

International Conference

Call for papers

Paul-Valéry University - Montpellier 3 (France)

7-10 June 2023

Multilingualism/plurilingualism, teaching and learning, complexity and integrity: epistemological, pedagogical and political perspectives

PLURENSA 2023

Since the first definitions of plurilingualism in Galisson and Coste (1976: 69), multilingualism has referred to human beings living in "(...) regions, countries where two or more languages are used simultaneously". Cuq (2003: 195) refines the definition a few years later by stressing that plurilingualism is "the ability of an individual to use several linguistic varieties with good results". Plurilingualism, which is a historical notion in the field of language education (see Moore, D. & Gajo, L. (éds.) (2009) regarding its elaboration and development) is therefore inherent to human beings and is a primary concern for the teaching-learning issues of our world today. However, it appears difficult to have it recognized as a reality and a valuable resource both politically (Gogolin 2021) and pedagogically (Auger 2020, Auger and Le Pichon-Vorstman 2021, Cummins 2021, Van Avermaet et al. 2018), although its early stages already appeared in some works of 16th century humanism (e.g. Jacques Bourgoing and his unfinished dictionary) and the pedagogy of languages and cultures is used in very different contexts (ordinary classes, teaching a subject through a foreign language, Gajo 2009, classes for immigrant pupils, Garcia and Wei 2014) and in different regions of the world.), to describe and formulate concrete proposals for the training of teachers (Galligani and Vlad 2020, Oger, Maravelaki et al. (2022)) and students (Cenoze and Jeorge 2021, Piccardo et al. 2021).

How to account for and take into account this complexity (Morin 1982: 124) "which is neither reduced to science nor to philosophy, but which allows their intercommunication by operating dialogical loops" that characterises teaching-learning situations in which multilingualism is

often silent and thus aim at fostering integrity in Research and actions (Bargadaà, Peixoto 2021) that addresses as closely as possible the issues of teaching and learning in multilingual classrooms, from an epistemological, linguistic, pedagogy and political point of view?

This colloquium, to be held at the Université Paul-Valéry Montpellier 3 (France), a university that has worked on a dozen national and international projects on this subject over the last 20 years, aims to question the treatment of multilingualism in teaching and learning from the point of view of ethics and integrity, both theoretical and practical, considering the complexities of reality (context, variable scales from nano to micro).

7 areas of study are proposed:

In addition to multilingual plenary lectures by internationally renowned researchers, the conference will offer multilingual workshop presentations, symposia, poster sessions, interdisciplinary and multi-category round tables, including national and international institutions, to reflect the complex dimensions and the integrity goal sought.

Axis 1. Epistemology / Theories / History of language / Pedagogy regarding the disciplines

It seems essential and fundamental to propose an epistemological reflection in order to understand the current state of pedagogy in the context of our complex reality and to advocate an Integrity-based approach. A look at the history of one or more disciplines (Prasad, Auger, Le Pichon-Vorstman 2022), allows a better understanding of certain present-day realities. Interventions in this area can be part of language or subject pedagogy.

Axis 2. Bi-plurilingualism, development and learning

Bi-plurilingualism from an acquisitional and/or functional point of view constitutes an essential parameter for the problematic of this conference. In a natural situation (psycholinguistic development) or in an institutional situation (teaching-learning), the aim of the proposals for papers will be to propose studies in this area in order to shed light on the general reflection.

Axis 3. What are the links with related disciplines?

The evolution of pedagogy is closely linked to that of other fields, conducive to its different and renewed approaches. From the psychology of learning to neuroscience it is clear that related fields are involved in the evolution of reflection, validating certain older hypotheses, such as the transfer of skills from one language to another (Cummins 1979). The planned work will focus on the links and relationships between disciplines, which are the basis of complex approaches, and on the possible implications for language teaching. The integrity dimension of this strand lies in the full recognition of the mutual contributions of the disciplines to each other.

Axis 4. Methodologies and practices of the disciplines in the multilingual classroom

Multilingualism is often considered in the context of the teaching of the language of instruction. Papers may therefore refer to these well-identified works. But they may also

consider the multilingual issue in the teaching and learning of various disciplines (scientific, linguistic, literary, artistic, etc.). The papers will deal with research methodologies and practices in the various disciplines in a multilingual situation.

Axis 5. Digital technology and language teaching and learning

The use of digital technology as a component of teaching and learning is no longer fundamentally innovative. The hybridisation of training, the use of digital tools in the classroom or the development and evolution of training via digital learning platforms logically offers food for thought on the actual contributions of training and on the developments that lie ahead in the near future for the teaching/learning of multilingual pupils/students, considering the complexity of contexts while seeking the integrity of approaches.

Axis 6. Training of trainers

Whether it concerns language training or subject pedagogy, what initial and/or in-service training should be offered to teachers to consider the complexity of situations, while seeking equity of access.

Axis 7. Policy dimensions

Addressing the issue of/pupils' multilingualism varies in time and space between national and international policies. In this complex spatio-temporal framework, it is hoped that work with a synchronic and diachronic perspective will shed light on the role of policy in this issue.

