



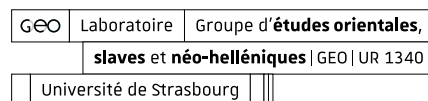
2023 ECSPM
SYMPOSIUM

THE SOCIAL ROLE OF HIGHER EDUCATION:

Developing the civil society's awareness
and impacting policies on the role of
multilingualism in education

22-24 March 2023

Programme Abstracts of presentations & Contributors' bionotes



The symposium is under the patronage of the Council of Europe's General Secretary, Marija Pejčinović Burić. Hosted by the University of Strasbourg, the symposium has the support of: the Centre for Research in Greek, Slavic, and Oriental Studies (GEO), and the European and International Relations Office of the University of Strasbourg.



INTRODUCTORY NOTE

The 2023 symposium is a follow up of ECSPM work for research-based policy recommendations and scholarly inquiry with the intent to strengthen the role of European HE in transforming attitudes to languages, multilingualism and plurilingualism for linguistic justice and more inclusive learning environments. Our concerns are upraised during these trying times for Europe and the rest of the world, facing challenges of interconnectedness and a drift towards the privatisation, the internationalisation and the consequent Englishisation of HE – all of which may have a backsliding effect on democracy. Our vision is related to the potential of universities to contribute to human and social development in democratic societies, through the facilitation of greater inclusiveness and respect for linguistic-cultural diversity, multilingualism and plurilingualism which are at the heart of the matter.

NOTE D'INTRODUCTION

Le symposium 2023 s'inscrit dans le prolongement des travaux de la GPEC visant à formuler des recommandations politiques fondées sur la recherche et à mener des enquêtes universitaires dans le but de renforcer le rôle de l'enseignement supérieur européen dans la transformation des attitudes à l'égard des langues, du multilinguisme et du plurilinguisme, en vue d'une justice linguistique et d'environnements d'apprentissage plus inclusifs. Nos préoccupations sont soulevées en ces temps difficiles pour l'Europe et le reste du monde, confrontés aux défis de l'interconnexion et à une dérive vers la privatisation, l'internationalisation et l'anglo-saxonisation conséquente de l'enseignement supérieur - qui peuvent tous (faire reculer en danger) la démocratie. Notre vision est liée au potentiel des universités à contribuer au développement humain et social dans les sociétés démocratiques, en facilitant une plus grande inclusion et un plus grand respect de la diversité linguistique et culturelle, du multilinguisme et du plurilinguisme qui sont au cœur de la question.

EINLEITENDE BEMERKUNG

Das Symposium 2023 ist eine Folgemaßnahme der Arbeit des ECSPM für forschungsbasierte politische Empfehlungen und wissenschaftliche Untersuchungen mit dem Ziel, die Rolle der europäischen Hochschulen bei der Veränderung der Einstellung zu Sprachen, Mehrsprachigkeit und Plurilingualismus im Hinblick auf sprachliche Gerechtigkeit und integrativere Lernumgebungen zu stärken. Unsere Bedenken werden in diesen schwierigen Zeiten für Europa und den Rest der Welt geäußert, in denen wir uns den Herausforderungen der Vernetzung und der Privatisierung, der Internationalisierung und der konsequenten Anglisierung des Hochschulwesens gegenübersehen - all dies kann sich nachteilig auf die Demokratie auswirken. Unsere Vision bezieht sich auf das Potenzial der Universitäten, zur menschlichen und sozialen Entwicklung in demokratischen Gesellschaften beizutragen, indem sie eine stärkere Integration und die Achtung der im Mittelpunkt des Interesses stehenden sprachlich-kulturellen Vielfalt, Mehrsprachigkeit und den Plurilingualismus fördern.

