

Colloque international

**Vers une valorisation des compétences plurilingues :
perspectives et actions**

**Mehrsprachige Kompetenzen fördern:
Perspektiven und Anwendungen**

**Hacia una valorización de las competencias plurilingües:
perspectivas y aplicaciones**

**Verso una valorizzazione delle competenze plurilingui:
iniziative e prospettive**

**Appreciating Plurilingual Competencies:
Current and Future Perspectives**

Masaryk University Language Centre
Université libre de Bruxelles
Université de Fribourg/Universität Freiburg

2–3 juin 2022
Brno, République tchèque

... una Europa di poliglotti non è un'Europa di persone che parlano correntemente molte lingue, ma nel migliore dei casi di persone che possono incontrarsi parlando ciascuno la propria lingua e intendendo quella dell'altro, che pure non saprebbero parlare in modo fluente, e intendendola, sia pure a fatica, intendessero il «genio», l'universo culturale che ciascuno esprime parlando la lingua dei propri avi e della propria tradizione.

Umberto Eco, *La ricerca della lingua perfetta*, 1993

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Le plurilinguisme et l'Europe – à n'en pas douter –, c'est une histoire d'amour à succès qui, loin de la pensée unique, permet aux chercheurs de tous horizons, ainsi qu'aux professionnels, de se positionner à la pointe de la recherche et de l'innovation grâce à la permanente confrontation de points de vue très divers, eux-mêmes générés et exprimés par une multitude de langues créatrices et performantes.

Afin de relever avec vous, chers spécialistes des langues, le défi du plurilinguisme, qui tend à s'effriter sous la pression des classements internationaux et des critères uniformisés de publication dans les contextes universitaire et scientifique, nous sommes très heureux de vous accueillir au Colloque international de Brno 2022 qui a pour thème « Vers une valorisation des compétences plurilingues : perspectives et actions ». Nous tenons ici à remercier chaleureusement le Centre de langues de l'Université Masaryk pour l'organisation de ce grand rendez-vous plurilingue en plein cur de l'Europe.

Face à la complexité du terrain où les obstacles, tant au niveau politique et institutionnel qu'au niveau didactique et méthodologique, sont nombreux à surmonter, ce colloque nous offre la belle opportunité d'échanger entre nous, de partager nos bonnes pratiques et de développer de nouvelles perspectives en faveur d'un enseignement/apprentissage plurilingue à la fois motivant et opérationnel qui estomperait le cliché d'une attitude plurilingue rêveuse et utopique.

Vous remarquerez d'ailleurs très vite en parcourant le vaste programme de ce colloque riche et diversifié que chaque session comporte au moins une conférence prononcée dans un idiome autre que l'anglais. Quelle avancée que d'entendre davantage résonner l'italien, l'allemand et le français sur le plan international !

Par ailleurs, comme vous le savez, la politique linguistique que nous avons adoptée pour ce colloque international a pour but de favoriser la diversification des langues employées en distinguant notamment langue de présentation et langue des supports (diaporamas, résumés, etc.), et nous remercions d'avance l'ensemble des "collocuteurs" (permettez-moi ce néologisme pour



désigner tous les participants au colloque, conférenciers et public) de se prêter à ce jeu plurilingue et de soutenir tout particulièrement les conférenciers qui, à l'écart des sentiers battus, ont fait le choix du français, de l'allemand et de l'italien.

Nous en sommes convaincus: le véritable plurilinguisme est tout ensemble une question de fond et de forme, de savoir-être et de savoir-faire.

Bon colloque!

Comité scientifique:

Kateřina Sedláčková, Université Masaryk de Brno

Romain Racine, Université de Fribourg/Freiburg (mot de bienvenue)

Sabina Gola, Université libre de Bruxelles

Beatriz Calvo Martín, Université libre de Bruxelles

Alessandra Keller-Gerber, Université de Fribourg/Freiburg

Venue

All conference events will take place within the Masaryk University building.

The venue is located in central Brno adjacent to its historical core.

Address: Komenského nám. 2, 602 00 Brno.

Conference dinner will be held at **Café restaurant Hlídka**, within easy walking distance from the conference venue. Vegetarian and gluten free options will be available.

Address: Hlídka 208/2, 602 00 Brno, walking distance 8 minutes from the conference venue, on the way to the Spilberk Castle, coordinates: 49.19414°N, 16.60168°E

Internet access

Due to specific technical conditions, there are several options and backup solutions:

1. Access Point in conference rooms – ssid: MUNIguests, password: MUNIguests
2. Secondary site MUNI net – login and password will be available at the registration desk.
3. Eduroam – participants who already have access to the Eduroam network via their institution can connect to the eduroam wireless network with their credentials.

THURSDAY 2 June 2022, room N° 300

8:00–9:00	Registration
9:00–9:30	Opening
9:30–10:30	Plenary – session chair Libor Štěpánek Enrica Piccardo: <i>Apprendre et enseigner les langues dans une perspective plurilingue et stratégique: enjeux et implications</i>
10:30–11:00	Coffee break
11:00–13:00	Session chair: Kateřina Sedláčková Birgit Spechtenhauser-Mayr, Barbara Hofer: <i>Plurilingual competencies as emergent properties of dynamic multilingual systems</i> Hugues Sheeren: <i>« Well-being/Intercomprehension », un projet universitaire pour développer l'intercompréhension interfamiliale entre langues romanes et germaniques</i> Dorothee Ayer: <i>L'enseignement bilingue dans l'enseignement supérieur: une étape vers le plurilinguisme?</i> Nemira Mačianskienė, Kris Peeters, Vilma Bijeikienė: <i>The APATCHE project – Adding Plurilingual Approaches to Language Teacher Competences in Higher Education</i>
13:00–14:00	Lunch break
14:00–15:30	Session chair: Sabina Gola Josef Mueller: <i>Collaborative mediation with plurilingual language learners</i> Suvi Kotkavuori: <i>Classroom as a plurilingual and – cultural space: teachers' experiences of collaborating with native peers as teaching assistants</i> Jonathan Merlo, Rodolphe Pauvert, Elena Tea: <i>Grenoble, Siena Poitiers. Lockdown e e-tandem: ripensare l'acquisizione della L2</i>
15:30–16:00	Coffee break
16:00–17:30	Session chair: Alessandra Keller-Gerber Silvia Toniolo, Alice Siviero: <i>Il monolinguisimo è curabile! Prima si inizia, meglio è</i> Kateřina Mullerová, Linda Doleží: <i>Plurilingual Competence in a Child: Case Study</i> Joachim Schlabach: <i>Plurilinguale Kompetenz für die internationale Geschäftskommunikation. Theoretische Verordnung, didaktische Umsetzung und Beispiele aus der Kurspraxis</i>
19:30	Conference dinner

FRIDAY 3 June 2022, room № 300

9:30–10:30	Round table Libor Štěpánek: <i>Plurilingualism and translanguaging in practice: plaisir intellectuel, praktisches Werkzeug or nepraktická teorie?</i>
10:30–11:00	Coffee break
11:00–13:00	Session chair: Alessandra Keller-Gerber Nell Foster, Kelsey Hull: <i>Reluctant translanguaging: pedagogical second language content beliefs and university classroom practice</i> Elisabeth Reiser-Bello Zago, Annina Keller: <i>Unsichtbare Sprachen im mehrsprachigen Hochschulkontext: Erfahrungen von Studierenden im Fachsprachenunterricht</i> Raluca-Elena Colțoiu: <i>Plurilingual vs Monolingual approach to English teaching</i> Vilma Bijeikienė, Paweł Zakrajewski, Žydrūnė Žemaitytė-Kviklienė: <i>Shaping plurilingual practices as a common endeavour of Transform4Europe University Alliance</i>
13:00–14:00	Lunch break
14:00–15:30	Session chair: Radim Herout Gabriel Labrie: <i>Latente Vielsprachigkeit? Mehrsprachige Repertoires im didaktischen Diskurs in Luxemburg</i> Drita Kelmendi: <i>The task-based and intercultural approach in Foreign Language Classes: Do we need to teach culture when teaching a foreign language?</i> Silvie Převrátilová: <i>Representations of Plurilingualism in a Language Exchange Course (Case Study)</i>
15:30–16:00	Coffee break
16:00–17:30	Session chair: Beatriz Calvo Martín Veronika Camacho, Marie Červenková, Monika Ševečková: <i>Médiation, apprentissage en autonomie, plurilinguisme: les étudiants dans le rôle de youtubeurs</i> Kateřina Pořizková: <i>Classical languages pragmatically: adapting Latin and Greek linguistic phenomena as an interlingual competence for denoting technical concepts</i> Dagmar Siegllová: <i>Critical Incidents in Sports: An Avenue to Higher Education Student Professional Skills Development</i>
17:30	Closing

Enrica Piccardo

Dr. Enrica Piccardo is a Professor in the Languages and Literacies Education Program (Department of Curriculum, Teaching, and Learning) and the Head of the Centre for Educational Research in Languages and Literacies at OISE. Her research is centered around Second/Foreign Language learning and teaching, plurilingualism and mediation, the impact of the Common European Framework of Reference (CEFR) on language teaching and assessment, complexity theories, and creativity in language acquisition.

Apprendre et enseigner les langues dans une perspective plurilingue et stratégique : enjeux et implications.

L'enseignement des langues se trouve confronté à des défis de taille liés à la mobilité croissante des individus qui traversent toute sorte de frontières : géographiques, culturelles et sociales.

Dans ce scénario, tout acteur de l'éducation est appelé à réfléchir sur la nature même de la compétence langagière, sur son caractère dynamique, sur les apports de la trajectoire langagière de chacun et de son répertoire. En partant du concept de plurilinguisme, cette présentation discutera les caractéristiques de la compétence plurilingue et pluriculturelle, ainsi que la dimension stratégique et de médiation qui l'accompagne aux différents niveaux. Les descripteurs du nouveau Cadre européen de référence (Conseil de l'Europe, 2020) seront utilisés comme levier pour une réflexion sur les avancées dans la recherche et dans la pratique de la didactique des langues. Des témoignages tirés d'un projet de recherche récent sur l'utilisation d'une approche actionnelle plurilingue seront aussi montrés dans le but de contribuer à la réflexion collective.

Libor Štěpánek



Libor Stepanek is Assistant Professor in English and Director of the Masaryk University Language Centre, Brno, Czech Republic. He is also an EAP/ESP teacher, researcher and teacher trainer in the areas of EMI and Creative Approach to Language Teaching (CALT). Libor focuses on experiential and authenticity-enhancing methods, encourages global perspectives in language teaching, complex professional development of language teachers and teacher autonomy, he eagerly and enthusiastically advocates research driven and plurilingual education. He is an author, co-author and co-editor of articles, book chapters such as *A creative approach to language teaching: a way to recognise, encourage and appreciate students' contributions to language classes* (British Council, 2015) and books such as *Academic English* (Grada, 2011, 2018) and *Videoconferencing in University Language Education* (Munipress, 2018). Libor is also President of the Czech university language centres' CASALC association and an active member of the Coordinating Committee of the European Confederation of University Language Centres (CERCLES).

