

CV

Sílvia Maria Martins Melo-Pfeifer
Professor, Dr.

Professorin
Didaktik der romanischen Sprachen

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1. Identification

Name: **Sílvia Maria Martins Melo Pfeifer**

2. Academic Degrees

Post-Doctoral position: Foreign language education
LIDILEM (Laboratoire de linguistique et didactique des langues étrangères et maternelles), **Université Stendhal Grenoble 3 (France)**
Supervisor: Professor Christian Degache
Grant by the Portuguese Ministerium for Science: FCT (2006-2009)

PhD in Foreign Language Education (2006)
Departamento de Didáctica e Tecnologia Educativa - **Universidade de Aveiro (Portugal)**
Supervisor: Professor Dr. Maria Helena de Araújo e Sá
Grant by the Portuguese Ministerium for Science: FCT
Duration: 3 years (2001-2006)
Thesis Title: “Emergência e Negociação de Imagens das línguas em Encontros Interculturais Plurilingues em chat” (URL <http://biblioteca.sinbad.ua.pt/Teses/2007001006>)

Licente: French and Portuguese teaching
Universidade de Aveiro (Portugal)
Conclusion: 05-JUN-00

3. Research interests

- Foreign Language Education
- Plurilingual Education
- Heritage Language Education (focus on Portuguese in Europe)
- Foreign Language Teachers' Professional Development
- Pluralistic approaches to teaching and learning (mainly intercomprehension)
- Epistemologic development of Foreign Language Didactics

4. Academic Positions (selection)

- October 2014-present Universitätsprofessor (W2) für Didaktik der romanischen Sprachen - French and Spanisch Teacher Education
Levels: Bachelor, Master and PhD.
Hamburg Universität (Germany)
- 2013-2014 Stellvertretung Professur
Universität Leipzig (Frau Prof. Dr. Christiane Neveling)
- 2010-2014 Bildungsattachée/Leiterin der Abteilung für das Schulwesen
(Botschaft von Portugal in Berlin)
Portuguese Embassy in Berlin (Germany)
Role: Heritage language teaching and learning coordinator

5. Research Projects

5.1 Project coordination

- **Literatur und Interkulturelles Lernen im Französischunterricht**, LI Projekt (with Professor Dr. Martin Neumann), between 01.10.2015 and 31.08.2016 (support: 12 000 Euros).
- **Vergangenheitsbewältigung: Französisch Jugendliteratur im Fremdsprachenunterricht**, ProFaLe Projekt (with Professor Dr. Martin Neumann), between 01.10.2016 and 31.08.2017 (support: 7 200 Euros).
- **Visual Narratives in initial teacher training**. Bilateral project with the Macquarie University (with Alice Chik), Project funding within the Trilateral Strategic Partnership MQ-FU-HAM (seed money).
- **In others' shoes: pre-service teachers' cross-comparison of multilingual and multicultural experiences in Hamburg and Sydney**, Project funding within the Trilateral Strategic Partnership MQ-FU-HAM for 2020 (with Alice Chik). Funding 6 000 Euros, from 1.03.2020 to 31.12.2021.
- **LoCALL: LOcal Linguistic Landscapes for global language education in the school context**, Erasmus Plus 2019 – 2022 (2019-1-DE03-KA201-060024). URL <https://locallproject.eu/>. Funding: 276 472,00 Euros.
- **In others' shoes: But how? International virtual collaboration in initial teacher education for sustainable intercultural and multilingual education**, IVAC - International Virtual Academic Collaboration, DAAD, Projekt 57563713, from September 2020 to October 2021. Partner: Alice Chik, Macquarie University. Funding 50 773,81 Euros.

