



**Kendalc'h kentañ etrebroadel ar gevredigezh EDiLiC a vo dalc'het d'an 9, 10 hag 11 a viz gouhere e Roazhon (Breizh, Frañs).**

**Perchaine haote caozerie entr' pays de la souéte EDiLiC 9, 10 et 11 du maez de juillet de l'année 2014 a Rene (Bretagne, France).**

**Upcoming International EDiLiC Association Congress  
(Education, and Linguistic and Cultural Diversity)  
July 9, 10 and 11, 2014 in Rennes (Brittany, France).**

Organized by the Université Rennes 2 research group  
*Plurilinguismes, Représentations, Expression Francophones — information,  
communication, sociolinguistique* (PREFics EA 4246)  
in partnership with the Ecole Supérieure de Professorat et de l'Éducation de Bretagne  
(Brittany Graduate School for Teacher-Training and Education)

**General Theme:**  
***Education, Linguistic and Cultural Diversity, Minority Languages***

The organizing committee of the 5th congress of the *Education, and Linguistic and Cultural Diversity* (EDiLiC) association, to be held in Brittany, present the opportunity to bring together research on *linguistic awareness* with research targeting what we call here “*minorized*” languages. From the outset, this term requires interrogation, but it nevertheless highlights a qualitative process. In using “*minorized languages*”, we speak to all types and variations of linguistic minorities, for example those of a “regional” or “immigrant” nature, including diverse forms and uses of dominant languages (such as French within Brittany), that are often spoken by a numeric majority but rendered

“minor” by diverse forms of stigmatization. Indeed, Brittany is well-known for one of its regional languages, Breton. Meanwhile, after having itself been a land from which many once emigrated, the region has also been host to a growing number of immigrants in recent decades who have brought with them numerous languages of their own.

It is one thing to juxtapose two or three dominant languages and cultures that have become standardized in institutional protocols, sometimes sensitively and sometimes appropriated with little reflection on dynamics at the core of such actions. However, it is quite another to integrate in an in-depth fashion, the general diversity of linguistic and cultural practices that exist within a pluralist approach, an effort that puts into question the uneasy linguistic and cultural order of the educational systems of nation-states. Incorporating situations of linguistic and cultural minorization into perspectives on educating for linguistic and cultural diversity, as well as on the linguistic and cultural diversity of education highlights a whole series of questions surrounding the challenges, the modes, and the impacts of such inclusion: Is a particular didactic plan needed or not in relation to those belonging to dominant languages and cultures? What relationships are established between so-called “disappearing” languages and cultures? How should we contextualize plurilingual and inter-cultural adaptations, and local or social variations of dominant languages that are born out of contact with minorized languages and cultures (e.g. “regional and popular forms of French” in France or elsewhere in the Francophone world, forms of Spanish in the Hispanophone world, or variations of so-called “Arab dialects” in the Maghreb region)? Under what conditions can a positive relationship between languages and their speakers be built?

We will treat educational objectives, didactic approaches, and plurilingual and renewed perspectives, as well as militant and institutional strategies for teaching and making learners aware of languages in general. More specifically, we will focus on these as they relate to minorized languages, through forms of linguistic and cultural discrimination, innovative strategies for training teachers, new tools and teaching practices that emerge from this perspective, etc.

Committed to the goal of bringing together scientific research and reflexive testimonies from those directly involved in training, as well as the production of knowledge and tools for training, the Congress welcomes all university investigation, notably participatory action research, as well as accounts of fieldwork experiences.

Corresponding to this complex line of questioning, proposals are encouraged to address any of 3 broad themes:

➤ **Theme 1 – Issues with sociolinguistics, language policy, and situations of minoritization**

- The concept of “minorized language”: definition, terminology, political-linguistic issues
- What are the objectives of policies for linguistic diversification? What do we mean by education to linguistic and cultural diversity, and what do we mean by linguistic and cultural diversity in education?
- What languages should be taught at school? What linguistic and cultural forms/variations should be incorporated into different contexts?

- What place is there within educational programs for the diversity of minorized languages and cultures? Should we favour linguistic educational policies that promote “positive discrimination” or “protected promotion”?
- How can the school take into account ethical, political, and social issues, as well as educational and didactic issues brought on by hegemonic relations of domination, inequality, exclusion, and fear of others that are characteristic of minorizing situations?
- What normative strategies exist, for example, *normativization* (Catalonian model) or *polynomiality* (Corsican model)?

➤ **Theme 2 - Didactic perspectives and teaching practices: pluralist approaches, *linguistic awareness* and minorized languages**

- How can “pluralist approaches” (and in particular that of linguistic awareness) be incorporated into a research agenda addressing “minorization”? Under what forms and modes of analysis might we include minorized languages and cultures? What linguistic and cultural forms exist, and what projects, plans for intervention, strategies, and educational materials might be established to foster linguistic awareness, and in particular recognition of exclusionary phenomena and the hierarchy of languages and cultures?
- What synergy and complementarity exists for enacting linguistic awareness, the teaching of all sorts of specific languages (foreign, regional, or of origin...) and other forms of learning (linguistic or otherwise) within the school? What is the place of linguistic minorities within diverse linguistic lessons and the teaching of disciplines that are not directly related to languages?

