

MERIDIUM PROJECT

GUIDELINES

INTRODUCTION

I.	SOCIOLINGUISTIC RESEARCH	2
	I.1. Country-report	3
	I.2. Context analysis	4
	I.3. Questionnaire	5
	I.4. Data processing results	7
II.	MERIDIUM DOCUMENTATION AND STUDY CENTER	9
III.	DISSEMINATION	10
	III.1. Informative Materials	11
	III.2. Seminars	12
	III.3. Scientific Initiatives	12

I. SOCIOLINGUISTIC RESEARCH

General Aims

We intend to study the correlation between linguistic and educational policies and the development/diffusion of awareness towards multilingualism and linguistic diversity, with the aim of producing an integrated evaluation and of identifying the relevant indicators. The aim of the study is to:

- Investigate, in countries where ongoing immigration fluxes can be observed, the level of awareness – among local population and migrants – of the presence of other languages in the everyday life context.
- Analyze the level of awareness, in contexts in which outward migration fluxes are found, of language learning problems and the willingness to maintain the ethnic language in the host countries
- Examine the disposition to consider the linguistic diversity as a problem/a resource
- Investigate to what extent this disposition could be influenced, when we observe a consistent phenomenon of returning to the homeland.
- Investigate to what extent both awareness and attitudes vary between childhood and adulthood
- Investigate how the interviewees perceive the institutions and the working world attitudes towards linguistic diversity and multilingualism.
- Identify eventual connections among the interviewee's attitudes towards multilingualism and contextual variables such as: a) characteristics of local linguistic policies; b) socio-economic and demographic characteristics in centers where surveys are conducted (e.g. educational, employment and immigration/emigration rates, safety indicators, etc.)

General methodological issues

The research aims to focus on the analysis of case studies. In particular, each research group will be responsible for finding contexts and case studies which represent the variability of the contexts affected by the migratory phenomenon, both from a socio-economic and territorial point of view, as well as for the measures adopted in favor of linguistic integration. The aim is to gather comparative data.

From a strictly methodological point of view, a triangulation approach will be used, which considers the integration of data gathered through different methods (e.g. questionnaires, context analysis, interviews, etc.).

I.1. Country-report

I.1.1. Aim

The aim is to:

- a. Collect elements related to the demo-linguistic characteristics of each country, as well as elements useful to evaluate as a whole migration patterns and policies; describing the derived internal linguistic structure and strategies for the handling of linguistic integration.
- b. Selecting relevant territorial areas (provinces) from which centers will be sampled.

I.1.2. Actions

- a1. Collecting data on the demo-linguistic aspect as well as linguistic policies characterizing each partner country.
- a2. Collecting data on migratory trends in the last thirty years (absolute values, percentages, place of origin/destination, distribution in the country of arrival/of departure), surveying in detail those pertaining to the current situation.
- a3. Collecting documentation on migratory policies on a national level, referred in particular to those regarding the educational field.
- b1. Identifying for each country the areas (province) with a higher migratory density.
- b2. Determining significant characteristics for these areas, in order to obtain a varied sample (e.g. geographic areas, economic vocation, dimension of centers; [to apply in the end] concentration of immigrants per nationality; continuity of the trend).
- b3. Formulating a proposal of sample areas (max. 5-6) in order to identify the centers to be involved in the survey.

I.1.3. Outcome

1. Integral country-report [in original language]: a report¹, containing sections specifically dedicated to the classification of the documentary sources (database with regulations and

¹ The diagram of reference for drafting the document considers the following sections:

1. Linguistic aspect of the country
 - 1.1. Presence of linguistic historical and/or regional minorities
 - 1.2. Characteristics of the internal diatopic variability
 - 1.3. Regulations and Linguistic policies
 - 1.4. Sources
2. Migratory Profile
 - 2.1. Inbound and outbound migration trends
 - 2.2. Geographic distribution and concentration
 - 2.3. Socio-demographic characteristics and nationality
 - 2.4. Inclusive and exclusive social factors
 - 2.5. Sources
3. Legislations and measures on migration
 - 3.1. National legislation
 - 3.2. Regional legislation
 - 3.3. Measure for linguistic integration
 - 3.4. Sources
4. Selection criteria of the areas to be sampled for the survey

statistic documents), to be published on-line.

