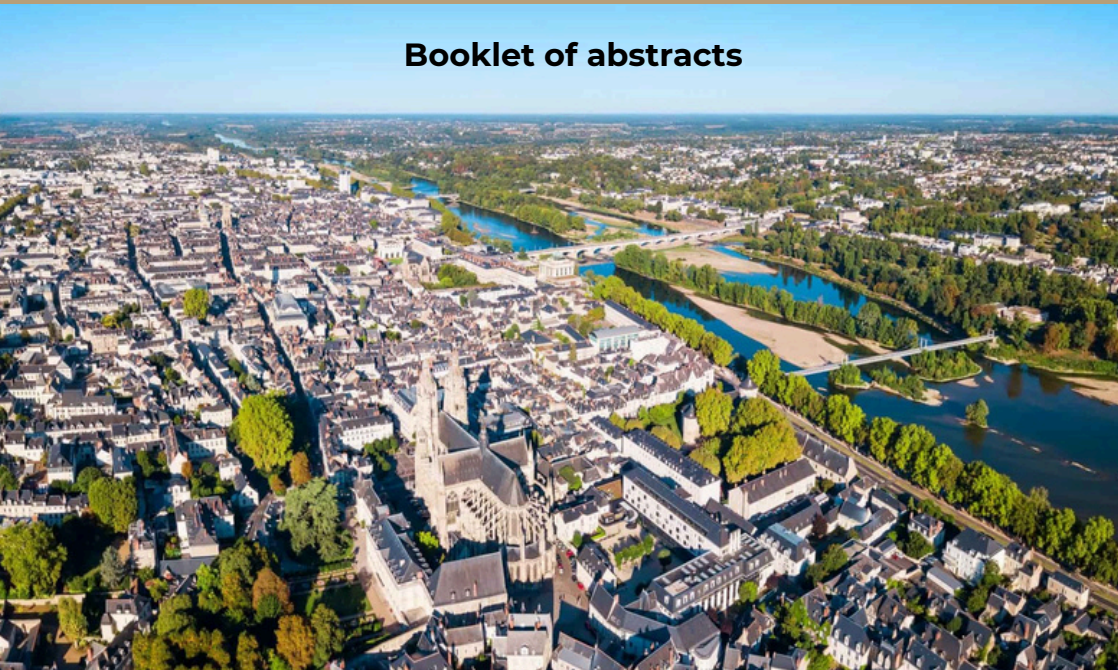


OCTOBER 16 - 17 - 18 2024

# UNIVERSITY LANGUAGE POLICIES

**INTERNATIONAL SYMPOSIUM**

**Booklet of abstracts**



**NEOLAiA**

TRANSFORMING REGIONS FOR AN INCLUSIVE EUROPE



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STUDI DI SALERNO

USU

SIAULIŲ  
KOLEGIJA

*Linguistic habitus and contemporary academic practice*

Anthony Liddicoat (Warwick University)

ABSTRACT

This presentation will reflect on the linguistic habitus of academic practice in the context of contemporary internationalised academia. It will argue that there is currently a strong monolingual habitus that is found in many aspects of academic work, especially publishing, international research collaboration, that is based on a misrecognition of monolingualism and efficiency. This monolingual habitus marginalises non-Anglophone academic traditions and epistemologies and presents a very constrained view of knowledge production. The presentation will argue for the importance of a multilingual habitus in all aspects of academic work and discuss an example of a multilingual research collaboration in which rather than adopting a single working language as strongly multilingual language policy was adopted. It will consider what such a way of working can contribute to contemporary academic practice and how such multilingualism can lead to deeper and more reflexive research practice.

**October 16th 2024 - 11 AM - 12:30 PM**

**Round table: Anglicization of higher education: the presence of English and the diversity of its uses**

Moderator: Grace Dolcini (Universität Bielefeld)

*The presence and use of English in Spanish education from 2000 to 2024*  
Joaquín Cruz Trapero (Universidad de Jaén)

## ABSTRACT

In this talk we will briefly discuss the evolution of English as a language of instruction in Spanish education since the publication of the CEFR. We will analyze the way in which CLIL practices, boosted by regional policies, initiated a shift in primary and secondary education which was later mirrored by higher education through EMI practices. We will describe the way in which English is now transforming Spanish universities and will finish by presenting the language policies set in place by the University of Jaén to promote plurilingualism.

