**Plenary sessions**

**1.The multiplicity of languages as professional competence for the Ministry of Internal Affairs Personnel: the promise and the challenge**

**Dania-Lara Trofil (The Institute of Studies for Public Order, Bucharest, Romania)**

In an interconnected digital XXI century world, the latest psychological, socio-linguistic and linguistic pragmatics studies find collaboration and communication as the skills of the century. From a pedagogical perspective this conclusion requires the training of intercultural communication skills but, also, collaboration skills in our trainees. Reading between the lines becomes, apparently, the skill of the XXI century. Hints, euphemisms, to err intentionally (ironically) makes us look more natural and this is actually real communication. Learning to become natural in a foreign language does not mean to lower the standards, but to be efficient and natural in using the language, as the two important features of communication are efficiency and adequacy.

In a Europe of many Englishes, stating the importance of pragmatics, of the functional and cultural language –that is language viewed as a tool - over grammatical accuracy, the paper gives an insight into the training architecture of the Foreign Languages and International Missions Training Department, consisting of 11 foreign language trainers (English, French, German, Italian, Spanish, Russian) conducting basic, further and specialised trainig programmes which address the MIA personnel’s training needs in the field of foreign languages. The specialised training for candidates who are to be deployed in multinational missions, under UNO, EU, OSCE and NATO represents a distinct domain tackled by FLIMTD. On average, at least two modules of each category of courses are developped yearly according to the beneficiaries’ training needs and Romania’s committments at the MIA level, offering the participants the opportunity to acquire and improve foreign language competence, necessary for their professional performance.

Key words: collaboration skills, intercultural communication skills; multilingualism; cross-border cooperation; EU; language as a tool; CLIL; career; Ministry of Internal Affairs personnel

Dania-Lara Trofil is a police trainer, delivering courses for initial, further and specialized training in English and Italian at the Institute of Studies for Public Order, the Department for Foreign Languages and International Missions Training, coordinating, also, the implementation of EUROPOL CEPOL Common Curricula within the ISPO training architecture. Among the police English courses delivered for ISPO, we mention English for Shengen Training, European Institutions and Agencies from the JHA field and also the specific police Italian language training. Since 2008 she has been a member of the CEPOL Working group on the creation of the CEPOL ICT Police English Learning Tool. In 2007 she has received a Master’s Degree in Unity and Diversity in Learning and Teaching English in European Context. Among publications we mention Fostering Learner Autonomy in Teaching Police English Courses for Continuing Professional Development (2009), English for Law Enforcement Workbook (2009)(coauthor), English for Schengen Training Workbook’(2010) and English for Schengen Cooperation - ‚Schengen Terminology’ (2011), a workbook for the training of police officers within the Multifunctional Centre for Schengen Training in Romania.

**2.Fostering and doing multilingualism: the family and the individual**

**Colm Doyle (Tallinn University, Estonia )**

This talk looks at multilingualism from the viewpoint of the family and the individual. It discusses how multilingualism is fostered from the early years of an individual’s life through parenting and family language policy (FLP), and practiced, in particular by adolescents and young adults. FLP studies investigate the planning and managing of language within a family as well as the language ideologies held by family members, their language practices and experiences. Also of relevance here is the relative ‘success’ of the multilingual parenting, i.e. the linguistic outcomes of the children, and parental discourse of what constitutes ‘success’ in language acquisition.

The talk takes much of its examples from the speaker’s own research work, the focus of which is the FLPs of bi- and multilingual families in Tallinn, and which investigates the language attitudes, linguistic biographies and language practices of parents, adolescents and young adults. The data gathering methods used were a questionnaire, completed by over 300 secondary school students, and 30 semi-structured interviews with 56 individuals from 27 separate families. Literature is of course also drawn upon, in particular with reference to parenting, language acquisition, practice and identity.

Key aspects of the talk include attitudes held by individuals towards personal and societal interplays between Estonian and English and the multilingual consumption and creation of media and entertainment materials by young people, as well as polyglots and the creative pursuit of language construction (conlanging).

Keywords: family language policy, youth, Estonian, English, attitudes, identity

Colm Doyle is a doctoral student in (socio)linguistics at Tallinn University. The focus of his research is multilingual family language policy. His first publication, “To make the root stronger: Language policies and experiences of successful multilingual intermarried families with adolescent children in Tallinn,” appears in the edited volume Successful family language policy: parents, children and educators in interaction (Eds. M. Schwartz and A. Verschik, 2013). His current research work concerns the linguistic biographies of young adult multilinguals (together with Anna Verschik), the construction of language policy in the early years of a family and the multilingual language practices and attitudes of secondary school students.
Non-professionally, Colm is interested in minority, constructed, Celtic and Finno-Saamic languages. He has worked a number of years as a proofreader and English-language teacher. Colm holds an M.Phil. in Applied Linguistics from Trinity College, Dublin, Ireland. He lives in Tallinn with his wife, dog and one-year-old son, to whom he speaks in Irish.

**3.Different dimensions of multiculturalism**

**Ioana Bordeianu (“A.Iancu” Border Police School of Training Agents - Oradea, Romania)**

In the 21st century most of countries are having a mixture of citizens of different religions, cultures, national minorities and races.

As a general rule, the concept of multiculturalism has been defined in two different ways: as a descriptive concept and as a kind of policy for responding to cultural diversity (1).

Within the contemporary political philosophy there are four items to be referred to, as already mentioned: religion, culture, race and linguistic differences.

Societies managed cultural diversity since ancient times, in Greece there were various small regions with different costumes, traditions, dialects and identities.

Religious diversity is a widespread phenomenon in many countries, an important example from this point of view is India where the diversity is quite unique. In India we can see endless varieties of cultural patterns and people have here all the major religions of the world, India being “the epitome of the world” (2).

Linguistic diversity is an important issue to take into account, in the approx. 200 countries around the world there are 6000 spoken languages. Some examples include Quebecois in Canada, Catalans and Basques in Spain (3).

The rich racial diversity of modern humanity owes its existence to geographic separation and the reproductive isolation this separation has created (4).

Group diversity can result also from distinct territory location, for example English and Scots have little to distinguish themselves from each other, other than their geographical location.

Keywords: multiculturalism, dimensions, race diversity, cultural diversity, religious diversity, linguistic diversity, joint learners, peer teaching

Ioana Bordeianu has a PhD in sociology at “Babes Bolyai” University, Cluj Napoca, Romania. She works in the Border Police School of Training Officers – which is a Frontex Partnership Academy being the head of the Foreign Languages and Social Sciences Department. She worked in projects like "English for peacekeeping" between 2001- 2007, in 2003 she was the initiator of the project "Communication techniques. Institutional communication. Public relations strategies. Spokesperson ".organized by BPSTO in cooperation with GIRBP Bucharest, Border Police Directorate Oradea, Faculty of Economics from University of Oradea, DPPPD, Oradea Prefecture, Bihor County School Inspectorate and Teachers House. She participated in the project "Steps towards accession" and also participated in projects like "Frontex CCC teachers 'mobility”, “Frontex CCC students' mobility", "Frontex - CCC IAP", "Frontex European Curricula", "Borderless future" between 20011- 2012 ", “Schengen Land with competences", 2013 etc. From 2007 to 2013 she was part of various European projects as a trainer or translator and her areas of interest are sociology, English language, International Relations, European security and Public relations. She is an international teacher, level IV and she published numerous articles and books. She is also organizing Cambridge exams, courses for children and adults, shows and conferences. She is a trainer, competences evaluator, multiplier and a teacher trainer. She is working with partners from different countries.