

LiP!!2027

Language is Plural

Celebrating Multilingualism in Language Education

University of Vienna, 26.–29. July 2027

Thematic Sessions !!

1. Multilingual Pedagogies, Repertoires & Translanguaging
2. Voices, Agency & Identity in Multilingual Learning and Teaching
3. Language Policy & Educational Environments
4. Language, Power, Social Justice & Decolonisation of Language Education
5. Minority, Heritage & Indigenous Languages
6. Inclusive Language Teaching, Learning and Assessment
7. Technology, Digital Spaces & AI in Multilingual Learning
8. Creative, Literary and Arts-based approaches to Multilingual Learning and Teaching

Session Chairs !!

1. Sam Goodchild, Miriam Weidl & Ndiémé Sow
2. Roma Kriaučiūnienė & Anna Schröder-Sura
3. Irena Horvatić Bilić, René Koglbauer & Mamadou Mbaye
4. Clíona Murray & Daniele Polizio
5. Giuseppe D'Orazzi & Eva Vetter
6. Elizabeth Erling & Kenia Puig
7. Katrin Englmayr-Hofmann, Anja Häusler & Giulia Tardi
8. Tracy Bloor, Gabriella Perge & Hannes Schweiger

Session Descriptions



Multilingual Pedagogies, Repertoires & Translanguaging

This session focuses on learning and teaching approaches, educational concepts, empirical research, and classroom practices that recognise, value, and purposefully mobilise learners' multilingual and multimodal repertoires. It invites contributions that explore how learners draw on their full linguistic and semiotic resources when making meaning and participating in learning. We are particularly interested in approaches that create open, participatory and empowering learning environments, that challenge monolingual norms, and that view multilingualism as a pedagogical resource at the centre of teaching and learning.

- research on multilingualism, including sign language; empirical cases of multilingual learning
- experiences with multilingual pedagogies and translanguaging
- educational concepts that support multilingual learning
- cooperation across institutions and learners
- Language for specific purposes (LSP) and supporting multilingual competence
- informal learning, learning beyond the classroom
- bridging formal and informal language learning spaces



Voices, Agency & Identity in Multilingual Learning and Teaching

This session focuses on perspectives, attitudes, and experiences that shape multilingual language learning and teaching. We invite contributions that examine how teachers, learners, and other educational actors understand and navigate linguistic diversity, how their beliefs and expectations influence classroom practices, and how learner voice, identity and agency become (in-)visible in multilingual learning environments. We are particularly interested in work that highlights the role of professional knowledge, (self-)reflection, positioning, and motivation in fostering inclusive and multilingual pedagogies. We also welcome contributions that address teacher well-being, workload, emotional labour, and sustainability in multilingual educational contexts, recognising that inclusive and multilingual pedagogies depend on supported and resilient teachers.

- teachers' views, beliefs, attitudes, and professional decision-making
- learners' perspectives, voice, identity work, motivation, and agency
- interactions between teachers' and learners' beliefs and practices
- (self-)reflection, positioning, and professional knowledge in multilingual pedagogy
- professionalisation and teacher education for multilingual pedagogies

Language Policy & Educational Environments

This session examines language policies and the institutional conditions that shape teaching and learning language in schools and beyond. We invite contributions that explore how policy is created, negotiated, and enacted at different levels, classroom, school, community, and system, and how these processes influence opportunities for participation, equity, and multilingual learning. Particular interest lies in bottom-up approaches, curricular developments, assessment practices, and the institutional structures that support or hinder multilingual education.

- language policies for teaching and learning in various contexts
- bottom-up, participatory language policy practices
- language policy making through networks and associations
- rationales for supporting language learning and multilingualism
- curricular development
- school development and institutional support for multilingualism
- assessment of multilingual learning and teaching
- evaluation and impact of multilingual practices and policies

Language, Power, Social Justice & Decolonisation of Language Education

This session offers critical perspectives on inequality, discrimination, power relations, othering, and decolonising approaches in language education. We invite contributions that examine how linguistic practices and ideologies shape access, participation, and agency, and how racism, linguicism, and prestige hierarchies manifest in educational contexts. Of particular interest are approaches that foreground positionality, challenge dominant narratives, and work towards more equitable, decolonial and socially just language education.

- racism, linguicism, prestige hierarchies
- language mandates, language bans, standard language ideologies
- performativity of language; discourse, framing, manipulation
- responsibility, agency, positionality in educational contexts

Minority, Heritage & Indigenous Languages

This session focuses on valuing, supporting, and sustaining minoritised languages across educational and community contexts through diverse and multilingual approaches. We welcome contributions that explore minoritised, non-dominant languages as well as

languages with fewer speaker numbers in public schools and informal sectors, indigenous and minority language teaching, and community-based practices that foster linguistic continuity, recognition, and participation.

- community/heritage/home languages in formal and informal education
- Sign language and signing in formal and informal education
- minority and indigenous language strengthening, learning and teaching
- experiences from minority and immersion schooling worldwide
- community-led language projects and practices



Inclusive Language Teaching, Learning and Assessment

This session focuses on approaches that enable full participation, equitable learning opportunities, and meaningful access for all learners. We welcome contributions that explore how inclusion can be fostered in multilingual classrooms, how multilingual materials and/or assessment practices can support equity, and how linguistic diversity can be recognised as a resource for democratic participation.

- inclusivity in the language classroom, learning resources, and textbooks
- inclusivity in sign language education and deaf–hearing learning contexts
- addressing diverse learning needs, biographies, and learning trajectories
- assessment and evaluation practices that promote fairness and access
- removing linguistic barriers to participation
- multilingualism as a pathway to equity, belonging, and democratic culture



Technology, Digital Spaces & AI in Multilingual Learning

This session explores the role of technology in transforming multilingual practices and language education. We invite contributions that critically examine how digital tools and AI reshape language learning, teaching, and assessment across spoken and sign language contexts, and how technological innovation can support or challenge equitable and multilingual educational environments.

- Innovation and AI as an integral component in language teaching and learning
- AI-driven transformations in language education, learning and teaching processes
- Digitally mediated practices, multimodality, and online learning spaces
- priming and framing effects of AI-generated content and strategies to detect and counteract these effects
- Ethical aspects and digital citizenship



Creative, Literary and Arts-based approaches to Multilingual Learning and Teaching

This session focuses on learning and teaching approaches, educational concepts and methods for arts-based approaches in language learning. Literature, music or art offer possibilities for promoting multilingual learning on a cognitive as well as emotional level. They enhance learners' competence to understand and participate in processes of meaning-making in globalised, multilingual and superdiverse societies. We welcome contributions which present educational concepts, discuss teaching and learning material or provide empirical evidence for multilingual learning processes initiated by arts-based approaches.

- Educational concepts for promoting creativity in language learning
- literary multilingualism and multilingual literature in language learning
- aesthetic education and language learning
- empirical research on arts-based approaches