



## CALL FOR PAPERS

International Conference

### **Multilingualism as a challenge and an opportunity for development - Linguistic dynamics in global contexts**

**October 23, 2026, Tirana, Albania**

Faculty of Foreign Languages, University of Tirana, Albania  
In collaboration with Kauno kolegija Higher Education  
Institution

In recent decades, globalization, increased mobility, migration, transnational networking, and unstoppable technological developments have profoundly transformed the linguistic, cultural, and social landscapes of European countries and beyond (Blommaert, 2010; Vertovec, 2007). In this new reality, multilingualism can no longer be seen as a peripheral phenomenon, as a limited feature of certain communities, or as a matter of simply using several languages in parallel. Today it constitutes one of the fundamental dimensions for understanding contemporary societies, new forms of identity, processes of inclusion and exclusion, literary creativity, transformations in education, as well as the ways individuals and communities build belonging, communication, and participation in increasingly interconnected spaces (Busch, 2017).

Nevertheless, despite the visible and growing presence of multilingualism in social, institutional, educational, and cultural life, many of our structures continue to function on deeply monolingual bases. Educational systems, institutional practices, traditional models of national philologies, as well as certain segments of literary and cultural life, often continue to reflect a paradigm that no longer corresponds to today's realities of linguistic and cultural diversity. This mismatch between the multilingual reality of our societies and the predominantly monolingual structures that still organize them creates the need for new scientific reflection, critical review of existing approaches, and the construction of new theoretical, methodological, and practical frameworks (García & Wei, 2014).

In this context, the international conference "*Multilingualism as a challenge and an opportunity for development – Linguistic dynamics in global contexts*" aims to create a broad interdisciplinary space to discuss multilingualism as a linguistic, literary, cultural, educational, and social phenomenon. The conference seeks to bring together researchers, lecturers, doctoral students, translators, writers, teachers, and other actors in the fields of education and culture, to reflect collectively on the challenges and opportunities multilingualism brings to

contemporary societies, as well as its role in processes of social, cultural, and institutional transformation (Council of Europe, 2018).

Within this broad European and international framework, Albania represents a particularly meaningful and fruitful case for scientific discussion on multilingualism. Its historical, geographical, and cultural position at a crucial crossroads of influences, early and ongoing linguistic contacts, relations with neighbouring Balkan and Mediterranean spaces, mass migration, diaspora experiences, returns and new mobility movements, as well as the continuous expansion of the role of foreign languages in education, media, professional and academic life, make Albania a rich terrain for understanding multilingualism as a lived experience and as a dynamic structure of society.

The Albanian case is important not only because it demonstrates the coexistence and interaction of several languages at different levels of social life, but also because it makes visible how multilingualism intertwines with broader processes of transformation: with social and geographical mobility, European aspirations, educational reforms, the internationalization of universities, the transnational flow of texts and cultures, translation as a mediating act, and the construction of individual and collective identities under new historical conditions. Albania, in this sense, is not merely a local example, but a case that can contribute significantly to wider European debates on multilingualism, diversity and equal access to educational, cultural, and social infrastructures (Blommaert, 2010; Vertovec, 2007).

The conference is grounded in contemporary approaches that challenge outdated notions of monolingualism and rigid national philologies, framing multilingualism not as a deviation from the norm, but as one of the fundamental ways in which contemporary life is structured and made meaningful. In this perspective, multilingualism is understood not merely as a linguistic repertoire, but as an analytical category that enables a more nuanced reading of power relations, processes of inclusion and marginalization, emerging forms of creativity, transformations in pedagogy, as well as diverse modes of civic and cultural participation (Busch, 2017)..

Special attention will be devoted to the relationship between multilingualism and social transformations. How do multilingual individuals and communities experience institutions that still privilege monolingual norms? How are linguistic competences, symbolic authority, and legitimacy of speech negotiated in contexts of migration, mobility, and inequality? In what ways do multilingual repertoires shape engagement with schools, universities, literature, the labour market, and public life? And how might multilingualism be mobilized as a resource for creativity, inclusion, and innovation, rather than remaining a marker of inequality or a site of silent exclusion?

Equally central is the link between multilingualism and literature. Multilingual literature provides a privileged site for understanding how languages coexist, interact, collide, intermingle, and become invested with aesthetic, cultural, and political meanings. Through it, not only dynamics of language choice and reader address become visible, but so too do questions of issues such as authorial voice, belonging, translatability, intercultural circulation, and the place of literatures that challenge conventional national boundaries (Yildiz, 2012). In the Albanian case, where the history of language, culture, migration, translation, and European orientations is deeply intertwined, multilingual literature and comparative perspectives acquire particular significance.