2. Brief country-report [in English]: which illustrates and justifies, in detail, the selection of the sample areas per country (cf. section 4 diagram in note)

I.1.4. Subjects involved

Institutional subjects (legislative organs; statistic institutions)

I.1.5. Tools

Databases; documents

I.1.6 Professionals

Social research methodologists; sociologists, sociolinguists

I.1.7 Time schedule

- *February-April 2009*: (all partners) Data collection, draft and translate country-report
- *End of April 2009*: (all partners) Sending the integral and the brief country-reports to the Meridium Centre; (Meridium Centre) on-line publication of the integral country-reports and sending the brief country-reports to all partners
- *End of May 2009*: (all partners) Defining the areas for survey sampling, during the meeting in Perugia.

I.2. Context analysis

I.2.1. Aim

- a. Collecting elements useful to the overall evaluation of migration fluxes and migratory policies related to each selected area (and to each selected center; cf. point b below); describing the derived internal linguistic structure and strategies for the handling of linguistic integration; describing socio-economic and demographic characteristics of the area (and of the centers selected)
- b. Selecting relevant centers, in which single educational institutes will be sampled

I.2.2 Actions

- a1. Collecting data on the social-economic and demographic characteristics of the area and on the dynamics of the related migratory patterns (absolute values, percentages, place of origin/destination, distribution)
- a2. Collecting migratory policies documentation on a micro level (regional, provincial), with particular reference to those regarding the educational context.
- a3. Collecting data on organizations or associations operating in the migration field (immigration offices, migrants associations, etc) within the selected centers. (cf. b1)

- a4. Collecting data on projects/initiatives in support of linguistic integration carried out in the last five years by each of the schools selected for sampling (cf. b2)
- b1. Selecting relevant centers for survey sampling (possibly medium-small municipalities with high migratory density) on the basis of information gathered at the provincial institutions of reference.
- b2. In each center, select the schools chosen for survey sampling on the basis of the information gathered at the provincial institutions.

I.2.3 Outcome

1. Integral context-analysis [in original language]: comprehensive report which analytically describes the characteristics of the analyzed local contexts, to be utilized for the purpose of interpreting the results of the sociolinguistic research.
2. Brief context-report [in English]: brief report illustrating and justifying the sampling of centers and schools selected for each area.

I.2.4. Subjects involved

Provincial and municipal institutional officials; school officials; ethnic associations

I.2.5. Tools

Databases/archives, interviews with key informants

I.2.6 Professionals

Social research methodologists; sociologists, sociolinguists; experts of intercultural communication; language teaching experts

I.2.7 Time schedule

- *June 2009*: (all partners) sharing criteria for selecting centers and schools for survey sampling (via telematic support)
- *End of June 2009*: (all partners): Sending to Meridium Center brief context-analyses and a list of schools for survey sampling; (Meridium Center) sending brief context-analyses to all partners.
- *July 2009–February 2010*: (all partners) collecting data and drafting integral context-analyses.

I.3. Questionnaires

I.3.1. Aim

- a. Inside those countries where current immigration fluxes take place, take a survey focused on awareness and attitudes of children aged 10-11 (questionnaire A_A) and of their families

(questionnaire B_A) regarding the presence of multilingual repertoires in their everyday life context.

- b. In those countries subject to outbound migratory fluxes, take a survey focused on awareness and attitudes of children aged 10-11 (questionnaire A_P) and of their families (questionnaire B_P) with regard to the problems related to linguistic integration (learning L2 and maintaining L1) in the host countries and with regard to the acquisition of a multilingual repertoire, even in cases of subjects who returned to their homeland after a period of migration.

