



Call for papers

28 - 29 MAY 2026

BRNO, CZECH REPUBLIC

Masaryk University Language Centre

IN COLLABORATION WITH L'UNIVERSITÉ LIBRE DE BRUXELLES
AND UNIVERSITY OF FRIBOURG

International conference on plurilingualism – 4th edition

The Role of Teachers in the Plurilingual Approach: Beliefs – Practices – Training

Is the discourse surrounding plurilingualism truly free from ideology and myths that may hinder its development? Might it belong more to the realm of imagination than to that of reality? Do individual and institutional language ideologies foster the adoption of plurilingual approaches, or do they tend to discourage or even exclude them? Could the linguistic landscape of educational institutions and the linguistic profiles of students themselves serve as assets in advancing plurilingual objectives?

How do teachers engaged in plurilingual practices reconcile their professional initiatives with institutional requirements? How do they manage the emergence of multiple languages in the classroom-often without institutional support and in the absence of targeted training? What forms of professional development would enable teachers to feel sufficiently legitimate and competent to implement plurilingual approaches with confidence and professionalism?

The **fourth edition of the International Conference of Brno on Plurilingualism** will therefore focus on the role of teachers in implementing plurilingual approaches. Positioned at the intersection of didactic imperatives, institutional constraints, and classroom realities, teachers occupy a pivotal and strategic role in the practical realization of plurilingual education-standing at the crossroads between discourses of intention (“beliefs”) and the realities of practice (“classroom experience”). This central role underscores the need for innovative and creative training models capable of equipping teachers with both theoretical grounding and practical tools suited to plurilingual pedagogy.

Thematic areas

Proposals may address one of the following three thematic sections:

Section 1 – Beliefs and Classroom Realities

Language teaching inherently involves exploring culture and is thus a *de facto* meeting point—often a site of tension—where societal visions, sociolinguistic representations, and pedagogical convictions converge. This section invites analyses of voluntary (or tentative) attempts to create environments conducive to plurilingual education. Contributors might explore, within specific teaching contexts and across different stakeholder perspectives, the proximities and distances, convergences and divergences, tensions and entanglements between beliefs about plurilingualism and the visible or less visible constraints imposed by institutional settings and learner expectations. Submissions might also consider the gap between an *aspirational plurilingual landscape* (official language policies, institutional charters, etc.) and a *lived plurilingual landscape* (implicit plurilingual practices, multilingual events, etc.).

Section 2 – Theories and Practices

Since the publication of the *Companion Volume to the CEFR* (2020), research in language education has seen a proliferation of studies on plurilingual approaches and mediation skills. Meanwhile, language teachers have been provided with an official framework legitimizing such practices. Yet, has this bridged the persistent gap between theory and practice? This section welcomes contributions analysing successes and shortcomings in the classroom application of the CEFR, and analyses of plurilingual teaching sequences—whether explicitly or implicitly plurilingual—in order to identify didactic tools which prove effective and which fall short. Papers may also consider how teaching methodologies align with institutional expectations and learner needs, both at the **action-oriented** and **linguistic** levels.

Section 3 – Teacher Education and Professional Development

If the aim is to promote and valorize students' plurilingual repertoires, then teacher engagement and training are essential to transforming current pedagogical practices. What specific competences characterize a teacher capable of adopting a plurilingual approach? What forms of institutional support are needed to sustain such practices?

This section invites reflections on both the adaptation of the teaching environment (educational landscapes, support and recognition networks) and the development of practical tools that empower teachers to operationalize plurilingual objectives. Drawing on empirical

evidence and field experiences, contributions might examine institutional frameworks and methodological instruments that could be integrated at various stages of teacher education—both at a metalinguistic and global level (plurilingual awareness, intercomprehension, interdisciplinary collaboration) and at a functional and specific level (vocabulary development, assessment practices, bibliographic research, repertoires, reflective journals, etc.).

In addition to the main conference themes, members of the API Education Forum are also encouraged to submit proposals on action-oriented and interculturality-focused topics.

Conference Languages

Papers may be delivered in **German, English, Spanish, French, Italian, or Czech.**

Conference Session Formats

Oral presentations

30 minutes, i.e. 20-minute presentation + 10-minute discussion.

Talks can be delivered in one of the conference languages. Supporting material (slides, handouts and other visuals) must be in English or in another language of the conference if the talk is in English.

Workshops

40 minutes

Workshops are practice-oriented sessions that are supposed to engage participants in a series of participative activities so that they can gain hands-on experience with tools, strategies or best practices.

Submission Guidelines

Proposals must contain the following:

1. title of the presentation/workshop,
2. thematic area,
3. a 250-word summary in the language of the presentation/workshop,
4. 5 keywords,
5. an 100-word abstract in English or in another conference language if the presentation is in English,
6. a 60-word biographical note,
7. up to 6 bibliographical references specific to the proposal.

Proposals will be **blind reviewed** by members of the Scientific Committee. The presenters will receive an answer of acceptance (or rejection) by **2 March 2026**.

Proposals should be submitted in .docx (Word) format through an online registration form [HERE](#).

Publication of Selected Texts

The publication of a plurilingual collective work on the theme of the conference is planned for 2027.

IMPORTANT DATES

Registration opening	11 November 2025
Submission of abstracts	15 February 2026
Notification of acceptance	2 March 2026
Conference dates	28–29 May 2026
Conference dinner	28 May 2026

CONFERENCE FEES

Early bird (until 31 March 2026):	130 EUR
Standard:	150 EUR
Members of API Education Forum:	110 EUR
Conference dinner:	40 EUR

Special Offer: Join API Education Forum (see [flyer](#)) at the reduced rate of €40 and also profit from the discounted conference registration fee. for API members.

If you have any questions, please contact: colloquebrno@cjv.muni.cz

REGISTRATION

To register, fill in the form on the [conference website](#).

CONFERENCE WEBSITE

<https://colloquebrno.cjv.muni.cz/>

CONTACT

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Beliefs and classroom realities

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Theories and practices (CEFR, mediation, didactic sequences)

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