Language(s) and the construction of knowledge in European HE

8-9 April 2022

Programme abstracts & speakers

The event is hosted by the Centre of Excellence - Permanent Linguistic Observatory for Italian and Immigrant Languages

http://ecspm.org  Email: multilingualism@ecspm.org
INTRODUCTORY NOTE

A follow-up of the 2021 Symposium on Multilingualism in Higher Education, this year’s event is also concerned with HE in Europe, where, despite the different traditions and conditions of the educational systems, the language of pedagogy and participation remain by and large monolingual, facilitated by explicit and implicit language policies. What is more, scholarship, epistemology and academic publishing follow a monolingual discursive paradigm.

Monolingualism in universities and technological institutions, even when it involves both the official state language and English (which is commonly used in a monolingual fashion) contravenes contemporary multilingual societies and the multilingual turn in education on a global scale. Thus, it raises a series of issues that emanate and discussants from Europe, Australia, Asia and the Americas will problematise as they turn attention during this year’s symposium to the relationship between language(s), mono-/multilingualism and the construction of disciplinary knowledge, as well as disciplinary discourses in linguistics that shape ideologies towards language/discourse hybridity or purism and contribute to sustaining or changing one’s understanding of how strict the boundaries between languages, language varieties and other semiotic modes are. While several contributors will position themselves in favour of multi-/plurilingual and multi-/multisemiotic approaches in disciplinary literacy instruction and pedagogy, in communication, research, and scientific production, there will also be an argumentation in favour of helping non anglophone scholars forced to produce in a globalised academia that privileges English to develop the necessary literacy to publish internationally and bring their knowledge into global scholarship. Questions will also be raised regarding language and the construction of academic knowledge, English and the colonisation of knowledge.

The Englishisation of academic studies was discussed in our previous symposium but it will continue to be a subject of concern in this event because it is a pressing issue on account of an increasing number of universities and technological institutions aiming at internationalisation so that they can be competitive players in the global market, access prominent international scholarships, profit from fee-paying students, receive high world rankings for quality assurance, and so on.

The issues above are related to the questions that participants will seek answers to – issues having to do with ‘multilingual speakers’ in monolingual academic spaces (this often means speakers of languages other than English in anglophone institutions or EMI programmes, with the effects of mono-/multilingual disciplinary knowledge on whom and for what purposes, and the construction of scientific knowledge multilingually.

Fully aware and critical of our own practices at ECSPM symposia, we are happy that in this year’s symposium Italian and French will also be used alongside English, and we are most thankful for having been granted access to the automatic live speech transcription and translation into 42 languages developed in the framework of ELITR (http://elitr.eu/), a project funded by the EU Horizon 2020 Research and Innovation Programme, under Grant Agreement No 825460.

Bessie Dendrinos
President of the ECSPM

MEMBERS

ALTE (Association of Language Testers in Europe) • Babylon Center for the Study of Superdiversity, University of Tilburg, NL • Cambridge Language Sciences Interdisciplinary Research Centre, University of Cambridge, UK • CDL (Centre for Diversity & Learning), Chert University, BE • CEM (Centre of Excellence for Multilingualism and Language Policy) University of Athens, GR • Center for Multilingualism, Universitat Konstanz, DE • Centre for Research on Bilingualism, Stockholms universitetet, SE • Centre of Excellence - Permanent Linguistic Observatory for Italian Abroad and Immigrant Languages, Università per Stranieri di Siena, IT • EDILUC (Éducation et Diversité Linguistique et Culturelle) • EEU (Europa Esperanto Unio) • EARights (European Artists’ Rights) • EFNL (European Federation of National Institutions for Language) • FIPLY (International Federation of Language Teacher Associations) • FUEN (Federal Union of European Nationalities) • GEO (Groupe d’Études orientales, slaves et néo-helléniques) Université de Strasbourg, FR • GLML (Greek Language and Multilingualism Laboratory), University of Thessaly, GR • GS/FL (Research Group), Katolische Universität Eichstätt-Ingolstadt, DE • ICC (The International Language Association) • Institute of Linguistics & Literary Studies Division of Multilingualism, Technische Universität Darmstadt, DE • LAF (Literature Across Frontiers) • LilPa (linguistique, langue, parole), Université de Strasbourg, FR • Mercator European Research Centre on Multilingualism and Language Learning • MIRCo (Center of Multilingualism, Discourse and Communication), Universidad Autónoma de Madrid, ES • MRN (Multilingualism Research Network), University of Cardiff, UK • NPfLD (Network to Promote Linguistic Diversity)

