



Call for papers: Vol 2, March 2026, "Thinking, Practising and Living Plurilingualism"

Deadline to receive texts: 31/08/2025

Plurilingualism is shaped by intertwining discourses and realities; these are characterized by tensions and dialogues and present challenges at institutional, methodological and practical levels. For **volume 2 "Thinking, Practising and Living Plurilingualism", published by Masaryk University Press**, we propose three interlocking axes of reflection: **AXIS 1** : the analysis of institutional discourses on, in and around social phenomena related to languages; **AXIS 2** : a space centred on the words of individuals – teachers and learners – *recounting their plurilingualism*, the analysis of which can highlight the forms of capital and the strategies that can transpose and/or disrupt official categorizations; **AXIS 3** : is intrinsically linked to the other two axes and explores training or collaborative projects which propose methodological frameworks and didactic tools for the co-construction of metacognitive and reflexive skills for the appropriation of languages/cultures.

AXIS 1: Discursive spaces of plurilingualism and interculturalism

The management of linguistic diversity within institutions and the promotion of plurilingual and intercultural skills can give rise to rather 'smooth' discourses, which do not always reflect individual experiences and perspectives (Keller-Gerber, 2017). In such contexts, it is pertinent to explore the impact of the tension between language policies – or lack of them – and people's lived experiences. What form does this functional plurilingualism take in the *discursive landscape* and the *linguistic landscape* and how does this impact the way in which we designate others and ourselves (Szabó, Brown, 2023)? What kinds of *pluri/trans-linguaging strategies and practices* are implemented by different actors (Piccardo et al., 2022)? Corpora like these enable us to explore how language ideologies and representations of language evolve, how they reinforce one another and circulate, *both* diachronically (whether they evolve or stay stable over time) and synchronically (borrowings and contrasts in specific spaces).

Other associated keywords: linguistic and cultural valorization and stigmatization / stereotypes and topoi in circulation on languages and cultures / school landscapes / linguistic landscape / evolution in institutional discourses

AXIS 2: Reflective plurilingualism and pluriculturalism

The construction *plurilingual identities* appears to be largely conditioned by metalinguistic (Woll, 2018) and metacognitive awareness (Jessner, 2020; Cenoz, 2021), as well as *reflective practices*, whether didactic, philosophical or literary (Baroni, 2021). Adopting a plurilingual approach as a strategy for teaching and learning foreign languages undoubtedly fosters greater awareness of the relationships between languages and the interconnection between language and culture (Piccardo et al., 2022). What role do teachers and their

agency play in developing a *plurilingual mindset* and activating plurilingual repertoires, whilst also challenging monolingual practices (Heller, 1999)? In this way, we can observe the interaction between these innovative teaching strategies and learning needs, including the way they develop in tandem, can mutually reinforce one another, but also sometimes clash.

Other associated keywords: heritage language(s) / implicit (inter-)cultural / cartographies of plural identity(ies) / reflection on translinguistic practices / reflexivity / resistance to pedagogical innovation or resistance to ineffective pedagogies

AXIS 3: Case studies, innovative approaches, projects supporting multilingualism

Given the fact that multilingualism is often practised informally, this section proposes to set aside space for the presentation of inter-university and inter-institutional collaborations and projects in which multilingualism is a constituent and driving force. In connection with the fundamental issues raised in the first two axes, the third part of the volume will be devoted to experiments carried out by the co-actors involved in the learning process and which are based on an awareness of the specific needs of language learners (Gohard-Radenkovic, 2007). By collecting traces of discourse occurring in learning contexts (e.g. logbooks and learning diaries, written or oral exchanges on online platforms, portfolios, captions given to images, etc), this may help to formalise pedagogical techniques and to model innovative approaches. These approaches could be transferable to other contexts implementing a plurilingual approach.

Other related keywords: Innovative didactic projects / intra/interuniversity linguistic and cultural tandems / student and teacher mobility / creation of transferable pedagogical tools

We invite the submission of **research papers** as well as **analyses of experimental and best practice**. Full chapters, written in English, French, German, Italian or Spanish, must be **between 15,000 and 20,000 characters** long (including spaces). Please use Times New Roman font, size 12, double-spaced, and include **the title, abstract in language of the paper and in English or in English and in another language of the volume (French, Spanish, German or Italian) if the paper is in English, the manuscript, references, and a short biography**. Submit your chapter as an email attachment in Microsoft Word format by **August 31, 2025**.

Manuscripts must conform to APA-style conventions. Please refer to the guidelines for authors in the separate file provided. Graphics and images may be included.

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