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| **Project ID: 2021-1-CZ01-KA220-SCH-000034484**  Ein Bild, das Grafiken, Grafikdesign, Cartoon, Text enthält.  Automatisch generierte Beschreibung  **COURSE FOR ENVIRONMENTAL EDUCATION**  *e-Modules: Teaching Learning activities and their technology*  *enhanced material set to develop*  Ein Bild, das Text, Schrift, Logo, Grafiken enthält.  Automatisch generierte Beschreibung  **Thematic Units for Week-Long Workshop Sessions:**  **Inquiry-Based Integrated Learning Workshop Series**  **on the Intersection of Arts, Science, and Policy"**  **M: Language Diplomacy, Digital Diplomacy, AI**  **COURSE AUTHOR:**  ***©Tatjana Christelbauer MA (TC)***  ACD Team, Austria   |  | | --- | |  |   ***DISCLAIMER***  *Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*  **COURSE SHARING LICENSE CC BY-NC-SA**=   **Canonical URL:** <https://creativecommons.org/licenses/by-nc-nd/4.0/>  **MODULE: 1-6**  **LESSON: Language Diplomacy, Digital Diplomacy, AI**  **SUBJECTS: Policy learning, Cultural diplomacy, New Media, AI, English, Ethics, …** |

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Automatisch generierte Beschreibung

1. **Language Diplomacy**

**European Day of Languages EDL**

**Language diplomacy in Sustainable Development**

1. Introductory Guide:

***rain ^ Regen °pioggia, …* semantic cognition in *a multilingual setting***

Languages are an essential medium of human life.

Spoken, written, thought, sung, danced, imagined, promoted and also prohibited ...

Encounters with various languages and people are much easier in digital/virtual landscape than in the real world. Using translation tools, the texts are translated into various languages in a matter of seconds, voice translation enables interpersonal communication without any language skills.

*What happens at the moment of translation, how does the “shift” succeed from one language into the other? And, how it works through the bodily movement?  What sounds foreign and what sounds familiar, what causes fear and displeasure, and how such experiences can be converted into sympathy, when thinking on phenomena such as the xenoglossophobie (fear, anger, mistrust caused by hearing of foreign language)?*

**Explore:** Pronounce the term “rain” in English, then in some ither language.

What appears in your mind? What associative image, or a bodily sensation is enacted while pronouncing the term “rain”? How it differs when entering diverse linguistic landscapes?

Explore more by terms of your choice. The exercises have been created for practices grounded in the *Wo(l)ding method[[1]](#footnote-1)*, aimed in promoting language diversity as a source of building bridges and widening experiences and knowledge, preventing mistrust and attracting people to learn more for more nuanced experience of expressional forms and of how meaning is situated,

constructed and promoted.

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1. **European Day of Languages EDL, promoting Multilingualism as a *green skill***

European linguistic landscape consisting of more than 200 languages

has been recognized by the European Union as a shared cultural property of European peoples.

In 2001, the European Year of Languages the Council of Europe has proclaimed the annual celebration of the European Day of Languages (EDL)[[2]](#footnote-2) taking part on September 26th under the motto *"United in Diversity".* The EDL logo is placed upon this lesson title.

The general objectives of the **European Day of Languages** are to draw attention to Europe's rich linguistic and cultural diversity in order to encourage multilingualism and support intercultural understanding, thus contributing to the appreciation of all languages and cultures, making people aware of the benefits of knowing multilingualism, to promote individual multilingualism and to motivate people in Europe to learn languages throughout their lives.

The ´language diplomacy´ as promoted by the European Union as well as by the United Nations and the UNESCO, such as through Policy papers, Declarations and other relevant documents,

Annual celebrations, educational materials for free use, research and project dedicated to support multilingual competences of individuals and of all citizens, provides impactful palette of tools

for protecting linguistic cultural heritage and for engaging and developing multilingual skills and competences.

Austria is a multilingual country. The official language is German,

However, school lessons also include the languages ​​of autonomous ethnic groups, as well as other languages ​​if possible and necessary. Sign language is also an official language in Austria.[[3]](#footnote-3)

**Engage, explore, explain:**

*How is your experience with multilingualism?*

*What languages do you speak?*

*How is multilingualism supported and regulated in your country?*

**Extend:** Make research and find facts and policy regulations. Discuss with your colleagues, exchange experiences and ´Watch´ how multilingualism is experienced in the public space. Draft together policy recommendations and agreements for promoting multilingualism at school.

Create promotional formats for the national language as a common resource for communication, play “language diplomacy”, collect favorite terms, phrases, letters, … Create project with week-long workshops for deepening your experiences with multilingual experiences and language diplomacy

1. ***What are the Languages of Diplomacy?***

Languages play a crucial role in diplomacy, serving as the primary medium for communication and negotiation between nations. Historically, French was the predominant language of diplomacy from the 17th to the early 20th centuries, due to France's influence in international affairs. However, English has since become the most widely used diplomatic language, especially after World War II, reflecting the geopolitical influence of English-speaking countries.

