ULYSSEUS LANGUAGE POLICY

Work Package: WP3 Human Capital Development

Lead Beneficiary: Haaga-Helia University of Applied Sciences

D3.2 Ulysseus Language Policy

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Index

Lingua-culture gives you a voice

Within the Ulysseus community all languages, any language variety, and all language skills, regardless of their *CEFR* proficiency level (Council of Europe, 2001), are respected and supported.

***Lingua-culture* is a concept aimed at reminding us of the symbiotic bond between language, social context and culture. Language, verbal and non-verbal, is not merely a medium of communication but a symbolic repository of socio-cultural knowledge, beliefs, and values (Holme 2010: 360). Non-verbal language contributes to communication as well, and it is also a socio-cultural feature of communication (Wilson & Sperber, 2012: 99).**

SECTION 1
Introduction

In today's increasing instability and social transformation, diverse language, intercultural and digital skills are becoming an increasingly critical part of society's overall safety. Language and intercultural skills are part of the information and communication security of supply to avoid miscommunication as well as to interpret information correctly transnationally. These competences ensure a safe and reliable functioning of society during times of crisis and conflict both when interacting nationally and internationally.

Ulysseus is a diverse and geographically balanced European University alliance operating since 2020, uniting universities from Northern, Western, Central, Eastern, and Southern Europe. With partners from Finland, France, Austria, Germany, Slovakia, Montenegro, Spain, and Italy, Ulysseus integrates all five European regions.

The European Universities Initiative emphasizes cross-cultural, multilingual and plurilingual cooperation across borders as a cornerstone of academic collaboration. This aligns with the European Education Area's commitment to linguistic diversity and the EU's broader mission to preserve and promote *multi-* and *polylingualism*. Following the European Council's vision (2017), there is a strategic focus on language education to enable young people to master at least two European languages beyond their native tongue.

While *multilingualism* is widely recognised as fundamental to European Higher Education, with research by Angouri & Delmas (2025) showing that 32 out of the 65 European University Alliances mention *multilingualism* as one of their core tenets, concrete action remains limited. As of March 2025, only 11 alliances have made publicly available *language policies*. This highlights a significant gap between aspiration and implementation, positioning Ulysseus among the pioneering alliances that move beyond rhetoric to tangible multilingual actions.

In response to this multilingual competency goal, the Ulysseus +2 Language Programme (+2LP) has been developed as a targeted initiative to support students and academic and non-academic staff of the alliance in achieving proficiency in two or more additional languages alongside their native language. In addition, some parts of the +2LP are open to life-long learners, i.e. any interested person. Currently, the programme covers the seven alliance languages, Finnish, French, German, Italian, Montenegrin, Slovak and Spanish. Additionally, the +2LP includes the four major languages Arabic, Chinese, English and Russian. All the languages are taught at different levels and in diverse teaching formats. As one of the largest language programmes of the 65 alliances in Europe, Ulysseus is proactively working on the sustainability of the programme to guarantee its existence in the long term while continuously adapting to digital transformation. A prime example of this forward-looking approach is the development of the world's first online course in Montenegrin.

This document includes a glossary where the most central terms are defined. The terms defined in the glossary are marked in *italics* in the body text.

SECTION 2
Official Languages of the Partner Countries

Official Languages of the Partner Countries

Official languages of Spain (Universidad de Sevilla)

Spanish (*español)* is a Romance language of the Indo-European family. Spain has five official languages: Spanish, Catalan, Galician, Basque and Aranese. Nevertheless, Spanish is the common language not only in Spain, but also in Latin America. It is spoken by more than 500 million people around the world, being the third-most spoken language, after English and Mandarin Chinese. Also, it is the most studied language at any level in the USA and the world's second-most studied language in higher institutions in Europe. Thus, it is considered the second language for internationalisation, after English.

The University of Seville teaches mainly in Spanish, but the offer of courses in English is constantly increasing.

Official languages of France (Université Côte d'Azur)

French (*français)* is a Romance language of the Indo-European family. Like all other Romance languages, it descended from the Vulgar Latin of the Roman Empire. It is the 5th most widely spoken language in the world, with around 321 million speakers, 61.8% of whom live in Africa (including North Africa, the Near East, and Sub-Saharan Africa). It is the official language of 32 states and governments and remains a key global language with 132 million people learning it or being educated in French. France has a rich linguistic heritage. No fewer than 75 languages are recognized as "languages of France". This encompasses three distinct categories: regional languages traditionally spoken in part of the country; six non-territorial languages born of immigration, with no geographical ties to the territory of the French Republic and spoken by French citizens for several generations; and French sign language.

