



Multilingualism: Curricular Perspectives

International Colloquium

University Mohamed V, Rabat.

School of Education (FSE)

Research Group on Learning, Pedagogy and Evaluation

May 2nd and 3rd, 2016

Morocco is characterized by the cohabitation of several languages and multilingualism has achieved an official status. Within this context, the issue of multilingualism has become a central one in the educational system –which is the basis for the development of multilingual and multicultural education. As a result, the implementation of multilingual and intercultural curricula has become a didactic and scientific challenge for a more efficient Moroccan educational system.

The international colloquium “Multilingualism: Curricular Perspectives”, which will take place on the 2nd and 3rd of May, 2016 at University Mohamed V in Rabat, is organized by the “Research Group on Learning, Pedagogy and Evaluation” from the same university. It is the sequel to the first international colloquium “The Didactics of Multilingualism” that took place in November 2012. This step also constitutes one of a series of initiatives meant to develop reflections and a solid background for the implementation of a multilingual and multicultural program.

The scientific and practical advances in the field of language teaching - especially the ones that integrate “Pluralistic Approaches to Languages and Cultures” (see <http://carap.ecml.at/>) – highlight the major issues related to the implementation of a multilingual and multicultural education. This entails a paradigm change in the teaching of the language of schooling, and the teaching of additional languages (Amazigh, French, English, Spanish...). This challenge can only be met by setting up a curriculum promoting a multilingual and multicultural education that focuses on the learners and their linguistic repertoires, favors their metalinguistic awareness and the development and use of their learning and communicative strategies, as well as helps them rely on their skills in a given language to build up new competencies in other languages. This means as a consequence a curriculum that breaks with traditional compartmentalization between languages in their teaching and that opts for coherent, non-fragmented learning of all the languages and cultures represented at school.

From this perspective, a number of concerns emerge, not least of which is the conception and design of such a curriculum in relation to the objectives that remain to be clarified. Another factor to be reconsidered, at least partially, is the management of the learning situations which should integrate the new approaches. Teachers also have to be trained in order to turn them into agents of the targeted changes.

This colloquium is intended for researchers, trainers, curricula designers and teachers.

In addition to Moroccan speakers and participants, the organizers strongly encourage the participation and contributions of scholars from other international contexts willing to share their individual experiences and similar questions.

The colloquium aims to:

further discuss and debate issues related to learning and teaching benefit gained from pluralistic approaches to languages and cultures (integrated didactics, intercultural approaches, intercomprehension, awakening to languages (language awareness) in designing multilingual education;

collectively examine curricula that incorporate language diversity – especially from countries recognized as officially multilingual - and that adopt pluralistic approaches to various extents;

highlight pedagogical and didactic ways likely to enrich the debate on dimensions that are essential for designing of a global language curriculum likely to overcome the segmentation that often characterizes language learning, with the aim of contributing to the development of the learners transversal skills.

Major axes of the colloquium

Prospective participants and contributors are invited to focus on one of the following areas:

- Education, multilingualism and multiculturalism
- Pluralistic approaches and curricula
- Pluralistic approaches and teaching materials
- Pluralistic approaches and teacher-training

Languages used: Arabic, English, French.

Contributors are invited to send in a 300-word summary of their papers by December 30th, 2015 (summary of content, theoretical framework and main bibliographical references). Please email to the organizing committee at the following address: perspectivescurriculaires@gmail.com

Fee: 100 Euros- covers lunches and coffee breaks.

Scientific committee:

- Abdelhanine Belhaj, Dean of the School of Education (FSE), University Mohammed V, Rabat.
- Allal BenAlazmia, Head of the Research Group on Learning, Pedagogy and Evaluation, University Mohammed V, Rabat.
- Anna Schröder-Sura, Justus-Liebig-University, Giessen, Germany.
- Badia Zerhouni, University Mohammed V, Rabat.
- Fatima El khalloufi, University Mohammed V, Rabat.

- Fatima Sellami, University AlQuaraouiyine, Fès.
- Françoise Armand, University of Montreal, Canada.
- Jean-François de Pietro, Institut de Recherche et de Documentation Pédagogique, Switzerland-
- Michel Candelier, University of Maine, France.
- Mirjam Egli Cuenat, Haute école Pédagogique du canton de St. Gall, Switzerland.
- Malika Ech-Chadli. University of Québec, Montreal.
- Naima Bekraoui, University Hassan II, Mohammedia.
- TaibiNour, University Mohammed V, Rabat.

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- Michel Candelier, University of Maine, France.
- Mohammed Bouchcourte, University Mohammed V, Rabat.
- RachidaClih, Secretary General, School of Education, University Mohammed V, Rabat.