

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Semester 1

	Lecture (UE)	Exercice (UE)	ECTS
Research Approaches			12
Introduction à l'ethnographie	20		3
Introducing Multilingualism: a Social Approach	20		3
Intercultural Competencies and Intercultural Communication	20		3
Multilingualism and Discourse Analysis	20		3
Language and Education			5
Écriture créative et apprentissage d'une langue seconde (Optional)	15		2
Promoting Childhood Bilingualism at Home and at School (Optional)	20		3
Lernen ohne Grenzen (Optional)	20		3
Organizational Discourse and Business Communication			5
Interkulturelle Kommunikation in beruflichen Kontexten (Optional)	20		3
Terminology in the UE (Optional)	20		3
Multilinguisme in the Service Economy (Optional)	15		2
Postcolonialism, Language and Work (Optional)	15		2
Globalization, Digital Media and Migration			5
Participation, Learning & Technology (Optional)	12		3
Language and Identity: an Introduction to Luxembourg's Sociolinguistic Situation (Optional)	20		3
Digital transnational communities: Migration, membership and mediated communication (Optional)	15		2
Languages			3
Wissenschaftliches Deutsch C1 (Optional)	30		3

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	Lecture (UE)	Exercice (UE)	ECTS
Academic German B1 / Wissenschaftliches Deutsch B1 (Optional)	28		3
Français général A1.1 / General French A1.1 (Optional)	30		3
Trilingual Presentation skills (Optional)	24		3
Français général - A2.1 / General French A2.1 (Optional)	30		3
Allgemeines Deutsch für Anfänger - A1.1 / General German for beginners - A1.1 (Optional)	30		3
Français académique B2.1 / Academic French B2.1 (Optional)	30		3
General German A2.1/ Allgemeines Deutsch A2.1 (Optional)	30		3

### Semester 2

	Lecture (UE)	Exercice (UE)	ECTS
Research Approches - Advanced I			12
Poster Session	12		3
Creating and Analysing Visual Data	20		3
Construire et analyser des données verbales	20		3
Discourse Analysis	20		3
Module Interdisciplinaire - Advanced I			15
The concepts of Culture and language in a globalizing world (Optional)	20		3
Littérature de jeunesse et multilinguisme (Optional)	15		2
Intercultural and International Education (Optional)	20		3
StudyVisit (Optional)			5
Gender & Social Inclusion for Sustainable Development (Optional)	15		3
Translation and Terminology (Optional)	15		2

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	Lecture (UE)	Exercice (UE)	ECTS
Intercultural Management: from Theory to Practice (Optional)	15		2
Interactions within Socio-Digital Activity Systems (Optional)	20		3
Twitter warriors and Instagram goddesses : introduction to social media analysis (Optional)	15		3
Metalinguistics in Multilingual Social Contexts (Optional)	20		3
Languages - Advanced I			3
Français général A1.2 (Optional)	30		3
Peer tutoring (Optional)	24		5
Français général A2.2 - General French A2.2 (Optional)	30		3
General German A2.2 - Allgemeines Deutsch A2.2 (Optional)	30		3
Academic writing workshop (Optional)	40		3
Atelier d'écriture français B2 - Writing workshop B2 French (Optional)	30		3
Deutsch für Anfänger - A1.2 - German for beginners - A1.2 (Optional)	30		3

### Semester 3

	Lecture (UE)	Exercice (UE)	ECTS
Research Approches - Advanced II			13
International Research Symposium			3
Master Class I - Designing and Building your Master Thesis	20		5
Portfolio	5		5
Module Interdisciplinaire - Advanced II			15
Digitale Kreationen: Mehrsprachige und mehrkulturelle Identitäten im Fokus (Optional)	20		3

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	Lecture (UE)	Exercice (UE)	ECTS
Interculturality and Identity: Theory - Research - Methodology (Optional)	20		3
Communication interculturelle et intersubjectivité (Optional)	15		2
Discovery Internship (Optional)	0		5
Marketing and Global Communication Development (Optional)	12		2
Kommunikation und Handlungskompetenz im Kontext von Arbeit und Migration (Optional)	15		3
Researching Interactions with Digital Media (Optional)	20		3
Mondialisation, représentations et pratiques des langues (Optional)	15		2
Linguistic Diversity and Social Justice (Optional)	20		3
Post-Colonial Theories and Language (Optional)	20		3
Languages - Advanced II			2
Podcasting: an Introduction (Optional)	15		2
Academic German B1 / Wissenschaftliches Deutsch B1 (Optional)	28		3
Atelier d'écriture journalistique (Optional)	15		2
Français académique B1 / Academic French B1 (Optional)	30		3
Français académique B2.1 / Academic French B2.1 (Optional)	30		3
General German A2.1/ Allgemeines Deutsch A2.1 (Optional)	30		3

### Semester 4

	Lecture (UE)	Exercice (UE)	ECTS
Research Approaches			30
Research Internship and Symposium (Optional)			5
Master Class and Symposium	32		5



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	Lecture (UE)	Exercice (UE)	ECTS
Master Thesis			25

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### Semester 1

#### Introduction à l'ethnographie

**Module:** Research Approaches (Semester 1)

**ECTS:** 3

**Objective:** À la fin du cours, les étudiants seront capables de :

- lire et évaluer des textes scientifiques dans le champ de l'ethnographie
- conduire une enquête ethnographique
- comprendre des concepts de bases et présupposés épistémologiques associés à l'approche ethnographique
- identifier le potentiel et les limites d'une approche ethnographique pour construire des données.

By the end of the seminar, the students should have the tools and skills to do the following:

- situate, read and appraise critically literature in the field of ethnography
- conduct a small-scale ethnographic inquiry
- understand key concepts and epistemological assumptions associated with an ethnographic approach
- distinguish the potential and limitation of ethnographic research from other modes of producing data and knowledge

**Description:** Ce séminaire constitue une introduction à la théorie et à la pratique de l'ethnographie, une méthode de recherche qualitative utilisée dans les sciences sociales et les sciences du langage pour construire des données et conduire des analyses dans le champ social. Une des caractéristiques de cette approche est qu'elle engage généralement le chercheur à s'impliquer sur un « terrain ». L'objectif du cours est double. D'une part, il s'agit d'inviter les étudiants à se poser des questions d'ordre épistémologique, méthodologique et pratique par rapport à l'ethnographie. Dans ce contexte, plusieurs traditions et manières de « faire de l'ethnographie » seront passées en revue, discutées et resituées dans leur contexte historique. Différentes techniques de terrain seront présentées et évaluées (prise de note, vidéographie, observation, participante, etc.). Des questions éthiques liées au travail avec et sur autrui seront également discutées.

Un second objectif du cours est de permettre aux étudiant-e-s de faire une expérience de terrain. À travers différentes sortes d'exercices en classe et à l'extérieur, les étudiant-e-s seront amenés progressivement à initier un projet pilote ce qui leur permettra d'expérimenter pour eux-mêmes ce que réaliser une enquête ethnographique signifie. Ils/elles pourront tester pour eux-mêmes le potentiel et les limites de ce type d'approche pour comprendre le fonctionnement d'un groupe ou pour adresser une problématique sociale en comparaison avec d'autres approches méthodologiques. Ils feront également l'expérience de quelques-unes des tensions auxquelles est confronté le chercheur engagé dans une telle approche entre « subjectivité » et « objectivité ». Le cours aura lieu en mode bilingue français/anglais (français dominant). Le cours se tiendra principalement en anglais, avec la possibilité d'avoir recours également au français.

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The aim of this seminar is to introduce students to the theory and practice of ethnography, a qualitative research method used in the social sciences to produce data and conduct social analysis. One characteristic of this approach is that it usually involves close involvement and immersion of the researcher in the universe under study. In that context, the goals of the course will be two-fold. The first objective will be to introduce students to key epistemological, methodological and practical issues in ethnography. Various traditions of 'doing ethnography' will be reviewed, discussed and placed in their historical context, field techniques will be presented and evaluated (fieldnotes, videography, participant observation, etc.), ethical questions will be addressed as well as issues connected with writing up, analysing and presenting ethnographic data and analyses. The second objective of the course will be to invite students to experience what it means to be "doing ethnography" themselves. Through various in- and out-of-class exercises, and the carrying out of a "pilot ethnography", students will learn first-hand what it means to enter a field and engage with a community of practice of their choice; they will be able to test for themselves the potential and limitations of understanding social issues on the basis of observation as opposed to other forms of data construction; they will experiment some of the tensions that might arise when attempting to produce 'valid data' while managing simultaneously interactions in the field. The course will be in a bilingual mode French/English (French dominant). The course will be mainly in English, with possibilities to also use French.

**Language:** Français, Anglais

**Mandatory:** Oui

**Evaluation:** Active participation in seminar discussions, close reading of the assigned texts and accomplishment of the various tasks proposed are required. In addition, each participant in the seminar will be expected to conduct a pilot field study. For this study, the students will identify an issue to study, select a site, design a pilot research proposal, dedicate time to fieldwork, write up field notes and submit a small report on the field work project.

**Remark:** **Selected Bibliography**

- Shah, Alpa. 2017. "Ethnography? Participant Observation, A Potentially Revolutionary Praxis." HAU: Journal of Ethnographic Theory 7(1): 45-59.
- Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*, p. 3-32. New York: Basic Books.
- Brettell, Caroline (ed.). 1993. "When They Read What We Write." In *The Politics of Ethnography*, p. 1-24. Westport: Bergin & Garvey.
- Tsing, Anna. 2007. *Friction: An Ethnography of Global Connection*. Berkeley: University of California Press.
- Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

**Professor:** DE SAINT-GEORGES Ingrid

### Introducing Multilingualism: a Social Approach

**Module:** Research Approaches (Semester 1)

**ECTS:** 3



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<b>Objective:</b>	<p>Students will have learned to think more critically about their language ideologies and will have gained a deeper understanding of issues such as:</p> <ul style="list-style-type: none"><li>• what the links between language and identity are</li><li>• what the chances and pitfalls of revitalizing a language are</li><li>• how societies attempt – and sometimes fail – to manage the multilingualism in their midst</li><li>• how multilingual systems of education can best be organized, and how mother tongue and heritage education programmes sometimes lack the necessary flexibility</li><li>• how policy and media discourses frequently aim to impose homogeneity and monoglossia upon societal diversity and heterogeneity, as well as ways that people resist powerful discourses.</li></ul>
<b>Description:</b>	<p>The course takes a social and critical approach to multilingualism. It will help students to understand basic assumptions of contemporary sociolinguistics, including language as a social construct, language change and language variation, the construction and negotiation of identity, the differences between individual and societal multilingualism. Further key issues include language policy in multicultural contexts, as well as the relationship between multilingualism, migration and education.</p> <p>The course provides an introduction to the key social issues in the study of multilingualism. At the same time, the aim is to change the way many people think about these topics, and to question deeply held assumptions about language and multilingualism (what sociolinguists and linguistic anthropologists refer to as our 'language ideologies').</p>
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Oui
<b>Evaluation:</b>	Continuous assessment (100%): essay (incl. presentation/discussion)
<b>Remark:</b>	<p><b>Selected Bibliography</b></p> <p><b>Essential textbook:</b></p> <ul style="list-style-type: none"><li>• Kristine Horner &amp; Jean-Jacques Weber. <i>Introducing Multilingualism: A Social Approach</i>, 2nd edition (Routledge, 2018)</li></ul> <p><b>Additional Recommended Reading:</b></p> <ul style="list-style-type: none"><li>• A. Blackledge &amp; A. Creese. <i>Multilingualism: A Critical Perspective</i> (Continuum, 2010)</li><li>• K. Horner &amp; J. Dailey-O'Cain. <i>Multilingualism, (Im)mobilities and Spaces of Belonging</i> (Multilingual Matters, 2020)</li><li>• M. Martin-Jones et al. <i>The Routledge Handbook of Multilingualism</i> (Routledge, 2012)</li><li>• J.-J. Weber. <i>Flexible Multilingual Education: Putting Children's Needs First</i> (Multilingual Matters, 2014)</li></ul>
<b>Professor:</b>	HORNER Kristine

### Intercultural Competencies and Intercultural Communication

<b>Module:</b>	Research Approaches (Semester 1)
<b>ECTS:</b>	3
<b>Objective:</b>	The objectives are to develop in students:





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- a critical understanding of the nature of intercultural competence (IC) and intercultural communication (ICC)
- knowledge of relevant theory and models of IC and ICC
- knowledge of and ability to operate methods of analysis of instances of ICC
- an ability to reflect on their own IC and their experiences of ICC
- an ability to critically analyse research on IC and ICC

### Description:

It is a commonplace that globalisation has changed economic relations and created a global marketplace. It is also commonly asserted that globalisation has contracted time and space such that, in communication terms, there are no frontiers. Physical frontiers also appeared to be disappearing, especially in Europe, until the Covid19 crisis and it remains to be seen what the long term effect of this will be. Whatever happens, whether virtually or in their physical environment, people no longer meet others only from their own communities and environments, but also others from communities until now considered 'foreign' or 'other' and 'distant', or even "exotic".

In this environment, communication and interaction have to change in their nature and perhaps in their purpose. 'Intercultural dialogue' and 'living together as equals in dignity', to cite the title and subtitle of the Council of Europe's policy White Paper are crucial for peaceful and harmonious intercultural/inter-ethnic/inter-community relations and successful societal life.

Such ambitious statements rest on the supposition that people can acquire 'intercultural competence', a capacity beyond what they need for harmonious living within their own communities. This competence is necessary within those societies – the vast majority – which are plural in their social composition, with many different groups of many different kinds living together in a single polity. It is also the necessary basis for interaction across the frontiers of states with their different national cultures and languages.

The analysis of intercultural competence and of intercultural communication as a process among people of different origins and backgrounds is not new but it is becoming increasingly important in at least two ways. First it is important to analyse and understand the phenomenon in itself, and 'intercultural communication studies' is a burgeoning interdisciplinary field of study. Second it is important to apply the analysis to support the promotion and development of intercultural competence so that intercultural communication is successful and itself facilitates the creation of harmonious social and economic relations within and across societies.

### Language:

Anglais

### Mandatory:

Oui

### Evaluation:

Assessment will be based on an oral presentation accompanied by a written rationale for the presentation of no more than 2500 words, and a self-assessment.

### Remark:

#### Selected Bibliography

- Barrett, M. 2012 Intercultural Competence  
<https://theewc.org/resources/988/>  
[see Series 2012]
- Byram, M. and Golubeva, I. (2020) Conceptualising intercultural (communicative) competence and intercultural citizenship. In: J. Jackson (ed) Routledge Handbook of Language and Intercultural Communication. 2nd Ed. London: Routledge pp 70-85

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- Kramersch, C. 2009, Discourse, the symbolic dimension of intercultural competence. In: Adelheid Hu and Michael Byram (eds) 2009 Interkulturelle Kompetenz und fremdsprachliches Lernen. / Intercultural Competence and Foreign Language Learning. Tübingen: Gunter Narr Verlag
- Spitzberg, B.H. and Changnon, G. (2009) Conceptualising intercultural competence. In D. Deardorff (ed) The Sage Handbook of Intercultural Competence. Los Angeles: Sage.466

**Professor:** BYRAM Michael

### Multilingualism and Discourse Analysis

**Module:** Research Approaches (Semester 1)

**ECTS:** 3

**Objective:** By the end of the seminar, the students will have the tools and skills to do the following:

- read and evaluate academic texts in the field of multilingualism
- understand the basic concepts associated with the analysis of lectures and particularly the analysis of argumentation
- conduct an interview for research purposes

**Description:** Mandatory course attendance: yes

The course provides an introduction to different situations in which multilingualism may be encountered with the aim of reflecting together on these situations and identifying strategies for interaction in such environments. The goal of the seminar is to introduce students to the theory and practice of multilingualism in different contexts and to analyse discourses related to the multilingual context at our University. The first objective will be to introduce students to key multilingualism studies through academic articles and monographs. We will explore four perspectives – institutional multilingualism, multilingualism in the workplace, multilingualism at school and multilingualism in the family – to gain a better understanding of the key features in the field of multilingualism. The second objective is to learn about discourse analysis, and specifically the argument formula (Ancombres, Ducrot 1983) with the connector "but/pero/aber/mais". The third objective of the course will be to invite students to conduct two interviews (one with an administrative or academic staff member at the University and one with an employee of a company in a monolingual country) in order to carry out a hands-on project on multilingualism in the workplace and to answer the research question: When observing the reality on the ground, can we see a form of multilingualism at work, or is language practice faithful to the official line on language policy? The students will analyse the discourse of the interviews using the argumentation model and focusing on the "but" connector.

The course will be mainly in English but students will also have the possibility of using French.

**Language:** Anglais, Français

**Mandatory:** Oui

**Evaluation:** Active participation in seminar discussions and tasks in class (10%)  
Close reading of the assigned texts and presentation of one of them (30%)  
In groups of 4, the students will perform a field research assignment (60%):

- conduct an interview with a member of administrative or academic staff at the University and an interview with an employee of a company in a monolingual country
- analyse the interview

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-present the results in class

**Remark:**

**Selected Bibliography**

Anscombe, J.-C. & Ducrot, O. (1983). L'argumentation dans la langue. Brussels: Mardaga  
Charolles, M. (1997). L'Encadrement du Discours, Univers, Champs, Domaine et Espaces, in  
Cahiers de Recherche linguistique no. 6, Université de Nancy 2  
DYLAN project. (2011). DYLAN project booklet: main findings. Brussels: 6th Framework  
Programme of the European Union.  
Grin, F. & Vaillancourt, F. (1997). "The economics of multilingualism: Overview of the  
literature and analytical framework", in W. Grabe, Multilingualism and multilingual communities.  
Cambridge, MA: Cambridge University Press.

**Professor:**

LEJOT Eve

### Écriture créative et apprentissage d'une langue seconde

**Module:**

Language and Education (Semester 1)

**ECTS:**

2

**Objective:**

A la fin du cours les étudiants seront capables de:

- Connaître les principales théories d'apprentissage des langues secondes notamment celles développées par Jim Cummins
- Explorer des pratiques multilingues et multimodales comme ressources dans l'apprentissage des langues secondes
- Décrire et analyser des pratiques enseignantes innovantes quant à la prise en compte des ressources multilingues des élèves
- Mener une réflexion critique autour des questions liées à l'apprentissage des langues secondes (notamment le lien entre langue et identité)

**Description:**

Ce cours débutera par une revue des théories de l'acquisition des langues secondes. Nous allons nous intéresser plus particulièrement aux notions de compétence conversationnelle et académique. A partir de ces théories nous questionnerons le lien entre développement linguistique et identité de l'apprenant en tant que locuteur plurilingue. Pour cela nous nous baserons sur une expérience personnelle d'écriture où des productions multilingues écrites par les étudiants seront attendues. Ces écrits seront guidés en cours et poursuivis en dehors du cours afin de retracer les parcours linguistiques et questionner les identités en présence. Les étudiants seront également amenés vers l'écriture créative par différentes techniques d'écriture (en prose et/ou en vers). Ces textes pourront donner lieu à la fin du cours à une exposition et à une rencontre autour de l'expérience vécue.

La dernière partie de ce cours mettra en lien l'expérience d'écriture et les théories passées en revue afin d'en montrer le potentiel en tant que levier pédagogique auprès d'élèves apprenant une langue seconde. Des exemples de pratiques conjuguant ces deux aspects seront proposés pour illustrer cette approche.

**Language:**

Français, Anglais

**Mandatory:**

Non



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### Evaluation:

Une participation active aux discussions du séminaire, une lecture attentive des textes assignés et l'accomplissement des différentes tâches d'écriture proposées seront attendus. L'évaluation sera basée sur deux types d'activités :

1) - une présentation de groupe:

- présentation power-point des éléments essentiels de l'article lu (15min).
- une activité ludique à proposer aux auditeurs (10min)

2) - un portfolio de l'ensemble des écrits personnels produits durant le semestre accompagné d'une analyse critique de l'expérience vécue.

Les étudiants pourront écrire en français ou en anglais.

Active participation in seminar discussions, close reading of the assigned texts and accomplishment of the various writing tasks proposed are required.

Assessment will be based on two types of activities:

1) - a group presentation:

- power-point presentation of the main elements of the article read (15min).
- a fun activity for the audience (10min)

2) - a portfolio of all the personal writings produced during the semester with a critical analysis of the experience.

Students can write in French or English.

### Remark:

#### Selected Bibliography

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- Baker, Colin. (2006). Foundations of Bilingual Education And Bilingualism. Bristol: Multilingual Matters.
- Cummins, James. (1979). Linguistic interdependence and the educational development of bilingual children. Review of educational research, 49(2), 222-251.
- Cummins, Jim. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.), Language processing in bilingual children (pp. 70-89). Cambridge: Cambridge University Press.
- Cummins, Jim. (2001). La langue maternelle des enfants bilingues. Qu'est-ce qui est important dans leurs études ? (pp. 15-21): Sprogforum.
- Cummins, Jim. (2007). Faire la différence... De la recherche à la pratique. Favoriser la littératie en milieu multilingue. Le Secrétariat de la littératie et de la numératie.
- Cummins, Jim. (2008). Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education. In J. Cummins & N. Hornberger (Eds.), Encyclopedia of Language and Education, 2nd edition 5, Bilingual Education (pp. 65-75). New York: Springer Science +Business Media LLC.
- Cummins, Jim, Hu, Shirley, Markus, Paula, & Montero, M. Kristiina. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. TESOL Quarterly, 49(3), 555-581.
- García, Ofelia, & Sylvan, Claire E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. The Modern Language Journal, 95(3), 385-400.
- Kádas Pickel, T. (2014) "Je suis qui je suis / Meet the other side of me" Littératie multilingue et multimodale : Analyse d'un projet photographique réalisé par des élèves nouvellement arrivés en France. In : K. Horner, I. de Saint-Georges, J.J. Weber (Ed.) Multilingualism and Mobility in Europe. Frankfurt : Peter Lang.