At the University of Côte d'Azur, the language of instruction is French. Teaching in English (or another language) is authorized up to a maximum of 50%. The University has some international programmes offered in English

Official languages of Italy (Università di Genova)

In Italy, the official language is Italian (*italiano*). Italian is a Romance language belonging to the Indo-European language family and a descendant of Vulgar Latin. About 80 million people speak it across the world. Other languages protected by law include the historical minority languages spoken by people of Albanian, Catalan, Germanic, Greek, Slovenian, and Croatian heritage. Further recognised minority languages are French, Franco-Provençal, Friulian, Ladin, Occitan, and Sardinian.

At the University of Genoa, the main language of instruction is Italian. Recently, the university has issued guidelines for the use of inclusive and polite language in Italian to be adopted in all official documents and in any communication.

Official languages of Slovakia (Technická univerzita v Košiciach)

According to the Constitution of the Slovak Republic and the State Language Act, the official language of Slovakia is the Slovak language (slovenský jazyk), which is used in all areas of public life and ensures uniform communication between citizens and institutions. It is spoken publicly by most of the Slovak population, although other minority languages are used, such as Bulgarian, Croatian, Czech, German, Hungarian, Polish, Romani, Ruthenian, and Ukrainian (in alphabetical order). This distribution roughly corresponds to the ethnic composition of the Slovak population. However, there are over 5 million first-language speakers of the Slovak language worldwide.

Slovak belongs to the Indo-European language family, in the West Slavic language group and is closely related to Czech and Polish. It is known for its phonetic stability and relatively simple grammar compared to other Slavic languages. Slovak grammar is characterised by synthetic, inflectional forms and includes seven grammatical cases, which allow for flexibility in both inflection and word order.

The Technical University of Košice provides study programmes both in the Slovak and English language.

Official languages of Austria (MCI | Die Unternehmerische Hochschule®)

German *(Deutsch)* is the official language of Austria and an important prerequisite for participating in the working, economic and social life of the country. Croatian, Slovenian and Hungarian are recognised as official languages of autonomous population groups in some regions.
German is a West Germanic language in the Indo-European language family and is the most spoken native language in the European Union. German has approx. 90-95 million native speakers being the second-most widely spoken Germanic language, after English, both as a first and as a second language.
Austrian German (*Österreichisches Deutsch*), often informally referred to as 'Austrian', is a variety of the German language distinguished by some unique vocabulary, expressions, and pronunciation while remaining mutually intelligible with Standard German.

The university offers degrees in German and English.

Official languages of Finland (Haaga-Helia ammattikorkeakoulu)

Finnish (*suomi*) is the main official language of the country, and it is spoken by approx. 86% of the Finnish population. The language belongs to the Uralic language family, specifically the Finnic branch. Finnish is spoken by approx. 5 million native speakers mainly in Finland and in Sweden. It is one of the few European languages that is not Indo-European. Finnish is an agglutinative language, meaning words are formed by adding suffixes to a root, resulting in complex word structures. It features 15 grammatical cases and vowel harmony, which makes it fascinating but requires dedication from learners.
Swedish (*svenska*) is the other official language with 5.2% speakers of the Finnish population. Swedish reflects Finland's bilingual heritage and is spoken predominantly in coastal areas and the autonomous Åland Islands.
In addition, Sami, one of Europe's indigenous languages, is the third official language with only a few thousand native speakers mainly in the northern part of Finland.

Haaga-Helia offers degrees in Finnish and English.

Official languages of Germany (University of Münster)

In Germany, German (*Deutsch*) is the only official national language. German is also one of the official languages of the European Union and an official language of Belgium, Austria, Switzerland, Luxembourg, and Liechtenstein. Around 130 million people worldwide speak German as either their mother tongue or second language. German is learnt as a foreign language by 15.45 million people (worldwide), 73% of them in Europe. German belongs to the Germanic languages, a branch of the Indo-European language family. However, unlike in Austria and Switzerland, German is not stipulated as the national language in the German constitution, even though various other laws stipulate that German must be used by public authorities or in court hearings.

University of Münster offers degrees in German and English.

Official languages of Montenegro (Univerzitet Crne Gore)

Montenegrin (c*rnogorski jezik*) is a South Slavic language belonging to the Slavic branch of the Indo-European language family. It has been the official language of Montenegro since 2007 when Montenegro restored its statehood. The language is used both within the country and by the Montenegrin diaspora.

