

Call for Papers

International Colloquium on Plurilingualism and Interculturality in Border Regions – Challenges and Perspectives for Teaching and Teacher Education

The University of Aveiro (UA) invites researchers, teacher education, educators, and other interested parties to submit papers for the **International Colloquium on Plurilingualism and Interculturality in Border Regions – Challenges and Perspectives for Teaching and Teacher Education**, to be held on November 06 and 07, 2025.

This event aims to deepen the understanding of the complex realities of border regions and the specific challenges they pose for education. It will foster reflections and discussions on teaching, learning, and teacher education in border contexts, emphasizing the impact of linguistic and cultural interactions, pedagogical practices, and language policies that promote plurilingualism and interculturality.

Border regions offer a unique context for analyzing issues related to language, citizenship, otherness, teacher cognition, and pedagogical practice. Geographic contiguity between countries does not ensure close relationships with the language and culture of the other. Studies such as those by Putsche and Faucompré (2016), for instance, in the context of the France-Germany border, demonstrate that social and cultural representations built throughout the school trajectory directly influence the teaching and learning of neighboring languages, highlighting the importance of teacher training that addresses the complexity of linguistic and cultural identities in border areas. Similarly, recent research by Goenechea, Machín Álvarez, and Belkat (2024) and Gallego-Noche et al. (2023) explores the perceptions of young residents in the border regions between Spain and Morocco, particularly in the Strait of Gibraltar. These studies analyze cultural identities, the experience of multiculturalism, and the dynamics of opportunities and tensions experienced in these spaces. Still within the European border context, research conducted between Portugal and Spain, such as that by Lourenço-Simões, Araújo e Sá, and Matesanz (2024a and 2024b), Ulhôa and Araújo e Sá (2024a and 2024b), Matesanz del Barrio, Ferreira Martins, and Araújo e Sá (2023), and Castro and Schwambach (2023), critically document and analyze the outcomes of the Bilingual and Intercultural Border Schools Project (PEIBF) between Portugal and Spain, arguing for the relevance of cross-border cooperation in articulating distinct educational systems and building networks for sharing experiences, focusing on the continuous training of teachers. Complementarily, Pevec Semec (2018) examines a cross-border teacher mobility

project in the tri-border area of Slovenia, Austria, and Italy, documenting the impact of multilingual and intercultural practices on professional teacher development.

In the Americas, the MERCOSUR Bilingual Intercultural Border Schools Project (PEIBF, 2005–2016) is discussed by Oliveira and Morello (2019), who underline the political and sociocultural conditions shaping the program, including linguistic asymmetries between Brazilian and Spanish-speaking populations. Other studies, such as those by Santos (2017), Diniz-Pereira and Tallei (2021), Sturza (2019), Guimarães *et al* (2024) and Ferreira Martins (2022), explore sociolinguistic and cultural dynamics in Brazilian borderlands, addressing linguistic use, teaching practices, and language attitudes. In the Mexico-USA border context, Herrera-Rocha and De la Piedra (2019) reveal how transitional bilingual programs often result in linguistic assimilation to English and the abandonment of heritage languages.

These studies converge on the necessity of collaboratively building knowledge about the structures and characteristics of cross-border relationships, focusing on education and teacher training. Borders are not merely geopolitical dividers but are historical, political, symbolic, and cultural constructs shaping the practices and experiences of their inhabitants (Anzaldúa, 2012). They represent "spaces of symbolic negotiation, cultural exchanges, and transgressions" (Francis, 2017, p. 108).

The border phenomena, therefore, raise various conceptual and practical questions for educators, trainers, and researchers. These stem from language contact and competition, as well as the value of collaboration and cooperation among regions, their actors, and institutions. By connecting border experiences across different latitudes, this Colloquium seeks to create a dialogue to discuss contemporary challenges in these spaces, incorporating the development of interculturality and plurilingualism.

Thematic Areas

- **Language Educational Policies in Border Regions:** Educational scenarios, challenges, and opportunities in language teaching.
- **Cross-border Didactics:** Pedagogical practices in multilingual contexts; education, culture, and identity.
- **Sociolinguistic Representations:** Beliefs and attitudes about neighboring languages-cultures and their impact on teaching-learning.
- **Teacher Education:** Teacher Education Scenarios in Plurilingual Contexts and Professional Teacher Identity.

The Colloquium will take place at the Department of Education and Psychology at the University of Aveiro, Portugal. The program will include roundtable discussions based on accepted communications, exploring multiple perspectives on linguistic and intercultural education in border contexts.

Publication of Papers

Accepted papers may be included in a multilingual collection published by Peter Lang, titled *Plurilingualism and Interculturality in Border Regions: Challenges and Perspectives for Teaching and Teacher Education*. This volume will be co-edited by Maria Helena de Araújo e Sá (University of Aveiro, Portugal) and Thayse Figueira Guimarães (Federal University of Grande Dourados, Brazil).

Presentation Languages

The event will be bilingual, with one of the languages being Portuguese, German, Spanish, French, English, or Italian.

Format

Virtual presentations will be possible for those unable to attend in person. Participants opting for this format must indicate it at the end of their proposal. Virtual presentations will be restricted to one day of the Colloquium. The in-person event will not be broadcast online.

Proposal Submission

Interested parties must submit extended abstracts of approximately 500 words (including up to five references) by **June 5, 2025**, to the event email. The abstract must include the title, thematic area, theoretical framework, a description of the empirical study (if applicable), and contributions to the field.

Important Dates

Abstracts

- Submission deadline: June 5, 2025
- Notification to authors: July 5, 2025
- Final version submission: July 21, 2025

Colloquium

- November 06-07, 2025

Publications

- **Abstract book** (e-book with ISBN and DOI): By the Colloquium date
- **Peter Lang publication**
 - o Submission of Articles: Until January 31, 2026
 - o Internal peer review: Until March 24, 2026
 - o Final submission following internal peer review: Until May 24, 2026
 - o Publication: Last quarter of 2026

Deadlines and Registration Fees

Category	Until 07/21/2025	Until 10/10/2025
Participants with Presentation:		
Students	€30	€40
Professors and Researchers	€60	€80
Participants without Presentation:		
Students	€15	€20
Professors and Researchers	€30	€40

Important Note:

Registration for remote presentations requires proper registration and payment of the indicated fees.

Venue

University of Aveiro (UA)
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Contact

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