SUSANA ISABEL JANEIRO AMBRÓSIO

OS REPERTÓRIOS PLURILINGUES NUM PROCESSO DE APRENDIZAGEM AO LONGO DA VIDA: O CASO DOS ESTUDANTES MADUROS DA UNIVERSIDADE DE AVEIRO

Universidade de Aveiro Departamento de Educação e Psicologia
2020

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Tese apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Doutor em Educação, realizada sob a orientação científica da Prof. Doutora Maria Helena Almeida Beirão de Araújo e Sá, Professora Associada com Agregação do Departamento de Educação e Psicologia da Universidade de Aveiro, e coorientação científica da Prof. Doutora Ana Raquel Gomes São Marcos Simões, Professora Auxiliar do mesmo Departamento da Universidade de Aveiro

Ao Alexandre
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À Sãozinha
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Ao André e ao Vasco
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o júri

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agradecimentos (cont.)

palavras-chave Repertório Plurilingue, Estudantes Maduros, Aprendizagem ao Longo da Vida, Ensino Superior

resumo O presente estudo tem como principal enfoque os repertórios plurilingues dos estudantes maduros (EM) a frequentar o Ensino Superior (ES), procurando compreender de que forma os repertórios plurilingues são construídos ao longo da vida dos referidos estudantes.

Os repertórios plurilingues podem ser entendidos como um conjunto de recursos verbais e não verbais que o sujeito, como ator social, tem à sua disposição para comunicar, interagir, atender às suas necessidades comunicativas e anseios e/ou procurar soluções para problemas práticos. Considerando que a aprendizagem de línguas não é um processo cumulativo ou segmentado, mas antes contínuo e crescente, e que segue a trajetória de vida do sujeito, considera-se que os repertórios plurilingues são fortemente marcados pela sua dimensão biográfica, apresentando-se como um reflexo dos contactos com as línguas que o sujeito vivencia ao longo de sua vida.

Igualmente inscritos numa perspetiva de aprendizagem ao longo da vida (ALV), os EM a frequentar a Universidade de Aveiro constituem-se como público alvo do presente trabalho. Uma cuidadosa análise comparativa entre estudos sobre estudantes não tradicionais, nomeadamente os EM, e sobre o desenvolvimento dos repertórios plurilingues, revela importantes características comuns às duas áreas de investigação, designadamente a forte dimensão biográfica que as carateriza. De facto, a compreensão dos EM por meio da análise do desenvolvimento dos seus repertórios plurilingues contribui para uma melhor compreensão dos seus percursos de vida, nomeadamente dos contextos de aprendizagem em que se movem, potenciando, igualmente, um melhor entendimento do seu percurso enquanto estudantes do ES. Da mesma forma, analisar a construção dos repertórios plurilingues ao longo do percurso de vida dos EM permite compreender mais aprofundadamente as suas dinâmicas de construção assim como reforça o seu caráter biográfico, inseparável dos contextos em que os sujeitos se movimentam, das pessoas com quem vivem e das escolhas que fazem ao longo da vida.

Neste sentido, este estudo procura responder à questão de investigação *Como são construídos os repertórios plurilingues pelos EM da Universidade de Aveiro, numa perspetiva de aprendizagem ao longo da vida*?, assentando em três objetivos: caracterizar os EM da Universidade de Aveiro, designadamente os seus repertórios plurilingues, compreender como são construídos os repertórios plurilingues destes estudantes ao longo da vida e compreender de que modo a frequência do curso de ES, por parte dos EM, contribui ou pode contribuir para o desenvolvimento desses mesmos repertórios. Para atingir estes objetivos, foram utilizados métodos mistos, com uma abordagem sequencial, sendo que, numa primeira fase, os dados foram recolhidos através de um inquérito por questionário, respondido por 195 EM (40.2%, N=485) e, numa segunda fase, foram privilegiadas as entrevistas biográficas, realizadas com 12 EM (10%, n=115).

resumo (cont.)

Os resultados evidenciam que os repertórios plurilingues se constroem num *continuum*, inscrevendo as suas dinâmicas de construção num processo de ALV, no qual os sujeitos se movimentam em contextos diferenciados e vivenciam múltiplas situações, designadamente nos contextos pessoal, académico e profissional. O estudo sublinha o importante papel deste último contexto nas dinâmicas de construção dos referidos repertórios e, no que diz respeito ao contexto do ES em particular, a investigação demonstra ainda uma importante conexão entre o desenvolvimento dos repertórios plurilingues e a construção do conhecimento realizada pelos EM. Mais ainda, o estudo revela a mobilização, por parte dos EM, dos conhecimentos linguísticos prévios como promotora de sucesso na realização das várias tarefas académicas. O contexto de mobilidade, transversal aos suprarreferidos contextos, emergiu como tendo um forte caráter impulsionador na construção dos repertórios plurilingues. É nestes quatro contextos que os sujeitos têm múltiplos contactos com várias línguas, assentes nas interações com diversos atores sociais, forjando, deste modo, os seus repertórios plurilingues à luz das necessidades e desejos sentidos ao longo da vida.

Ao valorizar quer a diversidade de percursos de vida, quer as vivências linguísticas dos EM - reflexos da sociedade contemporânea – o estudo sublinha a importância das Instituições de ES (IES) considerarem as vozes dos EM aquando da definição das suas Missões, nomeadamente a nível da Formação e da Extensão/ Relação e Cooperação com a Sociedade. No que diz respeito à Formação, sublinha-se a importância de considerar as vozes dos EM na construção das Políticas Linguísticas Educativas, nomeadamente ao nível da inclusão de Unidades Curriculares de línguas nos *curricula*. Mais ainda, as vozes dos EM desvelam a necessidade de estabelecer uma relação mais próxima entre o contexto académico e o contexto profissional, possibilitando um maior entendimento das reais necessidades de formação. Quanto ao à Extensão/ Relação e Cooperação com a Sociedade, as vozes dos EM afiguram-se como fundamentais para a construção de percursos justos, a nível do acesso, retenção e sucesso dos estudantes. Mais concretamente, considerar as vozes dos EM é ter em linha de conta que as suas especificidades não devem ser apenas tidas em consideração para fins de acesso ao ES, mas também na definição de estratégias que promovam o seu sucesso enquanto estudantes do ES. Neste sentido, considerar as vozes dos EM é, acima de tudo, contribuir para a construção de uma universidade mais justa, democrática e plural.

keywords

Plurilingual Repertoire, Mature Students, Lifelong Learning, Higher Education

abstract

The focus of this study is the plurilingual repertoires of mature students (MS) in higher education (HE). Its aim is to understand how the plurilingual repertories are constructed throughout these students' lives.

Plurilingual repertoires can be understood as a set of verbal and nonverbal resources that the subject, as a social actor, has at his/her disposal to communicate, to interact, to address communicative needs and desires, and/or to find local solutions to practical problems. Considering that language learning is not a cumulative or segmented process, but a growing one that follows the subject's life path, plurilingual repertoires are strongly grounded on a biographical dimension, presenting themselves as a reflection of the lived experiences of languages that the subject experiences throughout his/her life.

The MS attending the University of Aveiro are also enrolled in a lifelong learning (LLL) perspective and are a privileged target audience of this study. A careful comparative analysis of studies on non-traditional students, namely MS, and on the development of plurilingual repertoires reveals important common features between both research areas, namely their strong biographical dimension. In fact, understanding MS by analysing the development of their plurilingual repertoires contributes to a better awareness of their life journeys, namely the contexts in which they move until the moment they reach higher education (HE). At the same time, it also enhances a better understanding of their pathways as HE students. Similarly, to analyze the construction of plurilingual repertoires throughout the life paths of MS is to reinforce their biographical character, inseparable from the contexts in which the subjects move, the people with whom they live, and the choices they make throughout their life paths.

In this sense, this study pursues to answer the research question *How are plurilingual repertories constructed by the MS of the University of Aveiro, from a perspective of lifelong learning?*, based on three research objectives: i. To characterize the MS of the University of Aveiro, namely their plurilingual repertoires; ii. Understand how the plurilingual repertoires of these students are constructed throughout their lives and iii. Understand how the HE attendance contributes or can contribute to the development of these same repertoires. In order to achieve these research objectives, mixed methods were used with a sequential approach. In a first phase, data were collected through a survey filled in by 195 MS (40.2%, N=485) and, in a second phase, biographical interviews were conducted with 12 MS (10%, n=115).

The results show that plurilingual repertoires are built within a *continuum*, in the ambit of a process of LLL, in which the subjects move in different contexts and experience multiple situations, namely in personal, academic and professional contexts. The study highlights the important role of the professional context in the dynamics of construction of these repertoires. Particularly, in what concerns the HE context, the research shows an important connection between the development of plurilingual repertories and the construction of knowledge by MS.

abstract (cont.)

Furthermore, the study reveals that MS mobilize their previous linguistic knowledge in order to have success in their various academic tasks. The context of mobility, which is transversal to the aforementioned contexts, emerged as having a strong role in the construction of plurilingual repertories. It is in these four contexts that the subjects have multiple contacts with various languages, based on the interactions with different social actors, thus constructing their plurilingual repertoires in light of their lives' needs and desires.

By valuing MS' personal, academic and professional pathways and the linguistic experiences they get involved within those paths, this study underlines the importance of HE Institutions (HEI) to consider the MS' voices when defining their Missions, namely at the level of Training and Extension/Relationship and Cooperation with Society. Regarding Training, it is important to consider the MS' voices in the construction of educational linguistic policies, namely at the level of the inclusion of language courses in the *curricula*.

Furthermore, the voices of the MS reveal the need to establish a closer relationship between the academic and professional contexts, enabling a greater understanding of the real training needs. Concerning Extension/Relationship and Cooperation with Society, the MS' voices seem to be fundamental for the construction of fair paths in terms of access, retention and academic success. More specifically, considering the voices of MS is to take into account that their specificities should not only be considered for the purposes of access to HE, but also in the definition of strategies that promote their success as students. In this sense, to consider the voices of MS is, above all, to contribute to the construction of a more just, democratic and plural university.

ITHACA

As you set out for Ithaka
hope the voyage is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,
angry Poseidon—don't be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
Laistrygonians and Cyclops,
wild Poseidon—you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.
Hope the voyage is a long one.
May there be many a summer morning when,
with what pleasure, what joy,
you come into harbors seen for the first time;
may you stop at Phoenician trading stations
to buy fine things,
mother of pearl and coral, amber and ebony,
sensual perfume of every kind—
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to gather stores of knowledge from their scholars.
Keep Ithaka always in your mind.
Arriving there is what you are destined for.
But do not hurry the journey at all.
Better if it lasts for years,
so you are old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaka to make you rich.
Ithaka gave you the marvelous journey.
Without her you would not have set out.
She has nothing left to give you now.
And if you find her poor, Ithaka won't have fooled you.
Wise as you will have become, so full of experience,
you will have understood by then what these Ithakas mean.

K. Kavafis, 1911

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ÍNDICE DE SIGLAS

ALV – Aprendizagem ao Longo da Vida

EA – Educação de Adultos

EL – Educação em Línguas

EM – Estudantes Maduros

ES – Ensino Superior

IES – Instituições de Ensino Superior

UA – Universidade de Aveiro

INTRODUÇÃO

As you set out for Ithaka
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[…]
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K. Kavafis

Almejar que uma viagem seja longa pode ser considerado inusitado, desapropriado e, quiçá, inconsequente. Fazer votos para que, nesse sentido, tal como desafia Kavafis, sejam muitas as manhãs de verão em que se entrem em portos vistos pela primeira vez, parece envolver um *forte-querer*, mas também um *forte-adiar* da chegada ao destino.

O poema *Íthaca* de Kavafis apresentado integralmente no início do presente trabalho e por partes nos seus intermeios, aborda a viagem para Ítaca, quais Ulisses de regresso aos braços de Penélope. Sempre desejando que a viagem seja longa e sem pressas, o poeta começa por dar sugestões ao viajante aquando do momento de preparação da viagem, alertando-o para os perigos que pode encontrar (à semelhança dos *Lestrígones e Ciclopes* e do *Poséidon* enfrentados por Ulisses) mas esclarece que esses perigos só irão surgir se a sua alma o permitir, ou seja, Kavafis defende que se o pensamento se mantiver elevado e a alma serena, nada se deve temer na viagem. De seguida, já em mar adentro, Kavafis reforça a importância da felicidade associada à descoberta de novos portos, de se poder contactar com novas mercadorias e de se conhecer novas cidades, nas quais se deve aprender com os seus sábios, os seus letrados. Já perto do final da viagem, Kavafis é perentório: o viajante deve manter sempre Ítaca no pensamento, pois é esse o seu destino. Contudo, reitera os votos para que a viagem dure muitos anos, para que quando o viajante, já velho, atracar na ilha, seja rico por aquilo que foi ganhando na viagem, sem esperar que seja enriquecido por Ítaca. Por fim, já em terra firme, o poeta conclui que Ítaca proporcionou uma bela viagem ao viajante; sem Ítaca, este

não se teria decidido a fazer a viagem. Mas, na verdade, agora que chegou, Ítaca já não tem nada para lhe dar, assegura Kavafis. E se a considerar pobre, que fique claro que não foi Ítaca que enganou o viajante. Antes este se tornou mais sábio; e graças às experiências vividas, irá, decerto, compreender o verdadeiro significado das Ítacas possíveis.

À semelhança desta viagem, a construção do Conhecimento requer tempo, uma genuína humildade para aprender com os que são mais *letrados* e com os que também sonharam antes de nós, assente num processo ímpar de construção, desconstrução e reconstrução do *Eu*. Nesse sentido, o poema de Kavafis irá ser apresentado gradualmente, no presente trabalho, ao som das palavras e no desenhar da construção do Conhecimento, Bem Maior que nos propomos alcançar no presente estudo.

No processo de construção de Conhecimento que está subjacente a este trabalho, importa referir que almejamos a compreensão da realidade a partir do chão de onde pisam os nossos pés (Boff, 1998) e em que nos fomos situando ao longo do percurso. Tivemos a possibilidade de refletir, aprender e ressignificarmo-nos durante esta viagem investigativa (Freitas, Souza & Kramer, 2003), numa "procura do sentido de si, no turbilhão de sentidos que são […] as rotas de todos os outros" (Sá-Chaves, 2007, p. 23). Esta ressignificação só foi possível enquadrada numa cultura de abertura ao *novo*, à partilha de ideias e em que a emergência de um pensamento próprio possa ter lugar, como é o caso do contexto de um Programa Doutoral, espaço privilegiado de (des)construção do sujeito e do Conhecimento em si.

A presente Tese de Doutoramento, inscrita no Programa Doutoral em Educação da Universidade de Aveiro (UA), apresenta-se na "Modalidade Alternativa à Tese"[1], sendo composta por sete artigos publicados em contexto internacional, dos quais a doutoranda é primeira autora. O trabalho organiza-se em torno de três seções: a presente Introdução, o conjunto dos sete artigos na sua versão original publicada e, por fim, as Considerações Finais.

No sentido de enunciar as fundações que suportam a Tese, importa referir que o presente trabalho começou a ser trilhado muitos anos antes, em sede de Educação de Adultos (EA), quer em termos académicos (Licenciatura em Educação, na Universidade do Minho, com especialização em EA e Intervenção Comunitária, e Mestrado em Ciências da Educação, com especialização em Psicologia da Educação, na Universidade de Coimbra,

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[1] De acordo com o Regulamento de Estudos da Universidade de Aveiro, no seu artigo 64.º, a Tese de Doutoramento pode ser substituída por um conjunto de trabalhos científicos já publicados.

cuja dissertação aborda a relação entre o bem estar subjetivo dos Adultos e a escrita das suas narrativas autobiográficas), quer em termos profissionais (cerca de nove anos de trabalho num Centro de Reconhecimento, Validação e Certificação de Competências e em contextos de formação profissional na área comportamental e de formação de formadores).

Por conseguinte, quando se perfilou a possibilidade de desenvolver um trabalho de investigação, no âmbito de uma bolsa de doutoramento[2], na área da Educação em Línguas (EL), enquadrado no Laboratório Aberto para a Aprendizagem de Línguas Estrangeiras (LALE), estrutura do Centro de Investigação em Didática e Tecnologia na Formação de Formadores (CIDTFF) da UA, os Estudantes Maduros (EM) afiguraram-se, naturalmente, como o público-alvo desta viagem, quais preciosas *coisas de nácar e coral, de âmbar e de ébano* de que fala Kavafis.

O título que baliza a investigação, *Os repertórios plurilingues num processo de aprendizagem ao longo da vida: o caso dos estudantes maduros da Universidade de Aveiro*, deixa a descoberto a junção deste *prévio* com o *novo*, bem como o entendimento próprio da investigação em si, afigurando-se como um espaço de inovação, ao entrelaçar áreas (a EA e a EL) que, por natureza, seguem, tradicionalmente, caminhos separados. Partindo, assim, daquela que Cachapuz (no prelo) considera ser a "questão interessante: explorar o que une e não o que as separa", pretende-se contribuir para que, por um lado, na EL se passe a valorizar mais a aprendizagem de línguas em contextos informais e ao longo da vida, bem como se adquira uma maior consciência da diversidade dos aprendentes de línguas, e por outro lado, na EA se compreenda os EM à luz de uma nova perspetiva, possibilitando um entendimento mais alargado do seu percurso, nomeadamente em contexto de Ensino Superior (ES).

Retomando a *questão interessante* de Cachapuz (idem) e considerando que "The history of concepts sometimes provides us with new opportunities for employing them, stretching them, connecting them to other concepts and methods" (Blommaert, 2005, p. 14), o presente estudo sublinha o que é comum e partilhado por dois conceitos centrais, "repertório plurilingue" e "EM", fazendo emergir a sua dimensão intrinsecamente biográfica, dado que ambos são trilhados ao longo da vida e se sustentam num *continuum* e, como tal, se entrelaçam e se permitem compreender mutuamente.

No que diz respeito ao conceito de repertório plurilingue, oriundo dos anos 60 com Gumperz[3], e que na última década ganhou novo fôlego (e.g. Beacco, Byram, Cavalli, Coste,

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[3] Gumperz (1964), numa perspetiva inovadora à época, apresenta, no artigo *Linguistic and Social Interaction in Two Communities*, publicado na revista *American Anthropologist*, a primeira definição

& Cuenat, 2016; Blommaert, 2005, 2010; Blommaert & Backus, 2013; Busch, 2012, 2015a, 2015b; Lüdi, 2006, 2019), no presente estudo é entendido como um conjunto de recursos, verbais e não verbais, que o sujeito tem à sua disposição para comunicar, interagir e fazer face às suas necessidades e desejos comunicativos. Considerado como "tool-boxes for tinkerers" (Lüdi, 2019, p. 9), o repertório plurilingue apresenta-se sempre incompleto e em construção ao longo do percurso do sujeito (Beacco et al., 2016), uma vez que "there are always resources that we do not possess" (Blommaert, 2005, p. 105). Estes recursos podem emergir nos diversos contextos em que o sujeito se move ao longo da vida, tal como a família, as instituições educativas e o local de trabalho, sendo o contexto de mobilidade transversal a todos os mencionados (Curdt-Christiansen & Lansa, 2019; Gajo & Berthoud, 2018; Lüdi, Höchle Meier & Yanaprasart, 2016, Thamin, 2007). Destaca-se, assim, a sua dimensão biográfica e a ligação intrínseca à história de vida do sujeito (Simon & Thamin, 2010). A construção do repertório plurilingue é, neste sentido, associada às diferentes experiências com as línguas que o sujeito vivencia ao longo da vida (Busch, 2015a, 2015b), levando a que autores como Beacco et al. (2016) estruturem o seu desenvolvimento em torno de vários contextos e situações vividos pelos sujeitos: i. repertório desenvolvido como resultado de estratégia familiar, ii. repertório desenvolvido na escola, iii. repertório desenvolvido na fase adulta e iv. repertório adquirido por via da mobilidade.

Associado ao conceito de repertório plurilingue surge, inerentemente, também um outro, o de competência plurilingue. Ainda que apresentem, aparentemente, fronteiras ténues[4], importa recordar que o primeiro conceito aponta para um conjunto de recursos que o sujeito vai adquirindo ao longo da sua vida, ao passo que o conceito de competência plurilingue remete para a habilidade do sujeito em mobilizar esses mesmos recursos, sendo definido como "the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures" (Coste, Moore & Zarate, 2009, p. 11). Esta ligação inequívoca entre os dois conceitos está patente também na definição de Beacco et al. (2016), na qual a competência plurilingue é entendida como "the ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts, and enrich that repertoire while doing so" (p. 20).

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de repertório, mais concretamente a de repertório verbal, como sendo "the totality of linguistic forms regularly employed in the course of socially significant interaction" (p.137).

[4] No presente estudo, mais concretamente no Artigo [4], é possível identificar, à data (2011), alguma confusão terminológica entre o conceito de competência plurilingue e repertório plurilingue, o que, em trabalhos posteriores, não se verifica.

Estes diferentes contextos em que o sujeito se move ao longo da vida são desvelados no percurso dos EM. Inscritos num conceito mais alargado de estudantes não tradicionais, os EM têm, tendencialmente, algumas caraterísticas que os diferenciam dos estudantes ditos regulares das Instituições de ES (IES). Algumas dessas caraterísticas prendem-se com a idade (tendo estes estudantes idade superior a 23 anos, como em Portugal[5], ou mais de 25 anos, como é o caso da Alemanha e Espanha), com o género (são maioritariamente homens), a proveniência social (normalmente são oriundos de classes mais desfavorecidas) e o percurso académico (até ao momento em que ingressam no ES, apresentam percursos de aprendizagem muito fragmentados) (Fragoso, 2016; Fragoso e Valadas, 2018). Esta fragmentação possibilita, contudo, que os sujeitos vivenciem e interajam em diversas situações, em variados contextos, desempenhando múltiplos, e muitas vezes simultâneos, papéis ao longo do seu percurso de vida, relacionados com as suas responsabilidades familiares, profissionais e financeiras (Bowl, 2001, Kasworm, 2008, 2010; Meehan & Negy, 2003; McCune, Hounsell, Christie, Cree & Teet, 2010). Neste sentido, quando estes estudantes acedem ao ES, trazem consigo um vasto conjunto de conhecimentos e vivências que, por um lado, lhes possibilita este acesso, e, por outro lado, lhes permite encarar o ES com outra perspetiva, quando comparados com os seus colegas mais novos e/ou com menos vivências. Assim, e de acordo com vários autores (Bowl, 2001; Kasworm, 2010), a responsabilidade com que encaram esta nova vivência sustenta a designação de EM, que na proposta de McCune et al. (2010) se subdividem em EM jovens, com idades compreendidas entre os 21 e os 30, e EM mais velhos, fazendo referência aos estudantes com mais de 31 anos em contexto de ES.

A presença de EM no ES inscreve-se numa lógica de aprendizagem ao longo da vida (ALV), em que o percurso de aprendizagem do sujeito é visto como um *continuum*, com múltiplos marcos, situações vivenciadas e interações de natureza vária. Pese embora que, tal como sublinhado por vários autores (Amaral, 2017; Barros, 2011; Lima, 2004, 2012; Nóvoa, 2009, 2018, 2019), a ALV seja associada, atualmente, ao desenvolvimento da economia e do mercado de trabalho, em que, aparentemente, "para se manterem úteis, empregáveis, os indivíduos têm a obrigação de atualizarem e de adquirirem novas 'competências' para o mercado de trabalho" (Nóvoa, 2018, p. 13), no presente estudo o entendimento de ALV afasta-se desta perspetiva, valorizando fortemente o sujeito, as suas vozes e o seu percurso. Convoca-se, assim, a definição de ALV da (extinta) *European*

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[5] Desde o ano 2006, foi estabelecida uma Via Especial de Acesso ao Ensino Superior Português para estudantes com mais de 23 anos – comummente designados por Maiores de 23 (Decreto-Lei n.º 64, de 2006).

Lifelong Learning Initiative (ELLI) defendida por Davies e Longworth (1996), na qual a ALV é entendida como

> a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments (p. 155).

Pese embora que esta definição tenha mais de 20 anos, a sua mobilização para este trabalho assenta nos seguintes pressupostos, que a constituem:

- "continuously supportive process" – a ALV, muitas vezes simplisticamente definida como um processo que acompanha o sujeito "from cradle to the crave", deve ser perspetivada como um processo de apoio contínuo por parte dos diferentes atores sociais, sublinhando a sua dimensão coletiva, em termos de coajuda e cooperação, em que os sujeitos não são os responsáveis únicos pelos seus percursos de aprendizagem (como é projetado pela Sociedade do Conhecimento atualmente), mas sim co-autores dos mesmos;
- "which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding" – as instituições não podem desresponsabilizar-se do seu papel primordial de estimular e promover o sucesso dos sujeitos em ações de ALV; para além de criar as referidas ações, as instituições têm que ser capazes de acompanhar os sujeitos e de criar condições para que estes se desenvolvam e se queiram superar;
- "they will require throughout their lifetimes" – o *focus* da ALV deve estar sempre nos indivíduos, nas suas vontades e nos seus desejos e não ser algo imposto, externo e de caráter apenas instrumental;
- "to apply them with confidence, creativity and enjoyment" – ao longo do processo de ALV devem ser criadas condições para que os sujeitos se mobilizem, acreditem que são capazes de alcançar os objetivos a que se propõem e se sintam reconhecidos e realizados com os seus feitos;
- "in all roles, circumstances and environments" – o processo de ALV ocorre em diversos contextos, em múltiplas situações e na interação com um conjunto plural de atores sociais, pelo que todos os percursos devem ser devidamente valorizados e enquadrados.

A valorização do sujeito, das suas vozes e do seu percurso encontra, assim, eco nesta investigação, quer na diagnose sobre o modo como são construídos os repertórios plurilingues, quer no público-alvo convocado para essa mesma diagnose.

Contudo, apesar dos percursos linguisticamente diversificados e plurais vivenciados ao longo da sua vida, os EM não parecem ser ouvidos pelas Instituições de ES a nível da construção das Políticas Educativas Linguísticas, de acordo com a revisão da literatura (Pinto & Araújo e Sá, 2016; Soler & Vihman, 2017). Considerando que, por um lado, esta construção deve ter em linha de conta, por parte das IES, as vozes dos seus múltiplos atores sociais, nomeadamente as vozes dos seus estudantes (Garrett & Gallego Balsà, 2014; Pinto & Araújo e Sá, no prelo), e, por outro lado, constatando que as vozes dos EM se encontram ausentes desse processo, o estudo tem como finalidade última contribuir para uma universidade mais justa, democrática e plural dando voz a estes estudantes nos debates sobre a matéria.

Neste enquadramento, a presente investigação assenta numa questão de investigação que norteia toda a Tese: *Como são construídos os repertórios plurilingues pelos estudantes maduros da Universidade de Aveiro, numa perspetiva de aprendizagem ao longo da vida?* No sentido de se aceder ao carácter compreensivo do estudo e de se definir a matriz que alicerça todo o processo investigativo, foram elencados três objetivos de investigação: i. Caracterizar os EM da UA, designadamente os seus repertórios plurilingues; ii. Compreender como são construídos os repertórios plurilingues destes estudantes ao longo da vida e iii. Compreender de que modo a frequência do curso de ES, por parte dos EM, contribui ou pode contribuir para o desenvolvimento desses mesmos repertórios.

Para alcançar estes objetivos, a investigação foi desenhada como um estudo de caso[6], entendido como um estudo profundo de um grupo específico (Fortin, 2003; Yin, 2003), neste caso circunscrito aos EM da UA. O estudo de caso assenta nos métodos mistos, cuja principal premissa é considerar que o uso de abordagens quantitativa e qualitativa, em conjunto, pode proporcionar uma melhor compreensão do fenómeno em estudo do que cada uma das abordagens isoladamente (Creswell, 2003; Creswell & Plano Clark, 2018; Teddlie & Tashakkori, 2009). Quanto ao tipo de desenho utilizado, o estudo

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[6] Considerando que o *focus* do estudo de caso é um grupo ou uma realidade ou um ambiente (i.e. um caso) e o *focus* do estudo de caso múltiplo são dois ou mais casos, com a intenção de posteriormente serem comparados (Bogdan e Biklen, 1994; Yin, 2003), importa referir a imprecisão metodológica no título do artigo [4] que remete para um estudo de caso múltiplo: "Making wishes come true: a methodological design in a multicase study with non-traditional students". Esta imprecisão decorre do facto da presente investigação contemplar apenas um estudo de caso e não vários, não almejando, assim, uma eventual comparação entre diferentes estudos de caso.

contemplou uma abordagem sequencial explanatória (Tashkkori & Teddlie, 2003; Creswell & Plano Clark, 2018), composta por duas fases de recolha de dados sequenciais, sendo a primeira uma abordagem quantitativa e a segunda fase uma abordagem qualitativa (QUAN → qual) (Morse, 1991). Esta escolha metodológica é justificada pelo propósito de, primeiramente, se pretender explorar, na fase quantitativa, uma amostra mais alargada de variáveis e, posteriormente, na fase qualitativa se explorar, em mais detalhe, algumas dessas variáveis (Tashkkori & Teddlie, 2003) reforçando que "By focusing solely on numeric information, some approaches miss the depth and detail that are assigned to phenomena by participants themselves" (Wheeldon & Ahlberg, 2012, p. 111). Quanto à integração/combinação dos dados quantitativos e qualitativos, esta ocorre por conexão (Creswell, 2003), uma vez que os dados quantitativos conduzem à recolha dos dados qualitativos, designadamente ao nível da estratégia de amostragem para a fase qualitativa.

Em mais detalhe, a Fase 1 remete para o primeiro objetivo de investigação *Caracterizar os EM da UA*, em que se pretende, por um lado, conhecer a população-alvo através da análise documental de dados institucionais (Serviços Académicos da UA e Unidade Integrada de Formação Continuada - UINFOC)[7], designadamente, saber quantos EM frequentam a UA e em que cursos, entre os anos letivos de 2006/2007 e 2010/2011[8], abrangendo, no total, 485 EM. Por outro lado, na Fase 1 procura alcançar-se um conhecimento mais detalhado da população-alvo com a aplicação de um inquérito por questionário *online*, ao qual responderam 195 EM (40.2% do total de EM da UA). Previamente à aplicação do instrumento, foi realizado um pré-teste e efetuadas as devidas revisões, no sentido de apurar a versão final do inquérito por questionário (ver Anexo 2). O instrumento, composto por 20 questões principais[9], tinha por objetivos caracterizar os EM quanto a dados gerais, aceder à sua biografia linguística e a eventuais projetos linguísticos, assim como identificar representações quanto à ALV e face ao curso de ES frequentado. Para a Fase 1 consideraram-se, em particular, os resultados associados à caraterização geral dos EM (Seção I) (ver Tabela 1).

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[7] Tendo em conta que a análise documental não é o foco dos Artigos que constituem esta Tese de Doutoramento, consideramos ser pertinente a apresentação sumária dos dados institucionais apurados oriundos dos Serviços Académicos e da UINFOC na seção dos Anexos (ver Anexo 1).

[8] Este intervalo temporal inicia-se com o primeiro ano letivo da existência da Via de Acesso Especial ao Ensino Superior para os Maiores de 23 (Decreto-Lei n.º 64 de 2006), e termina com o ano letivo em que a doutoranda iniciou a recolha de dados.

[9] De salientar que na Questão 9.2 e Questão 9.3 onde consta "Algum dos seus pais é estrangeiro" e "O seu companheiro é estrangeiro", deveria constar "Qual(ais) a(s) a(s) línguas que fala com os seus pais" e "Qual(ais) a(s) a(s) línguas que fala com o/a seu(sua) companheiro/a."

Tabela 1 - Objetivos do inquérito por questionário

OBJETIVOS	QUESTÕES
I – CARATERIZAR OS EM QUANTO A DADOS GERAIS.	
1.1 – Caracterizar os EM quanto a dados gerais: idade, género, nacionalidade, habilitações literárias, profissão, curso de Ensino Superior frequentado, ano do curso em que estão matriculados, número de matrículas na UA.	1, 2, 3, 4,5,5.1,5.2, 6, 7, 8
II – CARACTERIZAR A BIOGRAFIA LINGUÍSTICA DOS EM.	
2.1 – Definir o perfil linguístico, no que respeita a:	
2.1.1 – Língua(s) Materna(s).	9.1
2.1.2 – Línguas utlizadas em contextos familiares/círculo de amigos.	9.2, 9.2.1, 9.2.2, 9.3, 9.3.1, 9.3.2, 9.3.3, 9.4, 9.4.1
2.1.3 – Línguas utilizadas em contexto social/informal.	11, 11.1, 11.2
2.1.4 – Línguas utilizadas em contexto profissional.	10, 10.1, 10.2
2.1.5 – Línguas aprendidas em contexto escolar e nível de proficiência nas mesmas.	9.5, 9.5.1, 9.5.1.1, 9.5.1.2, 9.5.1.3
2.1.6 – Línguas em aprendizagem atualmente.	9.6, 18, 18.1
III – IDENTIFICAR OS PROJETOS LINGUÍSTICOS.	
3.1 – Identificar as motivações para a aprendizagem de línguas.	9.6.1, 9.6.2, 9.7.1, 9.7.2
3.2 – Identificar as justificações para a continuação ou abandono do estudo de línguas.	9.8
3.3 – Identificar as línguas que desejam aprender no futuro.	9.7
IV - IDENTIFICAR AS REPRESENTAÇÕES DOS EM FACE À ALV.	
4.1 – Conhecer as representações dos EM face aos contributos individuais da ALV.	12
4.2 – Identificar a importância e as justificações atribuída à aprendizagem de línguas ao longo da vida.	13, 14, 14.1, 14.1.1
4.3 – Verificar a importância atribuída às línguas.	15
V - IDENTIFICAR AS REPRESENTAÇÕES DOS EM FACE AO CURSO DE ES.	
5.1 – Identificar a razão pela qual frequentam o curso.	16
5.2 – Identificar os benefícios percebidos que o curso pode trazer.	17, 19, 19.1
5.3 – Identificar a opinião sobre a existência de línguas no plano de estudos do curso que frequentam e no Ensino Superior no geral.	18.1.1, 18.1.2, 18.2,18.2.1, 20

A Fase 2 procura dar resposta aos outros dois objetivos de investigação, *Compreender como são construídos os repertórios plurilingues destes estudantes ao longo da vida* e *Compreender de que modo a frequência do curso de ES, por parte dos EM, contribui ou pode contribuir para o desenvolvimento desses mesmos repertórios.* Os instrumentos de recolha de dados que lhe são afetos são o inquérito por questionário, em particular as questões relacionadas com a biografia linguística e com as representações sobre a ALV e o curso de ES frequentado (Seções II, III e IV e V), e a entrevista biográfica[10], na qual os sujeitos recordam situações vivenciadas e interpretam-nas, conferindo-lhes

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[10] O guião da entrevista biográfica encontra-se na seção dos Anexos (ver Anexo 3).

sentido no âmbito de uma articulação temporal entre o passado, o presente e o futuro (Demazière & Dubar, 2009). Por conseguinte, este último instrumento inscreve-se numa abordagem biográfica (Bertaux, 1997; Molinié, 2011; West & Merrill, 2009), sendo que

> le biographique permet un rappel personnel de l'histoire de ses contacts avec les langues et les personnes qui les parlent, une mise en mots de connaissances ou d'expériences passées influençant la construction présente ou à venir de nouveaux savoirs. (Perregaux, 2002, pp. 84–85)

conferindo-lhe, assim, um importante papel na perceção da aprendizagem como uma dimensão fundamental da vida dos sujeitos (Field, Merrill & West, 2012).

Ainda sobre a entrevista biográfica, esta estrutura-se em torno de oito questões abertas, de carácter acentuadamente compreensivo. Em relação aos seus objetivos, o primeiro objetivo remete para a compreensão das dinâmicas de desenvolvimento dos repertórios plurilingues dos EM, o segundo diz respeito à compreensão do modo como os EM se percecionam enquanto sujeitos plurilingues e aos seus repertórios plurilingues, e, por fim, o terceiro objetivo passa por compreender de que modo a frequência do curso de ES contribui ou pode contribuir para o desenvolvimento dos repertórios plurilingues dos EM (ver Tabela 2).

Tabela 2 - Objetivos da entrevista biográfica

OBJETIVOS	QUESTÕES
I – COMPREENDER AS DINÂMICAS DE DESENVOLVIMENTO DOS REPERTÓRIOS PLURILINGUES DOS EM.	
1.1 – Compreender como os repertórios plurilingues evoluem, isto é, como as línguas são adquiridas, em que contexto e em que circunstâncias (como as línguas são adquiridas, mantidas/atualizadas, são perdidas, como surgem as novas línguas). 1.2 – Compreender que funções os sujeitos atribuem às línguas e se aquelas mudam ao longo do seu percurso de vida. 1.3 – Compreender as interações/as dinâmicas entre os percursos de vida dos sujeitos e a sua aprendizagem de línguas.	1, 2, 3, 4
II - COMPREENDER COMO OS EM SE PERCECIONAM ENQUANTO SUJEITOS PLURILINGUES E AOS SEUS REPERTÓRIOS PLURILINGUES.	
2.1 – Compreender como os EM se percecionam enquanto sujeitos plurilingues e aos seus repertórios plurilingues.	5
III – COMPREENDER A DINÂMICA ENTRE O DESENVOLVIMENTO DO REPERTÓRIO PLURILINGUE DOS EM E A FREQUÊNCIA DO ES.	
3.1 – Compreender de que maneira o repertório plurilingue do estudante M23 condiciona ou pode condicionar o seu percurso académico no ES de que modo a frequência do curso de ES contribui ou pode contribuir para o desenvolvimento dos repertórios plurilingues dos EM. 3.2 – Identificar a opinião dos EM sobre a existência de línguas nos curricula dos cursos de ES. 3.3 – Compreender a importância atribuída às línguas em contexto de ES por parte dos EM. 3.4 – Compreender como os EM percebem o papel das instituições de ES, em particular da UA, no desenvolvimento dos seus RP.	6, 7, 7.1, 8

Esta segunda Fase inclui, ainda, o processo de seleção[11] dos 12 EM que viriam a ser entrevistados após a aplicação do inquérito por questionário, considerando, inicialmente, os 115 EM que se disponibilizaram para ser entrevistados.

Na Tabela 3 apresenta-se a síntese deste desenho metodológico, considerando os objetivos de investigação, os instrumentos de recolha de dados e os respetivos objetivos, assim como o número de EM envolvidos em cada umas das fases.

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[11] A apresentação do processo de seleção é o tema central do Artigo [4], no qual se descreve como as diversas experiências com as línguas vivenciadas pelos EM possibilitaram selecionar 12 sujeitos de entre os 115 EM que se disponibilizaram para ser entrevistados.

Tabela 3 – Desenho metodológico

Objetivos de investigação		Instrumentos	Objetivos dos instrumentos	EM envolvidos
i. Caracterizar os M23 da UA.	**Fase 1**	Análise documental dos dados institucionais da UA	- Identificar quantos EM frequentam a UA, que cursos frequentam.	**485**
		Inquérito por questionário	- Caraterizar os EM com dados gerais.	**195** (40,2% N=485)
ii. Compreender como são construídos os repertórios plurilingues destes estudantes ao longo da vida. iii. Compreender de que modo a frequência do curso de ES, por parte dos EM, contribui ou pode contribuir para o desenvolvimento desses mesmos repertórios.	**Fase 2**	Inquérito por questionário	- Caracterizar a biografia linguística dos EM. - Identificar os projetos linguísticos. - Identificar as representações dos EM face à ALV. - Identificar as representações dos EM face ao curso de ES.	**195** (40,2% N=485) **115** (58,9% n=195)
		Entrevista biográfica	- Compreender as dinâmicas de desenvolvimento dos repertórios plurilingues dos EM. - Compreender como os EM se percecionam enquanto sujeitos plurilingues e aos seus repertórios plurilingues. - Compreender a dinâmica entre o desenvolvimento do repertório plurilingue dos EM e a frequência do ES.	**12** EM (10%, n=115)

Após a apresentação dos referenciais teóricos do estudo e da problemática que lhe está subjacente, da explanação da questão e dos objetivos de investigação que norteiam todo o trabalho desenvolvido e da descrição do desenho metodológico, importa agora apresentar os sete Artigos já publicados que constituem a presente Tese de Doutoramento e que possibilitaram o desvelamento do ainda *não dito*.

Os critérios subjacentes à seleção dos artigos remetem para: i. o tipo de publicação, tendo sido privilegiadas publicações em revistas internacionais (*Education Sciences*[12];

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[12] Revista indexada na Scopus e na *Web of Science*.

Cahiers Internationaux de Sociolinguistique[13]*; European Journal of Language Policy*[14]*)* e em livros de atas de congressos internacionais de prestígio (*Procedia – Social and Behavioral Sciences*[15]; *European Society of Research in Adult Education - Conference Proceedings; Book of Proceeding of Non-traditional students in Higher Education: Looking beyond (in) success and dropout Conference*), todos eles com processos de revisão cega ii. a sua articulação com a questão e objetivos de investigação e iii. a relevância dos resultados obtidos e dos contributos identificados para a problemática subjacente ao estudo.