5.2 Collaborator to international projects (selection)

- **"GALATEA** - Développement de la compréhension en Langues Romanes", (Sócrates/Língua - 34951-CP-3-1997-1-FR-LINGUA-LD), coordinated by Louise Dabène (France), Team: Departamento de Didáctica e Tecnologia Educativa, Universidade de Aveiro (Portugal).
- **"GALANET**: plateforme pour le développement de l'intercompréhension en Langues Romanes" (Sócrates/Língua - 90235-CP-1-2001-1-FR-LINGUA-L2), between 2001 and 2004, coordinated by Christian Degache (www.galanet.eu). Team: Departamento de Didáctica e Tecnologia Educativa, Universidade de Aveiro (Portugal).
- **"Imagens das línguas na comunicação intercultural"** (Projecto Sapiens/FCT), from Departamento de Didáctica e Tecnologia Educativa, Universidade de Aveiro, between 2003 and 2006, coordinated by Maria Helena de Araújo e Sá.
- **GALAPRO** (LLP), "Galapro: Formation de formateurs à l'intercompréhension en Langues Romanes", between 2008 and 2009, coordinated by Maria Helena de Araújo e Sá (Portugal). URL: www.galapro.eu.
- **"MIRIADI**: Mutualisation et innovation pour un Réseau de l'Intercompréhension à Distance" (Programme Transversal, Activité- Clé 2 Langues-Réseaux, Lifelong Learning Programme, 531186- LLP-1-2012-1-FR-KA2-KA2NW), between 1.12.2012 and 30.11.2015, coordinated by Sandra Garbarino, Université Lumière Lyon 2 (France).
- **Koinos - European Portfolio of Plurilingual Literacy Practices**, Erasmus Plus, KA2 - Cooperation for Innovation and the Exchange of Good Practices / Strategic Partnerships for higher education (coordinated by Consejería de Educación, Barcelona). Between 1.09.2015 and 1.09.2017. Budget: 275.380,00 Euros. URL: <http://plurilingual.eu/en>.
- **SPIRAL- School-teacher Professionalisation: Intercultural Resources and Languages**, Erasmus Plus, Project number 2015-1-FR01-KA203-015134, KA2 - Cooperation for Innovation and the Exchange of Good Practices / Strategic Partnerships for higher education (coordinated by CiEP, Paris). Between 1.09.2015 and 1.09.2018. Budget: 449.891,00 Euros. URL: <http://spiral-euproject.eu/?lang=fr>
- **MEMA - Migrant education: monitoring and assessment**, IP/B/CULT/IC/2015-163, Project supported by the European Parliament's Committee on Culture and Education (CULT) (coordinated by the Universidad de Barcelona). Between 02 – 05/2016. Report available under http://www.europarl.europa.eu/RegData/etudes/STUD/2017/585903/IPOL_STU%282017%29585903_EN.pdf.
- **EVAL-IC – Evaluation des compétences en intercompréhension: réception et interactions plurilingues**, Erasmus Plus, Project number 2016-1-FR01-KA203-024155, Erasmus Plus - KA2 - Cooperation for Innovation and the Exchange of Good Practices / Strategic Partnerships for higher education (Coordinated by the Université de la Réunion, France). Between 1.09.2016 and 1.09.2019. Budget: 365.142,00 Euros.
- **« AMICAE° : Approches des Médiations Innovantes de la Culture et de l'Art dans une Europe ouverte »**, proposition "RFI Alliance Europa" (Ministère Français) coordinated by I. Audras, A. Bretegnier, G. Ioannitou, D. Omer, MCF (Sciences du langage, sociolinguistique et didactique des langues), EA 2661 CREN-Inedum, Université du Maine

(France).

- **“CLIL in languages other than English – Successful transitions across educational stages”**, European Council for Modern Languages of the Council of Europe. Coordination by Petra Daryai-Hansen (Denmark), between 2020 and 2023. (Role: Associate partner). URL: <https://www.ecml.at/ECML-Programme/Programme2020-2023/CLILinLanguagesOtherThanEnglish/tabid/4298/language/en-GB/Default.aspx>
- **“Mediation in teaching, learning and assessment”**, European Council for Modern Languages of the Council of Europe. Coordination by Maria Stathopoulou (Greece), between 2020 e 2021. (Role: Second language documentalist). URL: <https://www.ecml.at/mediation>.

