

OCTOBER 16 - 17 - 18 2024

# UNIVERSITY LANGUAGE POLICIES

**INTERNATIONAL SYMPOSIUM**



**NEOLAiA**

TRANSFORMING REGIONS FOR AN INCLUSIVE EUROPE



Co-funded by  
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Organized by the University of Tours and its  
NEOLAiA European University partners

INTERNATIONAL SYMPOSIUM

# WELCOME

One of the aims of the European university alliance NEOLaiA, which promotes a policy of diversity and inclusion, is to draw up a common charter regarding to the multilingual and intercultural language policies of its partner universities, as well as an accreditation certificate for multilingual and intercultural teaching. As part of this mission, carried out by the universities of Jaén and Tours, a symposium on university language policies will be held in Tours in October 2024. The aim is to create a forum for reflection on the internationalization of universities that takes seriously the challenges of linguistic and cultural diversity in a training context, going beyond a purely technical and economic vision of language management in higher education, and in line with the main linguistic and cultural policies already implemented by the European Union and the Council of Europe. The linguistic questions explored in this symposium will thus be considered through the prism of a reflection on their role in the learning/appropriation/teaching of academic disciplines and the development of sciences, and not only for the added value they can represent on the study and job markets in a globalized context.

Ultimately, the collaborative work carried out in this symposium will establish the basis for the development of a joint Charter on the linguistic and intercultural policies of the partner universities.

Aware of the sometimes excessively prescriptive effects that this type of document can produce, it will be important to ensure that these recommendations are formulated in a sufficiently open manner. It will also be necessary to clarify this linguistic policy to ensure that it does not necessarily lead to an implicit Anglicization of higher education. It will also be necessary to harmonize the basic requirements that academic and administrative staff will have to meet to participate in the plurilingual programs set up in each partner university (this is the purpose of the Accreditation Certificate, which will be set up in this European project as a complement to the Charter).

# PROGRAMME



**16**  
Wednesday  
*morning*

*#Conference*

ANGLICIZATION OF HIGHER EDUCATION:  
THE PRESENCE OF ENGLISH AND  
DIVERSITY OF ITS USES



**16**  
Wednesday  
*afternoon*

*#Conference*

PLURILINGUAL AND INTERCULTURAL  
PERSPECTIVES IN HIGHER EDUCATION



**17**  
Thursday  
*morning*

*#Conference*

SHARING IDEAS AND EXPERIENCES FOR  
PLURILINGUAL AND INTERCULTURAL  
INTEGRATION AT UNIVERSITY



**17**  
Thursday  
*afternoon*

*#Conference*

SHARING EXPERIENCES IN OTHER  
EUROPEAN UNIVERSITIES ALLIANCES



**18**  
Friday  
*morning*

*#Workshops*

UNIVERSITY LANGUAGE POLICY  
CHARTER DRAFTING

# SCIENTIFIC ORGANISATION

## **Marc Debono**

University Professor  
Language sciences

UR 4428 - DYNAmiques et enjeux de la DIVersité linguistique et  
culturelle (DYNADIV)  
UFR de Lettres et Langues

## **Véronique Castellotti**

Emeritus Professor

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## **Léa Courtaud**

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# Jonas Ålander

Jonas Ålander (PhD in Musicology) is senior lecturer in education at Örebro University (SE). Jonas teaches in general education and international courses in education. His main research areas include topics of diversity, education and society, where questions of participation and its conditions are central. Jonas also works with internationalization and previously led a project on the internationalization of teacher education, with a pronounced focus on intercultural aspects.

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4. Ålander, J. & Österborg Wiklund, S. (forthcoming) "Interkulturalitet i lärarutbildningens kursplaner". (arbetstitel) Rapporten kommer ingå i Framtidens lärarutbildnings rapportserie.
5. Ålander, J. (forthcoming) "En internationaliserad lärarutbildning? Slutrapport från delprojektet Internationella och interkulturella perspektiv" (arbetstitel) Rapporten kommer ingå i Framtidens lärarutbildnings rapportserie.

# Encarnación Almazán Ruiz

Encarnación Almazán-Ruiz got her PhD in English Linguistics at the University of Granada. She is an assistant professor at the University of Jaén, teaching in both Graduate and Postgraduate programs. Her research interests include Corpus Linguistics, CDA, and implementing innovative teaching approaches in the EFL classroom. Dr Almazán-Ruiz has published several papers analysing political discourse and researching the effectiveness of the Flipped classroom approach for teaching English grammar.

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# Hanane Boutenbat

Hanane Boutenbat has been MCF and Director of the Centre de Langues (CDL) at Université Paris 8 since 2019. She teaches specialised English for psychologists. She is a full member of the UR TransCrit. Her current research focuses on the internationalisation of training and language policy at universities. She initiates and coordinates innovative teaching projects within the CDL in partnership with European partner universities, and is working to set up a forum for discussion and reflection on English and multilingualism.

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# Cédric Brudermann

Cédric Brudermann is senior lecturer (HDR) in English at Sorbonne University's Faculty of Science and Engineering. He is a member of CeLiSo - UR 7332, where he co-pilots the 'didactics' section. His work examines the potential of digital technology to promote language development in English. In turn, this theme has led him to take an interest in related research areas such as teacher training and language policy in an institutional context.

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# Véronique Castellotti

Véronique Castellotti is Emeritus Professor of Language Science and Didactics at the University of Tours, and a member of the "Dynamiques et enjeux de la diversité linguistique et culturelle" research team (EA 4428 DYNADIV). Her research focuses on the history of ideas in language teaching and sociolinguistics, otherness and linguistic and cultural diversity in situations of appropriation, the imaginary world of languages and language learning, comprehension and translation, education in and through plurality, and teacher training.

