see above) to ensure an ethical approach to their research field.

4.2 Chart of Key Notions, target competences and cross-references

In the following chart, the Key Notions are characterised by descriptors. The descriptors were made available to the participants in ENROPE in the form of online self-assessments and validated in this way. We also list cross-references to other notions.

Key Notion	Junior researchers' target competences	Cross-references
Agency	<ul style="list-style-type: none"> - to make choices regarding one's career as a language teacher/junior researcher - to act in accordance with one's own professional goals, professional identity and values - to act as an agent of change in professional contexts 	<ul style="list-style-type: none"> - autonomy - diversity - identity - mediation - role(s) - self-reflection and meta-reflection
Autonomy	<ul style="list-style-type: none"> - to dispose of language (learning) awareness - to dispose of metacognitive knowledge and be able to reflect on one's beliefs about learning (person, task and strategy variables) - to employ learning strategies (cognitive, metacognitive, socio-affective) - to take initiative, to take responsibility, to tolerate ambiguity and to cooperate - to motivate oneself (internal attributions, motivational beliefs, intrinsic and self-motivation) - to think critically about dealing with and teaching multilingualism in a globalised Europe 	<ul style="list-style-type: none"> - agency - diversity - identity - mediation - role(s) - self-reflection and meta-reflection
Collaboration	<ul style="list-style-type: none"> - to collaborate with peers and experts to identify problems during the research process - to discuss and come up with solutions - to exchange different views on language learning and teaching as well as on research methods in the field of plurilingualism - to jointly work on specific research topics, papers etc. 	<ul style="list-style-type: none"> - agency - autonomy - diversity - identity - mediation - role(s) - self-reflection and meta-reflection

Key Notion	Junior researchers' target competences	Cross-references
Culture	<ul style="list-style-type: none"> - to identify misunderstandings - to identify culture as a social construct - to identify discourse-structural differences - to critically reflect on how different discourse/research communities talk about and judge certain (research) topics 	<ul style="list-style-type: none"> - identity
Diversity	<ul style="list-style-type: none"> - to be willing to accept and incorporate linguistic and cultural diversity in activities, tasks and projects - to reflect on diversity, on processes of othering and on how (multilingual) networks can be built to favour communication - to develop plurilingual and pluricultural competences - to recognise similarities and differences that point to identity issues and inclusivity. 	<ul style="list-style-type: none"> - agency - autonomy - identity - mediation - role(s) - self-reflection and meta-reflection
Education	<ul style="list-style-type: none"> - to critically identify the ideological and moral dimension underneath educational and language policies, as promoted and defined by the Council of Europe - to position oneself with regard to the moral dimension mentioned above - to reflect on attitudes and behaviours that are socially expected from actors involved in foreign language teaching and learning - to identify behaviours and other identity-related processes by means of which individuals adhere to or resist social expectations related to educational functions - to critically contextualise educational policies with regard to larger historical and political periods as well as with regard to geographical dimensions - to critically reflect on the role that official institutions and actors play with regard to language policies within Europe 	<ul style="list-style-type: none"> - agency - educational culture(s) - identity - mediation - role(s) - social and individual representations
Educational culture(s)	<ul style="list-style-type: none"> - to look back, both critically and factually, on one's own experience(s), as an individual, pupil, student, learner, trainee, in-service teacher, researcher, etc. - to engage dialogically with others to collaboratively look back, both critically and factually, on one's own experience(s), as an individual, pupil, student, learner, trainee, in-service teacher, researcher, etc. - to define plausible grounds, by means of which certain phenomena concerning an individual's past, present or prospective future, may be read, discussed, interpreted, deconstructed and made sense of - to identify items that may relate to operational analytical units emerging from the social construct "educational culture(s)" - to develop an awareness of the dynamic, systemic nature of "educational culture(s)" - to develop an awareness as to the theoretical standpoint from which the social construct "culture éducative" may be approached; discourage positivist approaches 	<ul style="list-style-type: none"> - education - identity - social and individual representations

Key Notion	Junior researchers' target competences	Cross-references
Identity	<ul style="list-style-type: none"> - to recognise the complex and dynamic nature of identity - to develop an awareness of the possibility that observable behaviour may correlate with not directly observable aspects of an individual's identity (without claiming that there is a one-to-one relationship; → situational circumstances, but that these vary according to situational circumstances) - to relate an individual's behaviour to economic, historical, ideological, political and social contexts, larger than those referring to the situational interactions in which the individual may take part - to reflect on items that might be interpreted as a sign for group membership/for the identification with discourse communities - to develop alternative courses of action in order to strengthen one's own professional identity 	<ul style="list-style-type: none"> - agency - educational culture(s) - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translingualism, translanguaging, translingual teaching - social and individual representations
Language(s) (home-, school-, own-languages and immersion)	<ul style="list-style-type: none"> - to be familiar with different notions/concepts of language on an international level and to reflect on their socio-historical backgrounds - to recognise the social and identity-related impact of these concepts - to reflect on one's own language biography and on the social-emotional role that one's languages play in teaching, learning and research contexts 	<ul style="list-style-type: none"> - agency - educational culture(s) - identity - pluri-, multi-, translingualism, translanguaging, translingual teaching
Mediation	<ul style="list-style-type: none"> - to distinguish facts from intentions - to acknowledge and value other people's actions regardless of one's own opinion of these actions - to accept errors, failure and the absence of expected outcomes - to accept that agreed guidelines may fail to help approach the expected next stages within a process - to look at designs critically and iteratively, to work out alternative paths when obstacles are encountered 	<ul style="list-style-type: none"> - agency - autonomy - collaboration - diversity - identity - role(s) - self-reflection and meta-reflection

Key Notion	Junior researchers' target competences	Cross-references
Pluri-, multi-, translingualism, translanguaging, translingual teaching	<ul style="list-style-type: none"> - to distinguish the individual dimension of plurilingualism from the societal dimension of multilingualism - to conceptualise the relationship between plurilingual repertoires, the construction of meaning in a multilingual context and the construction of identity - to critically question the ideological power of the concept of separated languages, of language use in research contexts - to critically reflect on the status of languages within societies - to develop an understanding of translanguaging in teaching and of creating translanguaging spaces - to switch and mediate between different languages and to recognise, analyse or use different languages in multilingual teams - to adapt one's language use to the situation, to anticipate the appropriate use of languages, to adjust one's language use to different interlocutors, to code-switch, to explain in different languages, to encourage the use of different languages - to be familiar with approaches that are supposed to foster the development of plurilingual and pluricultural competences (i.e. Integrated Plurilingual Approach) - to take into account that the language biographies of plurilingual speakers are dynamic when formulating research questions and when selecting appropriate research instruments - to discuss and understand the key concepts behind a plurilingual and pluricultural approach to informed research 	<ul style="list-style-type: none"> - identity - language(s) (home-, school-, own-languages and immersion) - mediation
Reflective practice	<ul style="list-style-type: none"> - to reflect on how messages are constructed in different languages - to consider the use of the language(s) in communicative situations - to map mental mechanisms that students activate in the attempt to express something in a language that is not their own - to achieve language awareness 	<ul style="list-style-type: none"> - language(s) (home-, school-, own-languages and immersion) - self-reflection and meta-reflection
Role(s)	<ul style="list-style-type: none"> - to develop an understanding of 'role' as an observable construct, which connects with other, less directly observable constructs, such as agency, social representation and identity - to critically identify how learning theories, which arise from research, and language policies, which may partly arise from research but also from ideologies, may overlap to determine the concrete pedagogical and didactic actions expected from foreign language teachers - to develop an awareness of the theoretical and practical tools by virtue of which roles may be approached or deconstructed - to develop an awareness regarding to role-related aspects that may be observed and analysed on the basis of the data 	<ul style="list-style-type: none"> - agency - autonomy - diversity - identity - mediation - self-reflection and meta-reflection - social and individual representations

Key Notion	Junior researchers' target competences	Cross-references
Self-reflection and meta-reflection	<ul style="list-style-type: none"> - to reflect on one's own language biography (school, university, other contexts) and on the reasons for the choice of a study programme/profession - to reflect on one's own competences (strengths and weaknesses) with regard to the demands of the future profession as a language teacher/researcher in the field of (foreign) language teacher education - to reflect on language learners (needs, strengths, weaknesses) and their language learning processes - to develop a deeper understanding of personal and external reasons for one's own professional acting as a teacher/researcher - to link one's own professional acting to theoretical concepts of language learning and teaching - to be willing to acknowledge different views on language learning and teaching through interaction with peers - to meta-reflect on one's personal role and position in the research process - to meta-reflect on one's personal behaviour and attitudes regarding to the multilingual and multicultural research context and subjects/participants 	<ul style="list-style-type: none"> - agency - autonomy - diversity - identity - mediation - reflective practice - role(s) - social and individual representations
Social and individual representations	<ul style="list-style-type: none"> - to critically distinguish between individual opinions/reflections and social representations - to critically correlate – on the basis of a solid methodological approach – observed behaviours among a significant population of informants, with possibly underlying social and mental representations - to situate potential social representations within economical, ideological, historical and political contexts to take into account the dynamic value (co-construction) of these social representations - to become aware of both qualitative and quantitative analytical procedures by virtue of which potential social representations may be identified, analysed and deconstructed 	<ul style="list-style-type: none"> - educational culture(s) - identity - role(s)

5 Model Curriculum

The Model Curriculum provides a tabular overview of the three Intensive Study Weeks (ISWs) and the three Online Study Phases (OSPs) that were carried out during the three project years. In addition to the objectives of the six events, the table refers to the Key Notions introduced in Ch. 4, which are related to the different parts of the project. Furthermore, the central activities of the events are named, most of which are presented in detail in Ch. 6.

Event	Objectives	Working formats and tasks	Related Key Notions
ISW #1: Berlin (Jun. 2019)	<ul style="list-style-type: none"> - reflect on basic notions and concepts; e.g. discuss different notions of language(s) and culture(s) and their socio-historical backgrounds, pluri- and multilingualism, translanguaging, critical ethnology, diversity, discrimination/othering, social representations - reflect on one's individual language biography, on one's linguistic and cultural identity as well as on one's professional identity (researcher/ teacher) - reflect on one's own experiences with regard to language learning/teaching in multilingual and multicultural contexts - reflect on the status of heritage languages within society/within educational contexts - reflect on the relationships between power, languages and belonging and on the relationship between language and discrimination, language and society - reflect on qualitative and quantitative analytical procedures by virtue of which potential social representations may be identified, analysed and deconstructed - reflect on social representations of language(s) - reflect on one's own perception of difference - offer best practice examples by working together with schools or other educational institutions that foster multilingual competences - explore local characteristics of the educational system; in particular the concept of the <i>Staatliche Europaschule Berlin</i> (bilingual education in a variety of partner languages) - initiate discussions between researchers and practitioners - share and discuss (interim) results 	<ul style="list-style-type: none"> - Linguistic housekeeping - Task: Creating families - Task: Interactive multimodal autobiography - Task: Blooming marvellous - Task: Annotated Bibliography - Task: Exploring diversity through Linguistic Landscapes - Task: Working on definitions - keynote speech on heritage languages, social representations/language-related power structures - Anti-Bias workshop (theoretical fundamentals, exercises: talking chairs; power in this group) - school visits and discussions with teachers and senior students - poster work and project presentations 	<ul style="list-style-type: none"> - collaboration - culture - diversity - education - educational culture(s) - identity - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translanguaging, translingualism, translanguaging, translingual teaching - self-reflection and meta-reflection - social and individual representations

	<p>of the junior researchers' individual (portfolio) work</p> <ul style="list-style-type: none"> - be introduced to the ENROPE Platform and become familiar with the collaboration options provided by the platform - get to know ENROPE peers for network 		
OSP #1 (Sep.–Nov. 2019)	<ul style="list-style-type: none"> - retake and intensify online the ISW #1 activities for ISW participants - integrate new participants through online training 	<p>(1) Exploring ENROPE</p> <p><i>Tasks for members who have not attended ISW #1</i></p> <p>(1.1) Exploring diversity: Linguistic Landscape Research and other research perspectives</p> <p>(1.2) ENROPE's Key Notions</p> <p>(1.3) Annotated bibliography</p> <p><i>Tasks for members who have attended ISW #1</i></p> <p>(1.1) Exploring diversity: Linguistic Landscape Research and other research perspectives</p> <p>(1.2) Annotated bibliography</p> <p>(2) Pluri-/multilingualism in our research</p> <p>(2.1) Reflection and improvement</p> <p>(2.2) Pluri-/multilingualism in Academia – English in Academia</p> <p>(2.3) Pluri-/multilingualism and diversity in my own research study</p> <p>(3) Research perspectives in the field of pluri-/multilingualism and education</p> <p>(3.1) Engaging with the ENROPE Annotated Bibliography</p> <p>(3.2) Developing research questions</p> <p>(3.3) ENROPE and collaboration</p> <p>(4) Road to Paris – Preparation for ISW #2</p>	<ul style="list-style-type: none"> - collaboration - culture - diversity - education - educational culture(s) - identity - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translingualism, translanguaging, translingual teaching - self-reflection and meta-reflection - social and individual representations
OSP #2 (Mar.–Apr. 2020)	<ul style="list-style-type: none"> - act as an agent of change in professional contexts - take initiative, take responsibility, tolerate ambiguity and cooperate - motivate oneself (internal attributions, motivational beliefs, intrinsic and self-motivation) - collaborate with peers and experts in order to identify problems during the research process - discuss and come up with solutions - exchange different views on language learning and teaching as well as on research methods in the field 	<p>(1) Registration for OSP #2 and introductions</p> <p>(2) Identify research mates and re-search challenges</p> <p>(3) Discuss challenges and develop community of practice</p> <p>(4) Reflection, sharing and recording of learning</p> <p>(4.1) Record of my networking</p> <p>(4.2) Reflection on discussion of challenges</p>	<ul style="list-style-type: none"> - agency - autonomy - collaboration - culture - educational culture(s) - mediation

	<p>of plurilingualism</p> <ul style="list-style-type: none"> - jointly work on a specific research topic, papers etc. - critically reflect on how different discourse/research communities talk about and judge certain (research) topics - engage dialogically with others to collaboratively look back, both critically and factually, on one's own experience(s), as an individual, pupil, student, learner, trainee, in-service teacher, researcher, other - acknowledge and value other people's actions regardless of one's own opinion of these actions - critically and iteratively look at designs to work out alternative paths when obstacles are encountered 	<p>(4.3) Collaboration interests and opportunities</p>	
<p>ISW #2: Paris (Nov. 2020)</p>	<ul style="list-style-type: none"> - reflect on plurilingual competences of teachers to teach plurilingually - reflect on monolingual and monocultural habitus in a multilingual and multicultural Europe and on consequences for plurilingual individuals - reflect on the status of heritage/minority languages within the multilingual classrooms - discuss theories of translanguaging and their implications for teaching and learning in the multilingual classroom - focus on research ethics - evaluate online-cooperation processes (ENROPE Platform) - evaluate supervision provided by senior researchers 	<ul style="list-style-type: none"> - Workshop 1: Team building, Linguistic house-keeping, Annotated Bibliography - Workshop 2: How does my research project define me as a researcher? - Workshop 3: What do I take from days 1–3 for my own PhD paper/project? - Workshop 4: Formatting how aspects of my project have evolved along the week <p>Activities connected to keynote speeches and discussions</p> <ul style="list-style-type: none"> - Visual narratives as a data collection method - A visual ethnographic research into multilingual landscape of Graffiti - Multilingualism, family language policies and school inclusion - Ethical considerations for multi-/ plurilingual research - Analysing & continuing a panel discussion on the role of English in scientific discourse and local phenomena of plurilingualism 	<ul style="list-style-type: none"> - autonomy - identity - mediation - pluri-, multi-, translanguaging, translanguaging, translanguaging, translanguaging - role(s) - social and individual representations - self-reflection and meta-reflection
<p>OSP #3 (Mar. 2021)</p>	<ul style="list-style-type: none"> - strengthen the communicative exchange between researchers and mentors, especially with regard to support in the development of research projects - reflection on one's own research project - project presentation - discussion with mentors and peers - focus on research methodology 	<p>Task 1: Presentation of a poster that introduces the participants to one's own research project during a virtual plenary session</p> <p>Task 2: Discussion about the project during a virtual gallery walk</p>	<ul style="list-style-type: none"> - agency - autonomy - reflective practice - self-reflection and meta-reflection

		<p>Task 3: Workshop on specific research methods and foci:</p> <ul style="list-style-type: none"> - Workshop 1: Digital processing of research data - Workshop 2: CLIL and/or teacher education and research - Workshop 3: Transcription techniques for multilingual spoken data - Workshop 4: The role of languages in the research process - Workshop 5: Data collection in the school context 	
<p>ISW #3: Barcelona (Jun.–Jul. 2021)</p>	<ul style="list-style-type: none"> - paving the way for self-sustainable continuation of ISPs - highlight issues of minority languages in EU language policy - reflect on the language capital ascribed to different languages within European/multilingual societies - reflect on the challenges and interconnections regarding translation, transfer of knowledge, and multilingual identity - reflect on notions of language and culture and their implications for the development of teacher and student agency in the classroom - research methodology - share and discuss (interim) results of the junior researchers' individual portfolio work - initiate discussions between researchers and practitioners - offer best practice examples of Integrated Plurilingual Approaches by working together with schools or other educational institutions that foster multilingual competences - draw conclusions for one's future career as a language teacher and/or researcher - develop a sustainability concept regarding the IOs for further projects - reflect on the transferability regarding the IOs on further projects 	<p>Workshops connected to keynote speeches and discussions</p> <ul style="list-style-type: none"> - Connecting different research perspectives - The plurilingual educational project (PEP) - Translations in the school context - Language attitudes in multilingual societies - Reflection on language-specific hierarchies and role attributions 	<ul style="list-style-type: none"> - agency - autonomy - diversity - education - identity - pluri-, multi-, translingualism, translanguaging, translingual teaching - reflective practice - role(s)

6 Activities and tools

The ENROPE project focuses both on plurilingualism in education as the object of research and on the researcher as a plurilingual agent. The subject of plurilingualism in education aims to raise multilingual awareness, that is, to consider all languages that learners bring into the process of learning, the overall presence of language diversity in any social field of research interest, and existing practices.