PARTNERS

CCERBAL (Canadian Centre for Studies and Research in Bilingualism and Language Planning at the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, CA) • Cracking the Language Barrier (Federation of European projects and organisations working on technologies for a multilingual Europe) • ECML (European Centre for Modern Languages) • LLLP (The Lifelong Learning Platform) European Civil Society for Education

CURUM MEMBERS

Babylon Center for the Study of Superdiversity, Tilburg University • Cambridge Language Sciences Interdisciplinary Research Centre, University of Cambridge • CCERBAL, University of Ottawa • CDL, Chert University • Centre for Research on Bilingualism, Stockholms universitet • CEM, National and Kapodistrian University of Athens • Center for Multilingualism, University of Konstanz • Centre of Excellence - Permanent Linguistic Observatory for Italian and Immigrant Languages, Università per Stranieri di Siena • GEO, Université de Strasbourg • GLML, University of Thessaly • GS/FL, Eichstätt-Ingolstadt • Institute of Linguistics and Literary Studies, University of Darmstadt • LilPa, Université de Strasbourg • Mercator-European Research Centre on Multilingualism and Language Learning • MIRCo, Universidad Autónoma de Madrid • MRN, University of Cardiff
PROGRAMME OVERVIEW

FRIDAY 8 APRIL

09:00 – 09:15  Guðrún Gísladóttir, ECSPM General Secretary  
Welcome on behalf of ECSPM and practical information

09:15 – 09:30  Tomaso Montanari, Rector  
Welcome on behalf of UNISTRA

09:30 – 09:45  Massimo Vedovelli, Director of the Centre of Excellence of the UNISTRASI  
Welcome on behalf of the Centre

09:45 – 10:00  Ondřej Bojar, ELITR contributor  
Using a system of automatic translation at the ECSPM symposium: ELITR 
Introduction: Monica Barni

10:00 – 10:30  Bessie Dendrinos, ECSPM President  
Introduction to the symposium theme

10:30 – 11:45  Joseph Lo Bianco, International speaker  
Writing an explicit language policy  
Linda Fisher, Discussant

11:45 – 12:00  Coffee break

12:00 – 13:00  Yawen Han – 韩亚文, International speaker  
Reproducing inequality while celebrating diversity: An ethnography of international students’ EMI learning experiences in China  
Massimiliano Spotti, Discussant

13:00 – 14:00  Michele Gazzola, Invited speaker  
Promoting multilingualism in HE through university rankings  
Terry Lamb, Discussant

14:00 – 15:00  Lunch break

15:00 – 16:00  Irini Tsamadeou-Jacobberger, ECSPM speaker  
Multilingualism and disciplinary teaching in the context of the University of Strasbourg  
Theodoros Marinis, Discussant

16:00 – 17:00  Paul Thibault, Invited speaker  
The linguistic imagination: Cultural enskilment, embodiment, and literacies of languaging in the human ecology  
George Androulakis, Discussant

17:00 – 17:30  Q/A - end of the first day remarks
09:00 – 09:15 Introductory comments

09:15 – 10:15 Elena Sheldon, international speaker
Problematising contemporary English discourse for publication:
Monolingualism vs. multilingualism & Q/A
Andrea Young, Discussant

