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References; I. Contexts of Mobility and Ecology of Multilingualism; Rethinking the Learning of Languages in the Context of Globalisation and Hyperlingualism; 1 Globalisation
2 Globalisation and language(s) 2.1 Language and the 'new' economy; 2.2 Hypermobility and language; 2.3 Language and the new communication technologies; 2.4 Globalisation and the learning of languages; 2.4.1 English as the desired linguistic capital; 2.4.2 New profiles of language learners at university; 2.4.3 Communication technologies and LL; 2.5 Globalisation and the teaching of languages; 2.5.1 Language teacher profiles; 2.5.2 Teachers' awareness of the impact of globalisation on LL; Knowledge of the linguistic profile (1); Presence of plurilingual learners in the class (2) Impact of new communication technologies (3)3 Next Steps?; References; Le plurilinguisme est-il un objectif europeen pour l'Allemagne?; 1 La politique linguistique de l'Union Europeenne; 2 La politique des langues etrangeres en Allemagne; 3 Perspectives europeenne et allemande: interdependances?; 4 Vers une dynamique de la didactique des langues; Concentration sur l'oral; Nouvelle culture d'evaluation; Introduction de plusieurs langues dans le systeme scolaire; Bibliographie; Language Use by London Bangladeshi and Chinese Adolescents: Some Language Diary Data; 1 Introduction 2 Background to the research 2.1 Bangladeshi and Chinese in the UK; 2.2 Language and Identity; 3 Methodology; 3.1 Participants; 3.2 Procedure; 3.3 Diary data and analysis; 3.4 Findings; 4 Conclusion; References; Le developpement plurilingue et interculturel en milieu educatif ouvert a la diversite - etude et bilan de trois projets universitaires avec la participation d'une ecologie linguistique « a la luxembourgeoise »; 1 Introduction; 2 Comparaison du cadre; 2.1 Enracinement geographique; 2.2 La duree des projets; 2.3 Le lien entre temps et espace: le type de mobilite engagee 2.4 Le profil des participants, les objectifs et le public vise

Sommario/riassunto

LANGSCAPE is a plurilingual and multicultural international research network on language acquisition and language education. The current research focus is on Identity Construction in Language Education. This volume summarizes some research results of the last four years by presenting empirical research projects as well as theoretical concepts. The contributions all deal with topics linked to plurilingualism or to certain aspects of the concept of multiliteracies like globalization, language policy, multiculturalism, multimodal communication processes, intercultural learning etc. The authors co
