

## Call for proposals

**Multilingual didactics and cultural mediations:  
taking into account the cultural heritage of pupils  
in order to build an inclusive and diverse society.**

Symposium  
March 28<sup>th</sup> and 29<sup>th</sup>, 2019  
Le Mans, France.

***Closing of the call: December 16th, 2018***

**<https://pluri2019.sciencesconf.org>**

### Context of the call:

The symposium comes within the scope of the second focus of the research programme called Amicaé, *Analyse des Médiations Innovantes de la Culture et de l'Art pour une Europe ouverte*, which stands for Analysis of Innovative Mediations of Culture and Art for an open Europe (RFI Alliance Europa). The aim of the educational component of this focus is to observe, experiment, support and analyse pioneering classroom practices by taking into account the linguistic and cultural diversity of pupils. More specifically, we are trying to observe how measures involving discovering and sharing everyone's tangible and intangible cultural heritage might influence the learning processes (especially in relation to language) of pupils: learning to recognise oneself and to act as a player of a (re)composed plural identity (Perregaux et al., 2001). Besides, we are trying to analyse if and how these measures influence how the various stakeholders (children/teenagers, education players, parents) consider their language(s) and culture(s) and how important the latter can be in their ability to act within and on the world.

The component of this research focus includes the following questions:

- May these practices, which are both tools for mediation and for understanding of others, enable a non-conflictual identity recomposition for these young persons in situation of exile? Do they allow to overcome the cultural or psycho-affective barriers which they might stumble upon along the way?
- What are the implications of current practices in welcoming migrant pupils observed in France and across Europe for School and for the training of education players?
- May the acknowledgement and sharing of tangible and intangible cultural heritage of pupils change how migrant pupils, or in a broader perspective, how linguistic

and cultural diversity, are considered and how we deal with it in class / training?  
And if yes how?

Topics of the symposium:

This symposium shall gather contributions from the research programme team (Germany, Austria, France, Greece, Hungary, Portugal, Switzerland) and contributions from scheduled external researcher(s) whose research topics and issues are connected to one or more of the following field(s):

- **Analysis of learning practices and situations (formal or informal, academic or not) taking into account the linguistic and cultural heritage (tangible and intangible) of pupils (children, teenagers or young adults), whether they be allophone newcomers or children whose family is settled in the welcoming country for several generations:**
  - which practices and which teaching / educational strategies
    - 1) - to access cultural resources of pupils, products or legacies of their history,
    - 2) - to mobilise and transfer / add value / transform these resources updated and renewed by the notions of "here" and "now"?
  - To which class "productions" lead these practices and strategies (books, sketches, presentations, exhibitions, etc.)? How do these productions co-exist or take over the academic genre(s) and do they take part to the project goals in the Programmes (written acculturation, appropriation of languages defined as "a transformation, in confrontation with history and diversity of people, situations, "languages" » (Castellotti 2017), etc.)?
  - What are the meaning, place and role of these practices within the identity recomposition of these young people regarding intergenerational relationships, the sharing of family heritage or even the implications towards a larger social cohesion?
  - What are the roles and places of parents, and family, in these measures, how do they participate? What are the levers on which they rely to take their languages and cultures into account?
- **Training for teachers and education players:**
  - Which partnerships or which multidisciplinary between education players and heritage players are implied with these practices?
  - What are the implications for teacher training, for the departments of history teaching and research and language pedagogy?
  - In what ways the measures associating the input of professions in heritage and culture within classroom practices put the teaching practices of languages into question and in a broader perspective language pedagogy and multilingual didactics?

## SCIENTIFIC COMMITTEE

- Joëlle Aden, IMAGER, Université Paris-Est-Créteil, France
- Isabelle Audras, CREN, Le Mans Université, France
- Brahim Azaoui, LIRDEF, Université de Montpellier, France
- Violaine Bigot, DILTEC, Université Sorbonne-Paris 3, France
- Aude Bretegnier, CREN, Le Mans Université, France
- Michel Candelier, CREN, Le Mans Université, France
- Carole-Anne Deschoux, Haute-Ecole-Pédagogique de Lausanne, Switzerland
- Aline Durand, CREAHA, Le Mans Université, France
- Dora François, CREN, Université de Nantes, France
- Cécile Goï, EES, Université François-Rabelais de Tours, France
- Livia Goletto, CREAD, ESPE Université de Bretagne occidentale, France
- Delphine Guedat-Bittighoffer, CIRPALL, Université d'Angers, France
- Gina Ioannitou, CREN, Le Mans Université, France
- Stavros Kamaroudis, Aristotle University of Thessaloniki, Greece
- Ann-Birte Krüger, CRIT, Université de Franche-Comté, France
- Florence Lacroix, CREN, Université de Nantes, France
- Françoise Leclair, CREN, Le Mans Université, France
- Ildiko Lörincz, University of Győr, Hungary
- Nadja Maillard, CIRPALL, Université d'Angers, France
- Filomena Martins, University of Aveiro, Portugal
- Isabelle Nocus, CREN, Université de Nantes, France
- Silvia Melo-Pfeifer, University of Hamburg, Germany
- Danielle Omer, CREN, Le Mans Université, France
- Marie-Laure Tending, CREN, Le Mans Université, France
- Nathalie Thamin, CRIT, Université de Franche-Comté, France
- Roula Tsokalidou, Aristotle University of Thessaloniki, Greece
- Christel Troncy, DYLLIS, Université de Rouen, France
- Maude Vadot, Université Savoie-Mont Blanc, France
- Alexandra Wojnesitz, University of Vienna, Austria
- Andrea Young, GEPE, ESPE Université de Strasbourg, France

## SCHEDULE

- Closing of the call: ~~November 30<sup>th</sup>~~, **December 16<sup>th</sup>**, 2018
- Notices of agreement or denial: end of January 2019
- Dates of the symposium: March 28<sup>th</sup> and 29<sup>th</sup>, 2019

## FORMS OF PROPOSALS

The article proposals shall include more than 3000 characters, with a temporary title, bibliographic references and five key-words.

The submission form shall include: the name(s) of author(s), the reference university or establishment, the affiliate laboratory, an email address.

**The submission of communication proposals shall be made via the website:  
<https://pluri2019.sciencesconf.org>**