Bessie Dendrinou [Vassiliki Dendrinou]
ECSPM President / Présidente/ Präsidentin

MEMBERS

ALTE (Association of Language Testers in Europe)
Babylon Center for the Study of Superdiversity, University of Tilburg, NL
BM (Bilingualism Matters) International Community of Language Experts
Cambridge Language Sciences Interdisciplinary Research Centre, University of Cambridge, UK
CDL (Centre for Diversity & Learning), Ghent University, BE
CEM (Centre of Excellence for Multilingualism and Language Policy) University of Athens, GR
Center for Multilingualism, Universität Konstanz, DE
Centre for Research on Bilingualism, Stockholms universitet, SE
Centre of Excellence - Permanent Linguistic Observatory for Italian Abroad and Immigrant Languages, Università per Stranieri di Siena, IT
CLPP Consortium for Language Policy and Planning), Univesrity of Maryland, Baltimore, USA
EDiLiC (Éducation et Diversité Linguistique et Culturelle)
EARights (European Artists' Rights)
EFNIL (European Federation of National Institutions for Language)
FIPLV (International Federation of Language Teacher Associations)
FUEN (Federal Union of European Nationalities)
GEO (Groupe d'Études orientales, slaves et néo-helléniques) Université de Strasbourg, FR
GL/ML (Greek Language and Multilingualism Laboratory), University of Thessaly, GR
GS/FL (Research Group), Katolische Universität Eichstätt-Ingolstadt, DE
ICC (The International Language Association)
Institute of Linguistics & Literary Studies Division of Multilingualism, Technische Universität Darmstadt, DE
LAF (Literature Across Frontiers)
LiLPA (linguistique, langue, parole), Université de Strasbourg, FR
Mercator European Research Centre on Multilingualism and Language Learning
MIRCo (Center of Multilingualism, Discourse & Communication), Universidad Autónoma de Madrid, ES
MRN (Multilingualism Research Network), University of Cardiff, UK
NPLD (Network to Promote Linguistic Diversity)

PARTNERS

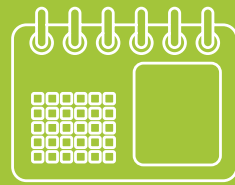
CCERBAL (Canadian Centre for Studies and Research in Bilingualism and Language Planning at the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, CA)
Cracking the Language Barrier (Federation of European projects and organisations working on technologies for a multilingual Europe)
ECML (European Centre for Modern Languages)
LLLP (The Lifelong Learning Platform) European Civil Society for Education

CURUM MEMBERS

Babylon Center for the Study of Superdiversity, Tilburg • BM (Bilingualism Matters) • Cambridge Language Sciences Interdisciplinary Research Centre • CCERBAL, Ottawa • CDL, Ghent • Centre for Research on Bilingualism, Stockholm • CEM, Athens • Center for Multilingualism, Konstanz • Centre of Excellence, Siena • CLPP, Baltimore • GEO, Strasbourg • GLML, Thessaly • GS/FL, Eichstätt-Ingolstadt • Institute of Linguistics and Literary Studies, Darmstadt • LiLPA, Strasbourg • Mercator - European Research Centre on Multilingualism and Language Learning • MIRCo, Madrid • MRN, Cardiff



University of Strasbourg, Campus central - Esplanade, Amphithéâtre Alain BERETZ



PROGRAMME OVERVIEW

Wednesday, 22 March 2023

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| 16:30 – 16:45 Welcome to the University of Strasbourg | Irini Tsamadou-Jacobberger , Vice-President of European & International Relations, University of Strasbourg |
| 16:45 – 17:00 Higher Education and Democracy | Council of Europe presidency |
| 17:00 – 17:30 Education and Democratic Citizenship | Villano Qiriaz , Head of the Education Department, Directorate of Democratic Participation, Directorate General II Democracy, Council of Europe - Conseil de l'Europe |
| 17:30 – 17:45 The academic profile of the ECSPM | Bessie Dendrin , ECSPM president |
| 17:45 – 19:00 PANEL: HE for social inclusion and linguistic justice | Chair: Bessie Dendrin , Contributors: Ianthi Tsimpli , University of Cambridge, Anne Lequy , Magdeburg-Stendal University of Applied Sciences & member of the Board of the EUA, Francois Grin , University of Geneva |