Other significant languages in diplomacy include Spanish, Arabic, Russian, and Chinese, corresponding to their importance in the United Nations and other international organizations. Translation and interpretation are vital in diplomacy, ensuring accurate communication and fostering mutual understanding among countries with diverse languages and cultures. Professional translators and interpreters are essential for negotiating treaties, conducting diplomatic correspondence, and participating in international conferences. The role of languages and translation in diplomacy underscores the importance of linguistic diversity and the need for effective communication in maintaining global peace and cooperation.

In Austria, the Diplomatic Academy of Vienna emphasizes multilingualism as essential for effective diplomacy, reflecting Austria's commitment to linguistic diversity in international relations (Diplomatic Academy of Vienna, n.d.). Similarly, across Europe and within the European Union, language policies underscore the diplomatic advantage of speaking multiple languages, facilitating communication and negotiation.

In the realm of AI and large language models, such as those developed by OpenAI, there is a growing recognition of their role in promoting linguistic diversity. These models can translate, transcribe, and generate content in languages that may not traditionally enjoy prestigious positions in global discourse. By enhancing accessibility and visibility, AI contributes to the broader recognition and presence of these languages on a global scale, such as in the case of Croatian, Polish, Lithuanian, or languages of indigenous people.

Multilingual competence is increasingly emphasized by international bodies like the European Union and UNESCO. The EU promotes language learning as a means to foster intercultural understanding and effective communication within its member states (European Commission, 2021). UNESCO recognizes multilingualism as crucial for cultural diversity and encourages policies that preserve and promote languages worldwide (UNESCO, 2020).

**References:**

[Diplomatic Academy of Vienna.](https://www.da-vienna.ac.at/en/) (n.d.)

European Commission. (2021). [Language Policy](https://www.da-vienna.ac.at/en/)

[UNESCO](https://www.unesco.org/en/articles/multilingual-education-bet-preserve-indigenous-languages-and-justice) story: *Multilingual education, the bet to preserve indigenous languages and justice***.** The premiere of the film The Woman of Stars and Mountains, about the case of Rita Patiño, took place in Mexico on the International Mother Language Day, with UNESCO.

[**UNESCO:**](https://www.unesco.org/en/articles/multilingual-education-key-quality-and-inclusive-learning)Multilingual Education: A key to quality and inclusive learning;

[UNESCO:](https://unesdoc.unesco.org/ark:/48223/pf0000388791_eng) Message from Ms Audrey Azoulay, Director-General of UNESCO, on the occasion of International Mother Language Day, 21 February 2024

For more information, you can refer to the United Nations website on language use in diplomacy: [UN Languages](https://www.un.org/en/our-work/official-languages) and the International Federation of Translators: FIT Translation in Diplomacy.

**References for further reading and research:**

Webarticle by British Psychology society: *Cognition and perception*

*Thinking in a second language drains the imagination of vividness*

It is fascinating to wonder how these effects might play out in the real world, particularly in international politics. 09 February 2018 By[**Christian Jarrett**](https://www.bps.org.uk/search?term=Christian%20Jarrett)

<https://www.bps.org.uk/research-digest/thinking-second-language-drains-imagination-vividness>

Web article, research by Taylor & Frances online: Coffey, S., & Patel, D. (2023). Sparking the imagination: creative language pedagogies as intersemiotic translation. *The Language Learning Journal*, *51*(5), 564–578. https://doi.org/10.1080/09571736.2023.2239812

<https://www.tandfonline.com/doi/full/10.1080/09571736.2023.2239812>

1. **Examples from practices:**

***Sprachenweb Let´s Brick[[4]](#footnote-4)* .. project series by ACD-Agency for Cultural Diplomacy**

Projects for the European Day of Languages and to the UNESCO initiative for the International Day of Mother Tongue, created and organised by ACD-agency for Cultural Diplomacy president are aimed in promoting linguistic diversity through arts and language plays, supporting multilingual competences and skills in intercultural communication at cross-sectoral and cross-generational scale.

Workshops are held on-site and virtually, and always linked to some relevant event beside of the EDL, such as UNESCO conferences and the UN Global Week to act4SDGs

ERASMUS+projet LeMOON teams have engaged in the Annual celebration of the EDL, by a virtual session, which was a -side of the UN Global Week act4SDGs.

