

2022 ECSPM  
SYMPOSIUM

# 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

 ATENEIO INTERNAZIONALE  
Università per Stranieri di Siena



# 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 eminent speakers 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 using multi-/plurilingual and pluri-/multisemiotic approaches in disciplinary literacy instruction and pedagogy, in communication, research, and scientific production, there will also be 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 scholars, 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), Ghent University, BE

CEM (Centre of Excellence for Multilingualism and Language Policy) University of Athens, GR

Center for Multilingualism, Universität Konstanz, DE

Centre for Research on Bilingualism, Stockholms universitet, SE.

Centre of Excellence - Permanent Linguistic Observatory for Italian Abroad and Immigrant Languages, Università per Stranieri di Siena, IT

EDiLiC (Éducation et Diversité Linguistique et Culturelle)

EEU (Europa Esperanto Unio)

EARights (European Artists' Rights)

EFNIL (European Federation of National Institutions for Language)

FIPLV (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

NPLD (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)

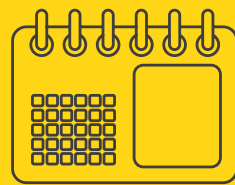
Cracking the Language Barrier (Federation of European projects and organisations working on technologies for a multilingual Europe)

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, Ghent 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

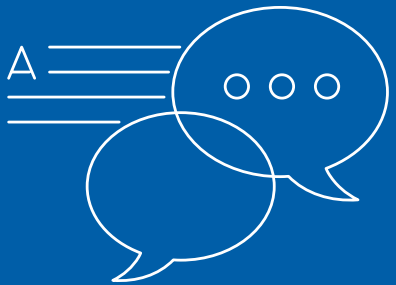
- 09:00 – 09:15** **Guðrún Gísladóttir**, *ECSPM General Secretary*  
Welcome on behalf of ECSPM and practical information
- 09:15 – 09:30** **Tomaso Montanari**, *Rector*  
Welcome on behalf of UNISTRASI
- 09:30 – 09:45** **Massimo Vedovelli**, *Director of the Centre of Excellence of the UNISTRASI*  
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 Dendrinis**, *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 Tsamadou-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





SATURDAY 9 APRIL

- 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 Dendrinis & 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**, **Sílvia Melo-Pfeifer**,  
**Roberto Paternostro**, **Ivana Vuksanović**  
Coordinator: **Laurent Gajo**
- 17:00 – 17:30** **Bessie Dendrinis**: Symposium closing



ABSTRACTS



## 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 accommodating institutions to the radically changed and challenging world of contemporary communication (Lo Bianco 2009, 2012). In this paper I will reflect on the HE language policy writing process undertaken at several universities where I have led or participated in policy writing teams (academics, students, outsider stakeholders, independent experts, university administrators among others) to examine normally taken for granted process of communication (teaching and learning language, literacy practices, institutional communication, values in language, student rights and inclusion etc) within particular faculties and across entire institutions. The use of a facilitated deliberation method (Lo Bianco 2007, 2017) and Carol Baachi's WPR are deployed to extend research findings and new concepts well beyond critique to explore implementation and concrete change (Bacchi 2012). Much critique suffers from the tendency to excess, and much policy suffers from the constraints of the practical. The method I will discuss aims to produce 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 HEI with the surrounding society. I will illustrate the talk with the experience of assisting the law faculty language policy at Peradeniya University Sri Lanka in the mid 2000s and the University of Melbourne 2019-2021 with a university-wide language policy.

## REPRODUCING INEQUALITY WHILE CELEBRATING DIVERSITY: AN ETHNOGRAPHY OF INTERNATIONAL STUDENTS' EMI LEARNING EXPERIENCES IN CHINA

*Han Yawen - 韩亚文*

The adoption of EMI in higher education has gained remarkable popularity in China's universities as a result of the unprecedented globalisation and relentless internationalisation of HE. As such, international students have mushroomed in Chinese universities and are celebrated as part of soft power projection to extend China's global impact. Despite these welcoming discourses of diversity, in fact, international students in EMI programmes experience significant exclusion and inequality on account of various factors that are beyond their reach. The existing studies mainly focus on international students' EMI programmes in China's metropolitan cities where there are sufficient English learning and teaching resources. However, it still remains unknown how EMI programmes targeting international students might be implemented in an under-resourced context, particularly in China's peripheral regions. Informed by Piller's concept of "monolingual ways of seeing multilingualism" (2016), this study explores the incorporation and EMI learning outcomes of an under-researched group: international students from Bangladesh, Yemen and Uzbekistan at a university in China's Southwest borderland. The in-depth student/teacher interviews and ethnographic classroom observation converge to reveal that English proficiency is seen as the prerequisite for EMI and linguistic capital for individuals; many optimistically envisioned benefits of EMI only serve the privileged, the rich, and the elite, who have obtained the linguistic capital. Thus, English as a key requirement embedded in EMI courses marginalizes