10:15 – 11:15 Josep Soler, invited speaker
Linguistic injustice and academic publishing in English: A debate and a case study
Linus Salö, Discussant

11:15 – 11:30 Coffee break

11:30 – 12:45 PANEL: Constructs of knowledge about language in HE and multilingualism
Contributors: Antonella Sorace, Ianthi Tsimpli, Raphael Berthele, Paul Thibault
Coordinators: Bessie Dendrinos & Monica Barni

12:45 – 13:45 Anne-Claude Berthoud, invited speaker
The multilingual challenge for the production of scientific knowledge
Nikolay Slavkov, Discussant

13:45 – 14:30 Lunch break

14:30 – 15:45 PANEL: The languaging of HE in the global South:
De-colonizing the language of scholarship and pedagogy
Contributors: Sinfree Makoni, Cristine G. Severo, Ashraf Abdelhay, Anna Kaiper-Marquez
Coordinator: Cristine G. Severo

15:45 – 17:00 PANEL: Multilingualism in research and teaching practices in HE
Contributors: Laurent Gajo, Patchareerat Yanaprasart, Silvia Melo-Pfeifer,
Roberto Paternostro, Ivana Vuksanović
Coordinator: Laurent Gajo

17:00 – 17:30 Bessie Dendrinos: Symposium closing
WRITING AN EXPLICIT LANGUAGE POLICY FOR HE

Joseph Lo Bianco

Language policy writing, understood as a dynamic, collaborative and ‘first principles’ process of institutional review is a productive activity of learning to do the radically changed and challenging world of contemporary communication (Lo Bianco 2009, 2012). In this paper, I will reflect on the HE language policy development process undertaken at several universities where I have led or participated in policy writing teams (academic, students, outsider stakeholders, independent experts, university administration). Amongst many arguments taken for granted process of communication (teaching and learning, language, literacy practices, institutional communication, values in language, student rights and inclusion) within particular communities and institutions. The use of a facilitated deliberation method (Lo Bianco 2007, 2017), and Carol Baach’s WPR are deployed to extend research findings and I will reflect on my experiences of implementation and concrete change (Bauchi 2012). Much critique suffers from the tendency to excess, and much policy suffers from the constraints of the practical. The method will discuss aims to discuss critical policy that also has traction in teaching, administration, and change in teaching, production of knowledge, management and interaction in institutions, and the public face of HE with the surrounding society. I will illustrate the work of the experience of assisting the law faculty in Peradeniya University in Sri Lanka in the mid 2000s and the University of Melbourne 2019-2021 with a university-wide language policy.

MULTILINGUALISM AND DISCIPLINARY TEACHING AT THE UNIVERSITY OF STRASBOURG

Irini Tsamadou-Jacobber

Strongly engaged in initiatives which contribute to its international opening and outreach, the University of Strasbourg asserts its role as a promoter and facilitator of multilingualism, as well as its willingness to strengthen the multilingual, multicultural and intercultural dimensions in its training and research. In particular, our University’s commitment is reflected in the offering of a large number of both widely spoken and less-used languages, disciplinary courses and training programmes in foreign languages.

This presentation will address the issues of multilingualism in the transmission of disciplinary knowledge and question the need for an explicit institutional language policy. Taking into account the disciplinary courses proposed in language other than French that are offered within international and French programmes at the University of Strasbourg, I will explore the choice of the languages in teaching, the relation between different languages of instruction and as well as the concept of multilingualism.

Also, considering, on the one hand, the work of linguists and sociologists (Beacco: 2019; Berthoud: 2013, 2020; Gajo: 2013, 2020; Lasagabaster: 2015; Weber: 2013), specialized in the interaction between a dynamic multilingualism and the transmission of scientific knowledge, and, on the other hand, the engagements of the University of Strasbourg on the international scene, I will carry out a reflection and formulate some proposals for an explicit institutional language policy.