I.3.2. Actions

1. Establish preliminary contacts with schools selected for the survey and carry out the authorization procedures; distribute informative documents for administrators and families.
2. Prepare the questionnaires:
 - a. identifying the general standards (type of classes; social-demographic data; attitudes towards linguistic diversity; repertoire) and the indicators; building up stimuli (taking into account the specificity of each target)
 - b. layout of the typographical design
 - c. translating into the partner languages (by drafting the methodological notes related to the translation)
 - d. checking the validity of the tools by a pre-test phase
 - e. drafting a methodological note regarding the planning and the administration (for questionnaire A to be filled in the classroom, in presence of the researcher in case of assistance; for questionnaire B, to be filled in alone with the assistance of the researcher (upon request)
3. Administer questionnaires
4. Prepare a data matrix
5. Enter data

I.3.3. Outcome

1. Illustrated questionnaires for students aged 10-11 (questionnaires A_{A/P}), translated into the languages of the partner countries.
2. Questionnaires for adults (questionnaires B_{A/P}) translated into the languages of the partner countries.
3. Database containing answers to the questionnaires A_{A/P} and B_{A/P}

I.3.4. Subjects involved

School officials; teachers; primary school students; the children's families

I.3.5. Tools

Letters of presentation/authorization, visits and questionnaires

I.3.6. Professionals

Social research methodologists; sociologists; sociolinguists; intercultural communication experts; IT expert; young researchers

I.3.7. Time schedule

- *February - May 2009:* (all partners) set up questionnaires $A_{A/P}$ and $B_{A/P}$
- *End of May 2009:* (all partners) Comparing and drafting final questionnaires $A_{A/P}$ and $B_{A/P}$; drafting methodological note
- *Mid-June:* (PM Team) Translate questionnaires and methodological note; send questionnaires $A_{A/P}$ and $B_{A/P}$ and note to QCB.
- *End of June 2009:* (by Meridium Centre) Contracts for graphic designer (questionnaires $A_{A/P}$) and IT expert (data template)
- *End of June – July 2009:* (all partners) preliminary contracts with the schools; adoption of QCB indications and making possible modifications
- *Mid – end September 2009:* (all partners) pre-test phase
- *Beginning of October 2009:* (all partners) sharing pre-test results
- *Mid October 2009:* (by Meridium Centre) completion of the questionnaire $A_{A/P}$ format; (all partners) handing in questionnaires translated to Meridium Centre for assembling the final version; final agreements with the schools
- *End of October 2009:* (by Meridium Centre) mailing final version of the questionnaires to the partners; creating a data matrix; (all partners) sending to the Meridium Centre a list of all the schools involved (including number of classes and students) and programming calendar surveys; (Meridium Center) sending partners the data matrix.
- *November – end of February 2010:* (all partners) Administer questionnaires and enter data in the matrix.

I.4. Data processing results

I.4.1. Aim

- a. Describe the survey results
- b. Interpret the results, even in light of elements emerged from context-analysis

- c. Make comparisons/ Put forward proposals pertaining to policies for linguistic integration

I.4.2. Actions

- a. Each partner analyzes the questionnaires results and suggests indicators and related hypotheses
- b. In light of the information collected from the context-analysis, check the validity of the hypotheses and draft papers for each country
- c. Draft research papers on specific issues to be identified (in view of the final International Convention)

I.4.3. Outcome

1. Research report [in original/English language]: for each country, report which analytically describes the questionnaires results and outlines the hypotheses to be checked
2. Research paper [in English; subsequently, in all the partners' language]: report which, for the set of countries involved in the survey as a whole, analytically describes the questionnaires results and outlines the hypotheses to be checked.
3. Researches about single countries in the network [in original/English language]: which, on the basis of data collected (country-report, questionnaires, context analysis), put forward interpretations and proposals concerning policies for linguistic integration inside each country (to be arranged by PMTeam in view of International convention)
4. Researches on specific issues [in original/English language]: which delves into specific issues in cross-sectional and comparative perspectives (to be arranged by PMTeam in view of International Convention)

I.4.4. Tools

Meridium database; data analysis program

I.4.5. Professionals

All the researchers of the network

I.4.6. Time schedule

- *March – June 2010*: (all partners) Classification and analysis of the questionnaires data; formulating work hypotheses (indicators)
- *End of June 2010*: (all partners) Hand in research report to Meridium Center; (Meridium Center) sending research reports to all partners
- *July 2010*: (PMTeam) draft research papers

