

# ALTE 55<sup>th</sup> Meeting and Conference

*55. ALTE Toplantı ve Konferansı*

***Pluriculturalism: implications for language  
learning and assessment***

***Çokkültürlülüğün Dil Öğrenimi ve Dil Becerilerini  
Ölçme ve Değerlendirme Süreçlerine Yansıması***

***4<sup>th</sup> – 6<sup>th</sup> November 2020***

*4 – 6 Kasım 2020*



**Welcome Message**  
**Prof. Dr. Şeref Ateş**  
**President of Yunus Emre Institute**

Hello to every corner of the world!

Since 2009, Yunus Emre Institute has promoted Turkey's language, literature, history, culture and arts, while also reinforcing the friendship and cultural ties between Turkey and other nations through the 58 Cultural Centers it has established in 48 countries around the world. As part of its work in Turkish teaching and the assessment of Turkish language skills, the Institute has developed the Türkçe Yeterlik Sınavı – TYS (Turkish Proficiency Exam). Thus, we are very happy to host an event as outstanding as the 55th ALTE Conference – ALTE is an organization of high significance with whom we cooperate and share similar goals, including the desire to innovate and improve in response to language learners' needs. I want to extend my sincere thanks to everyone who worked to make this conference come true, and in particular to all ALTE officials.

Our Institute is named after Anatolian Sufi Yunus Emre as a reflection of the humanitarian values, humanism and social peace it represents. We enthusiastically collaborate with various organizations to support and disseminate scientific and cultural projects, thus building bridges between world cultures.

According to its common definition, culture contains within itself a wide array of elements: the richness of verbal and non-verbal communication, clothing, art, music, social entertainment, mourning rituals, intellectual thought and religious traditions. In short, culture is the expression of a vast plane, shaped by people, geography and civilizations. Turkey that has been home to and shaped by a large variety of civilizations and societies throughout history, and is still inhabited by people from many different ethnic and religious backgrounds living together in peace and harmony. Therefore, multiculturalism becomes by nature an intrinsic part of life. I hope that this conference, at which we will discuss the effects of multiculturalism on language learning and assessment with highly esteemed experts and specialists from all around the world who have been so kind as to join us here today, will prove to be beneficial and enjoyable to all our participants.

## Yunus Emre Enstitüsü Başkanı Prof. Dr. Şeref Ateş'in Hoş Geldiniz Mesajı

Dünyanın dört bir köşesine merhaba!

2009 yılından beri faaliyet gösteren Yunus Emre Enstitüsü; Türkiye'nin, Türk dilinin, edebiyatının, tarihinin, kültürünün ve sanatının tanıtılması, Türkiye ile diğer ülkeler arasındaki dostluğun ve kültürel bağların pekişmesi yönündeki çalışmalarını 48 ülkede kurduğu 58 Kültür Merkezi aracılığıyla yürütmektedir. Yunus Emre Enstitüsü; Türkçe öğretimi, Türkçe dil becerilerinin ölçülmesi ve değerlendirilmesi süreçlerine yönelik çalışmaları kapsamında Türkçe Yeterlik Sınavı'nı (TYS) geliştirmiştir. Bu kapsamda iş birliği içinde olduğumuz, benzer amaçları paylaştığımız ve hep güncel kalıp daha iyiye ulaşma azmi açısından da benzeştığımız önemli bir kuruluş olan ALTE'nin 55. konferansı gibi seçkin bir faaliyete ev sahipliği yaptığımız için mutluluk duyuyoruz. Bu bağlamda ALTE yetkilileri olmak üzere konferansın gerçekleşmesi için emek veren herkese teşekkür ederim.

İnsani değerleri, insan sevgisini ve toplumsal barışı temsil etme özelliğinden dolayı adını bir Anadolu mutasavvıfı olan Yunus Emre'den alan Enstitümüz; çeşitli kurumlarla iş birliği yaparak bilimsel ve kültürel çalışmaları desteklemek, ortaya çıkan sonuçları dünya kamuoyuyla paylaşmak ve bu sayede dünya kültürleri arasında köprüler kurmak idealiyle heyecanla yürümektedir.