PROBLEMATIZING CONTEMPORARY ENGLISH DISCOURSE FOR PUBLICATION: MONOLINGUALISM VS MULTILINGUALISM

Elena Sheldon

Academic institutions in non-anglophone countries are succumbing to the forces of globalisation by adopting performance measurements based on English-language publications. These institutions welcome publications in elite journals and international networks, which has become the norm for tenure, employment, postdoctoral grants and other forms of funding. Socialisation into mainstream disciplinary communities can happen from non-anglophone countries who are usually pressured to publish in indexed journals, however, it is crucial to assist multilingual research and avoid knowledge dependency on Anglocentric countries. One of the priorities of my research over the years has been to learn more about the struggles encountered by multilingual scholars who are forced to enter and sustain a career in a globalised academia that privileges one language, English, and about how any manifestation of rhetorical difference from Anglophone normative rules can impact those researchers’ opportunities to publish internationally.

I argue that multilingual scholars are the main pillar of global scholarship who, due to their distinctive contributions, can not only enrich mainstream disciplinary knowledge but also provide unique insights. The contributions of multilingual scholars combined provide richer knowledge than those of monolingual scholars. The challenge is to avoid changing their monolingual or multilingual mindsets, governs their understanding of how strict the boundaries between languages and disciplinary value judgments and experiences 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 multilingual 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 and 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 geographical contexts, which benefit linguistic analysis of the phonological, morphological, syntactic, semantic or pragmatic features/patterns of a single language, or research into language crossings and related performative practices.
THE MULTILINGUAL CHALLENGE FOR THE PRODUCTION OF SCIENTIFIC KNOWLEDGE

Anne-Claude Berthoud

The objective of my talk is to discuss questions related to the challenges of multilingualism for scientific practice, in particular approaches linked to the creation of new knowledge. The fundamental question posed is how and under what conditions multilingualism can be advantageous for scientific practice. I shall show how multilingual approaches highlight the mediating role of language and, in doing so, optimize conceptualization and communication in science. However, this added value is linked to certain conditions. Among the factors examined are the different and changing values attached to languages, in particular, whether or not they are so-called languages of science. Languages are not considered as such but in their current use in the context of scientific practice. This is in line with the hypothesis that conceptual and discursive richness stem from the dynamics of exchanges, comparisons and transfers of good scientific practice, whatever the intrinsic value of the languages involved may be. Hence the broader question is how all languages can contribute to the construction of new knowledge in a new type of exchange with the most widely used vehicular languages.

PANEL: THE LANGUAGING OF HIGHER EDUCATION IN THE GLOBAL SOUTH: DECOLONIZING THE LANGUAGE OF SCHOLARSHIP AND PEDAGOGY

Contributors: Sinfree Makoni, Cristine G. Severo, Ashraf Abdelhay, Anna Kaiper-Marquez

Coordinator: Cristine G. Severo

This presentation draws from our recently published book, The Languaging of Higher Education in the Global South: Decolonizing the Language of Scholarship and Pedagogy (2022), to explore how notions of ‘language’ and ‘the Global South’ are integrated into higher education contexts worldwide. By bringing together three frames of analysis including southern theories and epistemologies of the south, integrational linguistics, and decolonization of language scholarship, we examine the relationships between knowledge production and language studies in diverse higher education contexts. Within our examination, we explicitly center our focus on four themes: (1) language and pedagogical practices formed from dialogue between southern perspectives and critical northern perspectives; (2) language policies in postcolonial academic contexts; (3) relationships between gender and southern epistemologies on the teaching of feminist literature; and, (4) the role of technology and decolonial practices in promoting access and facilitating creative knowledge production in higher education. Overall, we argue for decolonization of applied linguistics specifically, and of higher educational more broadly, to fight against the ‘epistemic injustice’ often embedded in these fields and contexts.