Thursday, 23 March 2023

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| 09:00 – 09:15 Welcome address | Michel Deneken , President of the University of Strasbourg |
| 09:15 – 09:30 Practical information | Guðrún Gísladóttir , ECSPM General Secretary |
| 09:30 – 10:00 Introduction to the theme of the symposium | Bessie Dendrin , ECSPM President |
| 10:00 – 11:00 Is enhanced creativity a valid argument for advocating multilingualism in HE? | François Grin , University of Geneva
<i>Discussant: Piet Van Avermaet</i> , University of Gent |
|  | 11:00 – 11:15 Coffee break |
| 11:15 – 12:45 EUA and multilingualism: "Universities without walls" (a vision for 2030) | Anne Lequy , Member of the Board of the European University Association
<i>Discussant: Theodoros Marinis</i> , University of Konstanz |
|  | 12:45 – 14:00 Lunch break |
| 14:00 – 15:00 Of ethics and multilingualism in internationalising university life: A dialogue | Luke Holmes & Caroline Kerfoot , Centre for Research on Bilingualism, Stockholm University
<i>Discussant: Maria Zerva</i> , University of Strasbourg |
| 15:00 – 17:00 PANEL: The role of universities in bridging research on multilingualism and society | Chair: Antonella Sorace , University of Edinburgh
Contributors: Monica Barni , UniSTRASI, Frances Blanchette , Penn State, Nicole Busby , Norwegian University of Science and Technology, Carmit Altman , Bar Ilan University
Coordinator: Tanja Rinker , Katholische Universität Eichstätt - Ingolstadt |
| 17:00 – 18:30 ECSPM GENERAL ASSEMBLY (Amphithéâtre Alain BERETZ) | |



Friday, 24 March 2023

09:00 – 10:15 Academic literacies and (inter)disciplinary assemblages: Thinking through languaging in HE
Laura Gurney, University of Waikato (New Zealand)
 Discussant: **Linda Fisher**, University of Cambridge

10:15 – 11:30 Learn in language, through language, and about language
Mark E. King, RMIT Singapore & **Paul J. Thibault**, University of Agder
 Discussant: **Nicolina Montesano Montessori**, Utrecht University of Applied Sciences



11:30 – 12:00 Coffee break

12:00 – 13:30 Plurilingual citizen in multilingual societies: Research domains and challenges
Isabelle Léglise, French National Centre for Scientific Research (CNRS)
 Discussant: **Nikolay Slavkov**, University of Ottawa



13:30 – 15:00 Lunch

15:00 – 16:00 Linguistic diversity and inequality at Dutch universities and the consequences for society
Jos Swanenberg, Tilburg University
 Discussant: **Massimiliano Spotti**, Tilburg University

16:00 – 17:00 Towards a global and plurilingual strategy of curriculum internationalization at the University of Strasbourg. Teachers' representations after training sessions: Hesitating between 'English first' and plurilingualism
Peggy Candas & Chloé Faucompré, University of Strasbourg
 Discussant: **Andrea Young**, University of Strasbourg

17:00 – 18:30 ROUNDTABLE: 2023 symposium conclusions and future steps
 Chair: **Irini Tsamadou-Jacoberger**, University of Strasbourg
 Contributors: **Waldemar Martyniuk**, ALTE/Jagiellonian University, **Luisa Martín Rojo**, Autonomous University of Madrid, **Ianthi Tsimpli**, University of Cambridge
Thomas Tinnefeld, Saarland University of Applied Sciences, **Terry Lamb**, University of Westminster
 Coordinator: **Guðrún Gísladóttir**, ECSPM General Secretary

18:30 – 19:00 Symposium closing



ABSTRACTS





PANEL: HE FOR SOCIAL INCLUSION AND LINGUISTIC JUSTICE

Chair: *Bessie Dendrinis*

Contributors: *Ianthi Tsimpli, Anne Lequy & François Grin*

Two of the contributors in this session will be asked predetermined questions relating to the outcomes and the impact of two seminal research multilingualism projects, which were very different from one another and conducted in very dissimilar geopolitical settings. The third contributor will share the position of the European University Association (EUA), which represents more than 850 universities in 49 European countries, influencing EU policies on higher education, research, and innovation. Each contributor will have 10-15 minutes to respond to the question posed by the Chair. Then the audience, made up of scholars who are physically present at the symposium, will be invited to contribute to the session by addressing the speakers to ask additional questions and comment on what has transpired.

IS ENHANCED CREATIVITY A VALID ARGUMENT FOR ADVOCATING MULTILINGUALISM IN HIGHER EDUCATION?

François Grin

The existence of a positive link between “diversity” and “creativity” is often regarded as a forgone conclusion. Should the existence of such a link be demonstrated, it would provide a powerful argument for supporting multilingualism (as one of the chief manifestations of diversity) in various domains, not least in education. However, much of the evidence produced to date is of a general, often inconclusive nature. In this paper, I propose an overview of the conceptual questions that arise before presenting a selection of recent quantitative results about the effects of multilingualism on creative interests and achievements at both individual and group levels.