Montenegrin became the official language following the dissolution of the former Serbo-Croatian language, and is a fusional language characterised by a rich and distinctive vocabulary. It is particularly recognisable among South Slavic languages due to the use of the phonemes ś and ź, which are not present in the standard forms of Serbian, Croatian, or Bosnian.
In the Montenegrin language, two alphabets are used, Cyrillic and Latin. Due to the high degree of mutual intelligibility, speakers of Montenegrin can communicate effectively with speakers of Serbian, Croatian, and Bosnian.

At the University of Montenegro, the language of instruction is Montenegrin.

SECTION 3

Objectives of the Ulysseus Language Policy

Objectives of the Ulysseus Language Policy

This section describes the Ulysseus alliance's commitment to building a vibrant, inclusive, and polylingual academic community where linguistic diversity, cultural heritage, and *intercultural competence* are actively promoted. Through balanced language use, diverse learning opportunities, and joint study initiatives, the alliance aims to enhance academic excellence, mutual understanding, and international collaboration.

Vibrant polylingual academic community

- The alliance aims to foster a vibrant polylingual academic community that values linguistic diversity and equality within the alliance.
- The alliance supports the integration of a *lingua-culture* approach within the community.
- The alliance seeks to promote *polylingualism*, and an intercultural academic environment by creating spaces for linguistic exchange and collaboration to strengthen mutual understanding and enhance academic excellence.

Balanced use of all alliance languages beyond and alongside English

- The alliance promotes a balanced use of official alliance languages and other languages in teaching, research and administrative activities within the Ulysseus community.
- The alliance guarantees accessible academic and support services such as student counselling, student engagement centre and more in both the official alliance language of the university and English.
- The alliance is open to the use of all other languages and has regard for the varied cultural heritage in our communities.

Comprehensive portfolio of language learning opportunities and intercultural competences

- The alliance provides a diverse range of language learning opportunities and training in *intercultural competencies*, enabling students, academic and non-academic staff to develop multilingual and cross-cultural skills.
- Ulysseus has established the +2 Language Programme (+2LP), offering a diverse range of language courses to the entire community and beyond.
- The alliance organises several *Blended Intensive Programmes* (BIPs) that touch the topic of *Multilingualism* and *Intercultural Competence*s, targeting both students and staff members at various locations, fostering cross-cultural skills and enhancing understanding of *multilingualism* within the alliance community.

Multilingual, multicultural and interdisciplinary joint study opportunities

- The alliance raises awareness on *Languages Across the Curriculum* (LAC) (Corson, 1990) and on the importance of bilingual, multilingual and multicultural joint study opportunities to enhance mobility and internationalisation.

SECTION 4

Contextual and Philosophical Background

Reasons behind the Ulysseus' Language Policy

The *Language Policy* is meant to find common ground for an intercultural community to grow and thrive by being aware and respectful of cultural and linguistic diversity. Differences should not be effaced or neutralised but rather regarded as both positive and enriching factors to engage with and as a complex reality entailing effort and negotiation.

The significance and complexity of language(s) or *languaging* within and across cultures has been discussed since the late 1970s as the LAC, that is, the importance of language(s) in and for school education, for all subject-matter learning, and across the whole curriculum (Corson 1990). Within the Ulysseus community, LAC should be a reminder of the importance of language(s) to access knowledge and the role it plays / they play at all times in all Ulysseus activities and goals.

The idea of this language policy document is

> - to promote *intercultural communication*, focused on the interaction between two or more distinct cultures, and *translanguaging* (Baynham and Lee 2019), that is, the way bilinguals and multilinguals move dynamically across their range of linguistic repertoires which they perceive in a continuum rather than as separate entities and never hierarchically.
>
> - to improve *inter-* and *transcultural communication* skills among all participants in the Ulysseus community.
>
> **These purposes are to be achieved by encouraging a *lingua-culture* approach.**

Lingua franca

Since the acceleration of globalisation processes between the 20th and 21st centuries, less and less attention has been paid to cultural distances and/or hindrances to communication across languages and cultures, as we all rely on English as a *lingua franca*. This boosted the idea that there are no barriers, misunderstandings, or miscommunication. What may simultaneously have been underestimated is the role played by language(s) in shaping the way we think and act and the so-called power differentials – more the tendency of more dominant languages to overpower other languages, knowledges, and cultures. Our societies are increasingly more and more diverse as people from a wider array of ethnic origins and nationalities interact with one another in both professional and educational contexts. This phenomenon must be acknowledged to avoid incomprehension and make sure our behaviour is not guided by misleading stereotypical ideas. Our aim is to allow all participants to have a voice and be listened to.