those who lack the linguistic capital. EMI policy in China's higher education tends to perpetrate and accentuate educational inequalities despite celebratory diversity discourses. The study suggests that it is imperative to tackle the structural challenges confronting EMI international students and promote global Englishes language teaching (GELT) (Galloway & Rose, 2015) for international students in HE.

## MULTILINGUALISM AND DISCIPLINARY TEACHING AT THE UNIVERSITY OF STRASBOURG

*Irini Tsamadou-Jacobberger*

Strongly engaged in initiatives which contribute to its international opening and outreach, the University of Strasbourg asserts its role as a promoter and agent 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 languages 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 relationship between different disciplinary fields and languages of instruction, as well as the concept of multilingualism.

Also, considering, on the one hand, the work of linguists and sociolinguists (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.

## PROMOTING MULTILINGUALISM IN HE THROUGH UNIVERSITY RANKINGS

*Michele Gazzola*

University education is a considerable investment of time and money for students and their families, and the rankings promise to provide them with information on the quality of universities to guide their choices. European governments and universities have uncritically internalised the indicators used in commercial rankings such as QS and Times Higher Education, and have put in place measures to improve their position in the rankings. This presentation shows that the indicators currently used in these rankings have created a strong incentive structure that results in an artificial promotion of monolingualism in teaching and research in favour of English. This presentation provides some suggestions for modifying the indicators used with a view to promote multilingualism. In this perspective, a ranking (and the indicators that form part of it), becomes an instrument of language policy. By stimulating a spirit of emulation between universities, its use can lead to an evolution of practices more favourable to multilingualism.

## THE LINGUISTIC IMAGINATION: CULTURAL ENSKILMENT, EMBODIMENT, AND LITERACIES OF LANGUAGE IN THE HUMAN ECOLOGY

*Paul J. Thibault*

The languaging approach that I develop in this paper rejects the idea that people use a determinate language system or code. Languaging is verbally constrained, heteroglossically diverse, embodied, ecologically embedded multimodal interaction that integrates persons, artefacts, technologies, and aspects of situation (Thibault, 2021a, 2021b). Languaging is a form of simulative action which operates on and activates the imagination. It involves the exploration and development of modal possibilities in the affordances of the worlds of languaging agents. Affordances (Gibson, 1986/1979) are relational—they are defined by the interactivity between the capacities and cultural skills of persons and the affordances of their environment. On this view, languaging functionally constrains and enables flows of imaginal processes that emerge in dialogically coordinated languaging between persons and the affordances of their worlds. I propose an enactive-functional multimodal 'grammar' to explore different languaging practices (e.g., children's play and learning in formal and informal settings) to illustrate the centrality of the imagination to how languaging functions. This has important implications for how we think of knowledge-creation, teaching and learning. It also requires us to re-think the meta-languages that we use to talk about languaging. I discuss some videorecorded examples to illustrate the arguments of the lecture.

## 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 as they bring prestige and visibility. In fact, English has become the norm for tenure, employment, postdoctoral grants and other forms of funding. Socialisation into mainstream disciplinary communities can help researchers from non-Anglophone countries who are usually pressured to publish in indexed journals; however, it is crucial to assist multilingual researchers to 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 reduce 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 researchers alone. In fact, plurilingualism brings to the fore the power of languages in contemporary society, where cultural values and multilingual traditions are evident,

and may be positive in the context of global multilingualism. Given the pressure to publish in English and the complexity of this process, a joint partnership between local, national and international network activities is recommended so that "scholars can engage locally and transnationally" (Lillis & Curry 2010: 61). This would help to secure the accumulation of knowledge otherwise at risk of loss from the human knowledge base.