5.3 Project external consultant

- **“Português como Língua de Herança e mudança linguística”** (EXPL/MHC-LIN/0763/2013), coordinated by Cristina Flores (Universidade do Minho, Portugal).
- **“Desarrollo de las competencias para la educación multilingüe”** (PLURAL Research Group project, Universidade de Barcelona), Project number EDU2015-69332-R, coordinated by Juli Palou Sangra and Margarida Cambra Giné (grant by the Ministerio de Economía y Competitividad de España, Spain).
- **„Sprache im Raum verstehen – vermitteln – verändern: Die Sprachlandschaft als Ressource für Sprachbildung und Sprachreflexion“**, Transferprojekt für die Förderlinie Transfer@UHH – Juni 2020, coordinated by Prof. Dr. Jannis Androutsopoulos (Universität Hamburg, Germany).
- **“MYOUROPE: New Europe, old Europe and the Identity challenge: digital narratives by ‘new’ Europeans of Maghrebi background”** (coord. Sarali Gintsburg, Universidad de Pamplona, Spain). Supported by the Institute for Culture and Society (University of Navarra, Spain). Date: 1 September 2020 - 31 August 2022.

6. Research groups

- CIDTFF – *Centro de Investigação Didática e Tecnologia na Formação de Formadores* (from 2006 on), Ministério da Ciência e da Tecnologia (Portugal).
- LiDS – *Literacy in Diversity Settings*, Universität Hamburg (from 2018). <https://www.ew.uni-hamburg.de/forschung/sprache-und-bildung.html>.
- MultiFaRE - *Multilinguismo em contextos familiares, religiosos e educacionais* (from 2019, Ubrasilía – Brazil).
- NUPESUL - *Núcleo De Pesquisa Em Direito Do Mercosul - E Sul Global*, grupo *“Educação e deslocamentos humanos forçados: trânsitos interdisciplinares”*, from Universidade Federal do Paraná (Curitiba, Brazil). Estatuto: Colaborador estrangeiro. Coordinated by Tatyana Scheila Friedrich. URL <http://dgp.cnpq.br/dgp/espelhogrupo/30647>.
- *Observatório de Português Língua Estrangeira / Segunda Língua (ObsPLE-PL2)*, plataforma de pesquisa UFBA/CNPQ. Coordinated by Edleise Mendes (UFBA – Brazil).

7. Graduate Supervision

7.1 Masters (after the Bologna process)

(more than 60, between 2014 and 2020)

7.2 PhD Senior Supervision

- BOTTURA, E. (2019). *Prática e formação no ensino de Português Língua de acolhimento para mulheres imigrantes em situação de vulnerabilidade e refúgio no Brasil: uma investigação autoetnográfica*. Doutorado sandwiche com a Universidade Federal de São Carlos (sandwich PhD, São Carlos, Brazil).
- AMNA, Freeha (on going). *Developing a Tech Enhanced Language Learning Environment in EFL in Pakistan from an Ecological Perspective: a case-study*.
- BAHR, O. (on going). *Einflussfaktoren und ihre Wechselwirkungen bei der Fremdsprachenwahl. Eine empirische Untersuchung am Beispiel der Russischen Sprache*.
- BRINCKMANN, L.-M. (on going). *Portfolioarbeit als Evaluierungsgrundlage in den Schulfächern Französisch/Spanisch: Förderung der Motivation*.
- GERWERS, F. (on going). *Sprachmittlung – Lästige Pflicht oder Chance für mehr Alltagsbezug im Spanischunterricht? Einstellungen von Spanischlehrkräften aus Hamburg und NRW im Vergleich*.
- MARQUES, Vera (on going). *O Ensino do Português no Japão: um estudo de caso*. Tese de Doutorado. Aveiro: Universidade de Aveiro.
- WÄTZOLD, J. (on going). *Jenseits der Schule, jenseits der Lehrwerke: eine Fallstudie über die nicht institutionalisierte intergenerationelle Tradierung des Portugiesisch als Herkunftssprache*. Viva for the first trimester 2021.

(Three new Pro-tem PhD candidates in October 2020, from Brazil, Germany, and Bangladesh)

7.3 Post-doctoral supervision

- FANECA, Rosa (from 2013 to 2018). *O papel das línguas de herança na competência plurilingue dos jovens com background migratório: um estudo de caso nas escolas do Distrito de Aveiro*. Grant by the Fundação para a Ciência e a Tecnologia. With Maria Helena de Araújo e Sá (SFRH/BPD/9109/2012).

