

CONSTRUCTS OF KNOWLEDGE ABOUT LANGUAGE IN HE AND MULTILINGUALISM

The construction of knowledge about language, as developed through disciplinary discourses in university linguistics courses/ programmes, affects students' attitudes towards languages and language use, shapes ideologies towards language/ discourse hybridity or purism, contributes to sustaining or changing their monolingual or multilingual mindsets, governs their understanding of how strict the boundaries between languages, language varieties and other semiotic modes are.

The purpose of this panel is to examine theories of language and paradigms of linguistic studies responding to the exigency for a multilingual turn in education and plurilingual pedagogies consistent with social demands for inclusive societies, social and epistemic justice. It also intends to discuss theories and paradigms conducive to multilingual ethoses of communication in academic contexts, as well as multilingual disciplinary/ scientific discourse and research. In this context, the issues to be raised relate to questions about the discreteness of languages or the study of languages as isolated and autonomous meaning systems, about the understanding of languages as fixed and stable systems or as inventions of social, cultural and political movements, about the benefit of linguistic analysis of the phonological, morphological, syntactical, semantic or pragmatic features/patterns of a single language, or research into language crossings and related performative practices