

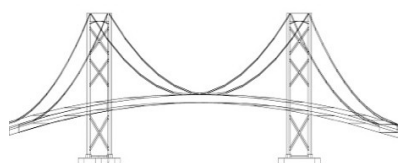
# 10th International Conference of the Association EDiLiC 10ème congrès international de l'association EDiLiC

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## **From Early Childhood to Adulthood: Transitions, Continuity, and Disruptions in Plurilingual Education**

## **L'éducation plurilingue de la petite enfance à l'âge adulte : Transitions, continuités et ruptures**

## **Fra den tidlige barndom til voksenalderen: Overgange, kontinuitet og benspænd i flersprogethedsdidaktikken**



**28-30 June 2023 / 28-30 juin 2023 / 28-30 juni 2023**

The conference will not take place in a hybrid format. We are looking forward to seeing you in Copenhagen!  
If there will be problems to travel in June 2023 for health or other reasons, the entire conference will take place online.

Le congrès se déroulera uniquement en présentiel. Nous nous réjouissons de vous retrouver à Copenhague!  
S'il devient à nouveau difficile de voyager en juin 2023 pour des raisons sanitaires ou autres, alors tout le congrès se déroulera en ligne.

Konferencen vil finde sted fysisk. Vi glæder os til at se jer i København!  
Hvis der bliver problemer med at rejse i juni 2023, vil hele konferencen foregå online.

## CALL FOR PAPERS

The Association EDiLiC aims to contribute to the dissemination and discussion of knowledge developed in the field of education and linguistic and cultural diversity. We are welcoming scholars and educational practitioners to present their work at the 10th International EDiLiC Conference. Participation is possible through the presentation of papers, workshops, and panel session with three papers on the same topic.

So far, the EDiLiC conferences have been held in France, Greece, Hungary, Poland, Portugal, Spain, and Switzerland. Copenhagen as the venue for the 10th EDiLiC conference in 2023 opens new opportunities for collaborations between the Nordic countries and the countries that are traditionally represented in EDiLiC.

**The 10th International Conference of the Association EDiLiC will be a forum for dialogue between all those engaged in research and practice in plurilingual education, pluricultural education, Content and Language Integrated Learning, and the intersections between these fields, with a particular focus on spaces of transitions, continuity, and disruptions across educational levels and learning contexts.**

In relation to vertical transitions, the conference is interested in contributions focusing on progressions and disruptions between preprimary, primary, secondary, and tertiary education, e.g., taking into account epistemological and cognitive, socio-cultural and institutional transitions across educational levels. In relation to horizontal transitions, contributions could, e.g., analyze and discuss the potential and the challenges associated with the transition between plurilingual education in formal and non-formal contexts and the integration of home languages. Furthermore, the intersections between plurilingual education, pluricultural education, and Content and Language Integrated Learning could be discussed. The conference also raises the question of how to build bridges to the labor market.

**The following sub-themes and questions will set the context for the submission of proposals. All sub-themes cover the fields of plurilingual education, pluricultural education, and Content and Language Integrated Learning. They are structured based on a specific level of investigation, going from the nano, micro, meso, and macro level to the supra level.**

### **Sub-theme 1 – the individual learner (nano level)**

This sub-theme looks at spaces of transitions, continuity, and disruptions across educational levels and learning contexts from the perspective of individual experiences of learning from early childhood to adulthood, and lifelong (autonomous) personal development.

Among others, these are some of the possible guiding questions:

- How do individual learners experience transitions and progression in plurilingual education, pluricultural education, and/or Content and Language Integrated Learning?
- What kind of disruptions are they faced with?
- How do individual learners feel their home languages are taken into account in preprimary, primary, secondary, and tertiary education?

- What kind of affordances do they encounter for their plurilingual and pluricultural repertoire in the labor market?
- How do they experience navigating between their home language(s) and the language(s) of schooling?
- How do they experience the interplay between formal and informal educational contexts?

