

OCTOBER 16 - 17 - 18 2024

UNIVERSITY LANGUAGE POLICIES

INTERNATIONAL SYMPOSIUM



NEOLAiA

TRANSFORMING REGIONS FOR AN INCLUSIVE EUROPE



Co-funded by
the European Union



Organized by the University of Tours and its
NEOLAiA European University partners



UNIVERSITÄT
BIELEFELD



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

Département de sociolinguistique et didactique des langues (SODILANG)

UR 4428 - DYNAMiques et enjeux de la DIVERSité linguistique et culturelle (DYNADIV)

UFR de Lettres et Langues

Véronique Castellotti

Emeritus Professor

UR 4428 - DYNAMiques et enjeux de la DIVERSité linguistique et culturelle (DYNADIV)

UFR de Lettres et Langues

Léa Courtaud

Associate Professor

Département de sociolinguistique et didactique des langues (SODILANG)

UR 4428 - DYNAMiques et enjeux de la DIVERSité linguistique et culturelle (DYNADIV)

UFR de Lettres et Langues

SPEAKERS

Jonas Ålander	<i>page 6</i>
Encarnación Almazán Ruiz	<i>page 7</i>
Hanane Boutenbat	<i>page 8</i>
Cédric Brudermann	<i>page 9</i>
Véronique Castellotti	<i>page 10</i>
Léa Courtaud	<i>page 11</i>
Joaquín Cruz Trapero	<i>page 12</i>
Martine Derivry-Plard	<i>page 13</i>
Alice Fiorentino	<i>page 14</i>
Mariana Fonseca Favre	<i>page 15</i>
Laurent Gajo	<i>page 16</i>
Angelica Galante	<i>page 17</i>
Anna Kristina Hultgren	<i>page 18</i>
Ulrike Krampfl	<i>page 19</i>
Ursula Lanvers	<i>page 20</i>
Tony Liddicoat	<i>page 21</i>
Antroulla Papakyriakou	<i>page 22</i>
Eleni Papalexioi	<i>page 23</i>
María Luisa Pérez Cañado	<i>page 24</i>
Rasa Pocevičienė	<i>page 25</i>
Oliver St John	<i>page 26</i>
Sofia Stratilaki	<i>page 27</i>
Freiderikos Valetopoulos	<i>page 28</i>
Avra Xepapadakou	<i>page 29</i>
Patchareerat Yanaprasart	<i>page 30</i>

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.

REFERENCES

1. Ålander, J. (2023). "Performing in Sweden: Immigrant musicians' possibilities and impossibilities of musical participation". *Puls: Journal for Ethnomusicology and Ethnochoreology*, 8, 91-111.
2. Ålander, J. & Volgsten, U. (2021). "Migrants, Swedes and the unchanging practice of music: discursive representations in Swedish newspapers". *Svensk tidskrift för musikforskning*, 103, 21-38.
3. Ålander, J & Sundquist, S. (2022) "Internationell VFU vid lärarutbildningen på Örebro universitet?" rapport om möjligheten att utveckla internationell VFU inom lärarprogrammen. Rapporten ingår i Framtidens lärarutbildnings rapportserie.
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.

REFERENCES

1. Almazán-Ruiz, E. & Orrequia-Barea, A. (2024). "A critical discourse analysis of 2020 US presidential debates." In S. Maci & G. Garofalo (eds.), *Investigating Discourse and Texts. Corpus-Assisted Analytical Perspectives* (191-219). Peter Lang.
2. Luque-Agulló, G. & Almazán-Ruiz, E. (2023). "A checklist proposal for assessing the potential of language teaching Apps." In M. M Suárez & W. M. El-Henawy (Eds.), *Optimizing Online English Language Learning and Teaching* (pp. 357-382). Cham: Springer International Publishing.
3. Almazán-Ruiz, E. (2022). "Flipped and cooperative learning in the teaching of English grammar." In J. R. Guijarro Ojeda & R. Ruiz Cecilia (Eds.), *Research and Innovation in Foreign Language Teaching: A Global Perspective* (pp. 673-696). Tirant Humanidades.
4. Almazán-Ruiz, E. (2021). "The agentive genitive as the most prototypical semantic interpretation in English: a corpus-based study." *Lingüística y Literatura*, 42(79), 112-131. <https://doi.org/10.17533/udea.lyl.n79a06>
5. Almazán-Ruiz, E. & Orrequia-Barea, A. (2020). "The British press' coverage of coronavirus threat: A comparative analysis based on corpus linguistics." *Cankaya University Journal of Humanities and Social Sciences*, 14(1), 1-22. <https://dergipark.org.tr/en/pub/cankujhss/issue/55223/730360>

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.

REFERENCES

1. O'Connell, A.M, Boutenbat, H.(2023) "Les langues de spécialité en France: vers une transdisciplinarité pratique, Specialised languages in French higher education: towards a transdisciplinary practice." *Fachsprache*, 2023, 45 (3-4),pp. 145-64
2. Boutenbat, H. (2020) "De la complexité des émotions et des sens: apprentissage de l'anglais de spécialité pour psychologues", *Les Langues Modernes*, n°2/2020, online July 8, 2020 :
3. <https://www.aplv-languesmodernes.org/spip.php?article8102>
4. Boutenbat, H. (2019). "Feminine Vocation or the Desire to "Be": Toni Morrison's Paradise and Daphne Marlatt's Ana. Historic ", *Revue Résonances, La vocation*, 2 (19), p.77-96
5. Boutenbat, H. (2018). " I can see chinks of light: of a new life. Will there be pain ? ": quête de la vérité absolue dans la poésie de Sylvia Plath », *Textes et contextes* [En ligne], 13.1 | 2018, online November 29, 2018, URL: <https://preo.u-bourgogne.fr/textesetcontextes/index.php?id=1851>

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.