Bilindiği gibi kültür; sözlü ve sözsüz iletişim zenginliklerinden giyime, sanattan müziğe, sosyal eğlenceden matem ritüellerine, entelektüel düşünceden dinî geleneklere kadar birçok unsuru içerisinde muhafaza eder. Kısacası kültür insana, hayata, coğrafyaya ve medeniyete dair davranış biçimlerinin şekillendirdiği oldukça geniş bir düzlemi ifade eder. Söz konusu Türkiye gibi farklı medeniyetlere ev sahipliği yapmış, tarih boyunca çok farklı toplumların izleri ile yoğrulmuş ve günümüzde de pek çok farklı etnik kökenden ve inançtan insanın birlikte ve barış içinde yaşadığı bir coğrafya ise çokkültürlülük kavramı hayatın doğal bir parçası hâline gelmektedir. Çokkültürlülüğün dil öğrenimine ve değerlendirilmesi sürecine etkisini yine dünyanın birçok farklı ülkesinden bizimle olmayı seçmiş siz değerli uzmanlarımızla konuşacağımız bu konferansın bütün katılımcılarımız için faydalı ve keyifli geçmesini umuyorum.

## Welcome Message

### Dr Nick Saville

### ALTE Secretary-General

Welcome to ALTE's 55th Meeting and Conference, our first fully online conference! I am proud that ALTE has transitioned in the last few years in a number of ways – primarily changing our legal status to that of Charitable Incorporated Organisation, enabling wider participation and new ways of working. We have changed this year with the introduction of [Individual Expert Members](#), new-style [Special Interest Groups](#) and [full membership status](#) open to organisations based anywhere in the world. We have also seen the publication of our updated [Principles of Good Practice](#) and our [History Book](#), marking the transition from the first thirty years of our association into our new legal status. In addition, the rapid increase in digital ways of working and communicating this year caused by the Covid-19 pandemic has prompted ALTE to engage through [videos](#), [webinars](#) and now our first virtual conference. ALTE usually thrives on the social contact our members enjoy at our biannual conferences, and we had been hoping to enjoy the delights of Istanbul, a 'new' location for ALTE. Nevertheless, I know that ALTE friends will make the most of this exciting new opportunity this week while looking forward to a time when we will be able to come together again. I wish you an enriching and useful conference - Hoş Geldiniz!

Dr Nick Saville  
ALTE Secretary-General  
Cambridge, November 2020

**ALTE 55<sup>th</sup> Meeting and Conference**  
**Wednesday 4<sup>th</sup> November 2020**  
**PROGRAMME - Online event**

Cambridge time	Central Europe time	Istanbul time	<b>Session</b>
8.15–8.30	9.15–9.30	11.15–11.30	<b>Registration online</b>
8.30	9.30	11.30	<b>Standing Committee Meeting with Microsoft Teams</b> <i>(Elected members of committee only)</i>
10.00	11.00	13.00	<b>Break 15 minutes</b>
10.15	11.15	13.15	<b>Standing Committee Meeting</b> continues with Microsoft Teams
11.45	12.45	14.45	<b>Break 1 hour</b>
12.45	13.45	15.45	<b>Board of Trustees Meeting with Microsoft Teams</b> <i>(Trustees only)</i>
14.15	15.15	17.15	<b>Break 15 minutes</b>
14.30	15.30	17.30	<b>Board of Trustees Meeting</b> continues with Microsoft Teams
16.00	17.00	19.00	<b>Finish time</b>

## ALTE 55<sup>th</sup> Meeting and Conference

Thursday 5<sup>th</sup> November 2020

### PROGRAMME - Online event

Cambridge time	Central Europe time	Istanbul time	Session
8.30	9.30	11.30	<b>Registration online</b>
8.45- 9.15	9.45–10.15	11.45–12.15	<b>SIG Chairs Meeting</b> ( <i>Chairs and Co-chairs of SIG groups only</i> )
9.15–9.30	10.15–10.30	12.15–12.30	<b>Introductions and welcome</b>
<b>Parallel SIG Project Groups</b>			
9.40–10.30	10.40–11.30	12.40–13.30	<b>LSP (Language for Specific Purposes) Project Group</b> ( <i>all Members and Institutional Affiliates</i> )
			<b>SIG on Technology in Language Assessment Project Group</b> ( <i>all Members and Institutional Affiliates</i> )