8. External for PhD defences

- CHAVES, C. (2016). *Interação didática em língua estrangeira. Contributos de um estudo baseado na dimensão sócio-afetiva da aprendizagem colaborativa*. Universidade de Aveiro, 29 de abril de 2016. (Portugal).
- CONDORI MIRANDA. (2018). *La educación y la violencia política en el Perú: las repercusiones del Conflicto Armado Interno (1980-2000) en los docentes de la Región Ayacucho-Perú*. Hamburgo, Universidade de Hamburgo, 13. März 2018 (Germany).
- CORSI, A. (2019). „Contes en família”: *les interaccions en un projecte de lectura compartida i dialogada en un context plurilingüe i pluricultural*. 18 de novembro, Barcelona, Universidad Autonoma de Barcelona (Spain).
- DMITRENKO, V. (2016). *Language learning strategies for the development of plurilingual competences in European languages in adult learners*. Universidad de Navarra, Pamplona. 22 de janeiro de 2016 (Spain).
- HEINEMANN, A. (2017). *Professionalität und Professionalisierung im Bilingualen Unterricht – Was es bedeutet, Lehrperson für den Bilingualen Unterricht zu sein und zu werden*. Hamburgo: Universidade de Hamburgo, 30 de agosto de 2017 (Germany).
- HELMCHEN, Ch. (2018). *Wie Herkunft schulische Leistungen beeinflusst Stereotype Threat im Tertiärspracherwerb bei Jugendlichen mit Migrationshintergrund*. Hamburgo: Universidade de Hamburgo, 28 de novembro de 2018 (Germany).
- MATOS, F. (2019). *Apps e estratégias de M-Learning para PLE: Estudo de caso com estudantes de ensino superior*. Lisboa: Universidade Aberta, 24 de setembro de 2019 (Portugal).
- MORIANO MORIANO, B. (2020). *Lecturas interculturales de los textos literarios: representaciones de las relaciones ibéricas en el aula universitaria de español como lengua extranjera*. Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa, 22 de Maio de 2020 (Portugal).
- NOGUEIRA, P. (2019). *Ele quase chegou perto. Er war knapp dran. Estratégias de imprecisão como recurso de enriquecimento cultural: contextos de língua inicial, língua adicional e língua de herança no bilinguismo português/alemão*. 11 de novembro, Universidade Federal de São Paulo. São Paulo (Brazil).
- PIIPPO, J. (2016). *As línguas maternas no Ensino Básico – O caso do espanhol e do português na área metropolitana de Helsínquia*. Universidade de Helsínquia. University of Helsinki, Helsinki. 25 de novembro de 2016 (Finland).
- PUTJATA, G. (2019). *Mehrsprachigkeit und sprachliche Bildung – Potentiale von blindungspolitischen Maßnahmen, von Preofessionalisierung und von migrationsbedingt mehrsprachigen Lehrkräften für den Wandel hin zu sprachlicher Heterogenität als Normalitätsvorstellung in Bildungskontexten*. Studien in Israel und Deutschland. Hamburg, Hamburg Universität (Germany).
- SCHNEIDER, E. (2017). *Von 'hybriden' SchülerInnen in 'Dritten' Räumen - Rekonstruktion kultureller Identitätsbildungsprozesse im bilingualen Unterricht am beispiel der Dorfgründung*. Hamburgo: Universidade de Hamburgo, 22 de março de 2017 (Germany).
- SUÁREZ LASIERRA, M. (2016). *El aprendizaje en e-Tándem en las clases de español con fines específicos: Análisis de la cortesía lingüística en la petición en un entorno virtual*. Universidad Nebrija, Madrid. 3 de janeiro de 2016. (Spain)
- TURIENZO, M. C. (2017). *El aprendizaje del español en una escuela de inmersión dual*

estadounidense: culturas, motivación y forja de identidades. Universitat de Barcelona, Barcelona. 4 de Julho de 2017 (Espanha).

- WEHMER, C. (2018). *Sprachliche Praxis lebensweltlich mehrsprachiger Jugendlicher in formalen, non-formalen und informellen Lernkontexten. Eine Vergleichsstudie am Beispiel von Schülerinnen und Schülern der Sekundarstufe im Interkulturellen Schülerseminar an der Universität Hamburg*. Hamburgo: Universidade de Hamburgo, 26. Februar 2018 (Germany).