**October 16th 2024 - 11 AM - 12:30 PM**

**Round table: Anglicization of higher education: the presence of English and the diversity of its uses**

Moderator: Grace Dolcini (Universität Bielefeld)

*Strategic communication across languages in European University Alliances: A quantitative study*

Cédric Brudermann (Sorbonne Université)

## ABSTRACT

This talk seeks to identify the language management strategies implemented by European university alliances (EUAs) on two aspects of their university life which can be documented using data available on their official websites: the language-cultures (LC) they have chosen to offer shared training modules and those they rely upon for institutional communication purposes. The results show that while English is predominant, the use of the 33 “other” LCs highlighted is marginal, not to say non-existent. Such practices are counterintuitive if we consider that English qualifies as a minority language in EUAs and that these institutions are funded by European bodies/agencies involved in the promotion of plurilingualism, intercultural and mutual understanding. This talk concludes with a critical discussion on the opportunities, challenges and limitations language management strategies are set to bring in their wake in EUAs.

**October 16th 2024 - 11 AM - 12:30 PM**

**Round table: Anglicization of higher education: the presence of English and the diversity of its uses**

Moderator: Grace Dolcini (Universität Bielefeld)

*EMI at University in the Global North: how does it fit with social justice?*

Ursula Lanvers (University of York)

### ABSTRACT

In this brief talk I will first compare the social implications of increasing English Medium Instruction (EMI) in Higher Education (HE) in the Global North and the Global South. I will then focus on the question: who benefits and disbenefits from increasing EMI at HE in the Global North, unmasking the rhetoric-reality gap around the question of benefits of EMI. I will take a University such as Tours as an example. Finally, I will justify the need for linguists to be concerned with (in)justices when it comes to EMI and language policy.

**October 16th 2024 - 11 AM - 12:30 PM**

**Round table: Anglicization of higher education: the presence of English and the diversity of its uses**

Moderator: Grace Dolcini (Universität Bielefeld)

*Englishization in Nordic universities: Root causes and symptom treatments*

Anna Kristina Hultgren (Open University)

## ABSTRACT

This presentation gives an overview of Englishization in Nordic higher education in order to form a comparative basis for the French context. The Nordic countries (Iceland, Norway, Denmark, Sweden and Finland) have continuously been at the forefront in Europe of the drive towards English as a language of teaching and research in academia (Wächter & Maiworm 2008, 2014; Gregersen et al. 2014; Sandström & Neghina 2017). This drive started to consolidate around the turn of the millennium, shortly after the ratification of the Bologna Declaration in 1999 which established the European Higher Education Area and standardized degree structures to facilitate mobility within Europe. There are stark disciplinary differences in the presence of English, with the natural and technical sciences offering by far the most English-taught programmes at Denmark's eight universities (Hultgren 2013). Since the last count, the growth of English has continued largely unabated in Nordic academia notwithstanding recent signs of saturation (Wingrove et al. in review). As in other countries, the Englishization of academia has generated much debate in the Nordic community, with concerns centred on domain loss, quality of education, epistemicide and threats to the national language, culture and identity (Hultgren et al. 2014). Within a framework of linguistic anthropology, such language debates can be analysed as proxies for anxiety-induced debates about other socio-political transformations happening as a result of globalization, such as cultural homogenization, immigration and threats to the welfare state. Following this brief introduction to the Danish/Nordic context, I will make a call for distinguishing between root causes and symptom treatments in the discussion of Englishization, each of which is discussed in turn.

**October 16th 2024 - 11 AM - 12:30 PM**

**Round table: Anglicization of higher education: the presence of English and the diversity of its uses**

Moderator: Grace Dolcini (Universität Bielefeld)

Contribution by Martine Derivry-Plard (Université de Bordeaux)

**ABSTRACT**

This talk will address very quickly the discourses of Internationalisation of higher education, the kind of English used, the default language policies, EMI and the English programmes at Bordeaux University, suggesting a schizophrenic plurilingual stance within the EU and advocating the development of plurilingual tracks, from undergraduate to graduate and doctoral programmes or at least bilingual ones to counter the English monolingual mode.