### Professor:

PICKEL Timea

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### Promoting Childhood Bilingualism at Home and at School

<b>Module:</b>	Language and Education (Semester 1)
<b>ECTS:</b>	3
<b>Objective:</b>	Through reading texts, discussing texts in the course, and writing an essay, students will gain a critical understanding of: <ul style="list-style-type: none"><li>• key concepts of bilingualism and multilingualism;</li><li>• ideologies and theories underpinning language practices at home and at school; and</li><li>• the ways in which individual, social and societal factors interact in language learning</li></ul>
<b>Description:</b>	We will begin this course with definitions of bilingualism and myths, and explore changes over time. Drawing on sociocultural perspectives of language learning, we will explore a range of factors that impact children's development of additional languages including the host country and immigrant group, ideologies, and literacy practices at home and at school. Translanguaging will be of particular importance. We will also try to understand the reasons and the extent to which bilingualism can be an advantage for some children and a disadvantage for others. Finally, we will investigate the ways in which children are encouraged or discouraged to use and learn languages in formal and informal educational settings.
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	You will be assessed through a 3,000-word essay on a topic covered in the course. You can write in English, French or German.
<b>Remark:</b>	<b>Bibliography:</b> <p>Below are some of the texts we draw upon in the course.</p> <p>Baker, C. (1995). 5th ed. Bilingualism and intelligence. Chapter 7 in Foundations of bilingual education and bilingualism. Clevedon: Multilingual Matters.</p> <p>Cavanaugh, J. (2020). Language ideology revisited. <i>International Journal of the Sociology of Language</i>, 2020(263), 51-57. <a href="https://doi.org/10.1515/ijsl-2020-2082">https://doi.org/10.1515/ijsl-2020-2082</a></p> <p>Cenoz, J. (2013). Defining Multilingualism. <i>Annual Review of Applied Linguistics</i> (2013), 33, 3–18. <a href="http://doi.org/10.1017/S026719051300007X">http://doi.org/10.1017/S026719051300007X</a></p> <p>Cenoz, J. &amp; Gorter, D. (2014). Focus on Multilingualism as an Approach in Educational Contexts. In: Blackledge A., Creese A. (eds), <i>Heteroglossia as Practice and Pedagogy</i>.(Educational Linguistics, vol 20., p.239-253). Springer, Dordrecht. <a href="https://doi.org/10.1007/978-94-007-7856-6_13">https://doi.org/10.1007/978-94-007-7856-6_13</a></p> <p>Döpke, S. (1998). Can the principle of 'one person - one language' be disregarded as unrealistically elitist? <i>Australian Review of Applied Linguistics</i>, 41–56.</p>

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Duarte, J., & Günther-van der Meij, M. (2020). 'We Learn Together'-Translanguaging within a Holistic Approach towards Multilingualism in Education. In J. A. Panagiotopoulou, L. Rosen, & J. Strzykala (Eds.), *Inclusion, Education and Translanguaging: How to Promote Social Justice in (Teacher) Education?* (pp. 125-144). Springer. [https://doi.org/10.1007/978-3-658-28128-1\\_8](https://doi.org/10.1007/978-3-658-28128-1_8)

García, O., & Otheguy, R. (2019). Plurilingualism and translanguaging: commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2019.1598932>

García, O., Flores, N., Seltzer, K., Wei, L., Otheguy, R., & Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto. *Critical Inquiry in Language Studies*, 18(3), 203-228. <https://doi.org/10.1080/15427587.2021.1935957>

King, K-A., Fogle, L., Logan-Terry, A. (2008). Family Language Policy. *Language and Linguistics Compass*, 2(5), 907-922.

Kirsch, C. (2012). Ideologies, struggles and contradictions: an account of mothers raising their children bilingually in Luxembourgish and English in Britain, *International Journal of Bilingualism and Bilingual Education*, 15 (11): 95-112.

Kirsch, C., & Gogonas, N. (2018). Transnational experiences, language competences and worldviews: contrasting language policies in two recently migrated Greek families in Luxembourg. *Multilingua* 37(2), 153-175. <http://dx.doi.org/10.1515/multi-2017-0017>

Kirsch, C. (2018). Dynamic interplay of language policy, beliefs and pedagogy in a nursery class in Luxembourg. *Language and Education* 32. 444-461.

Kirsch, C. and Duarte, J. (Eds.) (2020). *Multilingual approaches for teaching and learning. From acknowledging to capitalising on multilingualism in European mainstream education*. Abingdon: Routledge.

Lanza, E. (1998). Raising children bilingually in Norway. *International Journal of The Sociology of Language*. 1998. 73-88. [10.1515/ijsl.1998.133.73](https://doi.org/10.1515/ijsl.1998.133.73).

Schwartz, M. (2010). Family language policy: Core issues of an emerging field. *Applied Linguistics Review*. <https://doi.org/10.1515/9783110222654.171>

**Professor:** KIRSCH Claudine

### Lernen ohne Grenzen

**Module:** Language and Education (Semester 1)

**ECTS:** 3

**Objective:** Der Kurs soll Studierende befähigen:

- den Begriff der "Grenze" (aus sprachlicher, territorialer, kognitiver, emotional/identitärer und curricularer Sicht) kritisch zu reflektieren;
- bestimmte Grenzziehungen als sozial konstruiert zu erkennen und zu erklären;





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- die Bedeutung von Grenzen als eine Gegebenheit, Notwendigkeit, Hürde oder Hindernis für Lernen zu ergründen;
- Grenzziehungsprozesse und ihre Wirkung auf Lernen zu untersuchen, mit besonderem Blick auf Wissenserwerb, soziale Identifikation und Kriterien von (Leistungs-)evaluation

The course shall enable students to do the following:

- reflect on the notion of borders (linguistic, territorial, cognitive, emotional/identity-based, curricular etc.), their intersection and impact in multilingual educational contexts;
- examine critically borders as physical and discursively constructed categories;
- explore their social meanings (as a prerequisite, necessity, hurdle or impediment for learning); and
- understand bordering processes and their impact on learning (involving categories of knowledge building, individual/collective identification and social/psychological criteria underpinning processes of evaluation).

### Description:

Im Kurs werden wir:

- Grenzerfahrungen und Grenzziehungsprozesse vor dem Hintergrund theoretischer Texte und empirischer Fallstudien aus mehrsprachigen Lehr- und Lernkontexten untersuchen,
- mehrsprachiges Lernen im deutschen Grundschulkontext, vor allem anhand eines deutsch-italienischen bilingualen Projektes näher betrachten,
- eine Bandbreite verschiedener empirischer Daten ansehen, und
- methodische Fragen, v.a. im Bereich der life history research diskutieren

In the course we will do the following:

- examine bordering processes drawing on theoretical key readings and case studies from multilingual educational contexts;
- focus particularly on bilingual primary education in Germany (a German-Italian two-way immersion programme)
- analyse a wide range of qualitative data exploring the emergence, interplay and negotiation of boundaries of various kinds; and
- reflect on methodological issues around life history as a research method.

### Language:

Allemand, Anglais, Français

### Mandatory:

Non

### Evaluation:

Portfolio (to build critical reflection on bordering processes; including empirical data collection, analysis and presentation: based on participant observation, note-taking/researcher diary, photography, interviews).

### Remark:

#### Bibliographie

- Budach, Gabriele (ed.) (2010) Kinder lernen lesen und schreiben in zwei Sprachen. Konzeption: G. Budach & R. Streb. Media-Design: Ch. Nick. (DVD with contents in four languages)
- Goodson, I. & Sikes, P. (2001) Life History in Educational Settings: Learning From Lives, Buckingham, Open University Press,
- Goodson, Ivor (2005) Learning, Curriculum and Life History. The selected works of Ivor F. Goodson. London: Routledge.

### Professor:

BUDACH Gabriele

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Interkulturelle Kommunikation in beruflichen Kontexten

**Module:** Organizational Discourse and Business Communication (Semester 1)

**ECTS:** 3

**Objective:** In diesem Kurs lernen die Studierenden:

- Verschiedene Forschungsansätze zu interkultureller Kommunikation kennen
- Die Rolle der Sprache in interkulturellen Settings zu reflektieren Analyse- und Reflexionstools für interkulturelle Interaktionssituationen
- Handlungsstrategien für interkulturelle Interaktionssituationen entwickeln

**Description:** Mandatory course attendance: yes

In diesem interdisziplinär angelegten Kurs sollen Theorien zur interkulturellen Kommunikation in beruflichen Kontexten und deren praktische Anwendung erkundet werden.

Insbesondere wird es darum gehen, die Herausforderungen interkultureller Interaktion in Wirtschaft, Verwaltung und Bildung näher zu beleuchten. Auf der Basis von Ansätzen aus der Linguistik, Psychologie und Pädagogik werden die Teilnehmenden verschiedene Methoden kennen lernen, mittels derer interkulturelle Interaktion analysiert, reflektiert und verstanden werden kann.

Das Seminar ist interaktiv angelegt, das heisst, dass die Teilnehmenden interkulturelle Interaktion in verschiedenen Übungen selbst erzeugen bzw. erkunden werden, um in einem weiteren Schritt Analysetools zu erarbeiten. Hierfür werden Filme, Critical Incidents bzw. Case Studies und Simulationen eingesetzt.

**Language:** Allemand, Anglais

**Mandatory:** Non

**Evaluation:** Gruppenarbeit zu einem der Seminarthemen

**Remark:** **Selected Bibliography**

Franzke Bettina / Shvaikovska Vitalia: Interkulturelles Training in einer Einwanderungsgesellschaft. 55 Critical Incidents für die Arbeitsfelder Job-center, Kommunalverwaltung, Kunst und Polizei. Bielefeld: W. Bertelsmann Verlag 2016.

Holliday, Adrian et al., Intercultural Communication, London, Routledge 2010.

(Inter-)Kulturalität neu denken! Interculture Journal, Sonderausgabe : Bd. 15, Nr. 26 (2016).

**Professor:** HILLER Gundula

### Terminology in the UE

**Module:** Organizational Discourse and Business Communication (Semester 1)

**ECTS:** 3





## Master in Learning and Communication in Multilingual and Multicultural Contexts

<b>Objective:</b>	<ul style="list-style-type: none"><li>• Multilingualism in the EU</li><li>• Terminology in the EU legislation and environment</li><li>• Linguistic tools in the EP, terminology search in the web and social media</li><li>• Terminology theory</li><li>• Terminology automation, term extraction and research</li><li>• IATE and terminology</li><li>• Legal terminology (experience in the EP and the Court of Justice of the EU)</li><li>• Institutional concepts in the EU member states</li><li>• Terminology and ontologies</li></ul>
<b>Description:</b>	<p>The course is taught by a series of professionals working in the field of translation and terminology at the European Parliament. Each lecturer teaches one session, in the form of a formal presentation or a more hands-on seminar on a specific sub-topic. The goals are to:</p> <ul style="list-style-type: none"><li>• learn what multilingualism in the EU environment really means and how many aspects of life and work it affects</li><li>• learn about the importance and place of translation and terminology work in the EU institutions and how it is organised</li><li>• get acknowledged with the importance of terminology work in a multilingual legislative environment, be introduced into the basic concepts of terminology and into the technical and translation-related aspects of terminology</li><li>• learn about terminology databases and IATE as the EU terminology database in particular</li><li>• get to know the specifics of legal terminology and legal translation from the perspective of a legislator (EP) and the jurisprudence (Court of Justice)</li><li>• learn how country-specific institutional concepts are reflected through terminology work and are reflected in particular translations</li></ul>
<b>Language:</b>	Anglais, Français
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	The final evaluation is a test with combined multiple-choice questions and essay questions, set by the different lecturers in the course. In order to succeed, the students will have to choose and complete a minimum of four (4) assignments (i.e. given by 4 different lecturers)
<b>Professor:</b>	MASLIAS Rodolfo

### Multilinguisme in the Service Economy

<b>Module:</b>	Organizational Discourse and Business Communication (Semester 1)
<b>ECTS:</b>	2
<b>Description:</b>	Mandatory course attendance: yes
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Professor:</b>	LORENTE Beatriz

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Postcolonialism, Language and Work

**Module:** Organizational Discourse and Business Communication (Semester 1)

**ECTS:** 2

**Objective:** At the end of the course, the students will be able to:

- Think more critically about the connections between (post)colonialism, migration and language, how they intersect and shape social (in)equalities
- Gain a deeper insight into the complexity of workplace interactions, on which language and history come to bear, and
- Conduct a small empirical ethnographic inquiry on a specific migrant group of their choice, exploring issues of communication and power relations.

**Description:** Mandatory course attendance: yes

The course is based in (takes) ethnographic sociolinguistics and postcolonial approaches to the study of migration and social (in)equalities. It will help students to deepen their understanding of how migrants, the historical conditions of their journey and the languages they bring can act as a symbolic capital or as a proxy. The course investigates how these factors can impact the migrants' access to work and their workplace interactions (e.g., with co-workers and managers), leading to the reproduction, contestation, or reversion of colonial legacies. These processes are understood within the complex relations of power in organizations, especially in the context of profoundly multi-ethnic and multilingual societies, such as Luxembourg. The course revisits and draws on the concepts of (post)colonialism/postcolonial spaces, coloniality, linguistic market, and symbolic capital, among others. These serve as key theoretical tools to help grasp past and contemporary sites of struggles such as migration, language, workplace and race. At the same time, the aim of this course is to tackle the often 'ahistorical' and romanticized ways people think about multilingualism, postcolonialism and migration.

**Language:** Anglais

**Mandatory:** Non

**Evaluation:**

- active participation in seminar discussions;
- a small empirical project (ethnographic inquiry)
- an oral presentation (including a PowerPoint Presentation or a handout) reporting on the small empirical study (a topic of the ethnographic inquiry) OR a 1800-word essay on the same topic (students can write in English, or French, other options can be discussed with the tutor)

**Remark:** Selected Bibliography:

- Angouri, J. (2018). Culture, discourse, and the workplace. New York: Routledge.
- Bourdieu, P. (1991). Language and symbolic power. Cambridge, MA: Harvard University Press.
- Duchêne, A., M. Moyer & C. Roberts (Eds.). (2013). Language, migration and social inequalities: A critical sociolinguistic perspective on institutions and work. Bristol: Multilingual Matters.
- Heller, M., & McElhinny, B. (2017) Language, capitalism, colonialism: Toward a critical history. University of Toronto Press.

## Master in Learning and Communication in Multilingual and Multicultural Contexts

- Maldonado-Torres, N. (2007). On the Coloniality of Being. *Cultural Studies* 21 (2–3), 240-270.
- Prasad, A. (2003). 'The Gaze of the Other: Postcolonial Theory and Organizational Analysis', in A. Prasad (Ed.), *Postcolonial Theory and Organizational Analysis: A Critical Engagement* (pp. 3-43). New York: Palgrave Macmillan.
- Tavares, B. (2020). Multilingualism in Luxembourg: (Dis) empowering Cape Verdean migrants at work and beyond. *International Journal of the Sociology of Language*, 2020(264), 95-114.
- Ulus, E. (2015). Workplace emotions in postcolonial spaces: Enduring legacies, ambivalence, and subversion. *Organization*, 22(6), 890-908.

**Professor:** CARDOSO TAVARES Bernardino

### Participation, Learning & Technology

**Module:** Globalization, Digital Media and Migration (Semester 1)

**ECTS:** 3

**Objective:** Upon completion of the course, the students should be able to:

- display an understanding of the complexity of participation and learning in a technology-rich world
- display an understanding of the central concepts of mediated discourse and nexus analysis in the study of the course theme
- use some of the basic methodological tools introduced on the course for studying aspects of participation, learning and technology

**Description:** The course will be organised as a workshop-type event where lectures, discussions, activities and hands-on project work will intertwine. The aim is to familiarise the students with questions and issues related to the study of participation and learning in a technology-rich world. The perspective of mediated discourse and nexus analysis will be introduced as a theoretical and methodological lense in studying the complexity of the field. Such a perspective involves an examination of the interactional relationships between participants, the social actors' past experiences and accustomed practices as well as the discourses circulating in place. Different variations of doing research with this approach are discussed. During the work, also some core readings are utilised.

The course language is English but written assignments may also be produced in French.

**Language:** Anglais

**Mandatory:** Non

**Evaluation:** Active participation in course work and a project presentation and report as agreed with the teacher at the beginning of the course.

**Remark:** **Selected Bibliography**

Course readings will be provided by the teacher

**Professor:** KUURE Leena



## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Language and Identity: an Introduction to Luxembourg's Sociolinguistic Situation

**Module:** Globalization, Digital Media and Migration (Semester 1)

**ECTS:** 3

**Description:** Mandatory course attendance: yes

This module will provide an introduction to Luxembourg's sociolinguistic situation and will set in relation different sociolinguistic concepts with Luxembourg's multilingual and multicultural society. The various concepts will be introduced by looking at their theoretical framework and exemplified by a selection of case studies. On the one hand, the use of case studies will provide an insight into the practical application of theoretical concepts; on the other hand the empirical methodologies used to collect the data for these studies will be looked at and presented in this module.

The classes will be split into in a lecture where the different topics will be introduced and a seminar where readings and different case studies will be discussed. As part of the course, every student is required to run their own small scale research project – in the seminars, these projects, as well as the research findings will be presented to the group.

**Language:** Anglais, Français, Allemand

**Mandatory:** Non

**Evaluation:**

- Presentation: 30%
- Essay: 70%

**Remark:** **Selected Bibliography**

No essential textbook is set for this course. Texts will be handed out to you, and put on Moodle.

**Professor:** WAGNER Mélanie

### Digital transnational communities: Migration, membership and mediated communication

**Module:** Globalization, Digital Media and Migration (Semester 1)

**ECTS:** 2

**Objective:** This class engages the complex sociolinguistics of transnational digital communities. Students will explore issues of language choice, mediation, and the emergence, maintenance, and linguistic demarcation of communities in digital environments connecting users across geographic space.

**Description:** Mandatory course attendance: yes

Transnational digital communities in the 21st century, and their language practices, are characterized by levels of diversity that trouble many received notions in sociolinguistics.

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Transience and internal heterogeneity often require active (re-)negotiation of linguistic and pragmatic norms as well as membership status. Digital mediation of linguistic practices offers both new affordances – e.g. by creating space for the written representation of oral vernaculars – and constraints, such as asynchronicity, anonymity or pseudonymity. Linguistic and group affiliations may be multiple, layered, and partially conflicted.

This class engages the complex, creative, and contested ways in which members of digital transnational communities use language to achieve communicative goals, project their own and others' identities, and delineate the meaning of 'community' in digital space. Central theoretical foci in this regard are a) notions of place and community under conditions of migration and mediation, b) the relationship between mediated language practices, diversity and authenticity, c) the issue of transience and under-specified linguistic-pragmatic norms.

Students will familiarize themselves with the relevant theoretical concepts (day 1) and apply them to actual examples from digital transnational communities (day 2). They will then identify a community of their own choice and conduct a case study incorporating the theoretical foci outlined above, which they will present to the rest of the group (day 3). The class will conclude with a joint discussion of the empirical, methodological and theoretical insights gained through these case studies (day 4).

<b>Language:</b>	Anglais, Allemand
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	Design of a case study, presentation in class
<b>Remark:</b>	Bibliographie:

Androutsopoulos, Jannis and Kasper Juffermans 2014. Introduction to Special Volume "Digital language practices in superdiversity". *Discourse, Context & Media* 4/5: 1–120.

Androutsopoulos, Jannis and Kristin Vold Lexander. 2021. Digital polycentricity and diasporic connectivity: A Norwegian-Senegalese case study. *Journal of Sociolinguistics* 25(5): 720–736.

Belling, Luc and Julia De Bres. 2014. Digital superdiversity in Luxembourg: The role of Luxembourgish in a multilingual Facebook group. *Discourse, Context and Media* 4/5: 74–86

Budach, Gabriele and Ingrid de Saint-Georges. 2017. Superdiversity and language. In Suresh Canagarajah (ed.), *The Routledge Handbook of Migration and Language*. New York: Routledge, 63–78.

Heyd, Theresa. 2014. Doing race and ethnicity in a digital community: Lexical labels and narratives of belonging in a Nigerian web forum. *Discourse, Context and Media* 4/5: 38–47.

Jacquemet, Marco. 2019. Beyond the speech community: On belonging to a multilingual, diasporic, and digital social network. *Language & Communication* 68: 46–56.

Mortensen, Janus. 2017. Transient Multilingual Communities as a Field of Investigation: Challenges and Opportunities. *Journal of Linguistic Anthropology* 27(3): 271–288.

Piller, Ingrid. 2016. Introduction. In Piller, Ingrid (ed.) *Language and Migration. Critical Concepts in Linguistics*. London: Routledge, 1–20.

## Master in Learning and Communication in Multilingual and Multicultural Contexts

Tseng, Amelia and Lars Hinrichs. 2021. Introduction to Theme Issue "Mobility, polylingualism, and change: Toward an updated sociolinguistics of diaspora". Journal of Sociolinguistics 25(5): 649–661.

**Professor:** BOHMANN Axel

### Wissenschaftliches Deutsch C1

**Module:** Languages (Semester 1)

**ECTS:** 3

**Objective:** **On site - Belval campus**

**Dienstag, 17:30 - 20:00, vom 4. Oktober bis zum 13. Dezember, Raum MSA 4.400**

Im Mittelpunkt des Kurses stehen das Lesen und Verfassen wissenschaftlicher Texte sowie das Üben von Präsentation und Diskussion im wissenschaftlichen Bereich. Ein besonderes Augenmerk liegt auf dem Umgang mit Deutsch als Wissenschaftssprache, u. a. Struktur und Aufbau wissenschaftlicher Texte, Schwierigkeiten mit wissenschaftlicher Lexik und Syntax, andere studienrelevante Problembereiche der deutschen Grammatik etc.

