



## INTRODUCTION

Universities around the world are aiming to internationalization (Coleman, 2006; Woodfield, 2010). However, the more international universities seek to be, the more effective they need to be to engage with the different languages (Soler, Björkman & Kuteeva, 2017). At the same time, Cots, Lasagabaster and Garrett (2012) write that “European universities are often perceived [...] as social institutions one of whose functions is to protect and promote the language and culture of its local environment” (p. 8).

With a vision to be “une Université pour le Luxembourg et le monde”, the University of Luxembourg is an interesting setting to explore issues relevant to language policy, attitudes and use of languages.

## OBJECTIVE

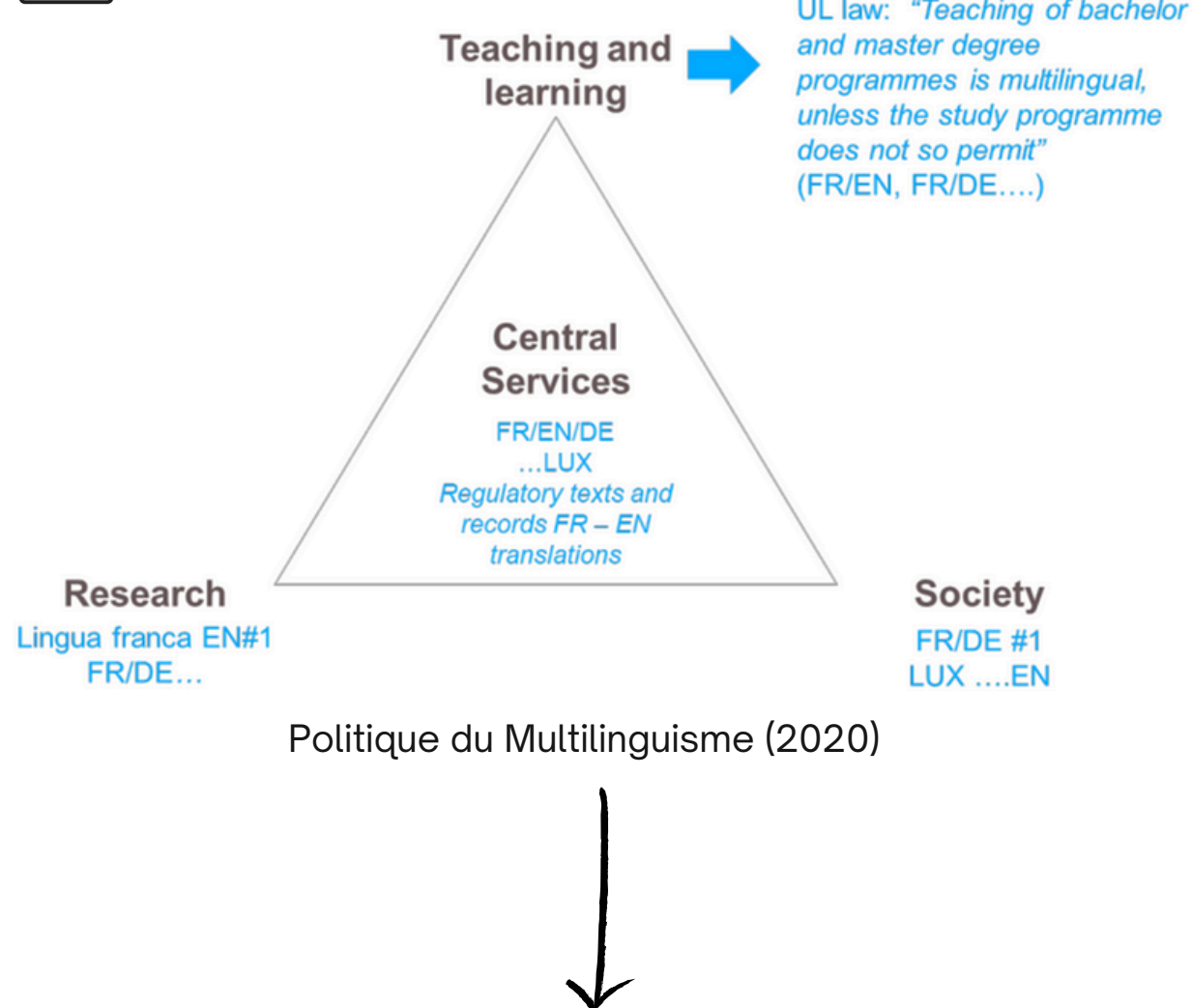
The poster focuses on the Luxembourgish language, as the national language of the Grand Duchy of Luxembourg, and explores its role in the context of the University.

## DATA COLLECTION

- Official documents of the University
- Interviews with lecturing staff (13)
- Online survey with undergraduate students (68)
- Two focus group discussions with students



“Une Université pour le Luxembourg et le monde”