Parallel SIG Project Groups			
10.35–11.25	11.35–12.25	13.35–14.25	<b>LAMI</b> (Language Assessment for Migration and Integration) Project Group ( <i>all Members and Institutional Affiliates</i> )
			<b>CEFR</b> (Common European Framework of Reference for Languages) Project group ( <i>all Members and Institutional Affiliates</i> )
			<b>Future of ALTE Commission</b> ( <i>Members of the Commission only</i> )
Break 1 hour			
Parallel workshops			
12.25–13.55	13.25–14.55	15.25–16.55	<b>Workshop 1 – Prof. Enrica Piccardo, University of Toronto, Canada</b> A quality approach to CEFR implementation: from reflection to practice and backwards
			<b>Workshop 2 – Prof. Mike Byram, Durham University, UK</b> Instruments for assessing pluri/intercultural competence - pros and cons
Break 15 minutes			
14.10–15.50	15.10–16.50	17.10–18.50	<b>Annual General Meeting</b> ( <i>ALTE Members only</i> )
16.00–17.00	17.00–18.00	19.00–20.00	<b>Online concert with Soprano Associate Professor Demet Gürhan and Pianist Güler Demğrova Györrfy</b>

## ALTE 55<sup>th</sup> Conference Day

Friday 6<sup>th</sup> November 2020

### PROGRAMME – Online event

Cambridge time	Central Europe time	Istanbul time	Session
8.00	9.00	11.00	<b>Registration online</b>
8.15	9.15	11.15	<b>Welcome</b> Representatives from ALTE: <b>Dr Nick Saville, ALTE Secretary-General</b> <b>Graham Seed, ALTE Manager</b>
8.25	9.25	11.25	<b>Opening address</b> <b>Prof. Şeref Ateş, YEE President</b>
8.40	9.40	11.40	<b>Prof. Dr. Ahmet Emre Bilgili,</b> <b>General Manager of Foreign Education, Ministry of Education</b> Reflection of multiculturalism on language teaching: The example of the Ministry of National Education
8.55	9.55	11.55	<b>Break 15 minutes</b>
9.10	10.10	12.10	<b>Prof. Belma Haznedar, Boğaziçi University, Turkey</b> Language learning and teaching in a multilingual and multicultural world



9.40	10.40	12.40	<b>Prof. Kutlay Yagmur, Tilburg University, The Netherlands</b> What causes lower mathematics and reading performance of Turkish immigrant students?
10.10	11.10	13.10	<b>Prof. Michael Byram, Durham University, UK</b> Potentials and limitations in the assessment of pluri/intercultural competence
10.40	11.40	13.40	<b>Break 10 minutes</b>
10.50	11.50	13.50	<b>Prof. Enrica Piccardo, University of Toronto, Canada</b> Plurilingual and pluricultural competence in the new CEFR: the mediated nature of language learning and use
11.30	12.30	14.30	<b>Closing remarks and introduction to the parallel workshops and panel discussion</b> <b>Dr Nick Saville, ALTE Secretary-General</b>
11.35	12.35	14.35	<b>Break</b>
<b>Parallel sessions</b>			
12.30 – 14.00	13.30 – 15.00	15.30 – 17.00	<b>(Workshop)</b> <b>Prof. Enrica Piccardo, University of Toronto, Canada</b> A quality approach to CEFR implementation: from reflection to practice and backwards
			<b>(Workshop)</b> <b>Prof. Michael Byram, Durham University, UK</b> Instruments for assessing pluri/intercultural competence - pros and cons
			<b>(Panel discussion)</b> <b>Assoc. Prof. A. Cendel Karaman (Middle East Technical University)</b> <b>Emrullah Yasin Çiftçi (Middle East Technical University)</b> <b>Tugay Elmas (Middle East Technical University)</b> Can interculturality be assessed in higher education?: Reflections on language teacher education

## Parallel workshops on Thursday

**Prof. Enrica Piccardo, University of Toronto, Canada**

### **A quality approach to CEFR implementation: from reflection to practice and backwards**

While there is no single answer to the question of what is 'right' in language education that is valid at all times and applicable to all contexts in a global competitive environment, there is an emergent interest in Quality Assurance (QA) to help both institutions and individuals to gauge the extent of the progress they have made, to compare their performance to that of others, and to set themselves targets for continuous improvement (Muresan, 2003). In the case of CEFR implementation, attention to quality is crucial, considering the nature of the document which aims to bring transparency and comparability in language education across languages and educational contexts. While the CEFR inspires and facilitates reform of pedagogy and assessment worldwide, its implementation has often been unsystematic, inconsistent and lacking attention to quality, thus reducing the benefits of CEFR-related innovation in language policies and pedagogy, and slowing down the knowledge-building process.