**Course learning outcomes:** Ziel des Kurses ist die Erarbeitung effizienter Lesestrategien sowie ein sicherer Umgang mit wissenschaftlichen Textmerkmalen, Strukturen und Ausdrucksformen bei der Verfassung wissenschaftlicher Texte.

**Description:** Mandatory course attendance: yes

On site - Belval campus

**Dienstag, 17:30 - 20:00, vom 4. Oktober bis zum 13. Dezember, Raum MSA 4.400**

Im Mittelpunkt des Kurses stehen das Lesen und Verfassen wissenschaftlicher Texte sowie das Üben von Präsentation und Diskussion im wissenschaftlichen Bereich. Ein besonderes Augenmerk liegt auf dem Umgang mit Deutsch als Wissenschaftssprache, u. a. Struktur und Aufbau wissenschaftlicher Texte, Schwierigkeiten mit wissenschaftlicher Lexik und Syntax, andere studienrelevante Problembereiche der deutschen Grammatik etc.

**Teaching modality:** On site - Belval campus

**Language:** Allemand

**Mandatory:** Non

**Evaluation:** Für einen erfolgreichen Abschluss ist die regelmäßige aktive Teilnahme am Unterricht sowie die Abgabe mehrerer kleiner Hausarbeiten erforderlich.

3ECTS-Punkte(1ECTS-Punkt für Teilnahme, 2ECTS-Punkte für Hausaufgaben)



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- Remark:**
- Bayerlein, Oliver (2013): Campus Deutsch – Lesen. München: Hueber Verlag
- Bayerlein, Oliver (2014): Campus Deutsch – Präsentieren und Diskutieren. München: Hueber Verlag
- Bayerlein, Oliver (2015): Campus Deutsch – Hören und Mitschreiben. München: Hueber Verlag
- Bayerlein, Oliver (2015): Campus Deutsch – Schreiben. München: Hueber Verlag
- Esselborn-Krumbiegel, Helga (2010): Richtig wissenschaftlich schreiben. Paderborn: Verlag Ferdinand Schöningh
- Gruber, Helmut, Huemer Brigit & Rheindorf, Markus (2009): Wissenschaftliches Schreiben: Ein Praxisbuch für Studierende der Geistes- und Sozialwissenschaften. Wien: Böhlau
- Lange, Ulrike (2013): Fachtexte lesen – verstehen – wiedergeben. Paderborn: Verlag Ferdinand Schöningh
- Professor:** MAILLE Lydia

### Academic German B1 / Wissenschaftliches Deutsch B1

- Module:** Languages (Semester 1)
- ECTS:** 3
- Objective:** Im Kurs werden unterschiedliche Themen aus den Bereichen Alltag, Studium und Beruf behandelt und Hilfsmittel gegeben, um sich in diesen Situationen mündlich und schriftlich adäquater auszudrücken. Die Teilnehmer werden in Einzel-, Paar- und Gruppenarbeit alle vier Fertigkeiten (Hören, Sprechen, Lesen, Schreiben) trainieren und grammatikalische Strukturen erlernen, die auf diesem Niveau häufig Schwierigkeiten bereiten
- On site: Belval Campus**
- Course learning outcomes:** On site - Belval campus
- Am Ende des Kurses sollen die Teilnehmer in der Lage sein,
- die Hauptinformationen eines geschriebenen oder gesprochenen Textes zu verstehen, wenn klare Standardsprache verwendet wird und es um vertraute Dinge aus Alltag und Beruf geht.
  - die meisten Situationen, denen man im Alltag im deutschsprachigen Raum begegnet, bewältigen zu können.
  - sich zusammenhängend über vertraute Themen und persönliche Interessengebiete äußern zu können.
  - über Erfahrungen und Ereignisse zu berichten und Träume, Hoffnungen und Ziele zu beschreiben sowie kurze Begründungen oder Erklärungen zu geben.
- Description:** Mandatory course attendance: yes



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### On site - Belval Campus

Der Kurs richtet sich an Lerner mit dem Niveau B1, die ihren mündlichen und schriftlichen Ausdruck verbessern und ihre Grammatikkenntnisse vertiefen möchten. Am Ende des Kurses sollten die Teilnehmer das Niveau B1.2 erreicht haben

<b>Teaching modality:</b>	On site - Belval campus
<b>Language:</b>	Allemand
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	Für einen erfolgreichen Abschluss ist die regelmäßige Teilnahme am Unterricht sowie die Abgabe mehrerer Hausarbeiten erforderlich. Der Kurs schließt mit einer Prüfung der erlernten Fertigkeiten ab. 3 ECTS-Punkte (1 ECTS-Punkt für Teilnahme, 2 ECTS-Punkte für Hausaufgaben)
<b>Remark:</b>	Bibliographie Koithan, Ute et.al.: Aspekte neu B1 plus: Mittelstufe Deutsch. Lehr- und Arbeitsbuch. München: Klett

### Français général A1.1 / General French A1.1

<b>Module:</b>	Languages (Semester 1)
<b>ECTS:</b>	3
<b>Objective:</b>	on site - campus Belval

This course aims to develop basic language skills in the objective for full beginners to reach an A1 level (A1.1 in winter term and A1.2 in summer term). Students are involved in speech acts in interaction, listening authentic & training writing and reading communicative activities in individual and group work. Phonetics lessons will help students improve their pronunciation, as well as their understanding. Integrated and explicit grammar will support communicative skills.

<b>Course learning outcomes:</b>	By the end of the course, students will be expected to: Be able to recognize and identify basic parts of a speech. Understand and use familiar everyday expressions and basic phrases in French aimed at the satisfaction of needs of a concrete type. Introduce people (oneself and others); ask and answer questions about personal details such as where one lives, people one knows and things one has. Interact in a simple way if the other person talks slowly and clearly and is prepared to help. Be able to interact with people in the close environment in the University and the City.
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<b>Description:</b>	The beginner's French course enables the candidate to interact in a simple way, answer simple questions using individual words, expressions or short sentences. The candidate can express common feelings, tell the size and name the color of familiar objects, can also ask others about these qualities. The candidate can participate in short telephonic conversations, ask straightforward questions in familiar situations (e.g. asking the location of a place and price of an item, asking for time etc.) and understand the responses, can exchange information about everyday matters using simple vocabulary (e.g. weekend activities, hobbies and other interests,
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shopping etc.). The candidate can ask for assistance with vocabulary and clarification of tasks, recognize isolated vocabulary from specific subject areas. The candidate can understand words and expressions on signs when everyday language is used (e.g. 'Open/Closed', 'Exit'etc.). He/ She is equally able to adequately understand straight forward forms in order to insert personal information, recognize important information on basic promotional material (price, date, and time on posters) and to recognize, speak and write short messages and greetings. The candidate will be able to write very simple informal messages, short messages like post cards and birthday greetings and write simple descriptions of everyday objects. The candidate is able to indicate personal strengths and weaknesses, describe basic aspects of their day-to-day life and to talk about briefly about familiar topics.

**Teaching modality:** En présentiel - campus Belval

**Language:** Français

**Mandatory:** Non

**Evaluation:** The evaluation consists in various tasks:  
A continuous assessment dealing with questions/role playing in class (oral participation) will count for 20 % of final course mark.  
3 assignments will stand for 30 % of final course mark (oral presentation; writing paper about a person and an object; understanding an advertisement).  
A final test (listening, writing and reading) will take place at the end of the course period. It counts for 50 per cent of the final mark.

**Professor:** PRINZ Muriel

### Trilingual Presentation skills

**Module:** Languages (Semester 1)

**ECTS:** 3

**Objective:** Les étudiants peuvent :

- concevoir une présentation claire, bien structurée et attrayante appropriée au contexte
  - recourir à des phrases et à des pauses appropriées pour structurer la présentation
  - améliorer leurs propres présentations et celles des autres
  - développer des diapositives simples et efficaces
  - identifier ce qui les rend nerveux et trouver des moyens pour faire face à leur nervosité
- Students can :
- construct a clear, well-structured, and engaging presentation that is appropriate to the context
  - use phrases and pausing to structure their presentations
  - point out features of their own and peers' presentations that are (in)effective
  - produce simple, effective slides
  - identify what makes them nervous when presenting and propose ways of dealing with their nerves
- Die Studierenden können:
- eine klare, gut strukturierte und attraktive Präsentation passend zum jeweiligen Kontext gestalten
  - Absätze und Pausen gekonnt einsetzen, um ihre Präsentation zu strukturieren

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### Course learning outcomes:

- Verbesserungspotential in ihren eigenen Präsentationen und den Präsentationen der anderen erkennen
- einfache und effektive Präsentationsunterlagen gestalten
- identifizieren, was sie nervös macht und Wege finden mit ihrer Nervosität umzugehen

Les étudiants devront préparer et donner deux présentations, chacune dans une langue différente parmi les trois langues d'enseignement:

- une présentation complète dans la langue dans laquelle ils se sentent le plus à l'aise (français, anglais ou allemand)
  - une présentation de groupe, dans une langue dans laquelle ils se sentent moins à l'aise, préparée avec le soutien des membres du groupe
- une réflexion écrite sur leurs deux présentations à partir du modèle d'analyse traité en cours

\*\*\*

Students will need to prepare and give two presentations, each in a different one of the three languages of instruction:

- a complete presentation in the language they feel most confident in (French, English, or German)
  - a group presentation in a language they feel less confident in; prepared with peer support
- a written post-presentation reflection of their two presentations using the analytical framework discussed in class

\*\*\*

Die Studierenden müssen in zwei der angebotenen Unterrichtssprachen je eine Präsentationen gestalten und halten:

- eine vollständige Präsentation in der Sprache, in der sie sich am sichersten fühlen (Französisch, Englisch oder Deutsch)
- eine Gruppenpräsentation in einer Sprache, in der sie sich nicht so sicher fühlen; vorbereitet mit der Unterstützung der Gruppe
- eine schriftliche Reflexion über ihre beiden Präsentationen auf Basis des analytischen Rasters, das im Unterricht zur Verfügung gestellt wird

### Description:

Mandatory course attendance: yes

Ce cours offre une base solide dans les techniques de présentation à partir d'une combinaison de discussions, d'exercices, d'introspection et d'apport de l'enseignant. Les différentes parties du cours sont enseignées en français, en anglais ou en allemand avec une aide particulière pour les étudiants qui sont moins à l'aise avec certaines de ces langues.

Le cours porte sur les compétences de communication nécessaires pour la présentation et ce n'est pas un cours de langue. Nous allons couvrir les points suivants:

- concevoir des présentations compréhensibles et attrayantes
  - structurer des présentations
  - s'adresser au public
  - communiquer efficacement non-verbalement et visuellement
  - gérer sa nervosité lors de la prise de parole en public
- préparer des présentations

\*\*\*

This course provides a solid foundation in presentation skills using a combination of discussion, exercises, introspection and teacher input. Different parts of the course are taught in either



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French, English or German with support for students who are less familiar with some of these languages.

The course focuses on the communication skills required for presenting and is not a language course. We will cover the following:

- Creating understandable and engaging presentations
- Structuring presentations
- Engaging the audience
- Effective non-verbal and visual communication
- Managing nerves when speaking in public
- Preparing presentations

\*\*\*

Dieser Kurs vermittelt eine solide Grundlage zum Thema "Präsentieren". Dabei werden Diskussionen, Übungen, Introspektion und der Input der Lehrenden miteinander im Unterricht kombiniert. Verschiedene Teile des Kurses werden in Französisch, Englisch und Deutsch präsentiert, wobei Hilfestellungen für Studierende angeboten werden, die eine dieser Sprachen nicht so gut verstehen.

Der Kurs hat seinen Fokus auf der Vermittlung von kommunikativen Fähigkeiten, die für das Präsentieren wichtig sind und ist kein Sprachkurs.

Folgende Inhalte werden angeboten:

- Gestaltung verständlicher und anregender Präsentationen
- Involvieren des Publikums
- Strukturieren von Präsentationen
- Einsatz effektiver non-verbaler und visueller Kommunikationsmittel
- Umgang mit Nervosität beim Sprechen
- Sich auf die Präsentationen vorbereiten

**Language:**

Français, Allemand, Anglais

**Mandatory:**

Non

**Evaluation:**

Les étudiants devront préparer et donner deux présentations, chacune dans une langue différente parmi les trois langues d'enseignement:

- une présentation complète dans la langue dans laquelle ils se sentent le plus à l'aise (français, anglais ou allemand)
- une présentation de groupe, dans une langue dans laquelle ils se sentent moins à l'aise, préparée avec le soutien des membres du groupe
- une réflexion écrite sur leurs deux présentations à partir du modèle d'analyse traité en cours

\*\*\*

Students will need to prepare and give two presentations, each in a different one of the three languages of instruction:

- a complete presentation in the language they feel most confident in (French, English, or German)
- a group presentation in a language they feel less confident in; prepared with peer support
- a written post-presentation reflection of their two presentations using the analytical framework discussed in class

\*\*\*

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Die Studierenden müssen in zwei der angebotenen Unterrichtssprachen je eine Präsentationen gestalten und halten:

- eine vollständige Präsentation in der Sprache, in der sie sich am sichersten fühlen (Französisch, Englisch oder Deutsch)
- eine Gruppenpräsentation in einer Sprache, in der sie sich nicht so sicher fühlen; vorbereitet mit der Unterstützung der Gruppe
- eine schriftliche Reflexion über ihre beiden Präsentationen auf Basis des analytischen Rasters, das im Unterricht zur Verfügung gestellt wird

**Professor:** HUEMER Birgit, DEROEY Katrien, LEJOT Eve

### Français général - A2.1 / General French A2.1

**Module:** Languages (Semester 1)

**ECTS:** 3

**Objective:** Cours en présentiel - campus Belval

Ce cours a pour but de renforcer vos connaissances et vos pratiques en langue française, principalement écrite, afin d'enrichir vos productions d'écrits, non seulement dans le cadre de vos études ou de votre métier mais aussi dans les situations de communication avec d'autres personnes.

**Course learning outcomes:** A l'issue de ce cours vous serez capable de :

- Demander et donner des informations sur des habitudes quotidiennes, un emploi du temps
- Parler de vos goûts, de vos projets
- Faire des suggestions et réagir à des propositions (acquiescer, accepter, s'excuser)
- Donner une raison ; expliquer vos choix
- Demander et donner des conseils
- Parler de votre expérience professionnelle, de votre environnement de travail
- Raconter des événements passés, un souvenir, une anecdote, une expérience.

**Description:** Dans une première partie, nous évaluerons vos besoins et ferons quelques révisions de grammaire telles que :

- Utilisation du présent, du présent progressif, du passé récent et du futur proche
- L'interrogation : qui, quoi, comment, est-ce que, quand, combien, ...
- Conjugaison des verbes essentiels : faire, pouvoir, devoir, vouloir, savoir, connaître ...
- Expression du temps : dans, depuis, il y a
- Utilisation des adjectifs possessifs
- Les lieux importants de la vie quotidienne
- la description
- les directions
- les professions

Puis nous approfondirons ces acquis et les enrichirons en travaillant principalement sur des documents authentiques issus de la vie quotidienne



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**Teaching modality:** Présence obligatoire: un maximum de 3 absences justifiées est autorisé

Cours en présentiel - campus Belval

**Language:** Français

**Mandatory:** Non

**Evaluation:** L'évaluation se fera ainsi :

- Deux devoirs à la maison à rendre en semaine 4 et semaine 8 (coefficient 1)
- Un devoir en classe lors du dernier cours (coefficient 2)

Les devoirs comprendront des exercices de grammaire, de vocabulaire et la rédaction d'un court texte personnel.

**La présence aux cours est obligatoire afin de valider les crédits ECTS attribués au cours de français général A2. Au-delà de trois absences, l'étudiant/étudiante ne peut plus valider le cours.**

**Remark:**

Bibliographie

Alter Ego+, Niveau A1-A2, Editions Hachette Objectif Express 1 et 2, Editions Hachette Grammaire essentielle du français A2, 100% FLE, DidierFle

**Professor:**

COLLIN Laetitia

### Allgemeines Deutsch für Anfänger - A1.1 / General German for beginners - A1.1

**Module:** Languages (Semester 1)

**ECTS:** 3

**Objective:** On site - Belval campus

**Course learning outcomes:** On site - Belval campus

By the end of this course, students should be able to:

- understand and provide information about themselves and general private matters
- understand and give information about their spare time activities and making appointments
- understand and provide information about rooms, apartments and furniture
- understand and provide information about clothes and fashion and how to buy things
- understand and give information about attractions and towns in the German speaking countries
- interact in the everyday life like telling time, etc.
- understand and provide simple texts like e-mails or sms.

**Description:**

Teaching mode: on site - Belval Campus

This course starts with basic language skills. The course will be based on the manual DaF-Kompakt A1 (Hueber)



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Communication skills : The students will learn to understand simple written texts and oral communication about presenting yourself, giving personal information, giving information about time and seasons, buying things and food, hobbies and spare time activities, making appointments, furniture and living, tourist attractions and urban living.

Grammar: articles, verbs in the present, negation, modal verbs, irregular verbs in the present tense, possessive articles, sentence structure, etc. The course ends with a language examination in all four communicative activities on the level A1 GER.

**Teaching modality:** On site - Belval Campus

**Language:** Allemand

**Mandatory:** Non

**Evaluation:** Speaking, listening, writing and reading skills will be evaluated in taskbased activities

Listening: key information from listening texts has to be understood (radio, TV...)

Reading: key information to be found in (or answer questions to) a short reading text

Writing: simple text to be summarized and simple text production

Students will be evaluated on their active participation in the course, their regular homework and on their final test (written and spoken).

**Remark:** Prerequisites : none

Bibliography : Birgit Brauner et al.: DaF kompakt A1 (Deutsch als Fremdsprache) Kurs- und Übungsbuch + 2 Audio CDs. Klett. Stuttgart 2015.

**Professor:** CICHELLI-RÖSSLER Birgit

### Français académique B2.1 / Academic French B2.1

**Module:** Languages (Semester 1)

**ECTS:** 3

**Objective:** Cours en présentiel - campus Belval

Ce cours a pour but de renforcer vos connaissances et vos pratiques en langue française, principalement écrite, afin d'enrichir vos productions d'écrits, non seulement dans le cadre de vos études ou de votre métier mais aussi dans les situations de communication avec d'autres personnes.

**Course learning outcomes:** A l'issue de ce cours, vous serez capable:

- De comprendre et de commenter un article sur une question d'actualité, un article informatif, un article d'opinion (éditorial), un article à visée humoristique... ;
- De comprendre des reportages, débats, émissions de radio, de télévision ou de sites Internet informatifs sur l'actualité, des sujets culturels et sociétaux.



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- D'exprimer et défendre vos opinions, réagir aux arguments d'autrui ;
- De développer une argumentation précise et efficace à l'écrit et à l'oral ;
- Rédiger une synthèse, un résumé, une lettre formelle, un texte argumentatif

**Description:** Mandatory course attendance: yes

### Cours en présentiel - campus Belval

Dans une première partie, nous évaluerons vos besoins et ferons quelques révisions de grammaire telles que :

- Utilisation du présent et du subjonctif, des temps du passé
- Les pronoms compléments, démonstratifs, interrogatifs, ...
- Accord des participes passés
- Expression du temps : depuis, pendant, pour, il y a, ...
- Utilisation de connecteurs logiques

Puis nous approfondirons ces acquis et les enrichirons en travaillant principalement sur des documents authentiques issus de la presse.

**Teaching modality:** présentiel, campus Belval

**Language:** Français

**Mandatory:** Non

**Evaluation:** Le contrôle se fait en continu avec un test final. Les devoirs écrits sont obligatoires. La note finale sera calculée ainsi :

- La participation en classe 20%
- Les 2 devoirs écrits 30% (50% pour chaque devoir)
- L'évaluation de la compréhension orale 20%
- Le test final 30%

Total 100%

Les devoirs comprendront des exercices de grammaire, de compréhension orale et écrite et la rédaction d'un texte personnel.

**Remark:** Bibliographie : AlterEgo, Niveau B2, Editions Hachette . Grammaire essentielle du français, Didier FLE

**Professor:** COLLIN Laetitia

## General German A2.1/ Allgemeines Deutsch A2.1

**Module:** Languages (Semester 1)

**ECTS:** 3

**Objective:** Teaching mode: on site - Belval Campus

This course aims to develop language skills in the objective to reach level A2 in German (A2.1 in the winter term and A2.2 in the summer term).





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Communication skills: understand written and oral texts about everyday life, and – to a certain extent – also about university life; speak about a variety of everyday topics and learn to cope linguistically with different kinds of everyday situations; write texts that are commonly met with in everyday communication.

Grammar: perfect tense, possessive pronouns, prepositions, declination of adjectives, common conjunctions, reflexive verbs, temporal conjunctions, local prepositions, passive voice, phrase construction, dative and accusative objects, verbs with prepositions, past tense, demonstrative pronouns, relative clause and relative pronouns.

### Course learning outcomes:

By the end of this course, students should be able to:

- understand and provide information about university life, family, profession, tourism and culture, sports and food, learning experiences, media and communication, travel and climate as well as mobility and professional life;
- understand and provide information about past activities;
- ask for help, express recommendations and suggestions as well as hope and surprise; talk about learning experiences and about habits; express happiness, enthusiasm and disappointment, satisfaction and dissatisfaction as well as interest and disinterest; book rooms, give directions, talk about the weather; explain things;
- give a short presentation about topic related to university life;
- compose basic texts and revise them with the support of the teacher

### Description:

Mandatory course attendance: yes

On site - Belval Campus

This course aims to develop language skills in the objective to reach level A2 in German (A2.1 in the winter term and A2.2 in the summer term).