Plurilingualism and translanguaging in practice: *plaisir intellectuel, pratiques Werkzeug* or *nepřaktická teorie*?

This round table addresses ways to enhance plurilingualism and translanguaging in the university setting outside of language classes. Plurilingual and translanguaging practices seem to be no new phenomenon and no exceptions. On the contrary, they seem to be a rather common practice (Blommaert, 2010; Franceschini, 2009; Lamb, 2015; Maher, 2017), especially at universities. Most academics, non-academic staff and students are in a face-to-face or digital contact with more than one language on a daily basis. All universities expect their communities to be able to communicate in English to a certain extent today. Universities in multilingual areas expect their communities to have some orientation in the languages of the region, students in Czechia are expected to understand teaching or services in Slovak, academics in Galicia are expected to operate in Galician, Spanish or Portuguese. University campuses invite mix of communication strategies used by students outside of their classes. However, there is a slight drawback to this situation, plurilingual and translanguaging competencies are often appreciated by linguists and language teachers only. This may be due to the fact they have some experience and are aware of their practical use. According to Covacevic (2020), in EU countries, 52% of foreign language teachers have been abroad for study during their teacher education,

compared to 18% of other teachers, and 26% of foreign language teachers have taught abroad, compared to just 9% of other teachers. Such significant differences grow even higher when foreign language experience is compared to non-teaching staff.

To promote plurilingual and translanguaging competencies beyond language teachers' community successfully implies rethinking and adopting creative, collaborative and interdisciplinary approach that will ensure such competencies can be meaningful and beneficial to all involved. Given the context, this round table addresses questions, such as: Apart from informal and spontaneous language use, which professional situations are generally favourable to plurilingual and translanguaging practices? Are there tangible barriers to plurilingualism or translanguaging at university work environment? What are the benefits of plurilingual and translanguaging competencies outside of language classes, language departments or language centres?

This round table aims to bring a critical discussion on the practical impact of principles of plurilingualism and translanguaging on academic environment outside of language classes.

Esta mesa redonda tiene como objetivo generar una discusión crítica sobre el impacto práctico de los principios de plurilingüismo y translingüismo en el entorno académico fuera de las clases de idiomas. Dado el contexto, vamos a abordar cuestiones como: Aparte del uso informal y espontáneo del lenguaje, ¿qué situaciones profesionales son generalmente favorables a las prácticas plurilingües y translingüísticas? ¿Existen barreras tangibles para el plurilingüismo o el translenguaje en el entorno laboral universitario? ¿Cuáles son los beneficios de las competencias plurilingües y translingüísticas fuera de las clases de idiomas, los departamentos de idiomas o los centros de idiomas?

JEUDI | THURSDAY

Barbara Hofer, Birgit Spechtenhauser-Mayr:

Plurilingual competencies as emergent properties of dynamic multilingual systems

In an increasingly multilingual world plurilingual competences form a vital part of speakers' resource repertoire. Monolingual native-speaker competences which have traditionally been the benchmark in educational contexts, no longer suffice to equip the younger generations for life and work in multilingual societies. The present paper discusses plurilingual competences from a holistic DST perspective. It first provides a definition of plurilingual competence based on Herdina and Jessner's (2002) Dynamic Model of Multilingualism (DMM) and on Cook's notion of multicompetence (2016). The present authors espouse a dynamic view on plurilingual competence as a complex emergent property of the multilingual system. In line with DMM they regard multilingual awareness (MLA) as a key factor of plurilingual learning and consider plurilingual development as supported and enhanced by robust synergetic effects as result from the interplay of multiple linguistic systems in the mind and speakers' extensive metacognitive knowledge. The definitional introduction is followed by the presentation of recent research into early plurilingual competencies in the multilingual context of South Tyrol, Italy. Hofer reports on two studies into plurilingual competences at the primary level and contrasts the linguistic, metalinguistic skills of young learner groups in traditional and multilingualism-oriented educational settings as well as pupils' performance in a range of crosslinguistic tasks. The test procedures employed comprise language tests in German/Italian/English as the three curricular codes, a metalinguistic measure (MAT-2), interviews with a subsample of participants, and a plurilingual competence test inclusive of a linguistic and a metacognitive dimension. The former assesses childrens' crosslinguistic understanding, the latter elicits learners' verbalisation of their respective metalinguistic reflections. Spechtenhauser's research focuses on teenage learners' MeLA (metalinguistic awareness) in the three instructed languages (German, Italian, English) over a three-year period and examines whether transfer of MeLA is possible. For this purpose, Pinto's test battery was tailored to the trilingual situation. Spechtenhauser investigated how her participants, who after the MeLA testing phases were divided into a LowMeLA, MediumMeLA and HighMeLA group, decode a novel linguistic system. Concurrent data gathered in interviews are discussed with a view to how learners' dimensions of multilingual awareness (MLA) developed over the observed three-year period.

In support of DMM, our studies found MLA to be a major characteristic of learners' emerging plurilingual competencies. These findings, in this sense, argue against the insular role of language teachers and show that treating curriculum languages as separate units is reductive as it does not take into account learners' plurilingual experiences. In this light, a holistic perspective that does not consider learners' competences in an isolated manner can be supported by plurilingual approaches, that see learners as multifaceted individuals and, in addition, can promote metacognitive and crosslinguistic thinking.

Mehrsprachige Benutzer haben ihre eigenen spezifischen linguistischen Profile und Kompetenzen, die nicht als autonome Sprachprofile in den jeweiligen Sprachen erforscht werden können. Im vorliegenden Beitrag wird die mehrsprachige Kompetenz aus einer ganzheitlichen DST-Perspektive diskutiert. Zunächst wird eine Definition der plurilingualen Kompetenz auf der Grundlage des dynamischen Modells der Mehrsprachigkeit (DMM) von Herdina und Jessner (2002) und des Konzepts der Multikompetenz von Cook (2016) gegeben. Die anwesenden Autoren nehmen eine dynamische Sichtweise auf die Mehrsprachigkeitskompetenz ein, die als eine komplexe emergente Eigenschaft mehrsprachiger Systeme betrachtet wird, und gehen davon aus, dass das mehrsprachige Bewusstsein (MLA) durch synergetische Effekte, die sich aus den interagierenden Sprachsystemen ergeben, verstärkt wird. Auf diese definitorische Einführung folgt die Darstellung des aktuellen Forschungsstandes. Hofer illustriert die Ergebnisse zweier Studien zu plurilingualen Kompetenzen auf der Primarstufe, und Spechtenhauser berichtet über eine zweigeteilte Langzeitstudie zu plurilingualen Kompetenzen von Teenagern. Die Studien belegen, dass MLA ein wesentliches Merkmal der sich entwickelnden plurilingualen Kompetenzen von Lernenden ist und unterstützen damit das DMM. Da reduktionistische Sichtweisen auf die plurilingualen Kompetenzen von Lernenden immer noch weit verbreitet sind, werden aus diesen Ergebnissen pädagogische Schlussfolgerungen gezogen.

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Barbara Hofer is lecturer at the Free University of Bozen/Bolzano and a longstanding member of the DyME research team at Innsbruck University. Her research interests are multilingual acquisition and plurilingual competencies, amongst others. She has carried out research in the field of multilingualism and multilingual learning and has published on metalinguistic awareness and plurilingual competences. In her current research she investigates early plurilingual competences from a DST perspective. Barbara Hofer is herself multilingual and presently engaged in the study of Chinese.

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Birgit Spechtenhauser-Mayr After studying linguistics, German and English at the University of Trento, she obtained her teaching qualification at the Free University of Bozen/Bolzano. She taught in secondary schools and in recent years has mainly been involved in teacher training and as a lecturer at the Free University of Bozen/Bolzano, where she taught English at various university levels. She is also a member of the DyME research group (Dynamics of Multilingualism with English) at the University of Innsbruck and has recently completed her PhD, which looked at plurilingual awareness in multilingual learners. Her scientific work focuses on observing the development of plurilingual awareness and competences, strategy use in multilinguals and language contact phenomena.

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Hugues Sheeren, Walter Zidarič:

« *Wellbeintercomprehension* », un projet universitaire pour développer l'intercompréhension interfamiliale entre langues romanes et germaniques

L'intercompréhension est une approche dont on commence aujourd'hui à connaître et reconnaître les atouts en milieu universitaire et qui se développe de plus en plus dans les pays latins. Se basant sur la notion de « répertoire langagier », elle abat le cloisonnement entre langues et préconise l'abolition de l'équation « une classe = une langue » (Escudé-Jamin, 2010) caractéristique de l'enseignement traditionnel, grâce à un travail en parallèle sur plusieurs idiomes de la même famille.

Valorisant le plurilinguisme et la pluralité culturelle, l'intercompréhension (IC), qui est née au départ dans les pays scandinaves au siècle dernier, s'est pourtant développée par la suite pour les langues romanes, à partir des travaux de Claire-Blanche Benvéniste au début des années 90, les langues germaniques ayant peu ou prou abandonné cette approche, préférant, sans doute, recourir à une autre langue germanique universelle qui leur est proche : l'anglais.

Démarré en 2021, le projet « *Wellbeintercomprehension* » financé par le consortium Euniwell (www.euniwell.eu) regroupe actuellement 4 universités (Florence – Nantes – Semmelweis et Linnaeus) et a pour objectif de créer du matériel didactique pour l'intercompréhension entre langues germaniques mais aussi de développer l'intercompréhension interfamiliale, soit entre deux langues de familles différentes. Ainsi, nous avons produit du matériel didactique intercompréhensif (dialogues audio, vidéos, textes de compréhension, exercices ...) où deux locuteurs s'expriment l'un dans une langue germanique l'autre dans une langue romane et parviennent à se comprendre. Créé en 12 langues (NO-SE-DA-NL-EN-DE-PT-ES-CA-FR-IT-RO), le matériel est principalement destiné à un public universitaire et aborde des thèmes liés à la mobilité étudiante (recherche d'un logement, informations sur les cours à suivre, différences culturelles, soins de santé etc.).

Grâce au matériel didactique qui sera mis à la disposition de nos étudiant.e.s (mais aussi des étudiant.e.s et des collègues du monde entier) via un site/une plateforme, nous souhaitons promouvoir une forme de communication ne se limitant pas au « tout anglais » mais au contraire basée sur l'échange paritaire, la reconnaissance de l'Autre dans sa différence, le dialogue « éthique » où chacun peut s'exprimer dans sa langue tout en faisant un effort pour se faire comprendre et pour comprendre l'Autre. Une modalité communicative qui, selon

nous, pourrait devenir un modèle dans l'Europe de demain et qui n'est pas impossible à réaliser, même entre des langues apparemment éloignées.