REFERENCES

1. Brudermann, C. (2024). "Entre dynamiques institutionnelles et spécificités sectorielles : cartographier les tensions socioéducatives à l'œuvre dans le domaine Lansad." *Mélanges CRAPEL*, 44(2), 3-30. [[Lien](#)] [[HAL](#)]
2. Aguilar Rio, J. & Brudermann, C. (2024). "Confronter les directives politiques aux pratiques linguistiques à l'œuvre dans le champ de la recherche en SHS en Europe: analyses quantitatives." *Language education and Multilingualism – The Langscape journal*, 6. [[DOI](#)] [[Lien](#)] [[HAL](#)]
3. Brudermann, C. (2023). "Caractériser le sens de l'expression « internationalisation du supérieur » dans le modèle institutionnel des alliances d'universités européennes : analyses quantitatives et qualitatives." *Revue internationale de pédagogie de l'enseignement supérieur*, 39(3). [[DOI](#)] [[Lien](#)] [[HAL](#)]
4. Brudermann, C. (2022). "Entre dynamiques institutionnelles et préoccupations acquisitionnelles : Opérationnaliser des pratiques « responsables » en secteur Lansad. Synthèse pour l'Habilitation à diriger des recherches", Le Cnam. 165 pages.

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.

REFERENCES

1. Castellotti, V. (2017) "Pour une didactique de l'appropriation. Diversité, compréhension, relation", Paris, Didier, 352 p.
2. Castellotti, V., Courtaud, L. & Debono, M. (2023) « Plurilinguisme et interculturalité dans l'enseignement supérieur : aspects institutionnels, appuis théoriques et pistes d'intervention », Language Education and Multilingualism. The Langscape Journal, Vol. 6 « Plurilingualism and Language Policies in Tertiary/Higher Education and Research in Europe and Beyond. », 47-62, DOI : <https://doi.org/10.18452/28033>
3. Castellotti, V. (2010), « Attention ! Un plurilinguisme peut en cacher un autre. Enjeux théoriques et didactiques de la notion de pluralité ». Les Cahiers de l'Acedle Volume 7-2010, 181-207, <http://journals.openedition.org/rdlc/2056>
4. Debono, M. & Castellotti, V. (2022) « La mort de l'altérité ou le déclin de l'illusion interculturelle : une utopie devenue obstacle », dans Delorme, V., Bretegnier, A. et Nicolas, L. «L'interculturel' dans l'enseignement supérieur : conceptions, pratiques, enjeux et perspectives », Paris, Éditions des Archives Contemporaines, <https://eac.ac/articles/4995>
5. Castellotti, V., Lorilleux, J. & Rubio, C. (2021) « Manières d'être traduisant », Bulletin suisse de linguistique appliquée n° 114, 11-29, <https://halshs.archives-ouvertes.fr/halshs-03618390/document>

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.

REFERENCES

1. Castellotti, V., Courtaud, L. & Debono, M. 2024, « Plurilinguisme et interculturalité dans l'enseignement supérieur : aspects institutionnels, appuis théoriques et pistes d'intervention », Language Education and Multilingualism. The Langscape Journal, Vol. 6, <https://edoc.hu-berlin.de/handle/18452/28625>
2. Courtaud, L., 2021, "Une diversité standardisée ? Enjeux de politiques linguistiques et formatives dans l'internationalisation des universités françaises", Thèse de doctorat, Université de Tours.
3. Courtaud L., 2018, « Médiations linguistique et culturelle dans le cadre formatif universitaire : de la traduction à l'appropriation », Revue Recherches en didactique des langues et des cultures – Quelles médiations en didactique des langues et des cultures ? n°15-3. En ligne.

Joaquín Cruz Trapero

Joaquín Cruz Trapero is tenured and Deputy Director at the Center for Higher Studies in Modern Languages of the Universidad de Jaén, Spain, where he is in charge of foreign language teaching and test design and validation since 2011. He holds a PhD in Applied Linguistics, and his research focuses on the development and statistical analysis of rating scales. He is the director of the international postgraduate course Language Test Design and Validation of his university.

REFERENCES

1. Cruz, J (2024) Manual para el diseño de exámenes de lengua, Madrid: Ministerio de Educación y Formación Profesional de España. (in press).
2. Cruz, J (2024) "Assessment literacy through the design of analytic scales", in Taylor, L and Baker, B (Eds) Studies in Language Testing (SiLT). Language Assessment Literacy and Competence Volume 2, Cambridge: Cambridge University Press.
3. Cruz, J et al. (2022) "The role of contextual factors in the implementation of mediation descriptors with higher education language learners", in Council of Europe, The CEFR Companion Volume in Practice: Enriching 21st Century Language Education, Strasbourg: Council of Europe.

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.

