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Linguistic and Global Citizenship in Swiss and
Brazilian Language Education



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Theoretical background

The project focuses on **sustainable language education** (UNESCO MGIP, 2017), emphasizing the importance of **global citizenship education** and **linguistic citizenship**. It highlights that concepts of **linguistic and global citizenship** which are not well-known in language education. Additionally, topics such as **language human rights, Indigenous languages, social justice, and civic and moral education** (Akkari & Maleq, 2020, p. 213) receive little attention in the field.

Global citizenship education is described as empowering learners to engage actively in solving global challenges and promoting a more inclusive, peaceful, and sustainable world (UNESCO, 2014). Linguistic citizenship, as explained by Stroud (2018), connects language with **citizenship and participatory democracy**.

By employing the **COIL approach** (Rubin, 2022), the project facilitates intercultural exchange and collaboration between Swiss and Brazilian students and educators. This experience not only enriches participants' educational experiences, but also promotes **awareness of sustainable language education** (UNESCO MGIEP, 2017).



Methodology

RQ1: How do participants define sustainable language education throughout the entire project?

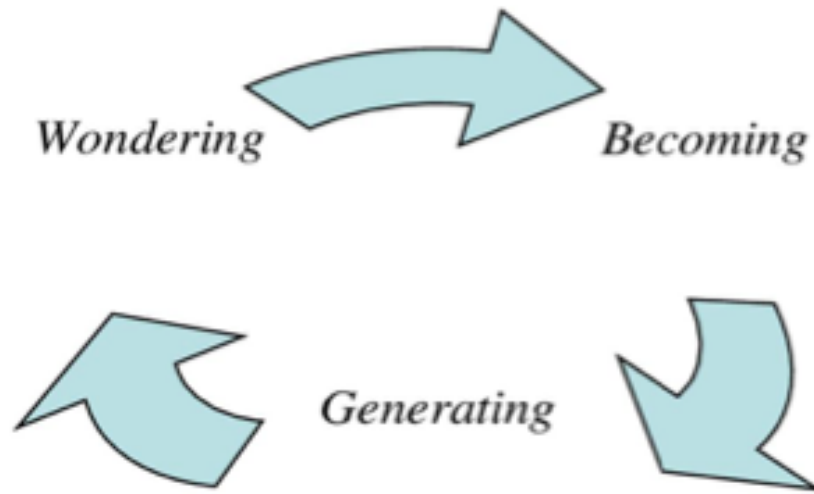
RQ2: What aspects emerge from the interactions promoted during remote meetings in terms of the idea of sustainable language education?

RQ3: How do participants negotiate their positions, and how is the sense of collectivity built throughout the promoted interactions?

RQ4: How do researchers co-construct sustainable language education during the collaboration?

Research methodology

- Qualitative interpretivist research (Santos Filho e Gamboa, 2002)
- Emerging epistemologies (Sommerville, 2007):
 - a) **Wondering** (the realm of exploratory curiosity or imagination);
 - b) **Becoming** (the realm of continuously becoming), and
 - c) **Generating** (the realm of creation or generation)



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COIL

COIL

- March - June 2025**
3 x 5 students = 15 students/ max. 30 students
5 groups with 3 students from each university
- Framework**
Six sessions (4 plenary, 2 individual)
Different perspectives: individual, local, global
 - Research**
Polyethnography
 - Outcomes**
"Undoing genres" - book
Ethnography film
Teaching materials

Research design

COIL – Critically discuss sustainability

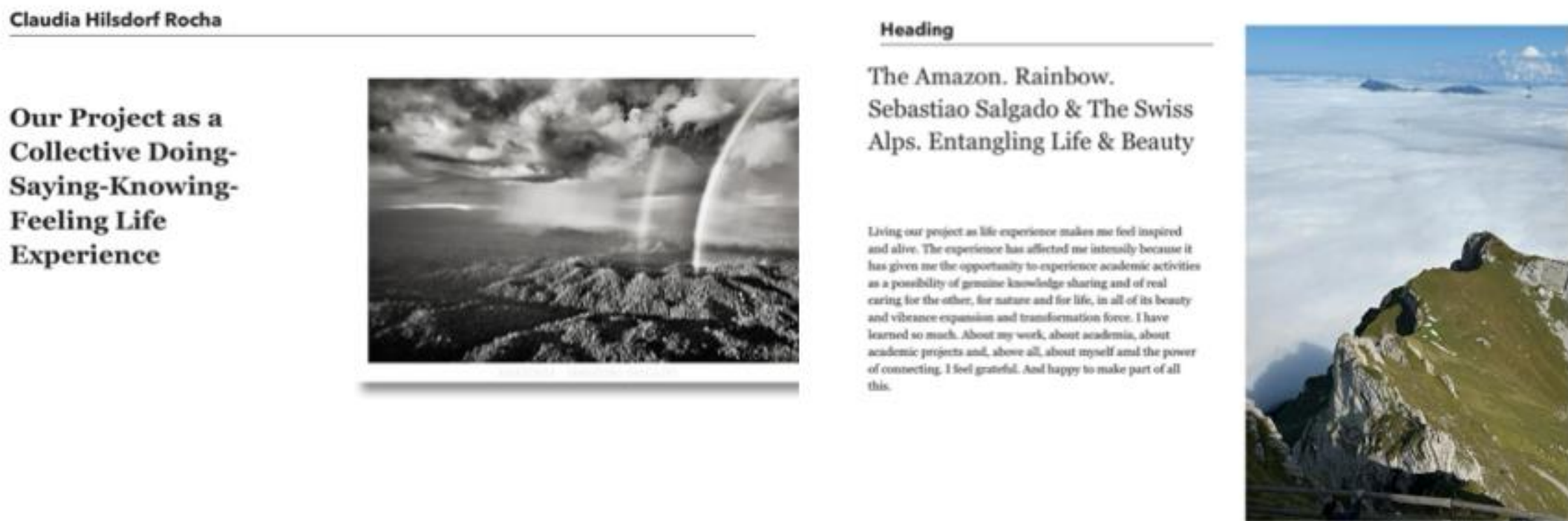


"Duoethnography" is a form of research and writing that more closely resembles how learning takes place in classrooms – through conversations, dialogue, unplanned "a-ha moments" that are all interconnected with affect/emotions and identity negotiation" (Morgan, Martin, Maciel, 2024, p. 45)

Research data

Duo- and Polyethnography

"Doing-Saying-Knowing-Feeling Life Experience"



Multimodal diaries



More about the project:



References
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Lim, L., Stroud, C. & Wee, L. (2018). *The Multilingual Citizen: Towards a Politics of Language for Agency and Change*. Multilingual Matters. <https://doi.org/10.21832/9781733095665>
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