PANEL: MULTILINGUALISM IN THE CONTEXT OF RESEARCH PRACTICES

Contributors: Laurent Gajo, Patchareerat Yanaprasart, Silvia Melo-Pfeifer, Roberto Paternostro, Ivana Vuksanovic

Coordinator: Laurent Gajo

Under the pressure of the uniformization of scientific practices advocating the same norms and models of research, the diversity of scientific communities and cultures tends gradually to be homogeneous. Indeed, internationalization of scientific research implies the belief that “scientificity” can and should be reinforced by “monolingualism”. By raising the issue of multilingualism and internationalization in higher education in the fields of teaching and research practices, this panel aims to describe different models and practices assumed by language diversity in various academic settings. In the context of a multilingual Europe, the question is whether OLON (One Language Only) / ALAT (One Language At A Time) or ALAST (All Languages At the Same Time) / ALAT (All Languages At All Times) represents an opportunity, and which of these two options constitutes a burden in the fields of internationalization of science, knowledge implementation - diffusion, and research collaboration - evaluation.
ABDELHAY, Ashraf: Holds a PhD in the field of sociolinguistics from the University of Edinburgh. His research focuses on the cultural politics of language in Sudan with specific emphasis on the intersection of discourse, ideology and power relations. He has published his research in a number of journals in the field. He currently serves in the editorial boards of the International Journal of the Sociology of Language and the journal of Language Policy. The current project he is working on is the sociolinguistics of protesting (two volumes, co-edited with Cristine Severo and Sinfree Makoni). Email: aschraft2000@gmail.com

ANDROULAKIS, George: Professor of Sociolinguistics and Language Teaching at the Department of Primary Education, Faculty of Human Sciences, University of Thessaly, Greece, and Director of the Greek Language and Multilingualism Laboratory. He is presently coordinating national, international and European research projects related to the language education of migrants and refugees.
Email: androulakis[at]uth.gr

BARNI, Monica: Professor of Educational Linguistics at the Università per Stranieri of Siena, in Italy. She currently coordinates the research line Foreign Languages in Italy at the University’s Center of Excellence for Research. Her research activity focuses on teaching, learning and assessment of languages and analysis and impact of national and European language policies.
Email: barni[at]unistras.it

BERTHELE, Raphael: Professor in Multilingualism at the University of Freiburg, Switzerland. He studied and worked at the Universities of Freiburg, Tübingen, Berkeley, and Berne. He co-founded the Freiburg Institute of Multilingualism. His research areas cover cognitive and social aspects of multilingual language learning and using.
Email: raphael.berthele[at]unifr.ch

BERTHOUD, Anne-Claude: Professor Emerita (professeure honoraire) at the University of Lausanne University (UNIL), Switzerland. She was Professor of General and Applied Linguistics at UNIL from 1982 to 2015. She is chair of the “Languages and science” CEL/ELC Working Group. She was the coordinator of the European Integrated Project DYLAN (Language Dynamics and Management of Diversity), funded under the 6th European Framework Programme, 2006-2011. Currently, her main research domain is the construction of knowledge in multilingual interaction.
Email: anne-claude.berthoud[at]unil.ch

BOJAR, Ondřej: Associate professor at UFAL, Charles University, and a lead scientist in Machine Translation in the Czech Republic. He has been co-organizing WMT shared tasks since 2013. With EuITR, an EU project he is coordinating, he has been adding speech recognition and summarization to his expertise.
Email: bojar@ufal.mff.cuni.cz

DENDRINOS, Bessie: ECSPM president, Professor Emerita at the National and Kapodistrian University of Athens (NKUA), Greece. Director of the Research Centre RICL and chair of the scientific committee of the Centre of Excellence for Multilingualism and Language Policy of the NKUA, she is also president of the examination board of the KPG national multilingual proficiency-testing suite in Greece. Her research and publications focus on the politics of foreign language teaching and testing, the hegemony of English, and ideological analysis of [multimodal] pedagogical texts.
Email: vdendrin[at]enl.uoa.gr