Languages, voices, knowledges

Language(s) can empower as much as it disempowers / they disempower leading to linguistic insecurity (Otheguy, Garcìa et al., 2019) and the erasure of *heteroglossia* (Bailey, 2007). Hence, there is a need for increased language awareness over linguistic diversity (Beacco & Byram, 2007) and for being open to a variety of points of view and conceptualisations of the world, i.e., knowledges and *lingua-cultures* from different latitudes. Ultimately, this open approach fosters *translanguaging* facilitating negotiation in new dynamic contexts.

What has become more and more controversial is a series of models of language education that perpetuate and promote bilingualism and multilingualism as the addition of autonomous and separate languages while minoritising others. Such a process may be seen as a form of epistemic injustice (Fricker, 2007) or more accurately of contributory injustice (Dotson, 2012), that is, the denial that other knowledges exist and should have currency alongside the mainstream ones. Dotson fosters the acknowledgement of "alternative epistemologies, countermythologies, and hidden transcripts that exist in hermeneutically marginalized communities among themselves" (emphasis in the original; Dotson, 2012). The resulting *monoglossic view* of bilingualism and *multilingualism* within language learning and practices has been put more and more under scrutiny as not being the only teaching and learning approach and a *translanguaging* pedagogy has also emerged. This attention has eventually led to new conceptualisations such as *lingua-culture*, *polylingualism, plurilingualism*, polylingual *languaging* and *translanguaging* (Otheguy, Garcìa et al., 2019).

Plurilingualism, polylingualism and translanguaging

According to Vollmer (2009), *plurilingualism* is "a repertoire of languages and language varieties with competencies of different kinds and levels" meant to improve "mediation competence [...] the ability to adapt one's message according to audience, purpose, language mode, text type (genre) and other circumstantial variables."
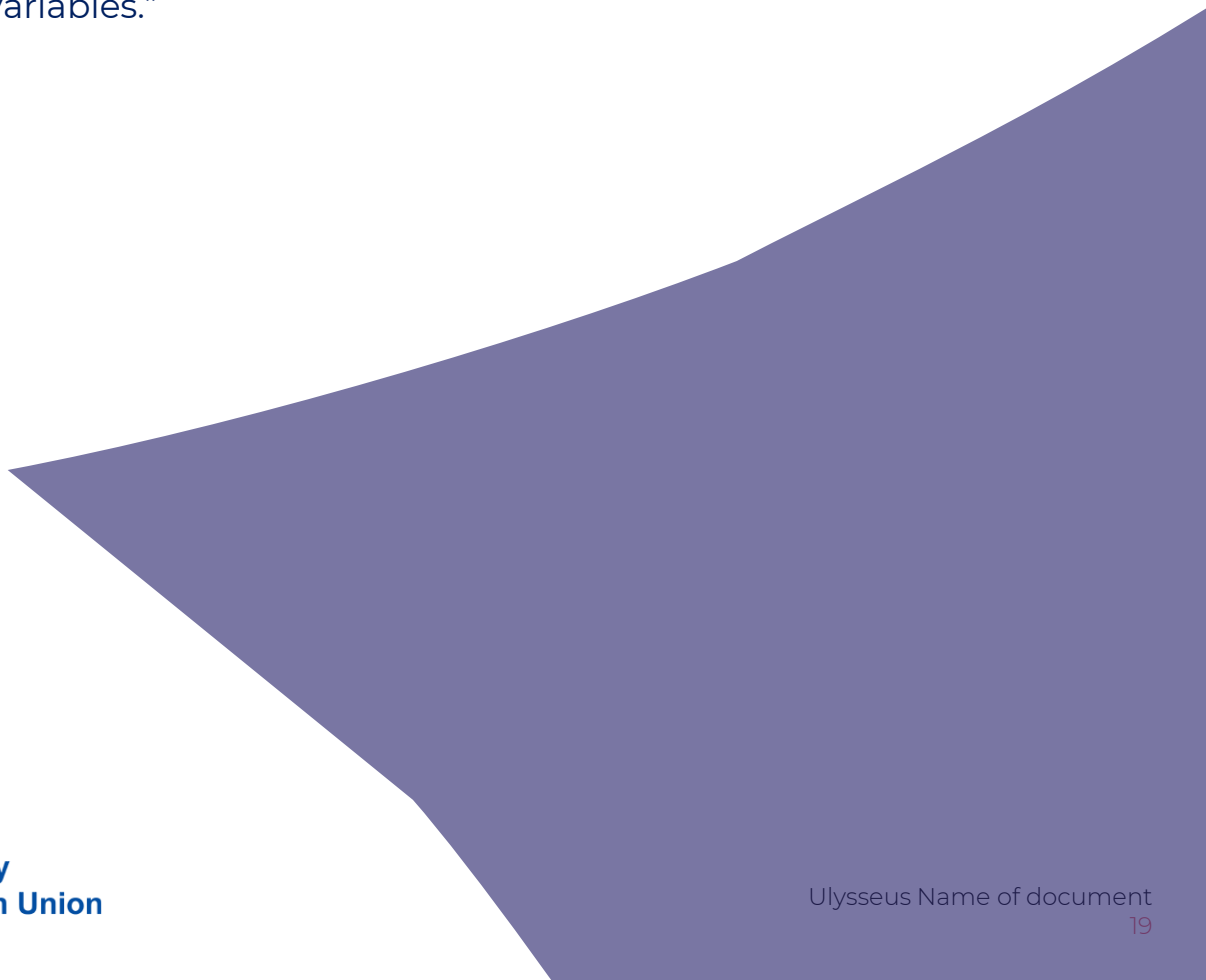
In this sense, *plurilingualism* (Council of Europe, 2001) highlights the idea that as a person's interaction with language increases within their cultural context - encompassing both the language spoken at home and the language of the broader society - the individual does not isolate these languages and cultures (*heteroglossia*) in a rigidly separated way. Instead, they cultivate a communicative competence that blends and connects all their linguistic experiences and knowledges (Dotson, 2012; Gonzales et al., 2023). This idea emphasises the importance of being aware that people have different dominant languages (Language 1); they have a range of proficiency levels in any newly acquired/learned language(s) (Language 2, Language 3 or more); they have a variety of communicative non-verbal skills and they may have an even richer repertoire made of varieties, jargons, dialects etc. All of these contribute to their interconnectedness abilities.