➤ **Theme 3 - Teacher training: pluralist approaches, *linguistic awareness* and the place of minorized languages**

- How can we bring together research on minorization, stigmatization, and exclusion in the initial and continuing training of teachers, including through training in linguistic awareness and other pluralist approaches?
- What relations exist between collective and individual dimensions of language? What place is there for diverse actors (teachers, students, parents, school administration, etc...) to propose a space for changing relations?
- How can we carve out a place for minorized languages? What are the main challenges, tensions, limitations, obstacles, and favourable conditions for the introduction of linguistic awareness and minorized languages? How can we develop understandings and practices among students and teachers?
- How can we share the contributions of research and innovations in the area of pluri-linguistics, and the valuing of minorized languages and cultures? With what methodologies, strategies, and tools can we achieve this?

## Participation Formats

Three formats are available:

- Invited plenary presentations (45min + 30min discussion): Khaoula TALEB-IBRAHIMI (Université d'Alger 2) ; Victor SAUDAN (Haute Ecole Pédagogique de Lucerne, Suisse).
- Roundtables (1½ hours, emphasizing group exchanges) : minorized languages in education with Stéphanie Clerc (Université d'Aix-Marseille), Francis Favereau (Université Rennes 2), Marylène Menozzi et Pasqualina Pergola (Corse), Marielle Rispaïl (Université de Saint Etienne).
- Workshops (1½ hours): individual or group presentations (teams, research group representatives, project groups, teachers from a given school or sector, etc...) of 45 min + 45 min in which diverse participants debate a single issue or research question, a tool and/or project.
- Note: An effort will be made by the organizing team to help members of EDiLiC who request to be put into contact with other researchers working on shared themes.

## Proposal Format

Roundtable and workshop proposals must make the theme, goals, and relevance explicit with regards to the conference themes, the types of information that will be communicated, and all other aspects considered useful to clarify for the Congress' scientific committee. Given the available modes of group work, it is not expected that proposals follow specified or dominant norms for this kind of activity. Likewise, all proposals and their evaluations will be transparent. Proposals should be sent to [philippe.blanchet@univ-rennes2.fr](mailto:philippe.blanchet@univ-rennes2.fr) and copied to [martine.kervran@bretagne.iufm.fr](mailto:martine.kervran@bretagne.iufm.fr).

## Timeline

October 1, 2013-December 20, 2013: receiving participation proposals

End of February 2014: response/decision

## Scientific Committee

Presided by:

- Martine Kervran, Espé de Bretagne, CREAD & Philippe Blanchet, Rennes 2, PREFics

Composed of:

- (Germany) OOMEN-WELKE Ingelore
- (Argentina) UNAMUNO Virginia
- (Austria) ABUJA Günter
- (Austria) RENNER Helmut
- (Brittany, France) KERVRAN Martine
- (Brittany & Provence, France) BLANCHET Philippe
- (Brittany & Provence, France) CLERC Stéphanie
- (Canada) LORY Marie-Paule
- (Canada) MOORE Danielle
- (Canada) ARMAND Françoise

- (Catalonia, Spain) BERNAUS Mercè
- (Catalonia, Spain) MASATS Dolors
- (Catalonia, Spain) NOGUEROL Artur
- (Catalonia, Spain) PASCUAL Xavier
- (Ivory Coast) KOUAME Jean-Martial
- (Ivory Coast) LOLO MONNEY Happy Rosalie
- (France) BERTUCCI Marie-Madelein
- (France) CANDELIER Michel
- (France) IOANNITOU Gina
- (France) LAUNEY Michel
- (France) MOLINIE Muriel
- (Galicia, Spain) ZAZ VARELA Lutz
- (Great Britain) DOWNES Peter
- (Greece) KAMAROUDIS Stavros
- (Greece) MOUMTZIDOU Argyro
- (Hungary) LŐRINCZ Ildiko
- (Japan) KOISHI Atsuko
- (Japan) MASAHITO Yoshimura
- (Reunion, France) PRAX-DUBOIS Pascale
- (Luxembourg) KRIER Marguerite
- (Luxembourg) TONNAR Christiane
- (Madagascar) RANDRIAMAROTSIMBA Vololona
- (Malta) FACCIOL Raymond
- (New Caledonia, France) FILLLOL Véronique
- (Poland) ZIELINSKA Janina
- (Portugal) ANDRADE Ana-Isabel
- (Portugal) MARTINS Filomena
- (Czech Republic) FENCLOVA Marie
- (Russia) VOROZHTSOVA Irina
- (Switzerland) DE PIETRO Jean-François
- (Switzerland) DESCHOUX Carole-Anne
- (Switzerland) FROSSARD Danièle
- (Switzerland) PERREGAUX Christiane

### **Organizing Committee (currently in development)**

Philippe Blanchet, Rennes 2, PREFics

Martine Kervran, Espé de Bretagne, CREAD

### **Registration**

Registration will be by email via [megancottenie@hotmail.com](mailto:megancottenie@hotmail.com) (Rennes 2)

### **Fees**

- 50 Euros for non-members of EDiLiC
- 42 Euros for members of EDiLiC (this being a bi-annual membership to EDiLiC from 2014-2016 + 10 Euros for registration to the Congress)
- 15 Euros for doctoral students

Organizers of the Congress are seeking all possible funding to reduce registration fees as much as possible.

**Location**

Université de Rennes 2, Campus Villejean.

**Arrival + Accommodations**

A list of accommodations at diverse costs will be circulated. Each participant will be responsible for his or her own accommodation.

A map of the city and public transportation will be provided (the metro for Rennes 2 Villejean)

**Entertainment**

A festive meal with Fez Noz (upon registration and at one's own cost)

Concert with songs in Breton languages (Breton, Gallo-Roman)

Visit to Cancale et Saint-Malo on the last day, with each participant paying their way and reserving their spot in advance.