FISHER, Linda: Professor in Languages Education, University of Cambridge, UK. Education Strand Lead, the MEITS project and co-investigator, Education strand of Creative Multilingualism. Her current research interests are in multilingualism, multilingual identity, motivation, the academic and social integration of learners with English as an Additional Language, second language teacher education, and metaphor in relation to belief formation.
Email: lg28[at]cam.ac.uk

GAJO, Laurent: Professor at the University of Geneva, Head of the School of French Language and Civilization. His research interests focus on bilingual classroom interaction, multilingualism in education, multilingualism in science and language policy.
Email: laurent.gajo[at]unige.ch

CAZZOLA, Michele: Lecturer in Public Policy and Administration at the School of Applied Social and Policy Sciences at the University of Ulster. He has an interdisciplinary research profile focused on the analysis and evaluation of language policy, and on the study of the economic and social aspects of multilingualism. He is editor of the journal Language Problems & Language Planning.
Email: m.cazzola[at]ulster.ac.uk

GÍSLADÓTTIR, Guðrún: General Secretary of ECSPM, co-chair of EARights, fine arts photographer and translator, she studied Scandinavian Languages and Linguistics. A polyglot, she is author of “Languages as ways of being: The linguistic biography of a Nordic nomad”, in The Dominant Language Constellations Approach in Education and Language Acquisition (Springer 2021).
Email: cc([at])gudrun.cc

HAN, Yawen - 韩亚文: Associate Professor in the School of Foreign Languages at Southeast University (SEU), China. He is part of the core faculty within the Second Language Studies PhD/MA Program. He is the executive director of the Research Center on Language Policy for Asia-Pacific Countries in the Jiangsu Province. His primary area of research is language-in-education policy, minority education, and internationalization in higher education, though he researches other issues in second language acquisition, including the role of working memory, language aptitude and corrective feedback in language acquisition.
Email: hanyawen([at])slu.edu

KAIPER-MARQUEZ, Anna: Associate Director and Assistant Teaching Professor of the Institute for the Study of Adult Literacy and the Goodling Institute for Research in Family Literacy at Pennsylvania State University. Her research foci include English language learning in international contexts, adult and family literacy practices in urban and carceral settings, and language practices and methodologies in the Global South.
Email: axk1222([at])psu.edu

LAMB, Terry: Professor of Languages and Interdisciplinary Pedagogy at the University of Westminster, and Director of its Centre for Teaching Innovation. He has published extensively in the areas of learner autonomy, metacognition and language teacher development. He has been involved in numerous research projects, including several at the ECML of the Council of Europe. He has been awarded the honour of Chevalier des Palmes Académiques by the French Prime Minister. He is Vice President of FIPV (Fédération Internationale des Professeurs de Langues Vivantes).
Email: T.Lamb[at]westminster.ac.uk
BIONOTES OF SPEAKERS (alphabetically)

LO BIANCO, Joseph: Professor Emeritus of Language and Literacy Education at the University of Melbourne, and a past president of the Australian Academy of the Humanities. He specialises in language policy studies, bilingualism and intercultural education and research and action on peace and conflict in multi-ethnic settings. 

Email: jlobianco@unimelb.edu.au

MAKONI, Sinfree: Professor in African Studies and Applied Linguistics at Pennsylvania State University. He is also an Extraordinary Professor at North West University, University of the Western Cape, and Visiting Professor at Nelson Mandela University, South Africa. He has published extensively in language policy and planning, health and Communication, Southern Epistemologies and Decoloniality. One of his recent publications include: Innovations and Challenges in Applied Linguistics from the Global South (co-authored with Alistair Pennycook), 2020, Routledge Press. 