Il progetto interuniversitario WellbelIntercomprehension coordinato dall'Università di Firenze e che vede coinvolte 4 università europee mira a diffondere l'intercomprensione come approccio didattico e come modalità comunicativa del futuro. Ha per obiettivo di sviluppare l'intercomprensione fra lingue germaniche – trascurata in questi ultimi decenni mentre si è sviluppata molto per le lingue romanze – ma soprattutto intende sviluppare una forma di comprensione reciproca meno scontata che è quella tra le lingue di ceppi linguistici diversi. Grazie alla creazione di materiale didattico di varie tipologie (video con giochi di ruolo, dialoghi, testi ...), destinato a degli studenti e delle studentesse universitari, i membri del progetto intendono promuovere la capacità a capirsi tra un parlante di lingua germanica e un parlante di lingua neolatina dando delle strategie e sviluppando delle competenze di comprensione scritta, orale e di interproduzione.

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Hugues Sheeren enseigne le français langue étrangère depuis 1997. Il a travaillé dans plusieurs universités du nord de l'Italie (Bologne, Ferrare, Vérone) en tant que chargé de cours ou comme lecteur de langue française. Il est actuellement « collaborateur et expert linguistique » au Centre Linguistique et au Département de Langues, Interculture, Littératures et Psychologie de l'Université de Florence. Ses domaines d'intérêt et de recherche concernent principalement la didactique des langues, la variation linguistique dans l'enseignement du FLE et l'intercompréhension entre langues romanes qu'il enseigne depuis 2017. Il est coordinateur du projet *WellbelIntercomprehension* (financé par Euniwell) et est membre du comité d'administration de l'APICAD.
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Walter Zidarič è professore ordinario di Letteratura e Civiltà italiana all'Università di Nantes con un'esperienza più che ventennale nell'insegnamento della lingua italiana.

Ha pubblicato varie monografie, in italiano e in francese, sulla librettistica e sui rapporti tra musica, letteratura e società nel XIX e XX secolo. all'origine della recente riscoperta di Ercole Luigi Morselli di cui ha pubblicato tutto il teatro e le opere in prosa. anche librettista con Lars Cleen: lo straniero, per la musica di Paolo Rosato, libretto plurilingue tratto dalla novella Lontano di Luigi Pirandello; con Orione, tratto dall'omonimo dramma di E.L.Morselli, e L'ambasciatore, tratto dalla Morte di Ivan Il'ič di Tolstoj, entrambi per la musica di Simone Fermani.

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Dorothee Ayer:

L'enseignement bilingue dans l'enseignement supérieur : une étape vers le plurilinguisme?

L'enseignement bilingue connaît un certain succès à différents niveaux de l'enseignement, du primaire au supérieur. S'il a été bien documenté pour l'école obligatoire et le secondaire (Duverger, 2009), il reste encore peu interrogé au niveau tertiaire.

Dans l'enseignement supérieur, l'enseignement bilingue consiste à proposer aux étudiant-e-s un programme d'études dans deux langues. Les cours sont ainsi dispensés dans l'une ou l'autre langue, selon des dispositions propres à chaque institution.

Les formats de dispositifs d'enseignement bilingue varient selon divers paramètres comme le volume d'exposition aux langues d'enseignement, la répartition des deux langues en fonction des disciplines dites non-linguistiques, le profil linguistique des étudiant-e-s, le soutien institutionnel prévu pour favoriser l'apprentissage dans les deux langues ou encore les objectifs sociaux (Brohy et Gajo, 2005) visés par ces programmes d'études. Ceux-ci peuvent répondre à des besoins variés, comme le maintien d'un potentiel bilingue ou la possibilité de proposer un enrichissement linguistique, et donc dépendent fortement de la situation géographique des universités ou des besoins et attentes de la société.

Ne répondant pas totalement aux critères définissant les dispositifs CLIL (Content and Language Integrated Learning) ou EMILE (Enseignement de Matières par Intégration d'une Langue Étrangère), ne correspondant pas tout-à-fait non plus à de l'EMI (English as Medium of Instruction) ou encore à de l'immersion, l'enseignement bilingue est pourtant associé à l'une ou l'autre étiquette sans y satisfaire pleinement.

Toutefois, l'enseignement bilingue peut représenter une approche participant au plurilinguisme, si tant est que les deux langues d'enseignement ne soient pas abordées de manière cloisonnées (Candelier, 2008, Gajo, 2006)

A partir de divers exemples de programmes bilingues menés dans des universités aux contextes linguistiques variés, cette communication propose de questionner la portée de l'enseignement bilingue dans l'enseignement supérieur dans l'optique de la didactique du plurilinguisme, comme un outil à disposition des étudiant-e-s désirant développer leurs compétences langagières dans plusieurs langues. Comme tout dispositif pédagogique, il est nécessaire

de respecter certaines conditions pour proposer un parcours de formation à la fois cohérent, accessible à toutes et à tous, donc soutenant. La construction du programme ou la formation des enseignant-e-s de DdNL (Ayer, à paraître) sont autant d'éléments à prendre en considération pour faire de l'enseignement bilingue un outil au service du développement des compétences plurilingues.

There is still little study of bilingual education in higher education. However, it meets certain expectations of society for various purposes, such as maintaining bilingual potential of an area or enriching language skills. This type of programs contains various parameters, such as the volume of exposure to the languages of instruction, the distribution of the two languages according to the non-linguistic disciplines, the linguistic profile of the students or the institutional support provided to promote learning in both languages.

It is still difficult to put a clear label on bilingual education, in the sense that bilingual education does not exactly correspond to CLIL (Content and Language Learning) or EMI (English as Medium of Instruction), for example. Nevertheless, can bilingual education be seen as a step towards plurilingualism?

This presentation addresses this issue by concerning the various conditions under which bilingual education can be considered as a component of plurilingualism didactics.

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Nemira Mačianskienė, Kris Peeters, Vilma Bijeikienė:

The APATCHE project – Adding Plurilingual Approaches to Language Teacher Competences in Higher Education

Arguably, European language policy is mainly aimed at the creation of more inclusive societies in Europe that embrace the idea of linguistic and cultural diversity. Such societies can only prosper if citizens' plurilingual and pluricultural competences are fostered and developed. These competences are needed in order to facilitate mobility, cooperation and inclusion, and are associated with social and professional benefits, and even imply cognitive and health benefits. However, the longstanding efforts of the Council of Europe and EU-funded training programs and frameworks of reference (The 2018 Companion Volume to the CEFR; FREPA or PLURCUR) are aimed primarily at lower or mid-levels of education (secondary education, more recently also primary education) and at language teachers in secondary schools. As a result, very little efforts have been undertaken to train the trainers, i.e. higher education teachers who form the secondary school teachers of the future. Projects involved with higher education (such as MAGICC or LANQUA) were mainly aimed at the creation of descriptive frameworks and quality benchmarks for language learning in higher education rather than at training the trainers. Although such approaches were very much needed and very useful, there also is a clear need for didactic skill development in higher education.

It is to fill this need that the EU-funded Erasmus+ project APATCHE was developed, and its main aims and objectives, as well as its methodology, will be presented in the conference. The project aims at Adding Plurilingual Approaches to language Teacher Competences in Higher Education, implying several objectives related to the 'What?' question (raising awareness of, providing and disseminating knowledge, the necessary skills and attitudes to be developed and fostered on plurilingual approaches in language learning in HE); the 'Why?' question (the importance and usefulness of plurilingual approaches in the HE classroom), and the 'How?' question (creating ways that allow HE teachers to familiarize themselves with possible methods and scenarios to bring plurilingual approaches to their classrooms while acquiring the necessary competences). The project will also provide and disseminate a descriptive scale of plurilingual competence usable in HE and the currently lacking evidence-based policy recommendations for the implementation of plurilingual curricula in higher education (as a first step of this long-term goal). The project is implemented by a team of 5 universities and has received funding under Erasmus + key action 220 (collaboration in higher education), for a period of 2 years (2022–2023).

Arguably, European language policy is mainly aimed at the creation of more inclusive societies in Europe that embrace the idea of linguistic and cultural diversity. Such societies can only prosper if citizens' plurilingual and pluricultural competences are fostered and developed. The EU-funded Erasmus+ Key Action 220 project APATCHE (2022–2023) aims at adding plurilingual approaches to language teacher competences in higher education, implying several objectives related to the 'What?' (knowledge, the necessary skills and attitudes); the 'Why?' (the importance and usefulness of plurilingual approaches in the HE classroom), and the 'How?' questions. The project will also provide and disseminate a descriptive scale of plurilingual competence usable in HE and the currently lacking evidence-based policy recommendations for the implementation of plurilingual curricula in higher education (as a first step of this long-term goal). The project aims and objectives, as well as methodology and expected intellectual outputs will be presented in the conference.

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Josef Mueller:

Collaborative mediation with plurilingual language learners

Plurilingualism arising from the internationalisation of higher education as well as migration, creates favourable conditions for language education, which have not yet been sufficiently exploited for language teaching pedagogy (Reimann & Rössler, 2013). Foreign language classrooms with plurilingual learners present an opportunity to use mediation (another feature highlighted in the CEFR Companion Volume of 2020) as a teaching tool that allows the use of a wide range of linguistic resources present in the classroom.

So far, the potential of mediation for a plurilingual pedagogy (integrating L1, L2 and L3) are not being utilised in the context of UK language education, where mediation hardly features in research and in teaching practice. More widely, some of the literature on the implementation of mediation in language teaching focuses on its use in formal assessment, some focuses on teaching practice, but empirical studies on the experience of learners with mediation tasks are almost entirely missing (De Florio-Hansen, 2013; Kolb, 2016).

This paper presents the results of a study exploring how plurilingual adult language learners experience collaborative mediation tasks. It investigates how L3 language learners interpret, approach and perform mediation tasks in a plurilingual context, with L2 (English) as the language of instruction, when they mediate from L1. It investigates whether the experience of engaging with mediation affects the feeling of connectedness with other group members.

Specifically, it asks:

- What influences learners' level of engagement with the mediation task?
- What is their experience of mediating from L1?
- How do mediation tasks influence the sense of social cohesion within the group of learners?

The sample is drawn from university students learning French, German and Spanish as part of an institution-wide language programme, who undertook a mediation task (role playing a job selection panel). To incorporate plurilingualism, the source texts for the mediation task were either in the TL (L3), English (L2, the language of instruction), or students' L1. Data were collected through interviews with 11 participants from four different classes. It was anticipated that the mediation task would have a positive effect on social cohesion and

that mediating from their L1 would give students a sense of validation of their plurilingual skills, vis-à-vis fellow group members. The results show differences in learner experience depending on level of ability (intermediate or advanced), degree of identification with the simulated role, language identity, and existing group cohesion in online learning situations.