### **Sub-theme 2 – the class, the group, the teaching sequence, the teacher (micro level)**

This sub-theme looks at spaces of transitions, continuity, and disruptions across educational levels and learning contexts at the micro level. How are these spaces taken into account by language educators and teachers of other subjects, in learning/teaching resources and in learning assessment?

Among others, these are some of the possible guiding questions:

- How do teachers and learning/teaching resources in formal and informal educational contexts plan for transitions and progression in plurilingual education, pluricultural education, and/or Content and Language Integrated Learning?
- What kind of disruptions become manifest in classroom studies and teaching resources analyses?
- How do teachers and teaching resources in preprimary, primary, secondary, and tertiary education draw on learners' linguistic repertoires and repertoires of knowledge?
- How do teachers and teaching resources build bridges between plurilingual education, pluricultural education, and/or Content and Language Integrated Learning, and the labor market?
- How are evaluations/tests for plurilingual education, pluricultural education, and/or Content and Language Integrated Learning designed by teachers?

### **Sub-theme 3 – the institutions, e.g., kindergarten, schools, universities (meso level)**

This sub-theme looks at spaces of transitions, continuity, and disruptions across educational levels and learning contexts at the meso level. How are these spaces taken into account by institutions?

Among others, these are some of the possible guiding questions:

- How do institutions plan for transitions and progression in order to support plurilingual education, pluricultural education, and/or Content and Language Integrated Learning?
- How are transitions interpreted, conceptualized, negotiated and (re)constructed in/by schools and other educational institutions?
- What dialogues exist between formal and non-formal contexts (schools, home, local partners, cultural institutions...)?
- What kind of disruptions are linked to institutional transitions?
- How do institutions unfold physical spaces for learners' linguistic repertoires, how do they build bridges to the labor market, and how do they adjust the national curriculum to match the specific profile of their school?
- How do institutions develop collaborations with institutions representing other educational levels in order to support transitions?

#### **Sub-theme 4 – educational system, state, region (macro level)**

This sub-theme looks at spaces of transitions, continuity, and disruptions across educational levels and learning contexts at the macro level. How are these spaces taken into account by the national or regional education system?

Among others, these are some of the possible guiding questions:

- How do regional and national curricula plan for transitions and progression in plurilingual education, pluricultural education, and/or Content and Language Integrated Learning?
- What kind of disruptions become manifest in curricula and language education policy analyses?
- How do regional and national policy- and curriculum-makers draw on learners' linguistic repertoires and repertoires of knowledge in preprimary, primary, secondary, and tertiary education?
- How is plurilingual education, pluricultural education, and/or Content and Language Integrated Learning taken into account in teacher education?
- How do regional and national curricula build bridges between plurilingual education, pluricultural education, and/or Content and Language Integrated Learning, and the labor market?
- How are national evaluations/tests for plurilingual education, pluricultural education, and/or Content and Language Integrated Learning designed?

#### **Sub-theme 5 – international, comparative perspectives (supra level)**

This sub-theme looks at spaces of transitions, continuity, and disruptions across educational levels and learning contexts at the supra level. How are these spaces taken into account by international reference instruments and in international comparative studies?

Among others, these are some of the possible guiding questions:

- How do the tables of descriptors across the curriculum, developed by the FREPA project, conceptualize progression in plurilingual and intercultural education? How can they contribute to building bridges between different levels of education, and how are they used?
- How does the CEFR and the CEFR Companion volume conceptualize progression in plurilingual and pluricultural education? How can they contribute to building bridges between different levels of education, and how are they used?
- How is continuity taken into account in the *Recommendation on the importance of plurilingual and intercultural education for democratic culture*, published recently by the Council of Europe, and how can the *Recommendation* be used in a national, regional and institutional context?
- How do these international reference instruments build bridges between plurilingual education, pluricultural education, and/or Content and Language Integrated Learning, and the labor market, and how do they integrate home languages?
- How can spaces of transitions, continuity, and disruptions in plurilingual education, pluricultural education, and/or Content and Language Integrated Learning be compared internationally within and outside Europe?