*Multilingual and Intercultural Internationalization of and in Higher Education: Principle of Economy vs. Principle of Intercomprehension*  
Laurent Gajo and Patchareerat Yanaprasart (Université de Genève)

## ABSTRACT

The process of internationalization *of* and *within* higher education directly addresses the issue of languages and cultures. Although the terms “multilingualism” and “interculturality” are increasingly circulating in the globalized university, it is not clear that they refer to shared representations. In this talk, we will show that, behind the rhetoric of internationalization, two perspectives - monolingual and plurilingual - can be found in contrast. Depending on which perspective is adopted, the principle of economy or the principle of intercomprehension will be favored. These two mechanisms are at work both in the institution's internal operations and practices (teaching, research, administration) and in the links it forges with the outside world (transnational partnerships, alliances, policy governance).



**October 16th 2024 - 3:30 PM - 5 PM**

**Round table: *Plurilingual and intercultural perspectives in higher education***

Moderator: Nicoleta Morosan (Universitatea Stefan cel Mare Suceava)

*The Impact of Plurilingual and Intercultural Approaches in Higher Education*

Encarnación Almazán Ruiz (Universidad de Jaén)

**ABSTRACT**

As language shapes how we perceive, understand and interact with the world around us, each language offers a distinct perspective on the world, influencing our perception and how we structure knowledge. In addition, language shapes the way we communicate, our thought processes, worldviews and cultural expressions. In the educational context, plurilingualism and interculturalism benefit from this, acknowledging that language and culture are inseparable and that exposure to multiple languages enriches students' cognitive and cultural understanding.

Accordingly, plurilingual approaches in education enable students to approach knowledge from different linguistic and cultural perspectives, fostering a more accurate and holistic understanding of academic content. Interculturality, in turn, underlines the importance of diverse cultural perspectives, fostering open-mindedness, empathy and global awareness. When integrated into higher education, these approaches create inclusive learning environments where students can contribute their linguistic and cultural knowledge, making the educational process more dynamic and effective. Besides, these approaches help students promote their critical skills, engaging them with diverse perspectives and transforming how they approach knowledge. Likewise, integrating plurilingualism and interculturalism allows students to develop their identities further in relation to their interests and different contexts while simultaneously representing a challenge in the 21st-century higher education arena.

**October 16th 2024 - 3:30 PM - 5 PM**

**Round table: *Plurilingual and intercultural perspectives in higher education***

Moderator: Nicoleta Morosan (Universitatea Stefan cel Mare Suceava)

*Linguistic Ecologies in the Context of Promoting Plurilingualism in Higher Education: The Case of Cyprus*

Antroulla Papakryiakou (University of Nicosia)

**ABSTRACT**

The presentation will focus on the linguistic ecology in the Republic of Cyprus and special attention will be given to the linguistic ecology in the context of education (tertiary education). The Republic of Cyprus, which is the 3rd smallest EU country in terms of population, which is located at the southern edge of the European Union and which according to official statistics has been accepting the highest percentage of refugees/migrants in the EU compared to local population (with their languages and cultures), has always been a crossroad of languages and cultures. The presentation will address the following issues:

Which is/are the language(s) of instruction in academic programmes and on what grounds was the decision made regarding the language(s) of instruction?

Which are the obstacles for the application of multilingual programmes? Are those obstacles different from bigger EU countries? What are the differences and what are the similarities in the principles that drive the linguistic ecology of a small island like Cyprus and bigger European countries in the context of education? Which requirements should be met for the application of multilingual programmes to become a reality?

A plaidoyer will be made to view education in a holistic approach and not to view plurilingual and intercultural perspectives in higher education in isolation from other levels of education. The example of Cyprus will exemplify the importance of this approach.