Durch Mehrsprachigkeit und Multikulturalität geprägte Diversität der Studierenden im Fremdsprachenunterricht an Hochschulen bietet die Gelegenheit, Sprachmittlung als allgemeines Unterrichtsprinzip einzusetzen, und ermöglicht damit die Nutzung der breiten Palette von sprachlichen Ressourcen, die unter den Studierenden vorhanden sind. Im Kontext des britischen Hochschulunterrichts hatten Sprachmittlung und Mehrsprachigkeit bisher keinen großen Einfluss auf die Sprachunterrichtspraxis, und es fehlen empirische Studien über die Erfahrungen von Lernenden mit Sprachmittlungsaufgaben.

Dieser Vortrag stellt die Ergebnisse einer Studie vor, die untersucht, wie mehrsprachige Fremdsprachenlernende eine kollaborative Sprachmittlungsaufgabe (Gruppensimulation) in einem mehrsprachigen Kontext mit Englisch als Unterrichtssprache durchführen, wenn sie von ihrer Erstsprache aus mitteln. Es wird untersucht, welche Faktoren das Engagement der Lernenden für die Aufgabe beeinflussen, wie sie die Mittlung aus der Erstsprache empfinden und wie diese Aufgabe das Gefühl des sozialen Zusammenhalts innerhalb der Gruppe beeinflusst.

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Suvi Kotkavuori:

Classroom as a plurilingual and -cultural space: teachers' experiences of collaborating with native peers as teaching assistants

The multiculturally complex societies of the 21st century reshape modern language education. Foreign language teachers are at the heart of this ongoing change and challenged to constantly reflect on their teaching and classroom practices. They need to equip language learners with diverse competencies for various real-life situations, such as plurilingual- and cultural as well as mediational skills (CEFR, 2018).

This presentation is part of a PhD research which set out to explore how the practice of using native peer assistants (NPA) can support holistic foreign language learning in the context of higher education. In this practice, international students act as native peers to local students who learn their native language. Drawing on the vygotskian concepts of expertise and mediation, the study focused on classroom interaction with the NPAs through the teachers' lenses. Van Lier (1996) argues that classroom interaction is the most important element of the curriculum. He sees it as a complex and dynamic system where new practices evolve partly in unpredictable ways. As a new mediational element in the language learning process, a native peer assistant is likely to transform its dynamics and relationships (Wertsch, 1998). The data of the study included individual interviews of ten Language Centre teachers from three European universities whose experience with the practice ranged from two to seven years. The semi-structured interviews were held in autumn 2021 and the data were analysed by qualitative content analysis.

The findings indicate that collaborating with native peer assistants in the language learning process diversified classroom interaction in multiple ways. According to both native and non-native teachers, the NPAs' participation brought forth the diverse voices and speech genres of the target language (Wertsch 1991; 1998). As experts of their regions, language use, areas of interest and study field, they complemented the teachers' expertise by displaying linguistic and cultural diversity. Conversation activities, which are characterized by a high level of communicative equality (Van Lier, 1996), not only increased but became platforms for practicing plurilingual- and cultural skills: both learners and NPAs engaged with mediating concepts and facilitating understanding of each other's' languages and cultures (CEFR, 2018) often around off topic discussions too. Overall, collaborating with NPAs was a long-term learning process including trial and error: while the teachers' role in manag-

ing the complex learning situations grew significantly (Gazeley & Slater, 2019), they also learned flexibility and openness which led to a more equal interaction with the students.

Cette présentation rapporte les expériences des enseignants de langues étrangères sur la pratique d'assistants de langue dans leurs cours où ceux-ci agissent en tant que pairs natifs aux côtés des apprenants de leur langue. Se focalisant sur l'élément essentiel du curriculum, l'interaction en classe, cette étude qualitative discute les notions d'expertise et de médiation. L'analyse du contenu de dix interviews semi-structurées a montré que les types d'interaction se sont diversifiés tout en devenant plus complexes. En se servant des connaissances et perspectives des assistants, les enseignants ont pu montrer diverses réalités linguistiques et culturelles de la langue cible qui évolue constamment. Quant à l'interaction entre les étudiants, la présence des pairs natifs a augmenté le temps consacré aux discussions contenant des sujets spontanés aussi. Favorisant des échanges plurilingues et pluriculturels d'égal à égal entre étudiants et assistants natifs, ces discussions leur ont ainsi permis de développer des compétences en médiation.

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Jonathan Merlo, Rodolphe Pauvert, Elena Tea:

Grenoble, Siena Poitiers. Lockdown e e-tandem: ripensare l'acquisizione della L2

Segnato dalla situazione pandemica, l'anno accademico 2020/2021 è stato caratterizzato, anche nelle università, da un ricorso significativo alla Didattica a distanza. In questo contesto, gli insegnamenti di lingua straniera figurano fra le discipline che hanno subito l'impatto maggiore nel passaggio dall'aula reale a quella virtuale, principalmente per la difficoltà a impostare nuove modalità di interazione, scritta e orale, sia tra gli apprendenti e l'insegnante sia tra gli apprendenti stessi. Per ovviare in parte a questo deficit di interazione, è stato condotto un esperimento di e-tandem francese-italiano che ha coinvolto 172 studenti, per metà italiani e per metà francesi, appartenenti a 3 università.

L'iniziativa è stata ideata e attuata in un contesto emergenziale che ha impedito di fatto valutazioni pragmatiche e scientifiche preliminari, proprio per la necessità di gestire una situazione non prevedibile come il passaggio repentino alla Didattica a distanza. In particolare non è stato possibile uniformare *a priori* i vari dispositivi, dovuti a forti differenze – istituzionali e pedagogiche – tra le tre realtà universitarie. Di conseguenza, è proprio il carattere plurale dell'esperimento ad aver dettato la struttura di questo lavoro condotto in tre ambiti universitari diversi nonché da tre insegnanti di lingua straniera appartenenti a indirizzi scientifici diversi: due specialisti di glottodidattica e uno specialista di *Langue et Civilisation italienne contemporaine*.

Si è, di conseguenza, scelto di collocare il presente esperimento di e-tandem in una cornice teorica plurale di riferimento in quanto associa le caratteristiche della pedagogia a progetto (Schleminger 1995) a quelle dell'apprendimento in autonomia (Holec 1981), costituendo così uno degli strumenti potenzialmente più efficaci – sia in termini di sviluppo delle competenze linguistiche sia di motivazione (Ryan, 2014) – per sopperire al deficit di interazione derivante dal passaggio alla Dad (Little & Brammerts, 1996; Lewis & Stickler, 2007; Vassallo & Telles, 2006).

Si è poi resa necessaria la presentazione di ognuno dei tre dispositivi attuati per la presente ricerca, specificando per ciascuno:

- a) le tipologie di studenti coinvolti e le modalità di organizzazione e svolgimento,
- b) le metodologie seguite per raccogliere i feedback dei partecipanti all'e-tandem, costituire i corpora ed analizzare i dati,

- c) i primi riscontri emersi mettendo in relazione le osservazioni raccolte da ogni autore con i propri approcci teorici e glottodidattici.

Questo ha infine permesso di condurre una discussione plurima tra i tre autori che, sulla base dei dati pragmatici raccolti – al di là della pluralità degli approcci teorici, delle diverse metodologie e delle specificità inerenti ai tre contesti – hanno potuto constatare quanto le criticità e i benefici emersi dalle tre situazioni sperimentali siano convergenti e consentano di identificare varie piste di riflessione in particolare riguardo alla figura dell'insegnante che, come spesso sottolineato nell'attuale quadro teorico, risulta marginale rispetto alla relazione tra i partner dell'e-tandem.

During the academic year 2020:2021, foreign languages ranked among the most affected by the shift from face-to-face teaching to online Teaching.

With the intent to partly overcome this deficit of interaction an experiment of franco-italian e-tandem was carried out, involving 172 students, half Italian and half French, from three different universities.

This e-tandem experiment was set in a pluri theoretical frame of reference since it combines the features of the project-based didactic with those of autonomous learning, which potentially generated one of the most efficient tools – both in terms of development of linguistic skills and of the motivation of students – to balance the deficit of interaction due to the shift to online Teaching.

From a discussion between the three authors it came out how much concerns and benefits from the three experimental environments were converging and allowed to identify several points to be considered for future research specifically regarding the role of the teacher.

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Silvia Toniolo, Alice Siviero:

Il monolinguisimo è curabile! Prima si inizia, meglio è

L'obiettivo del presente contributo è di presentare delle attività per la scuola dell'infanzia in lingua non materna, nello specifico in tedesco, che si possono svolgere già in età prescolare per sensibilizzazione la consapevolezza linguistico-culturale (*Sprachaufmerksamkeit/Language awareness*) voluta e consapevole, come migliore antidoto contro una visione monolingue e monocorde del mondo.

Tale antidoto è strettamente legato alla capacità, attraverso il gioco e i principi della didattica ludica, di acquisire *soft skills* di natura interculturale per interpretare in maniera aperta e rispettosa messaggi verbali, non verbali e para-verbali da prospettive diverse dalla propria, in un'attitudine di *lifelong learning*.

Capire che ogni lingua articola il mondo in modi diversi, e che quanto prima si inizia a uscire dalle (pseudo)certezze consolidate, tanto prima si svilupperà un modo versatile e creativo, non più univoco, di vedere il mondo, significa allenare l'intelligenza culturale che non ha nulla a che vedere con il nozionismo, bensì con aspetti riconducibili al concetto di intelligenze multiple Gardneriane.

Cosa possono fare gli insegnanti e i genitori per educare ad essere ed interagire in maniera interculturale i propri figli?

Un'ipotesi ormai assodata è la valorizzazione delle specificità e delle comunanze per creare ponti e legami. Si dovrebbe iniziare già in tenera età, sperimentando il cos chiamato «accostamento linguistico». Esso si differenzia molto dall'insegnamento e dall'apprendimento proprio di età diverse. caratterizzato da un approccio ludico, dall'empatia, da relazioni significative, naturali, quotidiane, ricche di componente emotiva, orientato al piacere. Si tratta di interagire con i bambini utilizzando esclusivamente la lingua che si rappresenta, senza fare ricorso alla lingua madre dei bambini né tradurre. Il linguaggio non verbale e paraverbale costituito da gesti, sguardi, espressioni facciali, tono della voce, silenzi e postura precede quello che diciamo con le parole. particolarmente favorevole a quest'età perché si sfrutta la maggiore plasticità cerebrale basata sull'alto tasso del fattore di crescita neuronale, che caratterizza il bambino.