The educational and didactic dimension of multilingualism constitutes another fundamental axis of the conference. Although classrooms, lecture halls, and professional environments are increasingly characterized by linguistic diversity, educational systems often continue to rely on frameworks that treat multilingualism as a marginal element, rather than as a cognitive, cultural, and pedagogical capital. The conference aims to foster critical and practice-oriented discussions on how multilingualism can be more meaningfully integrated into curricula, teacher training, literary education, higher education, foreign language classes, and inclusive pedagogies that more effectively respond to today's social realities (García & Wei, 2014; Council of Europe, 2018).

A key concept that will run through several conference discussions is that of the “new speaker” in multilingual Europe. In many contemporary contexts, numerous citizens use and acquire languages beyond those traditionally considered “native” or “national.” These individuals move across social and symbolic boundaries, reassess their linguistic competences, create new forms of belonging, and restructure their social practices in increasingly overlapping linguistic spaces (Busch, 2017). Such experiences are particularly important to consider in relation to Albania, the Albanian space, and the diaspora, where multilingualism is not merely a consequence of mobility, but often a creative form of social and cultural existence.

By bringing into dialogue perspectives from linguistics, literature, didactics, translation studies, cultural studies, media, film, theatre, and social sciences, the conference seeks to contribute to a deeper and more complex understanding of multilingualism as a category of knowledge and as a condition of contemporary reality. Raising academic and social awareness of the importance of multilingualism means not only recognizing linguistic plurality, but also affirming cultural, social, scientific, and economic equality; challenging mechanisms of marginalization, racism, and exclusion; and rethinking how we understand participation, justice, and belonging in our societies.

Within this framework, scholars, lecturers, doctoral students, and professionals in relevant fields are invited to submit proposals with theoretical, empirical, comparative, methodological, or practice-oriented contributions. Papers may address Albania, the Western Balkans, the European space, or other transnational and global contexts. Comparative and interdisciplinary approaches are particularly welcome.

### **Conference Themes**

The conference will be organized into several thematic panels, including:

#### **Linguistics and Sociolinguistics**

Multilingualism, language contact, language ideologies, language policies, minority languages, dialect–standard relations, multilingual repertoires, translanguaging, code-switching, linguistic prestige, identity, and linguistic inequalities.

#### **Literature and Comparative Literature**

Multilingual literature, translanguaging writing, multilingual poetics, language choice in literary creativity, migration literature, text circulation, canon and periphery, cultural memory, and multilingual expression.

#### **Didactics, Education, and Teacher Training**

Multilingual pedagogies, multilingual classrooms, foreign language teaching in superdiverse contexts, language awareness, multilingualism in curricula, higher education, inclusive education, and teacher training.

### **Translation and Cultural Mediation**

Translation in multilingual societies, self-translation, literary translation, translation as social practice, translation and power, cultural mediation, translation of marginalized voices, and building bridges between cultures.

### **Cultural Studies, Media, Theater, and Film**

Representation of multilingualism in media and digital spaces, multilingualism in theater and film, subtitling, audiovisual translation, multilingual cultural scenes, and the relationship between language, culture, and audiences.

### **Albania and the Balkans as Multilingual Spaces**

Historical and contemporary contacts, mobility, diaspora, minority languages, multilingual education, cultural and literary exchanges, European integration, and social meanings of multilingualism in the region.

### **Multilingualism, Mobility, and Social Transformation**

Migration, return, transnational movements, citizenship, labor market, university, belonging, linguistic legitimacy, and access to social infrastructures.

### **Multilingualism, Equality, and Inclusion**

Linguistic justice, linguistic discrimination, racism, structural inequalities, access to education and culture, language rights, and democratic participation.

### **Guidelines for Abstract Submission**

Abstracts should be 250–300 words in length and clearly present the topic of the paper, research questions, theoretical framework, methodology, and, where applicable, main results or expected contribution. For formatting, please refer to the Guidelines ([click](#)).

Each proposal must include:

- Name and surname
- Affiliated institution
- Email address
- Title of the paper
- Abstract
- 3–5 keywords

**Registration link:** <https://forms.cloud.microsoft/e/vPy4kJM7G5?origin=lprLink>

Selected papers may be considered for publication in an edited scientific volume or in a special issue of a scholarly journal.

### **Important Dates:**

- Abstract submission deadline: September 25, 2026
- Notification of acceptance of proposals: October 9, 2026

- Submission of full papers for publication: by December 4, 2026

**Conference Languages:** Albanian, English, French, Spanish, Italian, and German.

Participation: Free of charge. Participation in the conference may be in person or online.

**Organizing Committee:**

Anida Kisi – University of Tirana, Albania  
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