**October 16th 2024 - 3:30 PM - 5 PM**

**Round table: *Plurilingual and intercultural perspectives in higher education***

Moderator: Nicoleta Morosan (Universitatea Stefan cel Mare Suceava)

Contribution by Rasa Pocevičienė (Siauliai Valstybinė Kolegija)

### ABSTRACT

Indeed as language shapes how we perceive, understand and interact with the world around us, and each language offers a distinct perspective on the world, plurilingualism and interculturalism become essential competencies for all of us, especially in a more and more interconnected world. From a theoretical perspective no one discusses the place of those competencies in higher education, especially in case of university alliances. It's obvious that language and culture are inseparable and that exposure to multiple languages enriches students' cognitive and cultural understanding. And plurilingual approaches in education enable students to approach knowledge from different linguistic and cultural perspectives, and is a very suitable basis for developing interculturality as well as all the European values, on one hand. On the other hand, plurilingualism and interculturalism enable us - academics, pedagogical staff - to organize student-oriented studies in general.

The presentation will address the following issues:

What languages could be used?

The skills and competencies of students and academics?

What methods and teaching / learning strategies could be the most suitable and available?

The presentation also will be based on institutional experience.

**October 16th 2024 - 3:30 PM - 5 PM**

**Round table: *Plurilingual and intercultural perspectives in higher education***

Moderator: Nicoleta Morosan (Universitatea Stefan cel Mare Suceava)

*Pedagogical perspectives and persuasions*

Oliver St John (Örebro Universitet)

## ABSTRACT

My input is an attempt to offer some pedagogical responses to the questions we received. The first two questions are answered with reference to research conducted with teachers and multilingual assistants in 'Swedish for migrants' courses run by the municipality. The context is not higher education but is adult education and illustrates plurilingual issues. The final two questions will be answered on the basis of interviews with two doctoral students here at Örebro university whose mother tongue is not Swedish. I have not yet conducted these interviews, but I think that the students should be able to provide insights into the topic in focus.

**October 16th 2024 - 3:30 PM - 5 PM**

**Round table: *Plurilingual and intercultural perspectives in higher education***

Moderator: Nicoleta Morosan (Universitatea Stefan cel Mare Suceava)

*The disillusion of the teaching profession in higher education: the example of the university of Luxembourg*

Sofia Stratilaki (Université Paris 3 Sorbonne Nouvelle and Université du Luxembourg)

#### ABSTRACT

As the study of multilingualism in higher education has a lot of potential, many directions are open to be further explored, from language processing, to transfer of meaning and interpretation, to the influence of culture and language and their interaction with each other. We will focus our attention on sociolinguistic issues of plurilingualism by pointing out one example, the University of Luxembourg which was founded in 2003. The education policy adopted since the beginning enables teachers to acknowledge the great diversity that exists in the classroom and encourages them to consider students' language performances as having potential. In particular, in the Faculty of Humanities, Education and Social Sciences, the Master of Learning and Communication in Multilingual and Multicultural Contexts is an interesting "laboratory" to study issues related to norms, identities, language uses, learning and teaching in a multilingual society. In the classroom, my learners are used to work through an analysis of communicative speech acts, comparing the three languages of instruction (French, English, German) as well as their language practices. In a similar spirit, teachers (mostly non-native English speakers, with international teaching experience) engage in multilingual interaction and propose, among others, task-based learning. Most of the courses take place in a short period, during the winter semester. Both teachers and learners are encouraged to code-switch freely between the instruction languages, even if English tend to be the academic lingual franca.

In this sense, this Master degree offers an interdisciplinary programme aiming to respond to the needs of students, namely their heterogenous prior acquired linguistic knowledge and disciplinary backgrounds (translation, sociologists, political sciences, history, film studies, among others). Furthermore, as there is no local “university tradition” in Luxembourg, every teacher brings his own educational culture in the classroom.

Our data, collected since 2014, show that multilingualism is seen as a multidimensional phenomenon involving several interconnected levels: individual, societal and interpersonal. Therefore, the main reason for studying in the University of Luxembourg is linked, for most participants, to intercultural communication and plurilingual competence, that is an emic motivation, rather than the training for a specific profession.