## LINGUISTIC INJUSTICE AND ACADEMIC PUBLISHING IN ENGLISH: A DEBATE AND A CASE STUDY

*Josep Soler*

In recent years, applied linguists have been engaged in a debate on whether linguistic injustice exists or not in connection to publishing in English for academic purposes. In this presentation, I take issue with the way in which the debate has been taking place, featuring as an important limitation a lack of a socially grounded conceptualisation of language. Instead, a view of academic publishing in English seen from an intersectionality perspective seems more productive so as to highlight the inherent inequalities and injustices present in academic publishing in English. To further illustrate such language injustices and inequalities, I draw on a case study, developed in collaboration with colleagues, analysing the discourses of predatory publishers' spam emails, whose very existence can be read as a straightforward sign of the way that academic publishing as a field is very unequally structured.

## PANEL: CONSTRUCTS OF KNOWLEDGE ABOUT LANGUAGE IN HE AND MULTILINGUALISM

Contributors: *Antonella Sorace, Ianthi Tsimpli, Raphael Berthele, Paul Thibault*

Coordinators: *Bessie Dendrinis, Monica Barni*

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 ethos 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





## 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: MULTILINGUALISM IN THE CONTEXT OF RESEARCH PRACTICES

Contributors: *Laurent Gajo, Patchareerat Yanaprasart, Sílvia Melo-Pfeifer, Roberto Paternostro, Ivana Vuksanović*

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.

## PANEL: THE LANGUAGEING 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 Languageing 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 decolonialization of applied linguistics specifically, and of higher educational more broadly, to fight against the 'epistemic injustice' often embedded in these fields and contexts.



# BIONOTES OF SPEAKERS (alphabetically)





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**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:** aschraff200[at]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

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**BARNI, Monica:** Professor of Educational Linguistics at the Università per Stranieri di 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 focus on teaching, learning and assessment of languages and analysis and impact of national and European language policies. **Email:** barni[at]unistrasi.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 (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 ÚFAL, Charles University, and a lead scientist in Machine Translation in the Czech Republic. He has been co-organizing WMT shared tasks since 2013. With ELITR, an EU project he is coordinating, he has been adding speech recognition and summarization to his expertise. **Email:** bojar@ufal.mff.cuni.cz

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**DENDRINOS, Bessie:** ECSPM president, Professor Emerita at the National and Kapodistrian University of Athens (NKUA), Greece. Director of the Research Centre RCeL 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



f



**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:** lgf20[at]cam.ac.uk

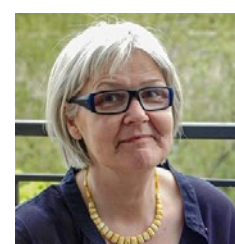
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**GAJO, Laurent:** Professor at the University of Geneva, Head of the School of French Language and Civilization. His research interests focus on bilingual classroom interaction, multilingualism in education, multilingualism in science and language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



**GAZZOLA, 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.gazzola[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

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**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:** harryhanyawen[at]126.com

k



**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

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**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, multilingualism 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 FIPLV (Fédération Internationale des Professeurs de Langues Vivantes). **Email:** T.Lamb[at]westminster.ac.uk





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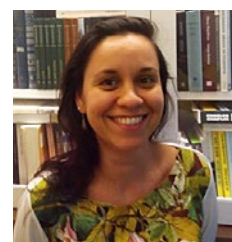


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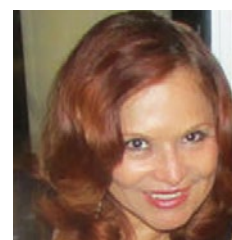


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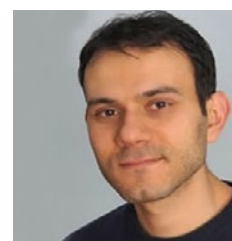
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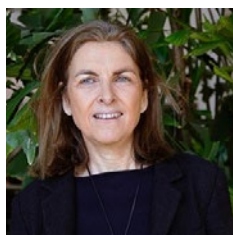


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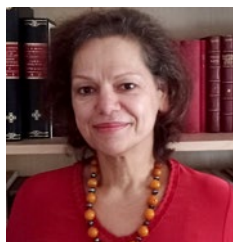


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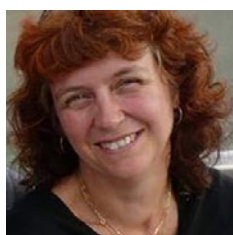
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