The 'Qualimatrix' is an online self-assessment tool developed as part of a project by the European Centre for Modern Languages (ECML) in Graz (Austria) to allow professionals to reflect on their own use of the CEFR in language teaching, curriculum design and assessment, or to provide guidance to those planning to implement the CEFR as part of their language curricula.

This workshop will introduce a tool developed in the project: **CEFR-QualiMatrix: A quality assurance matrix for CEFR use** funded by the ECML. QualiMatrix offers users an opportunity to self-audit their exploitation of the CEFR in relation to indicators describing aspects of the CEFR and innovation in language education, which are themselves cross-referenced to quality principles (e.g. relevance, validity, sustainability). Graphic profiles for substages of planning, implementation and evaluation, plus for the quality principles, help users to reflect on their current practices and guide them to select from a range of promising practices in CEFR implementation provided for further study. During the workshop, participants will be able to try out the matrix tool, simulate an audit of CEFR use in their context and discuss the experience.

## **Biodata**

**Dr Enrica Piccardo** is a Professor in the Languages and Literacies Education Program (Department of Curriculum, Teaching, and Learning) and the Head of the Centre for Educational Research in Languages and Literacies at Ontario Institute for Studies in Education (OISE). Her research is centred around second/foreign language learning and teaching, plurilingualism and bi-/multilingualism, the impact of the CEFR on language teaching and assessment, complexity theories, and creativity in language acquisition.

Through her research and investigation, Dr Piccardo has cast light onto the implication of linguistic and

cultural diversity in language education. Using the lens of complexity theories, she investigates the links between cognitive, emotional, and social aspects in relation to linguistic and cultural diversity and to the teaching and learning of second/foreign languages, teacher development, and the structuring of curricula. Her research focuses on bi-/multi- and plurilingualism, the CEFR and its impact on the process of language teaching, learning, and assessment, the implementation of plurilingual and action-oriented approaches. As a researcher, she has actively contributed to the work of the Council of Europe as a core member of the recent Project that developed the new CEFR–Companion Volume, that includes descriptors for the category ‘Mediation’, plurilingualism and pluriculturalism and new descriptors for phonological competence among others.

## **Prof Michael Byram, Durham University, UK**

### **Instruments for assessing pluri/intercultural competence - pros and cons**

There is no lack of instruments for assessing competences for interacting with people of other cultural groups. Some are commercial, available online, and tend to analyse the kinds of proficiency expected in business and commerce. Others – also available online – are intended for educational contexts. We shall examine some representative instruments in order to understand their advantages and disadvantages and then consider assessment (including self-assessment) of achievement and the potential washback effects for teaching and learning.

### **Biodata**

**Michael Byram** has been Professor Emeritus of the School of Education at Durham University since October 2008. His work in the School comprised initial teacher education and being Director of Research Degrees with supervision of research students. He began his career teaching French and German at secondary school level and in adult education in an English comprehensive community school. After being appointed to a post in teacher education at the University of Durham in 1980, he carried out research into the education of linguistic minorities, foreign language education and student residence abroad, and supervised doctoral students in intercultural studies, language teaching and comparative education. He has published many books and articles including: *Teaching and Assessing Intercultural Communicative Competence*; *From Foreign Language Education to Education for Intercultural Citizenship: Essays and Reflections*; *The Common European Framework of Reference: The Globalisation of Language Education Policy* (edited with Lynne Parmenter). He is the editor with Adelheid Hu of the *Routledge Encyclopaedia of Language Teaching and Learning*, which has been translated into Chinese and Arabic.