- WILKEN, Anja (2020). *Professionalisierung durch Schüler*innen-Mehrsprachigkeit? Englischlehrer*innen im Spannungsfeld zwischen Habitus und Norm*. Hamburgo: Universidade de Hamburgo, 4. November 2020 (Germany).

9. Publications

9.1 Monographs

- YANAPRASART, P. & MELO-PFEIFER, S. (forthcoming, 2022). *Learning and Teaching Multilingually in Higher Education*. Bristol: Multilingual Matters.

9.2 Editor for Books (selection)

- ARAÚJO e SÁ, M^a H. & MELO-PFEIFER, S. (org.) (2010). *Formação de Formadores para a Intercompreensão: princípios, práticas e reptos*. Aveiro: Universidade de Aveiro.

- FEYTOR PINTO, P. & MELO-PFEIFER, S. (org.) (2018). *Políticas Linguísticas em Português*. Lisboa: LIDEL.

- HELMCHEN, Ch. & MELO-PFEIFER, S. (org.) (2018). *Multilingual literacy practices at school and in teacher education*. Bern: Peter Lang.

- KALAJA, P. & MELO-PFEIFER, S. (ed.) (2019). *Visualising Multilingual Lives More Than Words*. Clevedon: Multilingual Matters.

- MATOS, A. & MELO-PFEIFER, S. (ed.) (2020). *Literature and Intercultural Learning in Language and Teacher Education*. Berlin: Peter Lang. DOI: <https://doi.org/10.3726/b17099>.

- MELO-PFEIFER, S. (ed.) (2016). *Didática do Português Língua de Herança*. Lisboa: LIDEL.

- MELO-PFEIFER, S. & OLLIVIER, Ch. (forthcoming, 2022). *Assessing plurilingual competence and plurilingual students: theories, educative issues and empirical approaches*. London: Routledge.

- MELO-PFEIFER, S. & REIMANN, D. (2018) (Hrsg.). *Plurale Ansätze im Fremdsprachenunterricht in Deutschland. State of the art, Implementierung des REPA und Perspektiven*. Tübingen: Narr.

- SLAVKOV, N.; S. MELO-PFEIFER & N. KERSCHHOFER-PUHALO (eds.) (forthcoming, 2021), *The changing face of the native speaker: Perspectives from multilingualism and globalization*. Berlin: De Gruyter Mouton.

- SOUZA, A. & MELO-PFEIFER, S. (eds.) (forthcoming, 2021). *Portuguese as a Heritage Language in Europe: A pluricentric perspective*. Campinas: Edições Pontes.

9.3 Editor for Journals' special issues (selection)

- ARAÚJO e SÁ, M^a H. & MELO-PFEIFER, S. (2018). Multilingual Interaction: dynamics and achievements. *International Journal of Bilingual Education and Bilingualism*, 21 (7).

- ARAÚJO e SÁ, M^a H.; MELO, S. & FRÓIS, J. (org.) (2006). Comunicação electrónica em contextos de educação linguística. Teorias e praticas. *Intercompreensão*, 13.

- DEGACHE, C. & MELO, S. (org.) (2008). *Les Langues Modernes. Dossier : L' Intercompréhension*, 1/2008. APLV.

- MATOS, A. & MELO-PFEIFER, S. (ed.) (2020). Arts, Intercultural education and citizenship. Emergent Perspectives. *Language and Intercultural Communication*, 20 (4).

- MELO-PFEIFER, S. & LIMA-HERNANDEZ, M. C. (2020). Paisagens linguísticas. *Domínios de Lingu@gem*, 14 (4) (Outubro-Dezembro 2020). URL:

<http://www.seer.ufu.br/index.php/dominiosdelinguagem/issue/view/2040>.

- MELO-PFEIFER, S. & YANAPRASART, P. (2019), Plurilingual expatriate teachers in Higher Education. *European Journal of Higher Education*, 9(3).

9.4 Book chapters (selection)

- ARAÚJO e SÁ; De CARLO, & MELO-PFEIFER (2011). L'Intercomprensione nell'interazione plurilingue. In De CARLO, M. (coord.), *Intercomprensione e educazione al plurilinguismo*. Collana "Lingue sempre meno straniere" diretta da Danielle Lévy, Porto S. Elpidio: Wizarts editore (287-301).

