

FISH (French, Italian, SpanishH) - Romance Languages and Cultures - Strategies of Communication and Culture Transfer in Central Europe

Long Program Description

The theme and the activities of the network are unique, because they promote the cultural transfer of European languages which extends beyond the boundaries of Europe. The participating universities already cooperate professionally (for example Erasmus agreements; Francophone section of Institute of Romance Studies of PPKE, Bratislava and Brno are directly linked to the network of doctoral schools of Visegrad countries), and they have a very good personal relationship with each other. However, they were not able to operate as a network before.

Therefore, the CEEPUS programme enables a more efficient and higher level of cooperation. The Coordinator Institution, PPKE, has 14 years of experience in the CEEPUS Programme.

The historical, synchronic analysis and knowledge of Romance languages and their corresponding cultures transmit cultural values which contribute to the strengthening of the European identity. In addition to this, the programme is also a novelty, because it fortifies the Central European identity through interdisciplinary research and education of multilingualism, since the three Romance languages has greatly influenced the cultures of the region. In the age of the dominance of the English language, the relationships between 'smaller' languages raise important questions in the field of theoretical linguistics, culture and education. The aim of this CEEPUS network is to shed light on the direct links between the Mediterranean/Romance and Central European regions. Our West-European partner universities are really interested in curriculums, which deal with this subject.

In the field of linguistics, there are a lot of unmapped areas in the research of the interaction of languages. Translation, as one of the cornerstones of cultural transfer, is based on direct and indirect linguistic relationships (both in theory and practice). Contact between the two regions and cultures created significant values in history. Our countries demonstrate a large number of similar and different traditions and experiences in the field of language teaching, a

process which could be transformed into a common treasure with the help of the CEEPUS network.

During our activities, individual subjects (linguistics, culture, literature and education) are approached through historical, comparative, reception, theoretical and pedagogical methods. The themes of the programme rely on the training programmes of the partner universities. We also use those teaching materials that were developed in the Erasmus Intensive Programmes (PONTI, LEA). The partner universities have also joint degrees (PPKE and ICES in French Studies).

The enlargement of the network is another important step. From the Academic Year 2018/2019 the FISH Network have been enlarged with a new partner, the Romanian Babeş-Bolyai University (BBU). At the latest Coordination Meeting, which was held in August 2018, the partnership unanimously decided on enlarging the network with the University of Novi Sad (UNS). From academic year 2021/2022, the University of Zadar will also join the Network with its Department of French and Francophone Studies. Due to these new enlargements, our geographical coverage would be much better.

In the forthcoming years, the Network aims to involve further Cultural Institutes in Ljubljana and Zagreb as Silent Partners to the Network. The Italian Cultural Institute in Bratislava is already the Silent Partner of our Network, however, we will negotiate with the French and Spanish Institute in Bratislava to convince them to join our Network as Silent Partners.

Summer Schools (regularly) – every time organized by a different university. 2016 – Slovakia, titled ‘Romance Languages in the Context of the European Identity’, 2017 – Budapest, Hungary titled: ‘Literary reception and identity in Romance Languages in Central-Europe’, 2021 (in progress) – Ljubljana, Slovenia, titled ‘Creativity, innovation and methodology: the teaching of Romance languages and cultures’

Also, our Partnership plan to organize further Summer Schools in the near future in Cracow (‘Central-European cultural roots in Roman Literatures’) and Zagreb (‘Languages and identities: Romance Languages without frontiers’), however the exact dates needed to be discussed.

Summer universities (1 week in different partner institutes each year, Master's and PhD students are favoured), structured thematically. Students and teachers would attend intensive courses on pre-selected subjects: e.g. contrastive linguistic and cultural studies, comparative literature and reception theory, Romance languages and cultures in Central Europe, translation and cultural history, extra-European Francophone, Italoophone and Hispanophone cultures in Central Europe. Teachers would give plenary lectures and seminars, students would be evaluated on the basis of their presentations and written reports. Courses would be held in the three Romance languages.

