

Cultivating Plurilingual Education across Different Learning Contexts through the Arts and Museums

Ca' Foscari University (Venice, Italy), 15-16 October 2026

Keynote speakers

Prof. Silvia Melo-Pfeifer (University of Hamburg)
Dr Dobrochna Futro (University of Glasgow)

Call for papers and submission guidelines

The organising and scientific committees invite submissions for an **International Conference** dedicated to exploring the **powerful intersection of plurilingual communicative and pedagogical practices with arts- and museum-based pedagogies**.

Contemporary education demands a shift away from monolingual biases toward flexible plurilingual practices that reflect the reality of our multilingual societies. Plurilingual education posits that communicative competence is not a collection of separate skills, but a single, complex competence where languages interrelate and interact. This dynamic view of communication extends beyond verbal language to include meaning-making practices that are both multimodal and plurilingual. It challenges us to look 'beyond' linguistic systems and explore how plurilingual actors utilise their full communicative potential to navigate complex environments. This process resonates deeply with the sensory and material nature of arts- and museum-based pedagogies (Wünsch-Nagy 2024).

This conference seeks to highlight how the synergistic connection between the arts, museums, and (language) classrooms can create *third spaces* (Bhabha 2010) or, in Li's terms, *translanguaging spaces* (Li 2011, 2018). In such spaces, language users actively draw on their full range of resources and modalities (including visual, embodied, sensory, and social) to construct meanings in interaction, embracing their inner spaces, personal journeys, and aesthetic sensibilities (Anderson et al. 2018; Bradley et al. 2018; Lytra et al. 2022; Abdelhadi et al. 2020). Research has shown that promoting plurilingual communicative and pedagogical practices across different learning contexts (e.g. museums, botanical gardens, city spaces, etc.) and in integration with various art and creative methods (e.g. collage making, drama, creative writing, a/r/tography, etc.) can have a positive impact on learners' deep and meaningful engagement with content, metalinguistic awareness, creativity, self-expression, and democratic citizenship (Bradley 2025; Meneghetti & Fazzi 2025; Macleroy & Shamsad 2020; Arshavskaya 2021; Futro 2022). Moreover, promoting plurilingualism in public spaces can help challenge linguistic and social hierarchies by integrating new narratives and perspectives, promoting the inclusion and empowerment of often marginalised communities, and supporting intercultural understanding (Meneghetti 2024; Fazzi 2025; Deroo 2022; Matras 2023; Lehman et al. 2018).

We thus welcome proposals for:

- **Full presentations** (20-minute presentation plus 10 minutes for discussion)
- **Pitch presentations** (5-minute individual presentations followed by a discussion moderated by the organising/scientific committee)

that showcase compelling research, innovative case studies, and bold theoretical perspectives that demonstrate the transformative potential of plurilingual education across these vital domains. In addition, we strongly encourage that presenters share any artefacts produced during their research or practical activities, either by bringing physical samples or displaying them through images and QR codes.

Please note: **Presentations should be bilingual** (i.e. slides in one language and oral presentation in another). For the oral presentation, we suggest using romance languages or English. For the slides, any language can be used but if it's not a romance language then it should be accompanied by an English translation. To ensure a rich exchange of ideas and intelligibility, we invite speakers to explore proactive mediation techniques that bridge potential language gaps and make their work resonate across our diverse audience.

Suggested **topics for submission** include, but are not limited to:

- **Plurilingual Practices in Museum Education:** Strategies for: making exhibitions and programmes inclusive, accessible, and engaging for plurilingual visitors; challenging dominant cultural and linguistic norms; impacting visitors' linguistic, social, emotional, and cultural connections
- **Arts-Based Plurilingual Pedagogies:** Using art and creative methods to promote learners' linguistic and (inter-)cultural experimentation across different learning contexts. These include, but are not limited to, art-based lessons (e.g. collage-making, a/r/tography), drama and improv-focused activities, language arts lessons (e.g. creative writing, digital storytelling, podcasting, etc), and linguistic landscaping.
- **Multimodal and Multiliteracies Pedagogies:** Research on how multimodal orchestration of teaching and learning can be applied to arts-based approaches; investigation of students' multimodal meaning-making as part of their learning experience; investigation of students' engagement with plurilingual/translingual literature.
- **Curriculum Development:** Designing integrated curricula that connect language education, art appreciation, and cultural heritage across the classroom and the region.
- **Professional Development:** Training formal and non-formal educators to implement plurilingual practices in multilingual arts and museum contexts effectively; fostering the collaboration between schools and other institutions/practitioners to promote plurilingualism.
- **Social and Educational Impact:** Research on how plurilingual approaches in public spaces contribute to social justice, identity construction, and community engagement.

We are particularly interested in submissions featuring practical applications and best practices from diverse international contexts and actors, including researchers, educators, teachers, and artists.

Submission guidelines

- Abstracts should be no more than 300 words (excluding references)
- All submissions must adhere to the APA citation style
- Please submit your abstract by **1st March 2026** via the **Google form**: <https://forms.gle/6Lqi7dHsUQ42Zgfg9>

Abstracts should be in English.

Contact: mile@unive.it

Important Dates

Action	Deadline/Date
Abstract Submission Deadline	1 March 2026
Notification of Acceptance	12 April 2026
Conference Dates	15-16 October 2026

Practical information

Conference venue: The conference will be held at the Department of Linguistics and Cultural Comparative Studies (Ca' Foscari University Venice).

Participation in the conference is free of charge.