- ARAÚJO e SÁ, M^a H.; FERREIRA, C.; MELO-PFEIFER, S. (2011). Insertion curriculaire de l'intercompréhension dans un cours de français à l'université – le point de vue des étudiants. In Alvarez, D. ; Chardenet, P. & Tost, M. (dir.), *L'Intercompréhension et les nouveaux défis pour les langues romanes*. Union Latine & AUF (307-328).

- ARAÚJO e SÁ, M. H. & MELO-PFEIFER, S. (forthcoming, 2021). Online plurilingual language interaction: identity construction and the development of the plurilingual competence of students and teachers. A focus on intercomprehension. In E. Piccardo, G. Lawrence & A. Germain-Rutherford (eds.), *Routledge Handbook of Plurilingual Language Education*. London: Routledge.

- BONO, M. & MELO-PFEIFER, S. (2012). La compétence plurilingue dans une perspective socio-constructiviste et (co-)actionnelle. In G. Alao, M. Derivry, S. Yun-Roger & E. Suzuki (2012), *Didactique plurilingue et pluriculturelle : l'acteur en contexte mondialisé*. Paris: Éditions des Archives Contemporaines (61-72).

- CHIK, A. & MELO-PFEIFER, S. (2019). Social representations about multilingualism. In G. Barkzuhin (ed.), *Qualitative research topics in Language teacher education*. London: Routledge (149-154).

- CHIK, A. & MELO-PFEIFER, S. (2020). Seeing language learner autonomy in young learners' visual narratives. In M. Jiménez Raya & F. Vieira (eds.), *Autonomy in Language Education: Theory, Research and Practice*. London: Routledge (121-141).

- FANECA, R.; ARAÚJO e SÁ, M. H. & MELO-PFEIFER, S. (forthcoming, 2020). Fostering more responsible linguistic practices in Portuguese classrooms: Is teacher education the key for integrating Heritage Languages?. In Mary, L., Krüger, A.-B. & Young, A. (eds.), *Migration, multilingualism and education: Critical perspectives on inclusion*. Clevedon: Multilingual Matters.

- GARBARINO, S. & MELO-PFEIFER, S. (2020). Décrire et évaluer les compétences en intercompréhension: du référentiel de compétences REFIC (Miradi) aux descripteurs de compétences en intercompréhension (EVAL-IC). In Ch. Hülsmann, Ch. Ollivier & M. Strasser (eds.), *Lehr- und Lernkompetenzen für die Interkomprehension. Perspektiven für die mehrsprachige Bildung" / Compétences d'enseignement et d'apprentissage pour l'intercompréhension. Perspectives pour l'éducation plurilingue*. Salzburg : Waxmann-Verlag ("Salzburger Beiträge zur Lehrer/innen/bildung") (103-123).

- MATOS, A. & MELO-PFEIFER, S. (2020). Intercultural language education for the 21st century through literary texts: an introduction. In A. Matos & S. Melo-Pfeifer (ed.) (2020), *Literature and Intercultural Learning in Language and Teacher*. Berlin: Peter Lang (9-20).

- MELO-PFEIFER, S. (forthcoming, 2021). From TESOL to TOLSE: plurilingual repertoires at the heart of language learning and teaching. In K. Raza, Ch. Coombe & D. Reynolds (eds.), *Policy Development in TESOL and Multilingualism: Past, Present and the Way Forward*. Berlin: Springer.

