

Our research task aims at describing the cognitive and strategic effects of multilingualism, that is to say its effects on objects of knowledge and discursive activities that enable the knowledge construction and use in higher education and research. This will be achieved through the observation of multilingual practices in higher education, as well as the analysis of the articulation between these practices and the representations the actors foster about their own practices. For this purpose, we will present an example of analysis (2), after a brief reminder about our research topics and theoretical positions (1). This example is taken from a course about "International Marketing" taught in English L2 and illustrates a very common practice in higher education, i.e. ex cathedra lectures, which design is a monologic lecturer's talk. We will then draw the conclusion that the lecture analysed makes a minimal use of the potential multilingual resources (2.2.1). The representations of the lecturer about his own practices are mainly of two kinds: on the one hand, the work in English (L2) on this specific subject encourages him to point out the issue of linguistic and cultural diversity, and to convert them into an object to be studied in relation to his field. On the other hand, he declares that it is not necessary to adopt a specific approach in order to be able to teach his subject in one language or another (2.2.2). This analysis of one specific type of teaching format will then lead us to expose a first attempt in systematizing the diversity of multilingual practices and different types of teaching formats observed so far in higher education (i.e. monologic lecture given exclusively in L2 vs. seminars, exercises etc. that make use of the multilingual resources at hand and are highly interactive). For this purpose, we will categorize contextual data (i.e. course format, aim and number of participants) and make hypotheses on their relationships with our analysis results, which are of two kinds: firstly the collected practices (didactic practices, more or less dialogic and more or less multilingual format) and their potential effects on knowledge construction and secondly, the observed representations of the different actors (about multilingualism in general and their own multilingual practices in particular). We will then make some hypotheses about the relationships between their potential effects on knowledge construction and the teaching format, as well as the correlations between these categories (3.1). In order to be able to understand the impact of the representations on practices and vice versa, we will address the issue of the articulation between representations and practices, taking the example of the same lecturer analysed in the first part (3.1). In this respect, we will look at points of divergence and convergence between representations and effective practices. In general, we can observe that the lecturer's representations seem to be reflected in his teaching practices: being favourable to the teaching in two or more languages, he focuses on language diversity as an object of study (for marketing purposes), but he is less interested in the role of language/s in conceptualisation and transmission of knowledge for his own subject. We will then compare these findings in this specific lecture to the rest of our data and present how our research questions have been evolving, considering the correlations between practices, representations and contextual data (3.2)