REFERENCES

1. Potolia, A., Derivry-Plard, M. (eds) (2023). "Virtual Exchange For Intercultural Language Learning And Teaching: Fostering Communication For The Digital Age", London/New York, Routledge. <https://www.routledge.com/Virtual-Exchange-for-Intercultural-Language-Learning-and-Teaching-Fostering/Potolia-Derivry-Plard/p/book/9780367456610>
2. Liddicoat, T. A., Derivry-Plard, M. (Coord.) (2023). "Intercultural Mediation in Language Learning and Teaching/La Médiation interculturelle dans l'enseignement/apprentissage des langues", Paris, EAC. <https://archivescontemporaines.com/publications/9782813003904>
3. Malet, R., Derivry-Plard, M. (2023). "Cultural, Curricular and Axiological Challenges of Training for the Education Profession in the Era of Globalization". In B. Garnier, T. Balmon (dir.), Cultural, Training and Educational Spaces, A Renewal of relationships with Knowledge, ISTE/WILEY : 189-210.
4. Derivry-Plard, M. (2020). "A Multilingual Paradigm: Bridging Theory and Practice", in S.A. Houghton, J. Bouchard, Native-Speakerism: Its Resilience and Undoing, Singapore, Springer : 157-172.

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.

REFERENCES

- 1.(to be published) Fiorentino, Alice, Laurent, Laure. « L'impact d'une Alliance Européenne sur les pratiques linguistiques de ses étudiants : le cas de l'Université Savoie Mont Blanc », in Alice, Fiorentino, Fabrice, De Poli & Sarah Mantegna (Eds.), Actes du Colloque « IC2023. Bilans et perspectives : vers de nouveaux contextes », Université Savoie Mont Blanc, October 12-13 2023, Presses de l'Université Savoie Mont Blanc.
- 2.(to be published) Fiorentino, Alice, Lesparre, Géraldine & Mantegna, Sarah. "Intercompréhension et langues de spécialité : développer les stratégies d'interproduction dans le cadre d'un Programme BIP", Revue Internationale des Langues Etrangères Appliquées.
- 3.(2022) Celentin, Paola & Fiorentino, Alice. "Plurilingual Lexical approach: contact points and developmental trajectories", MOSAIC, Vol. 13, n. 2, pp. 780-801. ISSN: 1195-7131.

Mariana Fonseca Favre

Mariana Fonseca Favre has a doctorate in French as a foreign language from the University of Geneva, where she teaches and researches at the Institut universitaire de formation pour l'enseignement (IUFE) and for the Academic Horizon programme. Her scientific interests include the role of plurilingualism in the construction of knowledge in the classroom and in MOOCs, areas in which she has several publications to her name.

REFERENCES

1. Racine, I., Fonseca Favre, M., Moulin, D. et Decap, J. (2024). Le volet « Langue et intégration » du programme Horizon académique à l'aune de la « didactique de l'urgence », *Lidil* [En ligne], 69. <https://doi.org/10.4000/lidil.12808>
2. Fonseca Favre, M., Gajo, L., Dall'Aglio, V. et Vaissière, S. (2023). "Pratiques translangagières et (dé)cloisonnement curriculaire : deux études de cas en contraste", *Lidil* [En ligne], 67. <https://doi.org/10.4000/lidil.11559>
3. Gajo, L., Fonseca Favre, M., & Steffen, G. (2021). "Alterner les langues dans les MOOC : Enjeux pour la transmission et la transformation des savoirs." *Médiations et médiatisations*, (7), 37-55. <https://doi.org/10.52358/mm.vi7.223>
4. Fonseca, M. & Gajo, L. (2020). "Le plurilinguisme dans les MOOCs: Profils d'utilisateurs et fonctions du sous-titrage". *Alsic. Apprentissage des Langues et Systèmes d'Information et de Communication* [online], 23(2). <https://doi.org/10.4000/alsic.4816>

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.

REFERENCES

1. Berthoud, A.-C. & Gajo, L. (2020). "The Multilingual Challenge for the Construction and Transmission of Scientific Knowledge." Amsterdam: John Benjamins Publishing Company.
2. Gajo, L. (2018). "Bilingual modes in higher education: Didactic and sociopolitical issues." In Knoerr, H., Weinberg, A. & Buchanan, C.E. (Eds.), *Current Issues in University Immersion* (pp. 1-27). Ottawa: uOttawa, Groupe de recherche en immersion au niveau universitaire.
3. Gajo, L., Fonseca Favre, M. & Steffen, G. (2021). "Alterner les langues dans les MOOC : Enjeux pour la transmission et la transformation des savoirs." *Médiations & médiatisations (Revue internationale sur le numérique en éducation et communication)* 7, DOI : <https://doi.org/10.52358/mm.vi7.223>.
4. Gajo, L., Steffen, G. & Yanaprasart, Y. (2021). "Between internationalising science and multilingualising knowledge. The case of research evaluation." *European Journal of Language Policy* 13/1, 75-101.

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.