Communication skills: understand written and oral texts about everyday life, and – to a certain extent – also about university life; speak about a variety of everyday topics and learn to cope linguistically with different kinds of everyday situations; write texts that are commonly met with in everyday communication.

Grammar: perfect tense, possessive pronouns, prepositions, declination of adjectives, common conjunctions, reflexive verbs, temporal conjunctions, local prepositions, passive voice, phrase construction, dative and accusative objects, verbs with prepositions, past tense, demonstrative pronouns, relative clause and relative pronouns.

### Teaching modality: On site - Belval campus

Course design: This is a blended learning course in which students train their linguistic skills in class as well as on an e-learning platform (Moodle). 1 ECTS is awarded for the work in class and 2 ECTS for teacher-guided autonomous learning at home, the latter amounting to approximately four hours per week. A reading project adapted to the students' proficiency level is part of the course. Students will also develop a writing portfolio with three short texts and give a short presentation about a university-related topic at the end of the semester. The course ends with a final test.

**Language:** Allemand

**Mandatory:** Non

**Evaluation:** Grading  
• Continuous assessment (40% of the final grade):





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- 1 writing portfolio with three texts (10%). The revised versions of the texts will be graded.
- 1 short presentation (2-3 minutes) about a university-related topic (10%)
- Online tasks: grammar, vocabulary, writing etc. (10%)  
At least 50% of the tasks need to be completed in order to get the full score.
- A reading project with online tasks (10%)  
At least 50% of the tasks need to be completed in order to get the full score.
- Final test (60% of the final grade)

**Remark:**

Bibliography

Habersack, Charlotte (2013): Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber.

Breitsameter, Anna (2013): Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber.

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Winter term: Dittrich, Roland (2016): Die Skorpion-Frau: Liebe und Tod in Heidelberg. Berlin: Cornelsen

Winter term: Dittrich, Roland (2016): Die Skorpion-Frau: Liebe und Tod in Heidelberg. Berlin: Cornelsen.

Summer term: Dittrich, Roland (2011): Leise kommt der Tod. Berlin: Cornelsen

**Professor:**

REULE-KRAMES Marion

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Semester 2

#### Poster Session

<b>Module:</b>	Research Approches - Advanced I (Semester 2)
<b>ECTS:</b>	3
<b>Objective:</b>	By the end of the seminar, the students: <ul style="list-style-type: none"><li>• will have started clarifying ideas for the topic of their Master thesis</li><li>• will have the skills to make a scientific poster</li><li>• will be able to give a short presentation of their work in public</li></ul>
<b>Description:</b>	During the poster session, students will have the opportunity to develop their master thesis project. They will develop skills in making a scientific poster. They will also give a short presentation about the Master project as work-in- progress. There will be two seminars aiming at preparing the poster session. During the poster session itself, other members of the teaching staff as well as second year students will be invited to give comments and feedback on your project. The posters and presentations can be made in any of the languages of the program.
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Oui
<b>Evaluation:</b>	Active participation in the seminars and the poster session is mandatory. The poster and the presentation will be evaluated according to the following criteria: <ul style="list-style-type: none"><li>• overall clarity and coherence of the project</li><li>• depth of reflexion</li><li>• methodological soundness</li><li>• breadth of literature review</li><li>• inclusion of previous research on the question</li><li>• quality of presentation</li></ul>
<b>Professor:</b>	BUDACH Gabriele, ZHANG Yimin, KEMP Valérie

#### Creating and Analysing Visual Data

<b>Module:</b>	Research Approches - Advanced I (Semester 2)
<b>ECTS:</b>	3
<b>Objective:</b>	The course shall enable students to : <ul style="list-style-type: none"><li>• appreciate visual materials (photographs, film, drawings etc.) as research data</li><li>• critically reflect on the production and interpretation of visual data as a situated, ideologically embedded process</li></ul>



## Master in Learning and Communication in Multilingual and Multicultural Contexts

- learn about theoretical and methodological approaches to analyzing visual data (e.g. discourse analysis, ethnography, content analysis) \*practice visual data analysis with materials from a variety of contexts \*learn about forms of actively constructing visual data (e.g. photo-eliciting techniques such as Photovoice, or film making) to gather research data or promote the dissemination of research results
- develop your ability to implement visual data production/analysis into a research design  
Der Kurs soll Studierende befähigen:
- visuelles Material (Fotos, Film, Zeichnungen etc.) als Forschungsdaten wertzuschätzen
- kritisch über die Produktion und Interpretation visueller Daten als einer sozialen und ideologisch situierten Forschungspraxis zu reflektieren
- Theorien und Methoden zur Analyse visueller Daten (z.B. Diskursanalyse, Ethnographie, Inhaltsanalyse usw.) kennenzulernen
- die Analyse visuellen Materials anhand von unterschiedlichem Quellenmaterial zu üben
- Verfahren der aktiven Konstruktion visuellen Materials zur Generierung empirischer Forschungsdaten oder der Verbreitung von Forschungsergebnissen (z.B. Photovoice, Film) kennenzulernen
- die Fähigkeit zu entwickeln, visuelle Methoden der Datenerhebung und
- analyse in ein Forschungsdesign zu integrieren

### Description:

In the course we:

- examine existing literature on visual methods, their analytical focus and key theoretical/ideological assumptions
- discuss case studies and examples of visual data analysis to get a sense of the strengths and limitations of selected forms of visual analysis
- engage with methods of active visual data construction to understand the underlying conditions of data production and the implications this generates for visual data analysis.
- train our ability to use a variety of methods for visual data analysis appropriately
- build an understanding for the appropriate use of visual methods to produce and analyze research data in a given research design

Im Kurs:

- beschäftigen wir uns mit existenter Literatur zu visuellen Methoden, deren analytischem Fokus und theoretischen/ideologischen Annahmen
- diskutieren wir Fallstudien und Beispiele visueller Datenmaterials um Stärken und Grenzen visueller Methoden zu erkennen
- beschäftigen wir uns mit Methoden der aktiven Datenkonstruktion, um zu verstehen, welchen Bedingungen die Konstruktion von Daten unterliegt und welche Auswirkungen dies für die erstellten Daten und ihre Analyse hat
- erproben wir unsere Fähigkeit eine Reihe von visuellen Verfahren angemessen einzusetzen
- entwickeln wir ein Verständnis dafür, visuelle Methoden kompetent in komplexere Forschungsdesigns einzubauen.

### Language:

Anglais, Allemand, Français

### Mandatory:

Oui

### Evaluation:

Exercise in visual data analysis

### Remark:

#### Selected Bibliography

- Rose, Gillian (2007) Visual methods. Sage: London.
- Pink, Sarah (2001) Doing visual ethnography. Sage: London

### Professor:

BUDACH Gabriele

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Construire et analyser des données verbales

**Module:** Research Approches - Advanced I (Semester 2)

**ECTS:** 3

**Objective:** By the end of this course, students will be able to:

- read and appraise literature about research interviewing
- design a research interview
- conduct a research interview
- transcribe a research interview
- analyze a research interview

?À la fin du cours, les étudiants seront capables de:

- lire et évaluer la littérature scientifique portant sur les entretiens de recherche
- préparer un entretien de recherche
- conduire un entretien de recherche
- transcrire un entretien de recherche
- analyser un entretien de recherche

**Description:** The course intends to provide students with theoretical and methodological tools for (a) constructing and collecting verbal data ; (b) analyzing this data and (c) understanding interviewing as a research method. The course involves readings, data collection and data analysis exercises. In the first part of the course, we learn about a major approach in constructing data for qualitative purposes: the research interview. Research interviews are particularly well suited to understand the world from the subjective perspective of the respondent, and to learn about the meanings people bring to their experiences (Kvale 1996, xviii). In this part of the course, we will discuss how to design an interview study, how to carry out the research interview, what ethical questions arise in context of interviewing and how to distinguish between different kinds of interviews. The second part of the course provides students with methodological tools for analyzing verbal data deriving from a research interview. In particular, we examine two prominent approaches: qualitative content analysis and discourse analysis. Students will have the opportunity to practice these approaches on interview data they have collected themselves as part of a small research project involving all the students together.

Le cours est donné en mode bilingue français/anglais.

**Language:** Français, Anglais

**Mandatory:** Oui

**Evaluation:** Students are expected to: (1) do the readings assigned for class, (2) conduct and transcribe an interview, (3) conduct an analysis of an interview, (4) write up a short reflexive paper about what they have learned in the process

**Remark:** **Selected Bibliography**

## Master in Learning and Communication in Multilingual and Multicultural Contexts

- Gubrium, Jaber F., James A. Holstein, Amir B. Marvasti, and Karyn D. McKinney (eds.) (2012). *The Sage Handbook of Interview Research: The Complexity of the Craft* (2ed). London: Sage.
- Mason J. (1996). *Generating qualitative data: interviewing*. In Jennifer Mason: *Qualitative researching*. London: Sage: 35-59.
- Talja, Sanna (1999). *Analyzing Qualitative Interview Data: The Discourse Analytic Method*. *Library & Information Science Research* 21, 4: 459–477.
- Kvale, Steinar, 1996, *Doing Interviews: an introduction to qualitative research interviewing*. Sage Publications: Thousand Oaks, Calif.

**Professor:** DE SAINT-GEORGES Ingrid, ZHANG Yimin

### Discourse Analysis

**Module:** Research Approches - Advanced I (Semester 2)

**ECTS:** 3

**Objective:** Students will gain a basic understanding of:

- Themes in Discourse research
- Methodological and theoretical approaches in Discourse research
- Ways of employing Discourse Analysis to study social interaction, power and ideology, as well as selves and identities

**Description:** We will start the course by attempting to define what Discourse and discourses are. Building on this, we will delve into an overview of issues and themes in Discourse research. Thereafter we will discuss different methodological and theoretical approaches to studying Discourse focusing on the following domains: social interaction, identities and subjectivity, power and ideology. In particular, we will familiarize ourselves with approaches such as Interactional Sociolinguistics, Conversation Analysis, Critical Discourse Analysis, Narrative Analysis. Opportunities for analyzing spoken and written texts will be offered during the course.

**Language:** Anglais

**Mandatory:** Oui

**Evaluation:** The assessment will be based on three components: your active participation in the class (max. 12 points), a short presentation of one of the assigned readings (max. 3 points) and a 2,000-word essay on a topic related to the topics covered in the course (max. 5 points). You can write in English or German. The final mark will be the sum of the points awarded for each of the components.

**Remark:** B. Benwell and E. Stokoe (2006). *Discourse and Identity*. Edinburgh, UK: Edinburgh University Press  
Blommaert, J. (2005). *Discourse: A Critical Introduction (Key Topics in Sociolinguistics)*. Cambridge: Cambridge University Press.  
Wetherell, Margaret; Taylor, Stephanie and Yates, Simeon J. eds. (2001). *Discourse Theory and Practice: A Reader*. London: Sage Publications Ltd.

**Professor:** OBOJSKA Maria

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### The concepts of Culture and language in a globalizing world

<b>Module:</b>	Module Interdisciplinaire - Advanced I (Semester 2)
<b>ECTS:</b>	3
<b>Objective:</b>	This course will lead to a deeper understanding of a central concept in humanities and social sciences: culture. The students will be familiarized with relevant authors and texts in the area of culture theory (e.g. H. Bhabha, A. Appadurai, C. Geertz, U. Hannerz), and they will learn to differentiate between objectifying, essentializing and deconstructivist positions in the field. A specific focus will be given to those approaches which look at culture in a globalized world. Another focus will be on the link between culture and language, and the students will be able to better understand this important relationship. The students will thus acquire a solid theoretical and epistemological basis for their own empirical projects.
<b>Description:</b>	<p>In this course we will read and discuss some key texts related to the topic of culture and language in a globalizing world. Thorough reading will be especially important for this course. Most of the texts will be available in English, but some texts might be in German or French. The main language of the course will be English, but German and French will also be used, depending on the texts. For the following semester a second course will be offered as a continuation of this one, focussing on the concept of identity, again related to the context of globalization, culture, and language/plurilingualism.</p> <p>Assessment: Beside weekly reading tasks, every student should be ready to prepare one topic/text in more detail and give a presentation about it. Active participation in the discussion will be also an important part of the assessment.</p>
<b>Language:</b>	Français
<b>Mandatory:</b>	Non
<b>Remark:</b>	Appadurai, A. (1996). <i>Modernity at large: cultural dimensions of globalization</i> . Minneapolis, Minn.: University of Minnesota Press. Bhabha, Homi K. (2005). <i>The location of culture</i> . London: Routledge. Geertz, C. (1973). <i>Interpretation of Culture. Selected Essays</i> . Basic book publishers, New York. Hall, S. (2008). <i>Questions of cultural identity</i> . Los Angeles: Sage. Hannerz, U. (1993). <i>Cultural Complexity. Studies in the Social Organization of Meaning</i> . Columbia University Press. Hu, A. (2018): <i>Sprachlichkeit, Identität, Kulturalität</i> . In: C. Fäcke/F.-J. Meissner (Hg.), <i>Handbuch Mehrsprachigkeits- und Mehrkulturalitätsdidaktik</i> , S. 17-24, Tübingen: Narr. Kramsch, C. (2014). <i>Language and Culture</i> . <i>AILA Review</i> 27, 30-55
<b>Professor:</b>	HU Adelheid

### Littérature de jeunesse et multilinguisme

<b>Module:</b>	Module Interdisciplinaire - Advanced I (Semester 2)
<b>ECTS:</b>	2



## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Objective:

À la fin du cours les étudiants seront capables de :

- Comprendre les enjeux du multilinguisme dans le domaine de la littérature de jeunesse
- Se repérer dans le monde de l'édition pour la jeunesse et savoir trouver des ouvrages bilingues, multilingues, traduits ou traitant de la diversité linguistique et culturelle
- Évaluer la qualité de la traduction d'un ouvrage de littérature de jeunesse
- Comprendre les notions de littéracie, plurilittéracie, littéracies multimodales
- Lire des textes scientifiques dans le champ de la plurilittéracie
- Discuter des notions d'altérité, d'interculturalité, en rapport avec des textes littéraires pour la jeunesse

### Description:

Les livres pour la jeunesse constituent aujourd'hui un champ des plus dynamiques dans le domaine de l'édition. Au delà de l'extraordinaire créativité des auteurs et des illustrateurs, ce cours propose d'explorer plusieurs questions : où sont les langues dans la littérature de jeunesse, où sont les personnages bilingues ou plurilingues dans les livres pour les enfants, comment sont représentés le multilinguisme, les contacts de langues et la diversité linguistique et culturelle dans l'édition pour la jeunesse, et enfin, comment les livres sont-ils traduits d'une langue à une autre ? Il sera aussi proposé aux participants de réfléchir aux livres qui les ont marqués dans leur jeunesse et pourquoi. D'un point de vue théorique la notion de translanguaging sera abordée dans plusieurs ouvrages multilingues et d'un point de vue pédagogique des exemples d'activités littéraciques en diverses langues seront proposées afin de réfléchir à de nouvelles façons d'imaginer un enseignement multilingue.

Le cours alternera entre différentes activités :

- lecture d'albums de littérature de jeunesse sur la thématique des langues, du multilinguisme et de l'altérité/interculturalité, d'albums traduits, bilingues, multilingues, etc.
- analyse des traductions (Français, anglais, allemand) de deux ouvrages, *Voices in the Park* et *Flix*,
- analyse du contact de diverses langues au sein d'un même ouvrage
- exercices d'écriture libre en différentes langues et lecture partagée
- présentation diaporama sur la littérature de jeunesse multilingue et de possibles exploitations pédagogiques pour l'enseignement de la littéracie d'un point de vue multilingue
- discussions et analyse des ouvrages de littérature de jeunesse présentés en cours sur la base d'une lecture critique avant le cours d'au moins un article ou un chapitre d'ouvrages proposés en bibliographie

### Language:

Français, Anglais

### Mandatory:

Non

### Evaluation:

Participation active en cours, lecture des quatre albums de jeunesse proposés avant le cours, présentation orale en groupe durant le cours d'un ouvrage de littérature de jeunesse au choix et analyse critique de la conceptualisation du bi/multilinguisme ou de l'interculturalité dans l'ouvrage choisi.

### Remark:

#### Selected Bibliography

- Cotton, P. (2000) *Picture Books sans Frontières*, Stoke on Trent : Trentham books
- Cummins, J. & Early, M. (2011) (eds) *Identity Texts. The collaborative creation of power in multilingual schools*, Stoke on Trent : Trentham Books
- Daly, N., Limbrick, L. & Dix, P. (2018) *Children's Literature in a Multiliterate World*. London : IOE Press, Trentham Books



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- Hartmann, E. & Hélot, C. (2020) "Pedagogical affordances of translation in bilingual education", in S. Laviosa & M. Gonzales Davies (eds), Routledge Handbook of Translation, London, Routledge, 95-108
- Hélot, C. Sneddon, R Daly, N. (2014) (eds) Children's Literature in the Multilingual Classroom. London : Institute of Education/Trentham Books
- Hélot, C. (2014): "Rethinking Bilingual pedagogy in Alsace: Translingual Writers and Translanguaging" in Blackledge and Creese (eds.) Heteroglossia as Practice and Pedagogy, Springer, 217-238
- Hélot, C. (2011) : « Children's Literature in the Multilingual Classroom », in C. Hélot et M O' Laoire (eds.), Language Policy for the Multilingual Classroom : Pedagogy of the Possible, Clevedon, UK : Multilingual Matters, 42-64
- Hélot, C. (2019) "Bilinguisme et multilinguisme dans la littérature de jeunesse", La Revue des livres pour enfants, Paris : BNF, 181-188
- Meek, M. (2001) Children's Literature and National Identity, Stoke on Trent : Trentham books
- Rispaïl, M. (1997) « L'autre dans la littérature de jeunesse », in M.L. Lefèbvre & M.A. Hily (eds) Les situations plurilingues et leurs enjeux, Paris : L' Harmattan, 93-106.
- Rispaïl, M. (1997) « L'autre dans la littérature de jeunesse », in M.L. Lefèbvre & M.A. Hily (eds) Les situations plurilingues et leurs enjeux, Paris : L' Harmattan, 93-106.

### Sites

- ?BNF : Bibliothèque numérique des enfants : <http://enfants.bnf.fr/index.htm>
- L'Harmattan jeunesse : [http://www.editions-harmattan.fr/jeunesse/index.asp?navig=catalogue&obj=result&no\\_specialite=2&bilingue=1](http://www.editions-harmattan.fr/jeunesse/index.asp?navig=catalogue&obj=result&no_specialite=2&bilingue=1)
- SCEREN Littérature de jeunesse Télémaque : <http://www.cndp.fr/crdp-creteil/telemaque/comite/etranger.htm>
- Didier Jeunesse : <http://www.didier-jeunesse.com/collection/19-les-bilingues/>
- Talents Hauts edition : <http://www.talentshauts.fr/18-oops-ohlala->
- Rue du monde : <http://www.ruedumonde.fr/>
- Une page facebook à suivre : Les livres bilingues de Diloé : <https://www.facebook.com/livres.bilingues>

### Albums de jeunesse

- Brown, A. (1998) Voices in the Park, London : Picture Corgi Books
- Ungerer, T. (1997) Flix, Paris : École des Loisirs
- Hélot, C. (2014) Sophie et ses langues, Paris :
- Valentin, E. (2021) Chaprouchka, Paris : Syros <https://dulala.fr/chaprouchka-un-nouvel-album-plurilingue-chez-dulala/>

**Professor:** HELOT Christine

## Intercultural and International Education

**Module:** Module Interdisciplinaire - Advanced I (Semester 2)

**ECTS:** 3

**Objective:** The objectives of the module are to develop in students:



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- an understanding of the effect of contemporary internationalisation on curriculum development and design
- an understanding of the role of education systems in the creation of social identities and in particular national identities
- an ability to reflect on their own education and social identities as a consequence of theoretical and comparative perspectives
- an ability to analyse critically the research on intercultural education, and the internationalisation of education

### Description:

It is clear that the internationalisation/globalisation of societies of the developed world sets new agendas for national education systems. This was already clearly stated, in the 1990s, in the UNESCO report *Learning: the Treasure Within*. In the European context the trend is clear from (i) the call from the Second Council of Europe Summit for 'education for democratic citizenship' and (ii) the European Commission's White Paper on 'the learning society'.

This kind of change in the context of education needs to be taken into account by teachers and others in education systems in their analysis and development of curricula, and in their management of curriculum change. This module provides students with the conceptual and analytical means of reflecting upon the implications of internationalisation for education in general and curriculum planning in particular. It does so by considering how education systems, and compulsory schooling, can prepare learners for interaction and engagement with 'otherness', with people of different cultures and societies.

In the context outlined above, the purpose of the module is to address the following questions, and to enable students to develop their own understanding of them and the concepts involved in order better to reflect on and where appropriate make decisions about curricula and methodologies:

- a) what is the relationship between education, cultural identity, citizenship and intercultural understanding?
- b) what are the approaches in and reforms to contemporary curricula which develop learners' cultural and social identities appropriate to contemporary and projected social, political and economic change?

c) in particular, what are the implications of internationalisation for the teaching of citizenship education?

### Language:

Anglais, Français

### Mandatory:

Non

### Evaluation:

Assessment will be based on an oral presentation accompanied by a written rationale for the presentation of no more than 2500 words, and a self-assessment.

### Remark:

#### Selected Bibliography

- Anderson, B. 1991 *Imagined Communities*. 2nd ed. London: Verso (pp113-140)
- Barrett, M. (2007) "Children's knowledge, beliefs and feelings about nations and states construed as historical and cultural communities". In Barrett, M. *Children's knowledge, beliefs and feelings about nations and national groups*. Hove and New York: Psychology Press (pp 97-117)
- Berger, P. and Luckmann, T. (1966) *The Social Construction of Reality*. Penguin: Harmondsworth (pp 149-182)
- Law, W. W. (2002). Education reform in Taiwan: a search for a 'national' identity through democratisation and Taiwanisation. *Compare*, Vol. 32, No. 1, 61-81.