THE EUROPEAN UNIVERSITY ASSOCIATION (EUA) AND MULTILINGUALISM: “UNIVERSITIES WITHOUT WALLS” (A VISION FOR 2030)

Anne Lequy

This talk will focus on the role of the European University Association (EUA) – one of the largest university representative bodies in the world – in reshaping European HE questions related to the challenges of multilingualism. Multilingualism is at the core of EUA mission, because its primary aim is to promote the mobility of students and staff across Europe, a multicultural-multilingual continent. “Universities without walls” is EUA’s vision for 2030 – a vision for open, sustainable and strong universities, serving Europe’s diverse societies towards a better future. It supports the development of the European Education Area and the European Research Area, as it centres on the four university missions, i.e., Learning & Teaching, Research, Innovation, Culture, all of which are linked to multilingualism.

OF ETHICS AND MULTILINGUALISM IN INTERNATIONALISING UNIVERSITY LIFE

Luke Holmes & Caroline Kerfoot

This dialogue will engage with ways of thinking language differently and the potential for responding to social, linguistic, and epistemic difference in a way that might be more justifiably described as ethical and multilingual. It will be grounded by Levinas’ notion of ‘ethical events’, defined here as interactions involving that which is not-known, normative, or ordinarily visible, but for which all involved are called upon to take responsibility. Luke and Caroline will discuss how daily encounters across difference in university classrooms, administration offices, and social spaces point towards the challenges and potential for ethical becoming and improved sociality in an internationalising university.

PANEL: THE ROLE OF UNIVERSITIES IN BRIDGING RESEARCH ON MULTILINGUALISM AND SOCIETY

Chair: *Antonella Sorace*

Contributors: *Carmit Altman, Monica Barni, Frances Blanchette, Nicole Busby*

Coordinator: *Tanja Rinker*

There are many universities where research on different aspects of multilingualism is conducted. One could argue that these universities have a special responsibility for linking research to societal issues, as part of the general impact that universities are expected to have. What is often not recognized is that this responsibility involves two aspects: how to create an environment where this kind of impact is visible and effective, and how to enable the links with society to feed back into research in a significant way. During this session, we will discuss this interaction by focusing on the activities of Bilingualism Matters, a centre for public engagement with an international network and wide-ranging experience of communicating research on multilingualism and language learning in different countries, linguistic environments and political contexts.

ACADEMIC LITERACIES AND (INTER) DISCIPLINARY ASSEMBLAGES: THINKING THROUGH LANGUAGING IN HIGHER EDUCATION

Laura Gurney

Internationally, there is a pressing need for students to become literate across academic disciplines, particularly to address challenges such as environmental sustainability and health crises. Academic language educators understand well that developing students’ academic literacy skills is a process best embedded within disciplines of practice – that is, students learn to communicate about disciplinary matters of concern while immersed in the study of these, shaped by epistemic and ontological parameters which are particular to disciplines. In this presentation, I engage the Deleuzian assemblage to think through languaging and academic literacies in higher education.



I discuss key challenges which academic language educators face when preparing students for interdisciplinary study and practice, and I suggest a reframing of academic disciplines as assemblages as a productive way of understanding and grappling with these challenges.

LEARN IN LANGUAGE, THROUGH LANGUAGE, AND ABOUT LANGUAGE

Mark E. King & Paul J. Thibault

Starting with the claim that everyone is a linguist, we argue that building awareness of languaging in education can start from here given that people reflect to varying degrees on how language is inseparably tied up with and arises from their embodied experience, their social positioning, their identity, and the skilled activities that our embodiment makes possible. With this idea in mind, we present our work on the development of analysis and theorization of learning that focuses on the multi-scalar ecological inter-connectedness of learners with teachers, with artefacts, with cultural patterns and resources, with places, with social activities and practices, with social institutions, with time and temporality, and with technologies. Learning reflects inter-individual dynamics that are shaped by biology and culture and what we term ecologies of learning and teaching.

“PLURILINGUAL CITIZENS IN MULTILINGUAL SOCIETIES: RESEARCH DOMAINS AND CHALLENGES”

Isabelle Léglise

This talk will depart from some basic concepts and research results in two domains - health and education - involving plurilingual citizens in multilingual societies and will show how (little) they are taken into account by public policies and the collective imagination in France. I will particularly build on my own experience in the French overseas territories, both as a researcher and as an interlocutor with the public authorities and with partners at all levels of the society in French Guiana for the last 20 years.