No que diz respeito à autoria dos artigos, todos eles foram publicados em coautoria com a equipa de supervisão do presente trabalho (Maria Helena Araújo e Sá e Ana Raquel Simões), à qual acrescem duas exceções: i. Artigo [4], Diana-Lee Simon, supervisora da doutoranda no estágio de três meses no *Laboratoire de Linguistique et Didactique des Langues Étrangères et Maternelles* (LIDILEM) da *Université Grenoble Alpes*, França, cujos contributos na área das biografias linguísticas enriqueceram o processo de seleção dos entrevistados; Artigo [7], Susana Pinto, investigadora especialista em Política Linguística no ES do CIDTFF da UA, cuja colaboração e articulação com os resultados da sua investigação nos permitiu confrontar as vozes institucionais com as vozes dos EM. No que diz respeito à contribuição pessoal para o planeamento e execução dos artigos, a doutoranda, primeira autora nos sete textos, contribuiu ativamente para a sua conceção, a recolha e análise formal dos dados, a discussão dos resultados e o processo de escrita dos artigos.

De referir, ainda, que a maioria dos artigos (6) estão escritos na língua inglesa, à exceção do artigo [2] que se encontra escrito em francês. Por razões relacionadas com critérios de seleção dos textos e com os contextos de publicação (ver acima), não foi possível incluir nenhum trabalho em língua portuguesa.

Relativamente aos anos de publicação, os sete artigos distribuem-se por 2011 [Artigo 4], 2013 [Artigo 3], 2014 [Artigos 5 e 6], 2015 [Artigo 2] e 2019 [Artigo 1]. De notar que a sequência de apresentação dos artigos não é condicionada pela cronologia de

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[13] No contexto francês não existem revistas indexadas na área das *LSHS – Lettres, Sciences Humaines et Sociales*, à exceção de algumas revistas da área de psicologia, mais próximas da biologia, e da área de economia, mais próximas da matemática.

[14] Revista indexada na Scopus desde 2017; Q3 na Scimago Journal & Country Rank (SJR).

[15] Pese embora os Serviços de Biblioteca, Informação Documental e Museologia da UA considerarem a publicação *Procedia – Social and Behavioral Sciences* como sendo uma revista internacional, com revisão cega, de acordo com a informação disponibilizada no site da Elsevier, a referida publicação é definida como "an open access collection of conference proceedings […] with an emphasis in core social and behavioral sciences disciplines". Neste sentido, consideramos os artigos [3] e [5] como publicações em livros de atas, decorrentes de duas conferências: *5t[h] World Conference on Educational Sciences* – WCES 2013 e *The Fourth International Conference on Adult Education: Adult Education in Universities. Local and Regional Perspectives* – CIEA 2014.

publicação, mas sim considerando uma possível estratégia de partilha do processo de construção do Conhecimento que de seguida explicitamos, restituindo uma dada linha retórica e argumentativa.

Assim, o primeiro artigo a ser apresentado, *A rolling stone gathers no moss? The case of mature students in Higher Education and their plurilingual repertoires* [Artigo 1], pretende enquadrar teoricamente a investigação, desvelar os resultados principais da diagnose, nomeadamente a nível da policentralidade dos contextos de desenvolvimento dos repertórios plurilingues, assim como estabelecer a articulação desses mesmos resultados com a problemática associada ao estudo.

O segundo artigo, *Répertoire Plurilingue et contextes de mobilité: relations et dynamiques* [Artigo 2], foca-se num resultado particular da diagnose, os contextos de mobilidade, possibilitando uma visão dos resultados mais focada e exaustiva.

Sendo que o repertório plurilingue se inscreve numa lógica de ALV, como explanado nos artigos anteriores, o terceiro artigo, *Lifelong learning in higher education: the development of nontraditional adult students' plurilingual repertoires* [Artigo 3] permite aceder às representações dos EM sobre a ALV no geral, e sobre o ES, em particular.

No sentido de reforçar a voz dos EM, o artigo *Making wishes come true: a methological design in a multi-case study with nontraditional students* [Artigo 4] descreve o processo de seleção da amostra de EM a entrevistar que, na sua génese, teve em linha de conta as biografias linguísticas dos sujeitos e que possibilitou o acesso mais pormenorizado às vozes dos EM no que respeita ao ES, como se pode constar nos artigos *The Role of universities in the development of plurilingual repertoires: the voices of non-traditional adult Students* [Artigo 5] e *A biographical approach to plurilingual repertoires of non-traditional students: an obstacle or an aid to navigation in Higher Education?* [Artigo 6].

O sétimo e último artigo, *Perspectives on educational language policy – Institutional and students' voices in higher education*, procura dar voz aos EM no âmbito da construção das Políticas Linguísticas Educativas no ES.

Para uma sistematização desta linha retórica configurada pela ordem de apresentação, ver Figura 1.

OS REPERTÓRIOS PLURILINGUES NUM PROCESSO DE APRENDIZAGEM AO LONGO DA VIDA: O CASO DOS ESTUDANTES MADUROS DA UNIVERSIDADE DE AVEIRO

ARTIGO [1]

Estado da Arte
Repertórios Plurilingues
Estudantes Maduros

Contexto Pessoal

Contexto académico

Contexto Profissional

Contexto Mobilidade

ARTIGO [2]

Aprendizagem ao Longo da Vida

ARTIGO [3]

Ensino Superior

Das vozes do questionário às vozes das entrevistas

ARTIGO [4]

ARTIGOS [5] E [6]

Desafios

Contributos

Sugestões
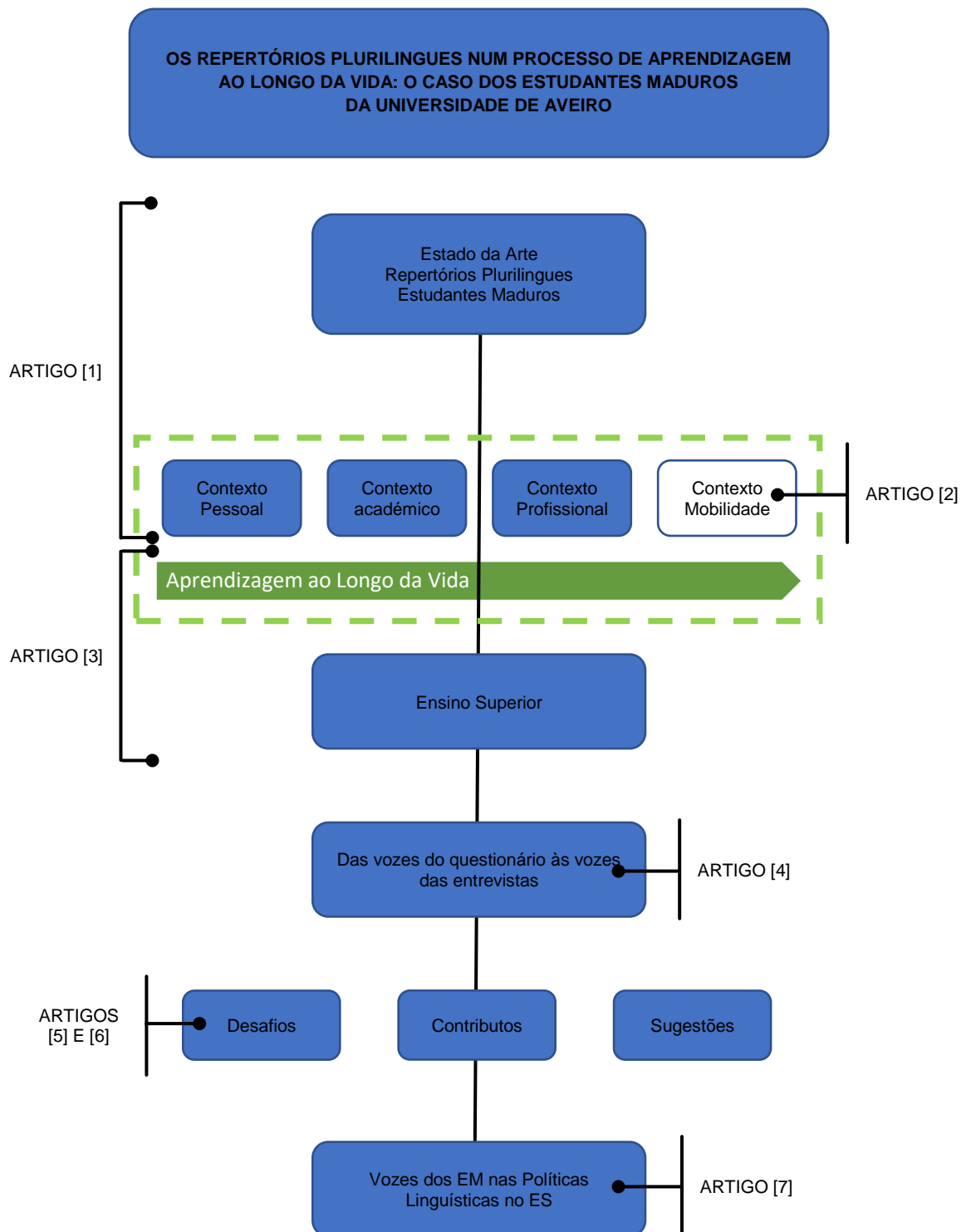
Vozes dos EM nas Políticas Linguísticas no ES

ARTIGO [7]

Figura 1 – Sistematização dos artigos apresentados

Posto isto, passamos a apresentar, um a um, os sete artigos:

Artigo [1]

Ambrósio, S., Araújo e Sá, M. H., & Simões, A.R. (2019). A rolling stone gathers no moss? The case of mature students in Higher Education and their plurilingual repertoires. *Education Sciences*, 9, 271-290. DOI: 10.3390/educsci9040271

No artigo *A rolling stone gathers no moss? The case of mature students in Higher Education and their plurilingual repertoires,* apresenta-se o estado da arte atualizado no que diz respeito aos EM, ao repertório plurilingue e aos seus contextos de desenvolvimento. As principais caraterísticas dos EM são apresentadas, assim como os principais contextos em que os sujeitos contactam com as línguas ao longo da sua vida. O principal propósito do artigo é realizar uma diagnose sobre o modo como os repertórios plurilingues dos EM no ES são construídos ao longo da vida. O instrumento de recolha de dados implicado foi o inquérito por questionário, respondido por 195 EM da UA. Os resultados reforçam a relação intrínseca entre o percurso de vida dos sujeitos e a construção dos seus repertórios plurilingues, destacando o contexto profissional como espaço privilegiado do desenvolvimento do mesmo. Os resultados reforçam a relevância de considerar os estudos em torno destes estudantes, dadas as suas múltiplas vivências e papeis desempenhados, no âmbito dos debates sobre as Políticas Linguísticas Educativas em contexto de ES.

Artigo [2]

Ambrósio, S., Araújo e Sá, M. H., & Simões, A. R. (2015). Répertoire Plurilingue et contextes de mobilité: relations et dynamiques. *Cahiers internationaux de sociolinguistique, 2015/1*(7), 9-37. DOI: 10.3917/cisl.1501.0009

Répertoire Plurilingue et contextes de mobilité: relations et dynamiques é o segundo artigo e foca-se nas relações dinâmicas e bidirecionais entre a construção do repertório plurilingue e os contextos de mobilidade, reforçando a dimensão biográfica do repertório plurilingue. Apresenta-se o estado da arte sobre o conceito de repertório plurilingue e sobre as tipologias e os conceitos associado aos contextos de mobilidade. O artigo assenta na análise extensiva da entrevista biográfica de um sujeito, com diversas experiências plurilingues e um percurso de mobilidade significativo. Os dados recolhidos acompanham

o percurso de vida do sujeito, desde o tempo em que frequentava a "escola secundária" até ao momento da realização da entrevista, em que conta com 40 anos. Os resultados indicam que as dinâmicas de (re)construção do repertório plurilingue são influenciadas por percursos de mobilidade e pelas interações sociais que lhes são inerentes, assim como o repertório plurilingue tem implicações nas escolhas das trajetórias de mobilidade, condicionando-as.

Artigo [3]

Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2014). Lifelong learning in higher education: the development of non-traditional adult students' plurilingual repertoires. *Procedia - Social and Behavioral Sciences Journal, 116*, 3798-3804. DOI: 10.1016/j.sbspro.2014.01.844

O terceiro artigo intitula-se *Lifelong learning in higher education: the development of nontraditional adult students' plurilingual repertoires* e aborda as representações dos EM sobre i. as contribuições da ALV em diferentes domínios da vida, ii. a importância da aprendizagem de línguas e iii. como a frequência do ES contribui (ou pode contribuir) para o desenvolvimento dos seus repertórios plurilingues. Sustenta-se que a aprendizagem de línguas é um processo que se mantém ao longo da vida e que se corporiza no repertório plurilingue, caraterizado, por isso mesmo, como incompleto, pessoal, e estreitamente ligado à trajetória biográfica dos sujeitos, nomeadamente aquando da frequência do ES. Destaca-se igualmente o papel das instituições do ES na promoção da ALV, designadamente na aprendizagem de línguas, ao tornarem-se espaços multilingues por definição e promoverem o plurilinguismo como valor e competência. Os resultados, oriundos de um inquérito por questionário respondido por 195 EM, indicam que estes atribuem uma perspetiva mais instrumental à ALV, ressalvando os benefícios profissionais em detrimento do desenvolvimento pessoal. Quando à importância da aprendizagem de línguas, os resultados mostram que a grande maioria considera ser importante, nomeadamente devido a necessidades profissionais, desenvolvimento pessoal e globalização. Em relação aos contributos do ES para o desenvolvimento do repertório plurilingue, os resultados confirmam este contexto como sendo um espaço privilegiado para o referido desenvolvimento.

Artigo [4]

Ambrósio, S., Araújo e Sá, M. H., Simões, A.R. & Simon, D-L. (2011). Making wishes come true: A methodological design in a multicase study with nontraditional adult students. In Barbara Merrill (ed.) *Book of Proceedings of the ESREA Access, Learning Careers and Identities network conference Transitions and Identity in Learning and Life* (pp.277-289). Aveiro: University of Aveiro.

O artigo "*Making wishes come true: a methological design in a multi-case study with nontraditional students*" pretende colocar a descoberto o desenho metodológico do estudo, em particular o processo de seleção dos 12 EM que constituem a amostra de sujeitos entrevistados.

Num primeiro momento, apresentamos sucintamente as principais caraterísticas dos EM e o enquadramento dos mesmos à luz do Sistema Educativo Português, para de seguida abordarmos a aprendizagem de línguas como um processo ao longo da vida, assim como a biografia linguística como instrumento privilegiado para aceder ao repertório plurilingue dos sujeitos. Num segundo momento, as duas fases do desenho metodológico deste projeto são descritas.

O artigo foca-se, em particular, no processo de seleção dos sujeitos a entrevistar, que se entende como original e inovador em termos metodológicos, uma vez que se baseia em dez *Indicadores de Experiências Plurilingue*s, emergentes das resposta dos sujeitos a dez das 20 questões do inquérito por questionário. O referido processo de seleção organiza-se, ainda, em torno de três contextos basilares na história de vida dos sujeitos: pessoal, profissional e académico. O número mínimo de Indicadores apresentados pelos sujeitos é um e o máximo são oito Indicadores, num possível total de dez. A amostra é, por conseguinte, constituída por 12 EM, agrupados em dois grupos distintos: o Grupo A, referente aos 6 sujeitos com menos experiências plurilingues ao longo do seu percurso de vida, i.e., sujeitos que, de acordo com os dados recolhidos, apresentaram apenas 1 ou 2 *Indicadores de Experiências Plurilingues;* o Grupo B, igualmente constituído por 6 sujeitos, mas desta feita com diversas e variadas experiências plurilingues, sendo que neste grupo se encontram os sujeitos com seis, sete e oito *Indicadores de Experiências Plurilingues.*

Reforça-se ainda o entendimento da construção do repertório plurilingue como um processo de ALV, sublinhado que a EL não se confina às salas de aula, sendo importante reconhecer e valorizar o conhecimento adquirido quer na escola, quer no percurso de vida dos sujeitos.

Artigo [5]

Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2014). The role of universities in the development of plurilingual repertoires: the voices of non-traditional adult students. *Procedia Social and Behavioral Sciences Journal, 142*, 12-18. DOI: 10.1016/j.sbspro.2014.07.579

O artigo *The Role of universities in the development of plurilingual repertoires: the voices of non-traditional adult students* tem como principal propósito apresentar as perceções dos EM sobre o papel da universidade no desenvolvimento dos seus repertórios plurilingues, assim como pretende clarificar se essas perceções são influenciadas pelas experiências plurilingues vivenciadas pelos sujeitos previamente à frequência do ES. O artigo sublinha a importante responsabilidade social da universidade em promover a ALV e a coesão social, consubstanciada na sua Terceira Missão, assim como o seu papel na promoção do plurilinguismo como competência e como valor. O estudo apresentado sustenta-se em quatro EM e nas suas entrevistas biográficas, divididos em dois grupos: grupo A, com os dois EM com menos experiências plurilingues ao longo da vida, e o grupo B, composto pelos dois estudantes que vivenciaram mais experiências plurilingues. Os resultados indicam que a maioria dos EM considera que a frequência da universidade promove o contacto com línguas estrangeiras e, consequentemente, é percebida como sendo uma oportunidade para o desenvolvimento dos seus repertórios plurilingues. No entanto, um entrevistado também considera que esse mesmo contacto com línguas estrangeiras pode ser um obstáculo ao sucesso no ensino superior. Quanto às perceções dos EM sobre a influência das experiências plurilingues vivenciadas, os resultados sugerem que um estudante do grupo A evidencia alguma relutância face à presença das línguas no seu percurso no ES, ao passo que os sujeitos do grupo B parecem entender o contacto com as línguas no contexto em análise, como mais um momento no desenvolvimento do seu repertório plurilingue, perspetivado como um processo de ALV.

Artigo [6]

Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2013). A biographical approach to plurilingual repertoires of non-traditional students: an obstacle or an aid to navigation in Higher Education? In Catarina Doutor, Teresa Gonçalves & António Fragoso (orgs.). *Non-traditional students in Higher Education: Looking beyond (in) success and dropout* (pp. 109-118). Faro: University of Algarve.

O sexto artigo intitula-se *A biographical approach to plurilingual repertoires of non-traditional students: an obstacle or an aid to navigation in Higher Education?* e procura

enfatizar a influência do repertório plurilingue no modo como os EM lidam com os desafios linguísticos no ES, assim como sublinha a importância de se considerar, por parte das instituições de ES, as perceções e as sugestões destes estudantes para tornar o seu percurso mais harmonioso. No artigo são analisadas duas entrevistas biográficas, uma referente a um sujeito com menos experiências plurilingues ao longo da sua vida (A) e uma segunda entrevista realizada a um EM com mais experiências plurilingues (B), procurando compreender i. como os EM lidam com os desafios linguísticos, influenciados pelos seus repertórios plurilingues, ii. se esses repertórios podem ser uma ajuda ou um obstáculo à frequência do ensino superior e iii. quais as perceções dos EM sobre o modo como a UA poderia ajudá-los a lidar com esses desafios com mais êxito. Os resultados obtidos sugerem que os desafios linguísticos identificados pelos dois estudantes são similares, mas que as estratégias utilizadas para lhes fazer frente são distintas, sendo que apenas o sujeito B referiu mobilizar os conhecimentos linguísticos prévios e lhes reconhece valor como suporte face aos desafios linguísticos enfrentados. Relativamente ao modo como a universidade os poderia ajudar face aos desafios linguísticos com que se deparam, também as perceções dos dois EM diferem, sendo que o sujeito A considera que a instituição deve informar previamente os estudantes das necessidades linguísticas e oferecer cursos de línguas, ao passo que o sujeito B considera que a instituição deveria incluir unidades curriculares de línguas em todos os cursos ministrados.

Artigo [7]

Ambrósio, S., Araújo e Sá, M.H., Pinto, S., & Simões, A.R. (2014). Perspectives on educational language policy: institutional and students' voices in a higher education context. *European Journal of Language Policy, 6*(2), 195–214. DOI:10.3828/ejlp.2014.4

Perspectives on educational language policy – Institutional and students' voices in higher education é o título do sétimo e último artigo, que procura identificar diferentes perspetivas sobre políticas linguísticas em contexto académico, nomeadamente através das vozes institucionais e das vozes dos EM. O artigo pretende ainda descrever perspetivas convergentes e divergentes nessas mesmas vozes e refletir sobre os contributos que este tipo de análise pode aportar ao desenvolvimento e implementação de Políticas Linguísticas Educativas no ES. No artigo destaca-se o papel das instituições de ES como espaços privilegiados para a promoção e manutenção da diversidade linguística e cultural europeia, através da implementação de Políticas Linguísticas institucionais concertadas entre os diferentes atores (especialistas em línguas, professores, órgãos de gestão e estudantes).

Ressalva-se, ainda, a importância de sensibilizar a academia para a importância de desenvolver e implementar uma Política Linguística Educativa plurilingue, através da análise e discussão das perceções que os diferentes atores têm sobre o tema, uma vez que as representações influenciam as práticas e os comportamentos dos sujeitos. Enfatiza-se, igualmente, a ALV e o papel que esta tem vindo a adquirir nas agendas das instituições do ES, nomeadamente a nível da valorização e do reconhecimento das aprendizagens informais e não formais adquiridas pelos sujeitos ao longo da sua vida e os benefícios que daí podem advir. Argumenta-se que estes estudantes, pelo seu percurso de vida, e por, na sua maioria, serem trabalhadores-estudantes, estabelecem uma importante ponte entre o contexto académico e profissional, sendo conhecedores das necessidades e das dinâmicas dos dois contextos, nomeadamente a nível das línguas. Os resultados corroboram esta afirmação, uma vez que a inclusão de aprendizagem de línguas em contexto de ES parece ser mais valorizada pelos EM do que pelas vozes institucionais.

De seguida, apresenta-se uma súmula dos sete artigos, considerando, para cada um deles, o título, o resumo na língua de publicação, o principal enfoque, a origem dos dados que o sustentam e a respetiva referência bibliográfica (ver Tabela 4).

Tabela 4 – Súmula

Artigo	Título	Resumo	Principal Enfoque	Origem dos Dados	Referência Bibliográfica
1	A rolling stone gathers no moss? The case of mature students in Higher Education and their plurilingual repertoires	The purpose of this study is to discuss how the plurilingual repertories of Mature Students (MS) in Higher Education (HE) are constructed throughout their lives. The study will address the main characteristics of MS and it will describe the contexts in which these subjects move throughout their lives and in which situations they have contact with languages. In order to gain access to the MS' language biographies, the data were collected by means of a questionnaire, mostly comprising open-ended questions, emailed to the 485 MS that were attending a HE Institution and was filled in by 195 (40.2%). The results highlight the intrinsic relationship between the life history of the individuals s and the construction of their plurilingual repertoires. The findings reinforce the relevance of considering these students' lifepaths to promote a wider debate on the importance of HE Institutions in the development of transversal skills, namely language skills, within their undergraduate students	Contextos de desenvolvimento do repertório plurilingue	Inquérito por questionário (n= 195 MS)	Ambrósio, S., Araújo e Sá, M. H., & Simões, A.R. (2019). A rolling stone gathers no moss? The case of mature students in Higher Education and their plurilingual repertoires. *Education Sciences*, *9*, 271-290. DOI: 10.3390/educsci9040271 https://www.mdpi.com/2227-7102/9/4/271
2	Répertoire Plurilingue et contextes de mobilité: relations et dynamiques	Le présent article vise à illustrer les relations et dynamiques entre la construction du répertoire plurilingue et les contextes de mobilité. Les données analysées ont été recueillies dans un entretien biographique avec un sujet ayant une trajectoire de migration. Les résultats suggèrent non seulement une influence réciproque entre la construction du répertoire plurilingue et les trajectoires de mobilité, mais soulignent aussi la dimension biographique de ce répertoire et sa définition en tant que "répertoire segmenté".	Relações e dinâmicas entre a construção do repertório plurilingue e os contextos de mobilidade	Uma entrevista biográfica	Ambrósio, S., Araújo e Sá, M. H., & Simões, A. R. (2015). Répertoire Plurilingue et contextes de mobilité: relations et dynamiques. *Cahiers internationaux de sociolinguistique*, *2015/1*(7), 9-37. DOI : 10.3917/cisl.1501.0009

Artigo	TÍTULO	RESUMO	PRINCIPAL ENFOQUE	ORIGEM DOS DADOS	REFERÊNCIA BIBLIOGRÁFICA
3	Lifelong learning in higher education: the development of nontraditional adult students' plurilingual repertoires	The purpose of this paper is to present a study on the non-traditional adult students' representations concerning the contributions of Lifelong Learning in different domains in life, namely the contribute of Higher Education attendance in the development of their plurilingual repertoires. Our starting point is an online questionnaire filled in by non-traditional adult students. The results not only show a positive contribution of Lifelong Learning, but also suggest language learning as an important part of it. Nontraditional adult students seem committed to their Lifelong Learning process and recognize in the Higher Education attendance an opportunity to further develop plurilingual repertoires.	Contributos percebidos da ALV, em particular da frequência do ES, no desenvolvimento do repertório plurilingue	Inquérito por questionário (n= 195 MS)	Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2014). Lifelong learning in higher education: the development of non-traditional adult students' plurilingual repertoires. *Procedia - Social and Behavioral Sciences Journal, 116*, 3798-3804 DOI:10.1016/j.sbspro.2014.01.844
4	Making wishes come true: a methodological design in a multi-case study with non-traditional adult students	This article is based on a study which is being carried out at the University of Aveiro (UA), as part of a PhD research project entitled "The plurilingual repertoires in a lifelong learning process: a multi-case study with non-traditional adult students. This study aims to present the non-traditional student adult student perspective on what lifelong learning is, namely, lifelong language learning, focusing on the context of higher education context. It takes into account non-traditional student adult student motivations, expectations and representations, using a biographical approach (Josso, 2002; West & Merrill, 2009), to reveal the process of construction of the students' plurilingual repertoires during their life course (Molinié, 2006). Within this theoretical perspective, the study explores how the plurilingual repertoires are built throughout life, namely non-traditional student	Processo de seleção da amostra de EM entrevistados	Inquérito por questionário (n=115 EM)	Ambrósio, S., Araújo e Sá, M. H., Simões, A.R. & Simon, D-L. (2011). Making wishes come true: A methodological design in a multicase study with nontraditional adult students. In Barbara Merrill (ed.) *Book of Proceedings of the ESREA Access, Learning Careers and Identities network conference Transitions and Identity in Learning and Life* (pp.277-289). Aveiro: University of Aveiro. http://www.esrea.org/wp-content/uploads/2019/07/2011-ESREAaveiro-bookPROCEEDINGS.pdf

Artigo	Título	Resumo	Principal Enfoque	Origem dos Dados	Referência Bibliográfica
		adult students' lives. The methodological approach used in order to achieve this main goal is based on documental analysis (institutional documents at the University of Aveiro), questionnaires and interviews. This article focuses on the main methodological design used in the selection process of a small group of non-traditional adult students to be interviewed, taking into account their answers to the previous questionnaire.			
5	The role of universities in the development of plurilingual repertoires: the voices of non-traditional adult students	The purpose of this paper is to present a study on the non-traditional adult students' (NTAS) perceptions concerning the role of university in the development of their plurilingual repertoires. Data were collected through biographical interviews with NTAS with fewer and more plurilingual experiences. The results show that NTAS with more plurilingual experiences are more aware of their plurilingual repertoire and acknowledge higher education as an opportunity to further develop it. It also appears that if university promotes a favorable environment for the development of plurilingual repertoires, there may be a change in NTAS' perception regarding lifelong language learning.	Papel das IES no desenvolvimento dos repertórios plurilingues	Quatro entrevistas biográficas	Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2014). The role of universities in the development of plurilingual repertoires: the voices of non-traditional adult students. *Procedia Social and Behavioral Sciences Journal*, 142, 12-18. DOI:10.1016/j.sbspro.2014.07.579
6	A biographical approach to plurilingual repertoires of non-traditional students: an obstacle or an aid to navigation in Higher Education?	Higher Education Institutions (HEIs) play an important role in the development of strategies that support lifelong language learning, namely when opening doors to Non-Traditional Students (NTS). This group of students is anything but homogenous. They may be 23 or 60 years old, or even more. They may work full-time or part-time, be unemployed or in-between jobs. They may have more plurilingual experiences or fewer plurilingual experiences as a result of their own lives, which are embodied in their plurilingual	Influência do repertório plurilingue perante desafios linguísticos vivenciados pelos EM no ES	Duas entrevistas biográficas	Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2013). A biographical approach to plurilingual repertoires of non-traditional students: an obstacle or an aid to navigation in Higher Education? In Catarina Doutor, Teresa Gonçalves & António Fragoso (orgs.). *Non-traditional students in Higher Education: Looking beyond (in) success and dropout* (pp. 109-118). Faro: University of Algarve.

Artigo	Título	Resumo	Principal Enfoque	Origem dos Dados	Referência Bibliográfica
		repertoires and could be perceived as an obstacle or an aid. In this sense, plurilingual repertoires influence the way NTS deal with new challenges in HE concerning foreign languages. The purpose of this paper is to emphasise the influence of plurilingual repertoires in dealing with language challenges. Two NTS with different plurilingual repertoires are presented and compared by means of two bibliographical interviews. The results show that NTS with more plurilingual experience have fewer difficulties facing language challenges in HE and value previous experience, which they see as an aid to their studies. NTS with less plurilingual experience have more difficulties in dealing with language challenges, as they believe that the lack of language skills is an obstacle to attending HE. This paper underlines the importance of considering perceptions and experiences of NTS in HE, their strategies to face language challenges and also their suggestions to solve their language problems, so that attending HE becomes a smooth navigation and not a reason for a "shipwreck".			(Não disponível online)
7	Perspectives on educational language policy: institutional and students' voices in a higher education context	Considering the role of higher education institutions (HEIs) in the development of plurilingual competences, without which a democratic, active citizenship cannot be constructed, we carried out a study at the University of Aveiro (Portugal) aiming to: (1) identify perspectives on educational language policies in an academic context, namely in institutional and students' voices; (2) describe convergent and divergent perspectives within those voices; and (3) reflect on the contribution of	Importância da inclusão das vozes dos EM na no debate sobre Políticas Linguísticas Educativas no ES	Inquérito por questionário (n=195 EM)	Ambrósio, S., Araújo e Sá, M.H., Pinto, S., & Simões, A.R. (2014). Perspectives on educational language policy: institutional and students' voices in a higher education context. *European Journal of Language Policy, 6*(2), 195–214. DOI:10.3828/ejlp.2014.4

Artigo	Título	Resumo	Principal Enfoque	Origem dos Dados	Referência Bibliográfica
		such an analysis for the development and implementation of educational language policies in HEIs. Different data collection instruments and methods were used in this study: documentary analysis (study regulations), interviews with institutional actors and student questionnaires (NTAS – non-traditional adult students). The results show that institutional actors and students share the same pragmatic perspective regarding the integration of languages			

Após a apresentação do desenho metodológico, nomeadamente dos três objetivos investigativos do estudo (ver Tabela 3), e da exposição dos sete artigos que sustentam a Tese (ver Figura 1 e Tabela 4), importa, agora, estabelecer a articulação entre os referidos objetivos e os artigos. Nesse sentido, para procedermos à *caraterização dos EM da UA*, convocamos os Artigos [1] e [3], que nos permitem aceder a uma perspetiva mais alargada dos EM, uma vez que, baseando-se nos dados recolhidos através do inquérito por questionário, possibilitam uma análise descritiva do perfil geral dos EM envolvidos no estudo (e.g. idade, género, habilitações literárias, contexto familiar, profissão, curso frequentado, número de matrículas), bem como uma descrição mais pormenorizada do seu perfil enquanto aprendentes de línguas ao longo da vida (e.g. línguas contactadas e em que contextos/situações - antes da frequência do ES; línguas em contacto ao longo da frequência do curso e em que situações).

Relativamente a *Compreender como são construídos os repertórios plurilingues destes estudantes ao longo da vida,* remetemos a leitura em particular para os Artigos [1], [2], [4] e [5], uma vez que proporcionam uma visão detalhada das dinâmicas de construção dos repertórios plurilingues, nomeadamente a nível dos contextos onde se desenvolvem e das situações vivenciadas pelos EM.

No que diz respeito a *Compreender de que modo a frequência do curso de ES, por parte dos EM, contribui ou pode contribuir para o desenvolvimento desses mesmos repertórios*, os artigos que concorrem para este objetivo de investigação são os Artigos [1], [3], [5], [6] e [7], dado que as vozes dos EM sobre a relação entre as línguas e a frequência do curso de ES é o seu principal enfoque.

No sentido de sistematizar a correspondência entre os objetivos de investigação e os sete artigos, apresenta-se, de seguida, a Tabela 5.

Tabela 5 – Síntese: Objetivos de Investigação e artigos correspondentes

QUESTÃO DE INVESTIGAÇÃO	OBJETIVOS DE INVESTIGAÇÃO	ARTIGOS CORRESPONDENTES
Como são construídos os repertórios plurilingues pelos EM da Universidade de Aveiro, numa perspetiva de aprendizagem ao longo da vida?	i. Caracterizar os EM da Universidade de Aveiro.	[1], [3]
	ii. Compreender como são construídos os repertórios plurilingues destes estudantes ao longo da vida.	[1], [2], [4], [5]
	iii. Compreender de que modo a frequência do curso de ES, por parte dos EM, contribui ou pode contribuir para o desenvolvimento desses mesmos repertórios.	[1], [3], [5], [6], [7],

Nas Considerações Finais do presente trabalho retomaremos este alinhamento e procuraremos abordar os resultados emergentes dos artigos à luz dos objetivos de investigação. Por ora, apresentamos os sete artigos, no seu formato original de publicação.

Keep Ithaka always in your mind.
Arriving there is what you are destined for.
But do not hurry the journey at all.
Better if it lasts for years,
so you are old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaka to make you rich.

K. Kavafis

Artigos

Artigo [1]

Ambrósio, S., Araújo e Sá, M. H., & Simões, A.R. (2019). A rolling stone gathers no moss? The case of mature students in Higher Education and their plurilingual repertoires. *Education Sciences*, *9*, 271-290. DOI: 10.3390/educsci9040271

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A Rolling Stone Gathers No Moss? The Case of Mature Students in Higher Education and Their Plurilingual Repertoires

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Abstract: This study diagnoses how the plurilingual repertoires of mature students (MS) in higher education (HE) are constructed throughout their lives. It addresses the main characteristics of MS; the contexts in which they move throughout their lives, and the situations they contact with languages. Data were collected by means of a questionnaire, mostly comprising open-ended questions. The questionnaire was emailed to 485 MS and was filled in by 195 (40.2%). The results highlight the intrinsic relationship between the MS' life histories and the construction of their plurilingual repertoires. The findings reinforce the relevance of considering the MS' plurilingual repertoires and life histories in the development of educational linguistic policies in HE.

Keywords: plurilingual repertoires; mature students; higher education; language biographies

1. Introduction

The purpose of this study is to diagnose the plurilingual repertoires of mature students (MS) in higher education (HE). This diagnosis is developed by analyzing the way the plurilingual repertoires are constructed throughout the students' lives.

Plurilingual repertoires can be understood as a set of verbal and nonverbal resources that the subject, as a social actor, has at his/her disposal to communicate, to interact, to address communicative needs and desires, and/or to find local solutions to practical problems [1–8]. Considering that language learning is not a cumulative or segmented process, but a growing one, that follows the subject's life path [1], plurilingual repertoires are strongly grounded on a biographical dimension, presenting themselves as a reflection of the lived experiences of languages [6] that the subject experiences throughout his/her life.

A careful comparative analysis of studies on non-traditional students, namely mature students (MS) [9,10], and on the development of plurilingual repertoires [1,2] reveals important common features between both research areas, largely based on the fact that a biographical perspective is followed in each case [11,12]. In fact, understanding MS by means of the analysis of the development of their plurilingual repertoires contributes to a better awareness of their life journeys, namely the contexts in which they move until the moment they reach higher education (HE). At the same time, it also enhances a better understanding of their career as HE students. Similarly, to analyze the construction of plurilingual repertoires throughout the life path of MS is to reinforce its biographical character, inseparable from the contexts in which the subjects move, the people with whom they live, and the choices they make throughout their life path.

The study intends to identify (i) the contexts and the situations in which MS move throughout their lives and (ii) which languages they contact with. In order to achieve these goals, the data were collected by means of a questionnaire, which allowed access to the MS' language biographies.

In this paper, we will begin by addressing the concept of a plurilingual repertoire, focusing on its biographical dimension and on the multiple contexts in which it develops (Section 2.1). Then, we will focus on the main characteristics of MS (Section 2.2). In the second part of the paper, we will present the study's methodological design, namely the data collection instrument used (Section 3). Subsequently, we will present and discuss the main research results (Section 4). Lastly, following a summary of the study's main results, we will discuss the relevance of considering the MS' voices within the framework of educational language policy development in higher education (Section 5).

2. Literature Review

2.1. The Plurilingual Repertoire and Its Contexts of Development

The plurilingual repertoire can be understood as a set of resources, verbal and nonverbal, that the subject, as a social actor, has at his/her disposal to communicate, to interact, to address communicative needs and desires and/or to find local solutions to practical problems [1–8]. Presented as a patchwork [1,3] or a *bricolage* [13] of resources, the plurilingual repertoire is perceived as a kind of "tool-boxes for tinkerers" [2] (p. 9) and it is never completed, since "there are always resources that we do not possess" [14] (p. 105). Considering that language learning is not a cumulative or segmented process but a growing one that follows the subject's life path [3], the plurilingual repertoire appears to be fundamentally open [6], meaning that resources are not stable sets of language variants and varieties, and, therefore, subjects have different levels of proficiency in different languages [3].

Each of the life trajectories, unique in each subject, contributes to the plurilingual repertoire with linguistic resources, but also contributes with 'material' to form social roles, to create identities, to be seen in a certain perspective by the Other, making the plurilingual repertoire "a unique reflex of a unique biography" [1] (p. 29), by reflecting in great detail the life path of the subject [1,3,4].

Consequently, the biographical dimension of the plurilingual repertoire emerges as something unavoidable to its definition. In other words, the plurilingual repertoire, also understood as an "indexical biography" [1], depends on the subjects' biography [4]. This biographical dimension illustrates which languages are learned/contacted at different ages and in multiple situations and contexts throughout the subject's life [15].

Regarding these multiples contexts, it seems clear that the plurilingual repertoire is the result of polycentric learning contexts [3,16,17], in which one "developed explosively in some phases of life and gradually in some others" [1] (p. 15). Four main contexts can emerge in the analysis of the plurilingual repertoires' development: personal, academic, professional, and mobility.

Regarding the personal context, it is clear that family is, undoubtedly, an important sociolinguistic environment in which the development of plurilingual repertoire is concerned [18,19]. Moreover, several studies highlight the role of family and of the group of friends in informal language learning as well as the role of activities of leisure, such as travel/tourism [4,7,20–22].

Regarding the educational path, the academic context, divided into pre-HE and HE, can be highlighted. Considering pre-HE and despite that the increased visibility of linguistic (super)diversity may not be reflected deeply in classroom practices [23], several studies suggest that it is possible and required to mobilize all languages in students' plurilingual repertoires in order to create inclusive classroom spaces and to foster learners' plurilingual identities [4,7,17,24–27]. Concerning HE, the development of plurilingual repertoires seems to be intrinsically linked to the construction of knowledge, since the subject has access to more contacts with foreign languages, namely through new readings, new lectures, new social interactions, new findings, and, therefore, more new knowledge [28–33].

In this super diverse society [1], namely, in a professional context, people with different languages are required to work together, which leads to various forms of communication between colleagues who are more or less plurilingual [34]. Therefore, a plurilingual repertoire appears to be a resource for the construction, transmission, and application of knowledge within professional contexts [35]. Studies suggest that professional context is one of the most dynamic regarding the development of plurilingual

repertoire [36], highlighting how subjects mobilize and develop it in multiple professional settings, such as multinational companies [25,37], multilingual educational institutions [38,39], diplomatic institutions, such as the United Nations [40] or the European Union institutions, [41] or within physician-patient interaction [2,42].

Regarding the *mobility context*, which is a transversal one, many studies suggest that the plurilingual repertoire is expanding with situations of mobility, particularly migration [27,36,43]. These studies highlight, in particular, new language practices linked to new situations of interaction and contact of subjects' languages, whether in relation to their heritage languages, the languages of the host country, or others. Those situations of contact with new languages influence the linguistic dynamics of families [18,19] and the formal educational contexts [4,44], as well as the everyday communicative practices [45] of communities and of social networks [42]. Also, the professional dynamics and career paths appear to be profusely influenced by mobility trajectories [27,37,43]. The plurilingual repertoires also expand, in particular, mobility situations, as is the specific case of international students [46,47] or refugees [48,49].

To sum up, plurilingual repertoires reflect the subjects' life experiences with languages [6], which occur within a great variety of contexts/situations. Our study's results, as we will show, reflect the great diversity of contexts/situations by which the mature students' (MS) plurilingual repertoires are constructed. In fact, these repertoires in a large manner embody their lived experiences of languages since their birth until they enroll in HE.

2.2. Mature Students: Who Are They?

It is possible to find, in the specialized literature on this matter, a number of different terms to describe the MS in HE, ranging from "non-traditional students" [9] and "working students" [14,50] to "new publics in HE" [51,52]. The diversity of terms, often apprehended, quite simplistically, as synonyms, is indicative of the diversity of theoretical references associated with adult education in HE [10].