Bambini entusiasti oggi, saranno gli adulti e i cittadini del mondo rispettosi, coraggiosi e dalla mente aperta di domani.

The aim of this presentation is to demonstrate how language training at any age, and particularly at pre-school age, benefits human skills that go far beyond linguistic proficiency. Soft skills can be developed through play in multicultural contexts,

which contribute to an openness towards an increasingly interconnected and intercultural world. These soft skills include emotional intelligence such as empathy, active listening, problem solving and the ability to support others. There are strong arguments to suggest that training is needed in transversal skills and the ability to adapt "to the new" including respectful and effective interaction as well as the capacity to pay attention to detail.

By presenting activities carried out in kindergartens in Italy, we would like to demonstrate how playful educational methods including collective games, movement, music and drama can lay the foundations for the growth of curiosity in today's children.

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Linda Doleží, Kateřina Müllerová:

Plurilingual Competence in a Child: Case Study

We would like to present data from a study involving spontaneous speech collection by Müllerová (2022) focusing on a 4-year-old plurilingual child whose mother tongue is Hebrew and who has been acquiring Czech as a second language as well as other foreign languages such as English, Spanish and French. This child's linguistic profile thus includes five languages some of which are typologically very different and are used in various situations and contexts. We analyse the data in terms of interlanguage relations and try to see if, to what extent and how the individual languages interact with each other. We pay attention to borrowings, interference, code-switching and agrammatisms and also try to explain matters that do not fall in the previously mentioned categories.

With regard to the discussion concerning autonomy versus interconnectedness (for terminology discussion concerning the terms multilingualism and plurilingualism see Piccardo, 2016) it seems that to a very small extent some elements seem to blur the boundaries among so many languages and create brand new and unique items such as “*violéta*” (violet colour) a “*salmonová*” (salmon colour). Generally speaking the child managed to keep her languages separate and corresponding to the developmental levels as far as we and the parents can judge. There were only a few cases of interference, borrowings, code-switching and agrammatisms. Of particular interest to us is Czech as a second language. We have found examples of agrammatism which are also typical for Czech as a mother tongue, i. e. adjectival superlatives as illustrated in “*já jsem nejrychlá než (gebarty)*” (I am the fast(est) than cheetah) in which superlative form using only the superlative prefix and not the suffix is used in a comparative syntactic context and cases of agrammatisms typical for Czech as a foreign language, such as “*ta holka potřebuje šála*” (The girl needs a scarf) where accusative ending is missing in the word “*šála*” instead of the correct form “*šálu*”.

We believe that by observing the plurilingual repertoires and competences we can contribute to understanding how the plurilingual languages acquisition works and apply this knowledge in all the fields related to plurilingualism. By closely observing this particular family's language policy (for details see Kopelovitch, 2013) we can gain an insight into what encourages successful acquisition and usage of multiple languages.

V našem příspěvku věnujeme pozornost jazykovému profilu čtyřletého dítěte a sledujeme, zda, do jaké míry a jakým způsobem spolu interagují jazyky, které ovládá. Jedná se o pět jazyků, a to o hebrejštinu, češtinu, angličtinu, francouzštinu a španělštinu. Zaměřujeme se především na výpůjčky, interferenci, přepínání kódů a agramatismy. Jazyková data analyzujeme v úzkém sepětí se situacemi a osobami, v nichž se objevují.

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Joachim Schlabach:

Plurilinguale Kompetenz für die internationale Geschäftskommunikation. Theoretische Verortung, didaktische Umsetzung und Beispiele aus der Kurspraxis

In der internationalen Geschäftskommunikation gehören plurilinguale und interkulturelle Fertigkeiten zu den Schlüsselkompetenzen. Mitarbeiter in internationalen Unternehmen nutzen mehrere Sprachen gleichzeitig, wechseln zwischen den Sprachen und mitteln zwischen Sprachen und Kulturen. Bislang jedoch zielte der traditionelle Sprachenunterricht in der universitären Wirtschaftsausbildung auf den Aufbau von (mehrfach) einzelsprachigen Kompetenzen. Vorgestellt wird hier ein Konzept, das auf den bisherigen monolingualen Curricula aufbauend sich an den mehrsprachigen Anforderungen ausrichtet.

In diesem Beitrag werden zunächst die Begriffe zu mehrsprachigen Kompetenzen im Kontext von Mehrsprachigkeitsforschung und Mehrsprachigkeitsdidaktik eingeordnet. Dargestellt werden anschließend zentrale Ergebnisse einer mehrsprachig ausgerichteten Bedarfsanalyse im internationalen Geschäftsleben mit Fokus auf die Art der erlebten mehrsprachigen Situationen, auf dort auftretende Probleme sowie auf Faktoren, die das effiziente mehrsprachige Kommunizieren sichern. Davon abgeleitet werden plurilinguale Fertigkeiten und Strategien wie Sprachenwechsel, Sprachenmittlung/Mediation und Transfer, die unter dem Begriff *Plurilinguale Kompetenz* gebündelt werden. Die curriculare Umsetzung dieses Lernziels erfolgt an der Universität Turku in plurilingualen Lernangeboten im Fach 'Multilingual business communication' (www.utu.fi/tse-multilingual), das zwei verschiedene mehrsprachendidaktische Charakteristika verbindet: Der Ansatz nimmt sowohl auf die vorgelernten Sprachen Bezug und verfolgt zudem Sprachen verbindende Fertigkeiten und Strategien als Ziele und Inhalte. Das Konzept wird anhand von Beispielen aus der Kurspraxis weiter erläutert. Den Abschluss bilden Überlegungen zur Adaption dieses Ansatzes auf andere Zielgruppen sowie ein Blick auf aktuelle Studien zur Umsetzung.

In international business communication, plurilingual and intercultural skills count among the key competences. This presentation will introduce a concept that is based on previous curricula with several individual languages and is targeted at the multilingual requirements in business life.

After an overview of concepts related to plurilingual competences, key results of a plurilingual needs analysis are presented. These results are the base for the term

Plurilingual Proficiency, which comprises plurilingual skills and strategies such as language alternation and code-switching, cross-linguistic mediation, and transfer. This learning objective is being implemented in the curriculum at the University of Turku in plurilingual learning courses in the subject 'Multilingual business communication' (www.utu.fi/tse-multilingual), which has a double multilingual orientation. On the one hand, the approach refers to pre-learned languages and, on the other hand, aims at skills and strategies that bridge the gap between languages. The concept is further illustrated with examples from course practices.

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VENDREDI | FRIDAY

Nell Foster, Kelsey Hull:

Reluctant translanguaging: pedagogical second language content beliefs and university classroom practice

This paper arises from work conducted by a CLIL English support programme in a Belgian francophone university which is delivering increasing numbers of courses through the medium of English, both to Belgian native French and Dutch speakers as well as to international students. Pedagogical approaches for teaching in English range from English medium lectures to interactive classrooms applying CLIL methodology (Coyle, Hood & Marsh 2010). Teachers are free to establish the language regime they feel appropriate for their course, although the university regulations stipulate that students have the right to be assessed in French, the official language of the university, regardless of the language of instruction. This gives rise to a particular set of tensions where teachers feel they ought to be creating an English-only monolingual environment but nonetheless tolerate and indeed at times encourage translanguaging practices. This paper situates itself at the interface between lecturers' pedagogical second language content beliefs (following Shulman, 1986) and their classroom practice. It is based on a survey on beliefs and self-reporting on teaching practices conducted with 20 university professors and teaching assistants from a variety of faculties, supplemented by structured observations. It explores the factors influencing the classroom language regime with a particular eye to the role of the modality and language of assessment on the course.

Analysis indicates a range of spontaneous translanguaging practices between French and English, sometimes generated and imposed by students themselves, and which tended to the less powerful end of the continua of the development of biliteracy (i.e. around oral and receptive practice in L1) (Hornberger & Link, 2011). Practices were often centred on the needs of students with visibly lower proficiency in English, which also influenced the language regime for assessment which ranged from compulsory English, to optional English/French and even to hybrid oral presentation (but rarely written). Nonetheless, discourses tended towards monolingual functioning being the ideal, with lecturers uneasy about the pedagogical and linguistic validity of linguistic flexibility and rarely planning for it, despite a pragmatic sense that it was necessary to support concept understanding in knowledge mediating processes and for affective purposes, particularly in oral interaction.

This paper indicates the need for CLIL and EMI lecturers to be supported in developing coherent linguistic teaching and assessment regimes for their courses, which enable them to actively conceptualise the role of students' linguistic repertoires in the multilingual space of the CLIL classroom.

Cette présentation explore les différents régimes linguistiques établis par des enseignants donnant cours en anglais dans une université belge francophone. Elle se situe à l'interface entre les croyances pédagogiques des enseignants en ce qui concerne le contenu et la langue seconde (selon Shulman, 1986) et leur pratique en classe. Elle se base sur une enquête sur les croyances et sur l'auto-évaluation des pratiques d'enseignement menée auprès de 20 professeurs d'université et assistants d'enseignement de diverses facultés, en plus des observations structurées.

L'analyse des données indique une gamme de pratiques de translangage spontanées entre le français et l'anglais, parfois générées par les étudiants eux-mêmes. Néanmoins, les discours tendaient à considérer le fonctionnement monolingue comme l'idéal, les enseignants n'étant pas convaincus de la validité pédagogique et linguistique de la flexibilité linguistique et la prévoyant rarement, malgré le sentiment pragmatique qu'elle était nécessaire pour soutenir la compréhension des concepts dans les processus de médiation des connaissances et à des fins affectives, en particulier dans l'interaction orale.

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Elisabeth Reiser-Bello Zago, Annina Keller:

Unsichtbare Sprachen im mehrsprachigen Hochschulkontext: Erfahrungen von Studierenden im Fachsprachenunterricht

An der Hochschule für Wirtschaft (HSW) in der zweisprachigen Stadt Fribourg/Freiburg (Schweiz) können Studierende den Bachelor in Betriebsökonomie entweder einsprachig (Deutsch oder Französisch), zweisprachig (Französisch und Deutsch) oder sogar dreisprachig (Deutsch, Französisch und Englisch) absolvieren. Dabei sind fachspezifische Sprachkurse in der jeweils anderen Landessprache sowie in Englisch für alle Studierenden obligatorisch. Dieses „einzigartige mehrsprachige Angebot“, wie es auf der Internetseite der Hochschule heisst, scheint jedoch die Tatsache auszublenden, dass die Erstsprache vieler dieser Studierenden weder Deutsch noch Französisch ist.