However, the absence of guided plurilingual practices in processes of teaching and learning remains considerable. Teachers find themselves caught in the conflict between having few resources to teach multilingualism on the one hand and having to develop complex multilingual skills on the other hand. Researchers on plurilingualism should therefore illustrate the best practices of plurilingual agency in their own research practice inside and outside the scientific community. This implies that their own activities of scientific communication (e.g. reading, presenting, publishing) should be limited neither to English as a global language nor to a single language of the local discourse.

The European concept of plurilingualism envisages competent language proficiency in at least two modern foreign languages to maintain and promote language learning diversity. The aim of ENROPE is furthermore to provide plurilingual practices that reach beyond the limits of the individual language repertoire.

To promote the language policy objectives of the European Union (cf. Council of Europe 2001, 2018), the ENROPE project implements a variety of activities and tools for providing plurilingual practices to junior researchers. During the course of the ENROPE project, several training and learning phases for the junior researchers were implemented and organised. The aim of these learning and training phases was the reflection, practice, and interaction of practitioners about multi-/plurilingualism and multi-/pluriculturalism in the field of research and education, as well as testing these and tools. The events were organised in different formats. Some of them took place as face-to-face events and some as digital learning phases. The face-to-face events – known as *Intensive Study Weeks (ISWs)* – were organised three times by an ENROPE member group of three different European Universities (Humboldt-Universität zu Berlin, Sorbonne Nouvelle Paris 3 and the Universitat Ramon Llull Barcelona). The first meeting took place in June 2019 in Berlin at the Humboldt-Universität. The second meeting was scheduled for June/July 2020, but due to the coronavirus pandemic, the event had to be postponed to November 2020 and took place as a synchronous blended-learning online event. The third and last ISW took place in Barcelona in June/July 2021 also as a virtual event.

The digital events, called *Online Study Phases (OSPs)*, took place between the two ISWs (the first OSP was in October 2019 and the second in March 2020) and the third one was held in March 2021, just before the final ISW in Barcelona.

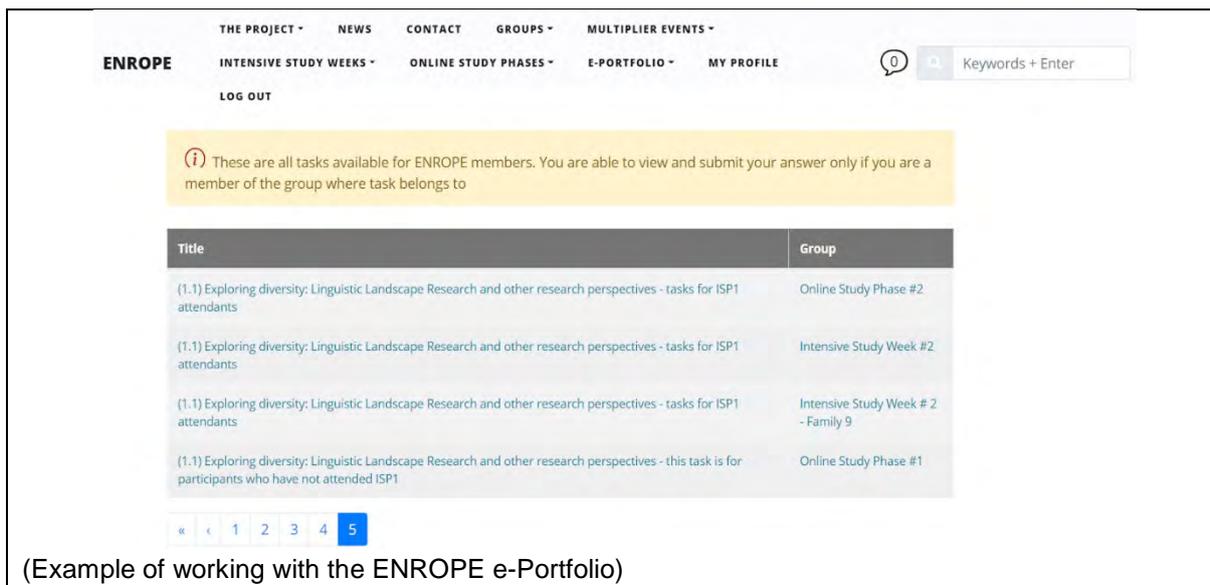
The ISWs aimed to support all junior researchers (PhD students, master's students and postdocs) from the ENROPE partner universities, from the associated partners of the ENROPE project as well as from other academic institutions worldwide. The project was intended to support the junior researchers who followed the project from the beginning, as well as those who joined the project at a later stage. Thanks to the regularly organised OSPs and the possibility to follow up these phases at a much later date, interested participants were able to follow the project contents easily.

The ENROPE *Multiplier Events (MEs)* constituted an additional platform for knowledge exchange and showcased the project's activities and products to a wide audience. They each had a locally specific orientation and showed a progression in content along the ENROPE project. ME #1 in Tallinn was entitled "Towards Plurilingual Professional Identities in Higher Education Teacher Training". ME #2 was organised by the Istanbul team and focussed on "Reflective Practices in Language Education & Research: Towards a Shared Culture of Professional Identity Development". Leeuwarden (ME #3) concentrated on "Towards Plurilingual Professional Identities", and Siegen took

a look at “Professional Identity Development for Junior Researchers: Research, Career Paths and Future Prospects in the Field of Plurilingualism and Education”. In this way, the MEs considered different training and research contexts and phases within the academic biography of junior researchers. There were keynote speeches which addressed key issues related to data obtained from different but related projects (local as well as Erasmus+) on plurilingual research and education. The aim of the MEs was threefold. First, the MEs should inform and also actively integrate a wider group of interested local players into the ongoing ENROPE project, the objectives, tools, etc. Secondly, they should give insights into local research questions and research projects in the field of plurilingualism and initiate communication networks between the involved educational contexts (school, teacher training, university). Finally, they were supposed to give master’s students, as future PhD students, a first idea of the processes for the design of a research study, of possible and productive research approaches and research questions, and provide an impression of the value of international research networks and doctoral programmes. In this respect, MEs gave project-related and research-focussed input, provided personal insight into the careers of researchers and doctoral students and their view of ENROPE and created space for discussion. The usual formats were lectures and round tables, as well as discussions, but no additional tasks as in OSPs or ISWs were delivered. During focus group interviews the participants (old-time ENROPErs) said that, although they were already familiar with ENROPE, they joined these events and found them useful and interesting.

Each of the ISWs lasted five days. While OSPs #1 and #2 lasted several weeks, OSP #3 was a virtual two-day conference. During the ISWs and OSP #3 the participants dealt intensively with the prepared activities and tools and tried to improve their PhD or master’s thesis. During OSPs #1 and #2 the participants dealt every week with a new task, which could help them to professionalise their personal self-reflection about the importance of diversity in pluri-/multilingual research and in pluri-/multicultural contexts. Focus was also placed on the professionalisation of the participants’ research skills. Throughout the project, and especially during the OSPs and ISWs, participants had the opportunity to discuss their research projects with the programme mentors without hierarchical differences. General discussions about multi-/plurilingualism as well as multi-/pluriculturalism were also welcome and enriching. The mentoring team was composed of the experienced researchers in the ENROPE Consortium.

For all six events, it should be emphasised that the ENROPE Platform was an indispensable tool for the learning process, because it promoted international discussion and interaction between the members. Furthermore, the members were able to use various networking and learning tools that had an impact on their own learning process. Those features provided the exchange of different ideas and positions between all of the attendants. The aim was also to connect the participants who had already taken part in previous ISWs and OSPs with new participants and to enable them to exchange ideas and experiences from the earlier stages of the programme. For this reason, participants always had the opportunity to upload their work results to the Platform and to make them accessible to other participants. In this way, the participants could promote their personal digital portfolio work, which can be considered as a central element of the working process within the ENROPE network. Additionally, the OSPs promoted individual reflection about the participants’ own associations with key concepts in the field of plurilingualism and education as well as reflections on diversity in multicultural and multilingual contexts. The digital work phases also pursued the objective of promoting self-evaluation of the junior scholars’ research strategies and objectives with the help of scientific literature selected by the ENROPE team.



The screenshot shows the ENROPE website interface. At the top, there is a navigation menu with links for THE PROJECT, NEWS, CONTACT, GROUPS, MULTIPLIER EVENTS, INTENSIVE STUDY WEEKS, ONLINE STUDY PHASES, E-PORTFOLIO, and MY PROFILE. A search bar with the placeholder text 'Keywords + Enter' is located on the right. Below the navigation, there is a yellow information box stating: '(i) These are all tasks available for ENROPE members. You are able to view and submit your answer only if you are a member of the group where task belongs to'. Below this, a table lists tasks with their titles and associated groups.

Title	Group
{1.1} Exploring diversity: Linguistic Landscape Research and other research perspectives - tasks for ISP1 attendants	Online Study Phase #2
{1.1} Exploring diversity: Linguistic Landscape Research and other research perspectives - tasks for ISP1 attendants	Intensive Study Week #2
{1.1} Exploring diversity: Linguistic Landscape Research and other research perspectives - tasks for ISP1 attendants	Intensive Study Week # 2 - Family 9
{1.1} Exploring diversity: Linguistic Landscape Research and other research perspectives - this task is for participants who have not attended ISP1	Online Study Phase #1

At the bottom of the table, there is a pagination control showing a sequence of numbers from 1 to 5, with the number 5 highlighted in blue.

(Example of working with the ENROPE e-Portfolio)

With regard to the activities and tools presented in this chapter, it must be emphasised that it is necessary to distinguish three different types of interaction. This implies that some activities were tested in the traditional mode of communication as a face-to-face live interaction and on the other hand – and this can be considered as most of this chapter’s activities – on the digital level. At the digital level, however, a further distinction must be made. These activities can be divided into purely asynchronous digital activities, which were limited to collaboration and interaction via the ENROPE Website, and into digital synchronous activities, which were developed and tested explicitly for a video face-to-face event.

6.1 Annotated Bibliography

Literature in languages other than English (LOTE) is often neglected in academic work, as there is a clear English bias when it comes to publications (cf. Amano, González-Varo/Sutherland 2016). For the purpose of learning about articles in LOTE, ENROPE offers a multilingual Annotated Bibliography which is ongoing and developed by users. This is an online tool that has the purpose of bringing LOTE publications related to plurilingualism in education to the attention of a wider audience and making them more visible. Besides bibliographic data and the original title, for each entry in the Annotated Bibliography users upload an English translation of the title and a short abstract in English, and importantly, an annotation providing information why this text is of interest to the respective research community. Users are invited to upload additional entries.

The ENROPE Platform also offers an easily usable tool to find annotated bibliographic entries in a structured form. The texts can be filtered by language, by title or by given tags. The entries help to disseminate texts that seem important to researchers in our field who can read in languages other than English. This tool was piloted by ENROPE participants, but it is now publicly available, and anyone can view and/or upload an annotation and bibliographic information, including their own LOTE texts. This resource is designed to challenge the English bias in academic publications and make visible articles that might otherwise be overlooked. It also invites authors to draw on literature in more than one language in their work. The model could also be used in other academic fields to enable knowledge exchange across linguistic boundaries.

Authors	Year	Title in English	Title in the original language	Language
Hoshan, A.M.	2010	Problems of Translating English Proverbs into Modern Standard Arabic	مشكلات ترجمة الامثال الانكليزية الى اللغة العربية الفصحى	Arabic
Hoshan, A., Sadkhan, R.	2019	Evidentiality in Modern Standard Arabic: A Linguistic Investigation	Evidentiality in Modern Standard Arabic: A Linguistic Investigation	English
Bastardas Boada, Albert	2013	Language policies: Possibilities, Limits and Actions	Polítiques lingüístiques: possibilitats, límits i accions	Catalan
Bergmann A., Malenkova M., Pechnikova V., Sherstyuk A.	2017	Principles of selecting texts for lesson of Russian as a foreign language: modeling and developing a dynamic resource to help future teachers	Принципы отбора текстов на уроке РКИ: моделирование и разработка динамичного ресурса в помощь будущему учителю	Russian
Karasu, G. , Sari, E-Y. E.	2019	Distance learning and learner autonomy in foreign language learning	Uzaktan Eđitim ve Yabancı Dil Öğrenme Özerkliği1	Turkish

(Screenshot of the Annotated Bibliography tool, <https://enrope.eu/annotated-bibliography>)

6.2 Connection to the ENROPE Competency Model

The tasks used in the ISWs and the OSPs were developed according to the Competency Model, and they strictly provide a space of reflection for each and every of the competencies listed: *1. Identity and role, 2. Language and culture, 3. Cooperation and development and 4. Research, teaching and learning.* In addition, necessary skills were targeted such as the ability to take initiative, to take responsibility, to tolerate ambiguity, to cooperate and to learn to motivate oneself during the very long doctoral or master research and writing process. Furthermore, the activities presented in this chapter were also assigned to the Key Notions introduced. The list of tasks created and tested during the project is also presented in this chapter and includes the main competencies associated with each task as well as the associated Key Notions.

Identity and role

The activities and tools that focus on identity and role were intended to encourage the junior researchers' self-reflection. Self-reflection is the starting point for gaining awareness of one's own practice, the practices of others, and the differences of language inclusion that researchers with different personalities bring into their work. The participants also needed to evaluate each of the proposed methods to verify if the suggested use of several languages and the plurilingual access to different scientific cultures are manageable and reasonable goals for personal purposes.

Language and culture

The access to diverse languages and to scientific cultures must be considered in two ways: as a question of reception and of production. In a mainly written form of communication – that is, in a traditional sense the reception and production of written texts without immediate or continuous interaction with other persons –, the writer as the reader has time and space to employ techniques to support understanding meaning and finding appropriate linguistic expressions.

Regarding the act of reading, multi-/plurilingual perception and the reading of scientific literature is an essential element of participation and communication in scientific discourse. On the one hand,

researchers need to think about which languages are accessible to whom, and on the other hand, which publications in which languages could enrich the thinking in relation to the respective research topics. Several levels of access to languages can be defined:

1. Proficient or full access to L1/LX and intensively studied languages;
2. limited access to less deeply studied languages that can however be understood with some effort;
3. intercomprehensive access to a third language of the same language family; and
4. supported access by translation or technical devices.

In writing for scientific purposes, there are fewer options between the proficient use of a language and the realisation of a publishable text with the competent help of a translator. For instance, if the publication of texts in a less accessible language seems useful, researchers have to decide whether to arrange for a professional translation or whether they are able to create a preliminary version in that language that has to be corrected and completed by colleagues or translators. However, researchers often do not extend their research to texts in languages with which they are less familiar.

Cooperation and development

Unlike written forms, immediate oral communication with transnational partners offers fewer possibilities to establish plurilingual discourse if the participants do not have any common language other than English at their disposal. However, in many contexts it is not evident which languages two or more persons share and if there is perhaps a language that has a higher emotional and intellectual value for them and would provide better performance and outcomes for their collaboration (cf. Roffer/Sanservino 2000; Tenzer/Pudelko 2015; Chen/Yang 2016). Strategies in this area intend to diversify the linguistic possibilities in the form of collaboration in transnational teams and supervision or mentoring.