As stated by Fragoso [9], the concept of non-traditional students can be defined in accordance to two major criteria: (i) diversity of all the different groups of students who constitute a minority in HE [53], or (ii) students whose participation and academic success is constrained by structural factors [54,55].

However, the existence of a designation under which adult students seeking access to HE are grouped can hide the fact that this is not a homogeneous group, since each subject has his/ her own life history, motivations, and expectations, which influence his/her process of transition to this level of education [9,10,56]. Furthermore, the term non-traditional students is so wide-ranging that it could refer to diversified groups, for instance, those with special educational needs, women, the first of their families to come to HE, working-class students, immigrants or members of cultural minorities, and others [9,57].

Despite this natural heterogeneity of an increasingly diverse student population, there are some characteristics that are pointed out in the literature as being largely shared among these non-traditional students. Some of these characteristics are related, for instance, with age, gender, learning career, and/or professional status. In relation to age, it is perceived that non-traditional students are 25 years or older HE students [9,58] whereas the traditional ungraduated students are aged between 18 and 21. It should be noted that in some countries, like Portugal, the designation non-traditional is used to students who are over 23 years old [59]. Regarding the students' gender, several studies [60–62] highlight that the majority of non-traditional students are male, stressing the persistence of some degree of inequality in this context, in which female students are still a minority. As far as a learning career is concerned, studies indicate that non-traditional students are likely to have had more varied and fragmented learning careers and have taken time off before returning to school [9,63–65]. The multiple and complex character of these students' learning careers is due to the influence of several factors, namely external factors (regional, state, and European policies; local and community environment;

family environment) and internal factors (institutional cultures of universities, teaching, and learning processes; everyday educational practices) but also to the dynamics of the self, both psychological and social [66]. Concerning non-traditional students' professional status, according to the literature, the majority of these students come from the working class or from more disadvantaged social classes and work at least a part-time if not a full-time job in addition to attending HE [9,67].

As said, in comparison to traditional-aged students, non-traditional have a higher probability of belonging to more disadvantaged social classes, and they are more likely to have had diverse and fragmented learning careers before their admission to HE. Meanwhile, in that period, they lived other experiences in multiple contexts, having many roles associated with familiar, professional, and economic responsibilities [68–71]. Due to these multiple responsibilities, and as stated by Kasworm [72], these students show a higher maturity level and developmental complexity acquired through life. However, those different roles are not always easy to conciliate with academic life [57,73], and non-traditional students do not have the possibility to devote themselves full time to university and to studies. In this sense, it is clear that HE (academic context) is not the central feature of their lives, but just one of the multiple activities in which they are daily engaged [74]. Consequently, the majority of the non-traditional students show a great sense of responsibility with which they face their academic tasks. For this reason, some authors advocate the term 'Mature Students' (MS), enhancing their specific relation towards HE [70,72,75,76]. MacCune et al. [69] go further and argue that MS could also be organized into two sub-groups: younger MS, those between the ages of 21 and 30, and older MS, those aged 31 and over, since even these two groups have differences in terms of caring responsibilities, lifestyle, and reasons for study, such as career progression, future professional projects, or personal enrichment.

The multiple responsibilities that MS take on have repercussions in the learning process in HE. Balancing all the full-time commitments appears not to be easy; otherwise, there would not be such a high level of setbacks along their HE pathway [77]. According to Swain and Hammond [78], the most significant learning constraints are related to young children, high-pressure jobs, unsupportive partners, personal and family health problems, and difficulties with languages.

Regarding this last constraint, MS may (or may not) have plurilingual experiences in different contexts and, consequently, have different degrees of interaction with languages. These plurilingual experiences are embodied in their plurilingual repertoires [1], mirroring the various ways individuals interact with languages in multiples contexts, namely, in HE, as we will explain below.

3. Method

In this article, we intend to understand how the plurilingual repertoires of MS are constructed throughout life. More specifically, we intend to identify and discuss (i) the contexts in which MS attending the University of Aveiro, Portugal, move throughout their lives, and (ii) the situations within these contexts they contact with languages and which languages MS contact with.

As mentioned previously, the plurilingual repertoire can be understood as a set of biographically organized resources [1], reflecting the subject's life history and biographical trajectories [12] that are constructed in plural social interactions. Therefore, we use a biographical approach [11,12] as the research method to access the plurilingual repertoire. The language biography appears as a privileged tool since it allows us "to understand how and why the relationship to languages is developed and modified during the course of life on a subject related to mobility and migration, while reworking its linguistic, cultural and identity repertoire" [35] (p. 147). On the one hand, this approach allows the learning subject to value his/ her plurilingual repertoire and the multiple contexts in which it is developed; on the other hand, the biographical approach also underlines the linguistic and cultural learning carried out in the interaction with the Other [12].

Data Collection Instrument

In order to access MS' language biography, the data was collected by means of a questionnaire, with mostly open-ended questions. The questionnaire had, besides the socio-economic characterization section, four other sections: (i) MS' mother tongue(s), (ii) foreign languages learned in formal and non-formal contexts, (iii) contacts with foreign languages, and (iv) foreign languages learned or meant to be learned in the future and why.

After a pre-test conducted with a group of similar students in order to validate the questionnaire, its final version was emailed to the 485 MS that were attending the University of Aveiro and was filled in by 195 MS (40.2%).

The data collected were analysed through the use of the software NVivo (open-ended questions) and the software SPSS, version 25 (closed questions).

4. Results Presentation and Discussion

Firstly, we will address the study's findings regarding the MS' general features (Section 4.1) and then, in accordance to our research questions (see Section 3—Method), we will describe the contexts and situations in which MS contact with foreign languages, identifying these same languages (Section 4.2).

4.1. Mature Students: Who Are They?

The analysis of the results shows that the sample consisted of 105 men (53.8%) and 90 women (46.2%), aged between 23 and 79 years old, most of them in between 26 and 40 years old (n = 136, 69.7%), as shown in Table 1.

Table 1. Mature students' gender and age.

		F	M	Total
	23–25	4	11	15
	26–30	27	34	61
	31–35	18	26	44
Age	36–40	13	18	31
	41–45	19	12	31
	46–50	8	3	11
	51–55	1	2	3
	79	0	1	1
Total		90	105	195

The average age of the MS is 34.5 years old. Using the MacCune et al. [69] definition of MS, the results show that most of the subjects are older MS, as they are aged between 31 and 66 (n = 119, 61%). This conclusion is reinforced by the analysis of the average age per year of the degree MS are currently attending, since it is always above 33 years old (see Table 2).

Table 2. Mature students' average age by year of degree.

Year of the Degree MS Are Currently Attending	Average Age	N
1st Year	33.6	92
2nd Year	33.2	35
3rd Year	35.4	61
2nd Cycle—Integrated Master's Degree	36.7	7
Total	34.5	195

Regarding gender, the majority of MS are men (n= 105, 53, 8%), as in the studies considered in the literature review. However, in this case, contrary to what was presented by Merrill [61] and Quinn [62], women are also a minority, but they represent 46.2% (n = 90) of all MS in the study. In fact, the results show that in the first year, there are six more women than men attending HE degrees, and in the third year, the number of females is very similar to the number of males.

Concerning MS' learning career, the results indicate that before their current HE attendance (Academic Context Pre-HE), the vast majority have secondary education attendance from 10th to 12th grade: the majority of MS (n = 107, 54.9%) have the 12th grade, 45 MS have the 9th grade (23.1%), and 21 respondents have the 11th grade (10.6%). The option of 12th grade incomplete was indicated by 12 MS (6.2%. The Vocational Education and Training courses (VET) was marked by ten subjects (5.2%)). For instance, focusing only on the 82 MS attending the first year of their degree, the majority (n = 70, 85.3%) have secondary education attendance.

In order to estimate how long these 70 MS have been away from formal education, the average age of secondary school students, 17 years old, will be taken as the starting point. The results indicate that the average number of years that these MS were away from formal education is 21 years. The lowest number is seven years away from formal education, and the highest value is 36 (see Table 3).

Table 3. Mature students' average number of years away from formal education.

			Formal Education								
			Average Age	9th Grade	10th Grade	11th Grade	12th Grade	11th Grade Incomplete	12th Grade Incomplete	VET	Total MS	Average Number of Years away from Formal Education
		23–25	24	0	0	1	5	0	1	2	9	7
		26–30	28	1	0	3	18	1	2	3	28	11
		31–35	33	2	0	0	12	0	2	1	17	16
1st Year	Age	36–40	38	2	0	2	5	0	2	0	11	21
		41–45	43	1	0	0	10	0	1	0	12	26
		46–50	48	0	0	10	4	0	0	0	4	31
		51–55	53	0	0	0	1	0	0	0	1	36
	Total			6	0	16	55	1	8	6	92	21.1

These results also unveil the fragmentation of these students' educational paths, as stated, for instance, by Fragoso [9], Kasworm [64], and Williams and Seary [65].

As far as the HE attendance is concerned, most of the MS (n = 92, 47.2%) are attending the first year, 34 of the respondents attending the second year (17.4%), while 62 are in the third year (31.8%). The current frequency of the second cycle—integrated master's degree—was marked by seven of the MS (3.6%). As indicated in Table 2, 18 MS that are in the first year have two or more enrolments in that year. Regarding the second year, 13 MS are attending the second year for the second time or more. Twenty MS are repeating the third year for the second time or more. Regarding the master, three MS are in their second enrolment or more (see Table 4). It should be noted that these are full-time and not part-time enrolments.

Table 4. Number of Enrolments.

		1st Enrolment	2nd Enrolment	3rd Enrolment	4th Enrolment	5th Enrolment	6th or More Enrolment	Total
Year of the Degree MS Are Currently Attending	1st Year	64	16	10	1	0	1	92
	2nd Year	0	23	7	4	1	0	35
	3rd Year	0	0	41	14	5	1	61
	2nd Cycle—Integrated Master's Degree	0	0	0	4	2	1	7
Total		64	39	58	23	8	3	195

Analyzing the data in Table 5, it could be concluded that around 30% of these MS (n = 63, 32.3%) have, at least, one more enrolment than was supposed, considering the year they are attending.

Still concerning HE attendance and according to the results, most MS attend degrees in the scientific area of the Social Sciences and Humanities (n = 131, 66.8%). In this scientific area, the degrees with ten or more MS attendance are Public Administration (n = 27), Languages and Business Relations (n = 16), Basic Education (n = 13), Design (n = 12), and Office Administration Studies (n = 10). The second most chosen scientific area is Exact Sciences and Engineering (n = 47, 24.7%), from which two degrees with more than ten students stand out: Information Technologies (n = 14, 7.2%) and New Communication Technologies (n = 12, 6.7%). The scientific area of Life and Health Sciences, chosen by 16 MS (8.2%), does not have any degree with ten or more students enrolled. However, we can highlight Biology and Nursing degrees with seven MS each. The Natural and Environmental Sciences area, namely a Meteorology, Oceanography, and Geophysics degree, was the choice of one MS.

Regarding the main reasons to choose a HE degree, 122 MS (62.5%) stated that their degree is related to their current professional activity (n = 68), future professional projects (n = 41), and personal enrichment (n = 13). In the area of Life and Health Sciences, the degree choice is mostly related to future professional projects, while in the areas of Social Sciences and Humanities and Exact Sciences and Engineering, there seems to be a strong connection with the MS' current professional activity.

In more detail, in the area of Social Sciences and Humanities current professional activity, for instance in Public Administration, Accounting, Design, and Office Administration Studies degrees, several MS indicate the connection between their current job and the area of the degree as the reason to attend the HE degree. Concerning the Exact Sciences and Engineering area, the current professional activity is the strongest reason for MS to choose the HE degree, as for example, in the degree of Industrial Engineering and Management and Information Technologies. It is also important to note that in the area of Social Sciences and Humanities, there is some considerable relation with future professional projects, mainly in Languages and Business Relations, Basic Education, Marketing, and Design (see Figure 1).

In sum, back to the initial question, '*Mature Students: Who Are They?*', and taking into account the results, in this study, MS are slightly more men than women with 34.5 years old as the average age. Most of these students have the 12th grade or secondary school attendance, and the average number of years away from formal education, before applying to HE, is 21. Regarding the HE attendance, most of the MS are attending the 1st year, and around 30% of them have, at least, one more enrolment than it was supposed, considering the year they are attending. In relation to the reasons for the choice of the degrees attended, the professional context (current and future) emerged as the main reason. More specifically, in the area of Life and Health Sciences, the degree choice is mostly related to future professional projects, while in the areas of Social Sciences and Humanities and Exact Sciences and Engineering, there seems to be a strong connection with the MS' current professional activity.
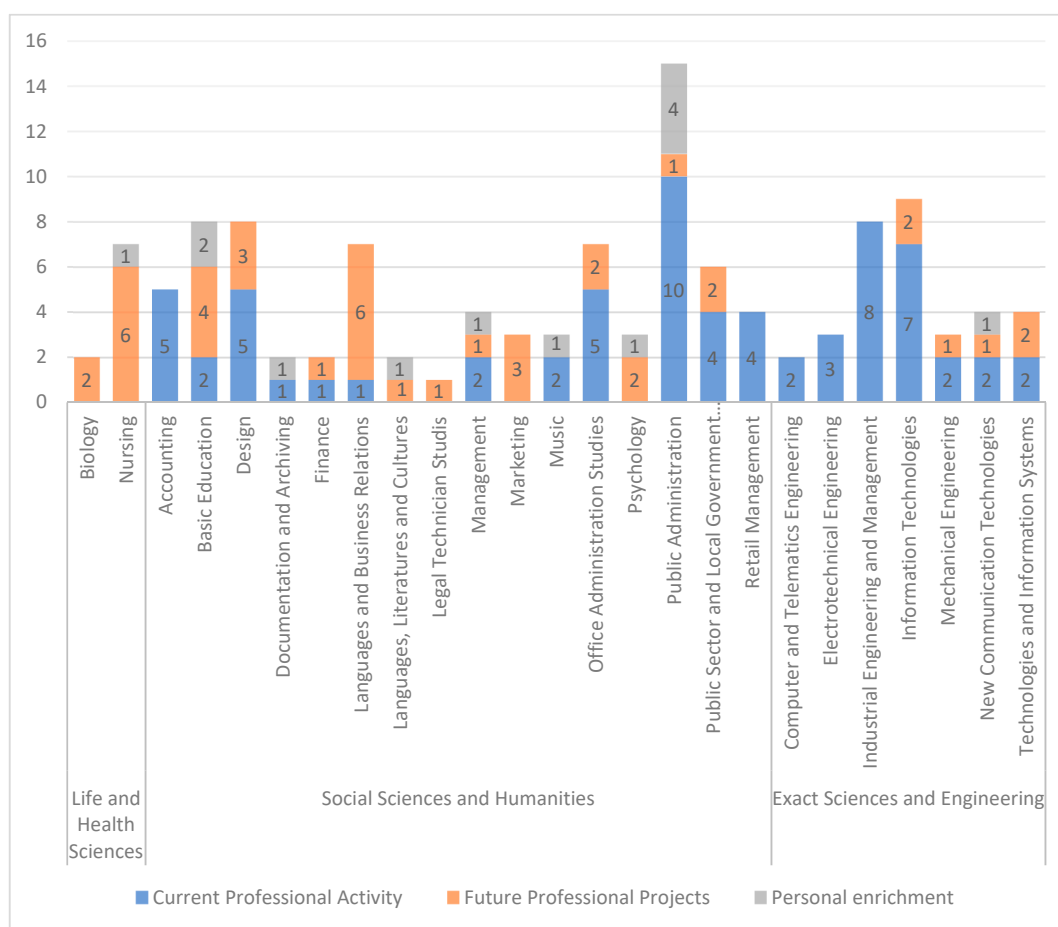
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Figure 1. Mature students' reasons to choose a higher education (HE).

4.2. Mature Students: In Which Contexts Do They Have Contact with Languages?

Recalling the two previous research questions (see Method Section), it could be stated that in this study, there are three main contexts that contribute significantly to the development of plurilingual repertoires: personal, academic, and professional contexts.

4.2.1. Personal Context

Regarding the personal context, which refers to languages mobilized in the interaction with parents, partners, children and friends, or other relatives, most of the MS refer European Portuguese as the mother tongue and as the most widely spoken language, namely with their parents, partners, and children. However, as shown in Figure 2, it is with friends and with extended family that there is more linguistic diversity. Besides European Portuguese, MS indicate English, Spanish, French, and German as the languages mobilized into the informal context of interaction with friends and other relatives.

As seen in Figure 2, the results indicate the personal context, namely family, as an important setting in the development of plurilingual repertoires [18,19]. However, our results also underline the development of MS repertoires as a result of interactions in personal context with different social actors, specifically close friends and extended family. These findings highlight the biographical dimension of the plurilingual repertoires since subjects have different friends throughout life, with different characteristics and important influences.
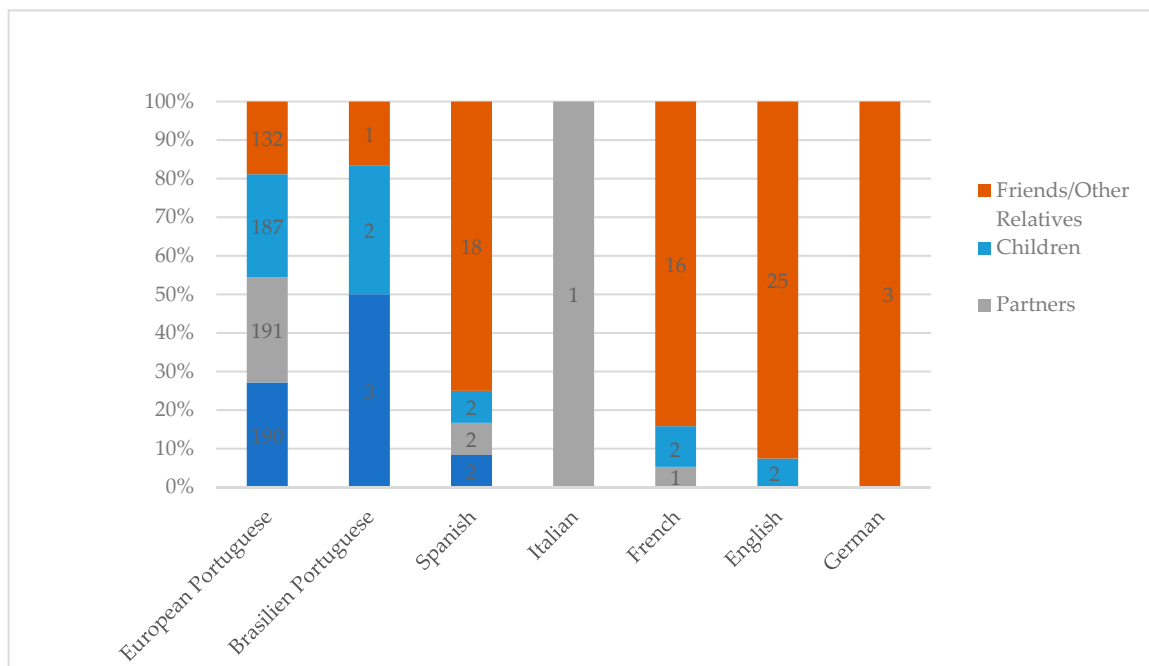
Figure 2. Languages and personal context.

4.2.2. Academic Context

As seen in Figure 2, the results indicate the personal context, namely family, as an important setting when it comes to contact with foreign languages [18,19]. However, in an academic context (pre-HE), most of the MS (n = 188) indicated that they have come into contact with French and English. Only seven MS report not having learned foreign languages in formal settings pre-HE.

As far as HE is concerned, 105 MS (53.9%) attend HE degrees with foreign language courses in their curricula (see Table 5).

Table 5. Attended language courses.

Degree	Number of MS' Attendance	Percentage of MS' Attendance (%)	Foreign Languages Courses in the Curricula
Accounting	4	2.1	English
Electrotechnical Engineering	4	2.1	English
Finance	3	1.5	English
Information Technologies	14	7.2	English
Languages and Business Relations	16	8.2	Arabic, Chinese, English, French, German, Spanish
Languages and Publishing	1	0.5	English, French, German, Spanish
Languages, Literatures and Cultures	4	2.1	English, French, German, Spanish
Marketing	7	3.6	English
Public Administration	26	13.3	English
Public Sector and Local Government Management	6	3.1	English
Retail Management	4	2.1	English
Legal Technician Studies	1	0.5	English
Office Administration Studies	10	5.1	English, French, German, and Spanish

As it could be seen, most MS have English as the only foreign language in the attended degree. Only 33 (16.9%) subjects have formal contact with other languages, such as Arabic, Chinese, French, German, and Spanish. The findings, similarly to other studies [30–32], emphasize the role of a single language, English, as a tool of economic and professional empowerment for students. Even though European language diversity and the growing academic and professional mobility (physic and virtual) are a reality, it seems that HE Institutions tend to value only the instrumental role of English [58]. In spite of the fact that European language education policies have been underlining the need for Higher Education Instituitions (HEI) to develop plurilingual policies, namely by providing the possibility of language learning, the truth is that HEI throughout Europe have been tending towards monolingual education policies [31].

According to our previous study [79], findings indicate that the inclusion of formal language learning in HE, through language courses, is more valued by MS than by institutional actors even if most students also value only English and consider it important to be included in their curricula.

Table 5. Attended language courses.

Degree	Number of MS' Attendance	Percentage of MS' Attendance (%)	Foreign Languages Courses in the Curricula
Accounting	4	2.1	English
Documentation and Archiving	3	1.5	English
Electrotechnical Engineering	4	2.1	English
Finance	3	1.5	English
Information Technologies	14	7.2	English
Languages and Business Relations	16	8.2	Arabic, Chinese, English, French, German, Spanish
Languages and Publishing	1	0.5	English, French, German, Spanish
Languages, Literatures and Cultures	4	2.1	English, French, German, Spanish
Marketing	7	3.6	English
Public Administration	26	13.3	English
Public Sector and Local Government Management	6	3.1	English
Retail Management	4	2.1	English
Legal Technician Studies	1	0.5	English
Office Administration Studies	10	5.1	English, French, German, and Spanish
Translation	2	1.0	English, French, German. and Spanish
Total	105	53.9	-

The results also indicate that the HE attendance is seen by the majority of MS (n = 140, 71.8%) as a positive influence in the development of their plurilingual repertoires. Accordingly, MS underline the fact that the academic life, in multiple ways and levels, allows students to have contact with different languages and peoples (the translation of MS' voices is the responsibility of the authors of this paper):

No matter the degree, with or without languages, either in terms of programmatic content or even in the level of research carried out by students in any other language, this [the HE attendance] *will contribute to their* [MS] *development in the knowledge of other languages (MS26/195).*

Contact with students and Professors from other countries leads to an opening to and development of languages (MS129/195).

Thus, MS emphasize the role of languages in social interactions in academia, arguing that:

As the student universe is filled with the most diverse nationalities, we have contact with several languages (MS16/195).

During the day, we meet and communicate with people from other countries and we do it in different languages (MS37/195).

When we meet people from Erasmus programs, if we want to communicate, we must strive to understand each other (MS187/195).

In addition to social interactions, MS consider that academic tasks are an opportunity to promote the development of their plurilingual repertoire. Particularly, MS referrer to bibliographic reading:

We always have to read books that are in other languages and that forces us to learn (MS9/195).

And along with that task, they also mention the importance of attending conferences:

We have to attend several conferences with foreign speakers and we have a lot of bibliographies also in foreign languages (MS2/195).

We can attend lectures presented in other languages, work with programs and manuals in other languages (MS41/195).

The development of plurilingual repertoire within the research was also underline by a mature student that states that:

At the research level, is all [tasks] *in foreign languages (MS85/195).*

MS also stress the importance of the development of their plurilingual repertoire during HE attendance in order to access new knowledge:

By accessing foreign language manuals and resources, it enables access to new knowledge (MS36/195).

It [the foreign language knowledge] *prepares us to obtain and understand, more efficiently, information that does not exist in Portuguese (MS101/195).*

In the learning path, it is necessary to understand some subjects [in foreign language] *that are not available in my mother tongue (MS63/195).*

However, it is stressed that English is the predominant language in the academic context as it is argued that

Much of the necessary bibliography is in English (MS40/195).

Most of the information search is done on English sites (MS53/195).

Even if this predominance seems to be felt as an imposition (MS189):

We find ourselves "obligated" to read a lot in English (MS189/195).

Nevertheless, the use of another language enhances new connections with knowledge by requiring other ways of saying things, as mentioned by this MS:

The daily contact with diverse literature, as well as the need to write in English, force me to rethink the way I express myself and make myself understood in a language other than Portuguese (MS3/195).

In a nutshell, these last findings reinforce the role of the social interactions with foreign actors in academic contexts, namely Erasmus students, in the expansion of the plurilingual repertoire [46]. These contacts embody one of the main goals of HE: to develop transversal skills in students that enhance their mobility and their ability to live in culturally diverse societies [32]. The findings also underline the relation between the accomplishment of academic tasks of diverse nature and the development of plurilingual repertoires [28,29] since most students (n = 140, 71.8%) consider that the HE attendance and its inherent tasks promote the development of their plurilingual repertoire, namely the construction of knowledge. In addition to the highlighted English predominance, it is also clear to these MS that being able to work in several languages could be important, and it is considered as an advantage, but it is simultaneously very demanding [38].

4.2.3. Professional Context

A total of 138 MS (70.8%, n = 195) state that they have contact with foreign languages in a professional context. Most of the subject have contacts with English (n = 58) or English with other languages (n = 65), such as Spanish (n = 16) or French (n = 15) or both (n = 20). French was indicated by two subjects and Spanish by six. Table 6 specifies the languages mobilized in this context as well as the situations that specify the languages mobilized in various situations in this context.

As stated by several authors [35–37], this study also suggests that the professional context is one of the most dynamic regarding the development of a plurilingual repertoire. Similarly to the academic context, there is a dominance of the English language in the professional settings (n = 58), but most subjects (n = 65) contact simultaneously with other languages, such as French, Spanish, or German.

Considering the situations of contact with languages mentioned above, oral interactions (face-to-face or at a distance) in assistance tasks are those with more linguistic diversity (English, Spanish, French, German, and Italian in different combinations). Accordingly, 34 MS have contact with suppliers and/or customers in multiple languages, mainly English, Spanish, and French. The plurilingual repertoires of these subjects are also mobilized when they need to read documents (n = 20), mainly in English but also in French, Spanish, German, or Italian. Working in a global labor market means to have meetings with different actors, which have different plurilingual repertoires. In this sense, subjects (n = 14) refer that they have meetings in English, Spanish, French, and Italian (with different combinations). These findings indicate that plurilingual repertoire and its mobilization during social/professional interactions are central to the individual's employability and careers.

We conclude this section with the voice of one mature student who highlights this close relationship between the academic context (HE) and the professional one regarding the dynamics of plurilingual repertoire, stating,

> *Much of our literature review is in foreign language, so we always increase our [languages] knowledge, and also, in the work context, we have to deal with people who speak other languages, which will also increase our [languages] knowledge (MS53/195).*

Table 6. Contact with languages in the professional context.

		Foreign Languages											
		English	English French	English Spanish	English German	English Italian	English, French Spanish	English, Spanish Italian	English, French, Spanish, German	English, French, Spanish, German Italian	French	Spanish	Total
Situations	Costumer service	12	4	5	-		9	-	1	4	-	3	38
	Telephone contacts with suppliers and/or customers	14	3	6	1	1	5	1	1	2	-	-	34
	Contacts with colleagues through electronic mail	2	-	-	-	-	-	1	2	-	1	-	6
	Training events		3		-	-	3	-	-	-	-	-	6
	Meetings	7	3	1	-	-	–	1	-	1	1	-	14
	Documents reading	9	2	3	-	-	-	-	-	3	-	3	20
	Internet use	10	-	-	-	-	-	-	-	-	-	-	10
	Translation of documents	1	-	-	1	-	-	-	-	-	-	-	2
	International markets/fairs attendance	2	-	-	-	-	3	1	-	-	-	-	6
	Foreign language as official language at the workplace	1	-	1	-	-	-	-	-	-	-	-	2
	Total	58	15	16	2	1	20	4	4	10	2	6	138

5. Final Considerations

The analysis of the MS' lifepaths unveils the "fragmentation" of these students' learning careers [9,64]. The diverse and disjointed character of their learning careers provided them experiences in multiple contexts, promoting the development and enlargement of their plurilingual repertoires.

Our study points out three main contexts that significantly contribute to the development of plurilingual repertoires: personal, academic, and professional contexts.

In the personal context, it is highlighted, for instance, the contribution to the development of the plurilingual repertoire of the subjects' interactions with extended family and friends, namely, in English, Spanish, and French.

Regarding the academic context, our data show that in pre-HE, most of the mature students had language courses in their school curricula, namely English and French. In HE, only 39% of MS have language courses in their curricula. However, all the study's subjects indicate that they research bibliographies in one or more foreign languages, namely English and Spanish. In our perspective, this result highlights the strong interconnectedness between the development of plurilingual repertoires and the construction of knowledge [28,29]. The interactions with foreign colleagues—which is indicated by 34 subjects—also stand out as an important factor in the development of the MS' plurilingual repertoire [46].

Our study also shows that, as stated by several authors, such Hewitt [36] or Lüdi, Höchle Meier and Yanaprasart [37], the professional context is one of the most dynamic when it comes to the development of plurilingual repertoires. According to our results, 64% of the study's subjects have contact with foreign languages in their working contexts, such as English, Spanish, French, Italian, and German.

The findings show that the majority of MS already work in a globalized labor market, some have experience in mobility, and all of them have been acquiring and developing their plurilingual repertoire by coming into contact with different languages throughout their lives. The results also indicate that, on the one hand, MS mobilize their prior language knowledge to accomplish multiple academic tasks in HE. On the other hand, although asserting that learning and using several languages in their professional activities can be considered as an advantage to their careers, they simultaneously have language difficulties in the use of foreign languages, considering their learning and usage very demanding.

These pieces of evidence lead us to underscore the importance of studying the MS' lifepaths in order to better understand the development of plurilingual repertoires. This is particularly relevant in the HE setting, where institutions should be led to "hear" the MS' "voices", in order to be able to meet their specific educational and training needs, as well as help them to better integrate and develop they studies in the HE context. Additionally, by considering these MS' voices, HE Institutions will have access to privileged information regarding the labor market dynamics and the skills needed to succeed in this dimension, namely, in terms of language skills levels. HE Institutions have an important role in developing a kind of transversal skills that are capable of enhancing the students' mobility, their ability to live in linguistic and culturally diverse societies, and their integration into a globalized labor market [30–33]. This necessarily implies taking into account the students' life histories as well as their practical needs and aspirations. In our perspective, the MS' particular training needs have been largely disregarded in the development of educational language policies in higher education. Recent research in the context of HE has shown that language education policies cannot be carried out independently of social actors and that students' voices and life and educational paths should not be undervalued in institutional language policy and educational planning [80]. However, although we can find some studies that give voice to students in matters related to educational language policies [81], the same cannot be said to studies focusing on MS and their pathways. Hence, by aiming at giving voice to those students by addressing the contexts in which they move throughout their lives and the situations of language contact, this study also intends to open up a line of research that has been largely overlooked.

In conclusion, this study allowed us to diagnose the plurilingual repertoire that MS develop throughout their lives and that they mobilize or can mobilize in the context of HE. In a second moment, it also allowed us to identify the training needs felt by these students, with regard to language education in general and to educational language pol53icies in particular.

As long as prevailing educational language policies do not consider all voices, namely those of MS, it is always up to the subject to develop his/her plurilingual repertoire by embracing incidental and/or contingent personal or professional language needs and desires and never forget that a rolling stone gathers no moss.

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Artigo [2]

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RÉPERTOIRE PLURILINGUE ET CONTEXTES DE MOBILITÉ : RELATIONS ET DYNAMIQUES

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REPERTOIRE PLURILINGUE ET CONTEXTES DE MOBILITE : RELATIONS ET DYNAMIQUES[1]

1 INTRODUCTION

Dans ce texte[2] nous cherchons à illustrer les relations bidirectionnelles et dynamiques entre les processus de construction du répertoire plurilingue et les contextes de mobilité des sujets. D'un côté, nous souhaitons comprendre de quelle façon les connaissances de langues d'un sujet peuvent influencer ses besoins et intérêts en ce qui concerne ces trajectoires de mobilité, sous ses diverses possibilités : voyage corporel (*'Corporeal travel'*), voyage imaginatif ('*imaginative travel*'), voyage virtuel ('*Virtual travel')*, voyage communicatif ('*Communicative travel*') (selon Urry, 2007 ; Elliott et Urry, 2010) ou alors, dans une autre typologie, mobilité quotidienne, mobilité résidentielle, voyages de tourisme ou migration (Kaufmann, 1999). D'un autre côté, nous cherchons à comprendre l'influence des dites trajectoires de mobilité dans des dynamiques des répertoires plurilingues (Billiez & Lambert, 2005 ; Simon, 2010 ; Thamin, 2007).

L'analyse de la relation entre la construction du répertoire plurilingue et les trajectoires de mobilité fait ressortir la dimension biographique du répertoire, se construisant suivant les circonstances de vie du sujet et dans les interactions sociales auxquelles il participe, et réunissant l'ensemble des ressources linguistiques qu'il acquiert au long de la vie. Dans ce sens, le répertoire plurilingue est entendu comme un 'répertoire segmenté' (Blommaert, 2010), permettant l'analyse de l'histoire de vie du sujet et de l'impact de ses parcours dans sa biographie langagière (Thamin & Simon, 2010).

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Cette étude prétend ainsi contribuer à la discussion sur les rapports entre les pratiques sociales des sujets, en particulier dans le cadre des contextes de mobilité, et la construction des répertoires plurilingues, apportant de nouvelles données et renforçant des données antérieurement exploitées par d'autres auteurs. Pour cela, nous avons suivi une approche biographique (Bertaux, 1997 ; Ferrarotti, 1988 ; Molinié, 2011 ; Poirier *et al.*, 1999), plus concrètement ayant recours à l'entretien biographique (Demazière & Dubar, 2009) afin de répondre aux questions de recherche suivantes :

1. Dans quelle mesure les contextes de mobilité du sujet influencent-ils la dynamique de construction de son répertoire plurilingue?

2. et, dans le sens inverse, dans quelle mesure le répertoire plurilingue du sujet influence-t-il sa trajectoire de mobilité?

Nous commencerons par définir le répertoire plurilingue comme un 'répertoire segmenté' (point 1) pour passer ensuite au point 2, Contextes de mobilité : typologies et concepts associés. Le point 3 se réfère à la méthodologie, où nous présenterons notre étude de cas et discuterons les résultats obtenus.

2   REPERTOIRE PLURILINGUE COMME 'REPERTOIRE SEGMENTE'

Dans les années 60, Gumperz présente le 'répertoire verbal' comme « the totality of linguistic forms regularly employed in the course of socially significant interaction » (1964 : 137), soulignant l'importance de l'interaction dans la construction de ce répertoire. Plus tard, l'auteur propose une deuxième définition du concept, comme "The totality of linguistic resources (i.e. including both invariant forms and variables) available to members of particular communities" (1986 : 20–21). Dans cette deuxième définition, les 'linguistic forms' sont substituées par 'linguistic resources', ce qui amène à comprendre le répertoire comme l'ensemble de ressources linguistiques dont chaque sujet dispose et qu'il va gérer suivant les contextes de communication auxquels il participe au cours de sa vie. Un autre élément que Gumperz a introduit dans cette deuxième définition renvoie aux 'particular communities'. En effet l'auteur défend l'idée que le répertoire peut être compris comme un ensemble de ressources linguistiques partagées par les sujets d'une même communauté.

Depuis cette définition initiale jusqu'à nos jours, nous pouvons trouver dans la littérature diverses dénominations pour désigner le répertoire verbal, notamment : *verbal repertoire* (cf. Fishman, 1971 ; Gumperz, 1964 ; Sabatier, 2010), *répertoire linguistique* (cf. Billiez & Lambert, 2005 ; Boutet

& Saillard, 2003 ; Creese, Bhatt, Bhojani, Martin & Peter, 2010 ; Coste, 2002 ; Thamin, 2010 ; Virkkula-Räisänen, 2010), *répertoire de langues* (cf. Beacco, 2005) ; *répertoire communicatif* (cf.Dabène, 1994 ; Rosen, 2005), *répertoire pluriel et dynamique* (cf. Lüdi, 2000) ; *répertoires pluriels* (cf. Castellotti & Moore, 2005) ; *répertoires plurilingues* (cf. Beacco, 2008 ; Castellotti, 2010, Simon, 2010 ; Lüdi, 2006 ; Murphy-Lejeune & Zarate, 2003 ; North, 2008 ; Stratilaki, 2005 ; Stratilaki & Bono, 2006) ; *répertoire plurilingue et pluriculturel* (cf. Castellotti, 2010) ; *multilingual repertoire* (cf.Mackiewicz, 2010) ; *truncated repertoire* (Blommaert, 2010) ; *superdiverse repertoire* (cf. Blommaert & Backus, 2013), *répertoire bilingue* (cf. Depau, 2008) ; *répertoire trilangue* (cf. Dompmartin, 2013) et *répertoire ethnolinguistique* (cf. Benor, 2010).

Ce n'est pas dans nos objectifs d'examiner les similitudes et les différences entre ces diverses désignations, sachant qu'elles découlent souvent d'approches et de courants théoriques assez divers et difficilement comparables. Il convient néanmoins de souligner que Gumperz lui-même, dans son ouvrage *Language in Social Groups* (1971), ne distingue pas le répertoire verbal du répertoire linguistique : « the concept of linguistic or verbal repertoire [is] defined as the totality of linguistics forms regularly employed within the community in the course of socially significant interaction » (182).

Dans ce cadre, nous utiliserons dans cette étude la désignation de 'répertoire plurilingue', tout en considérant, comme Dompmartin (2013), que « La notion de 'répertoire plurilingue', extension naturelle du concept initial de répertoire verbal, se révèle adaptée dans sa souplesse et particulièrement apte à inclure la 'totalité des ressources' (y compris les variations de style et de registre que les individus possèdent la plupart du temps à leur insu), dont celles qui vont résulter des contacts de langues et dont l'étude est un vaste domaine. » (13).

De même que pour le répertoire verbal, nous pouvons trouver dans la littérature diverses définitions de répertoire plurilingue. Celui-ci peut être entendu, par exemple, comme, un ensemble de langues différentes (Beacco, 2008 ; Billiez, 2007 ; North, 2008) utilisées (ou connues, North, 2008) par le sujet dans l'interaction sociale (Billiez, 2007 ; North, 2008), acquises au cours de différentes modalités d'apprentissage (Beacco, 2008), dans lesquelles le sujet possède divers niveaux de connaissances (Beacco, 2008) et qui peuvent changer au long de sa vie. Ces différentes langues peuvent avoir divers statuts et fonctions plus ou moins spécialisées, du fait qu'elles sont utilisées pour communiquer avec la famille, pour travailler, socialiser

ou dans des contextes d'apprentissage, entre autres (Beacco, 2008 ; North, 2008).

Dans ce sens, le répertoire plurilingue se (re)construit au long de la vie et il est influencé par la pluralité et l'imprévisibilité de l'histoire de vie du sujet (Blommaert & Backus, 2013). Ceci signifie qu'il n'est pas stable et qu'il se reconfigure dans l'interaction sociale (Andrade *et al.,* 2003 ; Beacco, 2008 ; Coste, Moore & Zarate, 2009), gagnant de nouveaux éléments qui transforment, complètent ou annulent les composantes préexistantes déjà. Ces nouvelles composantes, ces nouvelles ressources linguistiques, sont acquises dans de très divers contextes et au cours d'apprentissages formels, non formels et informels (Vigner, 2008 ; Blommaert, 2010). Les ressources sont également acquises par l'initiative du sujet et dans ce sens elles sont très souvent liées à diverses circonstances comme la nécessaire adaptation à d'éventuels déplacements professionnels, géographiques ou pour des raisons familiales, des besoins personnels ou professionnels (Beacco, 2008 ; Blommaet, 2010 ; Blommaert & Rampton, 2011 ; Lüdi, 2004 ; Semal-Lebleu, 2006).

Ainsi, le répertoire plurilingue est un répertoire segmenté ('truncated repertoire', Blommaert, 2010), étant donné qu'aucun sujet ne sait tout sur une langue, n'arrive pas à prévoir ses nécessités et intérêts futurs (Mackiewiczv, 2002). Le répertoire reflète par conséquent les parcours pluriels et fragmentés des sujets, ainsi que les contextes dans lesquels il vit et les autres sujets qu'il rencontre au cours de ces parcours (Blommaert, 2010).

Dans ce cadre, et en raison de la dimension biographique du répertoire plurilingue, celui-ci peut être entendu, non seulement comme un ensemble de langues, mais aussi comme une 'biographie indexicale' ('indexical biographies', Blommaert & Backus, 2013), s'assumant comme l'ensemble de ressources organisées biographiquement (Blommaert & Backus, 2013), qui reflètent ainsi l'histoire de vie du sujet et ses trajectoires biographiques (Thamin & Simon, 2010) et qui se construisent dans des interactions sociales plurielles. Ceci dit, le répertoire plurilingue ne se développe pas toujours de façon linéaire ou croissante (Blommaert & Backus, 2013).