Von den rund 560 Bachelorstudierenden im Jahr 2020 gaben 10 % an, eine andere Erstsprache als Französisch oder Deutsch zu haben. Die Autorinnen vermuten, dass sich unter den restlichen 90 % noch mehr Personen befinden, die nicht nur eine der beiden offiziellen Sprachen im Kanton Freiburg sprechen.

Die Autorinnen gehen davon aus, dass Mehrsprachigkeit von der betroffenen Hochschule als vorteilhaft und vor allem als förderungswürdig betrachtet wird, dass Herkunftssprachen, die weniger prestigeträchtig sind als Deutsch, Französisch und Englisch, hingegen marginalisiert werden – auch im eigenen Sprachunterricht. Natürlich gilt es, diese Grundannahmen zu überprüfen.

In einer Umfrage unter den betroffenen Studierenden soll diese Gruppe zu ihren Erfahrungen befragt werden. Spielen ihre Herkunftssprachen überhaupt eine Rolle an der Hochschule? Und wenn ja, welche? Wie sehen die Betroffenen die Sprachenvielfalt im Zusammenhang mit dem Erwerb von Fachsprache und anderen Fachinhalten? Welchen Stellenwert haben ihre Erstsprachen im Studienalltag?

In Anbetracht dessen, dass 64 % der Studierenden der HSW Freiburg das Studium berufsbegleitend absolvieren, interessieren sich die Autorinnen ebenfalls dafür, wie wichtig diese anderen Sprachen im beruflichen Alltag sind, oder ob sich deren Gebrauch nur auf den Familien- und Freundeskreis beschränkt.

Von Interesse ist auch, ob die betroffenen Sprachen aus der Sicht der Studierenden für das Studium und den (zukünftigen) Beruf einen Mehrwert darstellen. Wie werden die eigene Mehrsprachigkeit und Sprachenvielfalt im Kontext von Identität gesehen? Welche Einstellung haben die Betroffenen im Hinblick

auf ihre eigene (und andere) Herkunftssprachen? Wie nehmen sie diese Sprachen wahr, und welches Prestige messen sie deren Beherrschung bei?

Als Sprachdozentinnen interessiert die Autorinnen ganz besonders, wie diese Gruppe den Fachsprachenunterricht erlebt. Sind dessen Inhalte auf ihre Bedürfnisse abgestimmt? Sehen sie ihre Situation anders als die der monolingualen Studierenden? Wie ist es in den anderen Fächern? Fänden es die Betroffenen überhaupt wünschenswert, dass ihre Erstsprache im hochschulischen und beruflichen Alltag eine Rolle spielt? Wünschten sie sich eine spezifische Unterstützung seitens der Hochschule?

At the School of Management in the bilingual city of Fribourg/Freiburg (Switzerland), students can complete a Bachelor in Business Administration in one or more languages. The study plan also includes compulsory specialized language courses in German or French as well as English. The school sees this multilingual offer as an advantage for the labour market. However, it does not take into account that many students speak a first language other than German or French. Even in the authors' own language teaching, foreign languages that are less prestigious than French, German or English hardly play a role.

Therefore, the students concerned will be asked about their experiences with their language of origin. What role does the heritage language play in the university context and in everyday professional life – and is it desirable that the first language plays a role? A special focus will be placed on how this group experiences specialized language teaching.

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Raluca-Elena Colțoiu:

Plurilingual vs Monolingual approach to English teaching

The aim of this paper is to investigate the application of multilingualism and plurilingualism theories and the use of the mother tongue in the English teaching context using a communicative teaching approach on a global scale. Based on the premise that the worldwide spread of English has resulted in significant consequences in education and language policies, throughout my study I will focus on different factors affecting English language learning such as the context, the participants and the approach used, with the main objective of analysing the students response to a plurilingual communicative approach to English Language Teaching (ELT) compared to a traditional monolingual one.

My purpose is to present an ecological approach to ELT that views English as a real international language that is a tool in our multilingualism and not a threat. In order to achieve my objectives, I carried out quantitative and qualitative research methodologies that allowed me to obtain a wide range of data through the use of different instruments such as class observations and interviews.

Le but de cet article est d'explorer les avantages du plurilinguisme dans le contexte scolaire. L'importance de la promotion de la pluralité linguistique se trouve renforcée par la crainte de voir de nombreux pans de la société européenne céder au monolinguisme anglophone. L'anglais occupe véritablement aujourd'hui une position hégémonique consolidée dans de nombreux secteurs, dont les domaines éducatifs. De telles constantes montrent qu'il est maintenant temps de réfléchir, en particulier d'un point de vue didactique, à la diversité linguistique, en y associant la question de la centralité de l'anglais envisagée non pas comme un objet uniforme, mais comme une langue multiple et contextualisée.

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Vilma Bijeikienė, Paweł Zakrajewski, Žydrūnė
Žemaitytė-Kviklienė:

Shaping plurilingual practices as a common endeavour of Transform4Europe University Alliance

Plurilingual and pluricultural competences which Melo-Pfeifer (2015) understands as "... a resource made available, shared and changed in social contexts ..." (Melo-Pfeifer, 2015, p. 220, after Bono & Melo-Pfeifer, 2011) are undoubtedly among the main building blocks of prosperous and enduring Europe. This concept is not only enshrined in European policy documents on education (e.g., *Proposal*, 2018) or corporate and public discourses (Hogan-Brun, 2017), but is also highlighted in studies on the role of languages in people's personal growth, career success and life-long vitality (Mehmedbegovic & Bak, 2017). The development of plurilingual and pluricultural competences along with the sustainment of multilingualism in general have been placed at the heart of the Transform4Europe European University Alliance – an initiative that focuses on developing future European knowledge entrepreneurs and agents of change. With the goal of encouraging students and staff to speak at least one more language in addition to their mother tongue and English, by 2023, the Alliance aims to develop its Multilingual Campus identity together with a number of pilot initiatives in selected fields, including shaping plurilingual practices within seven partner universities and a joint language strategy which, among other things, prioritises fostering multilingualism.

Considering the above, the conference presentation will discuss and evaluate the Transform4Europe Alliance initiatives of raising plurilingual and pluricultural awareness among its partner communities and the public. One of such initiatives was an international online event of marking the 20th-anniversary of the European Day of Languages in September of 2021. It was attended by around 700 participants – students of the Alliance universities and students from general education schools. The presentations which were delivered by representatives of international corporations, government and non-government institutions, culture institutes and other stakeholders contributed to making the whole initiative a vibrant and versatile networking event. The participants improved their understanding of intercultural and multilingual communication and its importance in current corporate and public spheres and gained information about the need for foreign languages on the labour market. There was also an opportunity for the participants to "taste" the languages of the Transform4Europe Alliance and engage in interactive multilingual activities. The presentation will also discuss two culture and language

events that will bring together all partners, especially students, of the Alliance in 2022. The main aim of the endeavours is to promote the Alliance ambition to develop multilingualism in Europe, to learn and value its cultural diversity, to encourage language learning among the Transform4Europe community, and to continue the discussion on the benefits and challenges of linguistic and cultural diversity within and outside the Alliance.

Plurilinguale und plurikulturelle Kompetenzen, die Melo-Pfeifer (2015) versteht als „... ein Mittel, die in sozialen Kontexten verfügbar gemacht, geteilt und verändert wird ...“ (Melo-Pfeifer, 2015, S. 220, nach Bono & Melo-Pfeifer, 2011) gehören zweifellos zu den wichtigsten Bausteinen eines wohlhabenden und dauerhaften Europas. Dieses Konzept ist nicht nur in den europäischen politischen Unterlagen zur Bildung (z. B. Proposal, 2018) oder in Unternehmens- und öffentlichen Diskursen (Hogan-Brun, 2017) verankert, sondern wird auch in Studien zur Rolle von Sprachen für das persönliche Wachstum und den beruflichen Erfolg von Leuten hervorgehoben und für die lebenslange Vitalität (Mehmedbegovic & Bak, 2017). Die Entwicklung mehrsprachiger und plurikultureller Kompetenzen und die Förderung der Mehrsprachigkeit im Allgemeinen standen im Mittelpunkt der Transform4Europe European University Alliance, einer Initiative zur Ausbildung zukünftiger europäischer Wissensunternehmer und Akteure des Wandels. Mit dem Ziel, StudentInnen und MitarbeiterInnen zu ermutigen, neben ihrer Muttersprache und Englisch bis 2023 mindestens daneben eine weitere Sprache zu sprechen, will die Allianz ihre mehrsprachige Campus-Identität zusammen mit einer Reihe von Pilotinitiativen in ausgewählten Bereichen entwickeln, einschließlich der Gestaltung der Mehrsprachigkeit Praktiken an sieben Partneruniversitäten und eine gemeinsame Sprachenstrategie, die unter anderem die Förderung der Mehrsprachigkeit priorisiert.

In Anbetracht dessen wird der Vortrag der Konferenz die Initiativen der Transform4Europe Alliance zur Sensibilisierung für mehrsprachiges und plurikulturelles Bewusstsein in ihren Partnergemeinschaften und der Öffentlichkeit diskutieren und bewerten. Eine dieser Initiativen war eine internationale Online-Veranstaltung zum 20. Jahrestag des Europäischen Tages der Sprachen im September 2021.

Sie wurde von rund 700 TeilnehmerInnen besucht – StudentInnen der Alliance-Universitäten und StudentInnen allgemeinbildender Schulen. Die Vorträge, die von VertreterInnen internationaler Unternehmen, staatlichen und nichtstaatlichen Institutionen, Kulturinstituten und anderen InteressenvertreterInnen gehalten wurden, trugen dazu bei, die gesamte Initiative zu einem lebendigen und vielseitigen Networking-Event zu machen. Die TeilnehmerInnen verbesserten ihr Verständnis für interkulturelle und mehrsprachige Kommunikation und ihre Bedeutung in aktuellen Unternehmens- und Öffentlichkeitsbereichen und erhielten In-

formationen über den Bedarf an Fremdsprachen auf dem Arbeitsmarkt. Es gab auch die Gelegenheit für die TeilnehmerInnen, die Sprachen der Transform4Europe Alliance „auszuprobieren“ und an interaktiven mehrsprachigen Aktivitäten teilzunehmen. Der Vortrag wird auch zwei Kultur- und Sprachveranstaltungen diskutieren, die alle Partner, insbesondere StudentInnen, der Allianz im Jahr 2022 zusammenbringen werden. Das Hauptziel der Bemühungen ist es, das Streben der Allianz zu fördern, die Mehrsprachigkeit in Europa zu entwickeln, ihre Kultur zu lernen und zu schätzen Vielfalt, das Erlernen von Sprachen in der Transform4Europe-Gemeinschaft zu fördern und die Diskussion über die Vorteile und Herausforderungen der sprachlichen und kulturellen Vielfalt innerhalb und außerhalb der Allianz fortzusetzen.