*Power, Language, and Equity: Reimagining Plurilingualism in Universities*  
Angelica Galante, (McGill University)

ABSTRACT

Increasing linguistic and cultural diversity presents opportunities and challenges for the sustainability of multilingualism and plurilingual practices. Canada, for instance, has over 200 languages across the territory, including Indigenous and immigrant languages, but it is officially English-French bilingual. This complex linguistic landscape poses issues of power between languages and creates challenges for language use and academic achievement. Such linguistic diversity is evident in Canadian higher education, where the number of international students has dramatically increased by 182% between 2010 and 2022 (Statistics Canada, 2023). Furthermore, projections between 2011 and 2036 indicate that Canada will have an increase of over 90% in the number of speakers of non-official languages as a mother tongue (from 3,888 to 7,422) compared to only 23% increase of English (23,240 to 28,603) and 9% of French speakers as a mother tongue (7,145 to 7,800) (Statistics Canada, 2017). These changes in multilingual demographics prompt educators and policymakers to seriously reconsider educational policies and practices to provide equitable opportunities for plurilingual users in higher education.

To address these challenges, my research team and I at McGill University's Plurilingual Lab have been conducting studies on the meaning of language and plurilingualism to users of multiple languages, and preparing language teachers with pedagogical practices to equip them with theoretical knowledge and practical use of plurilingual pedagogies. In my talk, I will discuss the current linguistic situation in Canada and share studies we have conducted with plurilingual users in the city of Montreal (Galante & dela Cruz, 2021), pre-service language teachers in a university in Montreal, Quebec (Galante et al., 2020; Galante & dela Cruz, 2024) and in-service language teachers in a university in Toronto, Ontario (Galante, 2022; Galante et al., 2022). While these cities are unique in their linguistic diversity, Montreal being in the French-speaking province of Quebec and Toronto in the English-majority province of Ontario, they both serve as a foundation for reflection of context-specific plurilingual practices in social interactions, pedagogical practices and teacher training in universities. The talk will end with pedagogical recommendations for language teachers and university policies, particularly on the inclusion of plurilingual policies in Equity, Diversity, and Inclusion (EDI) documents.



**October 17th 2024 - 10:30 AM - 12 PM**

## **Round table: Sharing ideas and experiences for plurilingual and intercultural integration at universities**

Moderator: Encarnación Almazán Ruiz (Universidad de Jaén)

### *Teaching Diversity as Internationalization*

Jonas Ålander (Örebro Universitet)

#### ABSTRACT

For universities to seriously take into account diversity, there is no simple answer. However, the connection between policies and their implementation is key. Higher education, as a political idea and its institutions, must be understood as part of both the local society and as part of a global society. Hence a need for relative and temporary distinctions and contextualization to find a path forward when diversity is discussed at higher education institutions. Questions such as: what meanings does diversity have here; what is the goal with our activities when working with diversity; why do we engage; how do we do it; how does these distinctions relate to the larger society; and which valuations do they bring? should be important in such work. In this contribution, I will discuss these things and take examples from previous experiences of teaching about diversity and education, and from leading a project about teacher education and internationalization. From my teaching experience, these kinds of questions are always engaging but often difficult for students to cope with. On the other hand, internationalization policy often contains clear parts where diversity is highlighted, but when it comes to actual implementation, policy often fall short.

**October 17th 2024 - 10:30 AM - 12 PM**

**Round table: Sharing ideas and experiences for plurilingual and intercultural integration at universities**

Moderator: Encarnación Almazán Ruiz (Universidad de Jaén)

*Studying history in France from a linguistic elsewhere: opening up and crossing perspectives*

Véronique Castellotti, Léa Courtaud and Ulrike Krampfl (Université de Tours)

**ABSTRACT**

This talk will focus on a teaching experiment carried out with a class of History Licence 3 students at the University of Tours. The aim of the project, which was devised in collaboration between a teacher-researcher in History and two teacher-researchers in Sociolinguistics and Language Didactics, was to explore the role of teaching different languages in so-called 'non-linguistic' subjects. Based on student responses to a questionnaire and reflective interviews with two students, the aim is to highlight how the students themselves perceive the system and what it enables them to do in terms of developing their knowledge of a given subject, in this case environmental history.

