

A University Mainly in Esperanto

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AIS San-Marino



Overview (1)

- A bit of history
- Goals of the AIS
 - Promoting student mobility
 - Comparability of degrees
 - Avoiding discrimination by language
- Use of Esperanto
- Use of other languages

Overview (2)

- Classes and textbooks
- An experiment: „Just-in-time“ Esperanto
- Situation in 2008
- Experience with Esperanto (faculty, students, administration)
- Overall experience
- Perspective in the Internet

A Bit of AIS History

- 1983: SUS 1, conference in San Marino
(SUS = Sanmarinian University Session)
- Objectives:
 - Design the structure of a virtual university
 - Prove that a university using Esperanto is feasible
- 1985: Official formation of AIS San Marino
 - AIS = Akademio Internacia de la Sciencoj
= International Academy of (the) Sciences

Essential Goals

- No barriers for interdisciplinary exchange
- Transnational student mobility
- No linguistic discrimination
 - In academic research
 - In academic teaching

Promoting Student Mobility

- Acknowledgement of studying credits
- Comparability of degrees
- Requiring external credits for exams
- Opening SUS conferences for students

Comparability of degrees

- Four levels (abbreviated Latin titles)
 - „Bac.“ = baccalaureatus (bakalaŭro)
 - „Mag.“ = magister (magistro)
 - „Dr.“ = doctor (doktoro)
 - „Dr. habil.“ = doctor habilitatus
- Objective criteria for each degree

Avoiding Discrimination by Language

- Use of a neutral, easy language.
- Esperanto was chosen for practical reasons.
- Can be changed if an association such as the United Nations adopts another neutral language for international use.
- „I. L.“ or „ILO“ (= Internacia Lingvo, International Language) is used as a placeholder.

Mandatory Use of Esperanto

- In scientific courses during a SUS
- In final exams (graduation)
- In students' theses, in parallel to another language, chosen by the student
- In sessions of the Academic Senate
- In sessions of the General Assembly

Example of a bilingual text

Difino de \mathbb{M}

kaj la „minimumeco“ de \mathbb{M} , kiu diras, ke \mathbb{M} nenie havu pli grandan relativan precizecon ol ε :

$$x \in \mathbb{R}, g_1, g_2 \in \mathbb{M} : \left| \frac{g_1 - g_2}{x} \right| < \varepsilon, \left| \frac{g_2 - x}{x} \right| < \varepsilon, \Rightarrow g_1 = g_2 \quad (E2_1)$$

El (AP) kaj (E2₁) sekvas, ke por du sinkvadj $g < h \in \mathbb{M}$ kun $m := (g+h)/2$:

$$\frac{m - g}{m} = \varepsilon, \quad \frac{h - m}{m} = \varepsilon$$

$$h = g \cdot \frac{1 + \varepsilon}{1 - \varepsilon}$$

Elirante de la nombro $1 \in \mathbb{M}$, oni trovas ĉiujn elementojn de \mathbb{M} .

La postulo (E1) estas kutima ĉe maŝinaj nombroj, ĉar per ĝi la multipliko nature

Definition von \mathbb{M}

und die „Minimalität“ von \mathbb{M} , die besagt, daß \mathbb{M} nirgends höhere relative Genauigkeit als ε besitzt:

Aus (AP) und (E2₁) folgt, daß für zwei aufeinanderfolgende $g < h \in \mathbb{M}$, mit $m := (g+h)/2$ gilt:

Ausgehend von der Zahl $1 \in \mathbb{M}$ findet man alle Elemente von \mathbb{M} .

Forderung (E1) wird für Maschinenzahlen meistens vorausgesetzt, da durch sie die Multiplikation auf natürliche Weise ein neutrales Ele

Use of Other Languages

- In scientific courses outside a SUS, especially by local partner institutions
- In scientific lectures, even during a SUS (no translations)
- In the assembly of the Supporting Sector (possibly with translation)
- In theses, in parallel to Esperanto, also to help authors to achieve greater clarity

Classes and Textbooks

- Faculty should regularly contribute courses:
 - During conferences
 - In „virtual“ form (book, video, E-learning, WWW pages)
- Faculty are encouraged to present their courses in the Web (www.ais-sanmarino.org)
- Lecture notes published in „Acta Sanmarinensia“
- Local partners use textbooks in local language

An Experiment: “Just-in-Time” Esperanto

- Introductory Esperanto courses before a SUS
 - 1 or 2 days, on site
 - Focus on passive understanding
- Successful (as judged by course exams)
- Unsuccessful (as judged by later motivation)

De Facto Situation in 2008

- Over 30 SUS conferences in eight countries
- About 90 other conferences in 19 countries
- Over 300 graduations
 - 133 bachelors
 - 122 masters
 - 48 PhDs (many by nostrification)
- Government support reluctant

Experience with Esperanto: Faculty

- Esperanto-speaking university teachers
 - No communication problems
 - Few cultural issues known
- Other interested university staff
 - Not many
 - Generally good motivation (integrative?)
 - Integrated after a few months

Experience with Esperanto: Students

- Unique specimen for instrumental motivation
 - Very few pronunciation issues
 - Tendency to get by with a small vocabulary
- Hesitation to apply Esperanto outside classes
- Barrier to accept Esperanto as “just another language”?

Experience with Esperanto: Administration

- Accepted as „of course“ in the Senate and the General Assembly
- Other administrative languages (English, French, German, Italian) used in external correspondence only
- Translation of regulations into the other languages lags behind

Overall Experience

- Positive experience with Esperanto as a neutral language.
- So far no language problems with E. in the academic sector.
- So far no socio-linguistic analysis of the AIS.
- (The AIS cannot quit – too many students.)

Perspective: AIS 2.0?

- Extended Internet site under consideration
 - a blog
 - social network for members (community platform)
 - E-publishing of SUS proceedings
 - AISpedia, a reference of AIS knowledge
- Goal: an integrated web 2.0 environment