**Languages of the conference:**

The languages of the conference are English, French, and the Scandinavian languages. The languages used in the plenary talks will be announced in the conference program. Presentation of papers, workshops, and panel sessions can take place in English, French, and the Scandinavian languages. Abstracts must be written in two of the languages of the conference. The languages chosen for the presentations of papers, workshops, and panel sessions will be announced in the final program.

**Submissions:**

Submissions can be proposed as a

- paper presentation based on research (20 minutes for presentation and 10 minutes for discussion);
- workshop based on educational or didactic practices (60 minutes, including presentation and interaction with the participants);
- panel session with three papers on the same topic (90 minutes, including presentations and discussion).

Abstracts for papers, workshops, and panel session must be written in two of the languages of the conference (Danish, English, French, Norwegian, Swedish).

Abstracts for papers and workshops should be between 250 and 350 words. The abstracts (paper presentation, panel session) should provide information about the theoretical underpinnings and research methodology. When submitting your abstract, you will be asked to indicate to which sub-theme you would like to contribute and to include three keywords.

If you would like to propose a panel session, an overall abstract of the panel session should be submitted by the panel organizer 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.

All proposals will be blind examined by two anonymous evaluators. Each author can submit no more than three proposals (either solo or as co-author).

Please find more information on the conference website <http://plurilinguaeducation.ku.dk>

**Important dates:**

Deadline for submissions: 10 November 2022

Final decision on papers: 10 December 2022

Final program on conference website: 1 February 2023

Deadline for registration: 1 May 2023

**Registration and fees:**

The conference registration fee covers attendance at the conference, lunch, coffee/tea, a certificate of participation and a certificate of attendance (if applicable).

The conference dinner will take place at the restaurant in The Royal Playhouse offering a formidable harbor view and a menu, prepared from seasonal ingredients from local producers, and is not included in the conference registration fees.

### **Regular registration until February 1, 2023**

- EDiLiC member (conference registration fee): 130 euros. Please sign up for the EDiLiC association membership here: <https://en.edilic.org/copie-de-devenir-membre-1>
- Non-EDiLiC member (conference registration fee): 210 euros

### **Late registration until May 1, 2023**

- EDiLiC member (conference registration fee): 150 euros. Please sign up for the EDiLiC association membership here: <https://en.edilic.org/copie-de-devenir-membre-1>
- Non-EDiLiC member (conference registration fee): 230 euros

Payment of the EDiLiC Association membership fee must be made at the same time as the payment of the conference registration fee.

### **Conference publication:**

The participants will be invited to submit their contribution for publication in a thematic volume in the Nordic Journal of Language Teaching and Learning (NJLTL).

NJLTL is an international open-access journal. Based on the principle that research should be free and accessible, all publications in NJLTL are available free of charge from the journal's website <https://journal.uia.no/index.php/NJLTL>.

The journal has two sections. The main section contains double-blind, peer-reviewed articles. The forum section features shorter articles of general interest, e.g., contributions from educators and students about hands-on experiences in the classroom.

Articles may be written in Danish, English, French, German, Norwegian, Spanish, and Swedish.

### **Scientific Committee:**

The scientific committee will be composed of

- team members, national and international advisory board members of the project «Plurilingual Education – Minority and Majority Students' Language Awareness across Educational Levels», funded by Independent Research Fund Denmark (see for more information: [www.plurilingualeducation.ku.dk](http://www.plurilingualeducation.ku.dk));
- team members, associate partners, and network members of the project «CLIL in languages other than English – Successful transitions across educational stages», European Center for Modern Languages, Council of Europe (see for more information: [www.ecml.at/CLILLOTEtransition](http://www.ecml.at/CLILLOTEtransition)); and
- members of the international EDiLiC committee (see for more information: <https://en.edilic.org/copie-de-devenir-membre>).

Please find more information on the conference website <http://plurilingualeducation.ku.dk> and <https://www.edilic.org>.