- *End of July 2010:* (Meridium Centre) send research papers to QCB and publish it on the website.
- *September 2010 – April 2011:* (all partners) drafting research papers per country as well as cross-sectional
- *Beginning of May 2011:* (all partners) Presentation of research papers

II. MERIDIUM DOCUMENTATION AND STUDY CENTER

II.1. Aim

We intend to create a permanent facility which allows to share and consolidate the results of the network cooperation, making it available to other subjects/authorities interested. In particular, the project provides for:

- a. establishing, at the University for Foreigners of Perugia, a study and documentation center on multilingualism in Mediterranean Europe, which is being offered as a permanent and consultation facility promoting and monitoring policies supporting multilingualism and linguistic integration of immigration.
- b. creating a website and an online database, to publish and share materials pertaining to the research between partners and third parties, and to publish information (newsletter) and relevant documents on multilingualism and linguistic integration in Mediterranean Europe.

II.2. Actions

- a1. Collect the documentation and the outcomes of the MERIDIUM project
- a2. Produce a bimonthly newsletter regarding the theme of the project
- a3. Set up a specialized library (even in digital format) on linguistic integration of immigration and multilingualism themes
- a4. Document and diffuse good practices in promoting multilingualism at a European level
- a5. Organize scientific meetings (conferences, congresses)
- a6. Start a consultation program for private and institutional authorities, on issues concerning linguistic integration
- b1. Set up a homepage (with language choices, logo, email address, project, research groups, work program, forum for the partners)
- b2. Design a website
- b3. Implement the website and constantly updating it
- b4. Publish a Center's newsletter
- b5. Design and create an interface which makes the questionnaire database searchable online

II.3. Outcome

1. Research and documentation center: create an actual space to host research and study activity (library – even in digital format -, archives and pertinent cataloging systems; computer equipment)
2. Website [in Italian/English]: virtual space containing research outcomes of the project, useful links organized for the member countries, online database [in English], newsletters [translated by each partner], bibliographies and weblinks, with the intention of increasing it during the course of time

II.4. Subjects Involved

Scholars, private and institutional authorities

II.5. Tools

Space (physical and virtual), computer equipment

II.6. Professionals

Scientific committee; librarian; IT expert

II.7. Time schedule

- *January 2009 – November 2011:* (by UniStra) Creating and managing the Center
- *End of February 2009:* (Meridium Center) Launching the homepage
- *March – mid April 2009:* Planning and launching the website
- *June 2009:* (Meridium Center) Newsletter 1 release
- *Beginning of July 2009:* (all partners) Translate newsletter 1 and send to Meridium Center (by 2011, 15 issues in total: September, November, January, March, May, July)
- *October 2009 – February 2010:* (Meridium Center) Design and create online query system database
- *End of February 2010:* (Meridium Center) Launch online query system database

III. DISSEMINATION

General Aims

We intend to involve administrative and educational institutions and the working world in the discussion of the end results of the project. In particular, we intend to create:

- opportunities of exchange and confrontation with the schools involved in the sampling, with the aim of sharing the results of the surveys

Gelöscht: working

- seminars for school officials, local and working world authorities, with the aim of providing useful interpretations of the migratory phenomenon and tools to improve dynamics of linguistic integration
- spreading of the results of the project to national and international stakeholders

III.1. Informative materials

III.1.1. Aim

Efficiently spreading the results of the project outside the scientific circuit through informative materials (in electronic format – CD-ROM – and paper format) intentionally created for specific targets (comics for children, brochures for adults)

III.1.2. Actions

- a. Summarize the results illustrated in the research paper
- b. Plan the structure and content for a CD-ROM
- c. Design a comic strip/cartoon
- d. Create the comic text and brochures
- e. Translate outcomes
- f. Print