**October 17th 2024 - 10:30 AM - 12 PM**

**Round table: Sharing ideas and experiences for plurilingual and intercultural integration at universities**

Moderator: Encarnación Almazán Ruiz (Universidad de Jaén)

*Plurilingualism in the construction and dissemination of scientific knowledge: the example of MOOCs*

Mariana Fonseca Favre (Université de Genève)

**ABSTRACT**

MOOCs (Massive Open Online Courses) have represented a new form of knowledge dissemination for some years now. By using the digital channel, they present highly multimodalised and apparently context-free expert discourse. The question of the choice of language is often sidelined, with English appearing to be the 'obvious' vector for the transmission of knowledge on an international, or even universal, scale. Nevertheless, making knowledge available in a variety of languages sometimes seems useful, or even necessary, for example through subtitling practices. On the basis of data from research carried out at the University of Geneva (Fonseca & Gajo, 2020; Fonseca & Gajo, 2021), our paper will attempt to show how multilingualism can lead not only to changes in the training practices of MOOC designers and users, but also to a different view of the involvement of languages and knowledge. We will conclude by mentioning a few avenues to be explored with regard to the implementation of a language policy for MOOCs.

**October 17th 2024 - 10:30 AM - 12 PM**

**Round table: Sharing ideas and experiences for plurilingual and intercultural integration at universities**

Moderator: Encarnación Almazán Ruiz (Universidad de Jaén)

*Making the multilingual move: lessons learned from the Spanish context*

María Luisa Pérez Cañado (Universidad de Jaén)

### ABSTRACT

This contribution will strive to illustrate what is being done at the University of Jaén to ensure the plurilingual and intercultural turn is taken at tertiary level. In doing so, it will initially canvass what the latest empirical evidence tells us is required in order to make the multilingual move. It will then illustrate how each of these strands is being addressed via concrete lines of action in our university context and will draw to a close by signposting future pathways for progression in this terrain. Each of these three headings will hinge on four main fronts: theoretical underpinnings, the teaching-learning process, teacher development, and research. Examples of good practice, niches which still need to be filled, and chief take-aways which allow us to continue moving forward will all be provided in order to ensure that plurilingual and intercultural education becomes an increasingly embedded reality in our NEOLAiA Alliance.

**October 17th 2024 - 10:30 AM - 12 PM**

**Round table: Sharing ideas and experiences for plurilingual and intercultural integration at universities**

Moderator: Encarnación Almazán Ruiz (Universidad de Jaén)

*Creating Thymele, an Open-access Dynamic Multimedia Dictionary of the Performing Arts: a contribution to the European venture of linguistic multiformity and empowerment of national languages*

Avra Xepapadakou (University of Nicosia) and Eleni Papalexiou (University of the Peloponnese)

## ABSTRACT

In the proposed talk we will present the project entitled *Thymele*, which aims to conduct basic research in the field of Performing Arts, and particularly in the domains of the theory and terminology of Performance Studies. *Thymele* observes and studies the theory and practice of contemporary stage creation, in order to construct a solid scientific approach aspiring to interpret the cross-crossing dynamics currently developing in the field of Performance Studies.

The Performing Arts have evolved in the last decades towards the direction of osmosis, interaction and hybridization, while their digital dimensions have grown enormously. The phenomenon of anglicization is extremely intense in this field with the introduction of new forms of creation and artistic expression and, as a consequence, the direct insertion of loanwords and the erroneous adaptation of foreign terms.

In this framework, *Thymele* contributes to the European venture of linguistic multiformity and empowerment of national languages in higher education, as multilingualism is the pathway to the enhancement of inter-cultural understanding. Therefore, the project will provide a tool for university teaching, enabling students to approach culture without barriers, creating bridges and linguistic correspondences in the rapidly developing and diverse field of Performing Arts, but also facilitating international inter-university collaborations of researchers, providing reference works equally accessible to all.

Furthermore, we will discuss how *Thymele* promotes the Greek language, insofar as it provides a solid and authoritative Greek-language infrastructure for the domain of the Performing Arts, as well as a smooth interconnection of Greek terminology with that of other languages, and the increased visibility of the Greek language in the World Wide Web.

**October 17th 2024 - 2 PM - 3:15 PM**

**Round table: Sharing experiences between European university alliances**

Moderator: Emmanuelle Huver (Université de Tours)

*Quality education: what role do plurilingualism and interculturality play in the EC2U Alliance?*

Freiderikos Valetopoulos (Université de Poitiers)

## ABSTRACT

Quality education is one of the seventeen sustainable development goals adopted by the United Nations in 2015. The targets of this goal are many: equal access to quality technical, vocational and university education, free or at an affordable price, open to vulnerable people, promoting a culture of peace and non-violence, global citizenship and appreciation of cultural diversity.