REFERENCES

1. Galante, A. (2022). "Affordances of plurilingual instruction in higher education: A mixed methods study with a quasi experiment in an English language program." *Applied Linguistics*, 43(2), 316-339.
2. <https://doi.org/10.1093/applin/amab044>
3. Galante, A., Okubo, K., Cole, C., Abd Elkaber, N., Carozza, N., Wilkinson, C., Wotton, C., & Vasic, J. (2019). "Plurilingualism in higher education: A collaborative initiative for the implementation of plurilingual tasks in an English for Academic Purposes program at a Canadian university". *TESL Canada Journal*, 36(1), 121-133. doi: [10.18806/tesl.v36i1.1305](https://doi.org/10.18806/tesl.v36i1.1305)
4. Galante, A., & dela Cruz, J. W. N. (2024). "The fall of bilingualism: Teacher candidates' voices on the implementation of critical plurilingualism in English language teaching." *International Multilingual Research Journal*, 1-20. <https://doi.org/10.1080/19313152.2024.2326366>

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.

REFERENCES

1. Thomas, N., A. K. Hultgren, B. Zuaro, D. Yuksel, P. Wingrove, M. Nao and D. Beach. 2024. "Process Tracing for Applied Linguistics. *Research Methods in Applied Linguistics*", 3(2), <https://doi.org/10.1016/j.rmal.2024.100118>
2. Hultgren, A. K., M. Nao, P. Wingrove, D. Yuksel and B. Zuaro. 2023. "New insights into the trend towards English as a medium of instruction in European higher education through transdisciplinary participation." In N. Hynninen, I. Herneaho, E. Sippola, J. Isosävi & M. Yang (eds.) *AFinLa Yearbook 2023* (80): 318–331. <https://doi.org/10.30661/afinlavk.127850>
3. Nao, M., P. Wingrove, D. Yuksel, B. Zuaro, A. K. Hultgren. 2023. "University autonomy and the increasing shift to English in academic programmes at European universities: In dialogue with Liviu Matei". *Sociolinguistica* 37(2): 1-12. <https://doi.org/10.1515/soci-2023-0012>
4. Hultgren, A. K. and R. Wilkinson. 2022. "New understandings of the rise of English as a medium of instruction in higher education: the role of key performance indicators and institutional profiling." *International Journal of the Sociology of Language* 2022 (277): 47–59. <https://doi.org/10.1515/ijsl-2021-0082>

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).

REFERENCES

1. Codir., mit Sprachen, dossier thématique de L'Homme. Europäische Zeitschrift für feministische Geschichtswissenschaft/European Journal of Feminist History, 26, 1, 2015 (avec Xenia von Tippelskirch).
- 2.« Education et commerce à Paris à la fin de l'Ancien Régime : l'offre d'enseignements de langues modernes », *Histoire de l'éducation*, 140-141, 2014, p. 135-156.
- 3.« La presse d'annonces parisienne à la fin de l'Ancien Régime. Modes de communication et effets sociaux d'un nouveau média », *Histoire, économie & société*, 39, 3, 2020, p. 10-26.
- 4.« Accent, prononciation, façons de parler. Normalisation éducative et différenciation sociale et genrée des langues en France au XVIIIe siècle », in Jean-Luc Le Cam et Erwan Le Pipec (dir.), *L'école et les langues dans les espaces en situation de partage linguistique. Approche historique*, actes du colloque de Quimper (2016), Rennes, PUR, 2024, p. 127-139.
- 5.« Arbeitsmobilität, Sprachen und Geschlecht im 18. Jahrhundert », in Mark Häberlein et Andreas Flurschütz da Cruz (dir.), *Die Sprachen der Frühen Neuzeit*, actes du colloque des historien-nes modernistes d'Allemagne (2022), Cologne, Böhlau, 2024, p. 537-549.
- 6.(à paraître) « Gender in language learning and teaching in eighteenth-century Paris: a socio-historical view », in Giovanni Iamartino et al. (dir.), *Women in the History of Language Learning and Teaching (HoLLT)*, Amsterdam, Amsterdam UP, 2024.

Ursula Lanvers

Ursula Lanvers is Professor at the University of York. She worked at the Open University, University of Durham, and University of Exeter and obtained her PhD in 2000. She has published extensively on language learner motivation, language policy and the impact of Global English on language learning, with a strong focus on linguistic equality in language education. She has edited a Special Edition (*European Journal of Language Education*) on the Englishization of education in Europe.

REFERENCES

1. Williams, M., Burden, R., & Lanvers, U. (2002). "French is the language of love and stuff: Student perceptions of issues related to motivation in learning a foreign language". *British educational research journal*, 28(4), 503-528.
2. Lanvers, U. (2017). "Language learning motivation, Global English and study modes: a comparative study." *The Language Learning Journal*, 45(2), 220-244.
3. Lanvers, U. (2017). "Contradictory others and the habitus of languages: Surveying the L2 motivation landscape in the United Kingdom." *The Modern Language Journal*, 101(3), 517-532.
4. Lanvers, U., & Hultgren, A. K. (2018). "The Englishization of European education: foreword." *European Journal of Language Policy*, 10(1), 1-11.
5. Lanvers, U. (2018). "Public debates of the Englishization of education in Germany: A critical discourse analysis." *European Journal of Language Policy*, 10(1), 39-76.

Anthony J. Liddicoat

Anthony J. Liddicoat is Professor in the Department of Applied Linguistics at the University of Warwick and Adjunct Professor in Justice and Society at the University of South Australia. His research interests include language and intercultural issues in education, discourse analysis, and language policy and planning. He is a Fellow of the UK Academy of Social Sciences, the Executive Editor of *Current Issues in Language Planning* and Co-editor of the book series *Language and Intercultural Communication in Education (Multilingual Matters)*.

