



UNIVERSITÀ
CATTOLICA
del Sacro Cuore

Language Centre
Università Cattolica del Sacro Cuore

Milan, June 9, 2022

12th AICLU International Congress 2022

Plurilingual Integrated Approaches to the University: Methods, Training, Experiences

The Language Centre of Università Cattolica del Sacro Cuore, in collaboration with the Italian Association of University Language Centers (AICLU), is pleased to announce the 12th AICLU International Congress, “Plurilingual Integrated Approaches to the University: Methods, Training, Experiences”, which will be held on **June 9, 2022** at the Milan campus of the University. The Congress will be held in presence and remotely.

The purpose of the Congress is to provide an opportunity to share experiences and discuss the challenges of training, learning/teaching methodologies, evaluation and technological innovations in the context of plurilingual projects and practices in our universities. The Congress is addressed to professors, teachers and all those working in the field of Higher Education, involved in teaching and research on integrated plurilingual approaches in universities.

Topics

Some European projects have already shown the importance of plurilingualism in higher education: (a) DYLAN (*Language Dynamics and Management of Diversity*, 2006-2011) identified some of the micro-level conditions in which Europe's linguistic diversity is an asset; (b) MAGICC (*Multilingual and Multicultural Academic Communication Competence*, 2011-2014) launched and implemented multilingual teaching and research scenarios, achieving the structures to develop a framework for assessing multilingual competence in the first cycle of higher education; c) MIME (*Mobility and Inclusion in Multilingual Europe*, EC's Seventh Framework Programme) addressed the challenge of multilingualism for European citizens, exploring several thematic areas (including language policy analysis, language rights of minorities and majorities, linguistic diversity between mobility and integration, translation in the classical approach of translation and interpretation and machine translation and language technologies, the use of lingua franca varieties, and the development of receptive language skills closely related to one's first language). The CMC_E project - *Communicating in Multilingual Contexts meets the Enterprise* -, awarded the 2012 Label of Language Labels Award, has also promoted the multilingual dynamics of language skill development in the business and administrative fields.

The role of the university is “to produce new knowledge in (...) cultural, economic and social spheres, but also to preserve the knowledge historically accumulated by civilizations, societies, communities and individuals” (Torres 2011: 179). Conceição (2020: 238) points out that “the dual role [of the University] of maintaining and perpetuating cultures and memories and of imperative technical and scientific innovation that contributes to the improvement of living conditions is affirmed”. Inclusion

and mobility must be promoted simultaneously while recognizing individual choices, disciplinary practices, and contextual issues. Plurilingualism therefore plays a crucial role.

Plurilingualism (Fürst and Grin 2018) is clearly critical for knowledge transfer and public engagement of knowledge; it enhances creativity; it respects scientific, disciplinary, and cultural traditions and practices; and it promotes equity by reducing the advantages between speakers of power languages and speakers of other languages. All of these aspects show the extent to which plurilingualism enables effective impact at all levels (from local to global) of higher education activities. For insights into these issues, see the contributions of Berthoud 2008; Berthoud-Grin-Lüdi ed. 2013; Block-Cameron 2012; Bretxa-Vila Moreno ed. 2014; Brown ed. 2001; Caruso ed. 2018; Conceição 2018 and 2020; Gajo ed. 2013; Gilardoni 2009; Grin ed. 2003; Grin 2006 and 2018; Grin-Marác-Pokorn 2022; Knight 2004 and 2016; Larsen 2016 and 2018; Macaro 2018; Meyer-Gekeler-Mager-Urank 2013; Mondada-Pekarek Doehler ed. 2003; Vallejo-Dooly 2020; Yanaprasart 2020; Zanolà 2013.

In this multilingual and plurilingual space, according to what approaches are teaching and learning of languages conceived?

Is the plurilingual competence of teachers/faculty, part of their professional competence, in many cases developed and ready to interact and modify the above approaches to meet the needs of multilingual learners' preparation?

The Congress intends to offer space for presentation, discussion and dialogue to projects/experiences/reflections related to methods, training paths, applications for integrated plurilingual approaches in the University.

Proposals for the Congress may focus on the following topics:

- Languages and linguistic diversity needs in HE, according to cultural and pragmatic contexts, according to the communicative needs of the learner/recipient
- Plurilingualism, intercomprehension and partial competence
- Internationalization strategies
- Plurilingual teacher training
- Plurilingual education and integrated learning in HE (*ICLHE-Integrating Content and Language in Higher Education*)
- Translanguaging and bilingual and plurilingual teaching activities
- Integrated plurilingual approaches to knowledge and responses to societal needs
- Plurilingual teaching and distance learning
- Practices for the development of listening comprehension in a plurilingual context
- Competence assessment and self-assessment in a plurilingual context

Presenters will have 20 minutes to illustrate their topics and each presentation will be followed by 10 minutes of discussion. Languages for presentations: French, English, Italian, Spanish, German. Proposals, of a maximum of 300 words (excluding bibliography), written in Italian/English/French/Spanish/German, should be sent to consulta.selda@unicatt.it by **March 30, 2022**. Each proposal must contain the details of the author(s) (first and last name, affiliation, email address). Papers are expected to be published in 2023, after re-reading by anonymous experts.

Main dates

Until March 30, 2022 - submission of proposals;

By April 20, 2022 - communication of the results of the evaluation of proposals received ;

By June 4, 2022 - registration to the Congress;

June 9, 2022- 12th AICLU International Congress.