The European Campus of City-Universities Alliance (EC2U) is a multicultural and multilingual alliance made up of eight universities from various regions of the European Union: the University of Coimbra, the University of Iași, the University of Jena, the University of Linz, the University of Pavia, the University of Poitiers (coordinator), the University of Salamanca and the University of Turku. It has chosen to define quality education as one of its priorities by setting up various actions. During the first phase, these actions were organised around three main axes: the construction of an inter-university master's degree aimed at reflecting on the contact between languages and cultures, the setting up of a doctoral course on interculturality and, finally, the setting up of a reflection on the role of linguistics tools in the analysis of language, with a special focus on the analysis of MoDiMEs languages (less widely used and less taught).

These meetings led to the emergence of several other actions that took into account another need that exists in our respective universities: the development of a linguistic policy with the objective of sustainable development in the teaching of foreign languages and cultures.

During the second phase of the project, new structuring actions have been defined and proposed, which will take place not only at the level of research, but also at the level of opening up to the general public in order to raise awareness of the issue of quality education and the place of plurilingualism and interculturality as indispensable components of university education.

In our presentation, we will focus on the various actions put in place within the framework of the EC2U Alliance and we will propose a critical analysis of the impact of these actions in structuring a common project across our partner universities.



**October 17th 2024 - 2 PM - 3:15 PM**

**Round table: Sharing experiences between European university alliances**

Moderator: Emmanuelle Huver (Université de Tours)

*UNITA Universitas Montium*

Alice Fiorentino (Université Savoie Mont Blanc)

## ABSTRACT

Since its launch in 2020, the UNITA-Universitas Montium Alliance has had as its to strengthen the synergy between its twelve partner universities, located in cross-border areas, the majority of which are Romance-speaking (Spain, France, Italy, Portugal, Romania, Switzerland and Ukraine). UNITA's main objective is to increase the interest of students, staff and lecturers in the international arena and to help them to take up this challenge using their own languages. The growing number of short-term mobility and co-tutelle programmes with the Romance-speaking countries of the Alliance, as well as the courses dedicated to multilingualism and the study of intercomprehension bear witness to a new model of a new model of internationalisation under construction. Despite the fact that there are no documents explicitly mentioning an official language policy within the official language policy within the Alliance, it is possible to observe the first manifestations of a de facto manifestations of a de facto language policy, destined to be consolidated in the years to come. In this contribution, we present a qualitative analysis of a corpus of corpus of 11 semi-directed interviews conducted with institutional representatives of the Université Savoie Mont Blanc in order to illustrate the complexity of the debate.

**October 17th 2024 - 2 PM - 3:15 PM**

**Round table: Sharing experiences between European university alliances**

Moderator: Emmanuelle Huver (Université de Tours)

*The Paris 8 Language Center and the ERUA Alliance: a question of interdimensionality*

Hanane Boutenbat (Université Paris 8)

**ABSTRACT**

This presentation is part of a more general reflection on the internationalization of training and the role played by European universities in promoting cross-disciplinary training courses and research projects. Université Paris 8 joined a consortium of European universities known as the European Reform University Alliance (ERUA) in 2020. Members of the Alliance are involved in coordinated pedagogical actions that promote experimental and alternative approaches, while sharing the conviction of proposing a counter-model, with the ambition of consolidating a language education, open to the inclusion of the diversity of language-cultures and interculturality. In this context, the Centre de Langues de Paris 8 (CDL) plays a pivotal role, providing a plethora of general and specialist language courses for students specializing in other disciplines, while integrating an interdisciplinary approach to meet proven needs. In this sense, the CDL responds to learners' needs to develop the language skills required to evolve in an increasingly international academic and professional environment. Implementing internationally-focused educational projects poses major challenges for management, faculty and students alike. The Alliance ERUA teams support the pedagogical actions and research projects carried out by the CDL players. In this contribution, we will share student feedback from two schemes set up at CDL in response to ERUA calls for projects.

# NEOLAIA

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