Dans cette mesure, accéder à ce répertoire plurilingue, fragmenté et incomplet implique l'étude détaillée des interactions sociales dans lesquelles le sujet s'engage au cours de ses contextes de vie (Blommaert, 2010). Cette analyse permet de comprendre comment les ressources linguistiques ont surgi historiquement, dans quels contextes ou réseaux sociaux elles ont été développées et en interaction avec qui (Blommaert & Backus, 2013). Dans la

même lignée, Blommaert (2010) défend que la réponse au puzzle que constitue le répertoire du sujet se trouve dans sa biographie et aussi dans les histoires des lieux où il a vécu.

3   CONTEXTES DE MOBILITE : TYPOLOGIES ET CONCEPTS ASSOCIES

Au cours des trois dernières décennies, les sociétés sont devenues clairement plus dynamiques et hétérogènes, en grande partie en raison de l'augmentation considérable des différentes formes de mobilité, comprise comme le déplacement de personnes, d'objets et d'informations (Urry, 2007), mais également comme une « forme de mouvement qui s'exprime par le changement de position géographique ou sociale » (Brunet, 2003 : 333).

Lévy et Lussault (2003) mentionnent que le concept de mobilité est, parfois, compris comme un concept en englobant d'autres qui lui sont subséquents, comme le déplacement, le transport, la migration et qui, fréquemment, sont confondus avec le concept de mobilité en lui-même. Cette caractéristique englobant le concept de mobilité est également soulignée par Murphy-Lejeune (2003) qui mentionne que celle-ci, lorsqu'elle se rapporte à des phénomènes de passages d'une zone territoriale à une autre, possède « un sens plus général que celui de migration » (p.11).

Depuis 1990, nombreuses sont les sciences (comme l'anthropologie, la géographie, la sociologie, la sociolinguistique, l'histoire, le tourisme, l'urbanisme) qui s'appuient sur les études sur la mobilité pour compléter et développer la recherche qu'elles mènent dans leur domaine de spécialité (cf. Hine & Mitchell 2003 ; Kaufmann et al., 2007 ; Kaufmann 2008 ; Le Breton 2008 ; Mignot & Rosales-Montano, 2006 ; Urry, 2005, 2007), donnant origine à des études reposant sur une approche systémique de la mobilité qui retracent sa complexité contemporaine (Dervin & Ljalikova, 2008).

En effet, la mobilité a acquis un rôle central dans l'analyse des dynamiques des sociétés quotidiennes, ce qui a mené certains auteurs à défendre un nouveau paradigme émergeant de la recherche dans ce domaine des sciences sociales. L'un des plus importants défenseurs de ce nouveau paradigme, Urry (2007), considère qu'il doit être soutenu par la reconnaissance que la société est organisée autour de pratiques qui englobent diverses formes de mobilité (de personnes, d'idées, d'informations ou d'objets) et non pas autour d'un ensemble de relations, de structures et d'institutions étatiques. L'auteur défend qu'un nouveau paradigme d'étude des mobilités doit établir la connexion entre les différents types de voyage, les transports et les communications et les multiples formes où la vie sociale et économique est menée et organisée au fil du temps et dans différents

contextes/espaces (idem). En ce sens, le nouveau paradigme considère, d'une part, que les voyages et les technologies de la communication ont permis la prolifération de connexions et de réseaux à distance et, de l'autre, que cette même distance et ces réseaux sont fondamentaux pour la cohésion de la vie sociale contemporaine.

Urry (2007, 2011) (mais également dans Elliott & Urry, 2010) présente cinq types de mobilité, en soulignant leur interdépendance et en utilisant différents exemples de voyages/déplacements ('*travel*'). Le premier type présenté est le voyage corporel (*'Corporeal travel'*) qui renvoie à la circulation des personnes liées au travail, aux activités de loisir, dans le cadre de la vie familiale, de la migration et qui inclut des déplacements, que ce soit du quotidien (déplacements pendulaires) ou des déplacements uniques dans la vie d'une personne (e.g. exil). Le second type renvoie au mouvement physique des objets dans les contextes les plus variés, depuis leur production, distribution et consommation. Le voyage imaginatif ('*imaginative travel*') est le troisième type de mobilité mentionné par les auteurs et fait allusion à la manière dont les gens 'se déplacent' dans le temps et l'espace grâce à la presse et aux moyens visuels. Le quatrième type de mobilité présenté est le voyage virtuel ('*virtual travel'*) qui renvoie à des systèmes basés sur la connaissance, interdépendants, qui, grâce à de nouveaux logiciels, organisent de plus en plus la production, la consommation, les voyages et les communications dans le monde entier. La capacité d'échanger des messages grâce aux technologies de la communication, comme les téléphones, les téléphones portables et les ordinateurs, désignée comme le voyage communicatif ('*communicative travel*') est identifiée comme le cinquième type de mobilité. Le paradigme des mobilités met l'accent sur un ensemble complexe ('*complex assemblage*') de ces cinq types de mobilité au lieu de privilégier un type ou l'autre par rapport aux autres (Urry, 2007 ; Elliott & Urry, 2010).

Urry (2011) considère qu'il existe diverses et différentes pratiques sociales dans le monde contemporain, comme les voyages et la migration des réfugiés ; les voyages d'étudiants et les expériences de au pair à l'étranger réalisés par les jeunes ; les voyages touristiques ; les visites à des amis et à la famille et les voyages liés au travail, dans ses formes les plus variées et complexes. L'une des conséquences de ces pratiques sociales de mobilité est la variété des connexions sociales entre les personnes ('people social networks'), ce qui permet également de nouvelles connexions et de nouveaux contextes sociaux. Cette capacité de créer et de maintenir des relations personnelles avec des personnes qui peuvent ne pas être

nécessairement proches, mais qui peuvent être cruciales pour la capacité du sujet à obtenir des bénéfices, qu'ils soient émotionnels, financiers ou autres, est désignée, à partir de l'interprétation de P. Bourdieu sur la notion de capital de Marx, comme le 'capital en reseaux' (*'network capital'*) (Elliott & Urry, 2010 ; Urry, 2007). Il est également important de mentionner, toujours dans la ligne de pensée des auteurs susmentionnés, que les mobilités en soi ne sont pas le plus important, mais plutôt la capacité de l'individu de les utiliser en sa faveur et/ou en celle de ceux qu'il souhaite bénéficier.

L'interaction entre la mobilité spatiale et la mobilité sociale est également soulignée par Kaufmann, Bergman et Joye (2004) qui explorent la mobilité en matière de dynamiques des structures sociales des sociétés modernes. Comme Urry (2007), Kaufmann *et al.* (2004) considèrent la mobilité spatiale comme un déplacement géographique qui peut être décrit en termes d'espace et de temps et peut être structuré en quatre typologies : i. la mobilité quotidienne, entendue comme l'ensemble des déplacements inhérents à la vie quotidienne ; ii. la mobilité résidentielle, qui renvoie aux changements de lieu de résidence (associés au changement de bassin de vie) sans impliquer un retour à court terme ; iii. le tourisme (voyages) qui est perçu comme l'ensemble de déplacements interrégionaux et internationaux, impliquant un retour à court terme et iv. la migration (internationale), entendue comme l'installation dans une autre région ou un autre pays, sans intention de retour à court terme (Kaufmann, 1999). Kaufmann défend que ces quatre typologies de mobilité ont de forts liens entre elles tout en établissant des relations de causalité, complémentarité, subsidiarité, substitution et incompatibilité. Pour l'auteur, ces différentes typologies de mobilité correspondent à des ''temps sociaux spécifiques'' (1999, p. 8). Selon Kaufman *et al.* (2004), la mobilité spatiale a plusieurs parallélismes avec la mobilité sociale, comprise par les auteurs comme les transformations dans la distribution des ressources ou des positions sociales des individus, des familles ou des groupes, dans une structure déterminée ou des réseaux. Le parallélisme établi renvoie au fait que les deux formes de mobilité sont liées aux transformations sociales, avec les conditions préalables à la mobilité et à ses conséquences et les deux mettent l'accent sur le temps (effet temporel sur la position sociale de l'individu *versus* temps que les déplacements prennent) et l'espace (social *versus* géographique) dans lequel elles ont lieu. En ce sens, Kaufmann *et al.* (2004) défendent une forme de mobilité plus compréhensive dont on souhaite qu'elle ne se limite pas aux déplacements actuels ou passés, en proposant le concept de 'motilité' (*'motility'*). Défini comme la capacité d'être mobile (que ce soient les individus, les biens ou les informations) dans des espaces sociaux et géographiques, la motilité étant

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constituée comme une forme de capital, 'capital de motilité' (Kaufmann *et al.*, 2004). Bien que ce ne soit pas l'objet d'étude de cet article, il convient de mentionner que, d'après les auteurs respectifs, tant le 'capital en réseaux' (Urry, 2011) que le 'capital de motilité' (Kaufmann *et al.*, 2004), tous deux associés aux parcours de mobilité, sont distribués de manière inégale dans la société, ce qui met l'accent sur la nature dynamique et relationnelle entre la mobilité et les structures sociales.

En reprenant la définition de mobilité de Lévy et Lussault (2003), qui la comprennent comme « l'ensemble de manifestations liées au mouvement des réalités sociales (hommes, objets, matériels et immatériels) dans l'espace » (p.622), on souligne ainsi sa double focalisation (Kaufmann *et al.*, 2004 ; Urry, 2011) : d'une part, elle se rapporte aux mouvements spatio-temporels des sujets et de l'autre, elle est indissociable de son encadrement social. Ainsi, il est implicite que la mobilité implique un processus d'adaptation de la part des sujets qui la réalisent et qu'elle est considérée comme ' »le caractère de la personne qui a la capacité de se déplacer et par conséquent de s'adapter à des environnements divers.» (Murphy-Lejeune, 2003 : 11). En ce sens, la mobilité origine "une modification significative de l'existence sociale quotidienne du (des) migrants" (Lévy & Lussault, 2003, p. 615). Ces changements peuvent avoir lieu dans le cadre des différentes typologies de mobilité qui s'influencent réciproquement, comme nous l'avons vu chez Urry (2007).

Toujours pour ce qui est de la mobilité, en particulier la migration (internationale) et dans le cadre de la géographie, des études récentes sont apparues [3] où une autre notion qui nous semble très utile dans le cadre de notre étude, celle de 'circulation migratoire', est explorée. La circulation migratoire se réfère à la mobilité des sujets, à ses itinéraires et aux moyens de transport et de communication, mais également aux pratiques effectives et affectives des espaces parcourus, entre l'espace d'origine et celui de résidence (De Tapia, 1996) et aux relations entre le migrant, son pays d'origine et son parcours migratoire. Il s'agit d'une perspective dynamique de

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[3]Dans le cadre des études sur la mobilité, il convient de mentionner d'autres études dans lesquelles les auteurs considèrent que la mobilité contient de multiples dimensions, comme la mobilité linguistique, la mobilité sociale, la mobilité psychologique, la mobilité professionnelle, la mobilité culturelle (Murphy-Lejeune, 2003). Elle peut également inclure la mobilité sociale, la mobilité psychologique, la mobilité professionnelle, la mobilité culturelle (Murphy-Lejeune, 2003).

la migration qui, d'après Arab (2008), « trouve là toute sa pertinence pour comprendre l'ensemble des flux migratoires au sein d'un espace et permet de mieux appréhender les emboîtements d'échelle qui vont du micro-local à un espace plus global » (20). D'après l'auteure, la notion de circulation migratoire « ne restreint pas le déplacement au simple acte de migrer. La migration n'est plus vécue comme une rupture ou une parenthèse, mais comme partie intégrante d'une organisation sociale. » (idem.). La notion renvoie ainsi à une approche interdisciplinaire de la mobilité qui comprend la migration comme étant dynamique, en s'éloignant des approches plus centrées sur l'insertion ou l'intégration.

L'analyse des parcours migratoires des sujets nous mène à de nouveaux concepts, comme le 'savoir-migrer', le 'savoir-circuler' (Arab, 2008) et le 'capital de mobilité' (Murphy-Lejeune, 2000, 2003). Nous pouvons comprendre le 'savoir-migrer' et le 'savoir circuler' comme « la capacité de mobilisation par le migrant de son réseau migratoire, de ses connaissances et la mise en place de stratégies de contournement pour se déplacer, migrer et circuler. » (Arab, 2008, p. 21). Ces savoirs, qui intègrent naturellement les savoirs verbaux, émergent le long des parcours pluriels du migrant en même temps qu'ils se transforment en lui, grâce aux interactions sociales, aux réseaux et aux liaisons qu'il construit (Arab, 2008 ; Elliott & Urry, 2010 ; Urry, 2007).

C'est dans ce sens que l'on comprend la mobilité comme une forme de capital, en concurrence avec le capital économique, social, langagier ou culturel[4] (Bourdieu, 1980). Murphy-Lejeune (2003), en ayant pour point de départ le travail de Bourdieu et dans le cadre de son étude sur la mobilité des étudiants étrangers, utilise ce concept de 'capital de mobilité' qui nous serait également utile dans notre étude pour décrire les ressources sociales que les sujets possèdent, avant la situation de mobilité, susceptibles de faciliter leur adaptation en territoire étranger. Les composantes dont Murphy-Lejeune (2003) considère qu'elles peuvent définir ce capital de mobilité sont quatre :

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[4] Zarate applique la notion de capital au pluriliculturalisme dans lequel elle inclut sans le nom- mer ainsi le capital de mobilité. Selon l'auteure, par 'capital pluriculturel', il convient d'entendre certes un capital linguistique plurilingue constitué en fonction d'un marché linguistique international, mais aussi un capital d'expériences spécifiques reposant sur une expérience vécue de la relation à l'étranger (2009 : 26).

1. l'histoire familiale et personnelle (éventuelle famille plurilingue et pluriculturelle, les antécédents de mobilité dans la famille, le goût personnel pour l'inconnu et le voyage) ;

2. les expériences antérieures de mobilité [5] et les compétences linguistiques (expériences touristiques ou linguistiques) ;

3. les expériences d'adaptation et

4. certains traits de personnalité (découverte de l'altérité, prédisposition personnelle pour la mobilité).

Avant de passer à la partie empirique de cet article, il importe de faire une brève synthèse du cadre théorique sur lequel nous nous appuyons et de souligner les relations dynamiques entre les répertoires plurilingues et les contextes de mobilité.

Nous considérons que le répertoire plurilingue se (re)construit au long de la vie, en se présentant segmenté et que, par conséquent, il est influencé par la pluralité et l'imprévisibilité des trajectoires du sujet (Blommaert, 2010). Les contextes de mobilité que nous venons d'évoquer font partie de ces trajectoires et ils s'associent, comme nous l'avons constaté, en même temps qu'ils les reconfigurent, à diverses pratiques sociales qui impliquent des espaces, des temps, des sujets, des objets, des technologies et des relations différentiés (Kaufmann *et al.*, 2004 ; Urry, 2011). Ainsi, tout comme le répertoire plurilingue, la mobilité est elle aussi intrinsèquement liée au parcours biographique du sujet, acteur social en interaction, en conditionnant et influençant son développement. Nous pouvons, pour cela, parler de relations dynamiques entre les deux.

Pour en revenir à Urry (2007), l'approche interdisciplinaire est fondamentale pour comprendre ces parcours biographiques complexes, ainsi que les relations qui s'établissent entre eux et la construction du répertoire plurilingue (Billiez & Lambert, 2005 ; Thamin, 2007). Plus concrètement, articuler les connaissances provenant de domaines comme la géographie et/ou la sociologie et les intérêts de la sociolinguistique, notamment avec l'analyse des pratiques langagières dans des contextes de mobilité, permet de nouveaux outils d'analyse qui aident à comprendre ces relations. La

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[5] Cette 'expérience de mobilité' est entendue comme "tout contact avec ou séjour dans un pays autre que le pays d'origine du jeune, impliquant un passage de frontière nationale" (Murphy-Lejeune, 2003 : 65).

dynamique de construction du répertoire plurilingue des acteurs sociaux dans des contextes de mobilité devient ainsi objet d'analyse et de réflexion dans une approche systémique, dans laquelle les pratiques langagières, les trajectoires de mobilité et les propres contextes/espaces de mobilité sont observés ensemble et compris comme des pratiques sociales en constante interaction.

Dans ce contexte, nombreuses sont les études qui suggèrent que le répertoire plurilingue s'agrandit avec des situations de mobilité, en particulier de migration (cf. Billiez at al., 2000 ; Blanchet, 2003 ; Boutet & Saillard, 2003 ; Deprez, 2003 ; Eloy, 2003). Ces études mettent en évidence, en particulier, de nouvelles pratiques langagières liées aux nouvelles situations d'interaction et de contact de langues des sujets, que ce soit en rapport avec leurs langues d'origine, les langues du pays d'accueil ou d'autres, et ceci : dans les dynamiques linguistiques de familles (cf. Barontini & Caubet, 2008 ; Barth, 2004 ; Deprez, 2000, 2003, 2008 ; Leconte, 1998 ; Boutet & Saillard, 2008), dans les contextes éducatifs formels (cf. Admi, 2008 ; Bertucci, 2008 ; Billiez & Trimaille, 2001 ; Deprez et al., 2004 ; Lambert, 2005 ; Simon, 2005 ; Townsend & Williams, 2003), dans les pratiques communicatives du quotidien (cf. Barth, 2004 ; Billiez & Lambert, 2005 ; Boutet & Saillard, 2001 ; Treichel, 2004), dans la propre dynamique des communautés et des réseaux sociaux (cf. Billiez et al., 2000 ; Swo, 2008), dans les dynamiques et les parcours professionnels (cf. Billiez, 1979 ; Boutet, 2001 ; Thamin, 2007 ; Thamin & Simon, 2010 ; Wantz-Bauer, 2001), mais également dans des situations particulières de mobilité, comme c'est le cas spécifique des étudiants internationaux (cf. Murphy-Lejeune, 2003).

Mettant en évidence la nature dynamique, changeante et évolutive de ces répertoires en constante (re)construction face aux situations de la vie des sujets, ces études permettent une meilleure compréhension des dynamiques entre les pratiques langagières envisagées comme des pratiques sociales qui vont se déployer et se manifester au cours d'une trajectoire biographique et les contextes de mobilités plurielles des acteurs sociaux. Elles montrent en particulier que selon les différents contextes (ici de mobilité) dans lesquels les sujets se déplacent, les langues apparaissent, disparaissent, se mélangent et/ou sont incorporées dans leurs répertoires plurilingues (Billiez & Lambert, 2005). C'est dans ce même contexte que s'insère cette recherche qui vise à observer ces relations, en prenant pour objet d'étude les étudiants adultes de l'Université d'Aveiro ayant des trajectoires de mobilité.

4   METHODOLOGIE DE RECHERCHE

Cette étude s'insère dans une recherche plus vaste visant à comprendre les dynamiques de construction du répertoire plurilingue au cours du parcours de vie des étudiants adultes de l'Université d'Aveiro, Portugal. Ces étudiants adultes ont accédé à l'Enseignement Supérieur dans des conditions spéciales d'accès et d'entrée, créées en 2006, pour les étudiants âgés de plus de 23 ans, qui n'ont pas les qualifications traditionnellement requises pour accéder à l'Enseignement Supérieur. Néanmoins ces étudiants adultes détiennent des connaissances et des compétences nécessaires, acquises au long de leur parcours de vie (contexte personnel, professionnel et social) qui leur permettent cet accès à l'université (Décret de Loi Nº. 64 / 2006).

Les objectifs généraux de cette recherche sont les suivants 1. caractériser les étudiants adultes de l'Université d'Aveiro (représentations, attentes et motivations en ce qui concerne l'apprentissage tout au long de la vie, notamment dans le cadre de la construction de ces répertoires plurilingues et le rôle de l'université dans ce processus). 2. comprendre comment les répertoires plurilingues des étudiants adultes se construisent tout au long de la vie et iii. comprendre comment la fréquentation de l'enseignement supérieur contribue ou peut contribuer au développement de ces répertoires.

Dans cet article, nous nous centrerons sur une partie de cette recherche (objectif 2), prétendant comprendre quelle est la relation entre les contextes de mobilité et les dynamiques de construction du répertoire plurilingue de ces sujets.

4.1   *Méthode de recueil des données*

Pour atteindre les objectifs du projet, un questionnaire a, dans une première phase, été appliqué à tous les étudiants adultes de l'Université d'Aveiro (485), auquel 195 ont répondu (40,2%). Le questionnaire était organisé en trois parties distinctes : 1. Caractérisation générale ; 2. Biographie linguistique et 3. Enseignement supérieur et Langues. À la fin, il était demandé aux sujets d'indiquer leur disponibilité pour un entretien d'approfondissement des informations recueillies.

Dans une deuxième phase, nous avons mené des entretiens biographiques (Demazière & Dubar, 2009) auprès de 12 des étudiants qui ont accepté de les réaliser, sélectionnés en tenant compte de la variabilité de leur biographie

linguistique (plus ou moins plurilingue)[6]. Ces 12 sujets ont été interviewés personnellement (10) et via Skype (2).

Nous mobilisons ici une approche biographique (Bertaux, 1997 ; Ferraroti, 1988 ; Molinié, 2011 ; Poirier et al., 1999), en ayant recours, comme outil de recueil des données, à des entretiens biographiques par lesquels nous accédons à l'histoire du sujet et à ses pratiques sociales. Nous souhaitons ainsi solliciter "de larges éléments biographiques portant sur diverses phases d'un vécu [de façon à ce que] le narrateur raconte sa vie et le chercheur opère une lecture de celle-ci en réorganisant les informations fournies." (Pineau & Grand, 1996). En raison de leur dimension heuristique, les entretiens biographiques permettent également une plus grande conscience de la part de l'acteur social de ce qui constitue déjà son répertoire plurilingue et les pratiques sociales qui lui sont associées et contribuent également au développement de ce même répertoire (Molinié, 2006 ; Perregaux, 2006 ; Simon & Thamin, 2008), car "le biographique permet un rappel personnel de l'histoire de ses contacts avec les langues et les personnes qui les parlent une mise en mots de connaissances ou d'expériences passées influençant la construction présente ou à venir de nouveaux savoirs." (Perregaux, 2002, pp. 84–85).

L'entretien biographique, composé de huit questions ouvertes, avait pour objectifs de comprendre : 1 - comment les répertoires plurilingues évoluent, c'est-à-dire comment les langues sont acquises, dans quel contexte et quelles circonstances ; 2 – quelles fonctions les sujets attribuent aux langues et si elles changent au cours de leur parcours de vie ; 3 – les dynamiques entre les parcours de vie des sujets et leur apprentissage des langues ; 4 - comment les étudiants adultes se perçoivent en tant que sujets plurilingues et perçoivent leurs répertoires plurilingues ; 5 –de quelle façon la fréquentation de l'Enseignement Supérieur contribue ou peut contribuer au développement des répertoires plurilingues des étudiants et 6 –comment les étudiants adultes perçoivent le rôle des institutions de l'Enseignement Supérieur dans le développement de leurs répertoires plurilingues.

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[6] Pour des informations sur la méthode de sélection, voir Ambrósio, S., Araújo et, M. H., Simões, A.R. & Simon, D-L. (2011). Making wishes come true : A methodological design in a multicase study with non traditional adult students. In Barbara Merril (Ed.) Book of Proceedings of the ESREA Access, Learning Careers and Identities network conference *Transitions and Identity in Learning and Life* (pp.277-289). Aveiro : University of Aveiro.

4.2   *Étude de cas*

Dans le présent article, nous exploitons l'un des 12 entretiens biographiques, réalisés via Skype, en nous centrant essentiellement sur les objetifcs suivants : comprendre comment les répertoires plurilingues évoluent, c'est-à-dire comment les langues sont acquises, dans quel contexte et quelles circonstances (objectif 1) ; et comprendre les dynamiques entre les parcours de vie des sujets et leur apprentissage des langues (objectif 3), afin de chercher à répondre aux questions suivantes:

1. Dans quelle mesure les contextes de mobilité du sujet influencent-ils la dynamique de construction du répertoire plurilingue ?

2. Dans quelle mesure le répertoire plurilingue du sujet influence-t-il sa trajectoire de mobilité ?

Ces deux questions de recherche seront présentes tout le long de l'analyse du parcours de vie de Maria (prénom fictif), qui au moment de la réalisation de cet entretien était âgée de 40 ans et avait terminé ses études de Traduction - Anglais/Allemand[7] à l'Université d'Aveiro. Elle travaillait comme agent immobilier à Faro (ville du sud du Portugal) et se préparait à partir pour Paris pour un nouveau défi professionnel.

4.3   *Présentation et discussion des résultats*

1- Le point de départ et la première vie en migration

Maria est née et a grandi à Porto (ville du nord du Portugal). Sa première langue est le portugais. Dans sa famille, il n'y a pas d'expériences de vie en migration, ni de liens proches ou de tradition d'apprentissage de langues. Elle a étudié jusqu'à la Terminale dans l'enseignement régulier. En ce qui concerne son apprentissage des langues étrangères, en contexte formel, elle a eu les premiers contacts avec le français au collège, en 6e. En 4e, elle a commencé ses études d'anglais et allemand, et a choisi de continuer à apprendre le français dans une école de langues privée.

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[7] Dans la filière de Traduction de l'Université d'Aveiro, il existe cinq parcours linguistiques distincts : Français et Allemand, Français et Espagnol, Anglais et Allemand, Anglais et Espagnol et Anglais et Français.

> *« [...] j'ai commencé à étudier le français, l'anglais et l'allemand dans l'enseignement secondaire. Et ensuite, bon, j'ai fait du français dans des écoles privées. »* [M1][8]

Le choix de continuer à apprendre le français, en contexte non formel d'apprentissage, s'est dû à l'importance que Maria attribuait à l'époque au français.

> *« Pourquoi le français ? J'ai 40 ans, n'est-ce pas, alors à l'époque quand je fréquentais l'enseignement secondaire, le français était déjà considéré comme une langue très importante, n'est-ce pas ? »* [M2]

Dans les années 80, époque où Maria allait au collège, le Portugal, en raison de circonstances sociales, économiques et historiques, enregistrait un nombre élevé d'immigrés en France[9], ce qui faisait que le « poids » du Français dans le système éducatif portugais et dans la société en général était significatif. Nous pouvons mentionner que, d'une manière indirecte, les contextes de mobilité de la société portugaise d'alors et leur impact sur les pratiques sociales ont influencé les « premiers piliers » de la construction du répertoire plurilingue de Maria.

Sa première expérience de mobilité, plus spécifiquement de migration, surgit après la fin de ses études, quand elle se candidate comme jeune fille *Au Pair* en Angleterre. Elle est restée en Angleterre durant trois mois, pendant lesquels elle a vécu au sein d'une famille anglaise, ce qui lui a permis de développer ses compétences dans la langue anglaise. Notons, comme nous l'avons vu précédemment, que les expériences de Au Pair sont l'une des pratiques sociales du monde contemporain qui impliquent une mobilité (Urry, 2011) et qui impliquent également la connaissance d'une langue étrangère[10]. Le fait que l'Anglais figure dans le répertoire plurilingue de Maria, grâce à son parcours scolaire, lui a permis de postuler et d'être acceptée. D'autre part, l'un des principaux bénéfices de vivre l'expérience d'être jeune fille au pair est de pouvoir avoir l'opportunité de développer, grâce aux interactions sociales, que ce soit avec la famille d'accueil ou avec

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[8] Nous avons traduit tous les extraits des mots de Maria.

[9] Le plus important mouvement migratoire portugais vers des pays de l'Europe Occidentale, en particulier vers la France, a correspondu à la période allant de 1966 à 1972. D'après les données du Recensement General da Population de 1982, il y avait 764 864 immigrés portugais en situation légale en France Métropolitaine (Silva, 1991)

[10] Cf. www.**aupair**-world.net ; www.go**aupair**.com ; www.aupairfoundation.org

sa communauté, le répertoire plurilingue ainsi que son capital pluriculturel (Costa, Moore & Zarate, 2009).

2- De retour au Portugal

Après son retour d'Angleterre, Maria s'est installée dans le sud du Portugal, dans la région d'Algarve, plus exactement à Lagos[11]. Maria a travaillé durant cinq ans dans un cabinet d'avocats où la langue de travail était essentiellement l'anglais ; même si l'allemand et le portugais avaient une certaine représentativité, elle était résiduelle. Dans son quotidien également les langues étrangères étaient toujours présentes, notamment l'anglais, que ce soit dans les restaurants, ou dans les supermarchés:

« Alors je suis venue vivre en Algarve, qui est mon lieu préféré pour vivre au Portugal. L'une des raisons en est la communauté étrangère résidente et le contact que tu as au quotidien avec les langues. Étant donné la passion que j'ai pour les langues, j'adore cet endroit, où tu entends des langues [étrangères] dans la rue, partout, tous les jours. » [M4]

Les interactions linguistiques que Maria vit dans les contextes sociaux de son quotidien à Lagos mettent en évidence à quel point les 'voyages corporels', notamment les mouvements pendulaires (Urry, 2007, 2011 ; Elliott & Urry, 2010) ou la 'mobilité quotidienne' (Kaufmann, 1999 ; Kaufmann *et al.*, 2004) peuvent contribuer au développement du répertoire plurilingue. Ces interactions n'ont été possibles que parce que Maria avait vécu la 'mobilité résidentielle' (Kaufmann, 1999 ; Kaufmann *et al.,*2004), en déménageant définitivement de Porto à Lagos, ce qui lui a permis, par inhérence, d'essayer de nouvelles interactions sociales dans une nouvelle 'mobilité quotidienne' et, par conséquent, dans ces mêmes nouvelles interactions sociales, de mobiliser et développer sa connaissance préalable des langues étrangères, notamment l'anglais. Il importe également de mentionner que Lagos et sa dynamique socio-économique, et par conséquent, ses pratiques linguistiques communautaires, sont influencées par la circulation migratoire (Arab, 2008) de la communauté étrangère, qui peut être plus ou moins permanente, et qui influence les pratiques communicatives du quotidien, dans ce cas, de Maria (Billiez et al., 2000).

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[11] Cette région du pays étant la plus touristique, on y trouve une grande communauté étrangère, qui fait que dans certains contextes, il est commun de passer la journée à parler d'autres langues que le portugais, et il en est de même en ce qui concerne le paysage linguistique.

Compte tenu du contexte linguistique de Lagos, l'utilisation de langues étrangères, notamment l'anglais, est assez commune dans le contexte professionnel:

« [...], mais les cinq ans que j'y ai vécu - on y parle plus l'anglais que le portugais [...] moi, je travaillais dans un cabinet d'avocats, et indépendamment de la nationalité des clients, la langue de travail était l'anglais [...] je passais la journée entière à parler anglais et c'est pour cela que je parle aussi l'anglais. C'est en raison de l'Algarve. » [M5]

Ainsi, le fait que Maria ait été dans ce contexte professionnel et interagisse en anglais a influencé le développement de son répertoire plurilingue, en particulier au niveau de ses connaissances en anglais, la conduisant à attribuer à ce contexte son niveau dans cette langue. Les dynamiques du contexte professionnel, influencées par la circulation migratoire de tiers, ont incité Maria à s'adapter à de nouvelles pratiques linguistiques de son lieu de travail et, par conséquent, au développement de son répertoire plurilingue (cf. Billiez, 1979 ; Thamin, 2007 ; Thamin & Simon, 2010 ; Wantz-Bauer, 2001).

3 - Deuxième expérience de migration : départ à Hambourg

Lagos étant une ville touristique, particulièrement tournée vers le tourisme étranger, il est normal que surgissent des emplois saisonniers, qui après la saison balnéaire ne sont plus nécessaires, surtout en hiver. Après cinq ans de travail pour un cabinet d'avocats, Maria s'est retrouvée au chômage pour la première fois en hiver. Grâce à des contacts donnés par des amis et au fait qu'elle ait eu des connaissances en allemand, elle a émigré à Hambourg pour travailler dans un café. Elle a profité de son séjour à Hambourg pour suivre des cours d'allemand:

« je suis allée travailler à Hambourg dans un café [...] et cela a été positif aussi, car j'ai pu faire des études d'allemand » [M6]

Urry (2007) mentionne que l'une des conséquences des pratiques sociales dans le contexte de la mobilité est la variété des connexions entre les personnes, cette capacité de créer et de maintenir ces connexions qui peuvent être cruciales pour la capacité du sujet à obtenir des bénéfices, qu'ils soient émotionnels, financiers ou autres, étant appelée capital en réseaux (*'network capital'*) (Elliott & Urry, 2010 ; Urry, 2007). Le réseau de contacts de Maria, l'un des éléments de base pour la création et la maintenance du capital en réseaux indiqués par Elliott et Urry (2010), lui a permis, comme nous l'avons vu, un nouveau contexte de mobilité. En outre, Maria a profité de son séjour à Hambourg pour améliorer ses compétences linguistiques en allemand et,

par conséquent, développer son répertoire plurilingue, ce qui répond à l'idée que la mobilité en elle-même n'est pas le plus important, mais plutôt la capacité de l'individu de l'utiliser en faveur des autres ou de lui-même, comme c'est le cas ici (Elliott & Urry, 2010).

4 - Melilla : l'espagnol, l'arabe et le volontariat

Après quelque temps à Hambourg, Maria a décidé d'accepter le défi de quelques amis et a émigré à Melilla, ville autonome espagnole, située dans le nord de l'Afrique. Toutefois elle n'a pas réussi à y trouver de travail, en grande partie parce qu'elle ne parlait pas espagnol. Maria a profité de l'occasion d'être en territoire espagnol et a appris l'espagnol dans une école de langues privée :

« J'ai démissionné de l'emploi que j'avais et j'ai décidé d'aller vivre avec des amis dans l'enclave espagnole, au Maroc [...] je n'ai pas trouvé d'emploi et alors j'ai fini par suivre seulement des études. L'opportunité d'étudier l'espagnol s'est présentée, du fait que je sois allée vivre là-bas. Et cela a été super, cela a été positif, puisque j'ai appris une langue de plus. »

« [...] quand je suis allée vivre là-bas, je parlais quatre langues et alors j'ai pensé que j'allais trouver du travail. Je me suis retrouvée face à une réalité complètement différente. Dans ce cas-là, j'aurais du travail si je parlais le dialecte du nord de l'Afrique, des Berbères, le tamazight ou l'arabe. Si je parlais l'arabe, j'aurais la possibilité de travailler dans pas mal d'endroits. C'est là que, lorsque j'ai vécu à Melilla, je me suis réellement heurtée plus directement à cette nécessité, c'est vraiment là, parce qu'il y avait des emplois. » [M8]

Une fois de plus, le capital en réseaux (Elliott & Urry, 2010) de Maria lui a fourni un nouveau contexte de mobilité et de nouvelles interactions sociales.

Le fait que Melilla soit une enclave espagnole au Maroc a poussé Maria à considérer que si elle parlait le dialecte de l'Afrique du Nord, elle arriverait à trouver du travail à divers endroits. Mais Maria se rend rapidement compte, dans cette nouvelle expérience, que son répertoire plurilingue est un répertoire segmenté ('truncated repertoire', Blommaert, 2010). Autrement dit, Maria constate que bien qu'elle connaisse quatre langues, ce n'est pas suffisant pour trouver un emploi dans ce nouveau contexte de mobilité. Elle comprend le besoin et, plus encore, elle assume la volonté d'apprendre une langue de plus et s'inscrit à un cours d'espagnol, ce qui ne serait pas arrivé si elle n'avait pas émigré à Melilla, profitant ainsi individuellement de sa mobilité (Elliott & Urry, 2010). Son répertoire plurilingue gagne ainsi de nouveaux éléments qui transforment et complètent les composantes préexistant déjà.

De la même façon, elle a constaté que si elle parlait arabe, elle pourrait travailler avec l'Amnistie Internationale et la Croix Rouge. Le fait d'avoir été en contact avec ces deux organisations internationales, ainsi que d'avoir côtoyé de près de graves problèmes humanitaires dans la région, a poussé Maria, depuis cette époque-là, à être traductrice volontaire pour Amnistie Internationale :

> *« J'aime beaucoup aussi le domaine des droits de l'homme et là-bas on vit une situation assez compliquée par rapport aux droits de l'homme, je pouvais donc travailler pour Amnistie Internationale et pour la Croix Rouge, si je parlais arabe. Je suis aussi traductrice en tant que volontaire pour Amnistie Internationale. Et à l'époque, c'était comme ça, si je parlais arabe, je pourrais trouver du travail et je suis assez curieuse, parce que c'est une culture complètement différente. »* [M9]

Il est important de souligner ici, en allant à la rencontre d'Elliott et Urry (2010), que Maria utilise la mobilité non seulement en sa propre faveur - comme dans le cas de l'apprentissage de l'espagnol -, mais également en faveur de ceux qu'elle souhaite bénéficier, en étant dans ce cas traductrice volontaire pour Amnistie Internationale.

5 – Retour au Portugal : Maîtrise en Traduction à l'Université d'Aveiro

Durant la période où Maria se trouvait à Melilla et au cours de ses fréquents voyages à Lagos, elle a eu connaissance du régime d'accès à l'Enseignement Supérieur pour les Étudiants Adultes. Étant donné ses connaissances en langues et son goût pour celles-ci, elle a décidé de se candidater à la Maîtrise en Traduction de l'Université d'Aveiro, dans la filière Anglais-Allemand. Comme expliqué précédemment (voir début du Point 3), ce moyen d'accéder à l'Enseignement Supérieur, spécifique pour les étudiants adultes et ayant une expérience professionnelle, valorise les connaissances préalablement acquises qui, dans le cas de Maria, sont directement liées à son répertoire plurilingue.

Après son entrée dans l'Enseignement Supérieur, elle s'est installée à Aveiro, où, parallèlement à ses études, pour pouvoir subsister comme étudiante, elle a ouvert un magasin de vêtements et faisait des traductions de Portugais-Anglais et Anglais-Portugais:

> *« [...] j'avais un magasin [...] Je faisais aussi de la traduction en tant que freelancer [...] et trois ans se sont passés ainsi, à me consacrer à la seule priorité, l'université, et le magasin aussi, bien sûr. »* [M10]

Comme mentionné auparavant, les étudiants adultes sont des étudiants qui recherchent des connaissances pratiques et leur applicabilité dans leur quotidien professionnel, ces étudiants étant, en règle générale, également

plus déterminés et dédiés à leur cursus, car la décision de fréquenter l'enseignement supérieur est, très souvent liée, à la progression dans leur carrière, à un changement d'emploi et/ou à une augmentation salariale (Correia & Mesquita, 2006 ; Johnson & Merrill, 2004 ; Lynch, Chickering, & Schlossberg, 1989). Dans le cas de Maria, elle recherchait une stabilité professionnelle et à approfondir les compétences (notamment en langues) qu'elle possédait déjà, en se consacrant activement à son cursus.

Ce nouveau contexte de mobilité, associé à de nouvelles pratiques sociales, notamment au niveau de l'université, a permis à Maria d'élargir son réseau de contacts ou son capital en réseaux (Elliott & Urry, 2010), ce qui lui a permis de rentabiliser ses connaissances en anglais, en faisant des traductions d'anglais et de portugais pour de nombreux collègues d'université.

Au cours de ses études, Maria peut approfondir ses connaissances en anglais, mais surtout en allemand.

« [...], mais je peux dire que j'ai le niveau B2 à peu près, pas encore le niveau C1. Un C1 en allemand, je n'ai pas encore atteint ce niveau-là. Mais j'y suis arrivée grâce à l'université, n'est-ce pas, mon allemand s'est nettement amélioré depuis que j'ai fait des études [...] » [M11]

Il est donc à noter que la décision, d'ajouter un contexte de mobilité de plus à son parcours migratoire, cette fois-ci un cursus universitaire dans son pays d'origine, a permis d'une part de mobiliser et rentabiliser les connaissances linguistiques que Maria possédait déjà et de l'autre, contribue largement au développement de son répertoire plurilingue.

6 – Départ à Munich et perfectionnement en Allemand

Après avoir terminé la Maîtrise en Traduction, Maria a décidé de se candidater à une bourse Leonard de Vinci[12] pour effectuer un stage dans une agence de traduction, à Munich, en Allemagne. Au moment de l'entretien, Maria était consciente de la valeur de ses connaissances en Allemand dans son parcours professionnel, expliquant qu'après un stage en Allemagne, elle a été invitée à travailler dans l'agence de traduction et que la période passée

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[12] Sous-programme de l'ancien Programme d'Apprentissage au Long de la Vie (actuel Erasmus +) qui vise à répondre aux besoins d'enseignement et apprentissage de tous les intervenants dans l'enseignement et la formation professionnels.

en Allemagne avait été très importante pour le perfectionnement de son allemand.

« Si je n'avais pas parlé allemand, on ne m'aurait pas proposé du travail en Allemagne, n'est-ce pas ? [...] maintenant mon allemand est très bon. » [M13]

Dans ce contexte en particulier, le répertoire plurilingue de Maria a conditionné en grande partie le choix du nouveau contexte de mobilité. Maria a mobilisé ses connaissances linguistiques préalables, ainsi qu'avec ses savoir-migrer et savoir circuler (Arab, 2008), dont nous parlerons plus en détail par la suite et a obtenu un nouvel emploi.

7 – Le Luxembourg et le Parlement Européen : la découverte du luxembourgeois

Après son stage à Munich et après avoir travaillé à l'agence de traduction durant quelques mois, Maria s'est portée candidate à un stage, dans le domaine de la traduction, au Parlement Européen, au siège de Luxembourg. Durant le printemps de cette année-là, elle a vécu au Luxembourg, l'allemand et le français étant ses langues de travail et de la vie quotidienne.