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- Thompson, J. (1998). Towards a model for international education. In M. Hayden and J. Thompson (eds.) International education: Principles and practice. London: Kogan Page. (pp. 276-290)
- Stier, J. 2006 Internationalisation, intercultural communication and intercultural competence Journal of Intercultural Communication, 11, 1-12
- Yang, R. (2002). University internationalisation: its meanings, rationales and implications. Intercultural Education. doi.org/10.1080/14675980120112968

**Professor:** BYRAM Michael

### StudyVisit

**Module:** Module Interdisciplinaire - Advanced I (Semester 2)

**ECTS:** 5

**Objective:** The StudyVisit is:

- an opportunity for a student who wishes to discover a professional environment to experiment the life of a workplace for a short-term period.

- It is also a possibility to reflect and plans one's own future professional pathways by doing a self-study plan.

The study visit lasts between 120 – 140 hours.

**Description:** Traditionnally, most students conduct their StudyVisit at the Translation and Terminology Unit (TermCoord) of the European Parliament, although it is possible to do a StudyVisit somewhere else.

#### **TermCoord**

TermCoord's main duty is to assist translators at the Parliament with their daily translation tasks and to support terminology management and terminology research in the various translation units of the Parliament. TermCoord offers every year the opportunity to students to visit the Translation and Terminology Unit.

During the study visit, the student experience the life of the TermCoord unit and what it means to work in the European Institutions. The student also choses to develop professional experience in either 1) terminology research, management and coordination activities (contributing terms to an important database for translators called IATE) or 2) communication (contributing articles for the TermCoord's blog and website).

#### **Other sites**

It is possible to do a short term StudyVisit elsewhere than at the European Parliament, provided that it does not last longer than 140 hours. If you have a project that falls outside the study visit at the Parliament, contact I. de Saint-Georges (Ingrid.desaintgeorges@uni.lu) to check if the project you have in mind is eligible by March 1, at the latest.

#### **Professional Development Portfolio**

For students who have not reflected yet deeply about their next professional steps, you can also choose the option of preparing a professional development portfolio (see on Moodle). A developmental professional portfolio is a set of guided exercises and prompt to help you a) clarify your strengths and assets, b) clarify domains in which to expand and grow, 3) learn about new useful competencies.

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All options are explained on moodle, under 'StudyVisit Internship'.

Time frame

To count for ECTS, the StudyVisit must take place between January 1st and July 1st of 2023.

No other period is possible for the StudyVisit internship

**Language:** Anglais, Français, Allemand

**Mandatory:** Non

**Evaluation:** The assessment differs according to the option you chose (details and procedures can be found on Moodle)

- TermCoord study visit: write up a learning agreement + sign internship contact + write diary + ask supervisor to fill in an evaluation report

- Self-Study visit: Write up a learning agreement + activity log + portfolio + summary report.

All documents must be uploaded on Moodle by June 15 at the latest.

If the documents are missing on the required date, the internship will not be validated.

**Professor:** DE SAINT-GEORGES Ingrid

### Gender & Social Inclusion for Sustainable Development

**Module:** Module Interdisciplinaire - Advanced I (Semester 2)

**ECTS:** 3

**Objective:** By the end of this module students shall have developed:

- an understanding of gender inequalities that prohibit sustainable development across the world
- the ability to examine current social challenges from an inclusive and gender-sensitive perspective
- an understanding of theories and practices related to gender and social inclusion
- an insight into complexities of gender and social inclusion in our contemporary world including in digital platforms
- an understanding of the role of culture and language in gender inequalities and sustainable developmen

**Description:** Mandatory course attendance: yes

Creating the necessary conditions for an inclusive and sustainable society entails equal access to rights, resources, and representations (3Rs) for all citizens including women. However, current global reports demonstrate gender-related inequalities across educational, political, economic and social spheres across the world, although progress has also been made. This module examines the contextual construction of gender while reflecting on the regional and international initiatives and conventions that pursue women empowerment and gender equality in general. The aim of the module is to familiarise students with the complexity of the social construction of gender through culture and language, raise their awareness on gender-sensitive perspectives on local, institutional, and national practices, and also to provide them with the necessary knowledge on international and regional policy initiatives adapted towards gender equality and social inclusion as part of the UN 2030 Agenda and the European Social policy.

**Language:** Anglais

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**Mandatory:** Non

**Evaluation:** There are two assessments in this course: One (40% of the final grade) is a case poster presentation on innovative ways local and international NGOs and organisations are empowering women and promoting social inclusion across different regions. A final assessment (60% of the final grade) is an in-class debate and collective reflections during the final session to reflect upon and propose a collective gender-sensitive project to the University of Luxembourg based on the already existing strategy on gender equality.

**Remark:** **Selected Bibliography**

- UNDP (2022). Gender equality and social inclusion. Accessible at: <https://www.undp.org/pacific/publications/gender-equality-and-social-inclusion>
- OECD (2022). Supporting Women's empowerment through green policies and finance. Accessible at: <https://www.oecd.org/environment/supporting-women-s-empowerment-through-green-policies-and-finance-16771957-en.htm>
- OECD (2022) . Applying a gender lens on the SDGs: How are women and girls doing?. Accessible at: <https://www.oecd.org/sdd/applying-a-gender-lens-on-SDGs-OECD.pdf>
- WEF (2022). Global Gender Gap Report. Accessible at: <https://www.weforum.org/reports/global-gender-gap-report-2022>

**Professor:** TORABIAN Juliette

### Translation and Terminology

**Module:** Module Interdisciplinaire - Advanced I (Semester 2)

**ECTS:** 2

**Objective:** To familiarise students with topics related to linguistics, translation and terminology in the environment of the European Parliament and the Institutions of the EU, and the relevance of these topics for the communication with the citizens

**Description:**

- Introduction – Multilingualism in the EU – Our Common Terminology: The Linguistic Passport for a United Europe
- Why Terminology and How it Works in the EP – IATE and other Terminology Tools
- Legal concepts and legal terminology – experience in the EU Institutions
- Legal Concepts in the EU and its Member States
- Use of terminology for SEO, Linguistic tools in the EP, terminology search and use in the web and social media
- The hidden part of translation – pre-processing, referencing and their tools
- Terminology in Interpreting
- Translation as a multi-aspectual phenomenon – theory and practice
- Translation of Creative Content
- Mechanical Translation
- Translation – The Future is now
- Machine Translation
- Subtitles and Podcasts



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- EP Communication with the Citizens (Tools, Media presence, Podcasts, European Stories, Speech to Text)

<b>Language:</b>	Français, Anglais, Allemand
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	Information will be given during the course
<b>Professor:</b>	MASLIAS Rodolfo

### Intercultural Management: from Theory to Practice

<b>Module:</b>	Module Interdisciplinaire - Advanced I (Semester 2)
<b>ECTS:</b>	2
<b>Objective:</b>	<ul style="list-style-type: none"><li>• To introduce students to the subjects of intercultural communication and management practices at work.</li><li>• To investigate, on the basis of case studies, contexts and processes of intercultural (interpersonal) communication and team management.</li><li>• To give insights into management practices and strategies in international business – and innovation development – settings.</li><li>• To provide students with theoretical and practical (socioanthropological) tools for the development of individual and collective collaboration competencies at work.</li><li>• To contribute to the development of students' communication and management competencies.</li></ul>
<b>Description:</b>	<p>This course focuses on the management practices and challenges in international business – and innovation – settings where individuals and teams face social, cultural and linguistic diversity. What kind of interaction strategies do managers and employees develop and apply in order to make their collaboration and their projects work in those highly complex contexts?</p> <p>On the one hand, the participants will be invited to think about their own cultural background, identity and communication behavior. On the other hand, they will be introduced to the concept of "intercultural management" from a theoretical and from a practical viewpoint.</p> <p>The course aims at stimulating the development of intercultural communication and management competence of (future) actors on the international stage.</p>
<b>Language:</b>	Anglais, Français, Allemand
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	Written assignment or oral presentation.
<b>Remark:</b>	<b>Selected Bibliography</b> <ul style="list-style-type: none"><li>• Barmeyer Ch. &amp; Franklin P. (2016). Intercultural Management. A Case-Based Approach to Achieving Complementarity and Synergy. London : Palgrave Macmillan.</li><li>• Bolten J. (2018). Einführung in die Interkulturelle Wirtschaftskommunikation. Göttingen: Vandenhoeck &amp; Ruprecht.</li><li>• Franke R. &amp; Milner J. (Hrsg.) (2013). Interkulturelles Coaching: Coaching-Tools für 17 Kulturkreise. Manager Seminare Verlags-GmbH</li><li>• Meier O. (2019). Management interculturel. Paris : Dunod.</li></ul>

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- Mutabazi E. & Pierre Ph. (2008). Pour un management interculturel. De la diversité à la reconnaissance en entreprise. Paris : L'Harmattan.
- Nardon L. (2017). Working in a Multicultural World. Toronto : University of Toronto Press.
- Stalder P. (2018). Management interculturel : entre théorie et anarchie. Dans P. R. Cloet, A. M. Guénette, E. Mutabazi & Ph. Pierre, Le défi interculturel. Enjeux et perspectives pour entreprendre. Paris : L'Harmattan.
- Stalder P. (2019). Creativity in Intercultural Teams: Which Indicators, Facilitators and Competencies? In IACCM-IESEG Conference Proceedings, Paris, 31.10.-2.11.19, pp. 9-27.
- Stalder P. (2022). Intercultural Work Settings: Which Competencies for Managers and Teams? In I. Stolz & S. Scherrer (eds), International Leadership – Effecting Success Across Borders in a Boundaryless World, Springer Gabler.
- Toth C. (2020). Uncommon Sense in Unusual Times. E-Boo

**Professor:** STALDER Pia

### Interactions within Socio-Digital Activity Systems

**Module:** Module Interdisciplinaire - Advanced I (Semester 2)

**ECTS:** 3

**Objective:**

- Recognize fundamental research paradigms, perspectives, traditions and methods in the field of tool-mediated interaction
- Apply the fundamental principles and characteristics of ethnographic, interactionist, conversational and discursive research approaches to in-depth enquiries on learning
- Analyse an object of inquiry from multiple perspectives, i.e. micro-meso perspectives, internal-external views, cross-cultural and multi-disciplinary lenses
- Generate research questions /problems in ways that are amenable to empirical research
- Identify appropriate methods of data collection and analysis and adjust their sensitivity to the needs of the specific research question
- Design, plan and carry out a multifaceted and context-sensitive naturalistic inquiry on significant issues from academic and/or professional practice

**Description:** The course outlines to what extent sociocultural views on human knowing, learning and acting in the legacy of Vygotsky's cultural historical school of thought might be useful for analysing our activities in technologically enhanced life environments. More specifically, we explore the potential contribution of cultural-historical activity theory (CHAT) for conceptualizing learning and acting at contexts (meso-level) such as work, school, family or everyday life. The paradigm of "human activity" acts as the relevant 'unit of analysis' in order to understand the multiple ways in which human practices shape, and are shaped by socio-cultural and digital mediators. On the micro-level, we focus on interactional and dialectical approaches to investigate human tool-mediated interactions within contexts. The course work entails the collection and analysis of empirical data from everyday interactions with digital devices (ethnographic study).

**Language:** Anglais

**Mandatory:** Non

**Evaluation:** 10% Course contributions



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- 40% Monitoring of your online activities (individual paper)
- 50% Analysis of a media activity occurring in public space

**Remark:**

**Selected Bibliography**

- Edwards, A. (2011). Cultural historical activity theory: British Educational Research Association online resource. Retrieved from <http://www.bera.ac.uk/resources/cultural-historical-activity-theory-chat>
- Hampton, K. N., Livio, O., Goulet, L. S. . (2010). The Social Life of Wireless Urban Spaces: Internet Use, Social Networks, and the Public Realm. Philadelphia: University of Pennsylvania.
- Herring, S. C. (2007). A faceted classification scheme for computer-mediated discourse. Language@Internet. <http://www.languageatinternet.org/articles/2007/761>
- Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. New York: New York University Press.
- Russell, D. (2001). Looking beyond the interface: Activity theory and distributed learning. In Lea, M. (Ed.), Understanding distributed learning, 64-82. London: Routledge.

**Professor:**

MAX Charles Joseph

### Twitter warriors and Instagram goddesses : introduction to social media analysis

**Module:**

Module Interdisciplinaire - Advanced I (Semester 2)

**ECTS:**

3

**Objective:**

The objectives of the module are to develop in students:

- basic understanding of digital ethnography and social media analysis
- an understanding of the complex roles of social media in society with an emphasis on their role in lifestyle and youth politics
- an ability to collect and analyze digital data
- an ability to reflect on their own social media use and social identities as a consequence of theoretical and comparative perspectives
- an ability to analyse critically reporting and research on social media and society

**Description:**

Mandatory course attendance: yes

From Donald Trump's twitter meltdowns shaping political campaigns to Elon Musk's tweets leading to billion-dollar losses, Instagram stars causing epidemic of plastic surgery to get the "Kardashian look" or a real life filter, or TikTok being accused of politically radicalizing far right youth and reinventing conspiracy theories it is clear that social media plays a large role in our political, economic, and social worlds – it's more than just fashion blogs and unboxing videos. Yet much of the work in this important field is conducted by researchers with little personal experience or interest in social media. This student centred course instead uses digital ethnographic methods, which begins with the researcher's own identity and social media use as a site for critical cultural analysis. Students will begin by identifying topics, digital communities, and problems with which they engage, and with the instructor identify the course readings which will help will connect these to a broader social, political and academic context.

In the second part of the course students will work in small groups, based on affinity, to select a digital research site, learn to collect and code data, and write up a short research report. The





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course will conclude with the presentation of this research. Assessment will emphasize formative assessment, multiple modes of engagement, and collaborative work

**Language:** Anglais

**Mandatory:** Non

**Evaluation:** Students will be assessed on their (oral or written) participation in course and group work, as well as their completion of a 2 week group research project (select a site and topic, collect data, and conduct a short analysis using at least 2 academic texts). Written work can be completed in any or all languages of the university.

**Remark:** **Selected Bibliography**

Required Text:

- Pink, S. et al. Digital Ethnography Principles and Practice (Selected Chapters)  
Recommended Texts  
(subject to change per student interests)
- Baker, S. (2022) Alt-Health Influencers: how wellness culture and web culture have been weaponized. *European Journal of Cultural Studies*. 25 (1).
- Kennedy, M. (2020). 'If the rise of the TikTok dance and e-girl aesthetic has taught us anything, it's that teenage girls rule the internet right now': TikTok celebrity, girls and the Coronavirus crisis. *European journal of cultural studies*, 23(6).
- Marwick, A. E. (2014). Ethnographic and qualitative research on Twitter. *Twitter and society*, 89, 109-121.
- Valtonen, M. (2018). Du er amazing: multilingualism as a resource for celebrity practice on Isac Elliot's Twitter.
- Weimann, G., & Masri, N. (2020). Research note: spreading hate on TikTok. *Studies in Conflict & Terrorism*, 1-14.

**Professor:** TEBALDI Catherine

### Metalinguistics in Multilingual Social Contexts

**Module:** Module Interdisciplinaire - Advanced I (Semester 2)

**ECTS:** 3

**Objective:** The seminar will provide students with guidance on how to critically approach dilemmas in real-life situations and solve practical problems through "talk about talk". Active participation will ultimately lead to enhanced metalinguistic awareness and ability to communicate research to public.

The students will:

- gain basic orientation in metalinguistic topics addressed in discussions on multilingualism in education and management,
- understand the core difference between qualitative research paradigms, in terms of ontological and epistemological assumptions associated with them,
- understand the key concepts (metalinguistics, socio-pragmatics, analysis of communication, critical research) and relate them to their personal experience,

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- be able to communicate sociolinguistic research to general public and prepare a short article in English, French, German or Luxembourgish, targeting the general public and disseminating newly gained knowledge

(Articles graded as 18/20 and higher can be published on the website of the global network Bilingualism Matters in the section "News":

<https://www.bilingualism-matters.org>)

\* \* \*

Le séminaire guidera les étudiants sur la manière d'aborder, de façon critique, des dilemmes de la vie réelle et de résoudre des problèmes pratiques par voie de « parler de parler ». Une participation active permettra d'améliorer la conscience métalinguistique et la capacité de communiquer la recherche au public.

Les étudiant-e-s :

- acquerront une base dans les sujets métalinguistiques traités dans des discussions sur le multilinguisme dans l'éducation et la gestion,
- comprendront la différence fondamentale entre les paradigmes de recherche qualitative, en termes d'assomptions ontologiques et épistémologiques qui leur sont associées,
- comprendront les notions clés (métalinguistique, socio-pragmatique, analyse de la communication, recherche critique) et comment les relier à leur expérience personnelle,
- seront capable de communiquer la recherche sociolinguistique aux non-spécialistes et diffuser leurs nouvelles connaissances dans un court article destiné au public et préparé en anglais, français, allemand ou luxembourgeois.

(Les articles notés 18/20 ou plus peuvent être publiés sur le site du réseau mondial Bilingualism Matters dans la section "News" :

<https://www.bilingualism-matters.org>)

### Description:

The course is based on interactive exchange which can only meaningfully happen if students come to the classes prepared.

The first three classes have compulsory reading assigned in the following topics:

1. Sociolinguistics of metalanguage – paradigms, methods, key concepts
2. Language ideologies and critical analysis of communication
3. Folk linguistics and citizen sociolinguistics

For the fourth class, the students will prepare a draft of a blog article (max. 500 words) which will be discussed in the class and can be later refined for the final assignment.

The last class will be dedicated to visual and oral presentations of topics treated in the students' articles. Kindly check the date in Guichet Étudiant to make sure you can participate in the last class.

The course will be held mainly in English. It will also be possible to use French, German or Luxembourgish in discussions and for the article.

\* \* \*

Le cours est organisé sur la base d'un échange interactif qui exige que les étudiants viennent aux cours préparés.

Les trois premiers cours sont accompagnés par des lectures obligatoires dans les sujets suivants :

1. Sociolinguistique du métalangage – paradigmes, méthodes, concepts
2. Idéologies du langage et analyse critique de la communication
3. Linguistique populaire et sociolinguistique citoyenne

Pour la quatrième séance, les étudiants prépareront un brouillon d'article de blog (500 mots maximum) qui sera discuté en classe et pourra être affiné ultérieurement pour le travail final.

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Le dernier cours sera consacré à des présentations visuelles et orales des sujets traités dans les articles rédigés par les étudiants. Veuillez vérifier la date dans le Guichet Étudiant pour vous assurer que vous pourrez participer à la dernière classe.

Le cours se déroulera principalement en anglais, avec la possibilité d'utiliser également le français, l'allemand ou le luxembourgeois dans les discussions et pour l'article.

**Language:** Anglais, Français

**Mandatory:** Non

**Evaluation:** Evaluation will be based on the final oral and visual presentation of the article and two short documents – a report from the course (1,500 words) and the final version of the article (500 words). Grading criteria will be communicated in the first session.

\* \* \*

L'évaluation sera basée sur la présentation orale et visuelle finale de l'article et sur deux courts documents - un rapport du cours (1 500 mots) et la version finale de l'article (500 mots). Les critères de notation seront communiqués lors de la première session

**Remark:** Reading to prepare for Session 1:

- Willis, J. W. (2007). "World Views, Paradigms, and the Practice of Social Science Research". *Foundations of qualitative research: Interpretive and critical approaches*, pp.1-26. Thousand Oaks, CA: SAGE.

- Jaspers, J. (2010). Introduction – Society and language use. In J. Jaspers, J.-O. Östman and J. Verschueren (Eds.). *Society and Language Use*, pp. 1–20.

- Verschueren, J. (2000). Notes On The Role Of Metapragmatic Awareness In Language Use. *Pragmatics*; Vol 10, No 4 (2000). <https://doi.org/10.1075/prag.10.4.02ver>

Reading to prepare for Session 2:

- Coupland, N., & Jaworski, A. (2004). Sociolinguistic perspectives on metalanguage: Reflexivity, evaluation and ideology. In A. Jaworski, N. Coupland & D. Galasinski (Ed.), *Metalanguage: Social and Ideological Perspectives*. Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783110907377>

- De Bres, J. (2014). "Competing Language Ideologies about Societal Multilingualism among Cross-border Workers in Luxembourg." *International Journal of the Sociology of Language*, 227, 119-137.

- Lovrits V. and J. de Bres. (2021). Prestigious language, pigeonholed speakers: Stances towards the 'native English speaker' in a multilingual European institution. *Journal of Sociolinguistics* 25(3), pp. 398-417. <https://doi.org/10.1111/josl.12431>

- Blommaert, J. (2017). "Home language": some questions. *Tilburg Papers in Culture Studies*. Tilburg, The Netherlands: Tilburg University. <http://hdl.handle.net/1854/LU-8551307>

Reading to prepare for Session 3:

- Preston, D. (2012). Folk metalanguage. In A. Jaworski, N. Coupland & D. Galasinski (Ed.), *Metalanguage: Social and Ideological Perspectives* (pp. 75-102). Berlin, Boston: De Gruyter Mouton.

- Rymes, B. (2021). *How we talk about language: Exploring citizen sociolinguistics*. Cambridge, UK: Cambridge University Press, (pp. ix-7).