Email: sbm12@psu.edu

MARNIS, Theodoros: Professor at the University of Konstanz, Germany and the University of Reading, UK, Chair in Multilingualism, Director of the Centre for Multilingualism and the MA in Multilingualism at the University of Konstanz. He is leading the EU funded Innovative Training Network ‘The Multilingual Mind’ www.multilingualmind.eu that provides multi-disciplinary training in multilingualism to 15 early-stage researchers across Europe. Email: t.marnis(at)uni-konstanz.de

MELO-PFEIFFER, Silvia: Professor at the Faculty of Education of the University of Hamburg, Germany, in the domain of French and Spanish teacher education. She obtained her PhD in Foreign Language Education at the University of Aveiro, Portugal. Her research interests cover multi-lingual teacher education, researching multilingualism and multilinguality, and the use of art-based approaches in education. Email: silvia.melo-pfeiffer@uni-hamburg.de

MONTANARI, Tomaso: Rector of the Università per Stranieri of Siena, Italy, since 2021. He studies the history of European art of the seventeenth century (to which he has dedicated more than one hundred scientific essays, trying to answer the questions posed by the works of art with all the tools developed in the history of the discipline: from attribute philology to documentary research, from the criticism of textual sources to the analysis of meanings, to a socio-historical interpretation and the history of cultural heritage.

MONTI STAVROPOULOS, Maria: Associate Professor at the School of English, Language and Literature, University of the Western Cape, and Visiting Professor at Nelson Mandela University, South Africa. Her research interests focus on the description of spoken English and on the place of sociolinguistic variation in the teaching and learning of English as a second and foreign language. He is also a member of the Language Policy Commission of the Rectorate of the University of Geneva. 

Email: roberto.montistavropoulos@unige.ch

PATERNOSTRO, Roberto: Senior Lecturer at the School of French Language and Civilization and director of the Maison des Langues of the University of Geneva, Switzerland. His research interests focus on the description of spoken French and on the place of sociolinguistic variation in the teaching and learning of French as a second and foreign language. He is also a member of the Language Policy Commission of the Rectorate of the University of Geneva. 

Email: roberto.paternostro@unige.ch

SALÒ, Linus: Associate Professor at the Centre for Research on Bilingualism, Stockholm University, Sweden. Engaged in the project Making Universities Matter, his research is concerned with explicit and implicit language policies of Swedish higher education institutions, as well as in the linguistic practices that unfold in multilingual workplace interaction, academic writing and publishing, and knowledge dissemination through science-policy interaction. Email: linus.salo@biling.su.se

SEVERO, Cristiane J.: Associate Professor at Federal University of Santa Catarina, Brazil and a CNPq national Fellow. She is interested in Southern perspectives of language and language policy and planning in decolonial contexts. Recent publications include: Language planning and policy: ideologies, ethnicities and semiotic spaces of power (Cambridge Scholars Publishing, 2020), co-edited with Ashraf Abdelhay and Sinfree Makoni; and The Languageing of Higher Education in the Global South, Decolonizing the Language of Scholarship and Pedagogy (Routledge, 2020), co-edited with Sinfree Makoni, Ashraf Abdelhay and Anna Kasper-Marquez. 

Email: crisgerolakis@gmail.com

SHELDON, Elena: Senior lecturer in the Faculty of Arts and Social Sciences, at the University of Technology Sydney (UTS), Australia. Her research seeks to assist multilingual scholars, particularly in Spanish-speaking countries, in the arduous task involved in the writing of RA in English as an additional language. 

Email: Elena.Sheeldon@uts.edu.au

SLAVKOV, Nikolay: Director of the Canadian Centre for Studies and Research in Bilingualism and Language Planning (CERBAIL), Associate Professor at the OLBI of the University of Ottawa, and editor-in-chief of the bilingual journal Cahiers de l’ILOB. His work centres on language pedagogy and innovation, technology, language development, family language policy, and bi-/multilingualism. Email: nikolay.slavkov(at)olbi.ottawa.ca

SOLER, Josep: Docent (Reader) and Associate Professor of Applied English Linguistics at the Department of English, Stockholm University. As a sociolinguist, his main areas of inquiry are the sociolinguistic dimension of higher education internationalisation, the politics of English as a global language, and home language regimes in multilingual families. Email: josep.soler(at)english.su.se

SORACE, Antonella: Professor of Developmental Linguistics at the University of Edinburgh. She is internationally known for her interdisciplinary research on bilingualism across the lifespan, and for her commitment to building bridges between research and society. She is the founding director of the non-profit organisation Bilingualism Matters, which currently has 30 branches in three different continents.