- MELO-PFEIFER, S. (forthcoming, 2021). Intercomprehension between Romance Languages and the development of communicative awareness in multilingual situations: a study on the use of multilingual chats at the secondary school. In Sarah Dietrich-Grappin, Britta Hufeisen & Li Wei (eds.), *A gateway to plurilingual competence: Translanguaging in tertiary language (L3) education*. Bern: Peter Lang.
- MELO-PFEIFER, S. (forthcoming, 2021). Understanding Dominant Language Constellations through analysis of visual linguistic autobiographies by Foreign Language student-teachers in Germany. In L. Aronin & E. Vetter (eds.), *Dominand Language Constellations Approach in Education and Language Acquisition*. Berlin: Springer.
- MELO-PFEIFER, S. (forthcoming, 2021). Linguistic landscapes in the home: multilingual children's toys, books and games. In A. Stavans & U. Jessner (eds.), *The Cambridge Handbook of Childhood Multilingualism*. Cambridge: Cambridge University Press.
- MELO-PFEIFER, S. (forthcoming, 2021). Developing multiliteracies in on-line multilingual interactions: the example of chat-room conversations in Romance Languages. In Breuer, E.O., Lindgren, E., Stavans, A., and Van Steendam, E. (eds.), *Multilingual Literacy*. Bristol: Multilingual Matters (165- 186).
- MELO-PFEIFER, S. (2020). „Plurale Ansätze werden mich in der zukünftigen Unterrichtsvorbereitung beeinflussen“ – Dilemmas und Einstellungen künftiger Spanischlehrer_innen zu Pluralen Ansätzen. In S. Morkötter, K. Schmidt & A. Schröder-Sura (Hrgs.), *Sprachen- und sprachfamilienübergreifendes Lernen – lebensweltliche und schulische Mehrsprachigkeit*. Tübingen: Narr Verlag (97-117) .
- MELO-PFEIFER, S. (2020). Intercomprehension in the mainstream language classroom at secondary school level: how online multilingual interaction fosters foreign language learning. In J. Duarte & C. Kirsch (eds.), *Multilingual approaches for teaching and learning - From acknowledging to capitalising on multilingualism in European mainstream education*. London: Routledge (94-113).
- MELO-PFEIFER, S. (2019). L'authenticité plurilingue comme idéologie linguistique à l'université. In L. Gajo; J.-M. Luscher ; I. Racine & F. Zay (eds.), *Variation, plurilinguisme et évaluation en FLE*. Bern: Peter Lang (241-252).
- MELO-PFEIFER, S. (2019). *Business as usual?* (Re)conceptualizations and the multilingual turn in education. The case of Mother Tongue. In E. Vetter & U. Jessner (ed.), *International Research on Multilingualism: Breaking with the Monolingual Perspective*. Dordrecht: Springer Nature Switzerland AG (27-41).
- MELO-PFEIFER, S. (2018). The multilingual turn in language education: facts and fallacies. In Bonnet, A. & Siemund, P. (eds.) (2018), *Foreign Language Education in Multilingual Classrooms*. New York, Amsterdam: Benjamins (191-212).
- MELO-PFEIFER, S. (2018). When Non-Romance Languages break the linguistic contract in Romance Languages chat rooms: Theoretical consequences for the studies on Intercomprehension. In Buendgens-Kosten, J. & Elsner, D. (ed.), *Multilingual Computer Assisted Language Learning*. Bristol: Multilingual Matters (151-167).
- MELO-PFEIFER, S. (2018). Plurale Ansätze zu Sprachen und Kulturen aus der Perspektive künftiger Lehrerinnen und Lehrer der romanischen Sprachen. In S. Melo-Pfeifer & D. Reimann (org.), *Plurale Ansätze im Fremdsprachenunterricht in Deutschland. State of the art, Implementierung des REPA und Perspektiven*. Tübingen: Narr Verlag (205-225).
- MELO-PFEIFER, S. (2014). Accepter l'imprécis ou négocier le flou dans la recherche scientifique. In A. C. Berthoud et M. Burger (ed.), *Repenser le rôle des pratiques langagières dans la constitution des espaces sociaux contemporains*. Bruxelles: DeBoeck (85-106).
- MELO-PFEIFER, S. (2011). Researchers' multilingual awareness in an international

research team. In C. Varcasia (org.) (2011), *Becoming Multilingual. Language Learning and Language Policy Between Attitudes and Identities*. Bern: Peter Lang (135-163).

- MELO-PFEIFER, S. & HELMCHEN, Ch. (forthcoming, 2020). Representations of Mediation in educational settings: an explorative case-study with different stakeholders in Hamburg. In North, B., Piccardo, E., Goodier, T., Fasoglio, D., Margonis, R., & Rüschoff, B. (Eds.), *Enriching 21st century language education: The CEFR Companion Volume, examples from practice*. Strasbourg: Council of Europe Publishing.

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