The digital promotion of that competence can be validated by the fact that a digital interaction with other (junior) researchers brings many advantages, which are related to the – increasingly important – digital scientific exchange. Thanks to the existing digital networks and tools, the relationship between science, the public and the media has changed significantly. New media practices and forms of communication are opening up new opportunities for science (cf. Weingart et al. 2017: 7). The relationship between these crucial three aspects “science”, “public” and “media” (ibid.), which have just been emphasised, should be strengthened by the networking options of the ENROPE platform and the associated activities. Here, it must be noted that successful digital interpersonal communication – especially between scientists – in all its manifestations can be seen as an element of modern societies and also as a basic requirement of democracy (cf. ibid.: 19) or even, as in our case, as an objective of a European cooperation that provides the exchange of scientific ideas and also works as a supporting element for individual research projects of (junior) scholars in a very time efficient way. Considering the aforementioned time advantage, it should be emphasised that digital interaction enables permanent and rapid updating and archiving of information, data and obtained results. Therefore, it can be argued that the competence *Cooperation and development* also includes promoting the ability to network internationally and to elaborate high-quality contributions and discussions on a scientific, digital and above all international level.

Especially during the second OSP, which was organised to focus the competence of *Cooperation and development*, the intensive exchange between the participants was explicitly promoted using various chat functions and applications, which were integrated into the page beforehand. Therefore, it can be said that direct work on the ENROPE Platform can be seen as a central part of the process of promoting the *Cooperation and development* competence. The following tools, which were integrated into the website, were explicitly used for this purpose: a messenger function in the form of a

speech bubble icon for providing further communication, and a *Padlet* – that is, a forum to provide a discussion on board. The ENROPE e-Portfolio was also used as documentation for personal progress and a reciprocal exchange between the participants. Platforms like *Gather.town* or software such as *Zoom* or *Google Meet* as well as cooperative applications like *Jamboard* were used to create a digital international climate to support digital discussion during the project. During the ISWs and in OSPs the participants were allowed to use alternative platforms and applications if they felt the necessity, which eventually helped them cooperate and learn from each other in using digital technology for networking, co-construction of knowledge and joint production of presentations.

Research, teaching and learning

Research on plurilingualism is a field of high vitality and therefore of high heterogeneity. As in the ENROPE project, junior researchers with diverse cultural and scientific backgrounds come together in this field. The joint analysis of plurilingual contexts of and beyond personal research projects is a helpful activity to reveal differences in thinking and potential benefits from other discourse traditions and research methods.

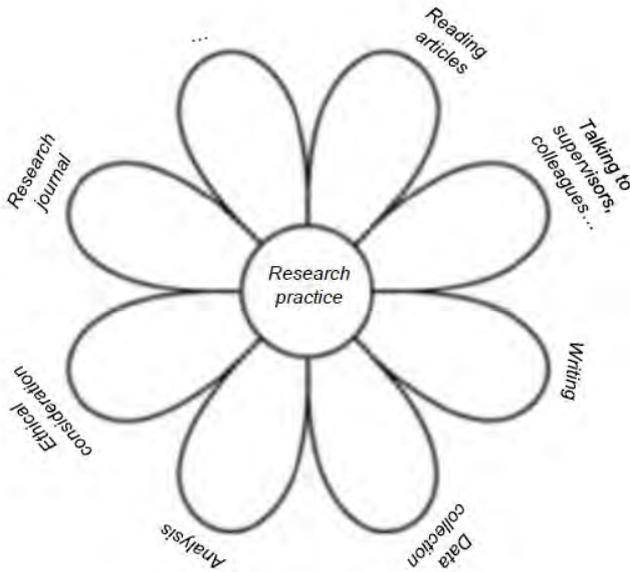
In this chapter, the activities tested with the junior researchers during the ISWs and the OSPs will be structured to offer a methodology for qualification standards of research in the field of plurilingualism in education, based on the Competency Model (see Ch. 3). The structure of this chapter is based on the Model Curriculum (Ch. 5). With the aim of making all activities available and transferable to other contexts, possible target groups who can adapt these activities in their research or education contexts are also indicated.

6.3 The ENROPE Events

The following compilation shows the activities and tools used during the ISWs and OSPs. The focus is on the reflective and output-oriented formats. Input phases of the events are listed in the Model Curriculum and are not detailed here.

Intensive Study Week #1

The first ISW took place as an in-class event at the Humboldt-Universität in Berlin. The focus of the first ISW was analysing and discussing different subject terms and concepts in the context of their socio-historical backgrounds. In addition, other key dimensions in connection with existing educational structures and pluri-/multiculturalism were discussed. Furthermore, the activities of this event aimed to provide participants with the opportunity to reflect on their own cultural and professional identity as well as on their own language biography. The detailed list is given in the following table:⁹

<p><i>Blooming marvellous</i></p> <p>As already explained in the introductory text, reflecting on one's own language learning biography was a central activity of the ISW. The visual illustration of their own language use required in this task helped the participants to reflect more deeply on their own (foreign) language use and its influence on their own cultural identity and professional life. The visual representation of their own language use also helped the participants to analyse the status of different languages and to question them within existing educational structures. Furthermore, this visualisation provided the basis for the discussion of the power relations between languages and for the reflection on social representations of languages.</p>  <p>The exact concept of this illustration is as follows: Each petal represents one element of the linguistic activities in research. However, these elements should be adapted to the individual research practice as some as-</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - language and culture <p>Key Notions</p> <ul style="list-style-type: none"> - agency - discourse - culture - diversity - education - identity - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translingualism, translanguaging, translingual teaching - self-reflection and meta-reflection <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers - learners
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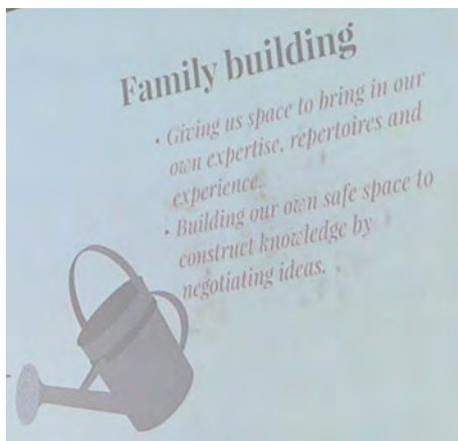
⁹ As ISW #1 and OSP #1 were closely linked to each other, several tasks from ISW #1 are listed in their extended version under OSP #1.

<p>pects might be more or less applicable to different researchers. This means that petals can be added during the reflection activity. After drawing initial petals, the task consists of adding all languages onto the petals that are involved in the different parts of research practice. For a clearer visual effect, the different languages may be highlighted with different colours.</p> <p>The “Blooming marvellous”-activity is designed to reveal plurilingual potentials and practices and to enable reflection on the ways in which the varied uses of language in the research process may influence research designs, participants and interpretations. For example, the flower might show that English is the only language of writing whereas the personal research journal is kept in the researcher’s L1. This may foster reflection about the potential of writing and publishing in the L1, as well about what it implies to transfer the concepts created in one language into the other. Doing research in the field of plurilingualism invites researchers to be aware of the languages involved in the different aspects of the research process (e.g., reading, writing, data collection, data analysis, presentations, publications for different audiences, etc.) and promotes mediative skills. Researchers might thus consider in what ways languages could be used for dissemination of results to reach the most pertinent clienteles for the reception of new findings. Furthermore, it makes researchers, who can use more than one language academically, aware of their potential to work and enable knowledge transfer across linguistic boundaries as part of an integrated plurilingual research practice. This can be an empowering experience.</p>	
<p>Creating families</p> <p>The participants were divided into “families” during the working week. This was a fixed group composition based on the similar research interests and foci of the individual group members. The groups were also characterised by being multilingual and from different cultural contexts. This led to a number of multi-perspective discussions regarding the issues to be debated in relation to cultural identities, language, educational institutions and research.</p> <p>In general, interactions in professional groups can be supported by the work on group dynamics. In this activity, newly founded work groups create their identity as a family. This activity is suitable for both professional interaction types (face-to-face or digital interaction). Based on the group members’ biographies and on their research sections and experiences they create a family with a name and a transcultural family story that also contains the family languages that single members are able to speak or they can communicate with in their work.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - language and culture - collaboration and development <p>Key Notions</p> <ul style="list-style-type: none"> - agency - discourse - collaboration - culture - diversity - education - identity - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - role(s) - self-reflection and meta-reflection <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers



(Example of ENROPE family building during ISW #1)

The image of a family produces a number of metaphors such as different generations of master's students, PhD students, and postdoc researchers working together. It delivers a space to bring in different experiences, to network and to develop a common ground of meaning:



(ENROPE activity ISW #1)

Linguistic housekeeping

The activity of “Linguistic housekeeping” was used to give participants the opportunity to become aware of their multilingualism and to motivate them to interact on a multilingual level with other participants. This means that participants were encouraged to switch to several common languages beyond the typical *lingua franca* of English, which is usually employed in multilingual interaction contexts.

Researchers in the field of plurilingualism in education are often plurilingual or even polyglot themselves. The most probable switch from English as a *lingua franca* to the L1 of one interlocutor can be realised if the other person identifies him or her with that language and shows a disposi-

Target areas of competence

- identity and role
- language and culture

Key Notions

- agency
- discourse
- collaboration
- culture
- diversity
- education
- identity
- language(s) (home-, school-, own-languages and immersion)

tion to talk in the same tongue. But, if this disposition is not given, there could be another undiscovered language that the interlocutors share and would be glad to use. The activity of linguistic housekeeping tries to discover shared and non-shared knowledge of languages and enables participants to reflect on how they wish to use languages during their own collaborative activities, rather than take the use of a *lingua franca* for granted.



(ENROPE activity ISW #1)

If a group of people comes together for the first time, they can be invited to check which languages exist in the group, and which are shared by members to decide whether English or another language or a combination of languages may be the best option. Furthermore, the awareness of shared languages helps to avoid unintended exclusion in the form of situations where two speakers use their preferred language without considering the other group members (cf. Kulkarni/Sommer 2015). The identification of shared languages might also include languages that some group members understand (receptive skills) rather than speak (productive skills) to try out intercomprehensive communication that permits to some speakers a better degree of expression than in any mutually shared language (cf. Eco 1993: 377).

- mediation
- pluri-, multi-, translingualism, translanguaging, translingual teaching
- role(s)
- self-reflection and meta-reflection

Target groups

- researchers
- teachers
- learners

Exploring diversity through Linguistic Landscapes

The study of linguistic landscapes (i.e., linguistic and other semiotic resources in public spaces) is a research field of high interest and it is almost always related to multilingual constellations. Linguistic landscape studies try to understand the implications of language choice on the basis of political regulations and communicative intentions. As defined by geosemiotics (cf. Scollon/Scollon 2003: 2, 110), the use of more than one language or

Target areas of competence

- identity and role
- language and culture

Key Notions

- agency
- autonomy
- culture
- diversity
- identity

<p>labelling in a not dominant language of a place always has a meaning that relates to language policy. To understand this meaning, the collected data need to be seen in the exact spatiotemporal context where it appeared.</p> <p>In the ENROPE project, the diversity of origin of the partners such as the participants, even from outside of Europe, permitted them to collect linguistic landscape data from very different contexts all over the world. Analysing this data together shows how different language policies work. This includes that in some situations, plurilingual indications have a rather symbolic value whereas they are necessary in others.</p> <div data-bbox="539 577 753 913" data-label="Image"> </div> <p>Where? When? How? Canada in 2007 when I was an exchange student; can be found in any grocery store and is just one of many examples of a bilingual country. What does it represent/involve? What meanings does the data convey? Canada as a bi- or even multilingual, certainly a multicultural society. My first reflective connection with bilingual branding on something (coming from a monolingual background mainly) How does it represent diversity? Why is the data significant? History of multiculturalism in Canada (official policy); still gaps between <i>Canadians</i> and <i>Canadiens</i>; demonstrates openness...</p> <p>(Example – photo and explanation – of multilingualism in Canada uploaded by an ENROPE ISW #1 participant)</p>	<ul style="list-style-type: none"> - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - social and individual representations <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers
<p>Working on definitions</p> <p>Through the input of the 15 Key Notions as definitions of basic concepts in the field of plurilingualism and education, junior researchers with diverse scientific backgrounds worked in groups on their individual knowledge and perspectives about the different concepts.</p> <p>Example of the task:</p> <p>While working on the following tasks, please use the suggestion function to make your work results visible. You can use the edit button (symbol: pen) and make suggestions. Let's go!</p> <p>1) Discuss the notions which have been selected by your group ("family"). Do you agree with the definitions of the three notions? Please add your own suggestions or change the definitions.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - collaboration and development - research, teaching and learning <p>Key Notions</p> <ul style="list-style-type: none"> - agency - discourse - collaboration - culture - diversity - education, - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism,

2) Check the list with the 15 Key Notions defined within the context of ENROPE. If you miss further notions that you assume to be crucial with regard to research on multilingualism, please add the notion and provide a definition.

In the following survey you will find the 15 Key Notions for the Qualification Handbook that we discussed in the workshop on Thursday afternoon. This time, we focus on competences that are related to each Key Notion. Please indicate how far you agree with the given descriptors. You may use the open space for individual remarks such as additional or complementary descriptors. At the end of the survey you will have space to comment on the entire issue.

Thank you for your participation!

The participants reflected on the quality and completeness of the given definitions. As a result of this activity, the modified definitions unite the complexity and diversity of points of view. As an enrichment of orientations of the scientific discourse in the ENROPE project, the suggestions for modifications were reviewed and integrated into the Key Notions of the Qualification Handbook. Furthermore, participants got the opportunity to evaluate their competences in relation to each Key Notion in a survey.

Key notion: agency

	fully agree	partly agree	don't agree
to be able to make choices regarding one's career as a language teacher/junior researcher	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
to be able to act in accordance with one's own professional goals, one's professional identity and values	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
to be able to act as an agent of change in professional contexts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Screenshot of the Key Notion survey ISW #1)

translanguaging,
translingual teaching
- role(s)
- self-reflection and meta-reflection

Target groups
- researchers
- teachers

Online Study Phase #1

The first OSP was initiated as an asynchronous learning phase on the ENROPE Platform. It served to deepen the knowledge and competences acquired in ISW #1 and to promote them. In addition, it led the participants into a deeper examination of their own self-reflection, to deal with multilingualism and plurilingualism as well as multiculturalism in different contexts in a differentiated way. The learning phase also put a special focus on the influence of these previously discussed diversities on one's own use of language and especially on one's own research behaviour. A central point of this learning phase was to deal with the importance and necessity of researching and publishing in English. During this OSP, the participants were also able to expand their own e-Portfolio and get in touch with other academics. Below is the compilation of (sample) tasks that were part of this event.

Language biography

During the first ISW and the first OSP, participants were asked to make an illustrated language biography of themselves. This illustration, similar to the “Blooming marvellous” activity, aimed to motivate the participants to self-reflect and to recognise their individual roles within multilingual and multicultural contexts.

The didactic concept behind this activity is a classical approach to becoming aware of one’s own language repertoire, which was originally used for children (cf. Krumm/Jenkins 2001). It consists of drawing a multicoloured silhouette of the body in which different parts (especially head, heart and hands) symbolise emotional and practical meanings for each language. The silhouette illustrates to oneself:

What are my languages and what do they mean to me?

Who am I as a plurilingual person?