« lorsque j'ai vécu dernièrement au Luxembourg - ils parlent le luxembourgeois - et pour moi, cela a été une expérience très intéressante, en termes linguistiques [...] parce que c'est un pays où tout le monde parle trois langues et par exemple, si tu parles cinq langues, cela ne surprend personne [...]. Dans mon cas, je parlais avec les gens en allemand ou en français [...] Comme je parle les deux, cela m'était indifférent, n'est-ce pas ? Je parlais toujours dans la langue dans laquelle les gens me contactaient. S'ils me disaient ça va, je répondais en français, s'ils me parlaient en allemand, je leur répondais en allemand. » [M14]

Comme lors de son séjour à Lagos, les interactions sociales qui font partie du quotidien de Maria, au Luxembourg, mettent en évidence à quel point les 'voyages corporels', en particulier les mouvements pendulaires (Urry, 2007, 2011 ; Elliott & Urry, 2010) ou la 'mobilité quotidienne' (Kaufmann, 1999 ; Kaufmann *et al.*, 2004) peuvent contribuer au développement du plurilingue.

Durant son séjour au Luxembourg, Maria a découvert le luxembourgeois et a identifié le lien entre les diverses langues avec lesquelles elle avait contacté, ce qui l'a amenée à considérer que plus elle savait de langues, plus elle avait de la facilité à en apprendre de nouvelles et plus elle avait envie que cela arrive aussi.

« Et ensuite il y a le luxembourgeois qui est vraiment trop, super amusant, c'est un mélange de hollandais, allemand et français et tu entends les mots, si tu connais

les trois langues, tu arrives à comprendre beaucoup de choses, même sans avoir jamais étudié le luxembourgeois. » [M15]

8 - Retour au Portugal une fois de plus

Après avoir terminé le stage au Parlement Européen, Maria est revenue au Portugal, plus exactement à Lagos. Comme c'était l'été, elle a facilement trouvé un emploi en tant qu'agent immobilier dans une entreprise dont les clients étaient majoritairement étrangers. Les langues de travail quotidien étaient l'Anglais et l'Allemand.

« Maintenant je suis ici [à Lagos] juste pour l'été, je travaille comme agent immobilier, je parle anglais toute la journée et parfois l'allemand. » [M16]

Le retour de Maria à Lagos, bien que pour peu de temps, a permis comme mentionné au point 2, le contact avec différentes langues et par conséquent le développement de son répertoire plurilingue, en soulignant cette fois-ci, que la langue anglaise, bien que dominante dans les interactions sociales, est également en concurrence avec la langue allemande.

9 – Et finalement à Paris !

Au moment de l'entretien, Maria travaillait comme agent immobilier, et non comme traductrice, soulignant combien il est difficile de trouver du travail dans son domaine.

« J'ai fini des études de traduction depuis un an et je ne trouve pas de travail en tant que traductrice. […] je cherche du travail dans le monde entier, où il y aura une possibilité, j'ai cette liberté, personnellement ma vie me le permet, j'irai là où il y aura du travail, où quelqu'un aura besoin d'un traducteur d'anglais-allemand vers le portugais européen. Mais en réalité il n'y en a pas, je ne trouve rien, nulle part. » [M17]

Maria a terminé son cursus de Traduction en plein cœur de la crise économique qui a pris d'assaut l'Europe. Les services de traduction spécialisée et certifiée ne sont plus aussi demandés, ce qui fait que la recherche d'emploi dans ce secteur devienne infructueuse. Maria, avec son vaste capital de mobilité (Murphy-Lejeune, 2003), est prête à travailler dans le monde entier, répondant à l'idée que les nouvelles formes de travail impliquent « d'être mobile et mobilisable » (Klein *et al.*, 2007 : 4), mais, malgré cela, elle n'arrive pas à travailler comme traductrice à plein temps.

Donc, Maria a décidé de donner une nouvelle orientation à sa vie professionnelle, et a recouru, une fois de plus, à ses connaissances linguistiques, cette fois en français. À partir de l'automne prochain [par rapport à la date de l'entretien, qui a été réalisé en été], Maria allait faire

partie d'une entreprise ayant un café typiquement portugais situé à Paris, destiné à une clientèle française.

« Alors j'ai décidé de faire une pause [...] Mais au moins, bon, je vais me consacrer à un autre type de travail, je vais faire partie d'une entreprise avec des amis, parce que c'est un café bien portugais à Paris, avec des petits flans portugais ou pastéis de nata ! » [M18]

Parvenus au dernier contexte de mobilité de Maria qui, au moment de l'entretien était prête à partir pour Paris, il est temps de regarder son savoir-circuler et son savoir-migrer (Arab, 2008) et le capital de mobilité qu'elle a révélé (Murphy-Lejeune, 2003).

D'après Arab (2008), nous pouvons comprendre le 'savoir-migrer' et le 'savoir-circuler' comme *« la capacité de mobilisation par le migrant de son réseau migratoire, de ses connaissances, et la mise en place de stratégies de contournement pour se déplacer, migrer et circuler. »* (Arab, 2008 : 21, voir ci-dessus). Au cours des différents contextes de mobilité, comme nous l'avons observé, Maria a fréquemment mobilisé son capital en réseaux (Elliott & Urry, 2010 ; Urry, 2007) pour accéder à de nouveaux contextes de mobilité ; elle a également mobilisé ses connaissances, en particulier les linguistiques, pour obtenir de nouveaux emplois. Ces connaissances, comme nous avons pu le constaté, apparaissent au cours de son parcours de migrant, en se transformant dans les contextes de mobilité pluriels que Maria a vécus, grâce aux interactions sociales auxquelles elle a participé et aux réseaux de relations qu'elle a construit (Arab, 2008 ; Elliott & Urry, 2010 ; Urry, 2007). D'après la perspective d'Arab (2008), c'est cette logique de réseau, dans laquelle Maria s'est pleinement intégrée, qui lui a permis d'être mobile ou d'avoir une motilité (Kaufmann *et al.*, 2004).

Ainsi, le savoir-migrer et le savoir-circuler (Arab, 2008) de Maria ont été mobilisés pour son capital de mobilité qui, d'après Murphy-Lejeune (2003), décrit les ressources sociales que les sujets possèdent, avant la situation de mobilité et qui facilitent l'adaptation au nouveau contexte. D'après l'auteure, les composantes qui peuvent définir ce capital de mobilité et que nous reprenons ici avec l'histoire de vie de Maria sont quatre : la capacité de mobilisation par le migrant de son réseau migratoire, de ses connaissances, et la mise en place de stratégies de contournement pour se déplacer, migrer et circuler. (Arab, 2008 : 21)

1. l'histoire familiale et personnelle (éventuelle famille plurilingue et pluriculturelle, les antécédents de mobilité dans la famille, son goût personnel plus ou moins prononcé pour l'inconnu et le voyage) -

Contrairement à l'étude développée par Murphy-Lejeune (2003), Maria n'a aucune histoire de mobilité dans la famille, aucun migrant proche n'existant dans son réseau social familial. Au cours de l'entretien, elle révèle cependant son goût prononcé pour les voyages et la découverte de nouveaux mondes.

2. les expériences antérieures de mobilité et les compétences linguistiques (expériences touristiques ou linguistiques plus ou moins longues) - ayant vécu en Angleterre, en Allemagne, en Espagne et au Luxembourg, Maria a une vaste expérience de mobilité, comprise comme *"tout contact avec ou séjour dans un pays autre que le pays d'origine du jeune, impliquant un passage de frontière nationale"* (Murphy-Lejeune, 2003, p.65),

3. les expériences d'adaptation - les expériences d'adaptation de Maria semblent passer par le rôle qu'elle attribue aux langues, comme dans le cas de son séjour à Melilha où elle a décidé d'apprendre l'espagnol afin de s'adapter à la nouvelle réalité, et en particulier au contexte professionnel. Et

4. certains traits de personnalité (découverte de l'altérité, prédisposition personnelle para a mobilité) - n'ayant pas assez de données pour pouvoir analyser les tracés de personnalité de Maria et appelant à nouveau la composante 2 afin de souligner la dynamique entre les contextes de mobilité et la construction du répertoire plurilingue, nous pouvons évoquer ses propres mots, d'où ressort, il nous semble, sa prédisposition personnelle pour la mobilité : *« [...] en fait, ma connaissance des langues a toujours eu beaucoup d'influence sur ma vie, parce que [...] cela me permet de faire quelque chose que j'aime énormément, à savoir voyager, connaître de nouvelles langues, de nouveaux pays et de nouvelles cultures. [...] le fait de parler plusieurs langues m'a permis d'accepter certains emplois et de trouver des d'autres. [...] Je pars toujours pour travailler et cette passion pour les langues m'a donné des possibilités, n'est-ce pas [...] C'est ce qui s'est passé à plusieurs reprises... donc les choses sont liées, oui. C'est moi qui cherche, c'est moi qui fais que les choses arrivent, et les langues m'ont aidée. »* [M19]

Nous pouvons ainsi conclure que le capital de mobilité est fondamental pour le succès des trajectoires de mobilité, comme le montre cette étude avec Maria, influençant les choix futurs du sujet migrant, les réseaux sociaux dans lesquels il se déplace et qu'il mobilise. L'étude du parcours de Maria nous mène également à conclure que le capital de mobilité contribue, par conséquent, aux relations dynamiques entre les contextes de mobilité et la construction du répertoire plurilingue, en promouvant le développement de ce dernier et l'agrandissement et la diversification des premiers.

5   CONSIDERATIONS FINALES

L'étude que nous avons menée sur les trajectoires de mobilité en interaction avec les langues nous permet de considérer que les dynamiques de (re)construction du répertoire plurilingue sont influencées par le parcours de mobilité et par les interactions sociales inhérentes, stimulant le développement et la reconfiguration des répertoires. De la même façon, l'étude nous a également indiqué que le répertoire plurilingue a des implications sur les choix des trajectoires de mobilité, en les conditionnant.

Ainsi, l'analyse du parcours de vie de Maria met en évidence les interactions entre les différents types de mobilités dans la trajectoire de vie du sujet migrant et dans sa biographie langagière (Simon & Thamin, 2010). Nous pouvons également constater que les différentes mobilités s'influencent réciproquement (Elliott & Urry, 2010 ; Urry, 2007 ; Kaufmann, 1999 ; Kaufmann *et al.*, 2004) et impliquent de nouveaux apprentissages, comme le savoir-migrer et le savoir-circuler (Arab, 2008) ainsi qu'une réorganisation du répertoire plurilingue (Billiez & Lambert, 2005).

En 2004, à propos du parcours des migrants entre le Mali et Marseille, Van den Avenne intitulait son livre *Changer de vie, Changer de Langues*. Dans le cas de notre étude, l'analyse du parcours de vie de Maria, en particulier ses trajectoires de mobilité, va dans le même sens que cette prémisse ; mais en plus l'analyse met en évidence ce "Changer de vie, Changer de Langues" et aussi son inverse : "Changer de Langues, Changer de vie", soulignant une relation dynamique avec une influence réciproque du parcours de vie, en particulier les trajectoires de mobilité du sujet et la construction du répertoire plurilingue, et montrant que « les humains ont la capacité innée d'être plurilingues (par leurs capacités cognitives et leur vie sociale) » (Blanchet, 2003, p. 284).

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Artigo [3]

Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2014). Lifelong learning in higher education: the development of non-traditional adult students' plurilingual repertoires. *Procedia - Social and Behavioral Sciences Journal*, *116*, 3798-3804.

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Lifelong learning in higher education: the development of non-traditional adult students' plurilingual repertoires

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Abstract

The purpose of this paper is to present a study on the non-traditional adult students' representations concerning the contributions of Lifelong Learning in different domains in life, namely the contribute of Higher Education attendance in the development of their plurilingual repertoires. Our starting point is an online questionnaire filled in by non-traditional adult students. The results not only show a positive contribution of Lifelong Learning, but also suggest language learning as an important part of it. Non-traditional adult students seem committed to their Lifelong Learning process and recognize in the Higher Education attendance an opportunity to further develop plurilingual repertoires.

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Keywords: Lifelong Learning, Higher Education, Non-traditional Adult Students, Language Learning, Plurilingual Repertoires;

1. Introduction

The study presented herein is part of a more comprehensive project which is being carried out at the University of Aveiro called "Plurilingual repertoires in a lifelong learning process: a case study with the non-traditional adult students in the University of Aveiro". Since attending Higher Education (HE) is another stage of the lifelong learning (LLL) process, namely the development of the plurilingual repertoire of non-traditional adult students' (NTAS), the present study aims to understand NTAS' representations regarding i. LLL contributions in different domains of life; ii. the importance of language learning and iii. how HE attendance contributes (or could contribute) to the development of NTAS' plurilingual repertories.

In order to achieve these goals, the data obtained from an online questionnaire filled in by 195 NTAS (40.2%, N=485) were analysed. The data collected allowed us to characterize a sample of NTAS and access their representations of LLL, particularly language learning, as well as their perspective on how HE attendance contributes to their LLL process. Therefore, language learning is presented as a LLL process, considering that the development of a plurilingual repertoire is also a *continuum* process in the lives of individuals in a variety of contexts, such as HE (Section 2). Then, NTAS in the Portuguese context and the pivotal role HE plays in supporting LLL are presented (Section 3). In the last section of the paper, the results of the online questionnaire are presented and discussed (Section 4). In this sense, we intend to emphasise the importance of NTAS' representations of LLL, and how NTAS perceive HE attendance as an opportunity to develop their plurilingual repertoires.

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2. Language learning as a lifelong process

Lifelong learning (LLL) has become a structural necessity and a survival strategy for both professionals and organizations in the 21st century. It is perceived as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective."(Council of the European Union, 2002, p. 163-162) promoting "the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all routes, circumstances, and environments." (Longworth & Davies, 1996, p. 22). More than ever, individuals are expected to contribute actively to society and to live in a context of cultural, ethnic and linguistic diversity.

Accordingly, language learning and, therefore, communicating in foreign languages are one of the key competences for lifelong learning (European Commission, 2007), since they are perceived as an important lifelong process, complying with the idea that "it is impossible to predict the practical and personal communicative needs people may have after leaving education and training." (Mackiewiczv, 1998, p. 4). This plural language learning process is embodied in the plurilingual repertoire, a *continuum* process that occurs throughout life in a variety of contexts and through the contact with several people, continuously remodelled according to a variety of circumstances (Vigner, 2008).

2.1 - The plurilingual repertoire

As stated above, a plurilingual repertoire is developed throughout life and is influenced by the plurality and unpredictability of an individual's pathway (Blommaert & Backus, 2012). This means that a plurilingual repertoire is not stable and it is remodelled according to life's circumstances (Andrade et al., 2003; Beacco, 2008; Coste, Moore, & Zarate, 2009). The plurilingual repertoire gains new elements which transform or complete pre-existing ones obtained in various contexts, in view of the necessary adaptations to professional, geographical or family displacements, but also to the personal evolution of interests (Blommaert & Rampton, 2011; Lüdi, 2004).

In this sense, plurilingual repertoires, seen as "truncated repertoires" since "no one knows all of a language" (Blommaert, 2010, p. 103), are based on the principle whereby each one is able to learn languages according to the emerging needs throughout life, either due to personal/affective, professional or cultural reasons, or simply because it is the individual's wish, resisting the hegemony of a single language (Beacco, 2008; Semal-Lebleu, 2006). Developing a plurilingual repertoire is very personal since "language learning is actually a process that each individual perceives and processes in different ways" (Franceschini, 2005, p. 121). Thus, plurilingual repertoire is the result of biographically organized complex resources which reflect the rhythms of the individuals' lives (Blommaert & Backus, 2012). Accordingly, plurilingual repertoires are closely linked to life history and biographical trajectories (Thamin & Simon, 2010), being understood as "indexical biographies" (Blommaert & Backus, 2012) since they embody the plural linguistic and cultural experiences lived by individuals, which managing several languages on a personal or professional sphere or at school (Castellotti & Moore, 2006; Thamin & Simon, 2010).

Institutions play a major role in the development of plurilingual repertoires, namely HE institutions since "Les universités ont surtout la responsabilité de continuer du le développement les compétences linguistiques de tous les étudiants" (Beacco, 2009, p. 9), emphasizing their role in promoting LLL, namely language learning.

3. The role of Higher Education in Lifelong Learning

We have witnessed many great changes in HE and increasing awareness regarding new challenges and demands since the signing of the Declaration of Bologna in 1999. In view of the Bologna reports, there is a clear intention for promoting Lifelong Learning, as a cornerstone of the HE European Area and one of the main vectors in HE reconfiguration (EUA, 2008; Prague Communiqué, 2001). It is understood, therefore, that "In the lifelong learning

scenario, a university would need to reassess completely its objectives and priorities, particularly its entry requirements, its method of working and its assessment and qualifications structures." (Longworth & Davies, 1996, p. 15). Universities should respond to new lifelong educational and training needs, clearly appealing to its social responsibility. Thus, the mission of HE institutions should entail the promotion of LLL, namely language learning, since they are asked to contribute to "the European integration and the necessity of maintaining linguistic and cultural diversity in Europe" (ELC 2001: 3) by becoming multilingual spaces, promoting plurilingualism as a value and a competence (Beacco & Byram, 2007; Pinto, 2012).

In this sense, "the challenge of lifelong learning for universities is to view lifelong learning as an opportunity to expand their activities in all fields and to understand, and respond positively to, the very different needs of their new customers" (Longworth & Davies, 1996, p. 15). This means that HE institutions should be accessible to all (Bergen Communiqué, 2005), create more flexible learning pathways, and recognise previously acquired learning, either in formal or informal contexts (Leuven Communiqué, 2009; London Communiqué, 2007). Thus, HE institutions should be prepared for new demands and challenges, such as receiving new publics with different features from their traditional students, namely NTAS, and be able to contribute to the development of their plurilingual repertoire (Beacco, 2009).

3.1. Non-Traditional Adult Students

The presence of NTAS in HE is an ever-increasing reality in European universities. Adult students are considered non-traditional due to several factors influencing their participation in the educational process. Since they play multiple roles and have several responsibilities, their role as students is very often cast aside. According to various authors, the main features of adult students relate to: i) age – the majority of the students range from 18 to 21 years old, whereas adult students are over 23/25 years of age, ii) attending formal education – adult students were outside the formal education system for a while and have no university experience, and are usually the first family generation to go to university, iii) professional experience – adult students have greater work experience than traditional students (with little or none), and are usually working class, either working full or part-time and iv) their attitude as students – adult students are more concerned with the knowledge practical application, are more determined and committed, since the decision of attending HE is very often made with the view to pursue a career or update knowledge for professional progression (Correia & Mesquita, 2006; Johnson & Merrill, 2004; Lynch, Chickering, & Schlossberg, 1989).

In 2006, Portuguese special HE access and admission criteria were created for candidates over 23 that do not have qualifications traditionally required for accessing that level of education. However, NTAS possess the knowledge and the necessary competences acquired during their personal, professional and social pathway, allowing them to assess their eligibility to attend university (Law-Decree No. 64 of 2006). As a result of their LLL process, NTAS lived (with different degrees of exposure) plurilingual experiences, which are embodied in their plurilingual repertoires (Blommaert & Backus, 2012). Therefore, enrolling in a HE institution may be perceived as another plurilingual experience which contributes (or could contribute) to the development of their plurilingual repertoire.

4. The study: results presentation and discussion

As stated above, this study aims to understand NTAS' representations regarding i. LLL contributions in different domains of life; ii. importance of language learning and iii. how HE attendance contributes (or could contribute) to the development of NTAS' plurilingual repertories.

In order to achieve these goals, an online questionnaire was designed by us, and subsequently filled in by 195 NTAS. This data collection instrument was divided into three parts: i. general characterization, ii. lifelong learning, with a focus on language learning and iii. HE and language learning.

We began by emailing the link with the questionnaire to all the NTAS attending the UA from 2006/2007 to 2010/2011 (a total of 485 NTAS); 195 (40.2%,) filled it in. The data collected were analysed through use of the software SPSS - Statistical Package for the Social Sciences, version 18.

The sample is comprised mostly of men (52.8%), with individuals aged between 23 and 66 years old, although most men were between 26 and 40 years (69.8%). The majority is Portuguese, except for two Brazilian students.

With regards to attendance, the three courses with more NTAS are Public Administration (n = 18), Languages and Business Relations (n = 16) and Technology of Information (n = 14). Most individuals were attending the first year (42.1%).

4.1. – Representations regarding Lifelong Learning contributions in different domains of life

One of the questions was about the NTAS' representations of LLL contributions in different domains of life (cf. Fujiwara, 2012), such personal development, namely in promoting citizenship, equal opportunities and social cohesion, improving quality of life and developing self-esteem and empowerment. Another domain where LLL could contribute is in individuals' professional development, that is to say in the acquisition of new competences, developing pre-acquired competences, developing adaptation skills, career progression, increasing employment rates and encouraging retraining. NTAS were asked to give their opinions regarding LLL contributions, choosing from "Strongly Disagree" to "Strongly Agree" (see Figure 1).

Figure 1. Lifelong Learning Contributions in different domains of life

As shown in Figure 1, the main contributions of LLL identified by NTAS were acquiring new skills (n = 192, 98.5%), improving pre-acquired skills (n = 190, 97.4 %) and developing adaptation skills (n = 188, 96.4%). The results suggest that NTAS associate more LLL to professional benefits and less to personal development, revealing a more instrumental perspective of LLL.

4.2. – Language learning importance

NTAS were also asked if they considered language learning to be important, with three possible answers: *yes*, *no* or *no opinion*. The great majority of NTAS answered *yes* (n = 184, 94.4%). Subsequently, they were asked to justify their answers, and five categories of analysis were created based on these answers. The categories focused on importance of language learning concerning i. professional needs; ii. personal development; iii. globalisation; iv. cultural enrichment, and v. opportunities for improving communication. 5.2% of NTAS have no opinion (n = 10), and one NTAS does not consider it important to learning languages throughout life (0.5%), although without stating why.

Below, we present the five categories, with the number of their occurrence in the justifications given by NTAS and some answers examples:

i. professional needs (61 occurrences): *"These days we have to be versatile and know a bit of everything so that we can easily adjust to any opportunity that arises." NTAS25; "(...), [speaking about foreign languages] it translates into added-value in terms of work skills." NTAS142; "In order to work in a multinational company, it is crucial to know how to communicate clearly." NTAS145.*

ii. personal development (59 occurrences): *"Because enriches us! And it makes me feel good!" NTAS14; "Because learning is good and because it is an added-value to ourselves" NTAS108; "Learning languages enables a major "openness" to life and to the world (...)." NTAS183.*

iii. globalization (35 occurrences): *"In a global world, speaking several languages can make the difference between winning and losing." NTAS17; "Mainly because it's our "business card" in the interaction as a global citizen" NTAS25; " It is essential to communicate in several languages due to globalization " NTAS26.*

iv. *cultural enrichment* (26 occurrences): *"It allow us to access new cultures, and the learning itself improves our ability to better understand the contact with people of other nationalities who speak foreign languages." NTAS6; "To better understand different cultures, thus making us more tolerant and less ignorant." NTAS185; "Knowing other languages enables us to get to know new cultures and opens new horizons, always " NTAS194.*

v. *opportunities to improve communication* (25 occurrences):*"Because it's very important to be able to communicate. Communication is essential in life, it is what allows us to be social as human beings, it is something that brings us together." NTAS91;"In an open borderless Europe, it becomes increasingly necessary to speak other languages in order to communicate effectively with people from other countries, other languages and other cultures." NTAS136.*

As stated above, the great majority of individuals believes that language learning is important [94.4% (n = 184)], mainly due to professional needs, personal development and globalization. It seems that language learning, as part of individuals' lifelong learning process, is faced, just like LLL in general, as an important feature in professional context. NTAS consider language learning also important to their cultural and communicational background, which which departs from a more instrumental view of LLL

Still from this perspective of language learning, 68.2% of NTAS (n = 133) stated that they want to learn languages and/or improve their language skills in the future due to professional issues, personal interest for learning new languages and cultures, globalisation and needs regarding HE attending. These results lead us to emphasise language learning as an unavoidable part of LLL.

4.3. – Representations regarding main contributions of HE attending in the plurilingual repertoire development

When asked if HE contributes to the development of plurilingual repertoires, 71.8% of NTAS (n = 140) answered affirmatively, regardless of their language skills. NTAS were asked, in an open question, to specify in which situations HE contributes to their repertoires. The following categories were created to analyse the answers: i. bibliographical research; ii. communicating with teachers and foreign students; iii. academic writing; iv. researching on the internet and using specific software. Next it is presented the four categories of analysis created from the answers given by NTAS and the categories' number of occurrences in the answers given by NTAS:

i. bibliographical research (80 occurrences): *"(...) Scientific communication... and most manuals are in English." NTAS8; "Reading textbooks and scientific papers in English (...)." NTAS23; "Because it makes me think (positively) about research, and search for good bibliography in the correct language (standard language)." NTAS29; "(...) Some assignments, technical books or other documents, and research methods may be in languages other than our mother tongue and we need translate in order to understand its content; this improves our language skills, it develops them." NTAS81.*

ii. communicating with teachers and foreign students (17 occurrences): *"(...) Contacting with teachers and students of other nationalities (...)."NTAS20; "(...) Teachers use it [English] (...) in most of the classes." NTAS59; "To meet Erasmus people if we want to communicate we need to understand each other." NTAS91; "Communicating with foreign students" NTAS154.*

    iii. academic writing (8 occurrences): *"The fact that we are constantly writing assignments, it forces us to somehow develop our language skills, both written and spoken." NTAS4; "Because we go to several conferences with foreign teachers, and we have a lot of foreign bibliography." NTAS188; "In the research field we deal with, information is usually found in a variety of languages, which we need to understand." NTAS99.*

    iv. researching on the Internet and using specific software (5 occurrences): *"(…) although the degree does not have languages courses in the curricula, [HE attendance] contributes due to work with English software, internet research as well in computer programming." NTAS114.*

The vast majority of NTAS mentioned the need research bibliography as one of the greatest contributions of HE to the development of their plurilingual repertoire, followed by the contact with teachers and foreign students, many of them participating in the Erasmus program. The results seems to point out that NTAS consider that HE attendance contribute to the development of their plurilingual repertoires, which highlight HE attendance as another stage in their LLL process.

4.4. – Results synthesis

    LLL is viewed by the great majority of NTAS from a very positive perspective. They highlighted its contribution to the acquisition of new skills (n = 192), the improvement of pre-acquired skills already possessed (n = 190), the promotion of adaptation skills (n = 188), and the development of self-esteem and a greater sense of responsibility for their own life (n = 175). Also, the majority of NTAS (n = 184) believe it is important to learn languages, particularly due to business needs (n = 61), personal development (n = 59) and globalization (n = 35) assuming that language learning is a dynamic process throughout life, marked by their respective lives and experiences. According to 140 NTAS (71.8%) HE attendance contributes to the development of plurilingual repertoire, mainly due to the need for consulting the literature in foreign languages (n = 80), stressing English.

5 - Final Considerations

    Given that the development of plurilingual repertoires is an activity for life, developed and remodelled in accordance with the circumstances of life and shaped by the plurality and unpredictability of the individuals' pathways (Andrade *et al.*, 2003; Beacco & Byram, 2007; Mackiewiczv, 1998), it is important to understand how individuals, namely NTAS, perceive LLL, particularly language learning. Understanding language learning as a life project, echoed in the personal and social trajectories of individuals' (Coste et al., 2009; Semal-Lebleu, 2006), highlights the importance of understanding how plurilingual repertoires develop.

    According to our study, NTAS recognise the importance of LLL and the role of HE attendance in the development of their plurilingual repertoires. However, we should also question whether HE institutions themselves are creating multilingual spaces that truly contribute to the development of the plurilingual repertoires of NTAS or, instead, are promoting mostly one language, in this case English.

    Since HE institutions are privileged spaces for constructing knowledge and think LLL as a cornerstone, it is urgent to encourage them to promote plurilingualism, as a value and as a competence. In view of this, it is also important to ascertain whether HE institutions are effectively considering this new reality as a challenge and if they are designing coherent and systematic strategies that support the diversity brought by new publics, such as NTAS, and language diversity.

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Artigo [4]

Ambrósio, S., Araújo e Sá, M. H., Simões, A.R. & Simon, D-L. (2011). Making wishes come true: A methodological design in a multicase study with nontraditional adult students. In Barbara Merrill (ed.) *Book of Proceedings of the ESREA Access, Learning Careers and Identities network conference Transitions and Identity in Learning and Life* (pp.277-289). Aveiro: University of Aveiro.
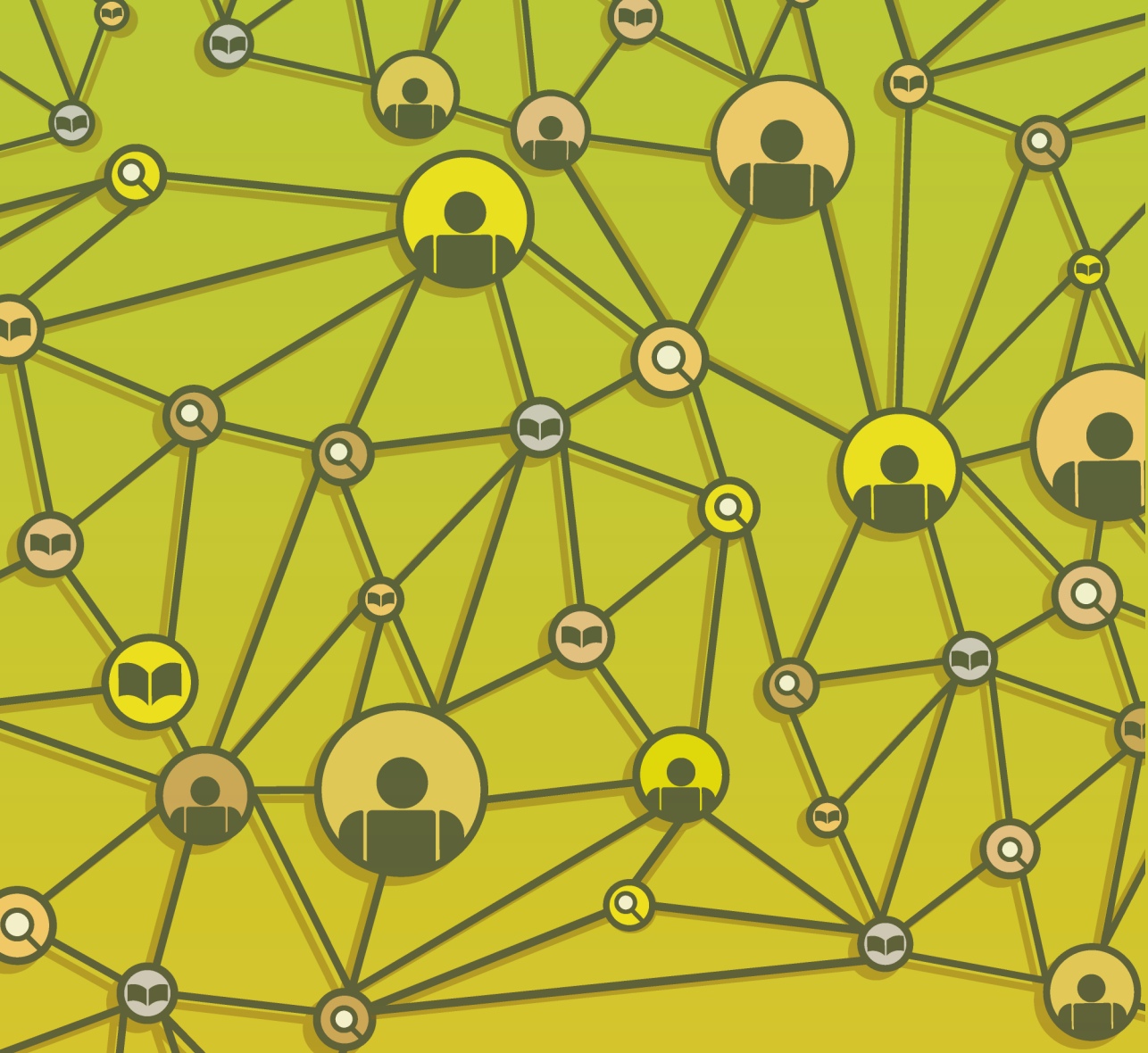
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Making wishes come true: a methodological design in a multi-case study with non-traditional adult students

Introduction

This article is based on a study[1] which is being carried out at the University of Aveiro (UA), as part of a PhD research project entitled "The plurilingual repertoires in a lifelong learning process: a multi-case study with non-traditional adult students. This study aims to present the non-traditional student adult student perspective on what lifelong learning is, namely, lifelong language learning, focusing on the context of higher education context. It takes into account non-traditional student adult student motivations, expectations and representations, using a biographical approach (Josso, 2002; West & Merrill, 2009), to reveal the process of construction of the students' plurilingual repertoires during their life course (Molinié, 2006).

Within this theoretical perspective, the study explores how the plurilingual repertoires are built throughout life, namely non-traditional student adult students' lives. The methodological approach used in order to achieve this main goal is based on documental analysis (institutional documents at the University of Aveiro), questionnaires and interviews. This article focuses on the main methodological design used in the selection process of a small group of non-traditional adult students to be interviewed, taking into account their answers to the previous questionnaire.

1. The Non Traditional Adult Students in a glance

The presence of non-traditional adult students in HE is an increasing reality in European universities. Adult students are named "non-traditional" due to several factors influencing their participation in the educational process. According to various authors, the main features of these adult students, labelled as "non-traditional", relate to:

i) age – the majority of the students range from 18 to 21 years old, whereas adult students are above 23/25 years of age;

ii) formal education – adult students were outside the formal education system for a while and have no university experience, usually being the first family generation to participate in this type of education;

iii) professional experience – adult students have a greater life experience and so their professional life is, in the majority of cases, far greater than that of traditional students, with little or no professional experience, the latter usually being working class, concurrently working full or part-time;

iv) students' attitudes – adult students are more concerned with the practical application of new knowledge, are more self-determined and responsible, since attending HE is very often related with the chance of pursuing a career or updating knowledge for professional advancement (Correia & Mesquita, 2006; Johnson & Merrill, 2004; Lynch, Chickering, & Schlossberg, 1989).

In Portugal, since 2006, special HE access and admission conditions were created for non-traditional adult students who do not have the level of formal education traditionally required for accessing and attending that level of education, but who possess the knowledge and the necessary competencies acquired during their personal, professional and social pathway, allowing them to test their ability in attending HE (Decree-Law No. 64 of 2006). Another specificity of this new HE public is that, besides not holding a secondary education or an equivalent qualification, they must be over 23 years old, thus making the expression "Over 23" very common when referring to this type of access and admission in HE. Evaluating these students' ability to attend HE mandatorily entails: a) assessing candidate's CV and qualifications, b) evaluating motivations (which can be done by means of an interview), and c) submitting the candidate to theoretical and practical tests for evaluation of knowledge and skills related to the course area for which they are applying (Decree-Law No. 64 of 2006). In order to illustrate the pathway of these Non-Traditional Adult Students, Figure 1 presents the Portuguese Educational System, particularly the path these students follow before accessing the Portuguese HE – 3rd Pathway.
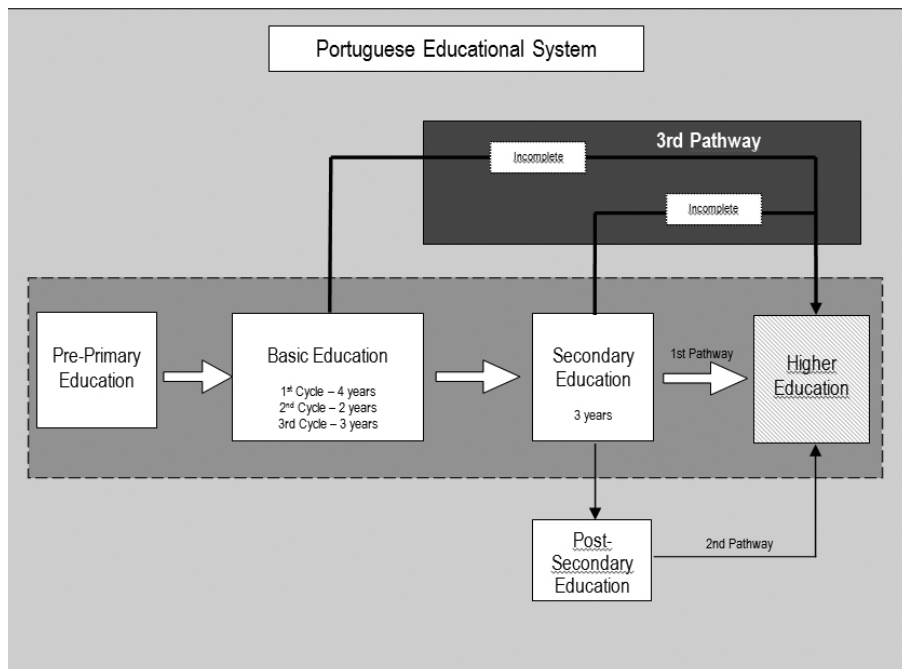
Figure 1 – Portuguese Educational System[2]
(Higher Education Access and Admissions Pathways)

2 Compulsory education in Portugal has now a 12-year duration for all those enrolled on the 1st, 2nd or 3rd Cycle of the Basic Education, in the academic year 2009/10. Before that and for all those that had enrolled on the 2nd and 3rd years of the 3rd Cycle as well as on Secondary Education that same academic year, compulsory education has a 9 year duration (From 1st to 3rd Cycle of the Basic Education) (Law No. 85 of 27th August 2009).

As shown in Figure 1, attending the Portuguese education system begins in pre-primary education and finishes with HE. There are three admission pathways to HE in Portugal. The first one is related to the compulsory 12-year education, which includes basic education (divided into three cycles, a total of nine years) and secondary education (a total of three years). At the end of this last level, students undergo the necessary exams according to the course they wish to enrol on. The second pathway is related to the post-secondary education, consisting of Technology Specialisation Courses which students can complete before being admitted to HE. The third and last pathway, via "Over 23", relates to those who have not yet completed the secondary or even the basic level of education, but gained knowledge through life experience. This last level is directly related to adult education, lifelong learning and non-traditional adult students.

2. Learning Languages – a process of and for a lifetime

In spite of some resistance, it is increasingly accepted and envisaged that education is not solely limited to school contexts, where so-called formal knowledge is monopolised; the non-formal and informal learning are a crucial part of the competencies acquired throughout life.

Learning languages emerges, according to Mackiewiczv as: 'a lifelong process extending across the entire span of institutional education and training and including learning outside institutional settings. The emphasis on lifelong language learning reflects the facts that it is impossible to predict the practical and personal communicative needs people may have after leaving education and training' (1998: 4). Gradually, the political agents have assumed that "language learning is for all (...) is for the learner (...) is for intercultural communication (...) is for life: it should develop learner responsibility and independence necessary to respond to the challenges of lifelong language learning." (CE, 2006:56). Thus, it should be based on the principle whereby each one is able to learn languages according to the emerging needs throughout life, either due to personal, professional or cultural matters, or simply because it is the person's wish, resisting the hegemony of a single language and promoting the learning capacity, understanding and daring to face what is uncertain and complex (J. C. Beacco, 2008; Semal-Lebleu, 2006). This plural learning process, sustained by the notion of Plurilingualism[3], should be envisaged by the individual and his/her inherent learning processes and it culminates in the structuring of plurilingual competence.

Plurilingual competence is understood as an "ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency,

3 The words Plurilingualism and Multilingualism may be found in literature. The European Council (EC) and the European Union (EU) have solved this terminology dilemma in different ways. The EC considers that the Plurilingualism refers to the individual and Multilingualism to the context. The EU uses the word Multilingualism to refer to the individual and the expression linguistic diversity to refer to the European society.

of varying degrees, in several languages and experience of several cultures." (Coste, Moore, & Zarate, 2009:. 11). Considered as "the development of a composite repertoire, original and complex, where the different languages in contact interact and combine" (Stratilaki, 2006:3) , plurilingual competence is not a simple juxtaposition of different competencies, but rather a plural, complex, composite and heterogeneous competence, including singular and partial competencies. It is a competence which presents itself as unbalanced on different levels, since the proficiency level may vary depending on the languages, as well as on the fact that linguistic abilities may be different between the various languages. Other features assigned to plurilingual competence include being dynamic and malleable, as it is during the itinerary of the social actor, throughout his/her life, that the competence evolves. Therefore, it is not stable, gaining new elements which transform or complete pre-existing components obtained in various life contexts, considering the necessary adaptation to professional, geographical or family displacements but also to the personal evolution of interests (Lüdi, 2004).

Thus, it is under a lifelong learning process that plurilingual competence (re)constructs itself, even because "Entrant en contact avec divers environnements linguistiques, ces locuteurs se constituent des répertoires langagiers fondés sur compétences aléatoirement distribuées selon les langues en contact, plurilinguismes constamment remodelés selon les circonstances de la vie" (Vigner, 2008 : 42). Therefore, plurilingual competence is been seen as a dynamic process of reconstruction which, like a linguistic Identity Card, is influenced by each subject's life experiences, pathways and stories (Andrade & Araújo e Sá, 2003).