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Gabriel Labrie:

Latente Vielsprachigkeit? Mehrsprachige Repertoires im didaktischen Diskurs in Luxemburg

Das Großherzogtum Luxemburg hat drei Landessprachen: Luxemburgisch, Französisch und Deutsch. Im Gegensatz zu vielsprachigen Ländern wie Belgien und der Schweiz finden alle drei Verwaltungssprachen auf dem luxemburgischen Staatsgebiet Anwendung. Sie sind Teil des Sprachrepertoires praktisch aller, die das luxemburgische Bildungssystem durchlaufen. Somit verfügt eine Mehrheit der Menschen in Luxemburg über eine Mehrsprachigkeitskompetenz, die in Europa ihresgleichen sucht.

Mit einem Ausländeranteil von über 47 % ist die luxemburgische Wohnbevölkerung alles andere als homogen (STATEC 2021: 11). Im Bildungswesen stehen die verschiedenen Akteur:innen aufgrund der kulturellen und sprachlichen Vielfalt der Schülerschaft vor besonderen Herausforderungen. Davon zeugt unter anderem der seit 2015 dreijährlich erscheinende Nationale Bildungsbericht. Dieser wird auf Deutsch und Französisch in gemeinsamer Herausgeberschaft des Luxembourg Centre for Educational Testing (LUCET) der Universität Luxemburg und des Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques (SCRIPT) des luxemburgischen Bildungsministeriums veröffentlicht. Nicht zuletzt aufgrund seiner öffentlichkeitswirksamen Präsentation stellt der Nationale Bildungsbericht nicht nur einen wertvollen Forschungsbeitrag zur Schulpolitik im Lande dar, sondern er erfüllt als „wissenschaftliche und unabhängige Grundlage für eine informierte Debatte über die Zukunft der Bildung in Luxemburg“ ebenfalls eine diskursive Funktion (Bildungsbericht 2021: 13). Dementsprechend lassen sich der Nationale Bildungsbericht und die darin enthaltenen Vorstellungen zu Sprachrepertoires als fester Bestandteil des didaktischen Diskurses in Luxemburg analysieren.

Der Vortrag ist den 2018 und 2021 herausgegebenen Bildungsberichten gewidmet. Dabei gehen wir der Frage nach, wie der Plurilingualismus in den beiden Berichten zur Sprache gebracht wird und welche Unterrichtsvorstellungen damit verbunden werden. Anhand einer thematischen Analyse der Berichtsbeiträge mit linguistischem Bezug kann im Bereich der „alten und neuen Ungleichheiten“ zweierlei festgestellt werden (Bildungsbericht 2021: 11). In Anlehnung an Berthele (2010) ist erstens eine allmähliche Ablösung der in Luxemburg paradoxerweise lange praktizierten Vielsprachigkeitsdidaktik, die wir 'latente Vielsprachigkeit' bezeichnen, durch eine integrative Didaktik zu beobachten, welche mehr auf translinguale Kompetenzen setzt. Zweitens stellen wir jedoch eine Problematisierung von mehrsprachigen Repertoires fest, die

von der offiziellen Dreisprachigkeit abweichen. An den Nationalen Bildungsberichten 2018 und 2021 lässt sich nämlich die Vorstellung ablesen, dass bloß Sprachkenntnisse in den Landessprachen (und eventuell Englisch) für den Bildungserfolg der Schüler:innen zielfördernd seien und dadurch sogar andere Sprachen nicht zu ihrer sprachlichen Gesamtkompetenz beitragen könnten. Zum Schluss plädieren wir im Sinne einer integrierten Sprachendidaktik für eine bessere Wertschätzung der vielfältigen Sprachenerfahrung der Kinder im luxemburgischen Schulsystem.

Luxembourg has three official languages – Luxembourgish, French, and German – that are part of the linguistic repertoire of most of the resident population. However, with the high proportion of nonnationals, there are many challenges associated with diversity. In education, this is evidenced by the National Education Report, a valuable research contribution that also fulfills a discursive function in the debate on education in Luxembourg. This presentation explores the linguistic representations contained in the latest two reports. By drawing on a thematic analysis, we observe the replacement of a 'latent multilingualism' in favour of integrated didactics of languages, yet we note a problematization of certain plurilingual repertoires, where only official languages – and eventually English – can contribute to educational success. To conclude, we plead for a better appreciation of the diverse language experiences of students in the Luxembourgish school system.

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Drita Kelmendi:

The task-based and intercultural approach in Foreign Language Classes: Do we need to teach culture when teaching a foreign language?

Many researchers are raising the question of the training and preparation of foreign language teachers for using communicative and intercultural approaches and their practical application in the classroom.

The task-based and intercultural approach are key concepts of modern foreign language teaching. In addition, they are among the Council of Europe's most important requirements for the training of foreign language teachers: "– the particular importance of the intercultural component in raising awareness and respecting cultural differences; – the dimension of learning which promotes the lifelong development of multilingualism;" (Council of Europe, 1998). These two aspects are also key elements in the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP).

Even though all these documents and recommendations make sense and sound very useful and meaningful for foreign language classes, their implementation remains problematic, as the (inter-) national scientific literature brings out.

So how are the teachers doing? How do they prepare for task-based and intercultural language courses and how do they motivate their students? During my data collection, I organized a teacher training with colleagues from a teacher training college named the HEP BEJUNE. The participating teachers were trained in how to prepare foreign language lessons relying on the task-based and intercultural approach. The given definition of the task-based approach to the participating teachers was "The learner uses the language and performs tasks in a specific context and for a specific purpose." (Byram 1997, Dörnyei 2016, Ellis 2017), whereas the given definition on the intercultural approach was "The learner learns about the values and lifestyles of the different social groups he/she encounters." (Byram 2013, Baker 2015). Based on these definitions, the teachers had to prepare their task-based and intercultural lessons.

The teacher training is one part of my research, whereas the main part is the student's perspective: How do students perceive foreign language teaching? Can they see the concrete / task-based and intercultural aspect in the representations of their teachers? The students were not given any kind of definition in relation with the task-based and intercultural approach, but they were

questioned via questionnaires and interviews in different ways in order to understand their perception of the task-based and intercultural sequences taught by their teachers.

The data collection included three phases. The first phase was executed before the teacher training took place and phase II and III after. The aim was to obtain a before/after effect. The results show clearly a big difference in the student's perception of the foreign language lessons and especially when it comes to their own definition of the term "culture". The results from phase I show that most students have a "stereotypical knowledge" (Keller-Gerber, 2018) of culture and this stereotypical knowledge is often "negative" (Keller-Gerber, 2020). But during phase II and III, students have a much more mature attitude towards culture.

Due to Bennett 2004, the intercultural competence of an individual can only be developed at all levels through real encounters involving relational and social issues. Thereby, in the classroom, and since the actual encounter with the relevant culture is postponed to a more or less near future, the teaching will consist of an awareness of the intercultural dimension, mediated by various contents and activities.

In conclusion, the data and analyses of this research will make it possible to show, on the one hand, how the teachers understood and integrated the teaching device into their practice and, on the other hand, how the students received it. The aim is therefore to highlight the elements characterizing a task-based and intercultural teaching device as observed in practice, and finally to give concrete guidelines for improving the teaching of intercultural competence in the foreign language classroom.

Der vorgesehene mündliche Vortrag (auf Englisch) zum Konferenzthema „Mehrsprachigkeit und Kulturen im Kontakt“ referiert die Ergebnisse der im Rahmen meines Dissertationsprojekts durchgeführten Interventionsstudie, die sich zum Ziel setzte, die Effizienz von handlungsorientierten und interkulturellen Verfahrensweisen ein ganzes Jahr lang im schulischen Fremdsprachenunterricht (FSU) zu untersuchen. Meine Schwerpunktsetzung richtet sich nach dem viel zitierten Forschungsdesiderat, pädagogische Verfahren anhand von empirischen Datenerhebungen auf ihre Wirksamkeit hin zu untersuchen. Zu diesem Zweck wurde das Datenmaterial mittels mehrerer Fragebogenaktionen und LehrerInnen- und SchülerInneninterviews gewonnen. Die Daten wurden sowohl qualitativ als auch quantitativ ausgewertet, um Hypothesen zur Lernleistung, Motivation und Einstellung zum Sprachenlernen überprüfen zu können. Des Weiteren soll belegt werden, dass die Kultur als integraler Teil sprachlicher Identität durch den Einsatz von hand-

lungsorientierten und interkulturellen Aktivitäten erfolgreich vermittelt werden kann, ohne negative Einstellungen ihr gegenüber auszulösen.

Da die Untersuchung an einer französischsprachigen Sekundarschule des Kantons Neuenburg in der Schweiz durchgeführt wurde, besteht der praktische Wert dieser Arbeit darin, dass gezeigt wurde, wie handlungsorientierte und interkulturelle Aktivitäten unter den zeitlichen, räumlichen und curricularen Rahmenbedingungen in den schulischen Fremdsprachenunterricht implementiert und wie durch deren Einsatz didaktische Defizite behoben werden können, womit das fachdidaktische Desiderat eines ganzheitlichen Fremdsprachenunterrichts eingelöst werden soll. Letztendlich hat sich diese Arbeit zum Ziel gesetzt, Lehrkräfte zu ermutigen, handlungsorientierte und interkulturelle Verfahren künftig mehr in den Regelunterricht zu integrieren.

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Silvie Převrátilová:

Representations of Plurilingualism in a Language Exchange Course (Case Study)

While motivation to learn a foreign/second language has been an extensively studied topic for decades, most empirical studies focus on one language at a time (Henry, 2020) although the acquisition of L2 differs from L3+ and the motivation to learn an additional language may also vary. Furthermore, perceived positive language interaction in plurilingual persons has been confirmed (Thompson & Aslan, 2014). Unsurprisingly, a vast body of empirical research examines English or other “World Languages”. However, European universities, with the EU policy of L1+2, offer a wide range of plurilingual personal histories and various motivational profiles, concerning languages other than English (LOTES), including small languages, such as Czech. This study presents the preliminary stage of research on plurilingualism among Czech and international students at Charles University taking part in a language exchange self-directed course. The students work in pairs: the international student learns Czech as a second language and the Czech student practices the foreign language. For both participants of the language exchange, the target language is always L3+. The study builds on the theoretical framework of the L2 Motivational Self-System (Dorney, 2009) adapted to the Multilingual Motivational Self-System (Henry, 2017) where the original Ideal L2 Self was replaced by the Ideal Multilingual Self. The aim of the study is to examine the representations of the Ideal Multilingual Selves (Henry, 2017, 2020; Ushioda, 2017) among the international and Czech students, with a link to perceived positive language interaction in the individuals (Thompson & Erdil-Moody, 2016), and examine the plurilingual learning/teaching strategies in their language sessions, which may include translanguaging, code-switching, or cross-linguistic pedagogy (Woll, 2020). The data collection tools for the qualitative study are questionnaires and interviews focusing on language background and perceived positive language orientation, and three language exchange lesson recordings. Two language learners have participated in the preliminary stage. The data show two different profiles of a Czech student learning French as L4 and a Canadian student learning Czech as L4 and demonstrate multilingual learning/teaching strategies applied in their exchange sessions, which may impact plurilingual pedagogies in the broader scope. The preliminary stage confirms that research on plurilingual learning experience, ideal plurilingual selves, and plurilingualism in language lessons represents a fruitful research direction and contributes to the current discussion on the motivation to learn LOTES, the learning and teaching of L3+ as well as multilingualism at European universities.