## Plenary presentations on Friday

**Prof. Dr. Ahmet Emre Bilgili, General Manager of Foreign Education,  
Ministry of Education**

### Reflection of Multiculturalism on Language Teaching: The Example of the Ministry of National Education

Language is one of the liveliest tools of human and social life and has an extremely important place in today's multicultural environment. Turkish, which is among the oldest and most widely used languages in the world, is spoken by 200 million people in different geographies as a state language, official language or minority language in different dialects. Republic of Turkey Ministry of National Education is implementing a variety of domestic and overseas training programs in teaching Turkish as a foreign language spoken in the world in general substantial proportion.

We have 65 schools / institutions operating under the Ministry of National Education in 14 countries abroad. These schools / institutions are two of them also serve as a Turkish Teaching Center. These schools / institutions operate in the field of teaching Turkish and Turkish culture in the multiculturalism level of the global education system. Turkish instruction abroad at the higher education level is given by the lecturers assigned by the Ministry in the departments of Turcology and Orientalism and also in the Foreign Languages Departments at universities.

The training program implemented by the Ministry of National Education regarding the teaching of Turkish as a language in the country has been prepared on the basis of the "European Common Application Text for Languages" of the Council of the European Union. While trying to develop new approaches, methods and techniques for foreign language teaching, on the other hand, the relation between language and culture in foreign language teaching is tried to be emphasized. Especially in order to ensure the cultural and linguistic integration of Syrian students who had to migrate to our country in recent years, many educational / cultural studies are carried out.

## Biodata

**Prof. Dr. Ahmet Emre Bilgili** graduated from Hacettepe University, Department of Sociology. He completed his postgraduate education in the field of Sociology at Istanbul Mimar Sinan University. He worked as an academic at Van Yüzüncü Yıl University and Marmara University. He worked as a senior manager at the Ministry of Culture and Tourism and the Ministry of National Education. His academic fields of study: family and child research, urban and cultural policies, education of gifted children.

**Prof. Belma Haznedar, Boğaziçi University, Turkey**

## **Language Learning and Teaching in a Multilingual and Multicultural World**

It has been estimated that roughly two-thirds of the world's population consist of individuals who have access to more than one language (e.g. Grosjean, 2008; Rothman, González-Alonso & Puig-Mayenco, 2019). With the world becoming more bi/multilingual and bi/multicultural, the pressure to improve language learning and teaching has been rapidly increasing. Consequently, the nature of language learning and teaching has changed in the past several decades. These advances have not only had an impact on the emergence of new theoretical frameworks, but they have also led to a number of changes in the way languages are taught and assessed.

This talk aims to shed light on some of the theoretical paradigms and their implications on language learning and teaching in bi/multilingual contexts, with special reference to the characteristics of bi/multilingual learners and the challenges faced by language teachers in Turkey. In view of the diversity facing pedagogical practices across the world, we hope to re-examine the relevance of theoretical bi/multilingualism research to language teaching and its implications for classroom practices.

### **Biodata**

**Belma Haznedar** holds a PhD in Linguistics from Durham University, UK. She is currently a full Professor of Applied Linguistics at Boğaziçi University, Istanbul-Turkey. Dr. Haznedar's expertise area focuses on childhood bilingualism, with special reference to the acquisition of morphosyntactic properties of successive and simultaneous language acquisition in children. In her recent work she also investigates (i) language teaching to young children; (ii) literacy development in monolingual and bilingual/multilingual children; (iii) creating online materials for teachers who work with migrant populations (adult and child immigrants with low literacy skills). In line with her recent work for teachers of bi-/multilingual migrants Prof. Haznedar and her co-authors presented portions of their findings at the United Nations, New York, in 2017.

**Prof. Kutlay Yagmur, Tilburg University, The Netherlands**

## **What causes lower mathematics and reading performance of Turkish immigrant students?**

The European Union (EU) supports and promotes linguistic and cultural diversity in all domains of social life. Some member states, however, do not (or cannot) implement the EU policies due to local circumstances. Faced by diverse student populations, European educational institutions have to deal with multiculturalism and linguistic diversity on a daily basis. In this presentation, I examine the role of national policies in achievement differences between mainstream and immigrant pupils by using two different international data sets. Migrant Integration Policy Index (MIPEX) compares integration policies of 31 countries in Europe and North America using 148 policy indicators. Programme for International Student Assessment (PISA) provides feedback on the effectiveness of educational systems by testing reading skills, mathematical ability, and scientific literacy. As shown by Hochschild and Cropper (2010) there is a close link between national immigration policies and educational achievement of immigrant children.

