

CALL FOR PAPERS

6th EDiLiC Conference - Győr - Hungary - 7, 8 and 9 July 2016

Towards an inclusive, ethical and plurilingual language education

Deadline: February 15, 2016

Preliminaries

The conference in Le Mans (2006) considered the role of *awakening to languages* in supporting the development of plurilingualism. The conference in Barcelona (2008) considered this approach as an integrative curricular one which aimed to develop plurilingual and pluricultural competences. In Lausanne (2010), the general theme was the training of teachers and classroom practice for all pluralistic approaches (*integrated language didactics, inter-comprehension between related languages and intercultural approaches* that put language at the heart of their concerns). The 4th conference held in Aveiro in 2012, reviewed the areas of knowledge produced in the field of *awakening to languages*, including how they appear in the domain of *Language Didactics*. The 5th conference took place in Rennes in 2014 and considered *pluralistic approaches* as a possible tool to manage certain sociolinguistic and educational issues, such as the inclusion of minority languages.

The 6th conference is concerned with an inclusive, ethical and plurilingual language education. It will take place at Széchenyi István University in Győr and will be co-organized with the University of West Hungary.

This 6th conference provides an opportunity to review the body of research produced thus far, in order to clarify the role played nowadays not only by *Awakening to Languages*, but also by other pluralistic approaches in education that should include as one of their aims, a language education that is plurilingual, inclusive and ethical.

We will examine the contributions that action research, curriculum research and didactics have made to the discourse of both Language Didactics (all languages included) and education in general. We shall explore whether this research has contributed to an inclusive education that accommodates all learners at all levels of education, in a way that helps to reduce the inequalities (sociolinguistic, social, etc.) that schools should seek to counterbalance. We will also consider whether they provide an adequate response to the challenges faced by education in fully mobile societies: the presence of allophone students (of both immigrant or non-immigrant backgrounds), education and intervention in culturally and linguistically diverse contexts, introduction to literacy in bilingual or multilingual settings, development of plurilingual and intercultural competences in the workplace, and in general an ability to live in a world where 'otherness' is omnipresent. We shall address language education policies, educational practices in formal, informal and also non-formal settings...

Finally, we will focus on contexts other than school: the workplace, the business world and the role that particular pluralistic approaches can play.

We call for contributions that highlight the links between languages and their cultures, thereby legitimizing, in accordance with the definition proposed in the CEFR, a conception of composite plurilingual competence, one that is synergistic and generative rather than the compartmentalised view of a superposition of or juxtaposition of monolingual skills. We will consider not only the didactic-methodological aspects at the conference, but also how such language teaching approaches can be implemented in both curricular and teacher training programmes.

Axis 1. Awakening to Languages and other pluralistic approaches for an inclusive and ethical education

"Inclusive education [...] means considering changes to education systems to respond to the diversity of learners. [...] (Web Portal UNESCO). To what extent do *Awakening to Languages* and other pluralistic approaches contribute to the

implementation of inclusive education, by taking into account all the languages of the learner? How can they strengthen links between communities: relationships between teachers, pupils, between the school and parents and society in general? What educational practices can be used to implement these approaches in an institutional framework, in both formal and informal settings? How can Awakening to Languages and other pluralistic approaches help us accommodate allophone students from immigrant backgrounds at school? How can they help us accommodate students with other forms of 'otherness': blind students, deaf students, etc.....? How can they support the introduction to literacy in a multilingual context? In what ways can they contribute to the more efficient teaching of languages in terms of time and competencies?

Axis 2. Awakening to Languages and other pluralistic approaches in the curriculum

How has the position of the Awakening to Languages approach changed in language policy? What curricular developments have occurred that aim to integrate all the languages of the learner: first language, school language, other languages learned? Have activities that cater for Awakening to Languages and other pluralistic approaches been integrated into the curriculum? Do curricular programs include a reflection on the assessment of such learning? Are there any teaching resources to support these curricular developments? How are the linguistic dimensions of non-linguistic subjects catered for in the programs (academic skills, literacy)?

Axis 3. Awakening to Languages, other pluralistic approaches and training practices

Are Awakening to Languages and other pluralistic approaches included in teacher training courses? In what ways? Do teachers express a need to receive training in Language Awareness and other pluralistic approaches? What is the feedback from such training? Does this training genuinely change teachers' classroom practice? What are the factors that support or impede teachers' representations while implementing pluralistic approaches? Are pluralistic approaches included in training programs other than those for teachers, in particular to help individuals better integrate into a labour market characterized nowadays by 'otherness'? What socio-linguistic and language policy issues are raised by the implementation of such training?

Axis 4. Pluralistic approaches in the work place

What is the relevance and contribution of pluralistic approaches in preparing individuals for the work context? Is there a genuine will to maintain plurilingualism in multinational companies? Is linguistic and cultural diversity perceived as an asset to competitiveness, as a challenge, an obstacle or as an opportunity? What are the practices and needs, in terms of plurilingualism, of companies at different hierarchical level and performing various jobs? How can pluralistic approaches contribute to business needs in the field of intercultural training?

Like the previous conferences, the conference in Győr aims to combine scientific research with the reflective contributions from practitioners working in the fields of education, training and the production of resources and teaching materials. Therefore we welcome equally, academic research and reports from practical experiences.

Interested individuals are invited to submit proposals for:

- A 30 minute *presentation* (20 minutes presentation plus 10 minutes discussion) oriented towards 'research' or practice.
- A 60 minute practically-based *workshop* (presentation and interaction with participants). The workshops can be organised by an individual or a group.
- A *poster presentation* : Presentations can contain brief information, both written and graphic, such as photos, designs, graphics and diagrams on size F4 (height: 128 cm x width: 89.50 cm). The title should be written at the top of the poster containing the names of the authors. The conference program will allocate time for viewing poster presentations.

Each of these forms of presentation should deal with one of the four conference axes.

The proposals should be written in French or English and include an abstract of 250 - 400 words.

Information concerning proposal submission and conference registration will be posted on the conference web page: <http://edilic2016gyor.sze.hu/>.

Relevant information (accommodation, transport, etc.) will also be available there.

Languages of communication: It is desirable that your presentation be accessible in two languages, for example a PowerPoint written in one language with the oral presentation in another, or accompanied by a detailed summary written in a language other than that of the presentation.

Deadline for submissions: **February 15, 2016**

Notification of acceptance: **April 15, 2016**

The Academic Committee is comprised of members of the international committee of the EDiLiC Association.

The publication of papers will be announced later.

Registration fees include lunches and coffee breaks:

Members of the EDiLiC Association receive a discount for conference registration

Registration fees before May 30th

Members of EDiLiC: 80 euros

Non-members of EDiLiC: 110 euros

Students, members of EDiLiC: 40 euros

Students, non-members of EDiLiC: 60 euros

Registration fees after May 30th

Members of EDiLiC: 110 euros

Non-members of EDiLiC: 140 euros

Students, members of EDiLiC: 70 euros

Students, non-members of EDiLiC: 90 euros

Membership (or renewal) for the EDiLiC association: membership (or renewal) of the EDiLiC association will be payable in Győr. *On this occasion only, this membership is for one year (from July 1, 2016 to June 30, 2017): 15 euros (or 20 Swiss francs).

A certificate of EDiLiC membership (2016 – 2017) will be given in Győr when paying for membership. You will be asked, when you receive your conference pack, if you have opted for a special rate registration as an EDiLiC member.

We look forward to welcoming you soon.

On behalf of the organising committee,

Dr Lőrincz Ildikó

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