Consequently, we could assume that the (re)construction of the plurilingual repertoire is a lifetime activity, influenced by a subject's pathway's plurality and unpredictability. A subject's plurilingual repertoire is built and remodelled according to his/her life's circumstances (Andrade & Araújo e Sá, 2003; Beacco, 2008; Beacco & Byram, 2007; Coste et al., 2009; Mackiewiczv, 1998; Semal-Lebleu, 2006; Vigner, 2008). Thus, the subject's awareness of his/her plurilingualism, his/her ability to reflect on it and the responsibility assigned to it throughout the lifelong language learning process play a very important role in plurilingual repertoire development, where the above-mentioned plurilingual competence notion is closely linked to its life history and biographical trajectories (Thamin & Simon, 2010).

2.1. The language biographies

Since the construction and development processes of plurilingual repertoires requires a lifelong learning approach, following the subject in a pathway which covers all his/her experiences in a holistic and transversal way, the language biographies emerge as an adequate research instrument for accessing them, highlighting the plural experience pathways of the subjects, both linguistic and cultural, as well as managing several languages on a personal or professional sphere or at school, in a more generalist, daily and social perspective (Castellotti & Moore, 2006; Josso, 2002; Thamin & Simon, 2010). This instrument comprises a set of features of diverse nature: memories of linguistic

and cultural contacts; testimonials of the evolution of formal and informal learning; and eventual proof of language learning certifications.

The language biographies are equally important for the subjects that produce them, as this "returning to experience" allows for biographical reflexivity (Alheit, Dominicé, Brugger, & Bron, 1995) like a "retour réflexif sur sa vie plurilingue et sur son apprentissage des langues" (Simon & Thamin, 2008: 5) and also the awareness-raising of those subjects of what already constitutes their repertoires, particularly what concerns language learning, thus contributing to the lifelong language repertoire development (Castellotti & Moore, 2006; Molinié, 2006; Perregaux, 2006; Simon & Thamin, 2008), as well as reinforcing the involvement of the subjects themselves in the educational process in which they participate, and underlining the importance of the flexibility in the learning processes (Faure, 1972).

This heuristic dimension, both for the researcher and for the subject (Simon & Thamin, 2008) can be achieved by using different instruments, such as questionnaires or biographical interviews. Although questionnaire technique can give the researcher certain insights into the subjects' language biographies, biographical interviews offer the researcher deeper access to them, since the themes of discussion chosen are the meaningful moments shared. Biographical interviews also allow the subjects to recount "une période de leur vie, exposent leur situation, anticipent leur avenir" (Demazière, 2007, para.6) in a unique perspective for the researcher and for the subjects themselves. Therefore, the methodological approach of this study uses both instruments, believing they complement each other. First a questionnaire was administered and from its data analysis we proceeded to the biographical interviews, since the data analysis provided criteria for the selection of the non-traditional adult students sample to be interviewed and for the design of the interview guide.

3. Methodological Design – Describing the phases

Taking into account the above theoretical framework, this study intends to understand how the plurilingual repertoires were (re)constructed through life, namely through non-traditional adult students lives. More specifically, the study intends to: i. characterise the non-traditional adult students from the University of Aveiro; ii. understand how the plurilingual repertoires are built through non-traditional adult students lives; iii. identify dynamics of non-traditional adult students plurilingual identity construction and iv. understand how HE attendance contributes or could contribute to the development of non-traditional adult students plurilingual repertoires. In order to achieve these goals a methodological plan was designed based on two phases:

Phase 1 – The analysis of the University of Aveiro institutional data in what non-traditional adult students is concerned and questionnaire design and application

According to the University of Aveiro Integrated Unit for Continued Education[4] and the University of

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4 UINFOC – Unidade Integrada de Formação Continuada

Aveiro Academic Services, from the academic year 2006/2007 to 2010/2011 there were 485 non-traditional adult students with an *active status* attending several degrees at the University of Aveiro.

In our study we designed a questionnaire to be filled in by all the non-traditional adult students attending the University of Aveiro in all those academic years. With this data collection instrument we intended to make a general description of the non-traditional adult students to characterize their language biographies and to access the non-traditional adult students representations in what lifelong learning (namely lifelong language learning) was concerned with, as well as their representations about how HE attendance contributes to the development of their plurilingual repertoires. Before sending the questionnaire to the non-traditional adult students, we undertook a pre-test with seven other non-traditional adult students who were not in the study, which led us to make some adjustments and changes in the questionnaire structure. The final version of the questionnaire has, in total, 18 questions, some with sub-items, most of them being closed questions. It comprises of three parts:

    i. General characterization (age, gender, nationality, academic qualifications, actual job, course attended);

    ii. Lifelong Learning (Mother tongue, foreign languages learned in formal and informal contexts, for how long, proficiency level then and now, foreign languages learned at the moment or meant to be learned in the future and why, contacts with foreign languages and in which contexts, importance of lifelong language learning and why, how many and which languages are considered important to learn and why, importance of some languages in comparison to others and why, and the role of languages in today's society);

    iii. Higher education degree and languages (the importance of foreign languages in higher education, foreign languages in the study plan, the importance of foreign languages in the plan of studies, influence of foreign language proficiency in academic success in HE).

The questionnaire was sent by email to 485 non-traditional adult students and 195 non-traditional adult students (40.2% of the total number) filled it in. All the collected data was analysed using the Statistical Package for the Social Sciences (SPSS), version 18. These 195 non-traditional adult students became the sample of this study. The analysis of the first part of the questionnaire showed us that the sample consisted of 103 men (52,8%) and 92 women (47,2%), aged between 23 and 66 years old, most of them in between 26 and 40 years old (69,8%). The majority are Portuguese and two of them are Brazilian. In relation to academic qualifications, the most representative answer is 12 years of schooling indicated by 107 non-traditional adult students (54,9%). Concerning HE attendance, the majority of them are in the first year of their degree. Most are Public Administration, Languages and Business Relations and Information Technology students (Ambrósio, Araújo e Sá, & Simões, 2010a, 2010b).

The second and third parts of the questionnaire are related to non-traditional adult students language biographies, which provide a first approach to their plurilingual repertoires. As explained above, we

intended to choose a small sample to be interviewed from the sample of 195. Therefore, in the final part of the questionnaire, non-traditional adult students were invited to indicate their email/phone contacts if they were available to participate in a further approach to lifelong language learning thematic. 115 of them (58,9% of 195) included their contact, thus expressing their availability to continue participating in the study.

Phase 2 – Selecting the non-traditional adult students sample for interview and do the interviews

Taking into account the above theoretical framework, and after the questionnaire data analysis, the biographical interviews were the next methodological step to take. The main goals were:

i. To understand how the plurilingual repertoires are built throughout life:

a. Understand how plurilingual repertoires are developed (how languages are acquired / "lost" in which contexts and circumstances and with which status, functions and purposes);

b. Understand interactions / pathways between the dynamics of subjects' lives (lived, expected and planned) and their learning (formal and non-formal) language.

ii. To understand how non-traditional adult students perceive themselves as plurilingual subjects (under construction / "en devenir") and their own plurilingual repertoire.

iii. To understand how attendance in higher education contributes or could contribute to the development of non-traditional adult students plurilingual repertoires:

a. To identify their opinion concerning the existence of languages in the HE curriculum (which ones and with what purpose).

b. To understand the value assigned to languages in the HE context by non-traditional adult students

c. To understand how EANT perceive the role of HE institutions, in particular the role of the University of Aveiro in the academic community plurilingual repertoire development (and theirs in particular).

As mentioned above there were 115 non-traditional adult students who were available to take part in the interviews. We decided to interview 10% of the students, making a sample of 12. The sample selection process was based on the analysis of non-traditional adult students responses to the questionnaire. This selection process is related to the intention of identifying the subjects who had lived more and less plurilingual experiences (and if they intended to experience more of it in the future). The first step was to choose the questions of the questionnaire (second and third part) that would enable us to identify the subjects' plurilingual experiences:

Q. 9.2 – Are either of your parents foreigners?

Q. 9.3 - If you have a partner is he / she a foreigner?

Q. 9.4 - If you have children, what language(s) do you speak with them?

Q. 9.5 – Do you speak with someone of your family and/or friends in another language other than your mother tongue?

Q .9.6 – Do you use language in a professional context?

Q. 9.7 – Did you learn languages in your formal educational path?

Q. 9.8 – Did you learn languages outside your formal educational path?

Q. 9.9 – Are you learning languages at this moment?

Q. 9.10 –Would you like to learn languages in the future?

Q. 16 – Does the University of Aveiro degree that you are attending have languages courses?

Although it was important, the question of the mother tongue (Q.9.1) was not considered, since all the 115 subjects identified Portuguese as their mother tongue. After the selection of these questions, we organized them into three contexts and into 10 plurilingual experience indicators (Ind):

1 - Personal Context: Foreign Parents (Ind1), Foreign Partner (Ind2), Languages spoken with the children (in addition to Portuguese) (Ind3), Languages spoken with family/ friends (apart from Portuguese) (Ind4), Language learning in a non-formal/ informal context (Ind5);

2 - Professional Context: Languages in professional context (Ind6);

3 - School Context / language projects: - Language Learning in formal context (pre-HE) (Ind7), Language Learning in formal context (HE) (Ind8), Learning languages presently (Ind9) and Intention to learn languages in the future (Ind10) (See Table 1).

Table 1 – Plurilingual Experiences' Indicators

Contexts	Plurilingual Experiences' Indicators	Questions
Personal Context	1 - Foreign Parents	Q.9.2 –Are either of your parents foreigners?
	2 - Foreign Partner	Q.9.3 – If you have a partner is he / she a foreigner?
	3 - Languages spoken with the children (in addition to Portuguese)	Q.9.4 – If you have children, what language(s) do you speak with them?
	4 - Languages spoken with family/ friends (apart from Portuguese)	Q.9.5 – Do you speak with someone of your family and/ or friends in another language other than your mother tongue?
	5 - Language learning in a non-formal/ informal context	Q.9.8 – Did you learn languages outside your formal educational path?
Professional Context	6 - Languages in professional context	Q.9.6 – Do you use language in a professional context?
School Context / Language Projects	7 - Language Learning in formal context (pre-HE)	Q.9.7 – Did you learn languages in your formal educational path?
	8 - Language Learning in formal context (HE)	Q.16 – Does the UA degree that you are attending have/ offer languages courses?
	9 - Learning languages presently	Q.9.9 – Are you learning languages at this moment?
	10 - Intention to learn languages in the future	Q.9.10– Would you like to learn languages in the future?

We then analysed all the answers from the 115 non-traditional adult students concerning the ten plurilingual experience indicators explained above and we concluded that the minimum number of indicators evidenced by them was one and the maximum number was eight. This conclusion allowed us to create two different groups, the first one - Group A - with all the non-traditional adult students who showed only one or two indicators (n=23, 20%) and a second one – Group B – with all the non-traditional adult students who had six, seven and eight plurilingual experience indicators (n=22, 19.1%). Since we intend to identify the subjects who had lived more and less varied plurilingual experiences (and if they intend to experience more of it in the future) the sample was made up of six subjects from Group A and six from Group B, as can be seen in the table below (See Table 2):

Table 2 – Selection process design

Total number of the indicators variety identified	1	2	3	4	5	6	7	8	
Groups	A (–)					B (+)			
Number of NTAS	6	17	20	23	27	16	4	2	Total 115 NTAS
Total per Group	23		70			22			
Total per Group %	20%		60,9%			19,1%			
Sample	6		0			6			Total - Sample 12 NTAS

Relating to Group A, the criteria used to select the six individuals out from the 23 non-traditional adult students was primarily the age, choosing the older ones, since this study fits in a lifelong learning approach. Gender was then considered to be the second criteria, so that we would have a heterogeneous sample. Regarding those who showed two indicators, we took into account different combination of indicators presented by them. In relation to Group B, the selection criteria relate to the larger variety of indicators shown and age (the older ones), meaning that non-traditional adult students with seven and eight indicators of plurilingual experience were immediately selected.

In the end, the 12 non-traditional adult students sample was composed of six individuals from Group A and other six from Group B, aged between 25 and 48, and concerning gender there are six men and six women (See Table 3).

Table 3 – NTAS sample

Selection of the NTAS to be interview			
NTAS	**Age**	**Gender**	**Group**
NTAS 17	39	Fem.	B
NTAS 57	47	Fem.	B
NTAS 64	48	Masc.	A
NTAS 69	42	Fem.	A
NTAS 112	34	Masc.	B
NTAS 115	37	Fem.	B
NTAS 131	47	Fem.	A
NTAS 163	26	Masc.	A
NTAS 164	25	Masc.	A
NTAS 165	35	Masc.	B
NTAS 178	28	Masc.	B
NTAS 193	42	Fem.	A
Total 12 NTAS	[25-48]	6 M, 6 W	

After we identified these 12 students we designed the biographical interview guide. Although we had a common guide with eight open questions, once again we took into account the non-traditional adult students particular plurilingual life course, evidenced in their questionnaire answers, by adjusting some questions of the interview to better understand the plurilingual experiences of each of them. At this stage, four interviews have been carried out and the next step, besides doing the other eight interviews and transcribing them, will be to design a device to analyse the transcribed interviews. We expect that all the collected data analysis will enable us to understand how the plurilingual repertoires were built throughout their lives.

4. Final remarks

Learning languages is not confined to classrooms. The school may encourage learning how to learn, promoting the research process and discovery, but it is necessary to recognise and value the knowledge acquired both in and outside of school, which entails accepting to learn languages as a lifelong project mirrored on each one's personal and social pathways (Coste *et al.*, 2009; Semal-Lebleu, 2006).

As stated in the call for papers for the ESREA Access, Learning Careers and Identities Network Conference, the use of biographical methods in adult education "captures a person's experiences of

transitions across a lifecourse". Since the plurilingual repertoire construction is a lifelong process, the language biographies allow researchers to have a deeper access to non-traditional adult students plurilingual experiences across their life and at the same time are equally important for the subjects who produce them, as this "returning to experience" allows for biographical reflexivity (Alheit et al., 1995). The non-traditional adult students selection process presented in this article emphasises the importance of the use of biographical methods in adult education and the importance of taking into account the subjects' experiences to design the methodological research plan.

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Artigo [5]

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The role of universities in the development of plurilingual repertoires: the voices of non-traditional adult students

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Abstract

The purpose of this paper is to present a study on the non-traditional adult students' (NTAS) perceptions concerning the role of university in the development of their plurilingual repertoires. Data were collected through biographical interviews with NTAS with fewer and more plurilingual experiences. The results show that NTAS with more plurilingual experiences are more aware of their plurilingual repertoire and acknowledge higher education as an opportunity to further develop it. It also appears that if university promotes a favourable environment for the development of plurilingual repertoires, there may be a change in NTAS' perception regarding lifelong language learning.
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Keywords: Non-traditional adult students; university; lifelong language learning; plurilingual repertoires; biographical interviews.

1. Introduction

The role of the university should entail the promotion of Lifelong Learning (LLL) and social cohesion (UNESCO, 2012). University also ought to contribute to the social, cultural and economic development of the communities and the region in which they are located: the 'Universities' third mission (Soeiro, 2009). In this sense, university should respond to new lifelong educational and training needs, clearly appealing to its social responsibility, by "reassess completely its objectives and priorities, particularly its entry requirements, its method of working and its assessment and qualifications structures" (Longworth & Davies, 1996, p. 15). Universities are also asked to contribute to "the European integration and the necessity of maintaining linguistic and cultural diversity in

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Europe" (European Language Council, 2001: 3) by becoming multilingual spaces, promoting plurilingualism as a value and a competence (Beacco & Byram, 2007).

Therefore, this article focuses on the important mission of the university in promoting plurilingual individuals and plurilingual contexts. The article is based on a study[1] which is being carried out at the University of Aveiro (UA), within a PhD project entitled "The plurilingual repertoires in a lifelong learning process: a case study with non-traditional adult students in the University of Aveiro". The aim of the study presented herein is, on one hand, to understand how non-traditional adult students (NTAS) perceive the contribution of university to the development of their plurilingual repertories (Beacco, 2009; Beacco & Byram, 2007). On the other hand, the study intends to clarify whether these perceptions (regarding the impact of higher education on the development of NTAS' repertoires) are influenced by the more or fewer plurilingual experiences lived by NTAS throughout their life (Franceschini, 2005).

In order to achieve these goals, a biographical approach (West & Merrill, 2009) was used, namely biographical interviews (Demazière & Dubar, 2009).

This study intends to emphasise the importance of understand if attending university may be perceived as another plurilingual experience which contributes (or could contribute) to the development of individuals' plurilingual repertoire, from a lifelong learning (LLL) perspective. It is also important to underline the significant role that university plays in NTAS' perceptions regarding lifelong language learning.

In the first part of the paper, the theoretical framework of this study is presented, namely adult education at university, specifically NTAS (Section 2) and the plurilingual repertoires as indexical biographies (Blommaert & Backus, 2012) (Section 3). In the second part of this paper, the empirical study is presented and discussed (Section 4 and 5) and some final considerations are presented (Section 6).

2. Adult Education at university

According to Powell, Smith and Reakes "adult education has deep historical roots, [but] the necessity for an individual to continue learning throughout life is a more recent concept." (2003, parag.14). Nevertheless, it has now become widely accepted that adult education (AE) is part of the LLL process. LLL is seen as "the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all routes, circumstances, and environments." (Longworth & Davies, 1996, p. 22). Therefore, AE is linked to the necessity - or desire - to learn continuously during an individual's lifetime due several reasons and in different contexts. One of these learning contexts is Higher Education Institutions, i.e. universities. The Declaration of Bologna signed in 1999 brought many great changes to university structures, and an increasing awareness of new challenges, demands and publics. In this sense, LLL is perceived both as a cornerstone of the Higher Education European Area, and as one of the main vectors in university reconfiguration (EUA, 2008). The reconfiguration of the university implied a complete review of its objectives and priorities (Longworth & Davies, 1996), since "In order to ensure that lifelong learning contributes to the European agenda on social inclusion and learning societies, universities need to develop educational offers that are attractive for different groups of European citizens to access and participate in throughout their lives." (Smidt & Sursock, 2011, p. 18). This means that higher education should be accessible to all. Universities should create more flexible learning pathways, and recognise previously acquired learning, either in formal or informal contexts. Moreover, "the challenge of lifelong learning for universities is to view lifelong learning as an opportunity to expand their activities in all fields and to understand, and respond positively to, the very different needs of their new customers" (Longworth & Davies, 1996, p. 15), namely non-traditional adult students (NTAS).

2.1. Non-traditional adult students

The presence of non-traditional adult students (NTAS) at universities becomes a reality in Europe. Various authors and studies have focused on these students, thus providing us with an international (Field, Merrill, & West, 2012; Johnson & Merrill, 2004; RANLHE, 2011), and a national perspective (Ambrósio, Araújo e Sá & Simões, 2014; Amorim, Azevedo, & Coimbra, 2010; Correia & Mesquita, 2006). Both emphasise the characteristics shared by these NTAS : i) age – NTAS are over 23/25 years of age, ii) attending formal education – adult students were

outside the formal education system for a while, have no university experience, and are usually the first family generation to undergo this type of education, iii) professional experience – adult students have greater work experience than traditional students (with little or none), and are usually in full or part-time employment and iv) attitude as students – NTAS are more determined, committed and concerned with the application of knowledge, , since the decision of attending university is very often made with the view to pursue a career or update knowledge for career advancement. Regarding Portuguese universities, as from 2006, special HE access and admission criteria were created for NTAS, who must be over 23 years old and do not have the qualifications traditionally required for accessing and attending that level of education. However, they possess the knowledge and the necessary competences, acquired during their personal, professional and social trajectories, which are assessed of their eligibility for attending HE (Decree-Law No. 64 of 2006).

In this sense, universities should respond to new lifelong educational and training needs, clearly appealing to its social responsibility. Universities are also asked to contribute to "the European integration and the necessity of maintaining linguistic and cultural diversity in Europe" (ELC, 2001: 3) by becoming multilingual spaces, promoting plurilingualism as a value and a competence (Beacco & Byram, 2007). Therefore, universities should be prepared for new demands and challenges, such as receiving new publics which do not fit in the category of traditional students, and contributing to the development of their plurilingual repertoires (Beacco, 2009; Pinto & Araújo e Sá, 2013). Throughout their lives, NTAS lived plurilingual experiences in different contexts and consequently have different degrees of interaction with languages. These plurilingual experiences are embodied in their plurilingual repertoires (Blommaert & Backus, 2012), mirroring the various ways individuals interact with languages throughout life in various contexts. Thus, attending university may be perceived as another plurilingual experience which contributes (or could contribute) to the development of individuals' plurilingual repertoire.

3. Plurilingual Repertoires as "indexical biographies"

As stated above, it is within their pathways that NTAS have more or fewer plurilingual experiences as a result of their LLL process, complying with the idea that 'it is impossible to predict the practical and personal communicative needs people may have after leaving education and training.' (Mackiewiczv, 1998, p. 4).

This plural language learning process is embodied in the plurilingual repertoire, which is developed in a continuum process that occurs throughout life in a variety of contexts and through the contact with several people, continuously remodelled according to a variety of circumstances (Coste, Moore, & Zarate, 2009; Vigner, 2008). The plurilingual repertoire is influenced by the plurality and unpredictability of an individual's pathway (Blommaert & Backus, 2012), acquiring new elements which transform or complete pre-existing ones from various contexts, in view of the necessary adaptations to professional, geographical or family displacements, but also to the personal evolution of interests (Blommaert & Rampton, 2011). Therefore, a plurilingual repertoire is not stable ; it gains new elements which transform or complete pre-existing components obtained in various life contexts, even because "Entrant en contact avec divers environnements linguistiques, ces locuteurs se constituent des répertoires langagiers fondés sur compétences aléatoirement distribuées selon les langues en contact, plurilinguismes constamment remodelés selon les circonstances de la vie" (Vigner, 2008, p. 42).

In this sense, plurilingual repertoires are seen as 'truncated repertoires' since "no one knows all of a language" (Blommaert, 2010, p. 103). They are based on the principle whereby each one is able to learn languages according to the emerging needs throughout life, either due to personal/affective, professional or cultural reasons, or simply because it is the individual's wish, defying the hegemony of a single language. Developing a plurilingual repertoire is a very personal process since different individuals have different experiences and interactions with languages. This means that "language learning is actually a process that each individual perceives and processes in different ways" (Franceschini, 2005, p. 121). Thus, plurilingual repertoire is the result of biographically organized complex resources which reflect the rhythms of the individuals' lives (Blommaert & Backus, 2012), closely linked to life history and biographical trajectories (Thamin & Simon, 2010). Plurilingual repertoires are therefore, understood as 'indexical biographies' (Blommaert & Backus, 2012) since they embody the plural linguistic and cultural experiences lived by individuals, who manage the command of several languages on a personal, educative or professional contexts (Thamin & Simon, 2010). In this sense, enrolling in a university may be perceived as another

plurilingual experience, which contributes (or could contribute) to the development of individuals' plurilingual repertoire.

As stated before, plurilingualism is a value to be promoted and a competence to be developed (Beacco and Byram, 2007) and universities have "leur responsabilité de continuer à développer les compétences linguistiques de tous les étudiants" (Beacco, 2009, p. 66-67). Universities play an important role in the construction of a European citizenship that demands the development of plurilingual competences (Pinto & Araújo e Sá, 2013). By promoting plurilingualism, universities contribute to the social, cultural and economic development of the communities and the region in which they are located and therefore, they contribute to achieve or at least to foster social cohesion.

4. Empirical study

4.1. Aims of the study

A study was undertaken at the University of Aveiro (UA), Portugal, with the aim to understand (i) NTAS' perceptions of how university contributes (or can contribute) to the development of their plurilingual repertories. The study intends to (ii) clarify whether these perceptions (regarding the impact of higher education on the development of NTAS' repertoires) are influenced by more or fewer plurilingual experiences that NTAS have experienced throughout their life.

4.2. Methods

In order to know NTS' perceptions and their plurilingual repertoires, a biographical approach was used (West & Merrill, 2009), specifically biographical interviews (Demazière & Dubar, 2009) since plurilingual repertoires are closely linked to the life history of individuals and biographical trajectories (Thamin & Simon, 2010). In this study, NTAS' interviews were divided into two groups: group A comprises two NTAS with fewer plurilingual experiences, and group B includes the remaining two NTAS, who have more plurilingual experiences. This analysis enabled us to compare two perspectives regarding their representations of the role played by universities in the development of their plurilingual repertoires and, therefore, to understand the influence of plurilingual repertoires in the lives of NTAS. These plurilingual experiences are biographical indicators (Ind.) - they reflect the diverse interactions individuals have with languages throughout life in various contexts, such as personal, professional and educational (to read more about the methodological design: Ambrósio, Araújo e Sá, Simões and Simon, 2011).

4.3. Participants

Group A comprises one 48 year-old male (NTAS_A1) and one 47-year old female, (NTAS_A2). They have one indicator of plurilingual experience prior to attending university: formal language learning; Group B consist of one 43-year old female (NTAS_B1) and one 28-year old male (NTAS_B2). These NTAS had several plurilingual experiences throughout their life, in different contexts: personal, professional and educational. (See Figure 1).
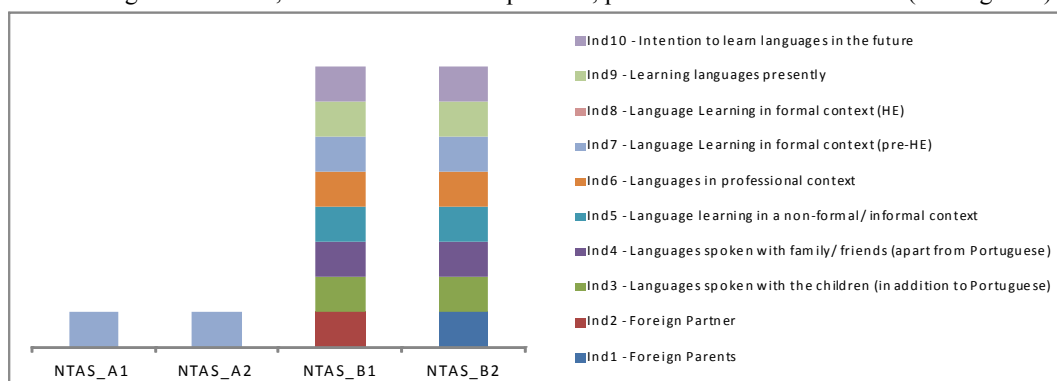

Fig. 1. NTAS' plurilingual experiences

5. Presentation and discussion of the results

5.1. NTAS' perceptions of how universities contribute (or can contribute) to the development of their plurilingual repertories

According to the data analysed, NTAS' perceptions regarding university contributions to the development of their plurilingual repertories are found in the following assumptions:

a. University promotes contact with foreign languages and that is seen as an opportunity to develop plurilingual repertoire:

"I usually choose more maybe the Spanish, it is something you read, you understand quite well or French, which I also understand and translate well. And now even better." NTAS_A2

"When I finish my degree and things settle down at home, I'm going to learn English, I'm going to a language school" NTAS_A2

"Yes...I think I have improved my English, no doubt. Even though I don't work in Education , now I need it constantly at work... English is essential, at this point is essential." NTAS_B1

"[because he/she already had some knowledge of English] In the first year I had an English course, it went well, it went very well." NTAS_B1

"After this [university]...although I contact with languages and can speak more than one language, I'm aware that I have much to learn, even I have a very long way to go." NTAS_B1

"In my context, at university, it was a good thing to know English [...]our library has many books and most of them are in English. And in other languages too. But many in English. And so, with English is easier. [...] for me, learning a new language was very helpful. Because I could read and study, without any problems. It was easy ... it helped me with university, which I really needed at that moment." NTAS_B2

"All the English knowledge I already had was called into action in the course [...] and, of course, I improved it." NTAS_B2

Most NTAS in this study (3/4 NTAS) are aware of the role played by foreign languages at university, especially in what bibliography is concerned (Ambrósio, Araújo e Sá & Simões, 2014). These students also acknowledge the importance of previously acquired language knowledge, underlining the direct link between lifelong learning and the development of plurilingual repertoires. This mirrors the desire expressed by NTAS when stating that they intend to learn more languages in the future. These three NTAS believe that attending university improves their language knowledge and, therefore, it contributes to the development of their plurilingual repertoires.

b. University promotes contact with foreign languages, but that it is perceived as an obstacle to succeed in university:

"... I don't have to master the language, I have to master the content ... I won't do a presentation in English or Spanish, I'm not in a language course." NTAS_A1

"Actually, I was faced with extremely complicated papers ... philosophy is already complicated to read in Portuguese, to read it in English is a mess ....sometimes...I was so frustrated." NTAS_A1

"Who like me left school 20 years ago is faced with difficult situations ... and the command of the language is ... you find yourself slightly embarrassed." NTAS_A1

"[regarding software programs in foreign languages] it was a problem... I didn't even risk wasting time to understand how to do it." NTAS_A1

This last NTAS appears to have some difficulties concerning language use at university. It seems that NTAS do not acknowledge the importance of language knowledge in higher education. The NTAS does not think necessary to have that type of skill. In addition, this student associates negative feelings, such as frustration and embarrassment, to the moments when language knowledge was needed. For NTAS_A1 attending university has no relation with the development of his plurilingual repertoire.

c. University changes NTAS' perception regarding language and their role in NTAS' life:

"I have totally changed my perspective regarding languages and language learning. I'm fascinated, I find the history of languages fascinating, their origins, and evolution, I find it fascinating. I find it very wonderful." NTAS_A2

"*It was really cool. I think I became fascinated by languages and I did come to the conclusion that the more languages you*

know the better. There is no 'I already know one or two languages and I say that's enough', no. The more languages you know, the better...in fact my next step is going be learning English." NTAS_A2

[asked about the course "Early Foreign Language Teaching"] "*It was very interesting...I never thought about it before... it was very interesting , they taught us strategies on how we could teach a language to children, so that was very interesting, I quite liked it".* NTAS_B1

In relation to how attending university can or could contribute to the development of plurilingual repertoires, there was a shift in NTAS' perceptions regarding lifelong language learning. Apparently, if NTAS have the specific inputs concerning the role of languages in life, they may change or strengthen their perceptions and, therefore, develop their plurilingual repertoire. In light of these findings university plays an important role in NTAS' perceptions regarding lifelong language learning.

5.2. The influence of plurilingual experiences on NTAS' perceptions

The analysis of these four NTAS' interviews shows a connection between NTAS' plurilingual repertoires and their perceptions regarding the contribution of attending higher education to the development of the repertoires.

On one hand, NTAS with fewer plurilingual experiences (Group A), such as NTAS_A1, are more reluctant to accept the inclusion of languages in their courses; they showed a hint of aversion to improving their language skills. This reluctance to learning languages could also be related to negative experiences that NTAS may have gone through in other situations. With regards to NTAS with more plurilingual experience (Group B), such as NTAS_B1 and NTAS_B2, their plural and diverse background had a major influence on their perceptions. They see plurilingual repertoires as a lifelong learning process. On the other hand, the study shows a change in the perceptions of NTAS with fewer plurilingual experiences, such as NTAS_A2, who have been exposed to language use and lifelong language learning. These NTAS believes that attending university contributes to the development of their plurilingual repertoire. It is also important to emphasise that NTAS of Group B, such NTAS_B1, who have lived in environments conducive to language and lifelong learning, are open to strengthen their perceptions and reinforce their opinion regarding lifelong language learning.

6. Final considerations

With this study we intended to emphasise the development of plurilingual repertoires as a continuum process in the lives of individuals, especially NTAS. The study also aimed to explain how NTAS perceive higher education regarding the development of their plurilingual repertoires. On one hand, it promotes the contact with foreign languages. It is understood as an opportunity to develop NTAS' plurilingual repertoires. The results show that NTAS with plural and diverse plurilingual background acknowledge the positive impact of higher education on the development of their plurilingual repertoires, which they perceive as a lifelong learning process. On the other hand, the contact with languages at university, and the difficulties associated to language use, could be seen as an obstacle to succeed as a university student. The NTAS with fewer plurilingual experiences in his repertoire (NTAS_A1) seems more reluctant to accept the inclusion of languages in university. This NTAS shows a slightly hint of aversion to improving his language skills and does not acknowledge any importance to his plurilingual repertoire.

It is important to stress that universities could play a major role in changing negative perceptions regarding lifelong language learning. Regarding to this NTAS with fewer plurilingual experiences his reluctance to use languages could be related to negative experiences that he may have gone through in other situations. University could develop language support programmes to help NTAS in these situations. Another perspective was given by NTAS_A2, who also belongs to Group A, had a positive experience at university regarding the contact with languages. In fact, her perception regarding languages and their role in her life has changed completely. This change is due to attending higher education where a productive environment regarding lifelong language learning is fostered.

This study presents limitations, for instance the relatively small number of interviews analysed. Nevertheless, this study could be seen as a starting point for further research on the pivotal role played by universities in supporting LLL, namely the development of plurilingual repertoires.

Acknowledgements

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Artigo [6]

Ambrósio, S., Araújo e Sá, M.H., & Simões, A.R. (2013). A biographical approach to plurilingual repertoires of non-traditional students: an obstacle or an aid to navigation in Higher Education? In Catarina Doutor, Teresa Gonçalves & António Fragoso (orgs.). *Non-traditional students in Higher Education: Looking beyond (in) success and dropout* (pp. 109-118). Faro: University of Algarve .
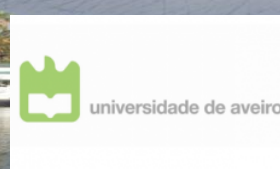
Proceedings of the Conference

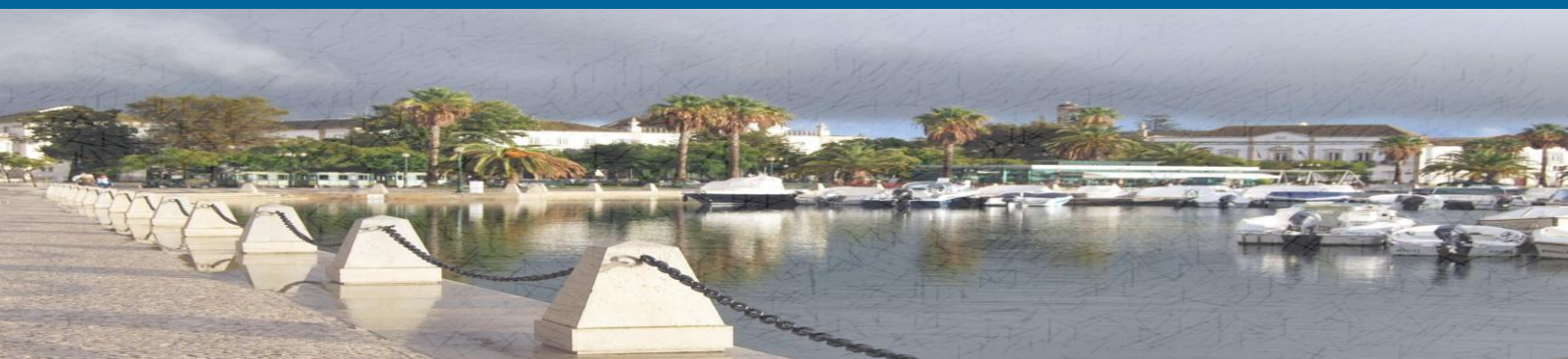# «Non-traditional students in Higher Education:
Looking beyond (in) success and dropout»

31st January – 1st February 2013

School of Education and Communication

University of Algarve

Faro, Portugal

A biographical approach to plurilingual repertoires of non-traditional students: an obstacle or an aid to navigation in Higher Education?

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Abstract

Higher Education Institutions (HEIs) play an important role in the development of strategies that support lifelong language learning, namely when opening doors to Non-Traditional Students (NTS). This group of students is anything but homogenous. They may be 23 or 60 years old, or even more. They may work full-time or part-time, be unemployed or in-between jobs. They may have more plurilingual experiences or fewer plurilingual experiences as a result of their own lives, which are embodied in their plurilingual repertoires and could be perceived as an obstacle or an aid. In this sense, plurilingual repertoires influence the way NTS deal with new challenges in HE concerning foreign languages.

The purpose of this paper is to emphasise the influence of plurilingual repertoires in dealing with language challenges. Two NTS with different plurilingual repertoires are presented and compared by means of two bibliographical interviews. The results show that NTS with more plurilingual experience have fewer difficulties facing language challenges in HE and value previous experience, which they see as an aid to their studies. NTS with less plurilingual experience have more difficulties in dealing with language challenges, as they believe that the lack of language skills is an obstacle to attending HE.

This paper underlines the importance of considering perceptions and experiences of NTS in HE, their strategies to face language challenges and also their suggestions to solve their language problems, so that attending HE becomes a smooth navigation and not a reason for a "shipwreck".

Introduction

The study presented herein is part of a more comprehensive project which is being carried out at the University of Aveiro, Portugal, called "Plurilingual repertoires in a lifelong learning process: a case study with non-traditional adult students in the University of Aveiro".[1]

The aim of this study is, on one hand, to understand how non-traditional students (NTS) deal with language challenges in Higher Education (HE), influenced by their plurilingual repertoire and how this could be an obstacle or an aid when attending HE. On the other hand, the study intends to understand NTS' perceptions of how the UA could help them to deal with language challenges more successfully.

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In order to achieve these goals, a biographical approach (West & Merrill, 2009) was used, namely 12 biographical interviews (Demazière & Dubar, 2009). In this study, the data obtained from two interviews to two NTS with different plurilingual repertoires are presented. This analysis allowed us to compare two perspectives regarding language challenges and, therefore, to understand the influence of plurilingual repertoires in the lives of NTS.

In the first part of the paper, the theoretical framework that supports the study is presented, namely the challenging navigation of NTS in HE (Section 1) and the plurilingual repertoires as indexical biographies (Blommaert & Backus, 2012) (Section 2). In the second part of this paper, the empirical study is presented and discussed (Section 3).

The purpose of this study is to emphasise the importance of the biographies, perceptions, and experiences of NTS regarding HE, namely language challenges, since it is important to look beyond NTS (in)-success and dropout rates. As stated in the 'call for paper' of this seminar "instead of asking how should non-traditional students 'adapt' higher education, maybe it is possible to get a better understanding on the context, uncovering ways in which HEI can be more flexible and adapt, institutionally or conceptually, to the structural conditions present in non-traditional student's lives." The biographical approach provides the adequate tools to achieve this purpose.

1 - Non-Traditional Students in Higher Education: A challenging navigation

Since the signing of the Declaration of Bologna in 1999, we have witnessed great changes in HE structures and an increasing awareness-raising regarding new challenges and demands. Considering the Bologna reports, a concern has been expressed over the last few years for promoting Lifelong Learning (LLL). It is seen as "the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all routes, circumstances, and environments." (Longworth & Davies, 1996, p. 22).

In this sense, LLL is perceived as a cornerstone for the Higher Education European Area and one of the main vectors in HE reconfiguration (EUA, 2005, 2008; Prague Communiqué, 2001) since HE can contribute to personal development and to the improvement of familiar and community life (Archer, Hutchings, & Ross, 2003). HE reconfiguration implies the need to revise its objectives and priorities completely (Longworth & Davies, 1996), since "In order to ensure that lifelong learning contributes to the European agenda on social inclusion and learning societies, universities need to develop educational offers that are attractive for different groups of European citizens to access and participate in throughout their lives." (Smidt & Sursock, 2011, p. 18). This means that HE institutions should be accessible to all (Bergen Communiqué, 2005), create more flexible learning pathways, and recognise the previously acquired learning, either in formal or informal contexts (Leuven Communiqué, 2009; London Communiqué, 2007). Moreover, "the challenge of lifelong learning for universities is to view lifelong learning as an opportunity to expand their activities in all fields

and to understand, and respond positively to, the very different needs of their new customers" (Longworth & Davies, 1996, p. 15), namely non-traditional students (NTS).

Since the presence of NTS in HE is an ever-increasing reality in European HE institutions, various authors and studies have focused on these students, thus providing us with an international perspective (Field, Merrill, & West, 2012; Johnson & Merrill, 2004; Lynch, Chickering, & Schlossberg, 1989; RANLHE, 2011), and subsequently a national[2] one (Batista, 2009; Correia & Mesquita, 2006; Gonçalves et al., 2011). Both perspectives emphasise the characteristics which these NTS have in common: i) age – NTS are above 23/25 years of age, ii) attending formal education – adult students were outside the formal education system for a while and have no university experience, and are usually the first family generation to join this type of education, iii) professional experience – adult students have greater work experience than traditional students (with little or none), and are usually working class, either working full or part-time and iv) attitude as students – NTS are more concerned with the practical application of knowledge, are more determined and committed, since the decision of attending HE is very often made with the view to pursue a career or update knowledge for professional progression (Correia & Mesquita, 2006; Johnson & Merrill, 2004; Lynch et al., 1989).

Thus, NTS are very different from other students, which means that they also face different challenges in HE navigation (cf.RANLHE, 2011). One of these challenges is dealing with foreign languages, namely reading bibliography and making use of software programs written in foreign languages. The ways NTS deal with this challenge and navigate through HE are influenced by their plurilingual repertoires built by more or fewer plurilingual experiences. This means that these repertoires are biographical, shaped throughout their lives. Therefore, it is important that HE institutions take into account the learning needs and biographies of NTS (Johnson & Merrill, 2004), and consequently understand their role in helping NTS to face this language challenge and make HE attendance much more navigable.