LINGUISTIC DIVERSITY AND INEQUALITY AT DUTCH UNIVERSITIES AND THE CONSEQUENCES FOR SOCIETY

Jos Swanenberg

In the Netherlands, universities adapted their language policies to a large increase of internationalization of their student population. Over the last years, universities became officially bilingual (e.g., Tilburg University) or switched to English only-policies (Eindhoven University of Technology). In practice, most of those universities have English as lingua franca on campus, also so-called bilingual universities. Simultaneously, we ignore

the many languages students bring to campus and to society, some languages more than others. This contribution offers a plea against linguisticism and a plea for linguistic fairness at universities to also improve the treatment of diversity in future society.

TOWARDS A GLOBAL AND PLURILINGUAL STRATEGY OF CURRICULUM INTERNATIONALIZATION AT THE UNIVERSITY OF STRASBOURG - TEACHERS’ REPRESENTATIONS AFTER TRAINING SESSIONS: HESITATING BETWEEN ‘ENGLISH FIRST’ AND PLURILINGUALISM

Chloé Faucompré & Peggy Candas

Some studies propose an alternative to the EMI approach (English as a Medium of Instruction) of the internationalization of higher education, resting on a vision respectful of the variety of languages and cultures, essential to the development of global citizens. At the University of Strasbourg, where we were asked to design an experimental training programme to prepare teachers and researchers for internationalization, the project, initially focused solely on English language training, evolved into an action research strategy encompassing didactics, interculturality and plurilingualism. Our results document the impact of the programme on participants’ representations and stances, showing most of the teachers shifting back and forth between pragmatic justifications in favor of English and preference for plurilingualism, on both scientific and social grounds.

ROUNDTABLE: 2023 SYMPOSIUM CONCLUSIONS AND FUTURE STEPS

Chair: *Irini Tsamadou-Jacobberger*

Contributors: *Terry Lamb, Luisa Martín Rojo, Waldemar Martyniuk, Thomas Tinnefeld, Ianthi Tsimpli*

Coordinator: *Guðrún Gísladóttir*

This session aims to provide a synthesis of questions, claims, and suggestions made by the speakers in preceding sessions, linking their proposals to the symposium theme, and discussing the implications of their proposals for higher education, given its responsibility to make space for multilingualism in connection with epistemological knowledge, and legitimate the university as an institution that serves all students, democracy, social justice, the common good, and public welfare. After a résumé of the contributions, each participant will take a position regarding the symposium outcomes. Collectively, these will form the basis for the validation of the “ECSPM Declaration for Multilingualism in HE”, and possibly for additional recommendations.



BIONOTES OF SPEAKERS (alphabetically)

a



ALTMAN, Carmit: Head of the Child Development Program in the Faculty of Education and affiliated with the Gonda Multidisciplinary Brain Research Center, Bar Ilan University. Her academic career has followed a psycholinguistics - sociolinguistics interdisciplinary trajectory and her research has focused on bilingual language development and narrative intervention, funded by BSF, ISF and Ministry of Education grants. She is co-director of Bilingualism Matters, Israel.
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b



BARNI, Monica: Professor of Educational Linguistics at the Università per Stranieri of Siena. She currently coordinates the research line Foreign Languages in Italy at the University's Center of Excellence for Research. Her research activity focus on teaching, learning and assessment of languages and analysis and impact of national and European language policies. **Email:** barni[at]unistrasi.it



BLANCHETTE, Frances: Research professor in Psychology at Penn State, and Director of the Bilingualism Matters branch. Her primary research examines linguistic diversity in American English dialects. Her experience as a dual-language educator of bilingual children informs her current outreach work with multilingual families and educators in the US. **Email:** fkb1[at]psu.edu