**Professor:** LOVRITS Veronika

### Français général A1.2

**Module:** Languages - Advanced I (Semester 2)



## Master in Learning and Communication in Multilingual and Multicultural Contexts

**ECTS:** 3

**Objective:** BELVAL CAMPUS - Open to: Bachelor, Incoming and Master students only

This course aims to develop basic language skills in the objective for full beginners to reach an A1 level (A1.1 in winter term and A1.2 in summer term). Students are involved in speech acts in interaction, listening authentic & training writing and reading communicative activities in individual and group work. Phonetics lessons will help students improve their pronunciation, as well as their understanding. Integrated and explicit grammar will support communicative skills

**Course learning outcomes:**

By the end of the course, students will be expected to:  
Be able to recognize and identify basic parts of a speech.  
Understand and use familiar everyday expressions and basic phrases in French aimed at the satisfaction of needs of a concrete type.  
Introduce people (oneself and others); ask and answer questions about personal details such as where one lives, people one knows and things one has.  
Interact in a simple way if the other person talks slowly and clearly and is prepared to help.  
Be able to interact with people in the close environment in the University and the City.

**Description:**

BELVAL CAMPUS

Open to: Bachelor, Incoming and Master students only

The beginner's French course enables the candidate to interact in a simple way, answer simple questions using individual words, expressions or short sentences. The candidate can express common feelings, tell the size and name the color of familiar objects, can also ask others about these qualities. The candidate can participate in short telephonic conversations, ask straightforward questions in familiar situations (e.g. asking the location of a place and price of an item, asking for time etc.) and understand the responses, can exchange information about everyday matters using simple vocabulary (e.g. weekend activities, hobbies and other interests, shopping etc.). The candidate can ask for assistance with vocabulary and clarification of tasks, recognize isolated vocabulary from specific subject areas. The candidate can understand words and expressions on signs when everyday language is used (e.g. 'Open/Closed', 'Exit'etc.). He/ She is equally able to adequately understand straight forward forms in order to insert personal information, recognize important information on basic promotional material (price, date, and time on posters) and to recognize, speak and write short messages and greetings. The candidate will be able to write very simple informal messages, short messages like post cards and birthday greetings and write simple descriptions of everyday objects. The candidate is able to indicate personal strengths and weaknesses, describe basic aspects of their day-to-day life and to talk about briefly about familiar topics.

Public cible :

**Teaching modality:** Campus Belval

**Language:** Français

**Mandatory:** Non

**Evaluation:** The evaluation consists in various tasks:  
A continuous assessment dealing with questions/role playing in class (oral participation) will count for 20 % of final course mark.

## Master in Learning and Communication in Multilingual and Multicultural Contexts

3 assignments will stand for 30 % of final course mark (oral presentation; writing paper about a person and an object; understanding an advertisement).

A final test (listening, writing and reading) will take place at the end of the semester. It counts for 50 per cent of the final mark.

**Professor:** PRINZ Muriel

### Peer tutoring

**Module:** Languages - Advanced I (Semester 2)

**ECTS:** 5

**Objective:** **Please see full description and application procedure [HERE](#)**

The Language Centre offers training for **tutors in language learning and writing in French, German and English** . This training leads to a **certificate from the Language Centre** and equips you to advise your fellow students on **language learning, presentations** and **writing academic papers** .

**Course learning outcomes:** This training leads to a **certificate from the Language Centre** and equips you to advise your fellow students on **language learning, presentations** and **writing academic papers** .

After successfully completing the training, you may apply for a position as a **peer tutor** at the **Language Centre** (under a Student Assistant contract).

**Description:** **Please see full description and application procedure [HERE](#)**

Module Dates 2021-2022 **Theory module**  
**24 units (3 workshops of 2 x 4 units each)** **8-9 March, 15-16 March, 23 and 29 March**  
**16:00-19:00, Belval** **Practice module**  
**Course observation and teaching** During the semester. **Work with ePortfolios**  
**Reflection, materials, ideas** To hand in by the end of the semester. **Final presentation**  
**14-15 June 2022**

**Teaching modality:** Training is conducted in three modules (theory, practice and e-Portfolio) and concludes with a final test.

Module Dates 2021-2022 **Theory module**  
**24 units (3 workshops of 2 x 4 units each)** **8-9 March, 15-16 March, 23 and 29 March**  
**16:00-19:00, Belval** **Practice module**  
**Course observation and teaching** During the semester. **Work with ePortfolios**  
**Reflection, materials, ideas** To hand in by the end of the semester. **Final presentation**  
**14-15 June 2022**

**Language:** Français, Allemand, Anglais

**Mandatory:** Non

**Evaluation:** Training is conducted in three modules (theory, practice and e-Portfolio) and concludes with a final presentation.

## Master in Learning and Communication in Multilingual and Multicultural Contexts

- Remark:** The peer tutor program can also be integrated into the following study programmes :
- Bachelor en Cultures Européennes (3 ECTS)
  - Master in Learning and Communication in Multilingual and Multicultural Contexts (5 ECTS)
  - Master in Secondary Education (professional) (5 ECTS)
- Professor:** HUEMER Birgit, DEROEY Katrien, LEJOT Eve

### Français général A2.2 - General French A2.2

- Module:** Languages - Advanced I (Semester 2)
- ECTS:** 3
- Objective:** BELVAL CAMPUS - Open to: Bachelor, Incoming and Master students only
- Ce cours a pour but de renforcer vos connaissances et vos pratiques en langue française, principalement écrite, afin d'enrichir vos productions d'écrits, non seulement dans le cadre de vos études ou de votre métier mais aussi dans les situations de communication avec d'autres personnes.
- Course learning outcomes:** A l'issue de ce cours vous serez capable de :
- Demander et donner des informations sur des habitudes quotidiennes, un emploi du temps
  - Parler de vos goûts, de vos projets
  - Faire des suggestions et réagir à des propositions (acquiescer, accepter, s'excuser)
  - Donner une raison ; expliquer vos choix
  - Demander et donner des conseils
  - Parler de votre expérience professionnelle, de votre environnement de travail
  - Raconter des événements passés, un souvenir, une anecdote, une expérience.
- Description:** BELVAL CAMPUS - Open to: Bachelor, Incoming and Master students only
- Dans une première partie, nous évaluerons vos besoins et ferons quelques révisions de grammaire telles que :
- Utilisation du présent, du présent progressif, du passé récent et du futur proche
  - L'interrogation : qui, quoi, comment, est-ce que, quand, combien, ...
  - Utilisation de pouvoir, devoir, vouloir, il faut + infinitif
  - Expression du temps : dans, depuis, il y a
  - Utilisation des adjectifs possessifs
- Puis nous approfondirons ces acquis et les enrichirons en travaillant principalement sur des documents authentiques issus de la vie quotidienne
- Language:** Français
- Mandatory:** Non
- Evaluation:** L'évaluation se fera ainsi :
- semaine 5 : un devoir en ligne (coefficient 1)
  - semaine 10 : un devoir en ligne (coefficient 1)
  - semaine 14 (dernier cours) : un devoir en classe. (coefficient 2)

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Les devoirs comprendront des exercices de grammaire et la rédaction d'un texte personnel.

Présence obligatoire: un maximum de 3 absences justifiées est autorisé

<b>Remark:</b>	Bibliographie Alter Ego+, Niveau A1-A2, Editions Hachette Objectif Express 2, Editions Hachette Saisons 2 et saison 3, Editions Didier
<b>Professor:</b>	COLLIN Laetitia

### General German A2.2 - Allgemeines Deutsch A2.2

<b>Module:</b>	Languages - Advanced I (Semester 2)
<b>ECTS:</b>	3
<b>Objective:</b>	Course design: This is a blended learning course in which students train their linguistic skills in class as well as on an e-learning platform (Moodle). 1 ECTS is awarded for the work in class and 2 ECTS for teacher-guided autonomous learning at home, the latter amounting to approximately four hours per week. A reading project adapted to the students' proficiency level is part of the course. Students will also develop a writing portfolio with three short texts and give a short presentation about a university-related topic at the end of the semester. The course ends with a final test.
<b>Course learning outcomes:</b>	By the end of this course, students should be able to: <ul style="list-style-type: none"><li>• understand and provide information about university life, family, profession, tourism and culture, sports and food, learning experiences, media and communication, travel and climate as well as mobility and professional life;</li><li>• understand and provide information about past activities;</li><li>• ask for help, express recommendations and suggestions as well as hope and surprise; talk about learning experiences and about habits; express happiness, enthusiasm and disappointment, satisfaction and dissatisfaction as well as interest and disinterest; book rooms, give directions, talk about the weather; explain things;</li><li>• give a short presentation about topic related to university life;</li><li>• compose basic texts and revise them with the support of the teacher</li></ul>
<b>Description:</b>	<p>This course aims to develop language skills in the objective to reach level A2 in German (A2.1 in the winter term and A2.2 in the summer term).</p> <p>Communication skills: understand written and oral texts about everyday life, and – to a certain extent – also about university life; speak about a variety of everyday topics and learn to cope linguistically with different kinds of everyday situations; write texts that are commonly met with in everyday communication.</p> <p>Grammar: perfect tense, possessive pronouns, prepositions, declination of adjectives, common conjunctions, reflexive verbs, temporal conjunctions, local prepositions, passive voice, phrase construction, dative and accusative objects, verbs with prepositions, past tense, demonstrative pronouns, relative clause and relative pronouns.</p>





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<b>Teaching modality:</b>	Course design: This is a blended learning course in which students train their linguistic skills in class as well as on an e-learning platform (Moodle). 1 ECTS is awarded for the work in class and 2 ECTS for teacher-guided autonomous learning at home, the latter amounting to approximately four hours per week. A reading project adapted to the students' proficiency level is part of the course. Students will also develop a writing portfolio with three short texts and give a short presentation about a university-related topic at the end of the semester. The course ends with a final test.
<b>Language:</b>	Allemand
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	Grading <ul style="list-style-type: none"><li>• Continuous assessment (40% of the final grade):<ul style="list-style-type: none"><li>• 1 writing portfolio with three texts (10%). The revised versions of the texts will be graded.</li><li>• 1 short presentation (2-3 minutes) about a university-related topic (10%)</li></ul></li><li>• Online tasks: grammar, vocabulary, writing etc. (10%) At least 50% of the tasks need to be completed in order to get the full score.</li><li>• A reading project with online tasks (10%) At least 50% of the tasks need to be completed in order to get the full score.</li><li>• Final test (60% of the final grade)</li></ul>
<b>Remark:</b>	Bibliography Habersack, Charlotte (2013): Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber. Breitsameter, Anna (2013): Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber. Page 2 of 2 Winter term: Dittrich, Roland (2016): Die Skorpion-Frau: Liebe und Tod in Heidelberg. Berlin: Cornelsen Winter term: Dittrich, Roland (2016): Die Skorpion-Frau: Liebe und Tod in Heidelberg. Berlin: Cornelsen. Summer term: Dittrich, Roland (2011): Leise kommt der Tod. Berlin: Cornelsen
<b>Professor:</b>	REULE-KRAMES Marion

### Academic writing workshop

<b>Module:</b>	Languages - Advanced I (Semester 2)
<b>ECTS:</b>	3
<b>Objective:</b>	Key objectives and content that will be covered are as follows: <ul style="list-style-type: none"><li>• to accurately convey the ideas and concepts of the writer to the reader, in a formal manner. Readers are assumed to be both native or non-native speakers (L2) of English.</li><li>• writing in an academic style and with correct register</li></ul>



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- producing good paraphrasing and summarising of sources of information
- accurately integrating sources into your writing
- optimising the efficiency and effectiveness of your writing process
- effective paragraphing with its essential elements
- taking a stance and constructing an argumentative thread
- structuring your writing for coherence of your ideas, and cohesiveness at the grammatical level
- identifying and correcting common English language errors in academic writing.

### Course learning outcomes:

Students will be able to:

- become aware of how their writing process can become more effective and efficient.
- evaluate their own texts for communicative adequacy and style.
- structure their texts to ensure communicative effectiveness.
- integrate sources appropriately and distinguish their own viewpoint

### Description:

online course (via Webex) -

This course uses participants' own work to understand and improve upon the key elements of academic writing. These workshops will use both participants' own work and example texts to present and analyse key features of English academic writing. Students will examine and discuss texts and complete exercises to help them acquire the knowledge and techniques to revise their own writing and the confidence to embark upon their dissertation. The focus will be on establishing the foundations for successful academic writing and will use constructive peer review of current or previous written work to improve students' awareness of written communicative effectiveness.

As a result of the interactive and needs-driven format, the exact content of workshops will depend on participants' texts and their own issues with academic writing

**Teaching modality:** This course is taught online via Webex

**Language:** Anglais

**Mandatory:** Non

**Evaluation:** Active participation in the workshops

Completion of extension activities

Provision of peer feedback (both orally and in written form)

(Re)writing your own paper

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**Remark:**

Note:

This is not a language course.

As the workshops are based on participants' own writing, only students who have already written, or are currently writing, an extended piece of writing (e.g. a paper, report, dissertation) in English for their MA can participate.

**Selected Bibliography**

Handouts and relevant reading material will be posted on Moodle.

**Professor:**

TZVETKOVA KRASSIMIRA TZVETANOVA

### Atelier d'écriture français B2 - Writing workshop B2 French

**Module:**

Languages - Advanced I (Semester 2)

**ECTS:**

3

**Objective:**

Les étudiants apprennent à structurer et à rédiger des textes scientifiques en français.

**Course learning outcomes:**

À l'issue de cet atelier, les étudiants seront capables de :

Résultats d'apprentissage généraux :

- Écrire une argumentation organisée et efficace ;
- Maîtriser les outils grammaticaux et lexicaux nécessaires à la rédaction d'un résumé et d'une argumentation.

Résultats d'apprentissage spécifiques :

- Lire et analyser un texte académique, comprendre quel est le sujet traité, repérer l'objectif du texte, sa structure, les arguments ;
- Rédiger un projet de texte académique en explicitant l'idée principale ;
- Rédiger le résumé fidèle d'un article académique ;
- Rédiger un texte argumentatif en respectant la structure et les règles d'écriture propres aux textes académiques.

**Description:**

Dans ce cours, les compétences d'écriture pour les textes académiques en français sont développées grâce à une combinaison de contribution de l'enseignant, d'exercices d'écriture, de relecture entre pairs et de discussion. Le cours est enseigné en français (niveau B2) avec des aides explicatives en anglais pour la théorie et offre une aide à l'écriture aux étudiants moins familiarisés avec la lecture et l'écriture de textes académiques en français. Le cours couvre une variété de sujets nécessaires pour comprendre et écrire des textes académiques en français, tels que l'utilisation du discours académique, la rédaction de résumés, la construction d'arguments, l'utilisation de votre propre voix dans des textes académiques et la façon de rendre un texte cohérent. Des exercices et vidéos sont proposés en cours et sur Moodle.

**Language:**

Français



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<b>Mandatory:</b>	Non
<b>Evaluation:</b>	Les étudiants doivent rédiger un résumé et une argumentation (800 mots pour chaque texte) et réaliser les activités en ligne sur Moodle.
<b>Professor:</b>	COLLIN Laetitia

### Deutsch für Anfänger - A1.2 - German for beginners - A1.2

<b>Module:</b>	Languages - Advanced I (Semester 2)
<b>ECTS:</b>	3
<b>Course learning outcomes:</b>	<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• understand and provide information about themselves and general private matters</li> <li>• understand and, give information about their spare time activities and making appointments</li> <li>• understand and, provide information about rooms, apartments and furniture</li> <li>• understand and, provide information about clothes and fashion and how to buy things</li> <li>• understand and, give information about attractions and towns in the German speaking countries</li> <li>• interact in the everyday life like telling time, etc.</li> <li>• understand and provide simple texts like e-mails or sms.</li> </ul>
<b>Description:</b>	<p>This course starts with basic language skills. The course will be based on the manual DaF-Kompakt A1 (Hueber)</p> <p>Communication skills : The students will learn to understand simple written texts and oral communication about presenting yourself, giving personal information, giving information about time and seasons, buying things and food, hobbies and spare time activities, making appointments, furniture and living, tourist attractions and urban living.</p> <p>Grammar: articles, verbs in the present, negation, modal verbs, irregular verbs in the present tense, possessive articles, sentence structure, etc. The course ends with a language examination in all four communicative activities on the level A1 GER.</p> <p>Public cible :</p>
<b>Language:</b>	Allemand
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	<p>Speaking, listening, writing and reading skills will be evaluated in task-based activities</p> <p>Listening: key information from listening texts has to be understood (radio, TV...)</p> <p>Reading: key information to be found in a short reading text</p> <p>Writing: simple text to be summarized and simple text production</p> <p>Students will be evaluated on their active participation in the course, their regular homework and on their final test (written and spoken).</p>



## Master in Learning and Communication in Multilingual and Multicultural Contexts

**Remark:**

Bibliography

Birgit Brauner et al.: DaF kompakt A1 (Deutsch als Fremdsprache) Kurs- und Übungsbuch + 2 Audio CDs. Klett. Stuttgart 2015.

**Professor:**

CICCHELLI-RÖSSLER Birgit



## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Semester 3

#### International Research Symposium

<b>Module:</b>	Research Approches - Advanced II (Semester 3)
<b>ECTS:</b>	3
<b>Objective:</b>	The International Research Symposium is an opportunity to meet partners from another university or civil society and engage in meaningful exchanges about respective projects.
<b>Description:</b>	The date and place of the symposium will be announced in the semester planning and involve traveling to a partner university/institution of higher education or other educational setting, if conditions allow for it. Participants will have the opportunity to exchange with colleagues, students or representatives of civil society. Further details will be communicated in due time.
<b>Language:</b>	Anglais, Français, Allemand
<b>Mandatory:</b>	Oui
<b>Evaluation:</b>	The evaluation of this course depends on the type of work that is carried out and will be determined in agreement with our partner institution. It will involve both the preparation of tasks and engagement in activities during the Symposium. Details will be communicated in advance.
<b>Professor:</b>	BUDACH Gabriele

#### Master Class I - Designing and Building your Master Thesis

<b>Module:</b>	Research Approches - Advanced II (Semester 3)
<b>ECTS:</b>	5
<b>Objective:</b>	The research camp is an intensive theoretical and practical workshop. It consists in input, practical exercises and reflexive moments to support the development of your Master thesis.
<b>Description:</b>	<p>By the end of the course, you will have a solid foundation for starting to write ideas for your thesis, making a plan on how to approach the text and reflecting on the theoretical and methodological design of your project.</p> <p>To help you with this, the course will cover topics among the following:</p> <ul style="list-style-type: none"><li>• How do you define an adequate research question?</li><li>• How do you begin with writing?</li><li>• Why is planning your work important?</li><li>• How do you move from data to analysis?</li><li>• Why are concepts useful?</li></ul>

## Master in Learning and Communication in Multilingual and Multicultural Contexts

- What is the process of collecting your data? Where do you start? What happens if you get blocked?
- What do you do with the data you collected?
- Why can peer-support be useful? How to organize it?

**Language:** Anglais, Français, Allemand

**Mandatory:** Oui

**Evaluation:** Assessment will consist in writing a short research proposal that will pave the way for your future master thesis work.

**Remark:** **Selected bibliography:**

- Becker, H.S. (2007). Writing for social scientists: How to start and finish your thesis, book, or article (2nd Edition). Chicago & London: The University of Chicago Press.
- Cresswell, J.W. (1998). Qualitative inquiry and research design. Choosing among five traditions. London: Sage.
- Elbow, P. (1981, 2nd edition 1998). Writing with power: Techniques for Mastering the Writing Process. New York: Oxford University Press.
- Hart, C. (1998). Doing a literature review. Releasing the social science research Imagination. London : Sage Publications
- Heller, M., S. Pietikäinen, J. Pujolar. Critical Sociolinguistic Research Methods. Studying Language Issues that Matter. New York & London: Routledge.
- Thomas, G. (2009). How to do your research project. London: Sage

**Professor:** DE SAINT-GEORGES Ingrid, BUDACH Gabriele, PIETIKÄINEN Sari Paivikki

### Portfolio

**Module:** Research Approches - Advanced II (Semester 3)

**ECTS:** 5

**Objective:** Students are asked to write up a portfolio of a minimum of 15 pages. The portfolio builds on work students completed during the poster course. It serves to reflect on the progression made on the master thesis. The main goal is to keep the momentum going built during the poster course and to help students advance their research and writing process.

**Description:** The portfolio takes the shape of a research journal, a folder with documents, or any other forms that the student chooses.

The portfolio should include two main dimensions:

1. a series of tasks
2. a series of reflections on the research process and on research ideas linked to those tasks.

**Tasks (mandatory):**

- The portfolio should discuss your **methodological approach more in-depth**(for this you will need to read literature about your methodology)
  - In which methodological frame do you locate yourself?



## Master in Learning and Communication in Multilingual and Multicultural Contexts

- What has been written about your methodological approach?
- Within that methodology, what will be your own choices?
- Describe your data and explain why you chose this data?
- Describe the steps you will be taking (interviewing, observing, analysing documents)
- Describe any ethical issues you think will come up in the process of doing your work.
- The portfolio should also contain a first draft of your literature review
  - Chose the areas/themes/concepts you will focus on
  - Read articles related to these areas/themes/concepts
  - Chose which articles you will summarize
  - Summarize the main ideas from the chosen articles (who says what, in which context, with which results)
  - Organize how you present your readings.
- The portfolio will include a list of at least 15 bibliographical entries related to the topic and formatted according to the APA bibliographic norms.
- The portfolio also will include a summary of three main relevant articles or books that are especially relevant for the project. The student also should explain why these articles or books are particularly meaningful for the research.
  - What will be the data analyzed?
  - Who might be the participants in the study?
- Finally, the student should also read the document on Moodle called "Guidelines for thesis writing (update January 2016). It contains important information about how to build the thesis and format it.

### Reflections (suggested):

The reflection part is not separated from the tasks. As students accomplish the different tasks and progress in their project, they are invited to reflect on what they have read, on conversations with fellow students or the supervisor, if they have already selected one, on the obstacles they encountered in the research process and in the writing, and on the strategies found to overcome those obstacles. The portfolio can also include reflections on ideas and how they are progressing, feedback received on the project (during the poster course), and so on. These are only suggestions. We think they might help to keep traces of the research process, but they are not mandatory.