(Output by an ENROPE participant in OSP #1)

For the purposes of ENROPE, the silhouette is augmented by extensions of biographical details and by a focus on the professional dimension. The silhouette becomes multimodal by adding written texts, pictures or images, drawings, symbols and any other types of illustration around the original form to specify the questions:

- *How did I become this person and what contexts and experiences have contributed to shaping my personality as a plurilingual being?*
- *Who am I as a plurilingual researcher?*

Target areas of competence

- identity and role
- language and culture

Key Notions

- agency
- discourse
- culture
- educational cultures
- identity
- language(s) (home-, school-, own-languages and immersion)
- pluri-, multi-, translingualism, translanguaging, translingual teaching
- role(s)
- self-reflection and meta-reflection

Target groups

- researchers
- teachers
- learners

<p>Although the technique of visualising languages in a silhouette is mainly applied to working with children, this upgraded version of the silhouette can also help junior researchers to clarify their own plurilingual abilities and professional practices. As a group activity, the visual approach permits mutual comparison of the plurilingual identities of junior researchers as the different versions of multimodal representations of plurilingual identities may offer a higher degree of cognitive substantiation. In the first OSP participants were free to write down their biography in the form of a continuous text, to combine it with a silhouette or a drawing if desired, and to publish it in the showcase part of their e-Portfolio.</p> <p>“Speaking the languages coming out of the mouth I feel very relaxed and comfortable, whereas trying to understand or even speak the ones touching the top of the head I feel strained. Very interesting is for me the contrast of French and Spanish: Neither one I speak well, but I feel a lot better listening to and using Spanish than French.”</p> <p>(Quotation from an ENROPE participant in OSP #1)</p>	
<p>Reflection on diversity and linguistic landscape research</p> <p>The following activity was elaborated for the first Online Study Phase and can be considered as a simultaneous promotion of the competencies <i>Identity and role</i> and <i>Language and culture</i>.</p> <p>The activity was divided into two choices: one for attendants who already participated in the ISW and one for those who were new to the project. The task for the participants in the face-to-face ISW in Berlin served to present the elaborated results during the workshop and to get in contact with the new participants. The task aimed to enable deeper individual reflection on the phenomenon of diversity in multilingual and plurilingual societies and to create a connection to the last ISW.</p> <p>This activity helps to develop the participants’ sense of diversity in multi-/plurilingual contexts and its significance in their own surroundings as well as its significance for the collection and analysis of their own data. In the next step, participants were encouraged to reflect on the results of the collaborative workshop on diversity from the first ISW and to consider how the new results affected their own research strategies and considerations. The basis of this reflection process was the workshop about linguistic landscape research, which took place during the first ISW.</p> <p>Example of the task:</p> <p>Introductory info on the task In this section, you are going to revise the workshop on diversity and linguistic landscape research.</p> <p>Input / Task instructions a) If you have not yet had the opportunity, please revise and upload the material you created for the workshop to the competency part of your e-Portfolio. This includes:</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - language and culture <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - culture - diversity - identity - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - social and individual representations <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers

<ul style="list-style-type: none"> • Pre-reflection on diversity (What does diversity in multi-/plurilingual societies mean to you?) • Linguistic Landscape data and a brief interpretation of the data as well as a critical reflection on its significance (In what sense does your data represent diversity? / Why do you think it is significant?) • Please remember, if you wish to receive feedback for this or any of the following tasks, select the option “public” so that other members of ENROPE can see your text. <p>b) If you have not yet had the opportunity, write a portfolio entry (for the competency section) in which you:</p> <ul style="list-style-type: none"> • Reflect and discuss: To what extent did your collaborative work on diversity in ISW #1 Berlin influence (verify and/or change) your understanding of diversity? • Reflect and discuss how the collaborative work on diversity and emerging concepts relate to your research or work. <p>c) Take a look at the work other members in our community have done in tasks a) and b). There will also be new members to ENROPE who got the chance to catch up on the tasks of the “Exploring Diversity Workshop”. You will find them in the competence section of each person’s portfolio. Leave at least three comments after your reading. Feel free to use this opportunity to get to know each other even further and to network.</p>	
<p>Exploring diversity in research</p> <p>This activity was developed explicitly for the new OSP participants. It helped to develop the participants’ sense of diversity in multi-/plurilingual contexts and its significance in their own surroundings. In the next part of the task the participants were encouraged to deal with the Linguistic Landscape Research strategies based on scientific literature. Subsequently, the participants were encouraged to practise data collection in the context of diversity and multi-/plurilingualism and to learn to evaluate it with the help of the provided guiding questions.</p> <p>Example of the task:</p> <p>Introductory info of the task</p> <p>To learn about ENROPE’s work so far, we will spend the first weeks of the OSP introducing you to the project and the issues we have raised so far. In this section, you are thus going to explore what diversity and identity mean to you personally and what Linguistic Landscape Research is.</p> <p>Input / Task Instructions</p> <p>a) In a text, discuss what diversity means to you. Add the text to the competency section of your e-Portfolio. Please remember, if you wish to receive feedback for this or any of the following tasks, select the option “public” so that other members of ENROPE can see your text.</p> <p>b) Choose one of the given texts on linguistic landscape research that you can access via your (university) library. Summarise and comment on the most important points in the text.</p> <ul style="list-style-type: none"> • Shohamy, E., & Waksman, S. (2009). Linguistic landscape as an ecological arena: Modalities, meanings, negotiations, education. In E. Shohamy and D. Gorter (Eds.). <i>Linguistic landscape: Expanding the scenery</i>. New York/London: Routledge, 313–331. • King, L., & Carson, L. (Eds.) (2016). <i>The Multilingual City: Vitality, conflict and change</i>. Bristol: Multilingual Matters. 	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - language and culture <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - discourse - culture - diversity - educational culture(s) - identity - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - social and individual representations <p>Target group</p> <ul style="list-style-type: none"> - researchers

<ul style="list-style-type: none"> ● McEntee-Atalianis, L. (2019). <i>Identity in Applied Linguistics Research</i>. London: Bloomsbury Academic. <p>Add your text to the competency part of the e-Portfolio.</p> <p>c) From your surroundings, collect a piece of data (a sign, product, story you were told, etc.) that displays multi-/plurilingualism and diversity. In a text, discuss the following questions:</p> <ul style="list-style-type: none"> ● Where, when and how was the data collected? ● What meanings does the data convey and construct? ● In what sense does your data represent your understanding of diversity? ● What are the similarities and differences in the way you approach the data and the notion of “diversity”? ● What do these similarities and differences mean to you as a researcher? <p>Again, please add your results to the competency part of your online portfolio.</p> <p>d) Take a look at the work other members in our community have done in tasks a), b) and c) and leave at least three comments. Feel free to use this opportunity to get to know each other and to network, especially as you will be joined by ISW #1 attendants as well.</p>	
<p><i>Participation in the Handbook and in the Annotated Bibliography</i></p> <p>The following activity encouraged the attendants to participate in the elaboration of the ENROPE Qualification Handbook. The junior researchers were asked to comment on two of the 15 Key Notions and to add some suggestions for the definitions. In this way the participants’ opinions could be incorporated into the theoretical input of the Qualification Handbook and the attendants’ individual relation to the phenomena of pluri-/multilingualism is connected with the theoretical foundations. Furthermore, this task – as well as the following task, which focuses on the Annotated Bibliography –, encourages the junior researchers to collaborate with the ENROPE team and to improve the bibliography with more texts and text summaries. The main objective of these tasks was to train the participants to interact in serious international networks to promote their own and general scientific research. The other aim related to these tasks was to encourage the participants to deal with texts written in a language they were not familiar with, so they would demonstrate the courage to contact other ENROPE members to obtain a translation or summary of the content.</p> <p>Example of the task:</p> <p>1.2 Introductory Info on the Task</p> <p>In this task, you will have the opportunity to comment on and contribute your own ideas to the ENROPE Qualification Handbook. The Qualification Handbook describes the objectives of the study programmes developed by ENROPE and defines the competences that the participants are supposed to develop in the course of the programme.</p> <p>In EU educational policies, multi- and plurilingualism are considered to be a precondition of and an aim for teaching and learning. Although researchers and practitioners have tried to translate this assumption into research and teaching practices that meet the demands of multilingual societies and plurilingual speakers within Europe and beyond, a lot of work still needs to be done. The development and implementation of research and classroom practices that are sensitive to the plurilingualism(s) of an ever-increasing num-</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - collaboration and development - research, learning and teaching <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - collaboration - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - self-reflection and meta-reflection - social and individual representations <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers

<p>ber of learners will be a long-term task. To be prepared for this task, European educators need to develop professional identities that embrace the diversity of European multi- and plurilingualism(s) and enable educators to deal with multi- and plurilingualism in a reflected manner. That is why the study programme, developed by ENROPE, aims at fostering the development of strong and reflected professional identities of junior researchers whose research is on plurilingualism and/in education.</p> <p>Input / Task Instructions</p> <p>a) Access the preliminary version of the Handbook and discuss two Key Notions of your own choice. Do you agree with the definitions of the notions? Please add your own suggestions or change the definitions. Give reasons using the comment function.</p> <p>b) Check the list with the 15 Key Notions defined within the context of ENROPE. If you miss further notions that you assume to be crucial to research on multilingualism, please add the notion and provide a definition.</p> <p>TIP: Are you currently looking for research literature on pluri-/multilingualism in education? Check out the bibliography provided at the end of the Qualification Handbook!</p> <p>1.3 Introductory Info on the Task</p> <p>ENROPE's Annotated Bibliography will help to categorise and review important research literature from each member's context. Very often, we are only aware of research that is written in English and in the language(s) of our very own research context. However, there may be a rich body of research in languages that we are not able to speak and understand. In line with ENROPE's aims and objectives, we want to make visible and provide access to these texts.</p> <p>On the ENROPE Website, the Annotated Bibliography section thus lists texts that you have added for their importance to the context of pluri-/multilingualism and education. For each text, you can provide a short summary so, if anyone else is curious about it, they can access it and ask for your further help.</p> <p>Add an article to the ENROPE Annotated Bibliography. You can access it here: https://enrope.eu/annotated-bibliography</p>	
<p>Reflection and Improvement</p> <p>The tasks of the second phase of OSP #1 serve for a task-based self-reflection. The aim of this task is to promote the junior researcher's professionalisation in research, academic strategies as well as in the appropriation of academic knowledge. The initial task also gives the participants the chance to incorporate their impressions and reflections from the first ISW as well as from the first OSP tasks into the following learning process.</p> <p>Example of the task:</p> <p>2.1 Introductory Info on the Task</p> <p>The second part of the ENROPE OSP will begin with a personal reflection of what we have learned and in how far we could see an impact of our work in our daily practices. Focusing on pluri-/multilingualism in our own research thereafter, ENROPE will provide some reading on the role of English (and other languages) in academia with which we can critically engage. We will end the second phase with a task that focuses on the roles that pluri-/multilingualism and diversity play in our own research studies.</p> <p>Reflection</p> <p>How far have the given tasks on multi-/plurilingualism and diversity and/or ISW #1 in Berlin changed your practices as a researcher and/or teacher in the field? Write a text and engage</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - language and culture - research, learning and teaching <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - culture - diversity - educational culture(s) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - role(s) - self-reflection and meta-reflection <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers

<p>in at least two discussions in the comment section of your fellow researchers in the following week.</p>	
<p><i>Analysis of the importance of the English language in the world of science</i></p> <p>The following subtask helps the attendants to engage with the content of the given specialist literature and connect it with their own research practices. This task also aims to improve the participants' research practice according to the competences <i>Language and culture</i> and <i>Research, teaching and learning</i>. The activity was based on the essay written by Mary Jane Curry and Theresa M. Lillis in 2014, which bears the title "Strategies and tactics in academic knowledge production by multilingual scholars". In the first part, the text discusses the role of the English language in research and publications. In particular, the authors analysed different publication strategies that enable scientists to write and to publish their research results in high status scientific journals in a long-term study from 2001 to 2009. More precisely, the focus of the study is the analysis of various research and publication techniques used by 50 researchers from non-English-speaking countries in Europe (Spain, Portugal, Hungary and Slovakia) who have varied and often limited access to the material resources that can support doing and writing about research, including resources for learning English (cf. Curry/Lillis 2014). The use of English as a foreign language in an academic context thus requires an application of special additional working strategies, which lead to the being active in an international research network. As Curry and Lillis (2014: 4) emphasise in this regard:</p> <p style="padding-left: 40px;">Ideologies of language are centrally bound up in global practices of academic writing and publishing, English is heavily implicated in academic evaluation practices, in particular because of the ways it is nested in the selection criteria for journals to be included in ISI indexes.</p> <p>Building on the scientific input on the high value of English in international research, the second part of the task focuses on multilingual research. Its scientific basis was the 2015 essay by Prue Holmes, Richard Fay, Jane Andrews and Mariam Attia entitled "How to research multilingually: Possibilities and complexities". The reading of and the reflection on the text aimed to develop the opportunities for researching multilingually. The presented scientific texts contain a description of the individual steps of researching, writing, and publishing in a non-native language (such as English), in multilingual contexts and also with multilingual teams of scientists. Their reading, reflection and comparison with one's own research habits allow a systematic evaluation of one's own strategies. In addition to the reflection on the possibilities and strategies presented in both essays, which were encouraged to implement the new knowledge into their own research habits as well as to analyse and possibly evaluate their own future goals as researchers.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - language and culture - collaboration and development - research, learning and teaching <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - culture - diversity - educational culture(s) - identity - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - self-reflection and meta-reflection - social and individual representations <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers

<p>Example of the task:</p> <p>2.2 Introductory Info on the Task This week, you will be able to choose from two texts. The given tasks will help you to engage with their content and to connect it with your own research practices.</p> <p>Input / Task Instructions Choose and read one of the following texts and answer the given questions. Upload your findings to the competence section of your portfolio.</p> <ol style="list-style-type: none"> Curry, M. J., & Lillis, T. M. (2014). Strategies and tactics in academic knowledge production by multilingual scholars. <i>Education Policy Analysis Archives</i>, 22/32, 1–24. Holmes, P., Fay, R., Andrews, J., & Attia, M. (2016). How to research multilingually: Possibilities and complexities. In: Z. Hua (Ed.). <i>Research methods in intercultural communication. A practical guide</i>. Hoboken: Wiley-Blackwell, 88–102. <ul style="list-style-type: none"> What are the possible impacts of exclusively publishing in international English-medium, high-status journals? Can you add any impacts that have not been mentioned in the article? What is the difference between strategies and tactics, and what are the terms' function in the article's context? What are the main findings of the study? How far do the results relate to ENROPE and your own work? <p>Relate the opportunities for researching multilingually that are given in the chapter to your own research practices. Are there any practices you already employ? Are there practices you would like to implement in the future? You may also relate the chapter's findings to the "Blooming marvellous" flowers created at ISW #1 in Berlin. Can you add information to your research flower?</p>	
<p>Reflection and interaction</p> <p>The next activity asks the junior researchers explicitly about their possible or intended research contribution to the topic of multi-/plurilingualism. By writing a text, which should be uploaded afterwards, the participants can take advantage of the digital networking of the ENROPE site and network with early-stage researchers pursuing similar research objectives. With this activity they got the opportunity to practise digital international inter-communication.</p> <p>Example of the task:</p> <p>2.3 Introductory Info on the Task This week, you will be able to reflect further on your own research study in the context of pluri-/multilingualism and education.</p> <p>Input / Task Instructions Write a text in which you explore ...</p> <ul style="list-style-type: none"> Which contribution to the field of multi-/plurilingualism research would I like to make with my research study? What do I need to learn to make my contribution to the field? <p>If you do not want to write about your PhD research here (again), feel free to draft another idea for a study and answer the given questions in this new context. Add your text to the autobiography section of your e-Portfolio.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - language and culture - collaboration and development - research, learning and teaching <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - discourse - culture - identity, - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translingualism, translanguaging, translingual teaching - role(s) - self-reflection and meta-reflection <p>Target group</p> <ul style="list-style-type: none"> - researchers

<p>Read about what other researchers have written to find out about common goals and areas where you can possibly work together. Use the commenting function in order to discuss your ideas.</p>	
<p><i>Digital collaboration for project improvement I</i></p> <p>The final activity of the first OSP animated the participants to meet digitally in research families – groups of junior researchers with similar research interests – and to develop two common research questions in the field of multi-/plurilingualism and education. Unlike the first ISW, participants were free to choose which families they wanted to join. These activities can be seen as preparation for the activities of OSP #2, which explicitly promoted international exchange and scientific support among the participants. It should be mentioned that the participants were not only able to contact other junior researchers and ask them for advice, but the senior researchers represented in the ENROPE team also accompanied the participants' learning and interaction process.</p> <p>Example of the task:</p> <p>3.1 Introductory Info on the Task</p> <p>Welcome to the third part of the ENROPE OSP! In this part, we will engage with different research perspectives in the field of pluri-/multilingualism and education. In this first task, we will work with ENROPE's Annotated Bibliography. The second part will ask you to work in groups and develop your own research questions for the field. The third part will try to further intensify this collaboration.</p> <p>Input / Task Instructions</p> <p>Write a response paper to an article relevant for your research (from our Annotated Bibliography); to fulfil this task, you may need to contact the person who added it to ENROPE's Annotated Bibliography as the main points of the article need to be mediated between you. You can do so via the messaging function on the ENROPE Website (top right corner).</p> <p>Please make sure that you have added an article to our Annotated Bibliography before you start with this task (see tasks 1.2 and 1.3 from our Online Study Phase).</p> <p>3.2 Introductory Info on the Task</p> <p>After engaging with research in the field of pluri-/multilingualism and education, after much reflection on both the topic and our own research in the field, we will try to think ahead: Which research will lead the field into the future? Which questions should be asked and answered?</p> <p>Input / Task Instructions</p> <p>In your family groups, develop two relevant research questions in the field of pluri-/multilingualism and education. Explain your reasoning and upload your results into the showcase part of your portfolio.</p> <p>To coordinate with your family groups, you can use the chat function on the ENROPE Website. It might be easiest to use Doodle to find a date where all members of your family group have time for an online session via Adobe Connect or Skype. Please coordinate among yourselves, but feel free to let us know if you need any assistance.</p>	<p>Target area of competence</p> <ul style="list-style-type: none"> - collaboration and development <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - collaboration - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translingualism, translanguaging, translingual teaching - self-reflection and meta-reflection <p>Target group</p> <ul style="list-style-type: none"> - researchers

<p><i>Digital collaboration for project improvement II</i></p> <p>In the last task the participants were asked to reflect on how the ENROPE community has influenced and changed the collaboration with other scientists. This task format is an attempt to make it clear to the early-career researchers that continuous exchange with like-minded people with the help of a systematically designed network is an enormous enrichment for the evaluation of their own research strategies and also offers new perspectives for the handling of their own research data.</p> <p>Example of the task:</p> <p>3.3 Introductory info on the task</p> <p>With this task, the first ENROPE OSP draws to a close. We will end with a short reflection here, to improve as a project and a community of practice. If you have any feedback, please let us know. We will also ask you to complete a small survey about the OSP to further improve on what ENROPE can offer you in the future.</p> <p>Input / Task instructions</p> <p>In a short statement, reflect on how far the ENROPE community has shaped your collaboration with other researchers. If applicable, document examples of your collaborations. You may also add information on how ENROPE's research community might improve its future collaborative practices.</p>	<p>Target area of competence</p> <ul style="list-style-type: none"> - collaboration and development <p>Key Notions</p> <ul style="list-style-type: none"> - agency - autonomy - collaboration - language(s) (home-, school-, own-languages and immersion) - mediation - self-reflection and meta-reflection <p>Target group</p> <ul style="list-style-type: none"> - researchers
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Online Study Phase #2

The second OSP was constructed according to a similar pattern as the first one. This working and learning phase was also initiated as an asynchronous event, which took place primarily on the ENROPE Platform. The main focus of the second OSP was to promote the ability to act as an agent of change in a professional context. Furthermore, the participants were given the opportunity to learn to take initiatives in this context, to develop a sense of responsibility and to cooperate with other prospective scientists. The aspect of motivation should not be underestimated here, which should also be supported by this project and the related activities.