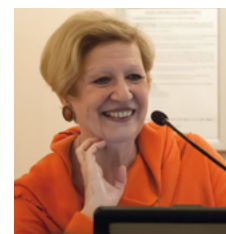
BUSBY, Nicole: Associate professor at the Language and Literature department at the Norwegian University of Science and Technology (NTNU) in Trondheim. She researches language acquisition and has particularly focused on investigating the challenges that Norwegian university students may face when reading academic texts in English as their second language. **Email:** nicole.busby[at]ntnu.no

c



CANDAS, Peggy: Associate professor at the Department of Applied Linguistics and Language Didactics at the University of Strasbourg. She is currently co-director of the Pôle Lansad, the department in charge of language teaching to students whose majors are not languages. Her research focuses on learner autonomy and development. She is currently involved in the internationalization training project led by Chloé Faucompré. **Email:** pcandas[at]unistra.fr

d



DENDRINOS, Bessie: Professor Emerita of the National and Kapodistrian University of Athens Greece, Director of the Research Centre of Excellence for Multilingualism and Language Policy of the same university, and President of the examination board of the KPG, national multilingual proficiency testing suite in Greece. Her research and publications focus on the politics of foreign language teaching/testing, the hegemony of English, and ideological analysis of (multimodal) pedagogical texts. ECSPM president and Chair of CURUM constituency. **Email:** vdendrin[at]enl.uoa.gr



DENEKEN, Michel: Professor at the Catholic Faculty of Unistra and since 2016 and President of the University of Strasbourg. He leads the regional cluster for higher education alongside the University of Haute-Alsace and a number of other engineering schools located in the region. In 2012 he was appointed Knight of the French National Order of Merit and in 2022 he was appointed Knight of the French Legion of Honor. Since 2019 he is Chair of EPICUR, an alliance of 8 European universities in 6 different countries. As of May 2022 he is President of Udice, a group of 10 prominent French research universities.



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FAUCOMPRÉ, Chloé: Teaches language didactics and is a specialist of the teaching of the neighbour's language in border regions. She is currently a Fellow at the Pôle Lansad of the University of Strasbourg. She is the head of the internationalization training project for the university's teaching staff and head of the Pôle FLE-IIIEF, the language centre for international students learning French as a foreign language at the Faculty of Languages. **Email:** c.faucompre[at]unistra.fr



FISHER, Linda: Professor in Languages Education, University of Cambridge, Education Strand Lead, the MEITS project and co-investigator, Education strand of Creative Multilingualism. Her current research interests are in multilingualism, multilingual identity, motivation, the academic and social integration of learners with English as an Additional Language, second language teacher education, and metaphor in relation to belief formation. **Email:** lgf20[at]cam.ac.uk

g



GÍSLADÓTTIR, Guðrún: General Secretary of ECSPM, co-chair of EARights, fine arts photographer and translator, she studied Scandinavian Languages and Linguistics. A polyglot, she is author of "Languages as ways of being: The linguistic biography of a Nordic nomad", in the volume entitled "Dominant language constellations approach in education and language acquisition" edited by Aronin & Vetter (Springer 2022). **Email:** cc[at]gudrun.cc



GRIN, François: Professor of Economics at the Faculty of Translation and Interpreting of the University of Geneva. He has published widely on interdisciplinary approaches to language policy design and evaluation. He was the coordinator of the large-scale research project "Mobility and Inclusion in Multilingual Europe" (MIME) for the European Commission. He is Editor-in-Chief of Language Problems and Language Planning. **Email:** francois.grin[at]unige.ch



GURNEY, Laura: Senior Lecturer at Te Kura Toi Tangata School of Education, University of Waikato, New Zealand. Laura is an applied linguist specialising in the theorisation of language practice and languages in higher education, and her research is informed by poststructuralist, posthumanist and new materialist approaches. **Email:** laura.gurney[at]waikato.ac.nz

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HOLMES, Luke: PhD in Applied Linguistics at the Centre for Research on Bilingualism, Stockholm University. His main interests are sociolinguistic in nature and his most recent research engagements have taken up issues relating to multilingualism, language policy and planning, and language ideologies in contemporary academia. **Email:** luke.holmes[at]biling.su.se

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KERFOOT, Caroline: Professor in Bilingualism at the Centre for Research on Bilingualism, Stockholm University. She is a socio-applied linguist interested in multilingualisms and diversities in education, with a focus on southern theory, decolonial pedagogies, and epistemic justice. **Email:** caroline.kerfoot[at]biling.su.se



KING, Mark E: Professor at RMIT University in Singapore, specializing in educational and learning sciences. He has held positions at UNSW Sydney and the Universities of Melbourne and Hong Kong, and has been engaged as a HE consultant in Uganda, Saudi Arabia, Kazakhstan, China, Vietnam, and Australia. Presently, he is researching in the areas of human interactivity and learning and has pioneered Multimodal Event Analysis as a methodology for studying human learning within distributed cognitive systems. **Email:** drmarkking2020[at]gmail.com