2- Plurilingual Repertoires as "indexical biographies"

As stated above, it is within their pathways that NTS have more or fewer plurilingual experiences as a result of their lifelong learning process. This process – and, therefore, the development of plurilingual repertoires - is shaped in a very personal way since "language learning is actually a process that each individual perceives and processes in different ways" (Franceschini, 2005, p. 121). Thus, plurilingual repertoires, defined as the result of biographically organized complex resources which reflect the rhythms of individuals' lives (Blommaert & Backus, 2012), are not stable since they are remodelled according to life's circumstances (Andrade et al., 2003; Beacco, 2008; Coste, Moore, & Zarate, 2009).

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[2] Regarding Portugal, as from 2006, special HE access and admission criteria were created for NTS, which must be over 23 years old and do not have the qualifications traditionally required for accessing and attending that level of education. However, they possess the knowledge and the necessary competencies, acquired during their personal, professional and social pathway, which enable the assessment of their eligibility for attending HE (Decree-Law No. 64 of 2006).

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Plurilingual repertoires are influenced by the plurality and unpredictability of an individual's pathway (Blommaert & Backus, 2012). They are seen as "truncated repertoires" (Blommaert, 2010, p. 103), gaining new elements which transform or complete pre-existing ones obtained in various life contexts, considering the necessary adaptation to professional, geographical or family displacements, but also to the personal evolution of interests (Beacco, 2008; Blommaert & Rampton, 2011; Castellotti & Moore, 2006; Lüdi, 2004).

Accordingly, plurilingual repertoires are understood as "indexical biographies" (Blommaert & Backus, 2012). They are closely linked to the life history of individuals and biographical trajectories (Thamin & Simon, 2010) revealing, at the same time, all the "actants" (Demazière & Dubar, 2009) involved in the process of lifelong language learning. As stated by Merrill, "Biographical research may at first sight appear to be too individualistic an approach for engaging with class and adult learning as biographies are largely analysed as an individualistic way of understanding the social world. Yet in constructing a biography a person relates to significant others and social contexts: a biography is, therefore, never fully individual." (2007, p. 71).

Thus, the biographical approach, through the means of biographical interviews, which "by their nature, encourage an eclectic, interdisciplinary and lifewide form of enquiry" (RANLHE, 2011, p. 30), is an instrument for accessing plurilingual repertoires since it highlights linguistic and cultural experiences lived by the individuals (Josso, 2002), but also the way they learned several languages in their personal, professional or educational contexts (Thamin & Simon, 2010). This biographical approach enables HE institutions to take into account the perceptions of NTS on HE attendance and, therefore, their suggestions concerning institutional language support.

In this sense, getting to know the plurilingual repertoires of NTS and understanding how they are perceived could provide HE institutions with the tools to help NTS to have a smoother navigation through HE regarding challenges posed by languages.

3 – Empirical study

Acknowledging this approach, a study was undertaken at the University of Aveiro (UA), Portugal, with the aim to understand:

   i. how NTS deal with language challenges, influenced by their plurilingual repertoire;

   ii. how these repertoires could be an obstacle or an aid to attending HE;

   iii. the perceptions of NTS of how the UA could help them to deal with language challenges more successfully

In order to know NTS' perceptions and their plurilingual repertoires, a biographical approach was used (Josso, 2002; West & Merrill, 2009), specifically biographical interviews (Demazière & Dubar, 2009). Thus, 12 biographical interviews we carried out to six NTS with fewer plurilingual experiences (Group A) and another six with more experiences (Group B).

In this paper, two interviews were analysed - one from each group - in order to present and compare the influence of the plurilingual repertoire on the perceptions of NTS regarding challenges posed by languages and the role they give do HE institutions.

Before presenting and discussing the data collected, two interviewees and their plurilingual experiences are briefly presented (see Table 1).

Table 1 – General characterisation of NTS

		NTS - A	NTS - B
Age		48	38
Gender		Male	Male
Nationality		Portuguese	Brazilian
Occupation		Administrative Assistant at the local council	Restaurant owner
Degree		Design	Nursing
Plurilingual experiences	**Personal Context**	None	Reading in English regularly, watching American movies without subtitles
	Professional Context	None	Worked in the United States of America in catering (Six years) In Portugal, working in catering
	Educational Context (pre-HE)	Learnt French in High School (three years) Learnt English in a Language School (two years)	Learnt English in High School (six years) Learnt English in a Language School (four years)
	Educational Context (HE)	Software programs in English (e.g. Photoshop, Freehand, Illustrator, SketchUp, SolidWorks) Aesthetics module – mandatory bibliography in English	Mandatory bibliography in foreign languages, mainly English

As presented in Table 1, NTS-A has lived fewer plurilingual experiences when compared with NTS-B, having lived none during his personal and professional life. However, in HE NTS-A has to read more in foreign languages than NTS-B.

3.1 – Data analysis presentation and discussion

The first and second goals of the study are to understand how:

    i. NTS deal with language challenges, influenced by their plurilingual repertoires;

    ii. these repertoires could be an obstacle or an aid to attending HE.

In order to achieve these goals, the language challenges identified and dealt with by both NTS were analysed (see Table 2).

Table 2 – Language challenges in HE

	NTS - A	NTS – B
Language challenges identified	1 - Dealing with **software programs** in foreign languages, namely English (design software) *"and this is a problem, in fact it [software] is all in English"* 2 - Reading **bibliography** in foreign languages, mainly English *"philosophy is complicated enough to read in Portuguese, let alone to read it in English, it is chaos ..."*	1 - Reading **bibliography** in foreign languages, mainly English *"There was even a book with no translation into Portuguese. It was all in English."*
Strategies used for facing language challenges	1 - Working with software I already know and "copy-paste" the information to the new one *"[The professor] created a template in Illustrator and sent it to us. What do I do? I do my all my work in Freehand and then copy-paste to the template they gave us. I don't even risk wasting time realizing how it is done. Because it is a very complicated program, it takes time...and in English? We cannot master a software or a language when in need it, right?"* 2 – Using **Google Translator** *"Word by word, it is doable. I sometimes got so frustrated... it translates literally, it doesn't take into account the meaning of the text ...Well, I had some difficulties."*	1- Using **previous language knowledge** *"All that I already knew of English was called into action during the course.* *"In HE, it was very good to know English...our library has many books and most of them are in English. And in other languages too. But many in English. And so, it's easier with English. For me, at that moment, it was very helpful knowing a new language because I could read and study the subject, without any problems. It was easy ... [foreign language] helped me in HE, at that moment when I needed it"*

Although the language challenges identified by these two NTS are the same (i.e. reading bibliography in English), the strategies to deal with them are very different. NTS-A, with fewer plurilingual experiences in his repertoire, had more difficulties in accomplishing the challenges. He used expressions such as "*I don't even risk to wasting time*", "*very complicated*", "*so frustrated*" and "*some difficulties*" to voice his feelings. In this case, the lack of plurilingual experiences seems to be an obstacle to navigate through HE. Conversely, NTS-B considers reading bibliography in English as an achieved challenge. It is clear that his previous language knowledge was an aid to his navigation in HE, regarding language challenges: "*called into action*", "*very good*", "*easier*", "*very helpful*", "*easy*" and "*helped me*".

Therefore, our analysis shows that on one hand NTS with more plurilingual experiences have fewer difficulties in facing language challenges in HE and value previous experience. On the other hand, NTS with fewer plurilingual experiences have more difficulties in dealing with language challenges and consider the lack of knowledge as an obstacle to their navigation in HE.

The last and third goal of the study aims to understand the perceptions of NTS on how the UA could help them to deal with language challenges successfully (See Table 3).

Table 3 – NTS' perceptions on UA contributes to face language challenges

	NTS - A	NTS – B
Languages in the curricula	No	No
Curricula should include languages	No	Yes
How could UA help NTS to face language challenges?	1 - Informing NTS during the enrolment process about **language usage** in the chosen degree 2- Offering **summer language courses** to NTS.	- **Technical English/French in nursing** *"I think it would be a good idea to have a course with English vocabulary more geared towards technical terms. And as in High school, you could choose either English or French."*
	Some of the reasons pointed out ↓	**Some of the reasons pointed out** ↓
	1 - "Those who do not hold a high school degree, or who have not studied languages will more easily drop out of HE, because of the many difficulties with languages." *"Professors think that we should be obliged to know English...they don't understand"* *2 – "The University could deliver summer courses specific to working-students… to help [them] to remember some language knowledge…"*	**"***If nurses are moving to other countries, to what extent will [this course] make the lives of the nurses easier? A lot!"* *"If we have to go to any EU country tomorrow, I think it would be extremely important."*

Both NTS have no language courses in their curricula, but only NTS-B (with more plurilingual experience) stated that his nursing degree should include a language module. NTS-B believes that it is important to master the technical nursing terms in languages other than Portuguese, since globalization has encouraged nurses to work in any country. Another difference is that NTS-B seems more focused on his role as a student and the autonomy that proficiency in a foreign language could potentially bring. NTS-A seems more focused on what UA should offer to NTS and less concerned about how language proficiency could help him navigate through HE successfully. He argues that on one hand NTS should be previously informed of which languages they will work with, so they can be better prepared; on the other hand, UA should offer summer language courses to these specific students.

4 – Final considerations

The purpose of our study is to underline the importance of considering the perceptions and experiences of NTS in HE, namely their strategies and suggestions to face the challenges posed by languages.

Although both NTS share the same opinion regarding HE (NTS-A: "*It's a lot of pressure, people have no idea how physically and psychologically demanding this is*" and NTS-B: "*HE is not easy, it often makes you feel like giving up/dropping out*"), NTS with more plurilingual experience face fewer difficulties when dealing with language challenges in HE and value previous experience while studying. The more experienced NTS also considers that HE institutions should offer language courses as part of the curricula of all HE degrees, namely technical English. The NTS with less plurilingual experience has shown more difficulties in dealing with language challenges and thinks that the lack of language knowledge is an obstacle to his navigation through HE.

We hope that this study can help HE institutions to understand NTS better, their needs and the challenges they have to face. In this sense, as stated in *SIRUS* we also believe that "Student support services are essential (advising, counselling, etc.) with staff who are able to understand and address the specific needs of lifelong learners, and they need to be available when the students need them." (Smidt & Sursock, 2011, p. 17) and, therefore, help NTS to have a smooth navigation in HE and avoid a "shipwreck".

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Artigo [7]

Ambrósio, S., Araújo e Sá, M.H., Pinto, S., & Simões, A.R. (2014). Perspectives on educational language policy: institutional and students' voices in a higher education context. *European Journal of Language Policy 6*(2), 195–214. DOI:10.3828/ejlp.2014.4

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Perspectives on educational language policy

Institutional and students' voices in higher education[1]

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Abstract

Considering the role of higher education institutions (HEIs) in the development of plurilingual competences, without which a democratic, active citizenship cannot be constructed, we carried out a study at the University of Aveiro (Portugal) aiming to: (1) identify perspectives on educational language policies in an academic context, namely in institutional and students' voices; (2) describe convergent and divergent perspectives within those voices; and (3) reflect on the contribution of such an analysis for the development and implementation of educational language policies in HEIs.
   Different data collection instruments and methods were used in this study: documentary analysis (study regulations), interviews with institutional actors and student question-naires (NTAS – non-traditional adult students). The results show that institutional actors and students share the same pragmatic perspective regarding the integration of languages

in curricula, perceiving it in terms of employability, mobility and professional needs, and revealing a representation of languages as instrumental objects. There is also convergent thought concerning the reasons against languages integration in curricula, for which they believe HEIs should not be responsible. Divergent perspectives concern the importance attached to the integration of language courses in curricula: in contrast to institutional actors, most students believe that language learning is important in HE.

The study underlines the importance of knowing the perspectives of different academic actors on educational language policy, namely the inclusion of languages in curricula. This acknowledgement may help raise institutional awareness on the importance of implementing educational language policies, by enabling the creation of a *locus* of discussion.

1. Educational language policy in higher education institutions: background

Higher Education Institutions (HEIs) are fundamental to social development since they are drivers of change in various areas, such as economics, culture, science and technology. Within the European context they are expected to contribute to "European integration and the necessity of maintaining linguistic and cultural diversity in Europe" (European Language Council 2001: 3). HEIs are, therefore, required to become multilingual spaces, promoting plurilingualism as a value and a competence (Beacco and Byram 2003), and contributing to the development of "an understanding and acceptance of the immense value of linguistic diversity and of less widely used languages" (Bergan 2002: 18).

This implies the development of consistent and explicit institutional language policies that consider the ever increasing contact between individuals, languages and cultures in academia and society, "with respect to the goal of multilingualism" (Tudor 2006: n.p.). This ideological discourse relating those policies to social cohesion and progress represents a great challenge to HEIs: the need to reflect about languages and the role they play within the different institutional contexts (teaching, research, and cooperation at a local, national and international society levels) and within societal dynamics. As Mackiewicz, President of the European Language Council, emphasises that "HEIs have to acknowledge that their mission has to include an institutional language policy" (2009: n.p.).

HEIs seem to be increasingly acknowledging this mission, as the results of recent research show. For instance, based on the results of the project ENLU

(European Network for the Promotion of Language Learning among all Undergraduates), Tudor points out:

A growing number of HE institutions have adopted policies designed to promote language learning. It is thus possible to speak of the emergence of the concept of HE language policy, namely the strategic decisions of HEIs to equip their students, researchers and both academic and administrative staff with communicative skills in one or more foreign languages. (2008: 51)

Nevertheless, the project is far from the possibility of being extended to a significant number of HEIs, and it can hardly be stated that most European universities are aware of this need.

With regards to their educational mission – on which this study focuses – HEIs are required to develop educational language policies that highlight languages and language education, namely by providing all graduate and undergraduate students the opportunity to choose from a wide range of language courses and take a number of credits in languages regardless of the subject in which they specialise, and by the adoption of a content and language integrated learning approach (Cummins 2000; Commission of the European Communities 1991). The *Bologna Declaration* (2001), the *Berlin Communiqué* (2003) and the recent European Commission Communication *European Higher Education in the World* (2013) stress these recommendations, relating them to the internationalisation of HEIs, and highlighting HEIs' central role in the training of plurilingual citizens who can contribute to the construction of a multicultural, democratic Europe. These recommendations have been followed by some HEIs and, indeed, "there have been changes in the public's attitude towards language policy" (Barrault-Méthy 2012: 191). This is also stressed by the European Language Council's *Working Group Higher Education Language Policy* (European Language Council 2013), created in 2011.

The need to develop and implement educational language policies at an institutional level is also emphasised by several European projects, such as TNP (Thematic Network Project in the Area of Languages), ENLU (European Network for the Promotion of Language Learning among all Undergraduates), MOLAN (Network for the Exchange of Information about Good Practices that Serve to Motivate Language Learners) and DYLAN (Language Dynamics and Management of Diversity), specifically regarding teaching. The results and conclusions of these projects provide us with important clues regarding a potential framework for HEIs in this matter. Nevertheless, the challenge presents difficulties, as pointed out by Kelly: "dirtying our hands in the policy arena is a complex enterprise" (2003: 102). One of these challenges meant that the perspectives of different actors in the planning and management

of educational language policies had to be considered. Indeed, from this viewpoint, an educational language policy cannot be carried out independently of social actors, which highlights the role of both individuals and institutions (Ricento 2000). We agree with Chambers (2003) when she states that the development of an educational language policy should be transversal, relying on the collaboration of professional linguists, teachers, institutional governing bodies, deans of faculties and students. In other words, despite the fact that the responsibility for developing and implementing an educational language policy "should ultimately rest with the institutions' leaders", it is their obligation "to bring about cooperation of all people working in the area of languages and to involve representatives of all other subject areas and of service units" (Mackiewicz 2003: 98).

Prior to this cooperation it is essential to raise awareness among the university community about the importance of developing and implementing a (plurilingual) educational language policy (Sárdi 2005). Within this raising of awareness, diagnosing the representations of different actors and their perspectives on educational language policies becomes crucial, since representations influence practices and behaviours (Billiez and Millet 2001; Calvet 1999), functioning as a "*minded practice*" (Clandinin 1985). Indeed, representations of languages and the roles they play in the lives of individuals and institutions may function as important attitudinal obstacles to the implementation of an educational language policy coherent with the principles of plurilingualism (Chambers 2003; Tudor 2004).

2. Lifelong learning within higher education

Although HEIs have been increasingly implementing educational language policies, language education for all remains an area requiring improvement. In this sense, educational language policies must be designed in line with a lifelong learning (LLL) paradigm.

The concept of LLL, perceived as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment perspective" (European Council 2002: 7), has been acquiring a new impetus in the agenda of HEIs. This is one of the main vectors in the reconfiguration of HEIs (Prague Communiqué 2001; European University Association 2008), considering their social responsibility in the response to new needs in education and training throughout life. Language learning, and the consequent development

of plurilingual competences, are perceived as important features in the LLL process, according to several European documents: *Memorandum on Lifelong Learning* (Commission of the European Communities 2000), *Education and Training 2010 Programme* (European Commission 2004), *Lifelong Learning Programme (2007–2013)* (European Union 2006) or in the *Key Competences for Lifelong Learning – A European Framework* (European Commission 2007). Accordingly, it is believed that language learning contributes to the LLL process as a whole, since it coincides with the development of generic learning competences which are fostered in the overall LLL process. This process takes place in different contexts and institutions, such as HEIs, and should entail the promotion of LLL, including language learning, assuming "leur responsabilité de continuer à développer les compétences linguistiques de tous les étudiants" (Beacco 2009: 66–7).

In view of the above, the relationship between LLL and language education assumes dialectical and dynamic characteristics in a clear cycle where the development of language competences provides input in a LLL approach as a whole, and the same happens in the opposite direction; that is, during the LLL process the interaction with languages (in formal and informal contexts) favours the development of general competences.

Therefore, HEIs, where LLL is seen as a cornerstone (Prague Communiqué 2001), should be accessible to all (Bergen Communiqué 2005). It is essential that educational systems create more flexible learning pathways and recognise previously acquired learning processes, either through formal or informal contexts (Fejes and Andersson 2009, Leuven Communiqué 2009; London Communiqué 2007). The validation of learning outcomes, acquired through non-formal and informal learning, is essential for accessing the job market and lifelong learning. Furthermore, validation of non-formal and informal learning experiences is an essential contribution to the EU's ambition to attain sustainable and inclusive growth, as set by the Europe 2020 Strategy (European Commission 2012).

The institutionalisation of the LLL paradigm has helped increasing the visibility and the value of non-formal and informal learning and, subsequently, the importance of the recognition of prior learning (Fejes and Andersson 2009).

The recognition of prior learning, understood as a response to the need to widen participation in education and training for economic advancement and social inclusion (Andersson and Harris 2006), aims to ensure: social justice, economic development or social change (Fejes and Andersson 2009). The benefits to HEIs and individuals of recognising prior learning relate to: (1) easier access to HEIs for non-traditional students; (2) acknowledging the

importance of learning outside a formal setting (e.g. learning in the workplace – non-formal learning); (3) validation of informal learning (learning which students have achieved by themselves); (4) enhancing students' pride and self-esteem for what they have accomplished as learners and (5) improving students' perception and understanding of learning as a lifelong process (Andersson and Harris 2006).

In this sense, HEIs should be prepared to recognise prior learning, and should be ready for new demands and challenges, such as receiving new publics with different profiles (Berlin Communiqué 2003). Receiving non-traditional adult students (NTAS) requires a change in both administrators and academics' perspectives. In fact, the enrolment of this new public in HEIs is clear evidence that the three main goals of the Bologna Process are being met: mobility, employability and lifelong learning. Hence, the entrance mechanisms in HE for this new public are based in an LLL perspective, since students' previous life story and experience are valued in the selection process.

In Portugal, special requirements for accessing HE have been in force since 2006 for NTAS who have not received the formal education traditionally required for higher-level studies. The Decree-Law No. 64 of 2006 emphasises that in order to attend an HEI, NTAS should possess the knowledge and the necessary competencies, acquired during their personal, professional and social pathways. Another specificity of these new candidates is their age group. Besides not having attended secondary education or holding an equivalent qualification, they must be over 23 years old, hence the expression "over 23" when referring to this type of access and admission to HE. Evaluating these students' ability to attend university necessarily entails: (1) assessing the candidate's CV and qualifications; (2) evaluating the motivations stated during an interview or in a cover letter; and (3) submitting the candidate to theoretical and practical tests to evaluate knowledge and skills related to the course to which they are applying (Decree-Law No. 64 of 2006).

Furthermore, holding a degree increases NTAS' chances of mobility and/or employability, enabling them to progress in their career, since they are usually full- or part-time workers. Their previous experience and life story also help them to develop a different attitude towards education. In dividing their time between their jobs and university, these students are fully aware of the possible application of the competences and knowledge they have gained. HE is very often a chance for NTAS to pursue a career or update knowledge for career advancement (Correia and Mesquita 2006; Johnson and Merrill 2004; Lynch et al. 1989). Due to the fact that NTAS work and study at the same time, they link the academic and professional contexts. In view of the above, we think that

their opinions on educational language policy should be considered since they are aware of the needs and dynamics of these two contexts, and can provide important input to policymakers.

Within this framework, we believe that the inclusion of NTAS in HE is the result of the implementation of LLL by HEIs in a clear LLL process. One of the most important goals in the dynamic reconfiguration of HEIs is thus highlighted by recognising and valuing prior learning (formal, non-formal and informal). Taking into account the opinion of NTAS also underlines the importance of widening access to HE to new publics. On the other hand, considering the opinions of NTAS, who, for the reasons stated above are more aware of what they need than traditional students, is a way of emphasising the crucial role that HEIs play in the social and economic development of society, particularly concerning language learning needs.

3. The study at the University of Aveiro: institutional and students' voices on educational language policy

Considering the previous framework, a study was undertaken at the University of Aveiro (UA), Portugal, on the academic community's perceptions of educational language policies in HEIs, and the relation to lifelong language learning, aiming to answer three fundamental questions:

(1) What perspectives on educational language policies emerge in this academic context, namely from institutional and NTAS' voices?
(2) What are the convergent and divergent perspectives within those voices?
(3) How can this study contribute to the development and implementation of educational language policies in HEIs, namely in the UA?

In order to answer the first two questions, different instruments and methods were used to collect data about institutional and student perspectives (Table 1).

Table 1. Data collection instruments

Institutional voices	Student voices
Document analysis of Study Regulations:	**Online Questionnaire** completed by 195 NTAS (response rate of 40.2%)
University of Aveiro Study Regulation	
University of Aveiro Graduation and Master's Regulation	
University of Aveiro "Over 23" Access Regulation	
Semi-structured interviews:	
Institutional Actor 1 (IA_1)	
Institutional Actor 2 (IA_2)	
Institutional Actor 3 (IA_3)	
Institutional Actor 4 (IA_4	
Institutional Actor 5 (IA_5)	
Institutional Actor 6 (IA_6)	
Institutional Actor 7 (IA_7)	

As far as the institutional voices are concerned, besides the documentary collection, semi-structured interviews were undertaken with seven institutional actors who were responsible for teaching and management at UA in the academic year 2007/2008, and content analysis was applied. The interviews comprised four parts with questions on educational language policy, training and language education, languages and research, languages and interaction with society. Table 2 below illustrates the objectives and the questions specifically analysed for this study.

Table 2. Interviews with institutional actors

Objectives	Questions
Identify institutional representations concerning the importance of developing an educational language policy that promotes language learning within graduate education, namely language courses in curricula.	- Do you consider it relevant to integrate language courses in all curricula? Why/Why not?
Describe institutional language representations (status, purposes, importance) within graduate education, as far as the integration of language courses in the curriculum is concerned.	- In your opinion what type of criteria should be behind the choice of those language courses? Why?

In order to access students' voices, an online questionnaire was sent by email to all NTAS attending UA during the academic years 2006/2007 to 2010/2011 (a total of 485 NTAS). The questionnaire was completed by 195 NTAS (40.2%). For the analysis of the collected data, the Statistical Package for the

Social Sciences (SPSS) software (version 18) was used and content analysis was applied to the answers to the open questions. The questionnaire was divided into three parts: (1) general characterisation (age, gender, nationality, academic qualifications, job, and attended degree at UA); (2) lifelong learning (language biography and lifelong learning representations); and (3) degree and languages (advantages of degrees and HE contributions to language learning). The questionnaire comprised 18 questions and although most of them were closed, it also included opened questions that enabled the researchers to access NTAS' lifelong language learning representations. For this study a selection of questions was analysed (see Table 3):

Table 3. Questionnaire for NTAS

Objectives	Questions
Identify NTAS' representations concerning HEIs policies, namely of:	- Do you consider learning languages important in Higher Education?
Language learning (which languages, why, etc.)	- Given the choice, which languages would you include in your curriculum?
	- What made you choose those languages?
The contribution of HE to language education	- Do you think that a Higher Education degree favours the development of your language skills, even if your study programme does not include foreign languages?

It is important to underline that this study focuses on a transitional period at the University of Aveiro as far as teaching and curriculum design are concerned (implementation of the Bologna Process). So, we considered it would be important to observe how curricular restructuring proceeded between 2006 and 2010, and how questions of language policy emerged within it.

4. Data analysis

We will begin the data analysis by answering our first research question – "What perspectives on educational language policies emerge in the academic context, namely in institutional and students' voices?" – focusing firstly on the institutional voice and then on the student. Subsequently, both perspectives are compared in order to identify convergent and divergent perspectives within them. This comparison helps understand how these perspectives may contribute to the development and implementation of educational language policies in HEIs.

4.1. Institutional voice

By analysing the three Study Regulations, we conclude that the issue of language education within 1st Cycle degrees is not explicitly addressed. However, it is indirectly tackled when institutional documents emphasise the following aspects: (1) the need to create a European Higher Education Area where mobility is privileged; (2) the importance of HEIs' internationalisation at graduation level; and (3) the valorisation of students' previously acquired competences (including linguistic skills). Therefore, although the Study Regulations do not include recommendations regarding educational language policies, we believe the importance of developing plurilingual and pluricultural competences is addressed implicitly.

Once the data were analysed, institutional actors were interviewed in order to identify (and relate): (1) representations concerning the importance of developing an educational language policy to promote language learning within graduate education; and (2) representations of languages and their role within individuals and societies' lives and within the institution's dynamics.

Four interviewees believed that it is important to include language courses in all curricula (IA_1, IA_2, IA_4 and IA_7). The main reasons given are pragmatic and linked to employability and mobility. Language learning is, therefore, valued by these actors because it empowers students to access the job market and desired professions ("economic criterion", Dabène 1997): "I'm talking about 1st Cycle students/all of them must leave the university speaking English correctly in order to get good jobs/this must be acknowledged by the institution" (IA_4:018); "I notice that those who can speak English have more career opportunities" (IA_1:06). Undoubtedly, this demonstrates a representation of languages as objects of economic and professional empowerment (Calvet 1999; Lehtonen and Karjalainen 2008), where English is the only language mentioned. Besides this representation, some of the reasons given show that languages, English almost exclusively, are perceived as institutional strategies for achieving graduate education internationalisation (de Wit 2002), namely by adopting a CLIL approach: "I think that English is very important to the institution's competitiveness as far as education is concerned/this not only includes modules, but also entire 2nd Cycle degrees in English" (IA_1:050).

On the other hand, three interviewees (IA_3, IA_5, IA_6) stated that HEIs are not responsible for language education because English is mandatory in elementary and secondary schools or otherwise because it should be pursued by individuals on their own initiative: "in Portugal language learning is ensured by basic and secondary schooling" (IA_3:014); "languages may be acquired in other

contexts/if a person enjoys learning languages s/he should go to a language school"
(IA_6:064). Moreover, they emphasise the existence of several extra-curricular
language evening courses at the Department of Languages and Cultures that can
be attended by interested students, provided they can afford the tuition fees.

The results above show that the institutional discourse (within the Study
Regulations and in the interviews) does not show a concern for the role of
language learning, evidencing a devaluation of plurilingualism. This result is
reflected, for example, in the low number of degrees with language courses
in their programmes: in 2009/2010, only 15 1st Cycle degrees (of a total of 50)
included language courses, only 11 of these being non-language specialist
degrees and the majority being polytechnic study programmes (Accounting,
Commerce, Documentation and Archive Management, Electro-Technical
Engineering, Finance, Information Technologies, Legal Technician Studies
and Public Sector and Local Government Management) (Table 4). It must be
noted that the English language is taught in all 11 programmes (both technical
and not), but mainly with pragmatic and utilitarian purposes, as concluded in
a previous study of language programmes (Pinto and Araújo e Sá 2010).

Table 4. 1st Cycle Degrees with language courses in their curricula
(Academic Year 2009/2010)

	Degree	Languages courses
Language Specialists	Languages and Business Relations	English, German, Spanish, Chinese, Arabic
	Languages and Editorial Studies	English, German, Spanish, French
	Languages, Literatures and Cultures	English, German, Spanish, French, Portuguese
	Translation	English, French, German, Spanish.
Other	Accounting	Technical English
	Basic Education	Portuguese
	Biomedical sciences	English
	Commerce	English, Portuguese
	Documentation and Archive Management	Portuguese, English, French
	Electro-Technical Engineering	English, French
	Finance	Technical English
	Information Technologies	Technical English
	Legal Technician Studies	English, Portuguese
	Public Sector and Local Government Management	English, French, German
	Tourism	English, French

4.2. Students' voices

The analysis of the answers given by the students showed that NTAS are almost unanimous (n. 172 from a total of 195) when considering the importance of language learning in HE. Although not all NTAS agree with the integration of language courses in their curricula, the fact is that most think it is important, as shown in Table 5:

Table 5. NTAS' opinion concerning the integration of language courses into curricula

Public	Agree with Language Integration in the Curriculum	Reasons
NTAS With languages in curricula – n. **76** (39%)	**"Yes"** – n. 61	*"it* [English] *is the most used in bibliographical research."* (NTAS 1)
		"it [English] *is the most used language in my work place."* (NTAS 109)
		"Because it [English] *is the most used language in written and oral communication."* (NTAS 194)
	No answer – n. 15	
NTAS Without language courses in curricula – n. **90** (46%)	**"Yes"** – n. 62	*"There is a wide gap in the area of languages, because without them professional viability is incomplete in spite of the knowledge in other areas."* (NTAS 5)
		"All the books recommended by the professors are in English." (NTAS 25)
		"Because English language is compulsory worldwide." (NTAS 71)
		"Great job opportunities outside Portugal." (NTAS 97)
	"No" – n. 15	*"I don't intend to go abroad."* (NTAS 104)
		"The number of hours in the curricula should be for specialised courses." (NTAS 152)
		"I do not consider the learning of foreign languages very important or fundamental for my degree." (NTAS 170)
		"The need to learn languages should already have been considered in secondary school or autonomously by all students." (NTAS 187)
	No answer – n. 13	
No answer – n. **29** NTAS (15%)		
TOTAL – 195 NTAS (100%)		

When asked which languages they would include in their curricula if given the choice, most NTAS taking degrees which include language courses (n. 76) said that they would choose English (n. 38) due to its universal use, professional requirements and academic purposes (such as reading bibliographies in English). Other languages were also referred to: Spanish (n. 15), French (n. 6), German (n. 6), Chinese (n. 4), Italian (n. 4), Arabic (n. 3), Russian (n. 2), African Languages (n. 1) and Portuguese (n. 1). The reasons given are, mainly, linked to empowerment of individuals for professional and personal gain. So, whether these NTAS suggested that English (the NTAS' preference) or another language should be included in their degrees, the reasons given were almost exclusively pragmatic.

Most of the NTAS taking degrees that did not include language courses stated that their degrees should include languages (n. 62), specifically English (n. 57). This is due to academic requirements such as reading bibliographies in English, the universal use of the language, professional mobility and employability. Other languages referred to by a minority were Spanish (n. 3), French (n. 1), Russian (n. 1) and Chinese (n. 1), and they were always mentioned alongside English. The main reasons given for these choices are related to academic and professional requirements. Once again, we can conclude that most of these NTAS perceived languages as objects of economic and professional empowerment, and regretted the fact that their degrees did not include foreign languages.

At a first glance we can also conclude that students value the inclusion of language courses, since all the NTAS who learned languages as part of their curricula strongly agreed with this. Conversely, 15 NTAS whose degrees did not include language courses were clearly against it, stating that language learning should not take place in HE, which may lead us to question the overall perspective of language education policies adopted by HEIs.

A more thorough analysis of the answers given by these 15 NTAS shows that they thought that language skills should be acquired in previous cycles or through autodidactic means. So, we can state that those who think that curricula should not include languages expect university students to develop language competences before attending HE.

When asked whether they thought an HE degree generally favoured the development of language skills, even if their curricula do not include language courses, 140 NTAS answered affirmatively, stating that taking an HE degree improves language skills by: (1) reading bibliographies in foreign languages (n. 80); (2) communicating with teachers and foreign colleagues (n. 25); and (3) browsing the web and using software in English (n. 5).

It can be concluded that given that NTAS are in employment, they are aware of their needs and what to expect from HEIs to fill any gaps, namely as far as language education is concerned. Although they value the positive contribution of attending HE to language learning and plurilingual competences, they mention only English as the language they need or wish to improve.

4.3. Institutional and students' voices: convergent and divergent perspectives

The analysis of both institutional and students' discourses has allowed us to identify convergent and divergent perspectives on educational language policies in HEIs. We conclude that convergent perspectives are related to the reasons for integrating (or not) language courses in curricula (see Table 6).

Table 6. Convergent perspectives regarding the integration inclusion of languages in curricula

In favour of integrating languages into curricula	Against integrating languages into curricula
Pragmatic reasons associated with: - employability and professional needs - mobility ↓ English	HEIs are not responsible for language education because: - schools should be responsible - it is a personal decision (auto-didactical perspective)

So, the main reasons stated for integrating language learning into curricula reveal an "economic criterion" (Dabène 1997) linked to the concepts of the "marché linguistique" (Bourdieu 1982) and the "valeur marchande" of languages (Calvet 1999). This shows a representation of languages, in this case English, as objects of empowerment that enable professional and social mobility and promote greater access to well-paid careers. In this sense, language learning is perceived as an investment from a consumerist perspective (Rimbert 1995) and within "un point de vue d'usager" (Castellotti et al. 2001: 101). The humanist perspective of languages as important instruments to encourage interpersonal relationships and social cohesion is not evident in the data collected.

On the other hand, the reasons for languages not being included in curricula show a disengagement of HEIs from language learning by both students and institutional actors responsible for the education sector. This perspective shows that the role HEIs could play in promoting LLL is still not very clear (Mackiewicz 2002).

There are divergent perspectives regarding the importance given to the

integration of language learning in curricula. As this study shows, three institutional actors interviewed stated that language education should not be a crucial responsibility of HEIs. Slightly unexpectedly, these actors were the Head of the Department of Languages and Cultures, the Graduation Vice-Rector and the Institutional Officer for the Erasmus Programme. Due to the nature of their positions within the university, these actors would traditionally have defended a broader perspective of language learning within HE. On the other hand, the majority of the students believe that language learning is essential in HE, even if it has a merely utilitarian purpose. Moreover, their initial expectations have not only been enriched, but also seem to have been dashed, by the institutional educational language policy.

5. Discussion and conclusions

Considering the divergent perspectives on educational language policies that emerge in institutional and students' voices, we believe that this study highlights the importance of knowing and understanding the perspectives of professional linguists, teachers and other language specialists on educational language policies, but it is also important to include the whole academic community, that is, students' perspective too. Indeed, students may play an important role in the planning and development of educational language policies since "they are sometimes more immediately aware of the importance of languages than university and faculty management" (Sárdi 2005: n.p.).

The results herein show that, from an institutional perspective, there are homogeneous representations regarding the importance of languages and language education. These representations highlight the role of a single language – English – as an object of professional empowerment for students. This may justify the predominance of English in the few degrees offering languages and the suggestion made by some interviewees of increasing the number of 2nd and 3rd Cycles degrees fully taught in English, as a way of attracting foreign students and teachers and thus promoting internationalisation. This type of instrumental representation of languages, particularly English, had already been observed in previous studies undertaken in various educational contexts in Portugal (Andrade et al. 2007). According to this study, students also show a pragmatic view of languages, mainly English. However, the inclusion of language learning in HE is more valued by students than by institutional actors.

If we take the perspective of the ideological positioning developed in part 1, in which HEIs are perceived as multilingual spaces promoting plurilingualism as a

value and a competence, the results herein show a reductive perception of what an educational language policy in HEIs may be. In effect, language learning should not solely rely on the individual's professional concerns and on the institution's internationalisation, but should also promote other relationships with languages, leading to the development of democratic societies, citizenship and its values (such as solidarity and respect for linguistic and cultural diversity). Phipps and Gonzalez underline the above statements when they refer to the process of teaching and learning languages today: "the ways in which we teach and learn languages today are so marked by functional and technicist approaches, in the service of employability and the market, or in the service of philology, that they have become detached from human ways of being" (2004: xv).

From our perspective, the representations observed are mainly explained by a restrictive conception of language which values its instrumental dimension. This conception, hold by different academic actors, may influence the educational language policies they advocate: "Les enjeux généraux de l'enseignement de la langue sont en partie déterminés par la conception que l'on a de la langue elle-même" (Council of Europe 2009: 39).

Developing an educational language policy in HE, therefore, requires a reflection about languages and about the role of language competences and the possibilities they offer individuals, such as moving "in different cultural and linguistic environments, so they can take on social, economic, political and scientific responsibilities at a European and international level" (European Language Council 2001: 6). So that this reflection may be consistently developed and transversally shared by the various academic actors, a *locus* of discussion must be created in which educational language policies can be built collaboratively. We believe that studies like this one can contribute to the constitution of those enlarged spaces of discussion.

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Abbreviations list

CEC – Commission of the European Communities
EC – European Council
ELC – European Language Council
HE – Higher Education
HEIs – Higher Education Institutions
LLL – Lifelong learning
NTAS – Non-traditional adult students

Résumé

Tout en valorisant le rôle des institutions d'enseignement supérieur (IES) dans le développement des compétences plurilingues des sujets, ces compétences étant aussi comprises dans leur rapport avec la construction d'une citoyenneté active, nous avons développé une étude dans l'Université d'Aveiro avec les objectifs suivants : (1) identifier des points de vue sur les politiques linguistiques éducatives à l'université, en particulier dans les discours institutionnels et les voix des étudiants ; (2) décrire des convergences/divergences entre ces points de vue; (3) discuter les implications de cette analyse pour le développement et la mise en œuvre d'une politique linguistique éducative dans les IES.

Nous avons mobilisé différentes méthodes de recueil et d'analyse de données: analyse de documents (Programmes d'Etudes) ; interviews à des responsables institutionnels; question-naires aux étudiants (adultes non-traditionnels).

Les résultats montrent que les responsables institutionnels et ce groupe d'étudiants partagent un point de vue pragmatique concernant l'intégration des langues dans les curricula, mettant en valeur leur rôle en termes d'employabilité et de mobilité profes-sionnelle. De même, ils pensent que le développement des compétences en langues n'est pas une responsabilité de l'Université. Pourtant, à la différence des acteurs institutionnels, les étudiants soulignent l'apprentissage des langues comme un atout à l'université. L'étude met en évidence la nécessité de connaitre la pensée de différents acteurs pour concevoir des politiques linguistiques à l'université. Cette connaissance peut contribuer à éveiller la conscience, au sein de l'académie, de la valeur des langues et à la création d'espaces de discussion de cette question, qui reste assez sous-estimée.

Mots-clés : institutions d'enseignement supérieur ; politiques linguistiques éducatives ; apprentissage tout au long de la vie ; étudiants adultes non-traditionnels ; compétence plurilingue

CONSIDERAÇÕES FINAIS

Ithaka gave you the marvelous journey.
Without her you would not have set out.
She has nothing left to give you now.
And if you find her poor, Ithaka won't have fooled you.
Wise as you will have become, so full of experience,
you will have understood by then what these Ithakas mean.

K. Kavafis

Nas Considerações Finais desta Tese de Doutoramento retomam-se as últimas palavras do poema de Kavafis, nas quais o poeta se refere à maravilhosa viagem que Ítaca proporcionou ao viajante e põe a descoberto uma verdade incontornável: sem Ítaca, ele nunca teria partido, nunca teria vivido as experiências nem se teria tornado mais sábio. Somente depois de terminada a viagem, conclui Kavafis, o viajante se encontra em condições de perceber o verdadeiro significado que Ítaca representa. E Ítaca, entenda-se, significa uma única palavra: futuro. É precisamente no momento em que alcança o seu destino (presente), que o viajante, tomando para si as suas experiências (passado), compreende que a verdadeira viagem – a do seu desenvolvimento - apenas começou (futuro).

Este entrelaçar temporal é desvelado, igualmente, no presente estudo, onde se pretendeu compreender de que modo o passado e o presente dos EM estão inscritos na construção do seu futuro, tal como sugere a questão de investigação que o norteou, *Como são construídos os repertórios plurilingues pelos EM da Universidade de Aveiro, numa perspetiva de aprendizagem ao longo da vida?.* Neste sentido, o estudo situa as dinâmicas de construção dos repertórios plurilingues num *continuum* temporal, sublinhando que as mesmas não estão circunscritas a um determinado momento e/ou situação da vida dos sujeitos. De igual modo, o referido entrelaçar entre passado, presente e futuro encontra-se refletido nos percursos de vida dos EM, uma vez que, enquanto estudantes de ES (presente), convocam os conhecimentos adquiridos ao longo da vida (passado) na senda de novas *Ithakas*, quer académicas, quer profissionais ou mesmo pessoais (futuro).