<p><i>Training of international collaboration</i></p> <p>During the second OSP, cooperation between the old and new members of the network was primarily promoted.</p> <p>During this asynchronous work phase, the participants should practise step by step getting in touch with other researchers independently and to identify common research interests. In addition, the task served to identify common research difficulties and to discuss them digitally afterwards (e.g., with the help of blog entries commented on by other ENROPE members, both junior researchers and mentors). For this purpose, the ENROPE Platform in particular served as a means of interaction and communication. However, other tools were also used, such as Padlet, to illustrate the research challenges that arose.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - collaboration and development - research, learning and training <p>Key Notions</p> <ul style="list-style-type: none"> - collaboration - education - identity - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translanguaging, translingual teaching
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<p>The ability to collaborate effectively and digitally with other people has become an important key competence in many fields, which should be particularly promoted. This applies especially to university teaching, which nowadays thrives on digital collaboration and interaction. However, these competences should not be neglected in the school sector either, as good digital interaction competence can be seen as a good way to promote individual learning competence. If this collaboration is extended to an international level with the integration of foreign languages, the ability to communicate in foreign languages and language awareness is practised in addition to learning competence.</p> <p>Example of the task:</p> <p>Input / Task Instructions (Step-by-step to do items)</p> <p>Step 1 – Introductions and network</p> <ul style="list-style-type: none"> ● Introductions, see who forms part of the OSP #2 group <ul style="list-style-type: none"> ○ OSP members ○ our workplaces (if you haven't uploaded a picture of yours yet, please do this now) ● Open your own profile page: main menu, my profile, tab "My Network". This suggests some OSP #2 participants who might have similar research interests based on their profile information. (This function is no longer available; see here for networking with current ENROPE members: https://enrope.eu/networking) ● Visit profiles of suggested colleagues (junior and senior) in "My Network" ● Visit profiles of other OSP #2 members ● Use the speech bubble icon to send a message to two potential research mates (to: start typing their profile name). We suggest you tell them <ul style="list-style-type: none"> ○ what you think your commonalities might be, ○ reasons why you have decided to contact them ○ reply to any messages you receive (the speech bubble icon turns red when you have a message) ○ jointly develop ideas for research challenges that you could upload to your portfolio, see step 2 (next). ○ You may have noticed that challenges related to languages or multilingualism can occur at all stages of the research process. <p>Step 2 – Research challenges</p> <ul style="list-style-type: none"> ● Go to the ENROPE page. ● Upload a research challenge in the Padlet. <p>Read the challenges posted by others, and click the heart button if you would like to discuss this challenge in the next phase</p> <p>Introductory info on the task</p> <p>This task has the aim of discussing research challenges identified by ENROPE participants during Task 2. It takes place in discussion groups within the OSP #2 group. The discussion groups are set up by the Exeter team based on challenges identified by ENROPE participants during Task 2. It also has the aim of engaging the ENROPE community to build networks and resources to help them learn from one another and challenge each other's thinking to engage in critical thinking related to finding ways forward regarding the challenges. This has the purpose of developing a culture of sharing and discussion that may develop critical engagement with research-related questions and challenges. During March and April 2020, the discussion boards will be moderated by the Exeter team, but the functionality will remain available throughout the ENROPE project (2018–2021) and beyond.</p>	<p>- self-reflection and meta-reflection</p> <p>Target group</p> <p>- researchers</p>
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<p>Input / Task instructions</p> <p>Step 1 – Engage in discussions</p> <ul style="list-style-type: none"> ● Go to the OSP #2 group on the ENROPE Platform. ● Select one or more discussions and participate in them. ● Participants are encouraged to check activity on the discussion boards regularly and engage actively with the community. The discussion activity can continue after OSP #2 has officially ended. <p>Step 2 – Provide feedback</p> <ul style="list-style-type: none"> ● Fill in our evaluation survey, as this is an important part of our project. 	
<p>Discussions on board</p> <p>The last and central activity of OSP #2 pursued the goal of linking the previous activities. This is a moment for reflection and gaining clarity about the fact that certain difficulties occur at all stages of research. The aim of the exchange was not only to provide an overview of the research problems, but also to look at them from different perspectives and, if necessary, to overcome them. In this phase, the participants had the opportunity to systematically network with a scientific community on the basis of their research work, interact with each other and work out solutions to problems digitally. Thanks to a digital discussion, the participants also received active support from ENROPE senior scientists. Furthermore, the participants were animated to develop content that may feed into future ENROPE activities, such as developing a working paper summarising the discussion of challenges.</p> <p>A similar task type was also used during the second ISW as a meeting preparation activity.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - cooperation and development <p>Key Notions</p> <ul style="list-style-type: none"> - researchers - collaboration - identity - role(s) - self-reflection and meta-reflection <p>Target group</p> <ul style="list-style-type: none"> - researchers

Intensive Study Week #2

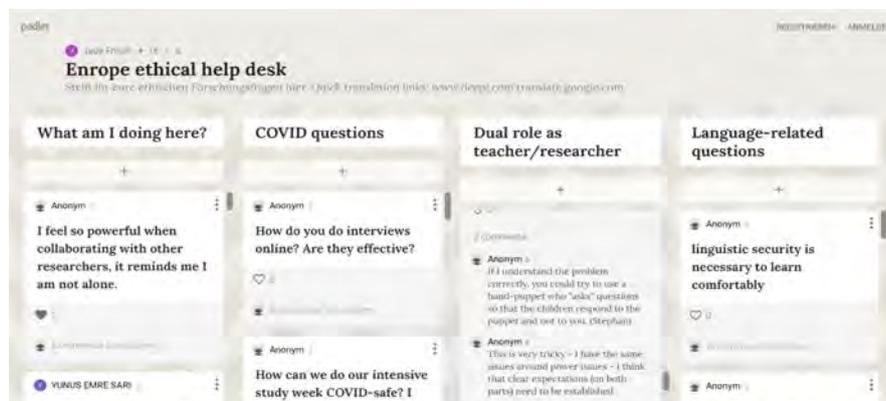
The second ISW was organised as a five-day synchronous blended-learning online event due to the coronavirus pandemic. Participants were asked to complete several pre-tasks before the actual ISW #2 to intensify the input and work phases during the study week. ISW #2 was mainly devoted to digital collaboration and interaction with other junior researchers and experienced mentors of the ENROPE team. The thematic focus was on issues and problems related to pluri-/multilingualism and pluri-/multiculturalism in different living spaces, educational institutions and in research. In this context, the importance of the different levels of research ethics was also thematised and discussed with the participants and the mentors. Below is a compilation of (sample) tasks that took part during this event.

<p>Presentation and interaction as a preparation task</p> <p>Before the second Intensive Study Week, participants were asked to present their projects in a PowerPoint presentation and upload it on the ENROPE Platform. Thus, the website again served as a tool for international interaction during the preparatory activities. The participants were asked to look at the uploaded projects and to comment on them – especially the projects of people who had been assigned to the same “family”</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - research, teaching and learning - cooperation and development <p>Key Notions</p> <ul style="list-style-type: none"> - collaboration - culture - diversity
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<p>beforehand. The aim of this preparation was to make the participants aware of each other's projects and to intensify the cooperation during the synchronous blended-learning event. In addition, thanks to the platform, it was possible to contact the other participants before the event and exchange information if necessary.</p> <p>Example of the task:</p> <p>Introductory info on the task With this task, we would like to invite you to present your current research project to your ENROPE family members and mentors.</p> <p>ICT requirements Functionalities of ENROPE Website and e-Portfolio; PowerPoint or similar presentation software.</p> <p>Input / Task instructions Please prepare a short PowerPoint presentation (no more than three slides), in which you respond to the following two questions:</p> <ul style="list-style-type: none"> • <i>What am I currently working on?</i> • <i>How does my current work relate to plurilingualism?</i> <p>On your last slide, please list a few questions or areas for feedback. Your slide can be uploaded as a file. Alternatively, you may share a URL for an online document, such as <i>Google Slides, Wakelet, Prezi, Adobe Spark</i> or other.</p> <p>On day 1 or 2 of ISW #2, you will be asked to present your slides to your family members. In the following days, you will be expected to amend and extend your presentation by incorporating ideas from the keynote and post-keynote sessions and/or by responding to your family members' feedback. In this process, you will be mentored by an ENROPE consortium senior member.</p> <p>e-Portfolio section: Showcase</p>	<ul style="list-style-type: none"> - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - role(s) - self-reflection and meta-reflection <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers
<p><i>Reflection, interaction and discussion</i></p> <p>This activity should prepare the participants for the technical presentations during the blended-learning event. In this example, the ENROPE Platform again served as the first means of communication. The presentations of the speakers were uploaded on the platform in advance. The participants thus had the opportunity to deal with the input beforehand and to ask the speakers questions with the help of the platform tool "discussion on board". Moreover, thanks to this preparatory work, the speakers were able to explicitly address the questions and needs of the participants in their presentation.</p> <p>Example of the task:</p> <p>Introductory info on the task By completing this task, you will make yourself familiar with the contents of the four ISW #2 keynote speeches. At the same time, you will help the keynote speakers customise their speeches according to the needs and interests of their audience.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - language and cultures - research, teaching and learning <p>Key Notions</p> <ul style="list-style-type: none"> - autonomy - collaboration - self-reflection and meta-reflection <p>Target group</p> <ul style="list-style-type: none"> - researchers

<p>ICT requirements Functionalities of ENROPE Platform and e-Portfolio, esp. discussion boards.</p> <p>Input / Task instructions Please read carefully through the four abstracts of the keynote speeches. Think about how the keynotes relate (or do not relate) to your own research project. Also think of questions or comments that you would like to share with the keynote speakers in advance. For each keynote speech, post at least one question or comment on the provided discussion board. Your contributions will help the keynote speakers to make their speeches match the audience's (= your!) needs.</p>	
<p>Consideration of research ethics</p> <p>A central element of the synchronous blended-learning event was the focus on research ethics. This thematic focus was introduced with a lecture. Afterwards, the participants discussed in groups to what extent this topic affects their own research projects. The topic of research ethics can be described as extremely complex, and it became clear – both in the presentation and within the group discussion – that this topic affects one's own research project on various levels. It can be concluded that dealing with questions related to research ethics is indispensable in all research projects.</p> <p>Example of the task:</p> <p>Introductory info on the task These tasks are part of ISW #2 and will introduce participants to ethical considerations relevant for their research. The tasks will start with considering the participants' own research. Their reflection will be substantiated by a lecture and workshop on research ethics during ISW #2. As part of the workshop, participants will compare their considerations on research ethics, discuss ethical considerations for multi-/plurilingual research, and evaluate how these findings can be presented in their theses.</p> <p>ICT requirements Computer, web conferencing with video and audio</p> <p>Input / Task instructions Pre-task: Read Kubanyiova's (2008) paper on research ethics and answer the following tasks that link her findings to your own research.</p> <p>Source: Kubanyiova, M. (2008). Rethinking Research Ethics in Contemporary Applied Linguistics: The Tension Between Macroethical und Microethical Perspectives in Situated Research. <i>The Modern Language Journal</i>, 92/4, 503–518.</p> <p>a) Assess in which areas of your research project you have to make decisions that carry an ethical dimension. b) Assess in which areas of your research project you have to make decisions that carry an ethical dimension and are related to multi-/plurilingualism. c) Discuss how far the model proposed by Kubanyiova helps to make and justify these decisions.</p> <p>In the group discussions the participants were encouraged to reflect on and discuss which ethical questions they have to address in their own re-</p>	<p>Target area of competence - identity and role</p> <p>Key Notions - agency - culture - diversity - identity, - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translanguing teaching - role(s) - self-reflection and meta-reflection - social and individual representations</p> <p>Target group - researchers</p>

search. The questions were primarily discussed in the groups (“families”) and the group mentors gave the participants helpful tips on how to overcome ethical problems in research. An interactive Padlet was created to deal with questions on the research ethos, in which the participants can also share their questions and thoughts on this topic even after ISW #2.



(Padlet created by ISW #2 participants concerning research ethics)

Discussing the role of English in science

This unit serves as a renewed focus on the importance of English in academia as well as in cultural settings. During ISW #2, participants were asked to watch a video that was recorded during the first multiplier event in Tallinn. The video was subsequently uploaded on the video portal *YouTube*. It shows a round table with different scholars having a discussion on the topic of English in the cultural and scientific space. Among other things, the discussion provides insights into the discourse within Germany, Estonia and the Netherlands. On the one hand, this unit serves to illustrate to the participants how the status of the English language can differ in the cultural spheres of different countries, but also within the cultures of research. In addition, this activity makes clear that discourse can vary enormously within different countries. Thus, with the help of such activities and tools, it is possible to open up domestic discourses and gain insights into other perspectives.

Example of the task:

Introductory info on the task

For some time now, English has become the main language in which to publish and discuss scientific issues. On the one hand, this means that it can be considered as an “enabling” language that facilitates communication across borders and even disciplines. On the other hand, it has taken up the spaces that other languages may have used to disseminate the research carried out in different communities. We would like to address the struggle between English as an “enabler” language and as a “predator” language regarding our own fields of research. How does this affect translations of specific terminology? How does it affect identities? How does it affect the use of languages in schools? Can we find balancing strategies so that all languages are visible? Is there a generation gap regarding perceptions of the use of English (perhaps influenced by other spheres such as music and social media)? These are some of the points that may be addressed during this post-keynote session.