Polylingualism is about the naturalness and 'commonness' of using several languages. Speaking or mastering two or more languages means being able to adapt to a multicultural environment and successfully communicate. Learning several languages from early childhood impacts the thinking and speaking abilities of bi- and polylingual children as compared to monolinguals. Children's working memory abilities, their metalanguage and reading skills can be boosted and develop as more flexible and dynamic (Paradis, 2007).

As *pluri-* and *polylingualism*, the term *translanguaging* was coined to broaden the perspective on bilingualism and *multilingualism*. Originally discussed within Wales where it was first used (Williams, 2002), *translanguaging* (García, 2009; Blackledge, Creese et al., 2012) has been adopted alongside other terms like *code-meshing* (Canagarajah, 2006), transidiomatic practices (Jaquemet, 2005), *polylingualism* (Jørgensen, 2008), to help understand linguistic diversity and rethink how languages can coexist.

Language skills, levels and registers

Language skills at a specific level according to the Common European Framework of Reference for Languages (*CEFR) (*Council of Europe, 2020) do not guarantee effective communication across cultures. Communicative and cultural issues may occur because of register, unshared terminology, non-transparent expressions (idioms or figurative language), or mismatch of genre- and discourse-based language patterns and linguistic politeness strategies. In such circumstances, being aware of and acknowledging cultural and linguistic diversity (*pluri-* and *polylingualism*), as much as being able to move across different shared languages (*translanguaging*) may offer more adaptable communicative strategies.

Accordingly, the Ulysseus community advocates for the importance of communicative skills and mediation competence in addition to language skills to address different audiences and relate to several contexts allowing effective contribution by all participants within expert and non-expert conversations, mediation, and negotiation.

SECTION 5

Practical
Recommendations
and
Implementation

Practical Recommendations and Implementation

In this section, practical recommendations are presented as tools to promote *the lingua-culture* approach as a core value within the alliance. The aim is to strengthen *inter- and transcultural awareness* and communication with language learning as a means of promoting cross-cultural understanding to enhance inclusiveness and diversity.

In addition, the aim is to secure smooth everyday international collaborations among the alliance academic and non-academic staff and to ensure permanent review and re-evaluation of the Ulysseus language offerings to face emerging needs.

Ulysseus +2 Language Programme

- Each partner university offers language courses or *language tandems* within the alliance.

- The students are strongly recommended to study at least two *CEFR* levels of a language or a language with relevance in their future careers.

- The Ulysseus +2LP is continuously tailored according to the needs acknowledged within the Ulysseus community and evolves with pedagogical and digital advancements such as AI in language learning.

- The Ulysseus +2LP will be offered with as many languages and courses as possible in the future to ensure a broad and flexible language offering with a variety of implementation formats.

