



Universitat Autònoma de Barcelona

**RT 3.1 – UNIVERSITAT AUTONOMA  
DE BARCELONA**  
ANALYSIS OF HOW CONTEXT CHANGES  
MODIFY LANGUAGE POLICIES AND  
STRATEGIES AND AFFECT LANGUAGE  
LEARNING PRACTICES AND  
REPRESENTATIONS OF  
MULTILINGUALISM IN EDUCATIONAL  
INSTITUTIONS OF HIGHER EDUCATION

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This working paper presents a sample group work interaction collected in a science classroom taught in English as an L2 at the UAB. Participants use the languages they know to solve questions related both to the management of the activity and to linguistic difficulties encountered while constructing meaning. The sample analysed is weighed up against other data collected by the team, including language policy texts, informal interactions at the campus, an interview with a university officer and a debate about the management of plurilingualism in classrooms. Two conceptions of plurilingualism emerge. The first views plurilingualism as a competence required for participating in demarcated monolingual practices in different languages distributed according to functions and fields. The second conception is one that is hybrid and that emerges in day-to-day practices at the university.