Target areas of competence

- language and cultures
- identity and role

Key Notions

- culture
- educational culture(s)
- identity
- language(s) (home-, school-, own-languages and immersion)
- pluri-, multi-, translingualism, translanguaging, translingual teaching
- self-reflection and meta-reflection
- social representation

Target group

- researchers

<p>Learning objectives:</p> <ul style="list-style-type: none"> • To identify attitudes and aptitudes of use of English in scientific discourse • To explore how social and educational uses may affect these attitudes and aptitudes • To share possible plurilingual strategies in scientific discourse that may enable a certain plurilingual balance <p>ICT requirements Computer, web conferencing with video and audio</p> <p>Input / Task instructions Before the session, write your ideas regarding the two main topics discussed by the panellists of the Round Table organised by the ENROPE team at our meeting in Tallinn:</p> <p><i>The Dominant Role of English in Scientific Discourse</i> <i>The Role of Plurilingualism in Scientific Discourse: Actions and Tendencies</i></p>	
<p><i>Linguistic landscape: The use of graffiti for qualitative research</i></p> <p>In this activity, participants were asked to look for graffiti in their environment that combine image and language. The workshop focused on how to analyse such graffiti – especially from a multi-/plurilingual perspective. Afterwards, the participants had the chance to analyse and discuss images of graffiti they had previously collected in groups and with the support of the mentors. Within the groups, it became clear how sensitive the interpretation of such image sources is and how meaningful these documents can be for obtaining results, especially when it comes to the analysis of the construction of an individual and cultural identity. Special attention was paid to the complex process of translanguaging.</p> <p>This task is also useful in the school context, as it helps learners to perceive and deal with the mental expressions of the environment. In addition, this material also shows the extent to which multilingualism and multiculturalism influence everyday life, which is particularly relevant in foreign language teaching. It also makes them aware of the fact that context plays a crucial role when interpreting graffiti.</p> <p>Example of the task:</p> <p>Introductory info on the task “Landscape is both a place and a ‘way of seeing’ [...] [It] is additionally a form of ideology. It is a way of carefully selecting and representing the world so as to give it a particular meaning. Landscape is thus an important ingredient in constructing consent and identity – in organizing a receptive audience – for the projects and desires of powerful social interests.” (Mitchell, 2000: 100)</p> <p>This task aims to invite ENROPE researchers across various fields of multilingualism to view, experience and investigate the multilingual landscape of visual representations they encounter in the public spheres of their urban linguistic environment through a focus on <i>graffiti</i> – as a form of socio-linguistic variety. For the successful completion of the task, the participants are invited to work collaboratively within their family groups as visual ethnographers by bringing together samples of graffiti from their socio-linguistic/cultural environ-</p>	<p>Target areas of competence - language and cultures - identity and role</p> <p>Key Notions - collaboration - culture - diversity - identity - pluri-, multi-, translanguaging, translingualism, translingual teaching - reflective practice - social and individual representations</p> <p>Target groups - researchers - teachers - learners</p>

ments, analysing their selected data through a specific lens/with a specific focus (discursive, linguistic, socio-pragmatic), and reflecting on the results they have achieved as well as their own research process

Reference:

Mitchell, D. (2000). *Cultural Geography: A Critical Introduction*. Malden, Massachusetts: Blackwell.

ICT requirements

Image upload; small group web conferencing for collaborative work; discussion board (*Padlet*); shared document link (e.g., *Google Docs*) + *Google Meet* group conference

Input / Task instructions

Pre-tasks (individual work):

Before attending this post keynote task session, you are cordially invited to:

Watch the documentary *Graffiti: The forbidden Game* (YouTube link:

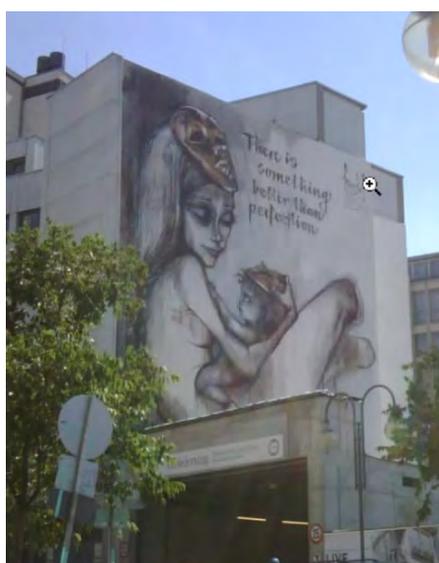
<https://www.youtube.com/watch?v=LRlpallx3sY>)

OR

Read the sample article “The writing on the stall: Gender and graffiti” on graffiti by Green, J. A. (2003).

Think over the potential directions/results this line of research can suggest for your local linguistic/pedagogic environment. What aspects of graffiti would you be willing to investigate if you went into the field? What might graffiti be telling about the identity of that specific time/place/people? Get ready to discuss with ENROPE research partners the challenges that might be encountered in the field as a researcher.

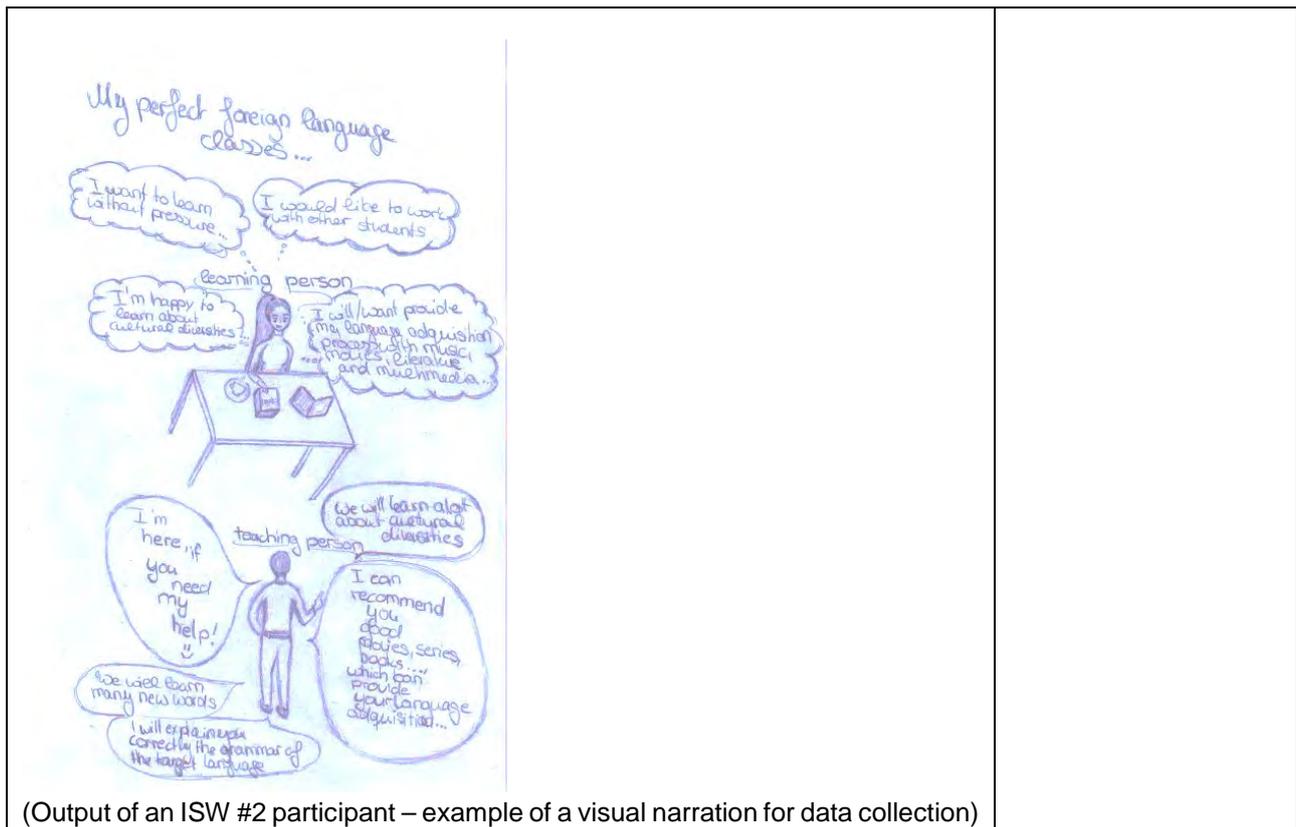
Collect/ take as many photos of graffiti as you can in your city/country – be it in your own language variety or any vernacular variety used around your neighbourhood. Try to sample the uses from diverse neighbourhoods in your city and select five samples of graffiti (n=5) that (preferably) communicate a legible message (can also express an aesthetic form of hip-hop art-script or feature the lyrics of a song). Be ready to upload the images to the common platform at *Wakelet* so that your group members can view them properly for the upcoming steps of the task.



(Photo from an ISW #2 participant and example of pluri-/multilingual and pluri-/multicultural identity construction in everyday life)

<p><i>Identity construction in foreign language teaching</i></p> <p>In this activity the participants dealt with the following fundamental questions of multilingual didactics: “How do social actors construct their identities in situations of contact between languages and cultures? Are the languages of the country of origin really passed on to children?”. In this workshop, an analysis of data in the form of video material and interview fragments from a provided corpus was presented. Based on the data, it became clear that during the socialisation process, children not only acquire the language(s) spoken in their environment, but also certain images as well as attitudes that accompany them during the learning process. Based on these findings, it is necessary to consider children’s social representations to better understand the relationships between the construction of identities, individuals’ plurilingual repertoires and language learning in school. The in-depth examination of this topic served to encourage and support the participants in dealing with such data material, but also to sensitise them to the complex process of children’s identity construction in multilingual and multicultural foreign language teaching. Thus, dealing with this topic and these data sets is not only an important topic for researchers, but also for teachers.</p> <p>Example of the task:</p> <p>Introductory info on the task</p> <p>With globalisation, the relationship between the individual and social space has undergone major changes in recent decades. This task explores the socialising experiences of allophone children (and their families) through their identity representations and their social and language mobility, by adopting a multidisciplinary approach that combines linguistic, sociolinguistic and psycholinguistic factors. We will examine the language practices of families (parents and children) from different linguistic communities, in which plurilingualism does not enjoy the same social status and identities vary between “chosen plurilingualism” and “imposed plurilingualism”. In doing so, we wish to go beyond the bipartite vision of socialisation according to which the individual socialises first in the family (primary socialisation) and then in society and at school (secondary socialisation). In particular, we will explore the different dimensions of socialisation by taking as a starting point the relationship (which we will describe as a “network”) between the individual and the social space (Deprez 2007) and by considering this space as permeable to the representations, practices, and language attitudes produced by the individuals who frequent it.</p> <p>The following questions arise in our task: How do social actors construct their identities in situations of contact between languages and cultures? Are the languages of the country of origin really transmitted to children?</p> <p>In this task, we will see, by analysing the data of the corpus provided, that during the socialisation process, children not only acquire the language(s) spoken in their environment, but also the images and attitudes that accompany them. In this sense, it is essential to take into account the social representations of children to better understand the relationships between the construction of identities, the plurilingual repertoires of individuals and language learning at school. In this task, we will study the elements that constitute and structure the representations of languages and that make them change or reinforce them over time, through the analysis of films and corpora of semi-directive interviews. Then, we will examine their complex functioning within “social networks” (e.g., parents, children and teachers).</p> <p>Reference</p>	<p>Target area of competence</p> <ul style="list-style-type: none"> - language and cultures <p>Key Notions</p> <ul style="list-style-type: none"> - agency - education - educational culture(s) - identity - language(s) (home-, school-, own-languages and immersion) - pluri-, multi-, translanguaging, translanguaging, translingual teaching - social and individual representations <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers
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<p>Deprez, C. (2007). Langues et espaces vécus dans la migration : quelques réflexions. <i>Langage et société</i>, 3–4/121–122, 247–257.</p> <p>ICT requirements Computer, web conferencing with video and audio</p> <p>Input / Task instructions Pre-tasks (individual work): Please read the following paper so as to be able to discuss it during the session: Coste, D., Moore, D., & Zarate, G. (2009): <i>Plurilingual and Pluricultural Competence, Studies towards a Common European Framework of Reference for language learning and teaching</i>, Council of Europe (please follow this link: https://rm.coe.int/168069d29b).</p> <p>Please pay particular attention to the following chapters: Ch. 4 and Ch. 5 (pp. 16–23), as well as the Appendices (pp. 35–44).</p> <p>Optional task: Please watch the film of Casnav Paris (2016): <i>Le plurilinguisme à l'école : un atout, pas un obstacle !</i> (please follow this link: https://www.ac-paris.fr/portail/jcms/p1_2209176/s-appuyer-sur-le-plurilinguisme)</p> <p>Optional task: Have a look at the following talk: Conference of Sofia Stratilaki (2018), Plurilinguisme et Inclusion scolaire, project PLINSCO (please follow this link: https://www.ac-paris.fr/portail/jcms/p1_2209176/s-appuyer-sur-le-plurilinguisme).</p>	
<p>Visual narratives as a data collection method</p> <p>As a blended-learning activity in the second ISW, visual representations of the test persons – in this case on the topic of multilingualism and teaching in foreign language instruction – were also presented and discussed as possible data collection material in research. The participants were encouraged to try out the following exercises themselves:</p> <ul style="list-style-type: none"> ● <i>Draw yourself learning a foreign language (at school and at home).</i> ● <i>Draw how the learning of a foreign language should be.</i> ● <i>Draw what the head of somebody who speaks various languages looks like.</i> <p>This method is suitable for data collection but also for reflection on one's own teaching activities. Moreover, it is adequate as a method of reflection for all age groups and especially for children, to get very introspective information from the pupils or the test persons. Moreover, these tasks also help learners, because such creative forms of presentation can also enhance their language awareness.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - research, learning and teaching <p>Key Notions</p> <ul style="list-style-type: none"> - education - identity - pluri-, multi-, translingualism, translanguaging, translingual teaching - role(s) - social and individual representations <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers - learners



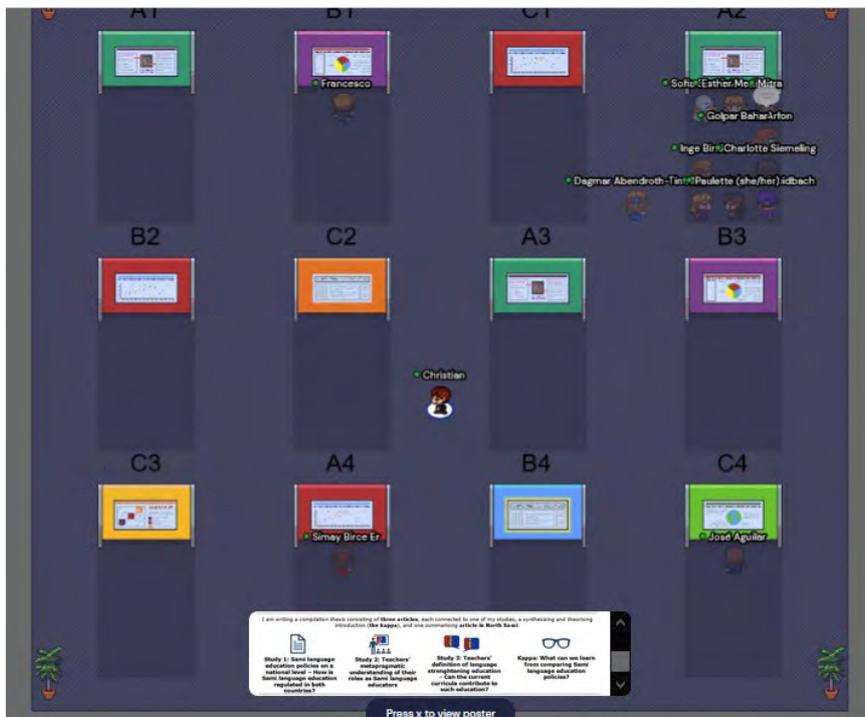
Online Study Phase #3

The third OSP took place as a blended-learning event similar to the second ISW. The event was hosted by Universität Siegen on 15–16 March 2021. The event was scheduled as a digital international colloquium, in which participants presented and discussed their research projects with the help of a scientific poster on the first day of the event. On the second day, the participants were assigned to specific workshops in which the research projects were discussed and evaluated from a specific scientific perspective with the respective mentors and other workshop participants.

Two online platforms were chosen for the design and organisation of this event. For the first day, the video-calling space *Gather.town* was used, which offers the opportunity to organise a plenary discussion with the help of scientific posters. *Gather.town* also enables a virtual gallery walk where the individual posters or projects can be discussed among the participants immediately after the plenary discussion phase.



(Screenshot of the plenary discussion at OSP #3 on the *Gather.town* platform)



(Screenshot of the OSP #3 poster session on the *Gather.town* platform)

The workshops, on the other hand, were conducted with *Zoom*. The workshops were explicitly tailored to the research projects and wishes of the participants. During this time, participants had the opportunity to clarify their questions with the respective workshop leaders in the context of their research focus or specific data collection procedures. In addition, the workshop leaders endeavoured to gain an overview of the individual research projects to guarantee individual advice.

Intensive Study Week #3

The third and final ISW was organised by Universitat Ramon Llull from Monday 28 June to Friday 2 July 2021 as a synchronous online event held with *Google Meet*, roughly along the same lines as the second ISW in Paris. During this ISW, the focus was on research in educational settings with a special focus on pluri-/multilingualism and pluri-/multiculturalism.

Working with PEP design

The work with the PEP (Plurilingual Educational Project) design was the target task of ISW #3 focussing on research project ideas elaborated by the participants on the focus of pluri-/multilingualism and -culturalism. The participants were assigned to their families and were asked to design a joint project that would be presented at the end of the week. For the elaboration of the common project, the participants received one link per family to a common specific digital online sheet that was worked on simultaneously by all family members via *Google Drive*. The activity aimed to encourage the junior researchers to work on a joint research project within a fixed team. During this time, participants were encouraged to reflect on fundamental issues related to research in an educational setting, starting with a basic research question, the definition of thematic focus, target group and the selection of adequate research instruments. In the elaboration of the respective research projects, the participants tried to merge their personal research interests and at the same time practised developing new research initiatives in a team. This form of training programme can be transferred to other research areas.