REFERENCES

1. Liddicoat, A. J. (ed) (2018) "Language policy and planning in universities: Teaching, research and administration." New York: Routledge.
2. Liddicoat, A. J. (2022) "Language planning for diversity in foreign language education", *Current Issues in Language Planning*, DOI: 10.1080/14664208.2022.2088968
3. Liddicoat, A. J. (2023). "Language policy and planning as a discursive accomplishment". In R. J. Tierney, F. Rizvi, & K. Erkican (Eds.), *International Encyclopedia of Education (4th Ed.)* (pp. 123-129). Oxford: Elsevier. DOI: 10.1016/B978-0-12-818630-5.07107-4
4. Liddicoat, A. J., M. Derivry-Plard, et al. (eds) (2023) "Médiation interculturelle en didactiques des langues et des cultures/Intercultural mediation in the teaching and learning of languages and cultures." Paris: Editions des archives contemporaines. <https://doi.org/10.17184/eac.9782813003904>
5. Liddicoat, A. J. & M. Derivry-Plard (2024) "Research practice as multilingual habitus". B. Goodman & B. D. Seilstad (eds.) *Learning to do research multilingually*. Bristol, UK: Multilingual Matters.

Antroulla Papakyriakou

Antroulla Papakyriakou is a linguist at the University of Nicosia and also the founding director of the language centre of the same university. She holds a BA/MA in German Language and Literature (combined degree) and a PhD in General Linguistics from the Humboldt University. She participated in the following European projects: European Curricula in New Technologies and Language Teaching, Language Network for Quality Assurance, Advancing Effective Institutional Models Towards Cohesive Teaching, Learning, Research and Writing Development. In the past, Dr Papakyriakou was a lecturer at the Department of English and General Linguistics of Technische Universität Berlin and she also worked at the Centre for General Linguistics, Typology and Universals (Berlin). Her research interests include CLIL, the use of technology in language teaching and multilingualism in the context of migration. She is a founding member of the Cyprus Linguistics Society (2002) and former President (2018-2020). She has been serving as the academic advisor to the Cyprus Organisation for the Promotion of Literacies (2018 – present).

REFERENCES

1. Papakyriakou, A., Kamba – Maltezopoulou, I., Beys, M., and Leventi, P. (2024, forthcoming). "The formal and non-formal Education of Migrants and Refugees for social Integration in Cyprus." In: Proceedings of the 5th international conference Literacy and Contemporary Society: Creativity, Equity, Social Action.
2. Mala Z., Papakyriakou, A., Spaneas S., Kochliou D., Varnava A., Pafiti M., and Petrides Ch. (2019). "Migrants in Cyprus: Identities and Literacies." In : Proceedings of the 3rd International Conference Literacy and Contemporary Society: Identities, Texts, Institutions. pp. 417-442
3. Papakyriakou A., Ktoridou D. (2014). "Students' Perceptions of Language Courses Offered Fully Online or through Blended Learning." In: International Conference on Information Communication Technologies in Education /ICICTE 2014 Proceedings. pp. 166-174
4. Ktoridou D., Papakyriakou A., and Eteokleous N. (2014). "Face-to-Face vs. Online Learning: Factors Influencing Success." In: International Conference on Information Communication Technologies in Education/ ICICTE 2014 Proceedings. p. 65- 72
5. Papakyriakou A. (2008). "Content and Language Integrated Learning in the Context of Promoting Plurilingualism." In: Eeva Rauto and I. Saarikoski (eds.) Foreign Language Medium Studies in Tertiary Education: A Tool for Enhancing Language Learning, Vaasa, Tutkimuksia 1/2008. pp. p. 67-76

Eleni Papalexiou

Eleni Papalexiou is associate professor at the Department of Theatre Studies, University of the Peloponnese, specialized in Theatre Genetics, Performance Analysis, as well as Digital Humanities and Arts. She holds a Ph.D. from Université Sorbonne-Paris IV. She has worked intensively on cultural documentation and the digital visualization of the performing arts and she has led seven research projects with focus on the above-mentioned field. She has published widely on contemporary theatre and performance analysis and has given numerous papers and invited lectures in international conferences.

REFERENCES

1. Papalexiou, E. (ed. 2022), "Creative Archives as Living Landscapes of Memory in the Digital Era", Athens: Fagottobooks (in Greek) [ISBN: 978-960-6685-92-7].<https://www.sakkoulas-online.gr/reader/833a2d1bfd8090c7fb99/>
2. Papalexiou, E. (2020). "Towards a Model of Digital Narration of the Creative Process of Performance", *European Journal of Theatre and Performance*, issue 2, 2020, 376-423.
3. Papalexiou, E. (2018). "Romeo Castellucci or the Visionary of the non-Visual", *The Great European Stage Directors: Bausch, Castellucci, Fabre, Luk Van den Dries & Timmy de Laet* (eds), vol. 8, London: Bloomsbury Methuen, 87-117 & 204-212.