Scientific Committee:

Valentina Carbonara (University of Perugia)

Maria Nayr de Pinho Correia Ibrahim (Nord University)

Fabiana Fazzi (Ca' Foscari University)

Karine Lichtenauer (University of Fribourg)

Laura Loder Buechel (Zurich University of Teacher Education)

Marcella Menegale (Ca' Foscari University)

Claudia Meneghetti (Ca' Foscari University)

Danièle Moore (Simon Fraser University)

Josh Prada (University of Groningen)

Graziano Serragiotto (Ca' Foscari University)

Vander Tavares (University of Inland Norway)

Nóra Wünsch-Nagy (Eötvös Loránd University)

Katarzyna Żák-Caplot (Museum of Warsaw)

Organising Committee:

Graziano Serragiotto (Ca' Foscari University)

Marcella Menegale (Ca' Foscari University)

Claudia Meneghetti (Ca' Foscari University)

Fabiana Fazzi (Ca' Foscari University)

Bibliography

Abdelhadi, R., Hameed, L., Khaled, F., & Anderson, J. (2020). Creative interactions with art works: an engaging approach to Arabic language-and-culture learning. *Innovation in Language Learning and Teaching*, 14(3), 273-289.

Anderson, J., Chung, Y. C., & Macleroy, V. (2018). Creative and critical approaches to language learning and digital technology: Findings from a multilingual digital storytelling project. *Language and Education*, 32(3), 195-211.

Bhabah, H. K. (2010). DissemiNation. Time, narrative and the margins of the modern nation. Id.(Ed.) *The Location of Culture*. Routledge. London, pp. 199-244.

Bradley, J., Moore, E., Simpson, J., & Atkinson, L. (2018). Translanguaging space and creative activity: Theorising collaborative arts-based learning. *Language and Intercultural Communication*, 18(1), 54-73.

Buechel, L. and Lichtenauer, K. (eds). Swiss Museums in Language Education [project]. Babylonla. <https://babylonla.online/index.php/babylonla/issue/view/26>

Deroo, M. R. (2022). Museums in support of preservice teacher learning: Expanding understandings of multiliteracies and translanguaging in content area teaching. *International multilingual research journal*, 16(3), 227-236.

Fazzi, F. (2025). *Museums as Sites of Transformative Foreign Language Learning Beyond the Classroom*. Palgrave Macmillan.

Futro, D. (2022). Translanguaging Art: Exploring the Transformative Potential of Contemporary Art for Language Teaching in the Multilingual Context. Lytra, V., i Solé, C. R., Anderson, J., & Macleroy, V. (Eds.). (2022). *Liberating language education*. Multilingual Matters, pp. 405-441.

Ho, W. Y. J., & Li, W.(2019). Mobilizing learning: A translanguaging view. *Chinese Semiotic Studies*, 15(4), 533-559.

Žák-Caplot, K. (2024), Object-based learning w edukacji języków rzadziej nauczanych. Spojrzenie uczących się i nauczycieli. *Języki Obce w Szkole* 4, 93-103. <https://jows.pl/artykuly/object-based-learning-w-edukacji-jezykow-rzadziej-nauczanych-spojrzenie-uczacych-sie-i-nauczycieli>
(translation: Object-Based Learning for Less Commonly Taught Languages: Learners' and Teachers' Views)

Ibrahim, N. C. (2022). Visual and artefactual approaches in engaging teachers with multilingualism: Creating DLCs in pre-service teacher education. *Languages*, 7(2), 152.

Lehman, M., Phillips, S., & Saenz Williams, A. (2018). Empowering identity through art: Bilingual co-teaching at the Blanton museum of art. *Journal of Museum Education*, 43(4), 375–384.

Li, W. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43, 1222–35.

Li, W. (2018). Translanguaging as a practical theory of language. *Applied linguistics*, 39(1), 9-30.

Lytra, V., i Solé, C. R., Anderson, J., & Macleroy, V. (Eds.). (2022). *Liberating language education* (Vol. 101). Multilingual Matters.

Macleroy, V., & Shamsad, S. (2020). A moving story from Dhaka to London: Revealing vibrant identities in young people's intercultural encounters with mobile art, embroidery and artefacts. *Language and Intercultural Communication*, 20(5), 482–496.

Meneghetti, C. (2024). *Io vado al museo. Luci e ombre di un progetto di educazione linguistica plurilingue oltre la classe*. [Doctoral Dissertation, Ca' Foscari University of Venice]

Matras, Y. (2023). The city as multilingual utopia. *Diversity in Contact*, 21, 369-438.

Meneghetti, C. & Fazzi, F. (2025). C'era una volta / ایک دفعہ کا ذکر ہے / Na ishte nië herë / Ghe gera 'na volta / Одного разу/Once upon a time: Transformative language education through plurilingual podcasting across the classroom and the museum. Bauer, E., Haring, N. & Maierhofer, R. (Eds.), *Mediating Social Challenges: Art, Storytelling, and Teaching Practices*, Transcript, 87-110.
https://www.transcript-publishing.com/978-3-8376-7277-0/mediating-social-challenges/?c=410000041&fbclid=IwY2xjawKQTaxleHRuA2FlbQlxMABicmlkETFDcXpUZFdIZTZ0dTdUTjNhAR492CnaNbChj64NCAq10H-onGaT10drHkEkAVXH7TlvzdaYbACNI842U17hEA_aem_sG-ibsvFWcQNTCT1CX7WJw

Tavares, V. (Ed.). (2024). *Social justice through pedagogies of multiliteracies: Developing and strengthening L2 learner agency and identity*. Taylor & Francis.

Wünsch-Nagy, N. (2024). Teaching multimodality in the museum through embodied experiences. *Multimodality & Society*, 4(3), 348-353.