LAMB, Terry: Professor of Languages and Interdisciplinary Pedagogy at the University of Westminster, and Director of its Centre for Teaching Innovation. He has published extensively in the areas of learner autonomy, multilingualism and language teacher development. He has been involved in numerous research projects, including several at the ECML of the Council of Europe. Terry has been awarded the honour of Chevalier des Palmes Académiques by the French Prime Minister. He is Vice President of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes). **Email:** T.Lamb[at]westminster.ac.uk



LÉGLISE, Isabelle: Director of research in Linguistics at the French National Centre for Scientific Research (CNRS) and head of the Federation of Centers on Social Sciences in the Global South. Engaged in research projects in French Guiana, Suriname, Brazil, and recently in Cambodia with a special focus on multilingualism related to migration and educational issues. Her publications are on contact linguistics and variation, multilingual practices, heterogeneous corpora, and language policy related to education and health in postcolonial settings. **Email:** isabelle.leglise[at]cnrs.fr

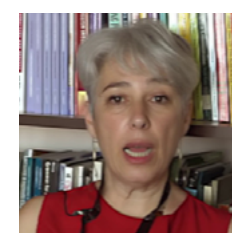


LEQUY, Anne: Professor for Specialised Communication French and Rector (2014-2022) at the Magdeburg-Stendal University of Applied Sciences. Board member of the European University Association (EUA) and Chair of its Learning & Teaching Steering Committee. Her research interests cover translation didactics and corpus analysis, university governance, organisation and policy. Project manager of the German Jordanian University, member of the Advisory Board of the Centre for Higher Education and of the Uni Council of the German-French University. (Profile photo: Dawin Mekel.) **Email:** anne.lequy[at]h2.de

m



MARINIS, Theodoros: Professor at the University of Konstanz, and the University of Reading, Chair in Multilingualism, Director of the Centre for Multilingualism and the MA in Multilingualism at the University of Konstanz. He is leading the EU funded Innovative Training Network 'The Multilingual Mind' www.multilingualmind.eu that provides multi-disciplinary training in multilingualism to 15 early-stage researchers across Europe. **Email:** t.marinis[at]uni-konstanz.de



MARTÍN ROJO, Luisa: Professor of Linguistics at the Autonomous University of Madrid, and national expert for the European Observatory against Racism and Xenophobia (EU). Her recent publications include an edited collection on Constructing Inequality in Multilingual Classrooms (Mouton, 2010) and Neoliberalism, language, and governmentality co-edited with Alfonso Del Percio (Routledge 2019). **Email:** luisa.rojo[at]uam.es



MARTYNIUK, Waldemar: Professor at the Institute of Polish Language and Culture for Foreigners of the Jagiellonian University in Krakow. Teacher trainer, author of textbooks, curricula, and testing materials for Polish as a foreign language. Executive Director of ECML of the Council of Europe (2008-2013). Since 2019, Chair of the Board of Trustees at the Association of Language Testers in Europe (ALTE). **Email:** waldemar.1.martyniuk[at]uj.edu.pl



MONTESANO MONTESSORI, Nicolina: Associate Professor at HU Utrecht University of Applied Sciences, Netherlands, holding a PhD in Linguistics (Lancaster University, 2008), specializing in Critical Policy Discourse Analysis. Her research focuses on social justice and complexity in education; sustainability, commons and deep ecology. She sustains the view that both social, linguistic, and biological diversity are essential to reach a socially and ecologically just world. **Email:** n.montessori[at]gmail.com



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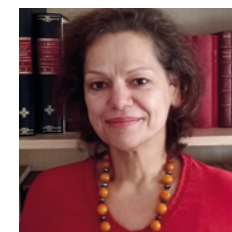
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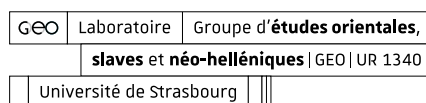


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The symposium is under the patronage of the Council of Europe's General Secretary, Marija Pejčinović Burić. Hosted by the University of Strasbourg, the symposium has the support of: the Centre for Research in Greek, Slavic, and Oriental Studies (GEO), and the European and International Relations Office of the University of Strasbourg.