Přestože se o motivaci k učení se cizímu/druhému jazyku již mnoho let vede odborná diskuse, empirické studie obvykle zkoumají jen jeden aktuálně osvojovaný jazyk, mimo kontext dalších jazyků v repertoáru mluvčích, jež však mohou proces osvojování dalšího jazyka ovlivňovat (Henry, 2020). Empirické studie také potvrdily, že mezi jazyky mohou mluvčí vnímat pozitivní interakci (Thompson & Aslan, 2014). Předkládaná studie představuje pilotní stadium výzkumu věnovaného plurilingvismu mezi českými a zahraničními studenty na Univerzitě Karlově, kteří se účastní výměnného jazykového kurzu, kde studenti pracují ve dvojicích a vzájemně si pomáhají při studiu cílového jazyka. Studie využívá teoretický rámec mnohojazyčného motivačního sebesystému (Henry, 2017) a zabývá se podobou ideálního mnohojazyčného já u jednotlivých informantů, vnímanou pozitivní interakcí mezi jazyky, jež mluvčí užívá, a strategiemi, které dvojice uplatňují ve svých jazykových lekcích. Data pro kvalitativní analýzu byla sbírána pomocí dotazníků, rozhovorů a nahrávek lekcí. V pilotní fázi vznikla případová studie jedné dvojice.

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Veronika De Azevedo Camacho, Marie Červenková, Monika Ševečková:

Médiation, apprentissage en autonomie, plurilinguisme: les étudiants dans le rôle de youtubeurs

Le phénomène des youtubeurs gagne du terrain depuis les années 2010. Grâce à la connexion des composants auditifs et visuels, en se concentrant sur des sujets d'actualité et en utilisant une langue de tous les jours, les youtubeurs peuvent jouer un rôle important dans l'apprentissage d'une langue étrangère en tant que médiateurs de connaissances linguistiques, de compétences et de la culture de leur pays. Ils deviennent ainsi personnes-ressources tout en ayant une approche horizontale et égalitaire qui suscite en même temps l'échange et le partage entre les internautes. En utilisant l'anglais ou une autre langue comme langue de médiation dans certaines de leurs vidéos ou vlogs, ils peuvent également contribuer au développement des compétences plurilingues de leurs abonnés.

Dans notre contribution, nous présenterons les résultats d'une expérience didactique que nous avons menée au cours du deuxième semestre de 2021/2022 auprès de 62 étudiants d'espagnol, de français et de russe dans les cours de langue étrangère à la Faculté d'Economie et d'Administration de l'Université Masaryk de Brno, en République tchèque. Comme nos étudiants font partie du groupe cible des youtubeurs, nous nous sommes posé la question de savoir si/comment/dans quels buts les étudiants les suivent et avons fixé l'objectif d'intégrer davantage l'utilisation de ces « vidéos-performances » dans leur apprentissage. La recherche a été menée de façon quantitative (questionnaires au début et à la fin du semestre) et qualitative (analyse des commentaires et autoréflexions des étudiants).

Nous avons proposé aux étudiants, tout au long du semestre, une série de tâches comprenant des activités en connexion avec l'observation de youtubeurs et ayant pour but de développer différents aspects de l'apprentissage – entre autres l'acquisition des connaissances, la compréhension orale d'un document, la réflexion, la formation de l'esprit critique, l'expression écrite de leur opinion. Les aspects interactif et collaboratif de l'apprentissage ont été développés au sein de 30 binômes composés d'étudiants de deux langues différentes créant une vidéo bilingue sur un sujet donné et rédigeant les sous-titres dans la langue étrangère apprise. En collaborant, les étudiants ont également été amenés à observer les similitudes entre les deux langues utilisées et à réfléchir sur le processus et les résultats de leur apprentissage.

La présentation sera proposée en trois langues – espagnol, français et russe –, avec un support diaporama résumant les informations en anglais.

By connecting auditory and visual components, focusing on current topics, and using everyday language, youtubers can play an important role in the foreign language learning as mediators of their language knowledge and culture. In our contribution, we will present the results of a didactic experiment that we carried out during the second semester of 2021/2022 with 62 students of Spanish, French and Russian in foreign language courses at the Faculty of Economics and Administration from Masaryk University in Brno, Czech Republic. The research was conducted both quantitatively and qualitatively. As our students are part of the target group of youtubers, we asked ourselves the question if/how/for what purposes students follow them and set the goal to further integrate the use of these video performances into their learning. Through collaboration, students were also guided to observe the similarities between the two languages used and to reflect on the process and outcomes of their learning.

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Kateřina Pořízková:

Classical languages pragmatically: adapting Latin and Greek linguistic phenomena as an interlingual competence for denoting technical concepts

The aim of this paper is to contribute to the discussion about promoting plurilingualism with a special focus on adapting Latin and Greek lexical and grammatical patterns into the process of second (L2) or third (L3) language acquisition. There is no doubt that even basic knowledge of these classical languages leads to a crucial ability to comprehend the basic semantic features of many cognates or internationalisms in the European Union communication environment. In addition, awareness of general mechanisms in interlingual transfer may facilitate benefits for Latin learners.

The paper follows previous research that has paid attention to the role of Latin in a different time and different context. Firstly, the Medieval English Multilingualism has been invoked, with a special regard to the oral and written language interaction encompassing Latin, French and English in terms of “code-switching” or “code-mixing” (Critten & Dutton 2021). Furthermore, several convincing studies have been reflected in this research, highlighting the importance of adequate strategies and techniques for the effective language learning and for the accuracy in communicative language activities in relation to Latin as a L3 (Lado & Bowden & Stafford & Sanz 2017) and Latin as a L2 medium for L3 learning (Wall 2018).

This study deals with learning Latin and Greek in contemporary medical terminology of the clinical communication. The research is based on i) linguistic analyses of corpus of authentic clinical texts with a special focus on adapting Latin and Greek language patterns by physicians and ii) comprehensive analysis of students’ final tests (after two semesters of Latin and Greek terminology course) in relation to their ability to denote technical concepts via applying Latin and Greek language patterns.

From the research results it appears that the multilingual character of clinical communication requires a specific methodological approach in the process of second or third language acquisition. The data driven methodology (Johns 1991) that has been chosen for this research helps to modulate effective learning strategies, emphasizing work with real language and meeting the needs of dynamically developing clinical communication in an international context. The main goal is to prove that learning Latin and Greek language patterns facilitates the students’ ability to discern semantic features of technical words

originating from Latin and Greek and vice versa to successfully apply creativity when adapting Latin and Greek lexicogrammatical patterns in clinical communication.

Příspěvek se zabývá problematikou adaptace jazykových fenoménů z klasických jazyků, latiny a staré řečtiny, do procesu osvojování cizího jazyka. Je zaměřen na oblast odborné klinické komunikace, která ze své podstaty a funkce v mezinárodním prostoru není monolingvní, nýbrž předpokládá schopnost lékaře užívat vícero jazyků, které jsou pro dosažení komunikačních cílů klíčové. Studie vychází z korpusové analýzy autentických klinických textů a výsledků závěrečných testů studentů medicíny s cílem zmapovat možnosti kreativní adaptace lexikálních a gramatických pravidel latiny a staré řečtiny v terminologickém vyjádření odborných pojmů a v souladu s výsledky výzkumu zefektivnit metodologické postupy a strategie pro výuku cizího jazyka v klinické komunikaci.

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Dagmar Siegllová:

Critical Incidents in Sports: An Avenue to Higher Education Student Professional Skills Development

People learn social norms, adapt proper habits and behaviors, and build knowledge and skills through social encounters. They also learn languages when interacting with each other in diverse settings. Higher Education Institutions (HEIs) play a key role as agents of socialization in the young students' lives not only within their facilities but also beyond. HEIs' students interact with their classmates and teachers at school, meet colleagues at work, and build and strengthen friendships in their free time within their rich social lives in the nowadays globalized world which enriches their chances to personal growth. The presented study focuses on the potential of sports in plurilingual settings for the HEI students' language and professional development and suggests forms of their integration into the institutional national and international programs and practices.

The presented study is part of a longitudinal project conducted at the ŠKODA AUTO University between 2016 and 2021 with Master's degree students of Business English in a course focused on management. The Critical Incident Technique is used to collect data in the form of written narratives and reflexive accounts describing and analyzing varied memorable moments from the students' everyday lives. 238 student analyses of CIs, which took place in diverse social situations and settings, were collected and examined using thematic analysis. Corresponding categories of the most significant agents of socialization were identified, out of which 6% represented CIs from the context of sports. Data examined in the study show that engaging in sport activities not only contributes to the students' personal growth, but also helps them naturally build a professional skills set, including foreign languages, crucial to succeed in their academic and professional paths. Relevant recommendations for integrating sports in the HEIs language education as a cross-sectional element within their programs, teaching practices, and varied extracurricular activities are made.

Lidé se učí prostřednictvím socializace. Terciární vzdělávání hraje v procesu socializace klíčovou roli jak uvnitř, tak navenek. Studenti se během studia setkávají se spolužáky, učiteli, přáteli či kolegy a upevňují společenské vazby, což přispívá jejich osobnímu růstu. Předkládaná studie se zaměřuje na potenciál sportování pro osobní i profesní rozvoj a navrhuje formy integrace sportovních aktivit do institucionálních programů.

Studie je součástí výzkumu ŠKODA AUTO Vysoké školy se studenty programu obchodní angličtiny. Prostřednictvím techniky kritických incidentů (CIT) formou písemných vyprávění a osobní reflexe studenti analyzují události z každodenního života, které považují za významné. Z celkového počtu 238 kritických incidentů 6 % proběhlo v rámci sportovních aktivit. Data naznačují, že dovednosti získané při sportu významně přispívají k rozvoji profesionálních dovedností přenositelných do akademického a profesního prostředí, včetně cizích jazyků. V závěru studie jsou formulována doporučení pro integraci sportovních aktivit do strategie jazykového vzdělávání vysokých škol jako průřezového tématu jednotlivých programů a specializací.

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