To edit the document, make a copy in the menu, click File, Make a copy.

Plurilingual Educational Project (PEP) template

Your names	
Name of the Plurilingual Project	
Level/Course to be implemented	

BRIEF DESCRIPTION/PRESENTATION OF THE PLURILINGUAL EDUCATIONAL PROJECT

LEARNING OBJECTIVES AND COMPETENCES

LEARNING OBJECTIVES
What do we want students to learn? Why?
1

(PEP template used during ISW #3)

Target areas of competence

- language and culture
- collaboration and development
- research, teaching and learning

Key Notions

- agency
- collaboration
- culture
- diversity
- education
- identity
- language(s) (home-, school-, own-languages and immersion)
- mediation
- pluri-, multi-, translanguaging, translingualism, translingual teaching
- self-reflection and meta-reflection

Target groups

- researchers
- teachers

<p><i>Reflection on the connection of different research perspectives in the school context</i></p> <p>Based on a keynote presentation with the title “Only one way? Bringing different research perspectives together”, participants were encouraged to reflect on the advantages, disadvantages and the question of triangulation of qualitative and quantitative research approaches in the educational context. This question is particularly significant for research within educational contexts, as researchers should ask themselves, for example, to what extent the complex identities as well as competences of learners can be reduced to quantitatively collected numbers and to what extent quantitative methods can or should be complemented by additional qualitative methods. The reflection questions triggered by this keynote lecture can also be transferred to other research areas where human individuality and complexity need to be taken into account in research enterprises.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - language and culture - collaboration and development <p>Key Notions</p> <ul style="list-style-type: none"> - agency - collaboration - culture - diversity - education - identity - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - self-reflection and meta-reflection <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers
<p><i>Translations in the school context</i></p> <p>Inspired by the workshop on “Shadow Heroes workshop: Translators in schools” (cf. Gitanjali et al. 2020), participants were encouraged to test and reflect on translation-based methods for language teaching developed through the work of Shadow Heroes in British schools. In particular, participants explored issues around language and power and the resulting impact of perceived linguistic hierarchies in the language classroom. The activities and initiatives presented in this workshop are particularly appropriate for plurilingual and multilingual research and learning contexts.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - language and culture - teaching and learning <p>Key Notions</p> <ul style="list-style-type: none"> - agency - collaboration - culture - education, - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers
<p><i>Reflection on language attitudes and language planning in pluri-/multilingual societies</i></p> <p>Inspired by the keynote speech about “Language Attitudes and Language Planning in Multilingual Societies”, the participants were encouraged to reflect on diverse language attitudes and language planning in plurilingual and multilingual contexts that are subject to political, social and economic hierarchisation. In addition, the participants were encouraged to elaborate on specific language planning measures in the school context with the help of a collection of ideas at Padlet. This activity primarily refers to the differ-</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - researchers - identity and role - language and culture - collaboration and development <p>Key Notions</p> <ul style="list-style-type: none"> - agency - collaboration - culture - diversity - education

<p>ent institutional levels of language use, which are organised differently in various societies. The issues reflected in the lecture are particularly significant in the school context and provide opportunities for discussion in all societies and language areas. This activity can accordingly be transferred to discussions on languages in different institutional settings.</p>	<ul style="list-style-type: none"> - identity - language(s) (home-, school-, own-languages and immersion) - mediation - pluri-, multi-, translingualism, translanguaging, translingual teaching - role(s) - self-reflection and meta-reflection <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers
<p><i>Reflection on language-specific hierarchies and role attributions</i></p> <p>Inspired by the keynote speech on “Being an international doctoral student – Experiences in supervision and languages”, the participants were motivated to reflect on and discuss the linguistically defined role attributions in the context of doctoral studies in different language areas. The joint exchange on the topic awakened participants’ awareness of the power and diversity of the role and task attributions of doctoral students and supervisors in different cultural and linguistic areas.</p>	<p>Target areas of competence</p> <ul style="list-style-type: none"> - identity and role - language and culture - collaboration and development <p>Key Notions</p> <ul style="list-style-type: none"> - collaboration - culture - diversity - identity - language(s) (home-, school-, own-languages and immersion) - role(s) - self-reflection and meta-reflection <p>Target groups</p> <ul style="list-style-type: none"> - researchers - teachers

Round table discussions

In addition to the activities, tools and thematic impulses presented earlier, the numerous round table discussions held both during the four Multiplier Events (organised by the following ENROPE partners: Tallinn, Istanbul, Leeuwarden and Siegen) and during the third ISW should also be highlighted at this point. The panel discussions were always held with speakers from different cultural and language backgrounds. The speaking group usually consisted of external speakers and experienced as well as junior researchers from the ENROPE team. The panellists often expressed their personal point of view on specific issues in the context of research, language use or other cultural practices related to pluri-/multilingualism or pluri-/multiculturalism. The aim of these discussions was first and foremost to make clear to the participants the perspectives that differ from one language and cultural area to another, and also to sensitise the participants to certain language and cultural area-dependent questions or discussions.

7 Evaluation

All ENROPE events and activities have been consistently evaluated through participant surveys that were carried out by the teams responsible for the events. More extensive analyses, based on questionnaires and interviews, appear in separate publications. In this chapter, we provide a small degree of insight into the evaluation work. Furthermore, it has to be emphasised that the training programme was seen as a systematic attempt at targeted capacity building for junior researchers, which has been in development throughout its duration and has always been accompanied by reflections and improvements on the part of the responsible ENROPE consortium. Therefore, it is necessary to underline that the regularly conducted surveys were of great importance for the establishment, improvement and sustainability of the project.

We would like to particularly thank the evaluation team of ENROPE participants: Bahram M. Behjoo, Hanna Lämsä-Schmidt, Tatjana Nikitina, Sarisa Srisathaporn, Hanife Taşdemir and Dong Zhao.

7.1 Event surveys

Intensive Study Week #1

The evaluation survey of the first ISW in Berlin, which was held as a face-to-face event, was conducted via an online questionnaire from 4 July to 30 September 2019. The survey was implemented using the *LimeSurvey* platform offered by Humboldt-Universität zu Berlin. The questionnaire was developed in advance by the project coordination in Berlin and put online to evaluate the participants' satisfaction with the event. Another aim was to collect feedback on the ISW to improve the planning of future events. Of 36 participants, 27 completed the digital questionnaire. After evaluating the data sets, it can be stated that the event largely met the expectations of the participants (78%), only one participant saw the personal expectations of the event as "not at all" fulfilled. When asked whether the time invested was worthwhile, the results were even more positive: 89% of the participants were of the opinion that the event was "very" or "fairly" worthwhile. However, the figure changes slightly when it comes to the question of whether the effort invested was worthwhile. Here the positive feedback was 81%, while four participants answered that the effort invested was "rather not" worthwhile and one even felt that it was "not at all" worthwhile. The overall content was rated as "very" or "quite satisfactory" by the majority of participants (74%). However, again one participant rated the content as "very unsatisfactory". While this can be seen as an outlier, there were six other participants who were "rather" dissatisfied with the overall content. Looking more closely at the reasons for the dissatisfaction of this minority of participants, it can be seen that while the majority rated it as "rather" or even "very satisfactory", a quarter of the participants were dissatisfied with the productivity and timing. The ENROPE team took this as an important reason to improve the time management in subsequent events. Nevertheless, 88% of the participants answered in the survey that the organisation, the chosen venue and the communication during the event were satisfactory. The overall atmosphere of the first ISW was rated even higher: 96% of the survey participants rated it as "satisfactory", two thirds even as "very satisfactory". However, there seemed to be room for improvement in the communication prior to the event. Here the figures are unexpectedly split beyond expectations. More than half of the participants said that the first ISW met their needs. However, about 41% found the working week less satisfactory. Assumptions about the possible reasons were included in the ideas for improvement below. An even better result was seen for the networking opportunities (52% "very satisfied", 44% "quite satisfied") and the school visits, which scored highest in satisfaction with no dissatisfied participants and almost two thirds "very" satisfied.

The number of survey participants who would like to participate in future ENROPE events, such as the OSP (88%) and the next ISW (85%), shows that even those who were not satisfied with some aspects of the event would be willing to participate again in future ENROPE events.

Further requests for change resulting from the survey can be listed as follows:

- a stronger focus on the projects of the individual participants (n=8)
- a more intensive scientific discussion (n=8)
- a clear schedule in the run-up to the ISW (n=7)
- inviting international experts to give presentations and feedback (n=4)
- more informal networking opportunities (n=4)

Participants also gave numerous reasons in the questionnaires why they would attend subsequent ENROPE events:

- networking (n=8)
- exchange of ideas (n=5)
- accompaniment of their own research (n=5)

Online Study Phase #1

Opinions about the first OSP were gathered through an eight-question survey aimed at assessing the impact of ENROPE tools and activities on members' professional development. Officially, 38 people participated in the first OSP, based on the number of people registered in the OSP #1 group on the ENROPE Platform. Regarding the evaluation of the event, it is a limitation that the survey was only completed by two participants. Moreover, the completed questionnaires do not contain detailed statements for the open questions asked. The only thing that can be stated is that those who took part in the survey rated the activities as rather unsatisfactory. Positively noted was the communication with the organisers of the virtual work phase. Accordingly, no statements can be made about this survey regarding the effectiveness of the activities and tools during the ENROPE OSP #1. Furthermore, it should be emphasised at this point that the tasks of this OSP were hardly or only partially processed. It should be also stated that only a few of the participants of the first ISW started to create an e-Portfolio. After the first evaluation analysis, it was also found that the e-Portfolio was characterised by some technical problems, which were largely eliminated after the first OSP.

Despite the low participation and minimal level of feedback on the first OSP, ENROPE had agreed to reduce self-reflection in the next work phases and to increase the focus on the other competences laid down in the model curriculum to ensure far-reaching competence development of the junior researchers. Furthermore, the team decided to intensify the work with the e-Portfolio in the subsequent tasks and to further develop its design to make the advantages of portfolio work clear to the participants. The technical design of the ENROPE Platform was also improved.

Online Study Phase #2

In the OSP #2, which took place in March 2020, 34 junior researchers participated. The tasks were completed by a large number of participants. Fascinating discussions were also formed on the ENROPE Platform, which affected the respective research process of the participants. To maintain participation in the whole OSP #2 and especially in the virtual discussion, the responsible team decided to send out reminder emails. Fortunately, this led to a revival of this form of discussion. Nevertheless, the general participation in the following tasks continued to decline. Based on the surveys and participation, the ENROPE team in charge were able to determine that the final tasks in particular had been too complex and not motivating enough. In addition, the task might have conflicted with the protection of the research data.

It was also brought to the attention of the ENROPE team that it had been difficult to find the right information on the website of the second OSP and its subpages. This was improved during the course of the project.

In May 2020, the participants were asked to take part in a virtual evaluation. Fourteen of the OSP #2 participants took part in this survey. The survey shows that participants very much welcomed the opportunity to interact on the ENROPE Platform with mentors and peers. Some participants also noted a gain in new ideas and perspectives for their own research project. Furthermore, it was clear from the survey that some aspects discussed in the forums would be addressed by some participants in future projects.

After analysing the survey and reflecting on the second OSP, it can be stated that direct networking was not fully functional in the first part of the OSP, which was subsequently remedied. The task around the use of the Padlet at the beginning of the study phase can be considered a complete success, as a large number of participants took part in this activity. It was concluded from this that for the majority of the participants, it makes sense to use activities and tools that do not have a too academic appearance for the initial tasks. They should appear a bit playful and allow more personal contact and interaction. Other participants criticised the fact that some tasks focused too much on reflection rather than giving more in-depth academic input. The discussion board mentioned earlier was very popular and generated fruitful conversations and ideas. The tool and the activity associated with it also allowed for the exchange of hurdles related to the participants' own research project. OSP #2 took place at the beginning of a difficult time due to the beginning of the coronavirus pandemic, when everyone felt a bit isolated and alienated. Therefore, it is also important to mention the affective and social dimension of ENROPE events in supporting international and multilingual networking.

Intensive Study Week #2

The evaluation of the second ENROPE ISW was carried out by means of an online questionnaire at the end of the event, in which 33 of the 44 participants took part. The results of the survey show that the participants were largely satisfied with the activities and the structure of the event. The participants particularly appreciated the interaction within the "families" (peers and mentors). When asked whether they would participate in a future ENROPE ISW, most of the participants were in favour of attending again. The commitment referred both to participation in a face-to-face event in Barcelona, but also to participation in a virtual event, as was already the case with ISW #2. Most participants also emphasised their willingness to join other ENROPE events such as online colloquia or other workshops.

The evaluation survey of the ISW #2 shows that the expectations were largely fulfilled for the vast majority (i.e. about 79%) of the participants. The last items of the questionnaire aimed to find out whether the participants found the pre-event activities as well as the activities during the event en-

riching and interesting (58%). The results indicate that the pre-event tasks were more intellectually challenging than the activities directly linked to the plenary presentations. Nevertheless, the preparatory tasks as well as the tasks during the workshops were only relevant to the individual research projects to a limited extent. Even so, the activities encouraged the participants to look at their research project from a different perspective and to reflect on their role as a researcher (67%). As advantages of the event, aspects such as interaction with and feedback by mentors and peers also emerged. As a challenge of the project, the participants' search for common ground can be mentioned, which can be attributed to the different research directions of the participants. Despite this challenge, it should be emphasised that the elaboration of a common ground was always achieved in all groups. Furthermore, the group work led to fruitful discussions and sophisticated work products, such as the "Blooming marvellous" sheets, Padlets and visual narratives.

Among other aspects of the project commented upon in the survey there were: 88% of the participants stated that they would continue to participate in ENROPE events. 58% stated that the workshops had been intellectually enriching and that during the ISW their personal perspective on their own project could change; and 60% stated that knowledge about their own research project could be expanded during the week.

Online Study Phase #3

The third OSP was conducted on 15–16 March 2021 and took place as a virtual colloquium. At the end of this event, participants were also asked to take part in an evaluative survey, and 13 of the 24 participants completed the online questionnaire. Most of the questions related to the effectiveness of the communication platform *Gather.town* for an international academic colloquium, whether the Gallery Walk was helpful with the associated discussion about the research projects, and whether participants had the opportunity to discuss their own research project during the workshops. The survey was mainly completed by the 11 participants who took the opportunity to present their project in the virtual plenary. On the basis of the survey, it can be stated that 69% of the participants emphasised that the Gallery Walk and the associated discussion proved helpful for their research project. Furthermore, most participants (85%) stated that they were able to discuss their research project during the workshops and that the input of the workshop leaders had been useful for the research projects. In the survey, as in the previous ones, the interaction with peers was praised, but only some participants (46%) mentioned that they used the time during the coffee breaks to talk to other participants on the platform. This suggests that interaction mainly took place during the poster discussion. All participants underlined the usefulness of the ENROPE network for international communication. The communication platform *Gather.town* was particularly praised for allowing the poster discussion and joint interaction. In addition, the platform's playful design encouraged participation in the event and created a nice simulation of a real colloquium. In terms of group work, however, *Zoom* was more effective and allowed for more direct and technically stable interaction. Some workshops were therefore held on this platform.

Intensive Study Week #3

Due to the rather low level of information gathered about participants' satisfaction with the ENROPE activities, tools and frameworks resulting from the previous surveys, the questions in the survey for the last ISW were expanded and specified. Like at the end of the previously described events, the participants were also asked to take part in an online evaluation of the third ISW on 2 July 2021. This final survey contained eleven closed questions (Likert scales and checkboxes) and three open questions. The survey was sent to 38 participants. However, only 20 questionnaires were returned. The analysis of the survey indicates that overall, the expectations of the participants regarding ISW

#3 were met in most cases (80% of the responses are rated 4/5 and 5/5). Participants' responses also indicate that ISW #3 was able to support participants' professional development as researchers (75% of responses are rated 4/5 and 5/5). In addition, the vast majority of participants responded that participation in ISW #3 was a positive investment (85% of responses rated it 4/5 and 5/5) and there were no negative responses on this point. In terms of satisfaction with the content of ISW #3, most participants (n=18/20) rated the keynote lectures, the round tables, the afternoon family workshops and the final presentations positively. Regarding satisfaction with the organisation of ISW #3, most participants commented positively on aspects such as the timetable of the week, the structure of the families and the communication of information before and during ISW #3. The working atmosphere is one of the areas that participants rated with more positive answers. The atmosphere within the families (n=1), between participants and mentors (n=2) and in the plenary sessions (n=3) was generally perceived as very good by the participants. Only a minority of participants (n=7/20) were less satisfied. In terms of the digital working environment, there were mostly positive responses regarding the handling of the ENROPE Website (n=10/20). The use of *Google Meet* for the live sessions was also generally rated as good or even very good (n=11/20). Nevertheless, the ENROPE team decided to make further improvements to the website to continue to improve the user-friendliness in terms of technical issues and content finding. At the same time, these modifications were intended to ensure the further usefulness and sustainability of the ENROPE Platform after the timespan of the project.