Reflecting on the PISA outcomes, previous research identified possible predictors of differences between immigrant and mainstream students. In many countries mainstream students performed much better than the immigrant students. In countries like Australia and Canada, these differences were negligible (OECD 2012). Even in some cases, immigrant pupils performed higher than the native-born pupils in these countries. Given the whole range of factors on the possible predictors of differences, researchers controlled for socio-economic status, parental background, and language spoken at home. After controlling these crucial factors, researchers were able to gain a deeper insight into achievement differences.

In this presentation, I aim at deepening our understanding of the achievement differences by concentrating on a single immigrant group in multiple national contexts. Turkish immigrants are present in many of the PISA participating countries. Given the 50 years' of immigration history, the third and fourth generation Turkish immigrant pupils are now attending Western European schools. By using PISA reading and mathematics outcomes in order to contribute new evidence to the already available findings and knowledge on the differences between mainstream and immigrant pupils, we concentrated on possible predictors of the differences such as socio-economic status, language proficiency, and the effects of immigrant integration policies of the host societies such as Austria, Belgium, Denmark, Finland, Germany, Netherlands, and Switzerland.

We investigated how differences in human development level, school systems, and migration policies, measured by MIPEX indicators, might be related to reading and mathematics performance of immigrant and mainstream European students. In the analysis of observed reading performance, countries with higher MIPEX results in education showed higher reading performance in PISA. As a high MIPEX education score refers to a more inclusive integration policy using an intercultural approach in schools, curricula, textbooks and hiring practices, countries with better integration policies were more successful. Based on a follow up study on the role of language, I will explain the importance of diversity policies for linguistic minority students' school achievement.

**Kutlay Yagmur** is Professor of Language, Identity and Education in the Department of Culture Studies, University of Tilburg. He studied and served at different universities around the globe: Middle East Technical University (Turkey), Macquarie University (Australia); Charles Sturt University, (Australia); and Radboud University (The Netherlands). Yagmur served twice as a visiting Professor at Rouen University (France). Next to his many research articles in various International Journals, his co-edited book *Urban Multilingualism. Immigrant Minority Languages at Home and School* (Multilingual Matters, 2004) has been a considerable conceptual and methodological contribution to the study of multilingualism. Recently, he was involved in *Language Rich Europe* Project funded by European Commission and British Council, the findings of which are published by Cambridge University Press and British Council in 2012. By using the multilingualism policies of the European Union as the points of reference, Language Rich Europe project compared the multilingual practices in 24 different countries and regions. The findings show that there is a huge gap between European institutional policies and actual practices in the member states of the EU. In his most recent project, Yagmur investigated the relationship between the integration ideology of the receiving society and socio-cultural adaptation of immigrants in four national contexts, the findings of which are published in the monograph titled '*Intergenerational language use and Acculturation of Turkish speakers in four immigration contexts*' by Peter Lang. Next his academic research, Professor Yagmur takes part in valorization projects as well. Together with public and community organizations, he developed teaching materials for bilingual immigrant children. He has published extensively on language contact issues in Australia, Germany, France and The Netherlands. Professor Yagmur serves as a member of the Editorial Board of two international journals: *Language Culture and Curriculum*; and *International Journal of the Sociology of Language*.

## **Prof. Michael Byram, Durham University, UK**

### **Potentials and limitations in the assessment of pluri/intercultural competence**

I will begin by consideration of the distinction between pluricultural and intercultural competence and then introduce the notion of competences in values and criticality. Assessment of such competences creates ethical issues and I will attempt to clarify these and what they could mean in terms of the practices of assessment, including self-assessment. The questions which arise are relevant to language teachers and the assessment of intercultural communicative competence but also to teachers of intercultural and democratic competences, and I shall endeavour to locate the issues for language teachers in the wider context of collaboration across the curriculum and the Council of Europe's *Reference Framework of Competences for Democratic Culture*.