María Luisa Pérez Cañado

María Luisa Pérez Cañado is Full Professor at the Department of English Philology of the University of Jaén, Spain. She is the coordinator of an intercollegiate MA degree on bilingual education and has been or is Principal Investigator of 15 research projects on CLIL. She has been granted the Ben Massey Award for the quality of her scholarly contributions in higher education and four awards for pedagogical innovation. She is also included in the Top 2% of the world's most cited scientists according to the Ranking of World Scientists drawn up by Stanford University (2021, 2022, and 2023).

REFERENCES

1. Dearden, J. (2015). "English as a Medium of Instruction: A Growing Global Phenomenon". London: British Council.
2. Macaro, E., Curle, S., Pun, J., Jiangshan, A. and Dearden, J. (2018). "A systematic review of English medium instruction in higher education". *Language Teaching*, 51(1): 36-76.
3. O'Dowd, R. (2018). "The training and accreditation of teachers for English medium instruction: An overview of practice in European universities." *International Journal of Bilingual Education and Bilingualism*, 21(5): 553-563.
4. Pérez Cañado, M. L. 2020. "Addressing the research gap in teacher training for EMI: An evidence-based teacher education proposal in monolingual contexts". *Journal of English for Academic Purposes*, 48: 1-22.
5. Pérez Cañado, M. L. 2021. "CLIL-ising EMI: An Analysis of Student and Teacher Training Needs in Monolingual Contexts". In C. Hemmi & D. L. Banegas (eds.), *International Perspectives on CLIL*, pp. 171-191. Cham: Palgrave Macmillan.

Rasa Pocevičienė

Rasa Pocevičienė is an associate professor of Management and Communication department and the Head of Studies and Science Coordination Unit at Šiaulių valstybinė kolegija. She holds a Ph.D. in social sciences (education sciences). Rasa Pocevičienė has more than 30 years of working experience in higher education (as a teacher (an academic), researcher, and manager). She also is one of the creators of the Self-directed Learning System for general education schools, an expert of Electronic Platform for Adult Learning in Europe (EPALE) for the Siauliai region, an expert of the Lithuanian Study Quality Assessment Centre, member of the scientific committees of scientific journals. She is the author of more than 80 scientific articles in international and national journals in areas of self-directed, self-regulated learning, intercultural communication, diversity and inclusion, entrepreneurship and leadership, communication in higher education, creating and implementing innovations as well as learning innovations, distance learning, problem-solving management, relations between freedom and responsibility in the education, gender equality. Dissemination of these ideas is also carried out by creating and executing original courses and leading seminars, training, working in national and European projects, consulting and implementing innovations in practice, also working with student's in-home university as well as in other European universities.

REFERENCES

1. Pocevičienė, R. (2023). Interactive Multicultural Communication for Overcoming Cultural Preconceived Notions, Prejudices and Stereotypes. ICERI2023 16th International Conference of Education, Research and Innovation (p.481-502). doi: 10.21125/iceri.2023.0354.
2. Buelvas-Baldiris, T., Rubira-García, R., & Pocevičienė, R. (2023): Social Representations on Lithuanian Women Leaders in the STEAM Fields: A Critical Discourse Analysis. *Information & Media*, 97, 69-83. <https://doi.org/10.15388/Im.2023.97.60>. ISSN: 2783-6207, Vilnius University, Vilnius, Lithuania. Scopus Q3, Scimago Q3.
3. Buelvas-Baldiris, T., Rubira-García, R., & Pocevičienė, R. (2023): European projects on women in STEAM sectors: assessing gender gap in science. Editorial Dykinson, ISBN pending, SPI Spanish Editorials Q1.
4. Pocevičienė, R.; Daugirdas, D. (2023). Electronic platform of students' social competencies development as a learning management system. In book: *Perspectives and Trends in Education and Technology. Icedt 2023: Perspectives and Trends in Education and Technology*, vol. 366. DOI: 10.1007/978-981-99-5414-8_41 Scopus DB
5. Pocevičienė R. (2021). Self-directed Learning Competencies – a key to Success in Online Learning: A Lithuanian Case study. // Sengupta, E. and Blessinger, P. (Ed.) *New Student Literacies amid COVID-19: International Case Studies (Innovations in Higher Education Teaching and Learning, Vol. 41)*, Emerald Publishing Limited, Bingley, pp. 135-152. <https://doi.org/10.1108/S2055-364120210000041017>

Oliver St John

Oliver St John (PhD) is senior lecturer, teacher educator and researcher at Örebro University, Sweden. He has taught and initiated research in second language acquisition and pedagogy with an orientation to the use of the students' mother tongues as an asset for learning additional language. His current research focuses on parent – school relations and the various collaborative strategies schools develop to build trust with parents and to include them in the schooling of their children.

REFERENCES

1. St John, O. (2023). "Social Inclusion Through Multilingual Assistants in Additional Language Learning. *Social Inclusion*", 11(4), 145-155. <https://doi.org/10.17645/si.v11i4.7337>
2. St John, O. (2021). "Doing Multilingual Language Assistance in Swedish for Immigrants Classrooms." In P. Juvonen & M. Källkvist (Eds.), *Pedagogical Translanguaging. Theoretical and Empirical Perspectives* (Ch. 11). Bristol: Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?K=9781788927369>.
3. St John, O. & Liubinienė, V. (2021). "This is not my world". Essential support strategies for newly arrived adult immigrants. *Sustainable Multilingualism*, May issue, 85-110. <http://uki.vdu.lt/sm/index.php/sm/index>

Sofia Stratilaki

Sofia Stratilaki-Klein is Maître de Conférences at the University of Sorbonne Nouvelle and Associate Professor at the University of Luxembourg. She is a specialist of discourse analysis and applied linguistics in Multilingual Studies. Her research interests include sociolinguistic issues in multilingual societies. She taught second language acquisition at the universities Frankfurt and Hambourg (Germany). She conducted (PI) the European Project Plurilinguisme et Inclusion scolaire, 2017-2020.

