

16.00-17.30 CET 5th February 2026

Interview

Complexity, learner agency and plurilinguaging: Putting the class in motion

Enrica Piccardo

Enrica Piccardo was one of the first teacher educators to start working with the CEFR (in 1996) and did her PhD on the **connections between complexity and creativity**. By 2012-2014 she was also publishing on the difference between the **communicative approach** and the **action-oriented approach** as well as on **mediation** and **plurilingualism**. She brought academic rigour to the development of the **CEFR Companion Volume** and has recently run several research projects on the use of **action-oriented scenarios**. Her latest research concerns advancing - teacher and learner - **agency in language education**.

These are the subjects we will be discussing with her before a **Q&A session** for participants to pose their own questions.

Presentation

The international research network Langscape / ENROPE: Activities and resources for emerging researchers in the field of plurilingualism

Stephan Breidbach; Dagmar Abendroth-Timmer; Maria González-Davies

In our presentation, we will introduce the international research network LANGSCAPE and the network for emerging researchers in the field of multilingualism and education, ENROPE. We will explain our structure and our goals. On this basis, we will then highlight the connections to API and outline approaches for our cooperation. Finally, we will illustrate our approaches to multilingualism research with a few concrete examples.

And here is some information about the **speakers**:

Enrica Piccardo is a Full Professor of Applied Linguistics and Language Education at the Ontario Institute for Studies in Education, University of Toronto. A collaborator with the Council of Europe and co-author of the *CEFR Companion Volume*, she has coordinated various international research projects, presented and published in numerous countries and in multiple languages. Her research spans language teaching approaches and curricula, plurilingualism, creativity and complexity in language education, and assessment.

Dagmar Abendroth-Timmer is Professor of French and Spanish language and culture education at the University of Siegen. She has also taught in Bremen and Leipzig. Her research focuses on reflective teacher training, action orientation, motivation, drama pedagogy, and multilingual and multicultural education, e.g. also in virtual learning environments.

Maria González-Davies is a freelance translator and (retired) Professor at Universitat Ramon Llull (Barcelona, Spain). Her research explores converging pathways between language learning, translation, and plurilingual and intercultural competence. She has (co)edited publications such as the *Routledge Handbook of Translation and Education*, and is (co)Editor of the journal *Translation and Translanguaging in Multilingual Contexts* (John Benjamins).

Stephan Breidbach is Professor of English language pedagogy at the Humboldt-Universität zu Berlin, Germany. His research interests are in CLIL, language teacher education, democratic citizenship education, and educational language politics and policies. In his former professional life, Stephan worked as a secondary school teacher for EFL, social studies, and drama.