### **Biodata**

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**Prof. Enrica Piccardo, University of Toronto, Canada**

## **Plurilingual and pluricultural competence in the new CEFR: the mediated nature of language learning and use**

The notion of mediation, crucial for casting light on phenomena implying contact between the social and the individual, and for bridging between different elements and spaces, has been studied in psychology, pedagogy and the social sciences. In education, mediation is central to all aspects of knowledge (co)construction. Mediation may take place within one language variety but often it implies plurilingual action: acting as an intermediary across linguistic and cultural barriers or facilitating pluricultural space in which creativity can flourish, concepts can be developed and issues can be more easily addressed. Such mediation implies flexible deployment of one's plurilingual/pluricultural repertoire to facilitate mutual understanding and/or to assist in the development of an idea, the completion of a task or the resolution of a problem.

In the last two decades since the publication of the CEFR, a richer conceptualization of mediation has emerged, and this broader view has informed the development of new illustrative descriptors for mediation and related areas in the CEFR Companion Volume (Council of Europe, 2018), which fosters a new dynamic and plurilingual attitude towards languages and their use. In this presentation, I will explore the nature of such an attitude, its implications, and its potential when it comes to the role that languages and language learning can play in the construction of learners' plurilingual profiles and eventually in the protection of our societies' cultural biodiversity.

By analyzing the way in which plurilingualism is inextricably linked to mediation, the talk will present the potential of plurilingualism for fostering a complex view of language development and infusing a transformative perspective in language education. Building on the new CEFR descriptors, the talk will introduce the notion of plurilinguaging as a lens to investigate the nature, action and theory of plurilingualism.

### **Biodata**

See page 9-10



## Parallel sessions on Friday

**Prof. Enrica Piccardo, University of Toronto, Canada**

### **A quality approach to CEFR implementation: from reflection to practice and backwards**

Please see workshops on Thursday (page 9)

**Prof Michael Byram, Durham University, UK**

### **Instruments for assessing pluri/intercultural competence - pros and cons**

Please see workshops on Thursday (page 10)

## Panel discussion

**Assoc. Prof. A. Cendel Karaman (Middle East Technical University)**

**Emrullah Yasin Çiftçi (Middle East Technical University)**

**Tugay Elmas (Middle East Technical University)**

### **Can interculturality be assessed in higher education?: Reflections on language teacher education**

This plenary panel session explores conceptual and experiential perspectives related to developing interculturality and its assessment in language teacher education. The session starts with a reflection on how transnational connectivity and global flows are negotiated in social theory with an emphasis on the need to inquire into the systemic influences of global power dynamics. While analyzing these interactions in language teacher education, issues such as global inequalities and social justice are also gaining prevalence. Preparing language teachers to professionally function in contexts of cultural diversity in schools and society is vital. This panel highlights this need and discusses language teachers' need to consider critical interculturality as one of the lenses that can inform their teaching. The panel also discusses the potential modes and challenges associated with developing and assessing interculturality in language teacher education.

## Biodata presenters panel discussion

**A. Cendel Karaman** (Ph.D., Curriculum and Instruction, University of Wisconsin-Madison) is Vice Dean in the Faculty of Education at Middle East Technical University. He is an Associate Professor at the Department of Foreign Language Education. He is the author of several research articles in the field of teacher education with a focus on systems thinking, intercultural education, field experiences, identity, curricula, and professional development. He taught at the State University of New York at Binghamton and University of Wisconsin.

**Emrullah Yasin Çiftçi** is a research assistant at Middle East Technical University, where he is also working on a Ph.D. in the English Language Teaching program. He is currently working on his dissertation that focuses on neoliberal common sense, international student mobility, and language teacher education. His research interests include language teacher education, critical interculturality, political economy in language education, critical discourse studies, and qualitative inquiry. His work related to interculturality and/or language teacher education has been published in several journals including *Educational Technology & Society*, *Language and Intercultural Communication*, *ReCALL*, and *The Language Learning Journal*.

**Tugay Elmas** is an English instructor at Başkent University's School of Foreign Languages. He is currently pursuing a Ph.D. in English Language Teaching from Middle East Technical University. His research interests include interculturality in language education, critical pedagogy, teacher identity development, curriculum, and materials design.