- Language offers by each partner university are communicated and marketed clearly and effectively.

- Ulysseus language teachers are actively encouraged to collaborate on COILs (Collaborative Online International Learning) or other co-teaching activities, e.g. through regular Ulysseus Seed Funding Call for Teachers or teacher mobilities.

- Ulysseus language teachers are strongly encouraged to follow Ulysseus Pedagogical Guidelines and to make use of Ulysseus competence development tools to keep up to date with pedagogical and digital development. Sharing good practices among language teachers is recommended to build up a long-lasting community of innovative teaching.

Equal internationalisation opportunities for students, academic and non-academic staff

- Equal support is offered to the whole Ulysseus community, i.e. students, academic and non-academic staff, in their language learning.

- More than one language can be used on Ulysseus joint courses (e.g. in assignments, feedback), as well as in *BIP*s, COILs and workshops, depending on the participants' and teachers' language skills.

- Students as well as academic and non-academic staff are encouraged to undertake a mobility period abroad.

- *Virtual mobility* options (internationalisation at home) are offered to all and especially to those in the Ulysseus community who struggle with a physical mobility period abroad.

- Information and promotional materials regarding all mobility options are provided in both English and the national languages through the communication channels of each partner university.

- Resources and support are provided for non-native speakers such as international students, academic and non-academic staff participating in the Ulysseus cooperations.

- Hosting institutions are recommended to organise introductory *lingua-culture* courses (online or on-site) for incoming exchange students, academic and non-academic staff, focusing on the language and culture of the host institution for smoother integration in the new environment.

Cooperation within the Ulysseus community: strengthening and sustaining social and intercultural relationships

- Face-to-face and online *language tandems* are recommended to students, academic and non-academic staff as preparation before a longer mobility period.

- Online *tandem* learning *('eTandem')* is offered as a form of *virtual mobility*.

- Face-to-face and online café linguas can be offered to the students, academic and non-academic staff on a regular basis.

- Virtual, physical, and blended mobility are rewarded. Students can receive *ECTS* credits or a certificate of attendance / *digital badge*. Academic and non-academic staff are awarded a certificate of attendance / *digital badge*.

- Different forms of peer support (e.g. *buddy programme*, on-site and online *tandem* programmes, Ulysseus ambassadors) are provided by local students, academic and non-academic staff to facilitate the integration of their international counterparts
.
- Each Ulysseus partner university should be committed to promoting and sending participants to *BIP*s. In addition, each partner university is recommended to take turns in organising *BIP*s within the alliance.

- When applicable, Ulysseus activities are promoted both in English and in national languages.

- A database of local university level contacts is established by <u>Ulysseus Mobility Officers</u> to facilitate forms of virtual, blended and physical mobilities within all parties of the Ulysseus community.

Practicalities concerning Ulysseus language courses

- For each language course, the *CEFR* level is stated.

- The intended learning outcomes of the language courses are aligned with the descriptors of the *CEFR*.

- Prerequisites of access and participation in the language courses are communicated clearly.

- Where possible, *ECTS* points are awarded for language courses; the number of points available is indicated for each course.

- *Badges* and / or certificates of attendance are delivered – conditions to obtain *badges* and certificates may vary.

- The creation and implementation of language courses related to the disciplinary fields of Ulysseus Innovation Hubs (e.g. sustainability, AI) is recommended, for example in the form of COILs.

- It is recommended that language courses are recognised in degrees of the partner universities.

SECTION 6

Recommended Follow-up and Metrics

The Language Policy is a living document which will be updated regularly

- **Enrolment and Completion Rates:** tracking the number of students, academic and non-academic staff enrolling in Ulysseus language courses, *tandems*, *BIPs*, and other language- and culture-related activities across all partner universities.

- **Feedback and Surveys:** conducting regular surveys and gathering feedback on language courses and language- and culture- related activities such as *BIPs* and *tandems*.

- ***Buddy Programme* Participation:** tracking the number of participants involved in the *buddy programme*s.

- **Cultural Awareness and Integration:** monitoring the outcomes of cultural awareness activities, such as *BIPs*, workshops, mobilities or cultural exchange events.

- **Staff Competence Development:** evaluating the impact of Ulysseus language courses and mobility programmes on the professional development of academic and non-academic staff.

SECTION 7

Multilingual and
Multicultural
Future

Multilingual and multicultural future

The Ulysseus *Language Policy* reflects the Ulysseus alliance's shared commitment to fostering a truly multi- and polylingual European University for the citizens of the future. Through this policy, the alliance not only acknowledges the strategic role of linguistic and cultural knowledge in inter- and transcultural exchange and towards academic excellence but also embraces linguistic and cultural diversity as a pillar of societal resilience, equity, and innovation.