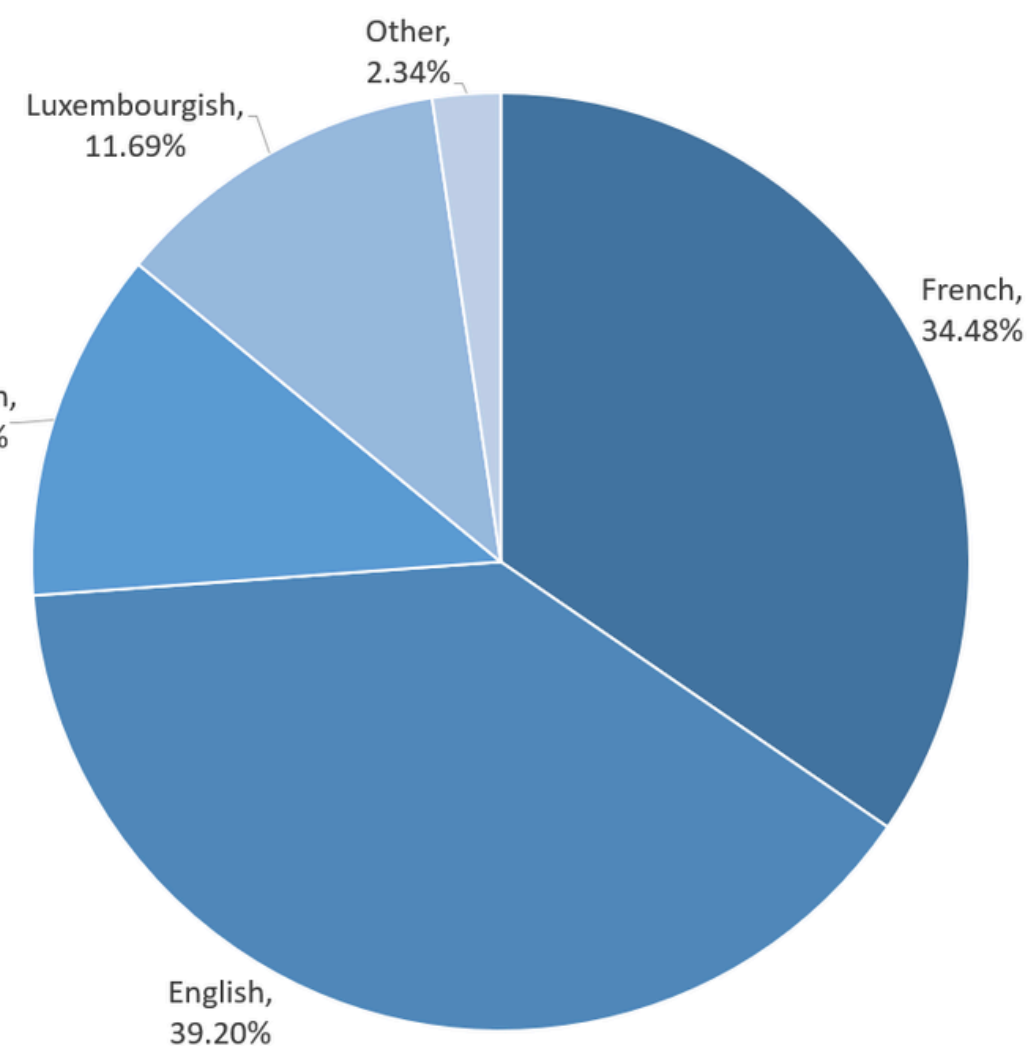
The key point is that Luxembourgish at some point has to come into discussion.

(A l'UniLu) ici il faut mentionner au moins le français et l'allemand, et le luxembourgeois entre parenthèses.

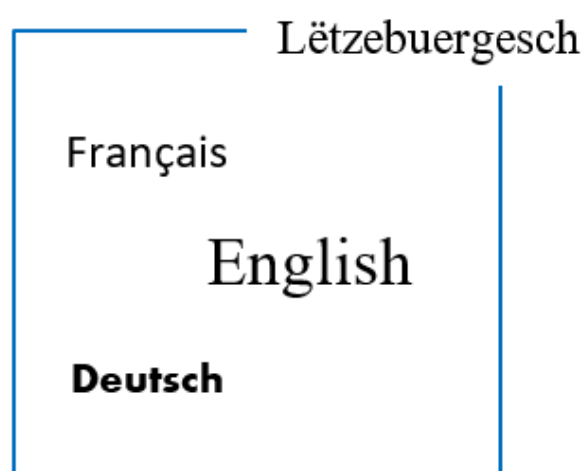
(Luxembourgish) is a small language and a small literature so language power and all of that stuff, I'm very aware of and I think we have to find our corner.



Estimation of the average time of exposure to the different languages at the University of Luxembourg (online survey)



Now we are in an official course environment and that means Luxembourgish off German on.



During my law studies I haven't encountered Luxembourgish once in any way, shape or form.

Ich finde, dass Luxemburgisch an der Universität nicht so präsent ist, definitiv nicht.

## DISCUSSION

From the above, it seems that Luxembourgish is “nicht so präsent” at the University. Even though the vision of the University is to be “une Université pour le Luxembourg et le monde”, the national language is “entre parenthèses” and mostly used orally, in unofficial instances. For example, students “start speaking Luxembourgish together” but go back to French to talk to the teacher.

On the contrary, one of the participants mentioned that “on se limite presque à mon expérience exclusivement à l'anglais” at the University. The dominance of English, as “the sort of lingua franca”, is mentioned in most interviews. When it comes to French, it is seen as “a secondary language” which is mostly used “in administration”.

“Languages functioning on very different levels” at the University of Luxembourg and according to the Multilingual Policy (2020) of the University “chacune de ces quatre langues a un rôle particulier à l'Université, découlant de sa position en tant que langue académique, juridique ou nationale”.

‘Mäin Englisch ass net vu schlechten Eltern’. Is it?

## CONCLUSIONS

### Kéint besser goen

- Global but also regional and national mission of universities (Darquennes, du Plessis, & Soler, 2020).
- The dominance of English is seen as a threat to national languages in science (Duarte & van der Ploeg, 2019) and to linguistic diversity (Pérez-Llantada, 2018) in general.
- International members of the universities benefit from learning the national language(s) when this is done “in a constructive way” (Kamerlin, 2024).
- Plurilingual approaches to teaching, learning and communicating research (Darling, 2021).

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