

Avec le soutien de



APPEL À COMMUNICATION POUR
LE 3^{ème} COLLOQUE JEUNES CHERCHEURS LINGUISTES DIDACTIENS DE METZ

*Principles and actions for second language training,
in migratory and pandemic contexts*

(MigrActionsL2_Metz 2022)

This call for papers follows on the colloquium held in Metz in September 2018 (the proceedings of which were published in *Repères Dorif* No. 19¹) and is based on the various measures put in place to welcome migrants through language training². As the context in which we work has evolved, our thinking and actions now take into account the health crisis, which has multiplied the fragilities and vulnerabilities that had increased by the turn of the century with globalization, and even more so, the migration flow, which involved and still involve the responsibility of host societies (Gardou, 2006, 2012 ; Pinotti, 2006). As for the new fragilities and vulnerabilities that have emerged in the pandemic context, they concern in particular the freedom of mobility, access to online courses, and the impacts of social distancing.

In regards to these issues, language sciences have a special role to play among the human and social disciplines, in order to consider and act on the ways and means of carrying out, if not a policy, then at least language teaching/learning arrangements which, in this particular situation, guarantee social cohesion and facilitate the reception of newly arrived migrants, both young and adult; thus, in the wake of the persistent pandemic, the notion of "Emergency Linguistics" has recently emerged (cf. Piller et al, 2020; Civico, 2021; Dreisbach & Mendoza-Dreisbach, 2021), which broadens the issues and challenges of second language training.

At the crossroads of these political, social, educational and linguistic issues raised by the language-culture training in migratory and pandemic contexts, we first of all invite speakers to question themselves on the hypothesis according to which "language is the main source of knowledge of the other". (European Charter for Plurilingualism - Preamble, November 2005, p. 3), a hypothesis that still drives linguistic and didactic

¹<https://www.dorif.it/reperes/category/19-enjeux-de-lacquisition-des-langues-secondes-en-contextes-migratoires-coordonne-par-guy-achard-bayle-enrica-galazzi-aurora-fragonara/>

² Read « Comptes-rendus » et « Écho » in cited works.

thinking today (cf. Adami 2017 and more generally Maurer & Prieur dir. 2017). We then invite them, in the background, to look at the notion of representations (Havelange et al. 2003), and to treat it in terms of categories, categorization, stereotypes, stereotypy ... (Kleiber, 1999; Paveau, 2006) , in order to give a linguistic basis to our exchanges, or to preserve it, within the framework of action-research in the didactics of languages-cultures.

In terms of practices, we will thus consider the measures or projects that relate to the notion of intercultural, and, which aim or highlight the (re-) discovery, in other words the (re-) *cognition* and the *visibility* of the other (Honneth, 2000; 2020; Ricoeur, 2004). In this regard, Remotti (2010; 2019) has pointed out that it is difficult to limit oneself to a fixed definition of identity, especially national identity; Jullien (2016), for his part, proposes replacing the notion of *cultural identity* with that of *cultural resource*. Such a perspective would also seem important insofar as *recognition* experiences intervene or would intervene as resources (psychological, cognitive, emotional...) in learning processes in general, and language learning in particular.

This perspective would also make it possible to consider experiences of mutual recognition from the point of view of an active appropriation of the surrounding world, in other words, of the host societies, and to resituate didactic processes at the heart of social life, i.e. at the very place where social needs make sense, a "common sense" (to quote Larsson 2008, following Kleiber 1997, who thus give a linguistic turn to intersubjectivity).

Consequently, the social and human issues of language-culture didactics seen as dynamic processes implemented as situational resources in the course of learning should allow us to renew didactic practices. If it is true, following Axel Honneth or Paul Ricœur, that recognition only becomes effective in action and interaction, we must then define frameworks and measures in which the acquisition/appropriation of competences, particularly plurilingual and cultural, but also social and technical, develop through reciprocal influences between the individual and his or her environment (Brassac, 2010; Varela et al., 1993).

The activities, developed on the basis of *recognition*, would thus enhance the languages already mastered by the learners. This approach would facilitate the use of plurilingual skills in educational situations within a community. Mutual recognition would therefore highlight the importance of these skills for individual development: it would help to train future citizens who are linguistically and socially adapted to the post-pandemic world.

In this context, young researchers are invited to submit a paper in line with the following themes;

1. How has the pandemic context changed the principles/practices of language training for migrants or increased the difficulties associated with these practices (reduction or prohibition of mobility, access to online courses, impact of social distancing)?
2. Does the pandemic context represent a factor of autonomy for the migrant public or a threat to/obstacle to their "integration" into the host society?
3. To what extent are creative approaches (e.g. project-based pedagogy, creative pedagogy in workshops) responses to problems/difficulties encountered in the field...?
4. How do the learning experiences highlight the importance of *recognition* between subjects in the classroom?
5. What specific measures have been or need to be put in place to facilitate learning of a foreign language in a migratory context?
6. Would distance learning be a solution or a risk for migrant audiences in a pandemic context?
7. The effects of the pandemic on a vulnerable public: what can we say in relation to the migrant public?
8. Is there a relationship between second language didactics and "emergency linguistics"?
9. How can we make our learners *visible* and *recognizable* once they have mastered the language?
10. How can we make *visible*, *recognizable*, the participation of allophone learners in social life?

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Écho

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Dates of the colloquium : 22-23 September 2022

Venue: University of Lorraine, Saulcy Campus in Metz

Modality for participation: In person and online (depending on the sanitary situation regarding the pandemic)

Languages of the conference: French, Italian and English.

Registration fee: 65 euros (in person) or 35 euros (online)

Payment method: by online transfer

Call schedule and selection procedure :

Opening date of the call for papers: 1 December 2021

Deadline for submission of proposals: 1 march 2022

Date of notification of acceptance or rejection: 31 March (1st evaluation) and 31 May (if 2nd evaluation) 2022

Deadline for submission of abstracts: 1 July 2022

Programme dissemination date: 15 July 2022

How to submit a proposal:

Doctoral students and young researchers (who have defended their thesis after September 1, 2018) are invited to submit a proposal for a twenty-minute presentation (followed by a ten-minute discussion). The proposals will contain on the first page, the name of the author(s) and the name of his/her institutional affiliation, his/her email address, the title, a biographical note (five lines max.) and the topic of the thesis defended (date, place, title, jury). All these will be followed, on another page, by an abstract which will not mention the name of the author and will be accompanied by a few bibliographical references (on the same page). The proposal papers must be written in the language intended for the communication. In order to ensure a better understanding by all the participants, PowerPoint presentations must be written in a different language than the one intended for the oral presentation. Papers should not exceed 500 words (bibliography included).

Each proposal will be evaluated in a double-blind manner by members of the scientific committee of the conference. The selection criteria will include the quality of the content, the thematic relevance and the originality of the proposal.

Proposals should be sent to: migractionsl2metz2022@pm.me

Selected papers from the presentations will be published and the selection will follow the same evaluation procedure. The call and timetable for the publication of the proceedings will be announced at the close of the conference.

Date of publication of the proceedings: May 2024 (provisional)

Organisers :

Doctoral research group on French and Italian as second languages (GRD_FILS),
Praxitexte team from CREM EA3476

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