Short Term Excursions (10-20 students and 6 teachers for 5 days during the spring or autumn holidays), organized culturally and thematically (in 2020 in Cracow). The participants could visit educational institutions, research facilities and libraries, learn about the partner's culture in a way determined by the host institution and held proportionally in French, Italian and Spanish. This will be a good occasion for the participants, who are PhD students, to practice, how to present and improve their projects thanks to the feedback and useful tips about the research work from the teachers of partner universities. At the end of the exchange trip, students would write a report in the appropriate language.

Research:

Our common European cultural heritage contains pictorial phrases, single words or idiomatic connections and collocations that morphed into our current expressions in the Romance, Slavic and even Hungarian languages, a process based on cultural contacts and our shared cultural foundations (Ancient Greek and Roman mythologies, fairy tales, literature, the Bible, religion, social and political events, famous people). These expressions can be referred to as 'Pan-Europeanism' and they can be very interesting in terms of education: we plan to carry out a research for students that would lead to a multilingual database of terminologies, also available on the Internet. In addition, we are going to launch a joint research program about the possible strategies for the study of idioms, the difficulties of creating idiom dictionaries, the conveyance of metaphorical meanings, and the questions of cultural background and etymology regarding these Pan-European expressions. The interdisciplinary nature of this sub-project will be further strengthened by a new research in new linguistic methods, and other new (cultural historical, anthropological, sociological, pedagogical and psychological) methods for the methodology of teaching and the field of cultural studies (cultural history). A specific workshop seminar will be set up to study the theory and reception of post-colonial literatures. In the framework of our

educational programs, seminars and summer universities organised by the network, students will be able to learn, apply and gain practical experience on the strategies of the Romance languages for culture transfer in Central Europe, characterised particularly by linguistic and cultural diversity.

Topics:

1. Linguistics (contrastive and textual linguistics, lexicology, lexicography): The network will emphasize the contrastive study of languages within the framework of applied (synchronic) linguistics. One of the aims is the analysis of (written and oral) texts using textual linguistics and pragmatic research. Both methods provide multidisciplinary: they will draw their material from works of literature (prose, poetry, drama) and everyday language (advertising, political speeches, blogs, chansons, newspaper articles, etc.), because these form a communication strategy that facilitates the mutual understanding between cultures.

2. Literature (philology, the history and theory of literature, the history and theory of genres, theatre, related arts, etc.):

a) The Middle Ages is a very important period in the formation of the Central European cultural identity. Within the network, the diachronic and synchronic approaches will be applied in all three Romance languages during the teaching of medieval cultures and literature. Therefore, the teaching of older literary works is inseparable from the study of language history, which, through the understanding of changes in the meaning of foreign words, facilitates a more complete understanding of the Central European regional processes.

b) The Central European reception and history of the modern and contemporary Neo-Latin literatures are the other main strands of our educational programs. We can understand better the process of this reception through the study of the history and theory of genres. Furthermore, we can expand our knowledge of scientific and intellectual history with the help of the reflective critical texts of different historical periods.

3. The meeting of cultures: The old Francophone, Hispanophone and Italian colonial cultures, languages and literatures that acquired equality with the Western cultures in the post-colonial age, vividly demonstrate the meeting of cultures with our globalizing world. Special emphasis is placed on the intermediary role of emigration and immigration, in both space and time. The

study of these cultures and linguistic variations will help us understand the geopolitics of Central European countries from historical and synchronic perspectives.

4. Translation (history, theory): Translation is one of the main channels of cultural and linguistic reception, therefore the history of the translation of Romance language texts, also the spatial and temporal study of reflections relating to translation, are crucial to our knowledge of the standardization of literary languages, the awakening of certain literatures and the independence (interdependence) of cultures. We also aim to highlight the historical and synchronic study of the main strands of the theory of translation, plus, with the aid of specific works of translation, the reception of Central European literature in the Francophone, Hispanophone and Italian speaking territories.

5. Education (the adaptation of language training and cultural diversity into Central Europe): One of the most important components of the project is the education and application of the methods of language teaching. By comparing teaching methods, textbooks and Internet facilities of the Romance languages, we can set up hypotheses capable of accelerating and deepening the learning of languages. Naturally, this process will require the substantial knowledge of a given culture.

