



**8th International Congress of Association EDiLiC (Éducation et
Diversité Linguistique et Culturelle)
Institute of Education, University of Lisbon, Portugal
11th, 12th and 13th July 2019**

Call for Papers

**Interculturality and Awakening to languages (*Éveil aux langues*): challenges
and opportunities to formal and non-formal educational contexts**

Managing and treasuring the cultural and linguistic landscape(s) of societies in one of the main challenges of our time, specifically due to the intertwined relationship between culture(s), language(s) and identity(ies). Particularly interesting in this context is how individuals negotiate their identities through languages and cultures, and how social, linguistic and cultural identities are co-constructed in and through social interactions, considering that individuals take diverse 'complex linguistic repertoires', literacy varieties, life trajectories and 'linguistic and cultural belongings' with them (Blommaert, 2010). This suggests the importance of tackling the concepts of voice and of participation and of the recognition of power relations in the interactions between individuals, both in educational contexts and in society in general. Educationally, such perspectives challenge schools, teachers/educators, students themselves, families and carers, policy-makers and other community members to co-construct education as a dialogic intercultural space, and to take joint action to make that diversity a natural and legitimate part of their learning environment and of their life within society. Building educational environments that are securing and inclusive of all individuals' languages and cultures is paramount to foster "linguistic well-being", which implies the development of innovative initiatives and creative approaches, able to face and overcome resistances, difficulties and ungiven answers.

This 8th Congress of EDiLiC will be a forum for dialogue between all those interested in research on the connections between interculturality and awakening to languages (*éveil aux langues*), both in formal and non-formal educational contexts.

The following sub-themes and questions will set the context for the submission of proposals:

Sub-theme 1 – Intercultural pedagogies and Awakening to Languages

This sub-theme looks at the intersections between interculturality and plurilingualism and, consequently, considers the connections between plurilingual and intercultural education. *Among others, these are some of the possible guiding questions:* How are the links between languages and cultures being developed through education, in formal and non-formal spaces? How are different social institutions reinforcing (a language-aware) interculturality? What theoretical approaches are adopted to address the relation between interculturality and awakening to languages in education? What is the role of critical pedagogies and concepts such as voice, participation, and empowerment? How is culture structuring or being expressed through pluralistic approaches? And to what extent are languages and linguistic identity core components of intercultural education? To what extent is the awakening to languages approach promoting a dynamic perspective of cultures and social interactions? How are identities and linguistic and cultural practices being developed in a dialogue with community educational projects? How is the concept of (intercultural) mediation conceptualised and used as an educational tool? What is the role of community mediators in formal and non-formal contexts? What is the role of international exchanges and of immersion in culturally diverse communities to individuals' intercultural and plurilingual awareness?

Sub-theme 2 – Language education policies, schools and non-formal education

This sub-theme addresses the macro, meso and micro levels of plurilingual and intercultural education as a policy. It focuses on the mediation functions of schools and other educational contexts, and the role of teachers/educators and other stakeholders as policy- and curriculum-makers. *A list of possible topics to be discussed could include the following:* How is plurilingual and intercultural education as a policy being interpreted, conceptualised, negotiated and (re)constructed in/by schools and other educational contexts? What dialogues exist between formal and non-formal contexts (schools, home, local partners, cultural institutions...), and what learning pathways are being fostered and supported? What is the understanding of the

educational implications of linguistic and cultural diversity by educators and teachers (from all subjects and levels)? How are the languages and cultures of students being legitimised through teaching? What innovative approaches to languages and cultures are being developed in teaching and in education in general? How is students' learning being observed and documented? What current innovative assessment methodologies are in progress?

Sub-theme 3 – Educators/Teachers' professional learning and development in teaching in/for linguistic and cultural diversity

This sub-theme focuses on pre- and in-service teachers' learning and preparation to teach in and for linguistic and cultural diversity, and makes a link to teacher education and professional development policies. *Some guiding questions could be:* How are education programmes preparing pre-service and in-service teachers to work with linguistic- and culturally diverse classes and to teach for diversity in society? Which conceptual frameworks and approaches have been privileged? What is the role of pluralistic approaches to languages and cultures in this context? What challenges do teacher educators and other educational professionals face when enacting plurilingual and intercultural pedagogies in teacher education or in higher education in general? How can the training of teacher educators and other professionals in higher education institutions be developed in relation to these matters? To what extent are decisions in teacher education being informed by research results on plurilingual and intercultural approaches? What is the role of participatory teacher research in the improvement of teaching/teacher education practices? What professional learning opportunities and networks are being fostered?