**Language:** Anglais, Français, Allemand

**Mandatory:** Oui

**Evaluation:** The portfolio must be submitted to MOODLE and the thesis supervisor by 8th October at the latest. We also suggest a meeting with the supervisor to present and discuss your portfolio together with the Research plan (see Master Class I – Research Camp).

**Remark:** **Bibliography:**

- Thomas, Gary. (2009) How to do your research project: a guide for students in education and applied social sciences, Thousand Oaks: Sage Publications (2nd ed.)
- Bell, Judith. (2005) Doing Your Research Project: a guide for first-time researchers in education, health and social science, Maidenhead: Open University Press (5th ed.)
- Cohen, Louis; Manion, Lawrence; Morrison, Keith. (2007) Research Methods in Education, Routledge, (6th Ed.)

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Digitale Kreationen: Mehrsprachige und mehrkulturelle Identitäten im Fokus

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 3

**Objective:** Der Kurs soll Studierende befähigen:

- Möglichkeiten und Methoden aus dem Bereich der „digital arts“ kennenzulernen und auszuprobieren,
- "Digital Storytelling" als eine Methode der Selbstreflektion und des kritischen Umgangs mit Theorien und Konzepten und „real world problems“ zu erproben,
- das Potential der „digital arts“ als Methode kreativen, pluralen Lernens zu evaluieren,
- eine eigene multimodale (mehrsprachige) 'digitale Geschichte' zu konzipieren und filmisch umzusetzen.

The course shall enable students:

- to appreciate and learn about "digital arts",
- to experience "Digital Storytelling" as a method of self-reflection and as a tool to enhance understanding of central concepts and theories discussed in our Master Program,
- to evaluate the potential of "digital arts" as a method for fostering creative learning and pedagogies of plurality,
- to plan and create your own multimodal (multilingual) digital story.

**Description:**

Im Kurs:

- beschäftigen wir uns mit neuster Forschung zu „digital media, arts and digital story telling“,
- betrachten wir kritisch existente Initiativen im Bereich der „digital arts“, die solche Ansätze als Ressource zum Sprach- und interkulturellen Lernen benutzen,
- erarbeiten wir uns Abläufe, Kriterien und Techniken (z.B. die Handhabung entsprechender Software) für die Produktion von „digital stories“,
- entwerfen und realisieren wir unsere eigene multimodale, mehrsprachige „digital story“.

In the course we:

- examine recent research on "digital media, the arts and digital story telling"
- critically appreciate initiatives that attempt to value and apply these technologies (in secondary and higher education)
- learn about processes, criteria and techniques (including useful software) for the making and production of "digital stories"
- plan, devise and produce our own film project, having a go at multimodal, multilingual digital story telling

**Language:** Allemand, Français, Anglais

**Mandatory:** Non

**Evaluation:** Reflective account (building on diary notes and your course experience)

**Remark:** **Selected Bibliography**

- Anderson, J. & V. Macleroy (2016) Multilingual Digital Storytelling. Routledge: London.
- Lundby, K. (2008) Digital Storytelling, Mediatized Stories. Self-representation in the New Media, Peter Lang: New York.

## Master in Learning and Communication in Multilingual and Multicultural Contexts

**Professor:** BUDACH Gabriele

### Interculturality and Identity: Theory - Research - Methodology

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 3

**Objective:** In this course the students will develop a better understanding about the multifaced notions of interculturality/transculturality and related concepts such as intercultural communication, intercultural understanding, or intercultural competence. Beyond this they will familiarize with the concept of identity – especially within inter-/transcultural contexts. Discussing examples of empirical research they will develop better knowledge about methodology in this thematic area.

**Description:** As a follow-up to the course "The concept of culture in a globalized world" this class sheds light on the different meanings and ideologies attached to the notion of interculturality, another central concept within humanities and social sciences. We will discuss the critical debate regarding interculturality and the development of counter concepts such as transculturality. Within this framework, we will also discuss the concept of (collective and individual) identity and mainly deal with research on identity development in inter-/transcultural and multilingual settings. We will have a mixture of more theoretical texts/themes and concrete examples of research in this field (including methodological aspects).

**Language:** Anglais, Allemand, Français

**Mandatory:** Non

**Evaluation:** The students should participate regularly and actively in the course. They should take part in the discussions and prepare every class by reading at least one of the suggested texts. Every student should do a presentation about one topic of the class and be a discussant for another topic.

**Remark:** **Bibliography (examples)**

Coulmas, F. (2019): Identity. A (very short) introduction. Oxford University Press.

Court, D.: Qualitative Research and Intercultural Understanding. Conducting qualitative research in Multicultural settings.

Holiday, A. (2022): Contesting grand narratives of the Intercultural. Routledge Focus.

Holiday, A. / Amadazi, S.: Making sense of the Intercultural. Finding deCentred Threads. Routledge Focus.

Holiday, A./ Hyde, M., Kullman, J. (2021): Intercultural Communication. An advanced resource book for students. Routledge Applied Linguistics.

McKinley, A./Mcvittie, C. (2011): Identities in context. Individuals and discourse in action. Wiley-Blackwell.

Zhu Hua (2019): Exploring Intercultural Communication. Language in action. Routledge.

## Master in Learning and Communication in Multilingual and Multicultural Contexts

**Professor:** HU Adelheid

### Communication interculturelle et intersubjectivité

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 2

**Objective:** A la fin de ce séminaire, les étudiants seront en mesure de :

- Saisir une approche critique du concept de culture
- Saisir une approche critique du concept d'identité
- Définir une situation interculturelle et interidentitaire
- Identifier les enjeux politiques à base de corpus numériques
- Comprendre le fonctionnement des discours de la diversité
- Maîtriser la systématique des interactions

**Description:** L'interculturalité est un concept polymorphe et complexe, souvent confondu avec ceux de transculturalité ou de multiculturalité. En partant de cette complexité, de nombreux modèles sociaux émergent dans un certain nombre de pays : entre l'homogénéité républicaine idéale du modèle français ou le communautarisme démocratique canadien, de nombreuses manières de gérer la diversité existent à travers le monde des démocraties, avec des limites qui incluent et excluent un certain nombre de populations.

Avant de comprendre ce qu'est l'interculturalité, il convient de saisir le fonctionnement des concepts de culture et d'identité, très souvent liés de manière abusive à la notion de nation. Au centre de récits communautaires généralistes, les concepts de culture et d'identité regroupent des individus en fonction d'intérêts imaginaires et/ou pragmatiques, avec une emphase anthropologique qui doit permettre de comprendre les sociétés en décrivant leurs fonctionnements de la vie quotidienne.

Ce cours se concentre d'abord sur une approche théorique des notions de culture et d'identité, avant de rentrer dans le vif du sujet et de saisir la dynamique complexe des interactions interculturelles, sur base du modèle systémique de la communication. A partir de là, nous verrons à quel point ces modèles façonnent les esprits et les sociétés, et quels sont les enjeux politiques qui se retrouvent saisis et dessinés à partir de là. Un petit detour par l'analyse des discours de la diversité sera effectué périodiquement.

**Language:** Français, Anglais

**Mandatory:** Non

**Evaluation:** Les étudiants devront rédiger un essai de huit pages environ sur une problématique interculturelle de leur choix, qui pourra être liée à leur culture ou pays d'origine, ou bien se focaliser sur un champ de leur choix (société, politique, management d'entreprise).

**Remark:** **Selected Bibliography**

- Benhabib, S. (2002). The Claims of Culture. Equality and Diversity in the Global Era. Princeton: Princeton University Press.
- Breidenbach, J., Nyiri, P. (2009). Seeing culture everywhere: from genocide to consumer habits. Seattle: University of Washington Press.
- Holliday, A. (2011). Intercultural communication and ideology. London: Sage.

## Master in Learning and Communication in Multilingual and Multicultural Contexts

- Keating, A. (2013). Transformation now. Chicago: University of Illinois Press.
- Kuper, A. (1999). Culture: the Anthropologists' account. Cambridge: Harvard University Press.
- Lindholm, C. (2008). Culture and Authenticity. Oxford: Blackwell.
- Meunier, J.-P. (2003). Approches systémiques de la communication. Bruxelles: De Boeck.
- Olwig, K.F. & Hastrup, K. (1997). Siting Culture. The shifting anthropological object. London: Routledge.
- Parekh, B. (2000). Rethinking Multiculturalism. Cultural Diversity and Political Theory. Cambridge: Harvard University Press.
- Phillips, A. (2009). Multiculturalism without culture. Woodstock: Princeton University Press.
- Piller, I. (2011). Intercultural communication: a critical introduction. Edinburgh: Edinburgh University Press.
- Taylor, C. (1992). Multiculturalism and 'the Politics of Recognition'. Princeton: Princeton University Press.
- Wagener, A. (2015). L'échec culturel. Bruxelles : Peter Lang.
- Wikan, U. (2002). Generous Betrayal. Politics of Culture in the New Europe. Chicago: The University of Chicago Press.

**Professor:** WAGENER Albin

### Discovery Internship

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 5

**Objective:** Le stage est une opportunité pour les étudiant-e-s qui le souhaitent de confronter les connaissances construites au cours du Master avec la réalité du monde professionnel. Le stage peut également constituer la première étape d'une construction de données pour le mémoire de Master.

**Description:** Le stage est un cours non-obligatoire. Si les étudiant-e-s choisissent de faire le stage, ils sont invités à identifier un lieu de stage, soit parmi les partenaires habituels du Master soit dans un lieu de leur choix. Une convention tripartite est ensuite signée entre l'étudiant-e, la structure d'accueil du stagiaire et la direction du Master. L'étudiant-e établit également quels seront ses objectifs pour le stage en relation avec le superviseur de stage. Au retour du stage, l'étudiant-e rédige un rapport. Le superviseur qui a accompagné le stagiaire sur la place de travail rédige une évaluation.  
Les modalités du stage et de l'évaluation sont disponibles plus bas – sur le site Moodle du cours.

**Language:** Anglais, Français, Allemand

**Mandatory:** Non

**Evaluation:** Le stage n'est pas évalué par une note mais par une appréciation globale (pass/fail). Les tâches à réaliser et documents à remplir sont précisés sur le site Moodle du cours ci-dessous.

**Professor:** DE SAINT-GEORGES Ingrid

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Marketing and Global Communication Development

<b>Module:</b>	Module Interdisciplinaire - Advanced II (Semester 3)
<b>ECTS:</b>	2
<b>Objective:</b>	<p>To use the Branding, Marketing &amp; Communication approach as an added value in ANY of your projects!</p> <p>Learning outcomes: you will be able to concretely use and apply fully integrated, relevant and efficient branding, marketing &amp; communication tools &amp; techniques for any projects you would like to manage.</p>
<b>Description:</b>	<p><b>'Global Marketing &amp; Communication Development'</b> <b>Use branding, marketing and Communication as an added value in ANY of your projects!</b> Based on a unique and practical approach, this seminar will give you all the tools you need to be able to use the marketing &amp; communication techniques!</p> <p>Integrating the latest and state-of-the-art techniques in terms of branding, marketing and communication, that is including Social Media but also Digital Marketing, you will be able, for example, to build your own marketing strategies and communication plans, integrating and combining the latest marketing schemes and dynamics.</p> <p>This seminar may be followed by individual &amp; personalized sessions.</p> <p>The seminar as well as the proposed individual personalized sessions will be facilitated by one active professional who is a global specialist in branding, marketing and communication, sharing over 23 years of working experience.</p>
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	<p>Based on preparation works sent PRIOR to the class, by email, to the professor (email address = ch@regnau.lt) asked when attending to the class, on the participation and exchange with your fellow participants during the class and on one final assignment to deliver after the class, using the concrete tools introduced during the class.</p> <p>Note: As for the final assignment, it is mandatory to use a personal project in order to benefit right away from the seminar, applying immediately the tools &amp; techniques you will learn.</p>
<b>Remark:</b>	Bibliographie : Given during the class.
<b>Professor:</b>	REGNAULT Christophe

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Kommunikation und Handlungskompetenz im Kontext von Arbeit und Migration

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 3

**Objective:** Sprachlich-kommunikative Anforderungen in verschiedenen Berufsfeldern in der Produktion, Dienstleistung und Pflege kennenlernen und erkunden

Kommunikation als „part langagière du travail“ in der post-tayloristischen Arbeitswelt (Industrie 3.0 und 4.0) erkennen. Widersprüchliche Tendenzen (Re-taylorisierung) insbesondere im Niedriglohnsektor erkennen

Zusammenhang zwischen kommunikativen Praktiken / Anforderungen und globalen, strukturellen und technologischen Veränderungen der Arbeitswelt identifizieren

Rolle der (politischen) Richtlinien (policies) sowie politischen und sozialen Diskurse in Bezug auf Kommunikation, Mehrsprachigkeit und Zweitsprachförderung im Kontext der Arbeit reflektieren

Sprachliche Merkmale insbesondere der mündlichen Kommunikation am Arbeitsplatz analysieren

Mehrsprachigkeit reflektieren: Konzepte hinterfragen und Konsequenzen für Praxis, Forschung und Politik identifizieren

Bei Interesse: Konsequenzen für die Zweitsprachförderung für die Arbeit für erwachsene Migrant\*innen thematisieren: Innovative Ansätze aus europäischer Sicht vorstellen

**Description:** In der Arbeitswelt haben sich die sprachlich-kommunikativen Anforderungen für alle Beschäftigten unabhängig von Wirtschaftsbereichen, Branchen, Qualifikationsprofilen und Positionen stark verändert. Der technische und organisatorische Strukturwandel hat neue und komplexe sprachlich-kommunikative Praktiken an allen Arbeitsplätzen hervorgebracht.

Diese Entwicklung stellt insbesondere Mitarbeiter\*innen, die eine andere Sprache als die Mehrheitsgesellschaft sprechen, sowie Un- und Angelernte vor große Herausforderungen. Insbesondere im Hinblick auf Phänomene, wie z.B. Migration, Mobilität und strukturellen Wandel, sind Praxis, Forschung und Politik gefordert, diesen Veränderungen Rechnung zu tragen.

Anhand empirischer Daten, die im Rahmen eines von der VolkswagenStiftung geförderten Forschungsprojekts gewonnen wurden, werden die Studierenden arbeitsplatz-relevante sprachlich-kommunikative Praktiken in verschiedenen Berufsfeldern in der Produktion, Dienstleistung und Pflege «entdecken» und Anforderungen identifizieren. Es wird auf die eigene Praxis und Erfahrungen aufgebaut.

Im ersten Teil des Seminars arbeiten sie interaktiv mit Ergebnissen der ethnographischen Unternehmenserkundungen des o. g. Projekts wie Zitaten aus Interviews und Firmenprofilen und erkunden den Zusammenhang zwischen den unterschiedlichen Merkmalen des s. g. Strukturwandels und der betrieblichen Kommunikation.



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Im zweiten Teil arbeiten sie ebenfalls interaktiv mit Auszügen aus Aufnahmen und Transkriptionen von authentischen Gesprächen am Arbeitsplatz sowie arbeitsrelevanten Dokumenten. Hierbei bekommen die Studierenden Einblicke in die berufsspezifischen und – übergreifenden Handlungsfelder der Mitarbeiter\*innen in der modernen globalen Arbeitswelt.

Traditionelle und innovative Konzepte zu Mehrsprachigkeit im Kontext von Migration und Arbeit werden diskutiert und Konsequenzen für Praxis (z. B. Lehren und Lernen, Personalentwicklung, Beschäftigungsfähigkeit, etc.), Forschung und Politik werden diskutiert und reflektiert. Auswirkungen der Digitalisierung der Arbeitswelt auf die betriebliche und berufliche Kommunikation werden ebenfalls diskutiert soweit Daten zur Verfügung stehen.

Im Seminar wird ebenfalls auf die Ergebnisse des Projekts und des Netzwerkes Language for Work, European Centre for Modern Languages, Council of Europe zurückgegriffen ( <https://languageforwork.ecml.at/>) und auf dem Projekt des Bundes Institut für Berufsbildung zu den sprachlich-kommunikativen Anforderungen in der beruflichen Ausbildung.

Aktive Teilnahme an den Diskussionen und Partner- bzw. Gruppenarbeiten im Rahmen des Kurses sind erforderlich. Das Seminar wird bedarfsorientiert gestaltet, indem die Studierenden nach ihren Erfahrungen und Erwartungen im Vorfeld gefragt werden.

**Language:** Allemand, Anglais

**Mandatory:** Non

**Evaluation:** Als Prüfungsnachweis führen die Studierenden eine Pilotstudie durch und verschriftlichen die Ergebnisse. Die Studierenden bearbeiten ein vom Umfang und Zeitaufwand adäquates Projekt ihrer Wahl zu Kommunikation in Arbeitskontexten. Hiermit können sie die im Kurs erworbenen Kenntnisse, Fertigkeiten und Fähigkeiten anwenden sowie Merkmale und Herausforderungen der Kommunikation in interkulturellen Arbeitszusammenhängen überprüfen.

Diese Arbeiten können entweder individuell, bzw. in kleinen Gruppen und in einem für die Studierenden leicht zugänglichen Arbeitsplatz (Café, Mensa, Universität, eigener Arbeitsplatz, etc.) durchgeführt werden: Es kann eine Befragung zu sprachlich-kommunikativen Anforderungen/Praktiken, eine Fotodokumentation von sprachlich-kommunikativen Situationen am Arbeitsplatz, Analyse von authentischen Aufnahmen, Untersuchung der Sprachpolitik (policies) einer Firma zur Praxis oder zur Zweitsprachförderung, etc. sein.

**Remark:** **Selected Bibliography**

- Alan Felstead, Alison Fuller, Nick Jewson and Lorna Unwin: Working to learn, learning to work. In: Praxis. UK Commission for Employment and Skills, No.7 / January 2011  
Verfügbar unter:  
<http://www.ukces.org.uk/assets/ukces/docs/publications/praxis-7-working-to-learn-learning-to-work.pdf>
- Boutet, Josiane (2001): La part langagière du travail: bilan et évolution. In: langage et société. H. 98, S. 17-42  
Verfügbar unter: <http://www.cairn.info/revue-langage-et-societe-2001-4-page-17.htm>
- García, Ofelia/Wei, Li (2014): Translanguaging. New York, NY: Palgrave Macmillan
- Grünhage-Monetti, Matilde (erscheint in 2021): Learning to work or working to learn? Berufs- und arbeitsplatzbezogene Zweitsprachenförderung: eine europäische Perspektive. In: Sander, Isa-Lou/Efing, Christian (2021): Der Betrieb als Sprachlernort. Tübingen: Narr Francke Attemptpo

## Master in Learning and Communication in Multilingual and Multicultural Contexts

- Grünhage-Monetti, Matilde / Braddell, Alexander (2019): Language for work matters. In: Training, language and culture, 3(4), 27-35. doi: 10.29366/2019tlc
- Grünhage-Monetti, Matilde/Kimmelman, Nicole (2012): Das Forschungsprojekt „Deutsch am Arbeitsplatz“. Sprachlich kommunikative Kompetenzen fördern. In: Weiterbildung 3, 35-37
- Grünhage-Monetti, Matilde/Svet, Anna (2013): ... also ich glaube, das Reden ist das Allerwichtigste. Kommunikation und berufliche Handlungskompetenz im Migrationskontext. In: Kiefer, Karl-Hubert/Efing, Christian/Jung, Matthias/Middeke, Annegret (Hrsg.): Berufsfeld-Kommunikation Deutsch. Frankfurt/Main: Lang, S. 177-197
- Grünhage-Monetti, Matilde/Svet, Anna (f 2017), "The fight against exclusion from the labour market ... begins in the workplace": Work-related L2 development towards inclusion and participation. In: The Linguistic Integration of Adult Migrants, Some Lessons from Research / L'intégration Linguistique Des Migrants Adultes, Les enseignements de la recherche. Edited by Jean-Claude Beacco, Hans-Jürgen Krumm, David Little and Philia Thalgot on behalf of the Council of Europe. Berlin: De Gruyter
- Illeris, Knud (2010): The Fundamentals of Workplace Learning: Understanding How People Learn in Working Life. Padstow, Cornwall  
Relevante Teile verfügbar unter:  
Workplace learning  
<http://dpb.dpu.dk/dokumentarkiv/Publications/20060117143424/CurrentVersion/knudd.pdf>  
und  
Learning, Work and Competence Development  
[www.saqa.org.za/docs/events/illeris\\_paper08.pdf](http://www.saqa.org.za/docs/events/illeris_paper08.pdf)
- Unwin, Lorna: Taking an Expansive Approach to Workplace Learning: Implications for Guidance  
[http://www.derby.ac.uk/files/taking\\_an\\_expansive\\_approach2004.pdf](http://www.derby.ac.uk/files/taking_an_expansive_approach2004.pdf)
- Schön, Almut 2012: Arzt-Patienten-Gespräche als L2-L1-Kommunikation. Eine Diskursanalyse zu Deutsch als Fremd- und Zweitsprache im Beruf. Frankfurt/Main.

**Professor:** MONETTI Matilde, MIGLIO Silvia

### Researching Interactions with Digital Media

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 3

**Objective:**

- Design, plan and carry out a small multifaceted and context-sensitive inquiry on significant media & interaction issues
- Recognize fundamental research paradigms, perspectives, traditions and methods in the field of media & interaction studies
- Apply fundamental principles and characteristics of (digital) ethnographic, interactionist, conversational & discursive, grounded theory or mixed methods research approaches to own enquiries in the media domain
- Identify appropriate methods of data capture/analysis and adjust their sensitivity to the needs of the specific research question
- Analyse a media/interaction object of inquiry from multiple perspectives, i.e. micro-meso levels, internal-external views,



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- Examine the strengths and weaknesses of a research approach in the media & interaction domain
- Present a small enquiry by sound arguments about the theoretical & analytical frameworks sustaining the empirical approach

### Description:

The course is about planning and conducting a small (group) inquiry about digital media use and the related impact on interaction, learning and/or communication. The study addresses ICT-mediated processes within diverse contexts of living, working, learning and socialising. Research topics deal with participation in socio-digital communities, creative expressions with interactive media, interactions with and through smart technologies. Students are actively engaged in the course activity as they are invited to plan, conduct, analyse and reflect small-scale research projects (in groups). Course work is supported by mapping tasks, online discussions and multiple feedback. The progress of the students' inquiry projects is continuously edited on a Moodle Wiki for collaborative review and improvement.