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Detailed CV and list of publications: <https://www.univ-tours.fr/site-de-l-universite/mme-castellotti-veronique-185224.kjsp>

# Léa Courtaud

Léa Courtaud is a teacher-researcher at the University of Tours in the Sociolinguistics and Didactics of Languages Department and the 4428 Dynadiv Research Unit. Her research focuses on the issues involved in taking account of linguistic and cultural diversity in training situations. She also works on ethical and political issues relating to Francophone dimensions in the field of Francophone universities.

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# Joaquín Cruz Trapero

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# Martine Derivry-Plard

Martine Derivry-Plard is Professor of Anglophone studies and language didactics at the University of Bordeaux. She is deputy director of the multidisciplinary research department ECOr (Evaluation-Behaviour-Organisation) and a member of the FrancophoNéa network. She has taken part in two Erasmus programmes on intercultural telecollaboration (TILA -2013-2015 ; TeCoLa -2016-2019) and co-coordinates the first bilingual English/French ReN-AILA on plurilingualism and the first bilingual English/French Masters in International Education and Training at INSPÉ.

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# Alice Fiorentino

Alice Fiorentino is a lecturer and researcher in intercomprehension at the Université Savoie Mont Blanc. She teaches intercomprehension between Romance languages in the various departments of the University and as part of the UNITA-Universitas Montium Alliance. She is also the UNITA referent for the 'Learning Romance Languages and Intercomprehension' task at the University of Mont Blanc. Her research focuses on language teaching, plurilingualism and intercomprehension.

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# Mariana Fonseca Favre

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# Laurent Gajo

Laurent Gajo is a full professor of French as a foreign language at the University of Geneva. His areas of expertise are multilingualism in education and multilingualism in science. Between 2007 and 2013, he was a member of the Scientific Council of the AUF (Agence universitaire de la Francophonie). Between 2016 and 2020, he also took part in the work of the Languages and Science Group of the European Language Council. He has carried out a number of expert assessments, particularly in Central Europe, Morocco and South-East Asia.

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# Angelica Galante

Angelica Galante is Associate Professor in Language Education and William Dawson Scholar at McGill University. As the Director of the Plurilingual Lab, Dr. Galante conducts studies with her research team in the areas of plurilingual education, language pedagogy, linguistic discrimination and justice, and teacher education. Dr. Galante has received several awards for research excellence, including the 2024 McGill University's President Prize and the 2019 Pat Clifford Award by EdCan Network.

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# Anna Kristina Hultgren

Anna Kristina Hultgren is Professor of Sociolinguistics and Applied Linguistics and UKRI Future Leaders Fellow at The Open University in the United Kingdom. She holds a DPhil in Sociolinguistics (Oxford, 2009), an MA in English and French Language (Copenhagen, 1999) and a Certificate in Public Policy Analysis (London School of Economics and Political Science, 2021). Kristina is Principal Investigator of ELEMENTAL and EMEGEN.

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# Ulrike Krampfl

Ulrike Krampfl is a professor of modern history at the University of Tours and a member of CeTHiS. Her work focuses on the social, cultural and gender history of seventeenth- and eighteenth-century France, with a particular interest in urban history. She has published on popular beliefs, the history of the senses and the media, and the history of work and education. She has devoted her habilitation to the social and gendered history of plurilingualism (*Travailler avec les langues à Paris au XVIIIe siècle*, 2019).

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# Ursula Lanvers

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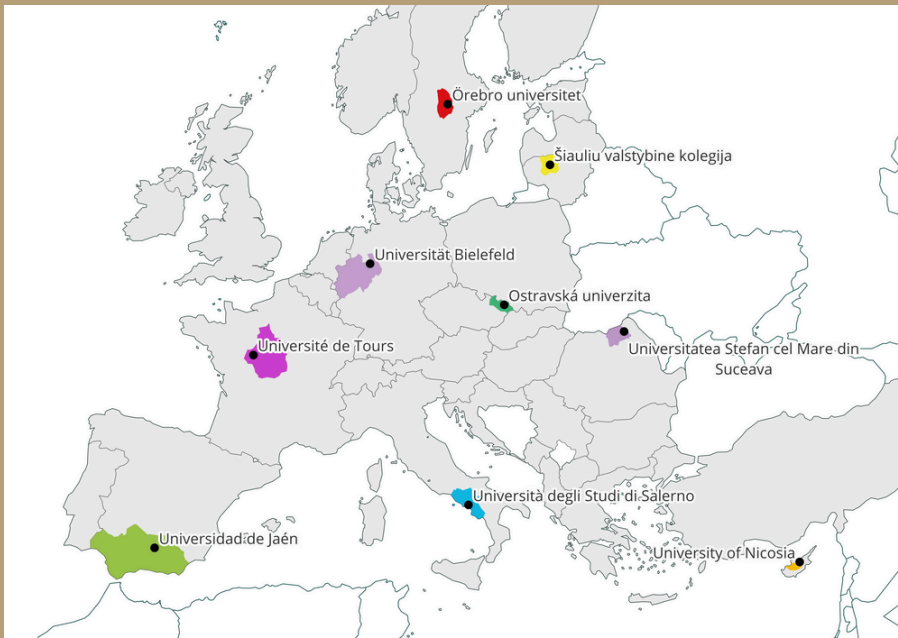
She coedited a volume entitled *Managing plurilingual and intercultural practices in the workplace. The case of multilingual Switzerland* (John Benjamins, 2016). A forthcoming volume with Sílvia Mélo-Pfeifer. *Learning and Teaching Multilingually in Higher Education. (Multilingual Matters, Series SLA).*

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