Email: A.Sorace(at)ed.ac.uk

SPOTTI, Massimiliano: Associate Professor of Digital Literacies and Ethnography at the Department of Culture Studies, Faculty of Humanities and Digital Sciences, Tilburg University, NL. Deputy Director of the Babylon Centre for the Study of Superdiversity at the same institution and Research Leader of the Programme Rapid Social and Cultural Transformations Online and Offline. His research has recently focused on asylum-seeking practices, the implications of socio-technological digital platforms and the processes of inclusion/exclusion in Dutch second language classrooms. Email: m.spotti@bilburguniversity.edu

THIBAULT, Paul: Professor in linguistics/communication studies at the Universitetiet i Agder (UAA), Norway. His two-volume, Languaging Distributed language and effective dynamics, and the human ecology, was published in 2021 (Routledge). He is currently researching student learning in tertiary settings (with Mark King, MM117) and multimodal ecological literacy (with Anthony Baldry (Messina). Email: paul@thibault1@yahoo.com
TSAMADOU-JACOBERGER, Irini: Professor of Greek linguistics and sociolinguistics at the University of Strasbourg, France. Former director of GEO, the Research Centre for Oriental, Slavic and Modern Greek Studies, and Associated Member of the Research Centre for Linguistics, Languages and Discourse. Her research and publications focus on General Linguistics, Discourse Analysis, Contact Linguistics, Multilingualism, Representations and their construction in discourse. Vice-President for European and International Affairs of the University of Strasbourg. Email: jacoberg[at]unistra.fr

TSIMPLI, Ianthi: Professor of English and Applied Linguistics, Fellow of Fitzwilliam College at the University of Cambridge, UK, and Fellow of the British Academy. Her research focuses on multilingualism, language acquisition and impairment in children and adults. Recent research projects examine how linguistic diversity affects literacy, cognition and language in school-aged children in India and in the global north. Email: imt20[at]cam.ac.uk

VEDOVELLI, Massimo: Professor of Semiotics at the Università per Stranieri di Siena, Italy, where he was Rector from 2004 to 2013. He founded and directed the CILS Center - Certification of Italian as a Foreign Language, and the Center of Excellence “Permanent Linguistic Observatory of Italian as a Foreign Language and of Immigrant Languages in Italy”.

VUKSANOVIĆ, Ivana: Teaching fellow at the School of French Language and Civilization and Maison des Langues of the University of Geneva, Switzerland. Her research interests focus on multilingualism in educational settings, discourse analysis and second language acquisition. Email: ivana.vuksanovic[at]unige.ch

YANAPRASART, Patchareerat: Senior lecturer and scientific collaborator at the School of French Language and Civilization and at the Maison des Langues of the University of Geneva Switzerland. She also teaches at the University of Applied Sciences and Arts Western Switzerland. Among her research interests and domains of expertise are linguistic integration and migration; internationalization, language diversity and multilingual leadership; intercultural communication and cross-cultural management. Email: patchareerat.yanaprasart[at]unige.ch

YOUNG, Andrea: Professor of English and Language Education at the Faculty of Education and Lifelong Learning (INSPÉ) of the University of Strasbourg, France where she seeks to raise language awareness amongst education professionals working in multilingual environments. As a member of the LiLPa Research Group (UR1339), her research interests include teacher knowledge, attitudes and beliefs about languages and language, home-school educational partnerships and plurilingual and intercultural education. Email: andrea.young[at]unistra.fr