By embedding *multi-* and *polylingualism* across teaching, learning, research, administration and mobility activities, Ulysseus aims to empower its students, academic and non-academic staff, and wider community with the verbal, non-verbal and digital skills that are essential for navigating in an increasingly interconnected world. Practical guidelines and the +2LP of the alliance provide tangible tools for building these competences, while our collaborative structures ensure continuous improvement and adaptability to emerging needs.

This policy is not a static document, but a living strategy that will evolve simultaneously with the alliance and its communities. Ongoing monitoring, reflection, and inter- and transcultural dialogue will be key to its successful implementation.

Together, the community will continue to build up a pluri- and polylingual academic environment where many language- and culture-related courses and exchange opportunities are promoted and made accessible. Such a context aims at respecting diversity, fostering mutual understanding, and shaping the multi- or polylingual and multicultural citizens of tomorrow.

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Glossary

B

Badges *see Digital badge

Blended Intensive Programmes (BIPs) are short-term international study opportunities that combine online learning with in-person mobility funded by Erasmus+. These programs allow students, academic and non-academic staff to collaborate across institutions, experience different academic and cultural environments, and gain new skills in a flexible format (European Commission, n.d.)

Blended learning is a hybrid teaching / learning approach that combines traditional face-to-face teaching with online learning activities, enhancing the learning experience through flexibility, collaborative tasks, and personalisation.

Buddy programme: pairing local students with incoming international students or newly enrolled students to ease their arrival in the new city / university, offer additional support towards facilitating social and cultural integration. Local students also benefit from this programme as this experience may strengthen internationalisation and contribute to the local students' development of intercultural awareness.

C

CEFR Common European Framework of Reference for Languages: an international standard developed by the Council of Europe used to describe and measure language ability widely used in education, language courses, and certification exams (Council of Europe).

Code-meshing is the practice of blending various dialects, languages, or speech patterns within a single conversation, piece of writing, or communication. Code meshing allows people to use their home languages, regional dialects, or cultural vernaculars alongside standardised forms of communication without switching between them.

D

Digital badge Participants will receive a digital badge to recognize their achievements in diverse Ulysseus activities, such as online courses, BIPs and COILs.

E

ECTS credits (European Credit Transfer and Accumulation System) A credit system as a systematic way of describing an educational programme by attaching credits to each of its components, based on learning outcomes.

eTandems *see Tandem

H

Heteroglossia Russian literary analyst and language philosopher Mikhail Bakhtin coined the word 'raznorechie' that is commonly translated as *heteroglossia*. Typically, the term refers to intra-language variety within any given language (originally within Russian), e.g. regional dialects and registers or jargons related to profession or age. Sometimes the term is 'translated as "the social diversity of speech types" rather than "heteroglossia"' (Bailey 2012)."

I

Intercultural awareness is interpreted as "a conscious understanding of the role culturally based forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication" (Baker, 2011, p. 202).

Intercultural communication is focused on the interaction between two or more distinct cultures. Emphasis is on keeping and negotiating their differences to build understanding and relationships. See also Transcultural communication.

Intercultural communicative competence (ICC) refers to "the ability to interact with people from another social group in another language. They are able to negotiate a mode of communication and interaction which is satisfactory to themselves and the others and they are able to act as mediator between people of different origins. Their knowledge of cultures of other social groups […] is linked to their language competence through their ability to use language appropriately—sociolinguistic and discourse competence—and their awareness of the specific meanings, values and connotations of the language." as defined by Byram (Byram 2021, p.97)

Intercultural competence (IC) represents for individuals "the ability to interact in their own language with people from another culture, drawing upon their knowledge about intercultural communication, their attitudes of interest in otherness and their skills in interpreting, relating and discovering, i.e. of overcoming cultural difference and enjoying intercultural contact" as defined by Byram (Byram 2021, p.96)

L

Language policy is a document meant at guiding the Ulysseus community into protecting and supporting all languages and cultures as well as all language varieties to facilitate communication, exchange, collaboration, mobility and any other endeavour the Ulysseus partners decide to engage with. Verbal and non-verbal languages should not be conceived as abstract and or taken out of context rather understood as dynamic and adjustable to contextual needs and circumstances.