Aiming to contribute to the dissemination and discussion of the knowledge developed so far in the domain of Interculturality and Awakening to Languages and Cultures (*éveil aux langues et cultures*) in formal and non-formal educational contexts, scholars and educational practitioners are invited to present their research at this 8th Congress of EDiLiC. Participation is possible through the presentation of papers, workshops, panel sessions (3 papers on a similar topic) and posters.

Important dates

Deadline for submission of abstracts: 5th January 2019

Abstract Acceptance Notice: 28th February 2019

Early Bird Registration Deadline: 31st March 2019

Late Registration Deadline: 16th June 2019

Conference Date: 11th, 12th and 13th July 2019

Submission of proposals

Submissions can be proposed as:

- *paper presentation* based on research (20 minutes for presentation and 10 minutes for debate);
- *panel session* with three papers on the same topic (90 minutes, including presentations and dialogue with the audience);
- *workshop* based on educational or didactic practices (60 minutes, including presentation and interaction with the participants);
- *poster* presentation, containing brief, written and graphic information, such as photographs, drawings, graphs and diagrams. The poster should be in F4 format (High 128 cm x Width 89.50 cm) and include a title at the top, as well as the names and institutional affiliation(s) of the author(s). A poster session presentation is foreseen in the programme.

Abstracts (papers, workshops, posters) should be between 250 and 350 words. The abstracts should provide information about the theoretical underpinnings, research methodology, findings (according to the proposal) and conclusions. You will be asked to include three keywords. When submitting your abstract, you will be asked to indicate to which sub-theme you would like to contribute.

If you would like to propose a *panel session*, an overall abstract of the panel session should be submitted by the panel organiser and include the title of the three papers. The abstracts for each of the three panel session papers should be submitted separately, making a cross-reference to the panel session title.

Proposals can be submitted in English, French, Portuguese and Spanish, and they will be blind-examined by two anonymous referees. Each author can submit no more than three proposals (either as single or co-author).

Proposals should be submitted via EasyChair:

<https://easychair.org/conferences/?conf=edilic2019>.

Scientific Committee

The Scientific Committee will be constituted by members of the International Committee of the Association EDiLiC and the Local Organising Committee.

Registration and fees

Registration includes: bag/meeting material; participant certificate; speaker certificate (if it is the case); and lunches and coffee breaks on the three days of the event.

Early Bird – until 31st March 2019

- EDiLiC member (public in general)*: 100 euros
- Non-EDiLiC member (public in general): 180 euros
- Students EDiLiC member*¹: 10 euros
- Students non-EDiLiC member¹: 60 euros
- School teachers EDiLiC member*¹: 40 euros
- School teachers non-EDiLiC member¹: 90 euros

Standard Fee – from 1st April to 16th June 2019

- EDiLiC member (public in general)*: 120 euros
- Non-EDiLiC member (public in general): 200 euros
- Students EDiLiC member*¹: 30 euros
- Students non-EDiLiC member¹: 80 euros

- School teachers EDiLiC member*¹: 60 euros
- School teachers non-EDiLiC member¹: 110 euros

* The membership fee (30 euros for 2 years of membership) will be paid separately and directly to the EDiLiC Association (additional information about procedures will be available on the event's webpage).

¹ School teachers and students must send proof of their professional or student status to evento.ie.ulisboa@gmail.com

Organising Committee

Ana Sofia Pinho (coord.) – IE/ULisboa

Ana Paula Caetano – IE/ULisboa

Ana Raquel Simões – DEP/UAveiro

Filomena Martins – DEP/UAveiro

Isabel Freire – IE/ULisboa

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[The event's webpage is under construction and will be available soon.]