This colloquium is aimed at all researchers and actors in the field of teaching and learning (policy-makers, school directors, social workers) who wish to place the issue of multilingualism at the heart of research, professionalization and political action and to participate in a joint reflection on the art of combining conceptualisations and professional experiences.

References

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- Auger N. et Le Pichon-Vorstman E. (2021), *Défis et richesses des classes multilingues. Construire des ponts entre les cultures*. Préface J. Cummins. Coll. Philippe Mériéu, Paris : ESF éditions.
- Bargadaà, M., Peixoto, P., (2021), *L'urgence de l'intégrité académique*, coll. "questions de société", EMS.

- Bourgoing, J. (1583). *De origine vsv et ratione vlgarivm vocvm linguae Gallicae, Italicae, & Hispanicae, libri primi siue A, Centuria vna*. Paris : Steph. Preuosteau.
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- Cuq, J.-P. (2003), *Dictionnaire de didactique du français langue étrangère et seconde*, Paris, CLE International.
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- Morin, E. (1999), *Les sept savoirs nécessaires à l'éducation du futur*, Paris, Seuil.
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- Prasad, G., Auger N., Le Pichon-Vorstman E. (2022). *Multilingualism and Education: Researchers' Pathways and Perspectives*. Cambridge University Press.
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- Piccardo, E., Germain-Rutherford, A., Lawrence G. (2021), *The Routledge Handbook of Plurilingual Language Education*, Routledge.

How to submit a proposal ?

Three types of presentations are proposed: papers, symposia and posters.

Paper proposals will be limited to 2500 characters (excluding bibliography and keywords).

The papers must be unpublished and, therefore, never have been /have never been/the subject of any communication or publication.

- If researchers wish to propose a symposium (duration 90'), it is possible to gather 3 or 4 papers around a common thread. Please see the conditions for submission of papers below and submit a maximum of 3 to 4 papers with different speakers.

Poster session

Format

- A0 format (H: 1.20 m - W: 0.80 m)
- Vertical or horizontal orientation
- Scientific level of the audience: general public with a minimum level of knowledge.
- Language: French, English or Spanish

Posters during the conference

- Bring your poster directly to Montpellier when you arrive at the conference.
- Abstracts accepted for poster presentation will be displayed in a room.
- There will be time for posters during breaks and a dedicated presentation time.
- Posters will be presented by moderators and presenters during parallel sessions.
- Posters should remain on display for the duration of the conference.
- Panels will be assigned to the name of the first author of each contribution.
- Poster hanging materials will be provided.
- The conference organiser cannot be held responsible if your poster is not returned after the conference.

Content

- The title. It should summarise the objective, the means and the conclusion.
- Names of authors (including e-mail addresses) and organisations (with logos) under the title.
- A title is not necessary for the Introduction and Conclusion. Other headings such as Materials and Methods, Results and Discussion should be obvious.
- Introduction/Objectives: (top left) puts the study in context and clearly identifies the objectives.

- Methods and results: Methods should be kept to a minimum. These two parts should constitute 2/3 of the poster. Use a larger font size to capture your main findings and make them easier to read
- Conclusions: (bottom right) include the main conclusions, discussions and perspectives.
- Number the figures to give the reading order, it is not necessary to indicate "Figure" or "Fig."
- Add some bibliographical references to reinforce the scientific position of the project (at the bottom and small).

Timetable

Deadline for submission of proposals: November, 15th, 2022

Responses from the Scientific Committee: January, 30th, 2023

Proposals for papers, symposia and posters should be uploaded :

<https://plurensa-2023.sciencesconf.org>

At the end of the conference, a selection of papers will be published in a book.

Keynote Speakers



Jasone CENOZ
Universidad del Pais Vasco



Jean-Louis CHISS
Université Sorbonne-Nouvelle



Jim CUMMINS
University of Toronto



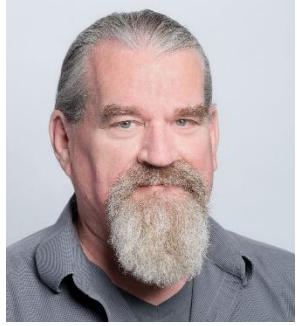
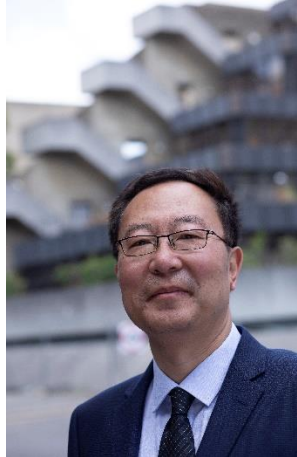
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Ingrid GOGOLIN
Universität Hamburg



Nancy HORNBERGER
University of Pennsylvania

	<p style="text-align: center;"><u>Jeff MACSWAN</u> <u>University of Maryland</u></p>
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