Language tandem *see Tandem

Languages across the curriculum (LAC) "The learning of subject matter, the development of subject-specific knowledge like in physics, geography or math cannot happen without [...] linguistic support and mediation [...] Language competence, therefore, is an integral part of subject competence [...] and has to be explicitly developed alongside with it. This is true for all subjects, across the whole curriculum, that's why we speak of Language Across the Curriculum (LAC) or even more appropriately of Communication Across the Curriculum (CAC)." (Vollmer, 2009: 32)

Languaging refers to understanding language as an action rather than as a tool. It is the process of using language to create communicative and social acts or interactions with others. Using both verbal and nonverbal communication as well as more than one language or language variety in a process of negotiation and meaning production emphasising the constructive nature of such a task.

Lingua-culture is a concept aimed at reminding us of the symbiotic bond between language, social context and culture. Language (verbal and non-verbal) is not merely a medium of communication but a symbolic repository of socio-cultural knowledge, beliefs, and values as "meaning arises not from direct perception but from conceptualization" (Holme 2010: 360). Non-verbal language contributes to communication as well and this is also a socio-cultural feature of communication: "humans communicate [...] also by producing a variety of [...] ostensive stimuli (e.g. gestures or speech) [...] intended to attract an addressee's attention and convey some content", (Wilson & Sperber, 2012: 99)

Lingua franca is a common language used for communication between groups of people who speak different languages.

M

Monoglossic culture (or view) refers to cultural and social forces that within linguistically complex communities (typically bilingual or multilingual ones) prevent convergence and favour divergence among linguistic norms. Such forces dismiss the sociocultural value of the non-standard norms of the linguistic varieties that people speak and identify with as an ethnic group in such communities. "Galicia is a diffused speech community in which the availability of several norms of linguistic behavior constitutes a source of ethnic identity. Multiplicity of norms and resistance to convergence are the principles on which the popular linguistic culture is based, a linguistic culture that, for the sake of consistency, I will term *the popular culture of heteroglossia*" (Del Valle 2000: 127-128 – emphasis in the original).

Multilingualism refers to the presence and coexistence of different languages within a society, region, or institution. It is about how different languages exist side by side in a geographical or social space. This term has been criticised as generally pointing to languages as distinct entities. It has been shown to be inadequate for conveying the comprehensive and mixed nature of linguistic events and practices, as well as the dynamic nature of language use. This is the reason why some alternative terms have become more popular like polylingualism, translaguaging, plurilingualism (emerged within the research that led to The Common European Framework of Reference for Languages, or CEFR, Council of Europe, 2001)

P

Plurilingualism describes an individual's ability to use and navigate multiple languages in their personal repertoire. As opposed to multilingualism, plurilingualism covers issues related to social action, personal agency, identity, and performativity beside language plurality (Chabert, 2018). According to the Council of Europe, multilingualism involves the presence of different languages in a geographical area. However, plurilingualism is an individual's command of various languages.

Polylingualism is about the naturalness and 'commonness' of using several languages. Speaking or mastering two or more languages means being able to adapt to a multicultural environment and successfully communicate. Learning several languages from early childhood impacts the thinking and speaking abilities of bi- and polylingual children as compared to monolinguals. Children's working memory abilities, their metalanguage and reading skills can be boosted and develop as more flexible and dynamic (Paradis 2007).

T

Tandem The term Language Tandems refers to both Language Learning in Tandem on site (*face-to-face*) and online in the form of eTandems. Language Learning in Tandem is a method of language acquisition based on the mutual exchange and joint learning of two people with different mother tongues or first languages.

Tandem Programmes as a formal, structured and institutional framework aim at fostering autonomous language learning. While the learning itself is self-directed and autonomous, these programmes provide the necessary support and resources each participant needs to pursue their individual learning goals. Further key elements are, e.g., language learning counselling sessions, matching of tandem partners, crediting and recognition of academic achievement.

Transcultural communication recognises the blurring of cultural boundaries in an increasingly interconnected world and highlights how people use various cultural resources simultaneously to create new meanings. See also Intercultural communication.

Translanguaging is a term coined in reference to a particular setting (Wales) and practice (Williams, 2002). The term refers to a practice common to bilingual and multilingual people as they dynamically move across their linguistic repertoires and considers their languages in a horizontal continuum rather than as separate linguistic compartments in a hierarchical relationship. It often points to multilingual interaction and the creative blending of the linguistic options available to speakers and shaped by them according to context.

V

Virtual mobility refers to the opportunity for participants to engage in a diverse array of digital learning activities provided by a higher education institution. These activities are designed to support educational development, internationalisation at home, and foster the acquisition of new skills and knowledge, accessible to all, without requiring physical mobility.

Ulysseus

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