Read more about the session: <https://lemoonproject.org/le_moon-participants-celebrating-the-european-day-of-languages/>

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Visit by EU visitor space Vienna [“Europe Experience”](https://visiting.europarl.europa.eu/en/visitor-offer/other-locations/europa-experience/vienna) with students of the Vienna Institute for Blind BBI, participants in the ERASMUS+ project LeMOON in 2023

Talk session and guide with Language Policy expert Ms. Claudia Deutsch

organised by project partner Tatjana Christelbauer MA/ACD

Ein Bild, das Kleidung, Mann, Person, Collage enthält.

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**Exploring Digital Language Diplomacy: AI, digital media, assistive technologies**

In this workshop, which was piloted with teams in the ERASMUS+ project LeMOON we seek to understand the perspectives of the participants on the ethical implications, challenges, and opportunities surrounding AI technology and its role in assisting individuals in their relational cultures, social media use for connecting, making friends, and more, while providing insights for the ongoing development of AI technologies, encourage exchange of diverse views, challenging experiences and good practices, present innovative ideas for the optimization according to their needs

Content: EU-AI-Act, EU-AI Ethical Guide for teachers,

Survey on experiences with AI-tools, digital media and assistive technologies use

for teachers and students

Example from practice: „Truth, Trust &Hope virtual workshops with BVI students

Background informations and questions for teachers who work with blind students to the topic of AI use, based on following information to EU Ethical guidelines for teachers:

Today, artificial intelligence systems are part of our everyday lives. As they continue to evolve and data use proliferates, it is very important to develop a better understanding of their impact on the world around us, including on education and training. The rapid increase in the use of AI requires that educators and students have a basic understanding of AI and data use to be able to engage positively, critically and ethically with this technology and to exploit its full potential. The ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators are an action of the Digital Education Action Plan 2021-2027, which was adopted on 30 September 2020. To support the development of the guidelines, the Commission launched an expert group on AI and data in education and training. The Group performed its work between 8 July 2021 and 14 June 2022.

The guidelines are accompanied by an executive summary of a final report, which brings together the expert group’s main findings and recommendations. Discover the factsheet and infographic on the guidelines for educators on the use of AI and data in teaching and learning. Source: <https://education.ec.europa.eu/news/ethical-guidelines-on-the-use-of-artificial-intelligence-and-data-in-teaching-and-learning-for-educators>

**Guiding questions for teachers:**

*How do you currently incorporate artificial intelligence technologies into your teaching practices when working with blind students?*

*What strategies do you employ to ensure that blind students have a basic understanding of AI and data use, enabling them to engage positively, critically, and ethically with this technology?*

*In what ways do you promote the exploitation of AI's full potential while adhering to ethical guidelines in your teaching of blind students?*

*Can you share any challenges you have encountered when integrating AI into the education of blind students, and how you have addressed these challenges?*

*How do you stay informed about the latest developments and best practices regarding the ethical use of AI and data in education, particularly as they pertain to teaching blind and visually impaired students?*

**Guiding questions for students**

*How do you use AI tools and assistive technologies in your daily life to manage your tasks?*

*What experiences have you had with social media? How do you interact with them, and what barriers have you encountered?*

*To what extent do you find the current accessibility of AI tools, social media, and assistive technologies satisfactory or insufficient?*

*How do you protect yourself from "fake" websites and information on the internet?*

*What strategies do you use to identify trustworthy sources?*

*What specific criteria are crucial for you as blind teenagers to develop trust in technology and online content? Which features or functions are particularly important for you to feel safe and comfortable?*

**Task:** exchange your responses, create a poster, get inspired by students from Taverny, France, participants in the ERASMUS+ project LeMOON, following the EU- ethical guide for teachers and reflecting on experiences, sharing visions for further developments:

Workshop weblink: <https://www.acdvienna.org/w-%C3%B6-eu/le-moon-erasmus/edl-23/>

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**EDL 2024: *Languages for Peace* workshop with LeMOON project team in Vienna and virtually engaged project partner teams: metaphoric SprachenWeb, Braille art**

Ein Bild, das Text, Screenshot, Grafikdesign, Design enthält.

Automatisch generierte Beschreibung

1. Webpage, Let´s Rain, <https://www.tatjana-christelbauer.com/en/ki%C5%A1a> info Wor(l)ding method: <https://www.tatjana-christelbauer.com/en/worlding> [↑](#footnote-ref-1)
2. Sources, web links for further informations:

   EDL[: https://www.coe.int/de/web/portal/26-september-european-day-of-languages](https://www.tatjana-christelbauer.com/en/sprachenweb" \l "_ftnref2" \t "_blank) [↑](#footnote-ref-2)
3. Source: <https://www.migration.gv.at/de/leben-und-arbeiten-in-oesterreich/oesterreich-stellt-sich-vor/sprachen-kultur-und-religion/> [↑](#footnote-ref-3)
4. Weblink info: <https://www.acdvienna.org/w-%C3%B6-eu/sprachenweb/>

   [↑](#footnote-ref-4)