Finally, a large majority of participants (90%) expressed their willingness to participate in an international exchange programme organised by ENROPE, and 95% of participants also expressed their interest in formal membership in case ENROPE becomes a registered researcher association.

As highlighted in previous ISWs, the results of this survey need to be understood in the context of the very diverse and specialised research projects of the participants, most of whom are also working on individual research projects. It should also be noted that the event took place online and therefore the responses need to be analysed from this point of view.

7.2 Qualitative interviews on the activities and tools of ENROPE

Shortly before the end of the project and before the last ISW in Barcelona, the ENROPE team identified and expressed the need to conduct an additional survey regarding the training outputs of the ENROPE project – that is, the team decided to conduct additional qualitative guided interviews with participants who have been taking part in the training programmes since the beginning of the project. Five participants agreed to take part in the interviews. One group interview was conducted with three persons and another group interview with two persons. Participants were asked specific questions about the functionality and effectiveness of the main ENROPE tools and activities: the Platform, the e-Portfolio, the Annotated Bibliography and the activities tested during each ISW.

Regarding the Platform, the participants were largely positive, but often expressed the wish for greater user-friendliness and a technical alignment with commonly used networks (n=5). The rapid initiative of the organisational team in response to technical difficulties was particularly praised. One participant emphasised this point:

From out of 10 I would give this page a 9; generally, I am very satisfied with the function and in terms of its evolution it is also quite innovative, because it is a kind of social media for young researchers to interact with each other with regard to the research areas we share (participant 1 / group interview 1).

The tool "Annotated Bibliography" was found to be helpful by the participants, but they expressed a clear desire for a thematic structuring of the articles to facilitate and motivate research (n=5).

The e-Portfolio received a particularly positive response as a tool to present and publish their own work, which in turn enables other members to search for early-career or experienced researchers who are doing research in the same or a similar field as oneself. In this case the following quote can be added: “For me the e-Portfolio was good. I could read what others had written and I could learn from them. Like for example the bibliography” (participant 1 / group interview 2). Nevertheless, the respondents said that they only worked on their portfolio when required or encouraged by the training programmes. Regarding the functionality and the use of the e-Portfolio there can be also included a statement from later guided focus group interviews during ISW #3: “I really liked the e-Portfolio. I knew it was my response to the content and my take on sessions, articles or whatever is there” (participant 3 / family 3). It can therefore be interpreted from these statements that working with a learning portfolio requires a constant form of support by the programme initiators to promote the exchange among the members as well as the fruitfulness of the results (n=4).

In terms of activities, participants particularly emphasised the effectiveness of “family education” through the programme (n=5). According to the interviewees, the advantage of this initiative lies in a stronger emotional bond between the participants and awakens the will to work on joint projects in the future (n=3). The dissolution of the groups formed during the first ISW and the establishment of new groups during the second ISW was therefore evaluated negatively (n=3). This positioning of the respondents led to a significant rethinking of the ENROPE consortium, which then decided not to break up previously existing groups and to continue to promote the emotional bond between the participants within their old “families”. Furthermore, during the third ISW, the families were asked to develop a joint research project, based on the wish expressed during the interview, which should promote the likelihood of future cooperation between the family members.

All the reflection tasks received particularly positive feedback, especially the reflection on one’s own language use, diversity in pluri-/multilingual and pluri-/multicultural contexts or on the ethics of research (n=5). The following quote can be mentioned in this context:

I checked the list and during the ISW #1 there were a lot of tasks that helped me a lot. Like for example the Blooming marvellous. That simple activity helped me to realize that I don’t use my native language for any academic research. The family building and finding people that have similar research interests working with similar methodology. I think it is great to find people with whom it would be possible to work with in the future. That networking is great. Linguistic house-keeping was great too. It was great to find a person who also speaks Finnish. The definition work was also great. It was very interesting to work on it collaborating with others (participant 2 / group interview 1).

These tasks were probably most closely aligned with their own research projects. Particularly with regard to the workload and the compulsory completion of the tasks, the participants pointed out that greater flexibility should be planned for such initiatives and that the tasks should be rather proposed as possible selection tasks so that the participants can select the tasks that they consider particularly important for themselves. Furthermore, it was emphasised that a regular reminder of the tasks to be completed does motivate the participants to continue working on the e-Portfolio tasks (n=2). The participants also always expressed the desire to have enough time for the presentation of their own projects as well as for the subsequent discussion with the mentors present or with other junior researchers (n=5). With regard to the further development of the Competency Model and related tasks, the suggestion can be taken up from one of the focus interviews (family 5) to also target leadership competences in the research area. This brings us to general conclusions about the manual and the project as a whole.

7.3 Conclusion, transferability and outlook on sustainability

In summary, the ENROPE events have been satisfactory for the participants overall and have contributed to their personal and professional development. In the focus interview one participant stated the following: “Input (provided in each event) had a lasting effect on my professional development (so not just interesting). I have taken away many things and made fundamental changes in my research” (participant 2 / family 3).

Based on the various survey results, it can be stated that a high rate of satisfaction among the participants was maintained throughout the duration of the project. The surveys also show that the key benefits of the ENROPE training programme lie primarily in the successful international networking of experienced researchers and junior researchers, as well as in the strength of the programme in reflecting on and discussing issues related to pluri-/multilingual contexts together. Moreover, after the numerous ENROPE events, an increased awareness among the participants in relation to these context-specific issues could be perceived. The most dynamic aspect of the programme was therefore the direct exchange with other participants or speakers as well as with mentors and senior researchers during the individual events.

In terms of transferability, this suggests that activities for reflection and subsequent exchange are particularly fruitful in the context of such international projects with junior researchers in various areas. The ENROPE Platform, as an international network with an integrated function for establishing contacts, should also help to facilitate exchange. In this regard, it can be stated that the online platform was frequently used as a source of information on the individual events, to gain an overview of the research interests of the participants or as a portal on which the obligatory tasks could be found that had to be worked on before or during the events.

The ENROPE e-Portfolio tool emerged as a good medium for gaining an overview of the research interests and intellectual outputs of the other members and for self-organisation. In addition to the well-known original use of the portfolio for self-evaluation and reflection (rather less used by the participants) and documentation of work results, this is a fruitful function within the framework of cooperative work in an academic network and can be transferred to various contexts.

The second tool of the ENROPE Platform, the Annotated Bibliography, contains a remarkable number of entries at this point and shows the high motivation of the participants to engage. The basic idea of the tool, to make specialised literature from different linguistic-cultural contexts available to a community of practice, can be transferred to all disciplines. In the name of (research on) multilingualism, it is a linguistic policy statement for the equal transfer of knowledge.

Finally, one suggestion from the focus interviews concerning transfer and sustainability was to publish a book together about the project: participants could write about their personal and academic development. Another statement from the focus interviews shows the sustainability of academic networking as result from ENROPE: “Even when a person I met in a former event does not join another event, we continue with e-mail correspondence, I know where they are, which conference they will attend and when their papers will be published. I can collaborate easily” (participant 3 / family 3). For this purpose, the ENROPE Platform can continue to be useful in the future and give users the opportunity to share conference calls and so forth (participant 3 / family 3).

Considering all of the activities of the ISWs and the OSPs, it is noticeable that the programme focused primarily on supporting researchers who work in the field of pluri-/multilingualism and pluri-/multiculturalism. Nevertheless, it should be emphasised that during the last Intensive Study Week the focus was directed on the field of teaching and learning. This offers many opportunities for transferring the ENROPE activities to the field of teacher education as one participant mentioned in the focus interviews: “I also see its scope as a teacher I can invite these colleagues to my class, make use of mobility or use digital facilities for collaboration in teaching” (participant 4 / family 3).

Another transfer direction is the application of ENROPE activities and tools in other research fields and disciplines because questions of language use are not only a concern for those researchers who explicitly deal with questions of pluri-/multilingualism. Regarding future perspectives and the sustainability of the project, it should be mentioned that a large number of participants would also participate in future events of this character – in both digital and non-digital formats. Nevertheless, it must be stressed here that the coronavirus pandemic had a strong impact on the project and the training programmes. This is reflected in the differences in the evaluation of the events and networking opportunities between the first face-to-face ISW and the digital events, as the interpersonal emotional bond that was built in the first ISW could not be established to the same extent during the digital events. For this reason, in training programmes of this character, it is necessary to enable informal meetings and moments of exchange and, depending on the circumstances – digital or non-digital – to intensify them. At this point, it needs to be pointed out that the digital interaction programmes improved their functionalities very dynamically, and the digital interaction functioned with increasing speed without major technical difficulties. The media and digital interaction skills of the organisers as well as the participants also established and routinised themselves in a very dynamic way, which facilitated digital interaction enormously during the course of the project. The digital offerings also made it possible for many people from all over the world to participate in the events without barriers.

Regardless of a concrete follow-up project to be defined in terms of content, it is clear that the well-established structure of ENROPE to support doctoral students at an international level will become a stable and sustainable component of the further work of the LANGSCAPE research group, as the ENROPE consortium consisted mainly of members of LANGSCAPE. The ENROPE Qualification Handbook is one of the sustainable parts of the project as it outlines a large number of tasks that have been created and tested, as well as the Competency Model and the list of Key Notions that were developed and frame the tasks.

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Annexes

Annex 1: Competency model by Legutke/Schart

The following graph is a translation of the Competency Model for teachers by Legutke/Schart (2016b: 18) which has been the design base for our ENROPE Competency Model:

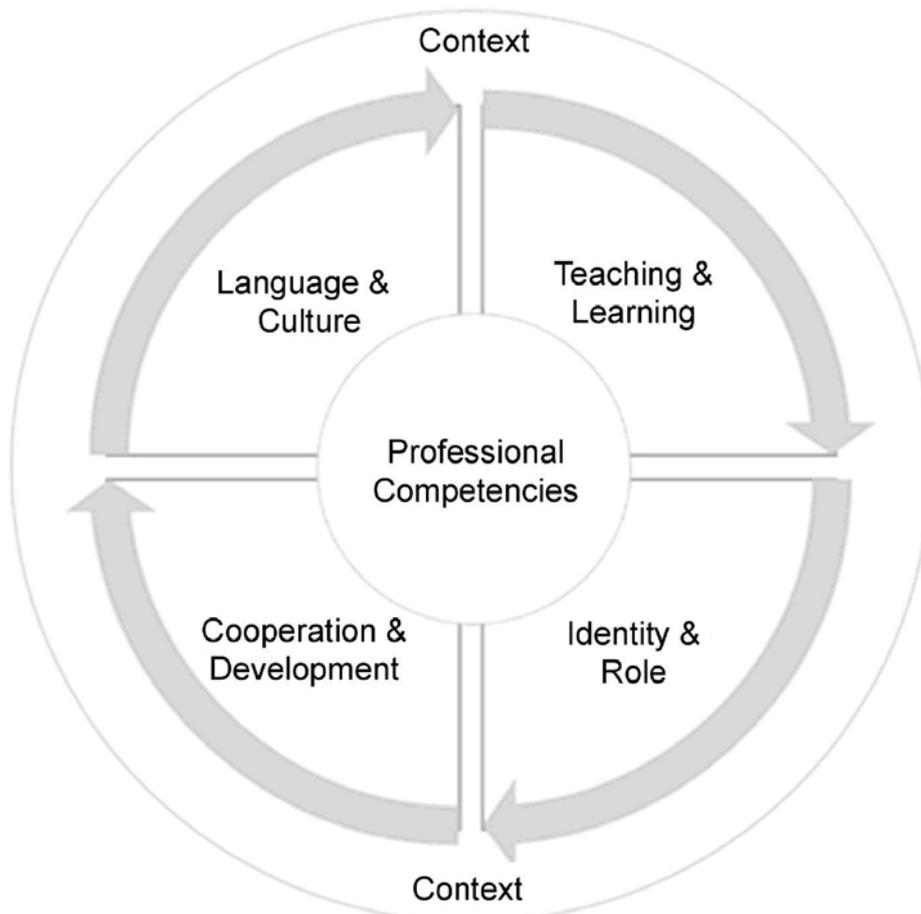


Fig. A1: Competency model by Legutke/Schart (2016b: 18); translation by ENROPE

Annex 2: Vitae Researcher Development Framework

The following graph is a reproduction from Vitae (2010). This model served as a second base for our ENROPE Competency Model:

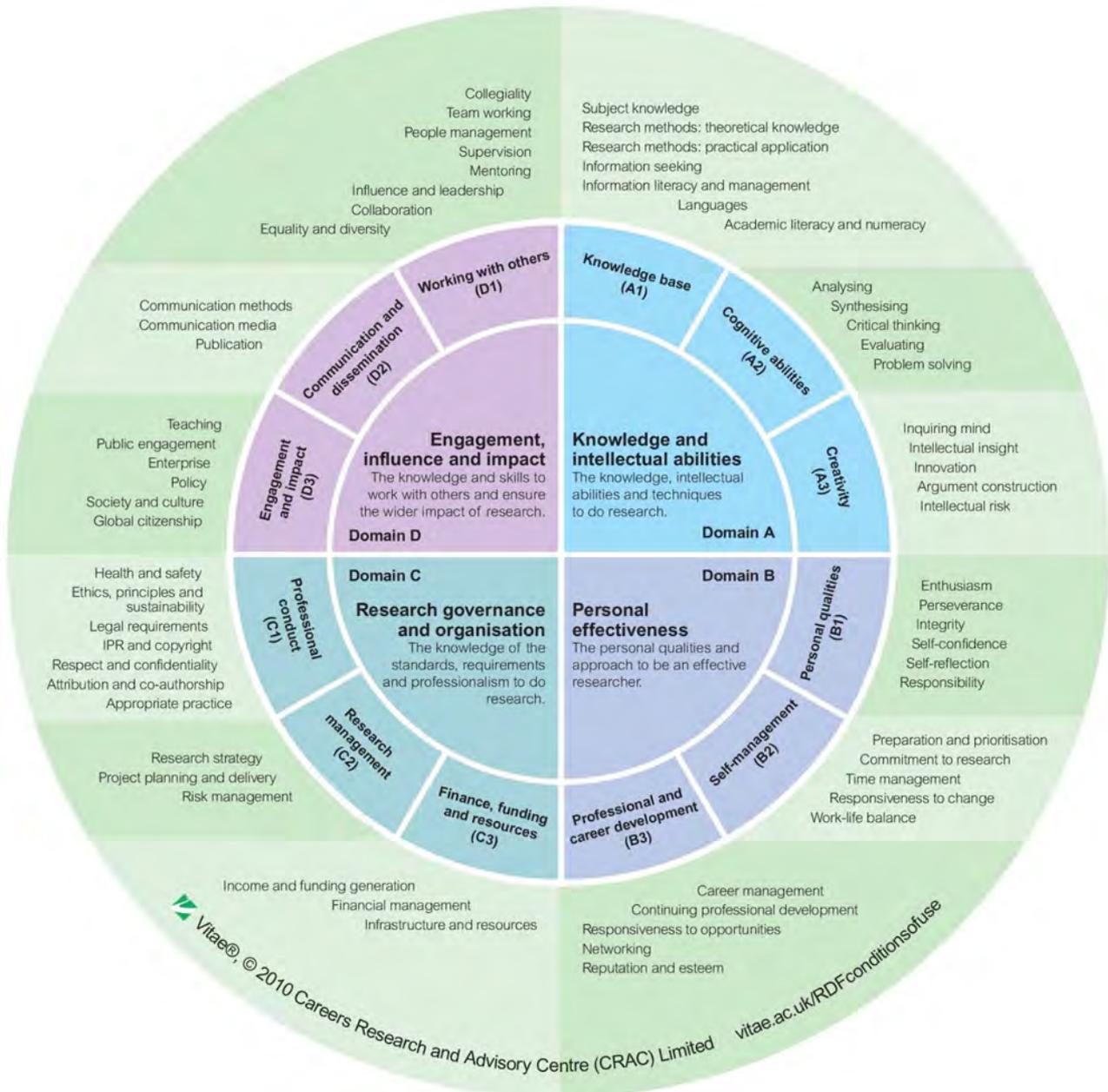


Fig. A2: Researcher Development Framework (Vitae 2010)