Os três objetivos investigativos do estudo concorrem para este desvelar temporal, tal como demonstrado na seguinte síntese dos resultados obtidos. No que diz respeito ao primeiro objetivo, *Caracterizar os EM da Universidade de Aveiro,* foram consideradas

variáveis de caraterização geral como o género, a idade, atividade profissional, habilitações académicas prévias ao ES, curso de ES frequentado, número de matrículas e razões que levaram os EM a escolher determinado curso (ver Artigos [1] e [3]). A investigação revelou que os EM que participaram no estudo, decorria o ano letivo de 2010/2011, no que diz respeito ao género, ao invés do comummente encontrado na literatura, não apresentam uma acentuada maioria masculina. A diferença entre o número de homens (n=105, 53.8%) e mulheres (n=90, 47.2%) não é, aparentemente, significativa, verificando-se, por exemplo, que entre os EM a frequentar o primeiro ano, o número de mulheres matriculadas é superior ao dos homens. No que diz respeito à idade, a média de idades dos EM é 34,5 anos, com o intervalo de idades compreendido entre os 23 e os 79 anos, situando-se a maioria entre os 26 e os 40 anos (n=136, 69.7%), evidenciando uma diferença significativa face aos colegas ditos "tradicionais", cujas idades rondam os 18/21 anos. Em relação à sua atividade profissional, os EM desempenham funções de assistentes administrativos (n=46, 23.6%), operários fabris (n=40, 20.5%), assistentes operacionais/técnicos (n=39, 20%), escriturários (n=18, 9.2%), técnicos informáticos (n=13, 6.7%), designers gráficos (n=12, 6.1%), sendo 15 EM (7.7%) estudantes a tempo inteiro e outros 12 (6.2%) desempregados. Quantos às habilitações académicas prévias ao ingresso no ES, a maioria dos estudantes tem a frequência do 12º ano (n=107, 54.9%), calculando-se que, em média, estes estudantes tenham estado afastados do ensino formal cerca de 21 anos. Relativamente à frequência do ES, a maioria dos EM frequenta o 1º ano (n=92, 47%), e cerca de 30% têm, pelo menos, mais uma matrícula do que era suposto, considerando o ano frequentado, salientando, assim, e juntamente com o hiato temporal de 21 anos referido anteriormente, a acentuada fragmentação dos seus percursos de aprendizagem (ver Artigo [1]). Ainda que apresentando percursos de aprendizagem fragmentados, os EM parecem valorizar a ALV em diferentes contextos das suas vidas, indicando como contributos percebidos da ALV, a possibilidade de adquirirem novas competências (n=192, 98.5%), melhorarem as competências já possuídas (n=190, 97.4%), desenvolveram uma maior capacidade de adaptação às situações (n= 188, 96.4%) e aumentarem a sua autoestima (n=187, 95.9%). Estes resultados sugerem que os EM associam a ALV mais ao domínio profissional que pessoal, revelando uma perspetiva instrumental da ALV (ver Artigo [3]). O contexto profissional assume, igualmente, um lugar de destaque aquando da escolha do curso de ES, como é explanado de seguida. Assim, a maioria dos EM frequenta cursos na área científica de Ciências Sociais e Humanas (n=131, 66,8%), designadamente Administração Pública (n=27, 13.8%), Línguas e Relações Comerciais (n=16, 8.2%), Educação Básica (n=13, 6.7%), Design (n=12, 6.1%) e Técnico Superior de Secretariado (n=10, 5.1%). A

segunda área científica mais escolhida é a de Ciências Exatas e Engenharia (n=47, 24,7%), da qual se destacam dois cursos: Tecnologias da Informação (n=14, 7.2%) e Novas Tecnologias da Comunicação (n=12, 6.7%). A área científica de Ciências da Vida e da Saúde foi escolhida por 16 MS (8,2%), destacando-se os cursos de Biologia e Enfermagem, cada um com sete EM (3.6%). Em relação às razões para a escolha do curso frequentado, o contexto profissional (atual e futuro) emergiu como a principal razão apontada pelos EM, seguido do enriquecimento pessoal. Mais detalhadamente, na área das Ciências Sociais e Humanas, a atual atividade profissional dos EM, por exemplo nas áreas de administração pública, contabilidade, *design* e secretariado, é apontada como a principal razão aquando da escolha do curso no ES. É ainda de notar que nesta área científica, existe uma relação entre os futuros projetos profissionais dos EM e os cursos escolhidos, designadamente ao nível dos cursos de Línguas e Relações Comerciais, Educação Básica, *Marketing* e *Design*. A tónica na atividade profissional atual acontece igualmente na área de Ciências Exatas e Engenharia, uma vez que a atividade profissional atual dos EM é a razão pela qual os estudantes escolhem determinado curso, nomeadamente os cursos de Gestão e Engenharia Industrial e Tecnologias da Informação. Na área das Ciências da Vida e da Saúde, a escolha da licenciatura está maioritariamente relacionada com projetos profissionais futuros, designadamente o curso de Enfermagem (ver Artigo [1]).

Em síntese, e no que diz respeito a este primeiro objetivo investigativo, o estudo realçou dois pontos principais: por um lado, algumas das caraterísticas intrínsecas aos EM, como por exemplo, a idade mais avançada quando comparados com os estudantes ditos "tradicionais", assim como os seus percursos de aprendizagem fragmentados; por outro lado, o peso do contexto profissional nas decisões dos EM, possivelmente associado aos diferentes papéis (familiares e profissionais) e responsabilidades (profissionais e financeiras) que a maioria assume no seu dia-a-dia, levando a que se estabeleça uma forte ligação entre o curso de ES escolhido e o seu percurso profissional, presente e futuro (ver Artigos [1] e [3]).

Em relação ao segundo objetivo investigativo, *Compreender como são construídos os repertórios plurilingues destes estudantes ao longo da vida*, os resultados mostraram, inequivocamente, as dinâmicas de construção dos repertórios plurilingues, inscritas num processo de ALV e, graças à sua dimensão biográfica, numa profunda interação com o percurso de vida dos sujeitos (ver Artigos [1], [2], [4] e [5]). Na análise dos referidos percursos de vida dos EM emergiram quatro contextos que se afiguram como potenciadores de múltiplas situações de contacto com as línguas, e consequentemente, do

desenvolvimento dos repertórios plurilingues: o contexto pessoal, o contexto académico, o contexto profissional e, transversal aos primeiros três, o contexto de mobilidade. No que diz respeito ao contexto pessoal, os resultados sublinharam o papel das interações com amigos e família alargada na construção do repertório plurilingue (ver Artigo [1]). Relativamente ao contexto académico, e em particular ao ES, a investigação demonstrou que a grande maioria dos EM (n=140, 71.8%) considera que a frequência do ES influencia positivamente a construção dos repertórios plurilingues. De acordo com os resultados, os EM consideram que a vida académica lhe possibilita múltiplos contactos com diferentes línguas, designadamente nas interações sociais com colegas e professores falantes de outras línguas que não o português, na realização das tarefas académicas, em particular na consulta de bibliografia estrangeira e na participação em conferências e projetos de investigação internacionais, sustentando, assim, o acesso ao Conhecimento nos seus repertórios plurilingues (ver Artigos [1] e [5]). Mais ainda, o estudo aponta para a mobilização dos conhecimentos linguísticos prévios enquanto promotores de sucesso nas várias tarefas académicas com que os EM se deparam (ver Artigos [1] e [5]). Relativamente ao contexto profissional, a maioria dos EM (n=138, 70.8%) afirma ter contato com línguas estrangeiras em múltiplas situações, designadamente em interações orais (presenciais ou à distância) no atendimento a clientes e fornecedores, no contacto com colegas, em sessões de formação e reuniões, na participação em feiras/exposições internacionais, aquando do uso da internet e na leitura e/ou tradução de documentos, assim como nos casos em que a língua oficial de trabalho é uma língua estrangeira (ver Artigo [1]). O estudo reforça, assim, a perceção do contexto profissional como um dos mais dinâmicos no que diz respeito à construção dos repertórios plurilingues, configurando-lhes um papel central no percurso profissional dos EM. O contexto de mobilidade, transversal aos suprarreferidos contextos, emergiu como tendo um forte caráter impulsionador da construção do repertório plurilingue, evidenciando a existência de uma relação intrínseca entre o percurso de vida dos EM e as línguas contactadas ao longo da vida, que se condicionam e se enriquecem mutuamente (ver Artigo [2]).

Inscrevendo as dinâmicas de construção do repertório plurilingue num processo de ALV, é nestes quatro contextos que os sujeitos têm múltiplos contactos com várias línguas, assentes nas interações com diversos atores sociais, forjando o repertório plurilingue à luz das necessidades e desejos sentidos, cuja análise revela a sua construção inscrita num *continuum* fortemente biográfico (ver Artigo [4]).

Relativamente ao terceiro e último objetivo investigativo, *Compreender de que modo a frequência do curso de ES, por parte dos EM, contribui ou pode contribuir para o*

desenvolvimento desses mesmos repertórios, a investigação desvelou o importante contributo da frequência do ES na construção do repertório plurilingue dos EM (ver Artigos [1], [3], [5], [6 e [7]). Tal como referido no âmbito do segundo objetivo de investigação, o contexto académico, designadamente o ES, contribui, na voz dos sujeitos, para o desenvolvimento dos repertórios plurilingues dos EM, visto possibilitar contactos com diferentes línguas, através de interações com múltiplos atores sociais, na realização das tarefas académicas, e, por conseguinte, influenciando o acesso e a construção do conhecimento (ver Artigo [1], [3] [5] e [6]. Contudo, e apesar de, na sua maioria, os EM considerarem importante a aprendizagem de línguas ao longo da vida (ver Artigo [3]), a investigação também revelou que alguns deles percecionam as referidas situações de contacto com as línguas como sendo um obstáculo ao seu sucesso no ES, associando-as a sentimentos de frustração e vergonha (ver Artigos [5] e [6]). Perante os desafios linguísticos que os EM enfrentam no seu percurso académico, tais como trabalhar com *softwares*/programas e bibliografia maioritariamente em inglês, na investigação emergiram algumas sugestões por parte dos estudantes, considerando que a UA os poderia ajudar a enfrentar os referidos desafios se, por um lado, os informasse, aquando do processo de candidatura a determinado curso, sobre quais as línguas de trabalho associadas, e se oferecesse cursos de verão de línguas, específicos para os EM (ver Artigo [6]). Por outro lado, foi igualmente sugerido que, tendo em conta a mobilidade profissional atual, deveriam ser incluídas nos planos curriculares dos cursos unidades curriculares de inglês/francês técnico. Ainda assim, os EM reconhecem que a frequência do ES mudou a sua perceção sobre as línguas e o papel destas ao longo da sua vida, passando a atribuir-lhes um lugar de destaque, outrora inexistente, nos seus planos futuros (ver Artigo [5]). Os resultados obtidos, quer no contexto académico, quer no contexto profissional, sublinham, igualmente, a importância das vozes destes EM serem consideradas aquando da definição das Políticas Linguísticas Educativas no ES, uma vez que estes estudantes possibilitam a identificação de necessidades linguísticas sentidas em ambos os contextos e, por conseguinte, podem contribuir para uma maior articulação entre a academia e o mercado de trabalho, um importante desafio das ES[16] (ver Artigo [7]).

Retomando, para finalizar, a questão central da investigação, *Como são construídos os repertórios plurilingues pelos EM da Universidade de Aveiro, numa*

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[16] Esta articulação é tida como fundamental, pois como refere Snellman (2015) "institutions of higher education in general and universities in particular, aim at training experts and professionals, which is regarded as one of the main forms of interaction between higher education institutions and society" (p. 16).

perspetiva de aprendizagem ao longo da vida?, elencam-se, com base na investigação efetuada, três pontos principais:

i. as dinâmicas de construção dos repertórios plurilingues acompanham o percurso de vida dos EM, sublinhando a dimensão biográfica dos referidos repertórios;

ii. as referidas dinâmicas ocorrem em múltiplas situações de contacto com diferentes atores sociais em quatro contextos distintos, mas que se entrelaçam: pessoal, académico, profissional e de mobilidade;

iii. o contexto profissional afigura-se como um dos que mais contribui para o desenvolvimento dos repertórios plurilingues, perfilando-se, de seguida, o contexto académico, em particular o ES, como também um impulsionador desse mesmo desenvolvimento; ambos, se articulados, poderão possibilitar "novos futuros" aos EM.

Neste sentido, importa sublinhar que a universidade, espaço privilegiado de construção do Conhecimento, tem, também, inscrita na sua matriz, a palavra futuro, quer dos seus estudantes, em particular, quer da sociedade, em geral. De facto, o "futuro da humanidade […] depende em larga medida do desenvolvimento cultural, científico e técnico que se forja nos centros de cultura, de conhecimento em que se tornaram as verdadeiras Universidades" (*Magna Charta Universitatum*, 1998, p.1) [17]. Assim sendo, a universidade desempenha inequivocamente um papel fundamental no desenvolvimento das sociedades (Frondozini, Fantauzzi, Colasanti & Fiorani, 2019), o que pode ser perspetivado em duas dimensões: individual e coletiva. A dimensão individual implica equacionar a universidade na construção de percursos socialmente justos, a nível de acesso, retenção e sucesso para todos os estudantes (em diferentes ciclos e tipologias); a dimensão coletiva remete para a circulação do Conhecimento académico, de modo a fomentar a construção de uma sociedade mais sustentável a nível ecológico, social e económico (EUCEN, 2016), estreitando, por conseguinte, os laços entre a Formação e a Extensão/Relação e Cooperação com a Sociedade (EUA, 2011). Esta interação entre a universidade e a sociedade sai reforçada quando as vozes dos estudantes, nomeadamente os EM, são consideradas nas decisões institucionais. Para que tal aconteça, a universidade necessita reconhecer que "the students voice is powerful" (Seale, 2009, p. 997), e não limitar o envolvimento dos estudantes a uma "student-as-consumer view, rather than treating students as equal partners." (Harrison, 2018, p.1). No que diz respeito, em particular, às

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[17]De acordo com o *Observatory Magna ChartaUniversitatum* está a ser preparada uma nova versão da *Magna ChartaUniversitatum* (MCU), a MCU 2020, que não retirando nada dos valores fundamentais originais a que as universidades aderiram, irá considerar os desafios e preocupações contemporâneas (http://www.magna-charta.org/news/mcu-2020).

necessidades e interesses linguísticos quer por parte dos estudantes, quer por parte da universidade, embora haja estudos que consideram as vozes dos estudantes (Pinto & Araújo e Sá, 2015; Soler & Vihman, 2017), a verdade é que quando se tratar dos EM, estas são inexistentes no debate sobre a construção das políticas educativas linguísticas (PLE) no ES.

A suprarreferida articulação entre as duas dimensões - individual e coletiva-, assim como o enfoque no estudante e na comunidade, por parte da universidade, encontram eco na presente Tese de Doutoramento. A diagnose realizada sobre a construção do repertório plurilingue dos EM deixa a descoberto, por um lado, as suas experiências com as línguas, possibilitando, assim, um entendimento mais alargado, por parte da universidade, do perfil destes estudantes (dimensão individual) de modo a que as suas especificidades não sejam somente consideradas para fins de acesso ao ES, mas também que sejam tidas em conta ao longo do seu percurso académico e na promoção do seu sucesso (Conceição, 2018; Fragoso, 2013). Por outro lado, proporciona um reflexo privilegiado da sociedade (dimensão coletiva), em geral, e do contexto real de trabalho, em particular, uma vez que, na sua grande maioria, os EM acedem ao ES já com múltiplas experiências em diversos contextos, designadamente profissionais, o que possibilita à universidade a oportunidade de fomentar um maior ajuste das suas estratégias e ações, nomeadamente a nível da oferta curricular, às reais necessidades sentidas fora da academia.

Em jeito de balanço final, este estudo pretendeu e permitiu compreender de que modo o passado está inscrito na construção do presente e do futuro, não só das próprias IES, mas acima de tudo, dos EM, enquanto cidadãos globais, autónomos e socialmente comprometidos, alertando para a necessidade de um equilíbrio entre os diferentes atores envolvidos na academia, almejando que a Universidade tenha a "capacidade não só de pensar no futuro no presente, mas também de organizar o presente de maneira que permita atuar sobre esse futuro" (Furter, 1970, p. 7, citado por Nóvoa, 2009, p. 16).

Da mesma forma, a construção do Conhecimento encontra-se indissociável da palavra futuro, sendo um processo assente num *forte-querer,* que se desenvolve num *continuum* que mobiliza *o prévio* (passado) para, no presente, se poder construir *o novo* (futuro). A construção do Conhecimento é, *per si*, a construção de múltiplos possíveis futuros. De descoberta de *novas Ítacas.* Assim sendo, *Keep Ithaka always in your mind.*

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Anexos

Anexo 1

Caraterização Sumária da População-Alvo

Fonte: Serviços Académicos da UA e Unidade Integrada de Formação Continuada (UINFOC) da UA

A população-alvo deste estudo, tal como referido anteriormente, é constituída por todos os EM que se matricularam na UA desde o ano letivo de 2006/2007 até ao ano letivo de 2010/2011 e cujo estado foi identificado como "activo" pelos Serviços Académicos da UA, assim como possuem contas de email institucionais "ativas". Esta necessidade de possuírem contas de email da UA "ativas" prende-se com facto do email ser a via pela qual se iria fazer a recolha de dados, através da disseminação de um inquérito por questionário.

Assim, num total de 488 EM com matrículas ativas na UA, foram considerados para o estudo 485 EM, sendo a diferença de três sujeitos justificada por estes ainda não terem activado a sua conta de email de utilizador universal da UA.

De acordo com a documentação facultada pelos Serviços Académicos, a grande maioria dos EM (n=289), no momento da recolha de dados, encontrava-se a frequentar o primeiro ano da licenciatura (ver Tabela 1)

Tabela 1 – Número de EM

	ANO FREQUENTADO				
	1º	2º	3º	Mestrado	TOTAL
ANO DA MATRÍCULA					
2006/2007	0	1	14	5	20
2007/2008	4	22	64	1	91
2008/2009	14	83	4	0	101
2009/2010	108	2	0	0	110
2010/2011	163	0	0	0	163
TOTAL	**289**	**108**	**82**	**6**	**485**

De acordo com os dados fornecidos pela UINFOC, o número de EM candidatos aos cursos da UA, bem como o número de vagas disponibilizadas e o número de matriculados foram oscilando ao longo dos cinco anos letivos a que reporta o estudo, tal como consta no Gráfico 1.

DADOS TOTAIS

Legenda: ■ 2006/2007 ■ 2007/2008 ■ 2008/2009 ■ 2009/2010 ■ 2010/2011 ■ Total

Candidatos: 124, 379, 435, 425, 391, 1754
Vagas: 73, 152, 129, 121, 169, 644
Matriculados: 81, 139, 146, 124, 166, 656
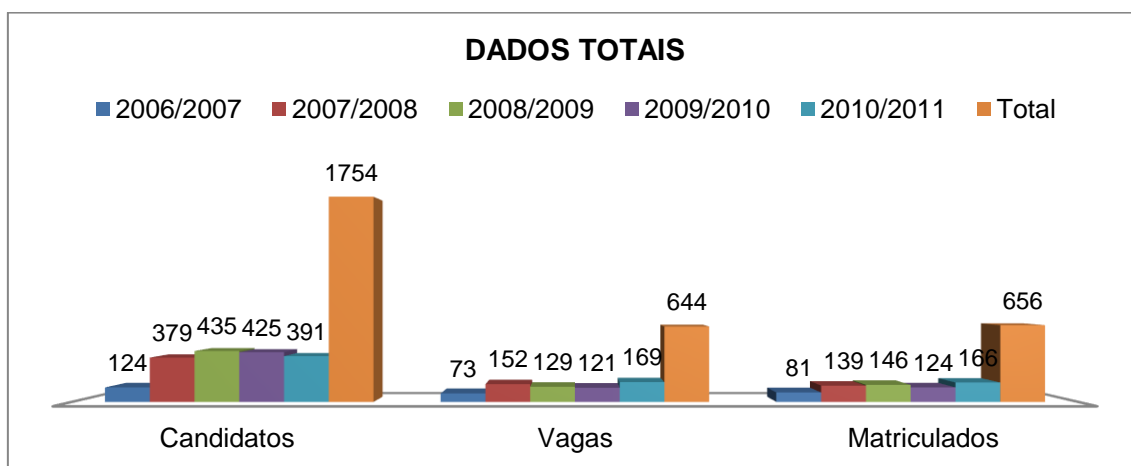
Gráfico 1 – Evolução presença dos EM na UA

No que diz respeito ao número de candidatos, constata-se um aumento gradual de candidatos entre primeiro e o terceiro ano (2006/2007 até 2008/2009). Contudo, nos últimos dois anos letivos (2009/2010 e 2010/2011) nota-se um decréscimo do número de candidatos. Nos cinco anos letivos em análise, candidataram-se um total 1754 EM a cursos da UA.

Relativamente ao número de vagas, pode observar-se um aumento considerável de vagas disponibilizadas em relação ao número apresentado no ano de 2006/2007. No entanto, entre os anos 2007/2008 e 2009/2010 houve um decréscimo no número de vagas disponibilizadas, tendo apenas no ano letivo 2010/2011 aumentado de novo. Ao longo dos cinco anos em consideração, a UA disponibilizou 644 vagas para os EM.

Quanto ao número de matriculados, há uma tendência evolutiva muito similar ao número de vagas, evidenciando que o ano letivo de 2010/2011 é o ano em que se atingiu um maior número de matriculados na UA. No total, foram 656 os EM matriculados na UA. De notar que a diferença considerável, no ano letivo 2008/2009, entre vagas e matriculados deve-se ao facto que os dados fornecidos pela UINFOC não contemplarem os matriculados do ISLA, no horário pós-laboral.

No que toca aos cursos com maior número de candidatos, vagas e matriculados ao longo do período em análise, constata-se que no ano letivo de 2006/2007 os três cursos que tiveram maior procura foram Novas Tecnologias da Comunicação (n=24), Administração Pública (n=14) e Enfermagem (n=10). Em relação aos cursos com maior número de vagas disponíveis, observa-se que há dois cursos em comum com os três cursos com mais procura referidos anteriormente: Novas Tecnologias da Comunicação (n=10) e Administração Pública (n=6), sendo o terceiro Técnico Superior de Justiça (n=6). Quanto aos cursos com maior número de matriculados são Novas Tecnologias da Comunicação (n=24), Administração Pública (n=14) e Técnico Superior Justiça (n=8), tal como mostra o Gráfico 2.
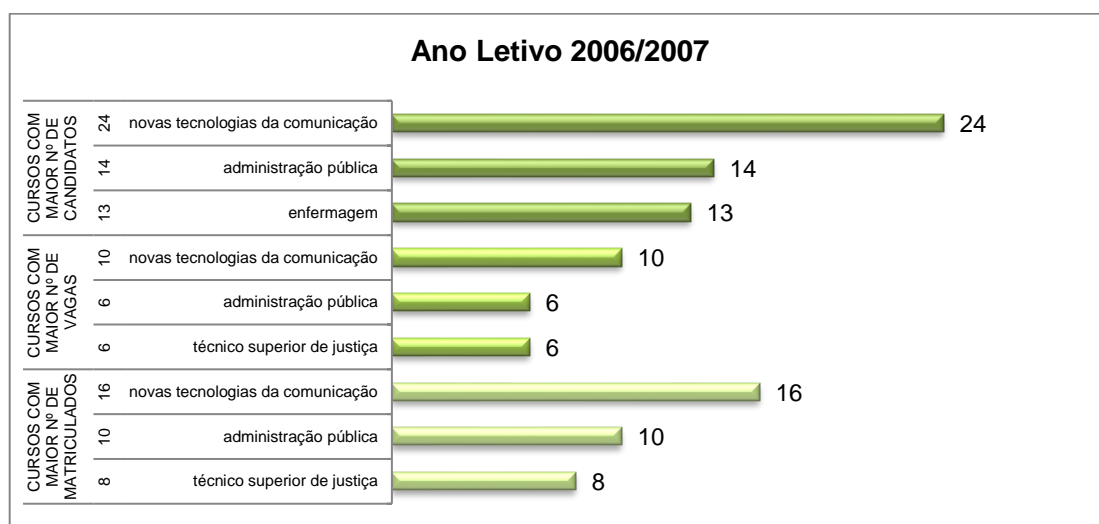
Gráfico 2 - cursos com maior número de candidatos, vagas e matriculados no ano letivo 2006/2007

No ano letivo 2007/2008, como se pode observar no Gráfico 3, e à semelhança do ano anterior, os três cursos que tiveram maior procura foram Novas Tecnologias da Comunicação (n=54), Administração Pública (n=36) e Enfermagem (n=14). Quanto aos cursos com maior número de vagas disponibilizadas são Tecnologias da Informação (n=14), Novas Tecnologias da Comunicação (n=12) e Administração Pública (n=12). O maior número de matriculados encontra-se em igual número (n=13) nos cursos de Administração Pública, Novas Tecnologias da Comunicação e Tecnologias da Informação.

Gráfico 3 - cursos com maior número de candidatos, vagas e matriculados no ano letivo 2007/2008

Em relação ao ano letivo de 2008/2009, e tendo em conta os cursos com mais procura, constata-se que apenas um é comum aos anos anteriores, Novas Tecnologias da Comunicação (44), surgindo pela primeira vez os cursos de Marketing (47) e Contabilidade (35). Relativamente ao número de vagas disponibilizadas, os cursos Administração Pública (14), Tecnologias da Informação (13) e Línguas e Relações Empresariais (10) são os cursos que apresentam um maior número de vagas. Quanto ao número de matriculados, o curso de Administração Pública é o que apresenta um número mais elevado, 16 matriculados, seguindo-se os cursos de Tecnologia da Informação e Contabilidade, ambos com 14 matriculados cada um, tal como se pode verificar no Gráfico 4.

Gráfico 4 - cursos com maior número de candidatos, vagas e matriculados no ano letivo 2008/2009

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No ano letivo seguinte, 2009/2010 (ver Gráfico 5), os cursos de Marketing (n=43) e Contabilidade (n=41), juntamente com Novas Tecnologias da Comunicação (n=35) são os cursos que apresentam maior número de candidatos. Já no que diz respeito aos cursos com mais vagas disponíveis surgem os cursos de Administração Pública (n=14), Línguas e Relações Empresarias (n=10) e Ensino Básico (n=9). Face ao número de matriculados, os cursos de Administração Pública (n=15), Línguas e Relações Internacionais (n=10) e Tecnologias da Informação (n=9) foram os que apresentam maior número de matriculados.

Gráfico 5 - cursos com maior número de candidatos, vagas e matriculados no ano letivo 2009/2010

No que diz respeito ao ano letivo de 2010/2011 (ver gráfico 6), e à semelhança dos dois anos anteriores, os cursos de Contabilidade (n=41) e Marketing (n=38) são os que apresentam mais candidatos, juntamente com Enfermagem (n=32). Quanto às vagas disponíveis, os dois cursos mais procurados foram também os que disponibilizaram mais vagas, 15 cada um, juntamente com Técnico Superior de Secretariado (n=11). O curso de Marketing é o que apresenta um maior número de matriculados, 15, seguido de Educação Básica e Contabilidade, ambos com 14 matriculados.

Ano Letivo 2010/2011

			Valor
CURSOS COM MAIOR Nº DE CANDIDATOS	41	contabilidade	41
	38	marketing	38
	32	enfermagem	32
CURSOS COM MAIOR Nº DE VAGAS	15	marketing	15
	15	contabilidade	15
	11	técnico superior de secretariado	11
CURSOS COM MAIOR Nº DE MATRICULADOS	15	marketing	15
	14	educação básica	14
	14	contabilidade	14
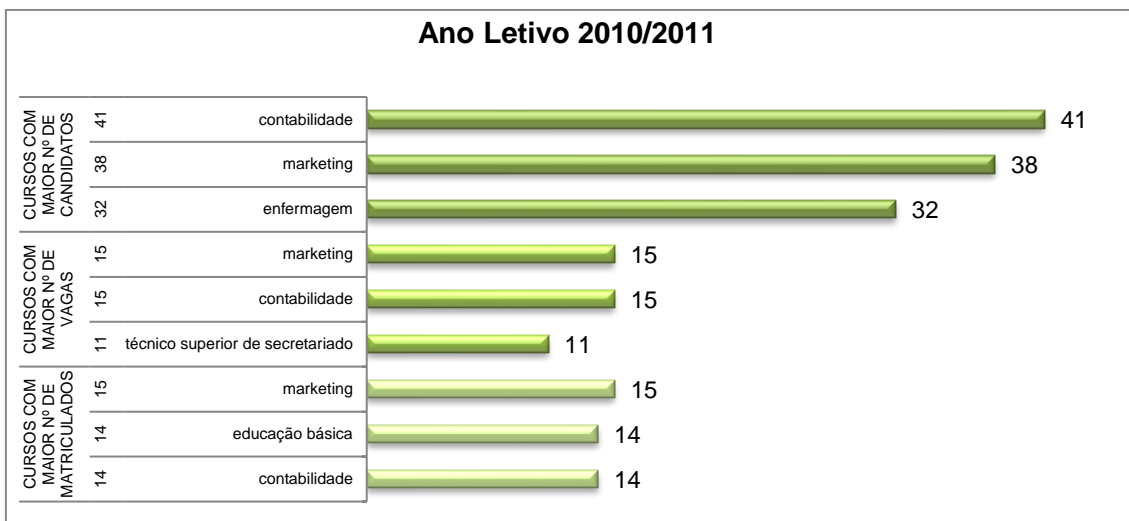
Gráfico 6 - cursos com maior número de candidatos, vagas e matriculados no ano letivo 20010/2011

Analisando os dados dos cinco anos, os cursos com maior procura são Novas Tecnologias da Comunicação, com 183 candidatos, seguido de Enfermagem com 143 e Contabilidade com 134 candidatos. Quanto aos três cursos que ao longo dos cinco anos disponibilizaram mais vagas, surgem Administração Pública (n=57), Tecnologias da Informação (n=40) e Línguas e Relações Empresariais (n=39). Os cursos de Administração Pública, Novas Tecnologias da Comunicação e Técnico Superior de Justiça são os cursos com mais matriculados, com 66, 49 e 44 matriculados respectivamente (ver Gráfico 7).

RESULTADOS TOTAIS

			Valor
CURSOS COM MAIOR Nº DE CANDIDATOS	183	novas tecnologias da comunicação	183
	143	enfermagem	143
	134	contabilidade	134
CURSOS COM MAIOR Nº DE VAGAS	57	administração pública	57
	40	tecnologias da informação	40
	39	línguas e relações empresariais	39
CURSOS COM MAIOR Nº DE MATRICULADOS	66	administração pública	66
	49	novas tecnologias da comunicação	49
	44	técnico superior de justiça	44

Gráfico 7

Anexo 2

Parte I – Caracterização Geral

1 – Idade: ___   2 – Género: ___ F ___M   3 – Nacionalidade: ___

4 – Habilitações Literárias: ___   5 – Profissão: ___

                                                    5.1 - Sector Público ___

                                                    5.2 – Sector Privado ___

6 – Curso de Ensino Superior que frequenta: ___

7 - Ano do curso que frequenta actualmente: ___

8 - Número de matrículas efectuadas na Universidade de Aveiro: ___

Parte II – A Aprendizagem ao Longo da Vida

9 - Preencha este quadro de acordo com a sua relação com as línguas ao longo da vida

9.1 – Qual é/são a(s) sua(s) Língua(s) Materna(s): ___

9.2 - Algum dos seus pais é estrangeiro? ___Sim   ___ Sim, os dois   ___Não
9.2.1- Se sim, que língua(s) fala(m)? ___
9.2.2- Em que língua(s) fala com ele(s) ? ___

9.3- Caso tenha companheira/o, ela/ele é estrangeira/o? ___Sim   ___Não
9.3.1- Se sim, que língua(s) fala? ___
9.3.2 – Em que língua(s) fala com ela/e? ___

9.4 – Caso tenha filhos, em que língua(s) falam com eles? ___

9.5 – Fala com algum dos seus familiares/amigos noutra (s) língua (s) que não na sua(s) língua(s) materna(s)?   ___ Sim   ___ Não
9.5.1 – Se sim, em qual/quais? ____

9.6 – Em contexto profissional utiliza línguas? ___ Sim   ___ Não
9.6.1 - Que língua(s)? ___
9.6.2 – Em que situações? ___
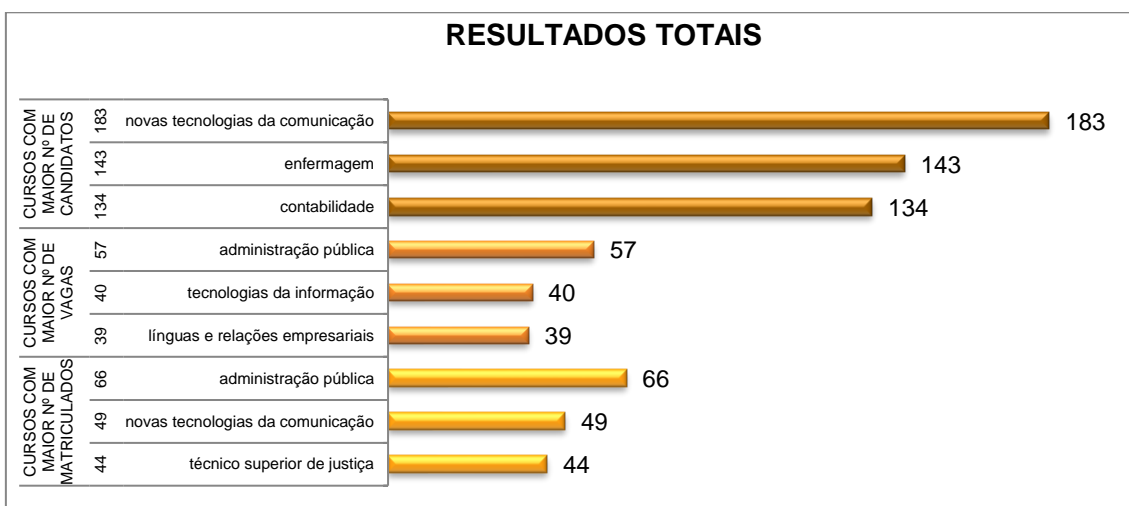
9.7 – Aprendeu línguas no seu percurso escolar? ___ Sim ___ Não
9.7.1 - Ordem de aprendizagem: 1ª, 2ª, 3ª, 4ª
9.7.1.1 – Durante quantos anos? ___
9.7.1.2 – Qual o nível de domínio global da língua considerado na altura da aprendizagem?
9.7.1.3 – Qual o nível de domínio global da língua actualmente? ___

9.8 – Aprendeu línguas fora do seu percurso escolar? ___ Sim ___ Não
9.8.1 – Que língua(s)? ___
9.8.2 – Em que situações? ___

9.9 - Língua(s) em aprendizagem actualmente ___
9.9.1 Quais os motivos? ___
9.9.2 Em que contexto? ___

9.10 - Língua (s) que deseja aprender no futuro ___
9.10.1 Quais os motivos? ___
9.10.2 Em que contexto? ___

10 – Na sua opinião, quais os principais contributos de continuar a aprender ao longo da vida? Preencha o quadro tendo em conta que 1 - discordo totalmente, 2 - discordo, 3 - concordo e 4 - concordo totalmente.

Contributos da Aprendizagem ao Longo da Vida:	1	2	3	4
a) Possibilitar a aquisição de novas competências				
b) Promover uma cidadania activa, a igualdade de oportunidades e a coesão social				
c) Desenvolver a capacidade de adaptação às mudanças				
d) Melhorar a qualidade de vida				
e) Aperfeiçoar competências já possuídas				
f) Permitir a reconversão profissional				
g) Possibilitar progressão na carreira				
h) Aumentar o índice de empregabilidade				
i) Desenvolver a auto-estima e uma maior responsabilização pela sua própria vida				
j) Ocupar tempos livres				

11 – Considera ser importante aprender línguas ao longo da vida?
__ Sim __Não ___Sem opinião

11.1 - Porquê? ___

12 – Quantas línguas, para além da língua materna, considera ser importantes aprender ao longo da vida? _0_1 _2 _3_+3

12.1 – Que línguas são mais importantes de aprender? ___
12.1.1 – Justifique a sua resposta. ___

13 – Preencha o quadro de acordo com a sua opinião sobre a razão pela qual algumas línguas são consideradas mais importantes que outras, tendo em conta que 1 - discordo totalmente, 2 – discordo, 3 - concordo e 4 - concordo totalmente.

A importância atribuída a determinadas línguas deve-se:	1	2	3	4
a) Ao número de pessoas que a(s) fala(m) enquanto língua(s) materna(s)				
b) Ao seu grau de internacionalização na comunicação entre os povos				
c) À sua importância cultural, artística e literária				
d) À sua importância política e económica				
e) À sua importância científica e tecnológica				

Parte III – O curso de Ensino Superior e as línguas

14 – Assinale a(s) opção(ões) que mais se adequa(m) à sua situação:
O curso de Ensino Superior que frequenta está relacionado com:

a) Atividade profissional atual	
b) Projetos profissionais futuros. Especifique: ___	
c) Enriquecimento pessoal	
d) Outra opção. Especifique: ___	

15 – Indique qual(ais) o(s) benefícios que o curso que frequenta lhe pode trazer (seleccione no **máximo três opções**):

a) Conhecimentos teóricos/práticos sobre determinada área	
b) Cultura geral	
c) Maior empregabilidade e mobilidade	
d) Rendimentos financeiros	
e) Reforço da auto-estima	
f) Todos os benefícios anteriores	
g) Progressão na carreira	
h) Nenhum benefício	
i) Outro _ Especifique: _____	

16 – O curso que frequenta tem no plano de estudos línguas estrangeiras? __sim __não

16.1 - Se sim, qual/quais?

16.1.1 - Se pudesse escolher, que língua(s) escolhia para o seu plano de estudos?
16.1.2 - Qual/quais a(s) razão(ões) porque escolheria essa(s) língua(s)? ___
p.16.1 - Se não, considera que deveria haver? ___sim ___não. Porquê? ___
p.16.2.1 - Se sim, quais e porquê? ___

17 – Considera que a frequência do curso de Ensino Superior, independentemente de ter línguas no plano curricular, contribui para o desenvolvimento do seu conhecimento de línguas?

___Sim ___Não

17.1- Em que medida? ___

18 – Refira a sua opinião sobre a existência de línguas nos cursos de Ensino Superior, preenchendo o quadro, tendo em conta que 1 - discordo totalmente, 2 – discordo, 3 - concordo e 4 - concordo totalmente.

Existência de línguas nos cursos de Ensino Superior	1	2	3	4
a) É importante estudar línguas estrangeiras no ensino superior				
b) O sucesso académico é influenciado pelo domínio de Línguas				
c) A realização do seu curso necessita de conhecimentos de línguas:				
i) No geral				
ii)Para a leitura da bibliografia recomendada				
iii)Para efectuar pesquisas na internet				
iv)Para poder compreender as aulas dadas em língua estrangeira				

Obrigada pela sua disponibilidade no preenchimento deste questionário. Caso esteja disponível para participar no aprofundamento desta temática, deixe, por favor, o seu contacto de email e/ou contacto telefónico

Anexo 3

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Entrevista Biográfica
- Guião –

Objectivos	Questões	Notas (a completar de acordo com a BL de cada EM)
1.1 - Perceber como os repertórios plurilingues se desenvolvem, isto é, como são os contactos com as línguas, em que contextos e em que circunstâncias (como as línguas são adquiridas, mantidas/atualizadas, são perdidas, como surgem as novas línguas) 1.2 – Perceber que funções os sujeitos atribuem às línguas e se aquelas mudam ao longo do seu percurso de vida 1.3 – Compreender as interações/as dinâmicas entre os percursos de vida dos sujeitos e a sua aprendizagem de línguas	1 – Fale-me acerca das suas histórias com as línguas. 2 – Qual o papel das línguas na sua vida? Como foi evoluindo esse papel? 3 – Fale-me acerca da relação entre o seu percurso de vida e as línguas. 4 – Fale-me acerca dos seus projetos de vida, ao nível das línguas.	Contexto: - pessoal, familiar e social - escolar - profissional Línguas em uso …..

2- Compreender como os EM se percecionam enquanto sujeitos plurilingues e aos seus repertórios plurilingues.	5 – Considera que as histórias que viveu com e devido às línguas, influenciaram a pessoa que é actualmente?	
3 – Compreender de que modo a frequência do curso de Ensino Superior contribui ou pode contribuir para o desenvolvimento dos repertórios plurilingues dos EANT: 3.1 – Identificar a opinião dos EM sobre a existência de línguas nos curricula dos cursos de ES 3.2 - Perceber a importância atribuída às línguas em contexto de ES por parte dos EM 3.3 – Compreender como os EM percebem o papel das instituições de ES, em particular da UA, no desenvolvimento dos seus RP	6 – Como corre a relação com o ES? 7 – Fale-me acerca das suas histórias com as línguas no ES. Essas histórias corresponderam às expectativas? 7.1 – O seu curso tem/não tem línguas no plano de estudos. O que pensa sobre isso? 8 – Como poderá a UA contribuir para histórias mais ricas com as línguas?	