The aim of the course is to get familiar with core aspects of research in the field of new media.

### Language:

Anglais

### Mandatory:

Non

### Evaluation:

The grade for the course is based upon the following factors and weights:

- 10% Course participation
- 20% Individual mapping: The researcher as a multicultural subject
- 20% Individual mapping: My research landscape
- 50% (Group) Assignment : Conduct of a small-scale study project on interactional media use

### Remark:

#### Selected Bibliography

- Denzin, N.K., Lincoln, Y.S. (2003). *Collecting and Interpreting Qualitative Materials*. London: Sage
- Fuchs, Ch. (2017). From digital positivism and administrative big data analytics towards critical digital and social media research! *European Journal of Communication*, 32, 1, 37-49.
- Herring, S. C. (2007). A faceted classification scheme for computer-mediated discourse. *Language@Internet*. <http://www.languageatinternet.org/articles/2007/761>
- Lomborg, St. (2017). A state of flux: Histories of social media research. *European Journal of Communication*, 32, 1, 6-15.
- Ngai, E.W.T., Tao, S.S.C., Moon, K.K.L. (2015). Social media research: Theories, constructs, and conceptual frameworks. *International Journal of Information Management*, 35,1, 33-44.
- Sloan, L., Quan-Haase, A. (Eds.) (2017). *The SAGE Handbook of Social Media Research Methods*. London: Sage.
- Snelson, Ch. L. (2016). Qualitative and Mixed Methods Social Media Research: A Review of the Literature. *International Journal of Qualitative Methods* January-December 2016: 1–15.

### Professor:

MAX Charles Joseph

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Mondialisation, représentations et pratiques des langues

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 2

**Objective:** Au regard de la mondialisation, ce séminaire a pour objectif de mieux comprendre comment les représentations des langues et du plurilinguisme conditionnent les pratiques et les apprentissages langagiers. Il propose ainsi un état des lieux des recherches qui nourrissent la réflexion sur le développement du répertoire plurilingue dans différents contextes sociaux marqués par les contacts de langues et la migration. La visée générale du séminaire est l'examen de ces situations de plurilinguisme donné et de plurilinguisme visé par le biais des représentations sociales et des biographies langagières, analysées à la fois en tant que pratiques discursives et contenus sémantiques, d'autant qu'elles interviennent de manière cruciale dans l'acquisition des ressources linguistiques dans des situations de contacts de langues. La question centrale à traiter sera la suivante : comment les biographies langagières et les compétences plurilingues des locuteurs construites en milieu social doivent-elles s'articuler à celles acquises dans l'école ?

**Description:** La diversité des programmes d'enseignement bilingue ou immersif mis en place dans le monde reflète la variété des approches linguistiques, culturelles et méthodologiques en lien immédiat avec des pratiques, les contextes et les objectifs sociopolitiques et institutionnels différents. Dans ce contexte, la langue n'est pas seulement un système linguistique mais aussi une représentation et/ou une pratique sociale complexe par laquelle le locuteur, en tant qu'acteur social et locus du contact de langues, construit son identité plurilingue. Ce séminaire se propose de revisiter des thématiques centrales dans le champ de la didactique du plurilinguisme comme la construction des compétences langagières, l'identité plurilingue, la mise en circulation des savoirs, l'organisation de l'interaction verbale ou les apprentissages dans le contexte scolaire, et de les aborder à la lumière d'un grain d'analyse particulier : celui des processus de construction des biographies plurilingues à travers l'apprentissage en classe. Dans un premier temps, un accent particulier sera mis sur les questions d'appropriation et de transmission des langues (langues maternelles et langues étrangères) en s'interrogeant sur les passages et les ruptures entre le milieu social (les familles, les communautés linguistiques et les groupes de pairs) et celui de l'école. Dans cette optique, les outils d'analyse privilégiés par la sociologie, la linguistique, l'ethnographie de la classe et les recherches en acquisition des langues pour la description des situations complexes de contact des langues seront mis à contribution pour l'analyse et la compréhension des phénomènes en jeu dans leur transmission et dans la construction des identités. Dans un second temps, nous porterons une attention particulière à certaines notions, telles que répertoire plurilingue, réseaux sociaux, biographies langagières, et sur les articulations entre représentations sociales et pratiques de langues (oralisées ou littératiées). Le séminaire permettra, enfin, de s'entraîner à certaines techniques d'enquête et à l'analyse de corpus.

**Language:** Français

**Mandatory:** Non

**Evaluation:** Le travail final consistera à analyser un mini-corpus, à savoir le témoignage d'une personne plurilingue, sous forme d'un dossier écrit de 6 pages. Ce travail sera préparé au cours du séminaire par des lectures.



## Master in Learning and Communication in Multilingual and Multicultural Contexts

**Remark:** **Selected Bibliography**

- Bono, M. & Stratilaki, S. (2009). The M-factor, a bilingual asset for plurilinguals? Learners' representations, discourse strategies and third language acquisition in institutional settings. *Multilingual Matters*, 6 (2), p. 207-227.
- De Florio-Hansen, I. & Hu, A. (2007) (Hrsg.). *Plurilingualität und Identität*. Tübingen : Stauffenburg.
- Lüdi, G. & Py, B. (1995) (coord.). *Changement de langage et langage du changement*. Lausanne : L'Age d'Homme.
- Moore D. (2001) (coord.). *Les représentations des langues et de leur apprentissage*. Paris : Didier.
- Stratilaki, S. (2011). *Discours et représentations du plurilinguisme*. Francfort : Peter Lang.
- Zarate, G., Lévy, D. & Kramsch, C. (2008) (dir.). *Précis du plurilinguisme et du pluriculturalisme*. Paris : Éditions des archives contemporaines.

**Professor:** STRATILAKI Sofia

### Linguistic Diversity and Social Justice

**Module:** Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:** 3

**Objective:** At the end of the course the students will be able to:

- Understand that linguistic diversity is a universal characteristics of human language but that it is never neutral
- Explore the various dimensions of linguistic stratification and linguistic subordination
- Analyze the ways in which linguistic diversity mediates social justice in liberal democracies undergoing rapid change due to high levels of migration and economic globalization
- Use case-study approaches to real world instances of linguistic injustice in various domains such as education or community participation

**Description:** The course will consists in power-point and video presentations, readings, discussions, and exploration of various institutional websites such as

1) those of the Council of Europe and the European Commission, 2) The Centre for Applied Linguistics (CAL) in the US, 3) those of various associations dedicated to the sustainability of linguistic diversity in civil society, 4) the website of the UN on sustainable development goals, 5) Ingrid Pilller's blog Language on the move, 6) The Social justice society: <https://hiw.kuleuven.be/ripple/research/linguisticjusticesociety>

**Language:** Anglais, Français

**Mandatory:** Non

**Evaluation:**

- Oral presentation with a commented PowerPoint: 15m, or written essay (5000 words). A reference list should be included.
- Students can present or submit work in groups of 2.



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- Websites, articles, book chapters, institutional reports, policies or projects related to linguistic/cultural/social/gender/racial diversity can be chosen and should be analyzed critically, whether they address issues of social justice or injustice, why and how.

**Remark:**

**Selected Bibliography**

- Arshad, Rowena, Wrigley, Terry and Pratt, Lynne (eds) (2012) *Social Justice Re-examined. Dilemmas and solutions for the Classroom Teacher*, London: IOE Press
- Avineri, N., Laura R. Graham, L.R., Eric J. Johnson, E.J., Robin Conley Riner, R. & Rosa, J. (eds) (2018) *Language and Social Justice in Practice*, London : Routledge
- Blommaert, Jan (2010) *Sociolinguistics of globalization*, Cambridge: CUP
- Piller, Ingrid (2017) *Linguistic Diversity and Social Justice*, Oxford, OUP
- Skutnabb-Kangas, Tove, Phillipson, Robert and Mohanty, Ajit, K., and Panda, Minati (eds) (2009) *Social Justice Through Multilingual Education*, Bristol: Multilingual Matters
- Weber, Jean-Jacques (2015) *Language Racism*, London: Palgrave Macmillan

**Professor:**

HELOT Christine

### Post-Colonial Theories and Language

**Module:**

Module Interdisciplinaire - Advanced II (Semester 3)

**ECTS:**

3

**Objective:**

By the end of the course, the students will:

- Have a more nuanced understanding of language through approaches that differ from Western or 'eurocentric' ideas
- Gain a deeper insight into colonialism and its effects on language
- Gain knowledge on key theories of creole studies and language contact

**Description:**

This course explores the relationship between colonialism and language. It seeks to discuss language through settings that have been shaped and are still being shaped by colonialism. As a means of illustration, creole languages, along with nonstandard varieties of different languages, will be the point of departure of the course. These are taken as prime examples of languages mostly born out of colonial rule. By discussing creole languages and nonstandard linguistic varieties (their formation and current status in differing settings), not only will we attempt to show the relationship between language and colonialism, but also discover different views on language and colonialism that might diverge from the 'traditional' Western views. We will therefore be looking at language contact and mixing through the histories of creoles and other nonstandard varieties, which requires going beyond a narrow understanding of language.

**Language:**

Anglais

**Mandatory:**

Non

**Evaluation:**

- Class participation
- Short comments on assigned readings on Moodle
- Oral presentation

**Remark:**

**Selected Bibliography**

Readings will be uploaded on Moodle. However, below you'll find an avant-goût:



## Master in Learning and Communication in Multilingual and Multicultural Contexts

- Migge, B., & Léglise, I. (2008). Language and colonialism: Applied linguistics in the context of creole communities. In Hellinger, A. and Pauwels, P.(eds.). Handbook of Language and Communication: Diversity and Change. De Gruyter.
- Mufwene, S. S. (Ed.). (2014). Iberian Imperialism and Language Evolution in Latin America. University of Chicago Press.
- Deumert, A., & Mabandla, N. (2017). Beyond Colonial Linguistics: The Dialectic of Control and Resistance in the Standardization of isiXhosa. In Standardizing Minority Languages (Open Access) (pp. 200-221). Routledge.
- Grenoble, L. A., & Bulatova, N. J. (2017). Language Standardization in the Aftermath of the Soviet Language Empire. In Standardizing Minority Languages (Open Access) (pp. 118-134). Routledge.

**Professor:** RIVERA COSME Gabriel Alejandro

### Podcasting: an Introduction

**Module:** Languages - Advanced II (Semester 3)

**ECTS:** 2

**Objective:** Students will:

- Learn the basics of podcasting
- Gain an understanding of podcasting as a medium, a tool of expression and an intimate form of storytelling
- Explore the making of podcasts (e.g. how to build and structure audio content)
- Learn recording essentials (e.g. how to use techniques and handle equipment)
- Learn editing essentials (e.g. how to use audio editing software)
- Have the option to publish and distribute our podcasts

**Description:** The course provides a practical introduction into podcasting. Throughout the course, we will learn how to produce audio content at a professional recording studio, located in Esch-sur-Alzette. Specifically, we will learn how to record podcasts by means of devices such as a mixing desk, microphones, headsets and a recording software. We will explore how to incorporate music and other audio content while recording, as well as in already recorded files. Additionally, we will look into post-production techniques – how to cut and edit audio files by using editing software. Finally, we will learn about the role of voice in podcasting, understand the performative properties of voice, and train how to speak correctly into the microphone, while experimenting with sound and voice. By the end of the course, we will create and produce our own podcasts.

**Language:** Anglais

**Mandatory:** Non

**Evaluation:**

- Class participation
- Final podcast project, including a project description and a reflection on your podcast production experience

**Remark:** This course focuses on gaining practical experience. However, to learn more about podcasting the following readings and podcasts are suggested to get inspiration:

- Llinares, D. (2018). Podcasting as Liminal Praxis: Aural Mediation, Sound Writing and Identity.



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- Wake, A., Fox, K. & Strong, C. (2020). Pandemic Podcasting: From Classroom to Bedroom. *Teaching Journalism & Mass Communication*, 10(1), 29-33.
- Very Bad Wizards <https://www.verybadwizards.com/>
- Transition Talks <https://www.ara.lu/shows/transition-talks/>
- Making Sense Podcast with Sam Harris <https://samharris.org/podcast/>
- Méi wéi Sex <https://www.ara.lu/show/mei-wei-sex/>

**Professor:** SHAROYAN Gohar

### Atelier d'écriture journalistique

**Module:** Languages - Advanced II (Semester 3)

**ECTS:** 2

**Objective:** À la fin du cours, les étudiants seront capables de :

- Choisir un angle d'attaque pour un article de presse écrite
- Cibler les questions principales que se pose leur public-cible sur un sujet
- Identifier les meilleures sources pour y répondre
- Choisir une forme journalistique adéquate (reportage, analyse, interview...) en fonction du sujet, de l'angle et des sources
- Structurer et rédiger le texte de façon simple, percutante et vivante
- Rédiger un titre et un « chapeau » accrocheur et/ou informatif

**Description:** Cet atelier constitue une introduction au traitement journalistique d'un sujet. Un bon article de presse écrite ne nécessite pas seulement un style simple, percutant et vivant. En amont de la rédaction, des choix se posent au journaliste. Cet atelier propose d'apprendre à choisir un angle d'approche, à cibler les questions principales que se pose un public-cible, à identifier les meilleures sources d'information et à opter pour la meilleure forme journalistique à donner au texte (reportage, analyse, interview, etc.). Il s'agit ensuite de vérifier l'information, de la mettre en perspective, de se l'approprier pour pouvoir y inviter le lecteur. La participation à cet atelier nécessite des bonnes compétences en français écrit, car il impliquera de rédiger dans cette langue.

**Language:** Français

**Mandatory:** Non

**Evaluation:** Évaluation continue. Le travail final consistera en la réalisation d'un article de presse au choix : enquête, reportage, photo-reportage, interview, récit...

**Remark:** **Selected Bibliography**

- Charte de Déontologie de Munich, 1971.
- Decodex, Un guide pour vous aider à y voir plus clair dans les informations sur Internet. Le Monde, 2017
- Flament N. (2010) *Le carnet du rédacteur*. Bruxelles : Institut Central des Cadres.
- Robin, C. (2009), *L'angle journalistique. Techniques de créativité pour des écrits originaux*. Paris, CFPJ
- Voirol M. (1997) *Guide de la rédaction*. Montpellier. CFPJ.

**Professor:** DECHAMPS Maider

## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Français académique B1 / Academic French B1

**Module:** Languages - Advanced II (Semester 3)

**ECTS:** 3

**Objective:** On site - Belval campus

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L'objectif de ce cours est d'acquérir les connaissances suffisantes en français pour accéder au cours de niveau universitaire B2. Cette remise à niveau est faite grâce à : des exercices de compréhension orale, de compréhension écrite. À l'oral seront mis en place des jeux de rôles, des présentations et des débats. Nous élaborerons également des cartes mentales qui faciliteront l'acquisition du vocabulaire. Nous nous attarderons également sur la rédaction de différents genres de texte dont nous détaillerons la structure.

Toutes ces activités seront ludiques, répondront à des besoins concrets. Les modalités de travail seront variées : travail en grand groupe, en binômes, individuel afin de favoriser la collaboration entre pairs. Le contenu sera adapté selon les besoins du groupe, ainsi vous pourrez commencer le semestre suivant sur des bases solides.

**Course learning outcomes:**

A l'issue de ce cours vous serez capable de :

- lire des articles sur des questions contemporaines
- comprendre différents points de vue
- comprendre un texte littéraire contemporain
- écrire des textes clairs et détaillés sur des sujets relatifs à vos intérêts
- écrire un essai ou un rapport sur un sujet précis de manière concise, claire, et efficace
- exposer son argumentation
- mettre en valeur son opinion sur un événement ou une expérience

**Description:**

Mandatory course attendance: yes

Cours en présentiel \_ campus Belval

Ce cours a pour but de renforcer vos connaissances et vos pratiques en langue française, notamment à l'oral et à l'écrit afin de répondre aux exigences du cadre universitaire et de votre future carrière. Dans une perspective actionnelle, nous travaillerons sur des documents authentiques tels que des articles de presse ou des extraits vidéo.



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C'est à travers notre corpus que nous aborderons la grammaire et le vocabulaire, outils au service de vos besoins de communication. Vous déduirez les règles de grammaire à partir d'exemples concrets du corpus et les mettrez en pratique à travers plusieurs exercices ludiques.

Le travail de production écrite sera décliné sous plusieurs formes :

- donner ses arguments sous la forme d'une liste d'idées
- la rédaction d'une réclamation
- une lettre officielle
- un résumé d'article
- un article argumenté (2 pages maximum) sur un sujet de votre choix.

**Teaching modality:** en présentiel - campus Belval

**Language:** Français

**Mandatory:** Non

**Evaluation:**

- 25% : Notes des devoirs écrits rendus
- 50% : Compréhension écrite et rédaction d'un article (maximum 2 pages) après une séance de révision en cours.
- 25% : Participation orale en cours et la préparation des devoirs maison.

Un maximum de 3 absences est accepté.

**Remark:** **Bibliographie**

Édito B1, Éditions Didier, 2018  
Grammaire essentielle du français, B1, Didier, 2015  
Cosmopolite B1, Hachette, 2018

**Professor:** MARCHAL Julie



## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Semester 4

#### Research Internship and Symposium

**Module:** Research Approaches (Semester 4)

**ECTS:** 5

**Objective:** **The Research Internship**

The Research Internship is a follow-up on the Discovery internship (see description of Discovery Internship on Moodle). The research internship (5 ECTS) is done by a student who wishes to write his/her master thesis in relation to an issue linked to the workplace where s/he has been conducting a Discovery Internship during the 3rd semester and continues to do an internship in the 4th semester. It is only possible to do the Research Internship if one has done the Discovery Internship in the same company the semester before.

With the Research Internship, in addition to carrying out the tasks that have been agreed upon with the supervisor in the company, the student is given time to conduct research in/for the company. The final product in this case is a Master thesis (25 ECTS).

The Research Internship typically lasts 3-4 months.

The Research internship takes place between January and June of the last semester in the course of study of the student (4th semester).

**The Symposium** At the end of the semester, the students organize a half-day symposium. This event marks the end of the programme and is also an opportunity to gain hands-on experience in organising an academic conference. During the Symposium, students will present their own research in parallel sessions and engage with invited plenary speakers who will also act as discussants for the student presentations. Students shall take an active role in preparing the symposium and fulfil the different roles involved in organising a symposium (ranging from building the programme, chairing sessions, introducing the plenary speakers, technical assistance, etc.).

**Description:** The Research Internship (Masterclass series) and the Symposium constitute the final steps of the Master's programme.

**Language:** Français, Anglais, Allemand

**Mandatory:** Non

**Evaluation:** The internship is assessed through the 'Evaluation report' (a document filled in by your supervisor in the workplace). Ask your supervisor in your company to fill in the 'Evaluation report' that can be found on Moodle and to return it to:

**Christelle.Karleskind@uni.lu** at the latest 2 weeks after the internship.

The Internship is assessed as passed if the student

- has done the full internship,
- has submitted the evaluation report from the company,
- has collected data for research during the internship.

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The thesis linked to the research internship itself is a 50-60 pages write up of the research, in an academic style, following academic standards. It should comprise a review of the literature relevant to the issue being addressed/researched, a description of the methodology used in designing the project and collecting empirical data, an empirical section, analyzing the data collected, results, and recommendations to the company based on the research. The work should be closely supervised by an academic thesis supervisor at the University. The student should schedule regular meetings with this supervisor to discuss the progress of the work.

**Professor:** DE SAINT-GEORGES Ingrid, BUDACH Gabriele

### Master Class and Symposium

**Module:** Research Approaches (Semester 4)

**ECTS:** 5

**Objective:** **The Master Class**

The aim of the Master class is double. On the one hand, students get involved in professional academic conversation as they meet and discuss texts with guest lecturers. On the other hand, the Master class contributes to the development and finalization of the Master thesis. It culminates in a Symposium that the students organize and that show-cases their research and findings.

#### **The Symposium**

At the end of the semester, the students organize a half-day symposium. This event marks the end of the programme and is also an opportunity to gain hands-on experience in organising an academic conference. During the Symposium, students will present their own research in parallel sessions and engage with invited plenary speakers who will also act as discussants for the student presentations. Students shall take an active role in preparing the symposium and fulfil the different roles involved in organising a symposium (ranging from building the programme, chairing sessions, introducing the plenary speakers, technical assistance, etc.).

**Description:** In the course of the semester, the students meet on a regular basis to discuss their on-going thesis work both with teachers in the program and scholars visiting the Master. These visitors come to give their input and feedback on the students' projects and to discuss their own perspectives on issues related to learning and communication in multilingual and multicultural contexts. In the course of the sessions, students practice and develop their analytical, critical and writing skills in view of completing their thesis.

**Language:** Français, Anglais, Allemand

**Mandatory:** Oui

**Evaluation:** Evaluation is based on a range of elements including: (1) readings and discussion of the readings during the sessions (2) writing up 'responses' to guest speaker's visits, and (3) active participation in the organization and running of the final symposium.

**Professor:** BUDACH Gabriele, DE SAINT-GEORGES Ingrid



## Master in Learning and Communication in Multilingual and Multicultural Contexts

### Master Thesis

<b>Module:</b>	Research Approaches (Semester 4)
<b>ECTS:</b>	25
<b>Language:</b>	Anglais, Français, Allemand
<b>Mandatory:</b>	Oui