Plurilingual Education: Research Trends and Perspectives

Code: 43225
ECTS Credits: 6

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>4313815 Research in Education</td>
<td>OT</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Contact

Name: Melinda Ann Dooly Owenby
Email: MelindaAnn.Dooly@uab.cat

Teachers

Maria Dolors Masats Viladoms

Prerequisites

There are no prerequisites although students should be prepared to work with multiple languages (resources) and in a plurilingual context.

Objectives and Contextualisation

- Introduction to multilingual projects for schools within the European framework.
- Introduction to research related to integrating language learning and other curricula.
- Become familiar with research and its application to multiple literacies and multimodality.
- Develop an understanding of research and its application to language learning in multilingual contexts.
- Develop and understanding of research and its application to globalization and digital skills related to language learning.

Skills

- Analyse data according to its nature and present results in accordance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Recognise the knowledge contributed by research in language and literature education as an essential tool for a fairer society which is more respectful of equality and opportunities.

Use of languages

Principal working language: catalan (cat)
Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.

Work in teams and with teams in the same or interdisciplinary fields.

Learning outcomes

1. Analyse current trends in research into integrated language learning and curriculum content.
2. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
3. Continue the learning process, to a large extent autonomously.
4. Defend the research carried out orally, using the appropriate technology.
5. Design strategies for collecting information.
6. Find and analyse theoretical references.
7. Identify education problems and evaluate the methodological approaches for their solution.
8. Identify theoretical references and evaluate their appropriateness for problems related to plurilingual education.
9. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
10. Interpret the policies and situations of language learning from the viewpoint of educational research in contexts of globalisation, multilingualism and multiculturality.
11. Judge the importance and theoretical and social pertinence of a research problem related to plurilingual education.
12. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
13. Relate results in accordance with their origin (sources and instruments).
14. Understand the main aspects of contexts specific to plurilingual education and analyse them as objects of research.
15. Understand the opportunities offered by online work and language learning from the contributions of educational research.
16. Understand the research on plurilingual education projects within the European framework.
17. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
18. Use research methods, strategies and techniques and design research pertinent to the research problem in context.
19. Work in teams and with teams in the same or interdisciplinary fields.

Content

This module is compulsory for students specializing in the area of Teaching Language and Literature and is optional for other specializations.

The module covers innovative research in the domain of teaching of languages within the context of globalization, linguistic diversity (super-diversity), multiculturalism and the increasing use of English as a lingua franca in diverse contexts.

Contents include:

- Global conceptions of multilingual and intercultural education
- Features of an integrated approach to plurilingual education
- The application of qualitative research to plurilingual education contexts
- Research approaches to technology-mediated language learning contexts

Methodology

The guided learning process will be developed from the following sections:

- Lectures / presentations by teachers.
Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: Directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class participation: group work</td>
<td>36</td>
<td>1.44</td>
<td></td>
</tr>
<tr>
<td>Type: Supervised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis and group discussion of articles and other assigned texts</td>
<td>36</td>
<td>1.44</td>
<td></td>
</tr>
<tr>
<td>Type: Autonomous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of the individual work / participation in debates and workshops during the sessions</td>
<td>78</td>
<td>3.12</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation

Evaluation criteria for the module

The following items will be taken into account:

- Critical reading of assigned texts and materials.
- Collaborative activities done inside and outside the classroom.
- The final output (see description below).
- The interpretative analysis of data collected in multilingual contexts.

Also taken into account:

Attendance, preparation for classes, quality of work and effort, attitude and interaction with classmates. These criteria represent 60% of the final mark and the final out (written and oral defense) make up the other 40% of the part. This 40% is divided into 25% for the written part and 15% for the oral presentation. Bear in mind, you must have both parts passed to successfully complete the module.

Final Output Evaluation Criteria (40% of the final mark). The following will be taken into account for assessment:

The written academic article: content (interest of the subject, originality of the approach; investigative rigor; results obtained) and communicative and formal aspects (coherent and understandable text that has all the characteristics of academic writing)
Public defense of article: Content and communicative skills (organization of the presentation, content and ability to discuss the content cogently).

Final output format: Written text in the format of an academic article, based on readings, discussions and a small data analysis.

The final output consists of:

The development of a written article.
Reviewing an article from another participant in the module (peer review). (NB: it counts as part of the participation of the final note).

- Reading of articles and other related documents.
- Analysis and collective discussion of articles and documentary sources.
- Classroom practices: problem solving / cases / exercises.
- Development of the final product (format article) / oral defense of the final output.
The oral defense and the discussion of the article during a face-to-face session (format of a presentation in a congress or conference).

Extension of article: 7 - 10 pages or 3,000 to 5,000 words. We will provide a workshop on style guidelines during the course.

Any student who has suspended the course can make up the final mark by submitting a second article, with a longer extension of 5000-6000 words that should meet the standards of an article in a scientific journal.

### Evaluation activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance to and participation during sessions</td>
<td>30%</td>
<td>0</td>
<td>0</td>
<td>1, 6, 14, 16, 15, 10, 19</td>
</tr>
<tr>
<td>Final output/individual work</td>
<td>35%</td>
<td>0</td>
<td>0</td>
<td>1, 6, 2, 14, 16, 4, 5, 12, 7, 8, 17, 11, 13, 18</td>
</tr>
<tr>
<td>Ongoing activities</td>
<td>35%</td>
<td>0</td>
<td>0</td>
<td>14, 16, 7, 8, 9, 11, 3</td>
</tr>
</tbody>
</table>

### Bibliography

**Compulsory reading**

- Dooly, M. (2017). *A mediated discourse analysis (MDA) approach to multimodal data* (pp. 189-211). In E. Moore & M. Dooly (Eds.) *Qualitative approaches to research in plurilingual language learning environments / Enfocaments qualitatius per a la recerca en educació plurilingüe*. Dublin: Research-publishing.net. (also available in Catalan)
- Masats, D. (2017). L'anàlisi de la conversa al servei de la recerca en el camp de l'acquisició de segones llengües (CA-for-SLA). (pp. 293-320). In E. Moore & M. Dooly (Eds.), *Qualitative approaches to research in plurilingual language learning environments / Enfocaments qualitatius per a la recerca en educació plurilingüe*. Dublin: Research-publishing.net. (also available in English)


• Moore, E., et Llompart, J. (2017). Collecting, transcribing, analyzing and presenting plurilingual interactional data (pp.403-417). A É. Moore & M. Dooly (coords.), Qualitative approaches to research in plurilingual language learning environments / Enfocaments qualitatius per a la recerca en educació plurilingüe. Dublin: Research-publishing.net. (Également disponible en espagnol)


• Unamuno, V., y Patiño, A. (2017). Producir conocimiento sobre el plurilingüismo junto a jóvenes estudiantes: un reto para la etnografía en colaboración (pp. 107-128). A É. Moore & M. Dooly (coords.), Qualitative approaches to research in plurilingual language learning environments / Enfocaments qualitatius per a la recerca en educació plurilingüe. Dublin: Research-publishing.net. (también disponible en inglés)

**Recommended texts**


• Antoniadou, V., & Dooly, M. (2017). Educational ethnography in blended learning environments (pp. 237-263). (also available in Catalan)


• Dooly, M., & Tudini, V. (2016). 'Now we are teachers': The role of small talk in student language teachers' telecollaborative task development. Journal of Pragmatics, 102, 38-53.