Gelöscht: s

III.1.3. Outcome

1. CD-Rom [original languages/English]: containing a synthesis of the project and its results, to be integrated with examples of good practices encountered in the schools which have undergone the survey and links to websites of interest to be used by teachers of primary and secondary schools
2. Comic [original languages/English]: to be distributed in schools and school boards, containing a summary of the results of the project
3. Brochure [original languages/English]: to be distributed to institutions and organizations interested, containing a synthesis of the project

III.1.4. Beneficiaries

Schools (teachers, students, families); institutions; working world (Chambers of Commerce, companies, unions, employment agencies for migrant workers)

Gelöscht: working

III.1.5. Professionals

All researchers; graphic designer; printmaker

III.1.6. Time schedule

- *March – July 2010:* (Meridium Center) Plan the structure of the CD-ROM

- *September – October 2010:* (PMTeam) Creating comic strip text, brochure and CD-ROM; (Meridium Center) design comic strip and send comic strip text, brochure and CD-Rom to all partners
- *Mid November 2010:* (all partners): translate text and send it to Meridium Center
- *November 2010:* (Meridium Center) assembling final version and sending it to all partners; (all partners) print materials

Gelöscht:

III.2. Seminars

III.2.1. Aim

Spreading the results of the project in schools, institutions and in the working world and sensitize them to the linguistic integration theme

Gelöscht: working

III.2.2. Actions

- a. Contact the stakeholders
- b. Organize and hold seminars
- c. Plan communication strategies which, with the help of local institutions and educational institutes, directly involve the scholastic population (e.g. theme-based contests) and call on the attention of the civil society (e.g. publicity through the media)

Gelöscht: s

Gelöscht:

III.2.3. Subjects Involved

Schools (teachers, students, families); institutions; working world (Chambers of Commerce, companies and unions)

Gelöscht: working

III.2.4. Tools

Informative materials, meetings

III.2.5. Professionals

All researchers (in particular, language teaching and intercultural experts)

III.2.6. Time schedule

- *September – December 2010:* (all partners) establishing contacts and organizing seminars
- *December 2010 – January 2011:* (all partners) Carrying out seminars

III.3. Scientific initiatives

III.3.1. Aim

Diffuse the project results to the scientific community at a national and international level

III.3.2. Actions

- a. Publish all research papers online
- b. Publish working papers online
- c. Organize the International Conference
- d. Draft promotional material of the conference
- e. Final evaluation of the project by QCB
- f. Publish the proceedings of the International Conference, including a summary of the final report by QCB

III.3.3. Outcome

1. Research paper [cf. I.4.3.]
2. Working papers
3. International Conference promotional material (posters, fliers, invitations, brochure with summaries of interventions) [Italian/English]
4. International Conference [working languages: English/Italian]
5. Project evaluation by QCB
6. International Conference proceedings [in original language, with CD-ROM containing the English version], published by an international publisher

III.3.4. Subjects involved

National and international scholars

III.3.5. Professionals

PM; researchers; graphic designer; printmaker; publisher

III.3.6. Time schedule

- *Mid January 2011*: (all partners) Submission of the papers for the International Conference to Meridium Center
- *Beginning of February 2011*: (PMTeam) Programming partner's papers for the International Conference; external call for papers
- *February – March 2011*: (Meridium Center) Contact the editor for the proceedings; contact supporters/sponsors; (graphic designer/printmaker) planning and creating promotional materials (posters, fliers, invitations)

- *End of March 2011:* (all partners) send to the Meridium Center summaries of the papers [in Italian and English]
- *Mid April 2011:* (Meridium Center) Creating brochure with summaries of the papers
- *May 5-7 2011:* International Conference
- *Mid May 2011:* (PMTeam) Send partners editing criteria for the Proceedings
- *End of June 2011:* (all partners) Send the papers in original English language to the PMTeam
- *Mid-July 2011:* (PMTeam) Send manuscript to the publisher
- *Beginning of September 2011:* (PMTeam) Send first draft to partners
- *Mid-September 2011:* (all partners) Hand in first draft
- *End of September 2011:* (PM Team) Send to publisher corrections of first draft
- *End of October 2001:* (PMTeam) Send to publisher corrections of second draft and print

Gelöscht: /