REFERENCES

1. Stratilaki-Klein, S. (2012). "Plurilingualism, linguistic representations and multiple identities: Crossing the frontiers." In: International Journal of Multilingualism. 9. 189-201. 10.1080/14790718.2011.644559.
2. Stratilaki-Klein, S. (2014): "Discourse, representation and language practices: Negotiating plurilingual identities and spaces." In: Grommes, P. & Hu, A. (eds.). Plurilingual Education. Policies, practices, language development. John Benjamins Publishing Company, pp. 139-160.
3. Stratilaki-Klein, S. & Nicolas, C. (2020): "Plurilinguisme et Inclusion scolaire". Rapport scientifique. <http://www.adeb-asso.org/plurilinguisme-et-inclusion-scolaire/>
4. Stratilaki-Klein, S. (2022): "The out-of-sight of "native speaker": A critical journey through models of social representations of plurilingual identities." In: Slavkov, N., Melo-Pfeifer, S. & Kerschhofer-Puhalo, N. (eds.). The Changing Face of the „Native Speaker“. Perspectives from Multilingualism and Globalization, De Gruyter, Mouton, pp. 179-208.
5. Stratilaki-Klein, S. (2023): "Dominant Language Constellations in Luxembourg: Clusters of Identities and Networks of Representations of Plurilingualism." In: Aronin, L. & Melo-Pfeifer, S. (eds.). Language Awareness and Identity, Springer, pp. 87-106.

Freiderikos Valetopoulos

Freiderikos Valetopoulos is currently a professor at the University of Poitiers, in the Department of Language Sciences, and a member of the FoReLLIS research team (UR 15076) and the MSHS (UAR 3565 CNRS). His research focuses on the contrastive syntactic and semantic analysis of predicates, the expression of emotions in L1 and L2, and the appropriation of French as a foreign language using learner corpora. He is also the local coordinator of the EC2U Alliance's WP5 'Quality Education'.

REFERENCES

1. Chauvaud Frédéric, Defiolle Rodolphe et Valetopoulos Freiderikos (éds), 2021, "La Palette des émotions : Comprendre les affects en Sciences humaines", préfacé par Georges Vigarello, Presses Universitaires de Rennes.
2. Herreros Marcilla María, Carson Lorna, Valetopoulos Freiderikos, von Stutterheim Christiane, Viale Matteo, Martins Cristina, 2022, "Guide for the linguistic inclusion of migrants", Ediciones Universidad Salamanca.
3. Kakoyianni-Doa Fryni, Monville-Burston Monique, Papadima-Sophocleous Salomi et Valetopoulos Freiderikos (dir.), 2020, *Langues Moins Diffusées et Moins Enseignées (MoDiMEs)/Less Widely Used and Less Taught languages* *Langues enseignées, langues des apprenants/Language learners' L1s and languages taught as L2s*, Peter Lang.
4. Lampou Effrosyni et Valetopoulos Freiderikos, 2023, "Exprimer son amour et sa haine : une étude à travers les langues", Peter Lang.
5. Valetopoulos Freiderikos, Popa Nicoleta Laura and Hernández Rebeca (éds), to be published, "Linguistic and intercultural landscapes in the European Higher Education", Peter Lang.

Avra Xepapadakou

Avra Xepapadakou is a researcher of performing arts (specialized in opera and music theatre) and associate professor at the University of Nicosia. She has widely published and has given numerous lectures on topics related to her research interests.

She has conducted research as a grantee visiting scholar at CSU-Sacramento (2015). In 2016 she was awarded a research grant as part of the Balzan Prize in Musicology. Within this framework, she has conducted research at the University of Oxford (2016), and at the Musikwissenschaftliches Institut, Universität Zürich (2017).

REFERENCES

1. Xepapadakou, Avra (2022). "Towards the Institutionalization of Musical Life in Nineteenth-Century Greece and Southeastern Europe: The First Steps of the Formation of New Creative and Cultural Industries", in *Institutionalization in Music History*, Saijaleena Rantanen & Derek B. Scott (eds), Helsinki: DocMus Research Publications, 15-36.
2. Xepapadakou, Avra (2019). "Operetta in Greece", in: *The Cambridge Companion to Operetta*, Anastasia Belina & Derek B. Scott (eds), Cambridge: Cambridge University Press, 167-186.
3. <https://www.sakkoulas-online.gr/reader/833a2d1bfd8090c7fb99/>
4. Xepapadakou, Avra & Alexandros Charkiolakis (2017). "Interspersed with musical entertainment: Music in Greek Salons of the Nineteenth Century", Athens: Hellenic Music Centre.
5. <https://www.sakkoulas-online.gr/reader/7e258bdb4efc16c431d7/>

Patchareerat Yanaprasart

Patchareerat Yanaprasart, Ph.D. in Applied Linguistics, is a senior lecturer and scientific collaborator at the University of Geneva. She also provides courses at the HES-SO University of Applied Sciences and Arts of Western Switzerland and coordinates “Competence Pole” ESPACE (COSM), Neuchâtel Switzerland. Her research interests cover language learning and teaching, linguistic integration and migration, language diversity and cross-cultural management, intercultural communication and multilingual leadership.

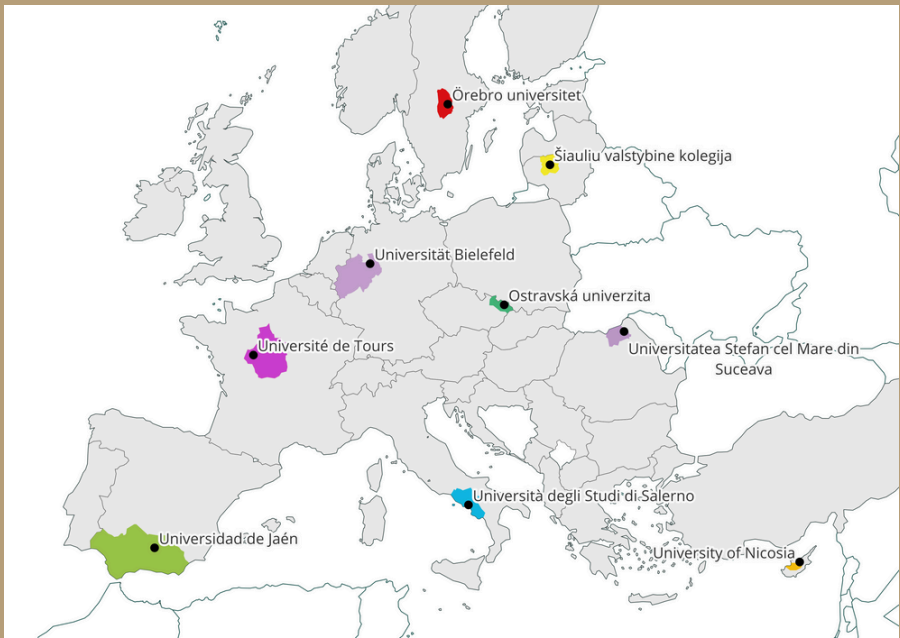
She coedited a volume entitled *Managing plurilingual and intercultural practices in the workplace. The case of multilingual Switzerland* (John Benjamins, 2016). A forthcoming volume with Sílvia Mélo-Pfeifer. *Learning and Teaching Multilingually in Higher Education. (Multilingual Matters, Series SLA).*

REFERENCES

1. Gajo, L., Steffen, G. & Yanaprasart, P. (2021). “Between Internationalizing Science and Multilingualizing Knowledge: The Case of Research Evaluation.” *Revue européenne de politique linguistique/European Journal of Language Policy*, 13(1) : 75-101. DOI :10.3828/ejlp.2021.6
2. Yanaprasart, P. (2020). “Language of knowledge and knowledge of language. Towards plurilingual sciences?”, *European Journal of Higher Education*, 10:3, 257-275, DOI: 10.1080/21568235.2020.1777450
3. Yanaprasart, P. (2019). “Défis de la diversité des langues dans la gestion des disciplines et des cultures académiques.” In Bolat, A. & N. Noriyuki & R. Jourdan-Ôtsuka (coor.), *De la diversité culturelle à l'interculturel dans l'enseignement des langues - de la classe de langues à l'espace interculturel*, 51-70. Editions Lambert-Lucas.
4. Yanaprasart, P. & Lüdi, G. (2018). “Diversity and Multilingual Challenges in Academic Settings.” *International Journal of Bilingual Education and Bilingualism*, Routledge, Taylor & Francis Group. Volume 21, 2018. Issue 7: Multilingual Interaction: Dynamics and Achievements. <http://dx.doi.org/10.1080/13670050.2017.1308311>
5. Yanaprasart, P. & Mélo-Pfeifer, S. (2021). “Students’ perceptions of plurilingual nonnative teachers in higher education: An added or a muddled value?” Chapter 9. In Jorge Pinto & Nélia Alexandre (eds.), *Multilingualism and third language acquisition: Learning and teaching trends*, 185-206. Berlin: Language Science Press. DOI: 10.5281/zenodo.4449784
6. Yanaprasart, P. & Mélo-Pfeifer, S. (2019). “Students’ Perceptions of Authenticity of Plurilingual Non-native Teachers in Multilingual Higher Education settings: an exploratory and comparative case study of Geneva and Hamburg”. *European Journal of Higher Education*, 9(3) 2019, 327-342. DOI: 10.1080/21568235.2019.1597749

NEOLAIA

TRANSFORMING REGIONS FOR AN INCLUSIVE EUROPE



PRACTICAL INFORMATION



MAME

Cité de la Création & de l'Innovation
49 boulevard Preuilly
37000 Tours, France



BY BUS:

From Tours train station
Mame bus stop: lines 3, 4, 15, C1, 34



BY TAXI:

+33 2 47 20 30 40



BY PLANE:

From Tours airport-
25 minutes by taxi



**ACCESS FOR DISABLED
PERSONS**